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## JET YOUTH DEVELOPMENT PROJECT PROFILES

This section covers profiles on 28 of the 48 Youth Development projects that have been or are currently funded by JET.

The information presented here was obtained from responses to a questionnaire that was prepared by JET and distributed to each of the 48 projects. The Profiles form part of a detailed database that JET is building up on all the projects with which it works.

### Project Profiles

- ◆ Albert Luthuli Community Educational Development Trust
- ◆ Bergzicht Training Centre
- ◆ Bertrams Development Brigade
- ◆ Business Skills and Development Centre
- ◆ Camp Jumbo (YMCA)
- ◆ Centre for Opportunity Development
- ◆ Daily Bread Charitable Trust
- ◆ Education Resource and Information Project
- ◆ Education with Enterprise Trust
- ◆ Hantam Community Education Trust
- ◆ Idayasa Youth Development Centre
- ◆ Independent Projects Trust
- ◆ Izingolweni Skills Centre
- ◆ Keyboards Skills & Development Project
- ◆ Midlands Community College
- ◆ Mitchell's Plain Youth Development Programme
- ◆ ML Sultan Technikon - Centre for Educational Skills Development
- ◆ Mmakau Adult Centre
- ◆ Namaqualand Resource and Education Centre
- ◆ Neighbourhood Advice and Resource Centre
- ◆ The Outward Bound Trust of South Africa
- ◆ Pasada Fashion Incubator Centre
- ◆ Primary Open Learning Pathway Trust
- ◆ School Leavers Opportunity Training
- ◆ Skills Training for Employment Centre
- ◆ St Anthony's Skills Training Centre
- ◆ Thusanang Haenertsburg Self Help Association
- ◆ Vocational Advancement Programme

All the Youth Development projects that JET has funded are listed in **Appendix 1**.



# Albert Luthuli Community and Educational Development Trust

**Date started with Youth Development:** 1992

## Aims and Objectives

- ◆ To promote the development of the economy of the north coast region through the provision of skills and information that will generate income and growth of small business in the communities concerned.

## Background

The Trust is based in Groutville, KwaZulu-Natal. It was formed on the initiative of local leaders from Groutville and surrounds, small-scale cane farmers and the North Coast/Lower Tugela business community. The founding chairman was Edgar Sibusiso Luthuli, the son of Nobel Prize laureate, Chief Albert J. M. Luthuli.

## Programmes offered

The trust offers a technical training programme which accommodates a variety of technical skills ranging from electrical appliance repair and carpentry to flower arranging. Some of the skills training is accredited by the Department of Labour.

### Technical Training - Entrepreneurial Development

The programme covers hard skills (85%), business skills (7%), entrepreneurial skills (5%) and life skills (3%). The percentages vary according to the needs of the group. The courses are usually 15 to 45 days. They start with orientation followed by technical training. This is followed by a 3 day business skills course. The last day includes a programme on "starting your own business".

## Number of participants per programme

	Technical Training
1994	+/- 200
1995	*180

\*up to September

## Tracking and Placement Systems

The Trust keeps records of all trainees. It also tracks the progress of ex-trainees. Of the 1994 trainees 20 % are self-employed. The organisation is attempting to develop a placement programme with large corporate bodies in the region by getting them to supply contracts and piecemeal jobs. It also links people who require particular services with ex-trainees of proven ability.

## Personnel employed by the organisation

Category	Full-time	Part-time
Programme	*1 - 5	
Administration	3	1
Service	4	

\* varies

## Budget for Youth Development

The budget for the training programme is approximately R 300 000.

## Future Vision

The Trust intends to develop 4 sectors. They are

1. technical training - to upgrade and improve on the existing training
2. a construction-based division - to undertake projects utilising trainees to improve their training and generate income
3. business development - for non-construction training
4. a resource centre - to support all activities of the Trust.

The Trust hopes that the resource centre, which will focus on teacher and student upgrading, will make it possible for students to grasp the technical training more easily and quickly. With the introduction of the SLOT programme (see SLOT profile) in the area it is anticipated that more students will require the technical training offered.

The Trust has already forged a close relationship with the Department of Labour's training division. The provincial Department of Education has shown an interest in the Trust and provided moral support for the establishment of the resource centre. The Trust hopes to forge closer links with the National Department of Education which has also shown some interest.



## Bergzicht Training Centre

**Date started with Youth Development:** 1992

### Aims and Objectives

- ◆ To become the leading training project for unemployed people in the Western Cape
- ◆ To be the model for similar ventures throughout the country
- ◆ To build capacity to grow by 140 students per year
- ◆ To expand geographically by establishing satellites in the Western Cape and by franchising throughout the country over a 3 year period
- ◆ To find employment for 100% of trained students
- ◆ To raise awareness about the project's mission and work amongst donors and the public to raise funds to cover all planned activities.

### Background

The project was officially opened in March 1992 in Stellenbosch as a response to the need to assist unemployed people. A survey showed a market in the area for trained workers in the areas of frail care, educare, housekeeping and tourism. The Centre trains people and assists them to find employment in these areas.

### Programmes offered

The Centre offers 3 employment oriented programmes and a literacy programme. The Home Management programme is accredited with the Department of Labour and the Literacy programme with Brand Knew.

#### Home Management

This is a 20 day course, running from 8:00 to 16:00 each day. It includes hard skills and life skills. Theory takes up about 8% of the course. Students are trained in the care of children, the use of domestic equipment, cleaning and maintenance, basic cooking and security and handling of domestic emergencies. This is the initial course which all trainees do before they can be selected for other courses offered.

#### Frail care

This has been a 4 week full-time course comprising 2.5 weeks of theory and practical in the classroom and 1.5 weeks in an old age home. It is now being extended to 5 weeks. It includes hard skills and life skills. Theory takes up about 50% of the course. Trainees are trained in all aspects of frail care needed to care for the frail and disabled aged living at home or in a home for the aged.

#### Educare

The full-time course is 24 days - 20 days at the Centre and 4 days at a crèche or nursery school. The in-service course is 14 training sessions totalling 42

hours. The courses cover hard skills (60%), business skills (5%), life skills (30%) and language (5%).

### Number of participants per programme

	Home Management	Frail Care	Educare
1994	277	48	27
1995	170	29	3

Numbers were lower during 1995 because of building renovations which resulted in lack of classroom space.

### Tracking and Placement Systems

The Centre keeps records of trainees and tracks their progress after completion of their courses as far as possible. The Centre runs a Placement Bureau which records all placements, does random checks from time to time and encourages ex-trainees and employers to keep it informed of changes.

The Placement Bureau is involved in the selection of trainees and monitors their performance during training so as to determine their progress and aptitude. The bureau selects trainees for interviews with potential employers. The bureau also offers on-going support to trainees particularly in regard to further training and finding subsequent employment if initial employment ends.

### Personnel employed by the organisation

Category	Full-time
Programme	9
Administration	3
Service	1

### Budget for Youth Development

Programme	Amount
Home management	R 488 107
Frail care	R 128 075
Educare	R 90 694

### Future Vision

The Centre is in the process of building to provide more space. It hopes to increase its student numbers by 12% in 1996. The Centre plans to enlarge the geographical area in which trainees are placed in employment. It also envisages using the "Franchise Manual for the Planning and Implementation of a Training Project" to encourage the training of unemployed youth throughout the country. The Centre would welcome co-operation with training institutions at their level of training.



## Bertrams Development Brigade, a project of the Foundation for Education with Production (FEP)

**Date started with Youth Development:** 1992

### Aims and Objectives

- ◆ To provide education and training to out of school and unemployed youths - aged from 16
- ◆ To empower the youth to find employment by providing education and training with production
- ◆ To engage youth in socially useful production - the renovation of existing homes and the construction of new homes - the urban renewal of Bertrams (eastern sector of Johannesburg) in support of racially reintegrating the city by providing affordable housing to low income families.

### Background

The Brigades are autonomous, community-based organisations. The Brigades are affiliated to the Foundation for Education with Production (FEP), a private, international voluntary agency which was established in Zimbabwe during 1980.

FEP has national affiliates in several, mainly southern African countries. The Bertrams Brigade was established in 1992 to bring about the urban renewal of the area which has been in a state of decay for some years. FEP engaged the support of several groups and organisations, including NGOs, CBOs and government departments, to assist in the urban renewal process.

### Programmes offered

Two programmes were offered in 1994. The B.Ed. module or course was accredited by the universities where it was run. The Bertrams Development Brigade programme is partially accredited by the Johannesburg Technikon. The B.Ed. module is no longer being run because FEP is hoping to convince the universities to run it themselves.

#### *B.Ed.*

This programme was run at UCT over 12 months, University of Natal, PMB over 4 months and the University of the Western Cape. The programme concentrates solely on hard skills, training teachers to implement Education with Production in the curriculum.

#### *Bertrams Development Brigade (BDB)*

This programme covers hard skills (40%), business skills (10%), life skills (10%), basic literacy (20%) and numeracy (20%). The hard skills are bricklaying (basic and advanced), foundation laying, plastering, roofing and plumbing. The course comprises a 1 week orientation, 1/2 a day

per week life skills, 2 months skills training and 8 months practical work under supervision.

### Number of participants per programme

	B.Ed.	BDB
1994	80	81
1995	-	54

### Tracking and Placement Systems

The Brigade keeps records of all BDB trainees and tracks their progress once they have completed the programme. 50% of the BDB trainees of 1994 are currently employed in the private sector, 15% in the NGO sector, 15% are self-employed and 2.5% are furthering their education.

The organisation has a placement programme through contacts with contracting companies. It assists with self-employment by identifying opportunities and providing guidance on how to apply to do sub-contract work. It also provides post-programme support in the form of writing of CVs, teaching interview skills and for the self-employed assisting with quotations and business management.

Records of B. Ed. students are kept by the universities. 98% of the 1994 graduates are employed by government and 2 % by the NGO sector. There is no placement programme for the B.Ed. students who are seconded to the programme by the Education Department. There is post-programme support offered in the form of workshops, seminars, examiners' courses and materials.

### Personnel employed by the organisation

Category	Full-time	Part-time
Programme	4	5
Service	1	1

### Budget for Youth Development

The budget for the Brigade programme is R 335 000.

### Future Vision

The teacher training course will not be expanded by FEP. Provincial education departments will take on this responsibility. Potential for expansion lies in the housing co-operative model and the Bertrams Development Brigade.

The MECs for Education in the North West Province, the Northern Cape and Mpumalanga are



interested in joint ventures which will take the form of establishing Brigades, introducing the Education with Production curriculum and training teachers for pilot projects. It is envisaged that expansion from the pilot stage will be provincial government initiatives. The Free State provincial government is also considering the idea. The Bertrams Brigade will be expanding greatly during 1996 since the Gauteng Housing Board has agreed to support the BDB in piloting the co-operative housing model on a large scale.

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## Business Skills and Development Centre

**Date started with Youth Development: 1987**

### Aims and Objectives

- ◆ To redress educational deficiencies and improve contact between black people (especially women) and the business world
- ◆ To provide sound basic office skills, business English and personal development
- ◆ To help make it possible for the disadvantaged youth to find meaningful employment and thus to realise their potential.

### Background

The Centre was founded in Cape Town in 1987 to provide relevant office/business skills as well as personal development for black people, especially women. It has provided business skills, as well as orientation to the business environment and has a proven track record.

### Programmes offered

The Centre offers a Business Skills and Development programme which is run both full-time and part-time. They also run a Professional Front Line Officer's course (PFLOC) and a Lotus course. All students have to have matric to be accepted.

#### *Business Skills and Development*

This course covers hard skills, business skills, entrepreneurial skills, life skills, language and media skills. The full-time course is run twice a year over 21 weeks which includes 1 day orientation, 3 weeks practical work experience and 18 weeks business skills training. The part-time course is run as evening classes over a period of 9 months.

#### *PFLOC*

This programme is run on demand, usually once a year. It is a 4 day full-time course covering the hard skills required by front-line/reception personnel.

#### *Lotus 1-2-3*

This programme is run on demand, usually once a year. It covers the hard skills required to use this spreadsheet package. The course is run over 3 months in the evenings, twice a week, 1.5 hours each session.

### Number of participants per programme

	Business Skills full-time	Business Skills part-time	PFLOC	Lotus
1994	60	40	10	10
1995	60	40	5	10

### Tracking and Placement Systems

The Centre keeps records of trainees and tracks the progress of those who have completed a programme. Of the course participants in 1994, 81% are permanently employed in the private sector, 3 % are temporarily employed in the private sector, 1 % is employed by government and 1% is self-employed. The Centre does provide a placement service. It employs a placement officer who is responsible for liaising with potential employers. The officer also provides the trainees with motivational counselling and tracks the progress of each placed trainee. Post-programme support is provided in the form of ongoing WordPerfect and Life skills training and support systems while course graduates are job-hunting. Unemployed students are also sent on temporary assignments.

### Personnel employed by the organisation

Category	Full-time	Part-time
Programme	2	25
Administration	3	1
Service		

### Budget for Youth Development

Programme	Amount
Business skills & development, full-time	R 135 000
Business skills & development, part-time	R 162 400
PFLOC	R 1 800
Lotus 1-2-3	R 1 500

### Future Vision

The Centre's future vision is primarily to continue its existing programme, but also to build on its 9 years of experience and achievement through an expansion programme to meet the needs of a greater proportion of marginalised and disadvantaged youth.

The Centre is considering addressing the needs of students with only a Std 8 qualification. It is also thinking of working with small and medium sized businesses to provide secretarial centres in the townships. Ex-students would manage these centres and thus link with the RDP.

The Centre is considering the possibilities of linking with training and education departments and institutions. It is currently engaged in a strategic planning process which will inform its future direction.



## Camp Jumbo (YMCA)

**Date started with Youth Development:** 1992

### Aims and Objectives

- ◆ To provide legal advice and assistance to street children
- ◆ To promote the spiritual, physical and intellectual well-being of the children
- ◆ To provide the children with life skills and education
- ◆ To re-unite the children with their families.

### Background

In March 1992 disaster struck the street children of Pretoria when their temporary home, Elim Church, was destroyed by fire leaving 8 children dead and 10 seriously injured. After much consultation the Pretoria YMCA offered its camping ground - Camp Jumbo - as a temporary shelter. This temporary measure has evolved into a permanent project for the YMCA.

### Programmes offered

The organisation offers a programme which combines literacy and supplementary education.

#### *Camp Jumbo*

The programme covers business skills (10%), life skills (50%), language (10%) and basic literacy (30%). The participants stay at Camp Jumbo indefinitely and the programme is run on an ongoing basis.

### Number of participants per programme

	Camp Jumbo
1994	31
1995	21

### Tracking and Placement Systems

The organisation keeps records of the trainees. Those who leave are placed with a family and regular contact is kept. The primary purpose of their stay at Camp Jumbo is to be rehabilitated from substance abuse, rather than to be made employable. The Camp provides continued support in the form of visits and counselling.

### Personnel employed by the organisation

Category	Full-time
Programme	2
Administration	1
Service	2

### Budget for Youth Development

The total expenditure for 1994 was R 32 834.

### Future Vision

The organisation sees a need to engage in a process of creating a holistic consciousness through broad, participatory public dialogue. This dialogue must embrace the lessons of our past, yet move away from its flawed assumptions to focus on the task of using our technical and organisational abilities to create just and sustainable societies suited to meeting the challenges and opportunities of a new era.

The YMCA is strategically placed with a number of facilities to provide assistance in terms of both formal and informal schooling. It has co-operated closely with the departments of education in some areas and this has proved very fruitful.



## Centre for Opportunity Development (COD)

**Date started with Youth Development:** 1993

### Aims and Objectives

- ◆ To maximise the capability of marginalised youth to gain access to legitimate economic activity and to reduce their feelings of alienation through a specialised business and life skills training programme
- ◆ To ensure that programme participants show improved abilities in
  1. communication skills
  2. teamwork skills
  3. planning and time management skills
  4. critical thinking and problem-solving skills
  5. negotiation and conflict-resolution skills
  6. understanding of the business system
  7. understanding principles of marketing
  8. understanding principles of costing, pricing and profit
  9. understanding production principles
  10. selling skills
  11. record-keeping skills
  12. understanding finance and interest
  13. the skills needed to identify, evaluate and benefit from formal and informal sector opportunities
- ◆ To ensure that students also have decreased feelings of marginalisation, increased confidence and an increased ability to be proactive.

### Background

The Centre for Opportunity Development is a division of Junior Achievement Southern Africa which manages the Junior Achievement Programme in consultation with the Centre for Developing Business of the University of the Witwatersrand Business School, other universities and investors. The Centre for Opportunity Development has its head office in Johannesburg and provincial branches in Gauteng, Northern Cape and Western Cape.

### Programmes offered

The Centre offers 3 programmes.

#### *Opportunity Development Programme*

This programme covers business skills (45%) and entrepreneurial skills (55%).

It is a 3 month programme consisting of a 3 week full-time course, 4 week co-op phase - part-time, 3 week business plan phase - part-time, and 3 week business implementation phase - part-time.

#### *Business Opportunity Course*

This programme covers business skills (42%), entrepreneurial skills (41%), life skills (10%), language (2%) and numeracy (5%). It is an 11 week part-time course, 3 hours per week.

### *Kick-Start*

This programme covers business skills (50%), entrepreneurial skills (45%), life skills (3%), basic literacy (1%) and numeracy (1%). It is a 9 month project combining mass media (radio, newspapers, booklets) and community training on a part-time basis. 240 community trainers were trained this year. They in turn train 50 people each.

### Number of participants per programme

	Kick-Start	Opportunity Development Programme	Business Opportunity Course
1994	1 500	949	30
1995	12 000	1 860	-

### Tracking and Placement Systems

The Centre keeps records of all trainees. For the Opportunity Development Programme there are informal job placement initiatives as well as formal channelling of loan applications. Three post-programme support phases are provided. The Centre also tracks the progress of ex-Kick-Start participants and provided 240 of them with formal business start-up grants this year. Informal job placement also takes place in some regions. There is a 3 month monitoring process of grant recipients.

### Personnel employed by the organisation

Category	Full-time	Part-time
Programme	24	
Administration	4	2
Service	2	

### Budget for Youth Development

Programme	Amount
Opportunity Development	R 4 260 000
Kick-Start	*R 480 000

\*this amount is only for the part of the programme administered by the Centre.

### Future Vision

The Centre has the management and staff capacity to expand and there is clearly a demand. However, long term, sustainable funding is uncertain. They see their future role in linking more closely to RDP and government structures relating to youth, becoming more of a resource centre and provider and developing rural programmes if sustainable funding is available. Possibilities of working with education and training departments and institutions will be explored particularly with regard to accreditation.





## Daily Bread Charitable Trust

**Date started with Youth Development: 1988**

### Aims and Objectives

- ◆ To reach out to, and care for, street children and those who have been abandoned or are without family
- ◆ To combat economic and social deprivation and promote a better living for every child through community-based initiatives.

### Background

Daily Bread is a Christian charitable Trust offering a range of counselling, care and educational services to street children. Based in East London since 1987, they have found increasing demands from rural Eastern Cape towns. (Department of Welfare statistics indicate that 10% of children do not go to school at all.)

### Programmes offered

The Trust runs a bridging school programme, a higher primary school programme and an agro-technical high school programme. The 2 school programmes are accredited by the DET.

#### *Bridging School*

The bridging school covers literacy, art and life skills.

#### *Higher primary school and agro-technical high school*

These programmes which start at Std 4 level cover life skills, language, hard skills, business skills and entrepreneurial skills. The agro-technical high school offers normal academic subjects as well as practical agriculture, farm mechanics, pottery and woodwork. At present there are Std 6 and 7 classes and Std 8 will be added in 1996. Each year a Std will be added until the children reach matric.

### Number of participants

	All the above
1994	100 - 150
1995	200 - 300

### Tracking and Placement Systems

The organisation maintains progress reports on the children. There is no tracking at this stage since the programme has not yet been completed and the participants are all still in the Trust's care. The Trust is looking into providing a placement programme. Mercedes Benz has been approached and will take approximately 7 older boys into their December holiday programme. The Trust also plans to provide post-programme support although this is still 2 - 3 years away.

### Personnel employed by the organisation

Category	Full-time
Programme	6
Administration	6
Service	80

### Budget for Youth Development

Programme	Amount
Bridging, primary & high school	R 600 000
*Shelter Care	R 1 413 880
Child Care "homes"	R 505 718

\* This is for 6 shelters

### Future Vision

The Trust would like to build 10 children's homes accommodating 12 children each with 2 house parents. It would also like to build a proper skills training centre and a school. There is a great need for such facilities in East London and the Border Kei region of the Eastern Cape. The organisation could eventually accommodate 700 children/youth if funding is made available.

The Trust has a holistic approach to youth development which recognises children as individuals. It sees the opportunity to return children and youth to their communities as well-rounded people who are sufficiently skilled to ensure their eventual self-sufficiency.

The Trust's Director of Education chairs the provincial task team for specialised education and works hand in hand with other agencies involved in this field. The Trust also works with other NGOs to provide the youth with other training options. It will continue to access information and assistance from other education and training institutions.



## Education Resource and Information Project (ERIP)

Date started with Youth Development: 1981

### Aims and Objectives

- ◆ To increase the capacity of community-based organisations to serve their communities and involve ordinary people in the social, political, economic, educational and cultural life of society
- ◆ To assist in the establishment of development projects in the community and empower the members to administer and maintain them
- ◆ To help develop youth to be change agents in our society
- ◆ To assist youth in defining and achieving personal and vocational goals
- ◆ To increase the skills and capacity of young people, their organisations and organisations impacting on them to serve their community.

### Background

ERIP is a Western Cape-based NGO working primarily with youth organisations, youth in organisations and organisations impacting on youth development.

### Programmes offered

ERIP offers 1 programme which is certificated by the University of the Western Cape. It also offers a range of capacity-building training programmes and organisational development and management skills training programmes to organisations on request.

#### *Youth Leadership and Development Course*

This certificated programme covers hard skills (20%), business skills (10%), entrepreneurial skills (10%), life skills (50%) and language (10%). It is a 6 month full-time course which includes 1 week orientation and 1 week modules in : biography exercise; initiative and choosing options; leadership; social issues; planning; fund-raising; administration; democracy and development; education skills; practical project implementation; career guidance; job skills; entrepreneur development; and job placements.

#### *Capacity-building training and Organisational Development and Management Skills training*

These programmes are tailored to suit the organisations which request them in terms of content and duration. In the first half of 1995, 9 OD and Management Skills training courses were run and 13 Capacity-building training courses.

### Number of participants per programme

	Youth Leadership and Development	Capacity-building	OD and Management Skills
1994	25	+/-30 per course	+/-30 per course
1995	20	+/-30 per course	+/-30 per course

### Tracking and Placement Systems

The organisation keeps records of all Youth Leadership and Development trainees and tracks their progress once they have completed the programme. Of the 1994 participants 92% are employed, 4% are self-employed and 4% are furthering their education. Participants are placed in organisations to gain work experience for one month during the programme.

### Personnel employed by the organisation

Category	Full-time	Part-time
Programme	8	1
Administration	3	2
Service	1	

### Budget for Youth Development

Programme	Amount
Youth Leadership and Development	R 573 466
Capacity Building & O D & Management	R1 260 013
Organisations impacting on Youth Development	R 695 109

### Future Vision

ERIP plans to increase staff in 1996 and increase the number of course participants for the youth leadership course to 25. It also plans to increase modular training courses offered to youth organisations. It will continue to focus on the Western Cape in 1996 but will also plan and network for the strengthening of youth formations nationally and the active involvement of youth in the RDP.

ERIP sees its future in offering its services in all the provinces. It will initiate and facilitate strategic planning processes to assist youth in the formulation of clear objectives in a changing environment.

ERIP seeks to strengthen its relationship with business and the Department of Labour to enhance the ability of unemployed youth to find employment or become entrepreneurs/self-employed or to pursue further studies.



# The Education with Enterprise Trust (EWET)

**Date started with Youth Development: 1992**

## Aims and Objectives

- ◆ To meet the need for awareness and exploration activities in entrepreneurship for young people, particularly in groups characterised by low business ownership rates
- ◆ To instruct young people in entrepreneurial skills that will give them a head start in the business world and an incentive to continue their education
- ◆ To provide the knowledge needed for young people to compete successfully later as adults in a free market system
- ◆ To teach the importance of, and means to, creating capital ownership and wealth within a community and help bring economic control to the members of the community
- ◆ To begin preparing a class of future entrepreneurs, especially in urban and rural areas marked by low-income populations, who can enhance business growth, create jobs, develop community resources, and stimulate the national economy.

## Background

EWET, based in Harrismith in the Free State, was established in 1989 as a result of a number of young people and teachers expressing their need for developing skills appropriate to the world of work and more specifically towards the option of self-employment. A steering committee was formed by the north-eastern Free State Co-ordinating Forum. EWET was registered on 3 June 1992. The planning of the Youth Enterprise Society pilot programme was finalised in 1993 and initiated in January 1994.

## Programmes offered

Two programmes are offered. The Youth Enterprise Society (YES) programme is underwritten by Ohio State University. The programmes cover hard skills (5%), business skills (20%), entrepreneurial skills (50%), life skills (10%), language (5%), basic business literacy (5%), and leadership (5%).

### Youth Enterprise Society (YES)

The Yes societies operate throughout the school year as an extra-mural activity. School attending youth enter the programme at Std 7 level and proceed through Std 8 and 9. They graduate in Std 10 or after school. Participants develop business competencies through executing activities. Teachers serve as YES facilitators. They are trained through a 1 year programme which starts with a 4 day workshop followed by 1 day workshops once a month. Local business people,

community leaders, educationalists and youth are involved in Local Enterprise Councils (LECs) which own the local YES societies and form a business support system for the participants.

### Business Now

This programme is aimed at out-of-school unemployed youth. In 1994 EWET followed the basic YES approach with a group in Phomolong, Harrismith. The entire group was employed in 1995. However, it has been found necessary to rework the approach to be more appropriate to the target group. There is pressure on the participants to generate an immediate income, they have a higher level of maturity, they have more time available, and they need to gain immediate business skills and access to business start-up finance. It is planned to complete the design and development of the programme by the end of 1995 and run a pilot in 1996.

## Number of participants per programme

	YES	Business Now
1994	350	15
1995	*372	-

\*The 1995 figures are for up to October

## Tracking and Placement Systems

The project keeps records of all participants. There is no tracking of participants at this stage as the first group of YES graduates will only be leaving school at the end of 1995.

The project does not have a placement programme. However, it does offer post-programme support. The MEC for Economic Affairs has made 2 bursaries available to YES graduates. There is an agreement with SBDC for YES graduates to apply for loans and to access loans from the Free State Development Corporation. EWET is also an initiating member of the Free State Skills Training Project which will allow access for YES graduates to hard skills training. Participants of YES receive all information on organisations which would provide them with business support.

The Business Now programme will assist participants to get businesses up and going.

## Personnel employed by the organisation

Category	Full-time	Part-time
Programme	5	-
Administration	1	-
Service	1	-



### Budget for Youth Development

Programme	Amount
YES	*R 1 220 158
Business Now	*R 792 558

\*inclusive of programme development costs

### Future Vision

Replication of the YES programme is being conducted as a partnership between local communities and EWET. EWET sees it as its responsibility to ensure that as many communities as possible have access to the programmes, to impact on the unemployment crisis facing the youth. Applications have been received from 5 provinces and Lesotho.

EWET feels it could make a contribution both as an implementing agency and in contributing at the level of policy formulation through extending its services nationally.

EWET plans to formalise the support gained from education authorities during the consultation phase into working agreements in recognition of the YES approach as a vehicle for achieving some of the objectives of the national Department of Education. It is important for EWET to get the certificates of teachers acting as YES adult advisors recognised by education departments to influence their merit increments. They would also like to serve as a resource for education authorities in implementing entrepreneurship in the education system.

EWET is working towards obtaining accreditation for YES programme participants within the context of the National Qualifications Framework.



## Hantam Community Education Trust

**Date started with Youth Development:** 1993

### Aims and Objectives

- ◆ To provide children, youth and adults from the Colesberg district with access to appropriate quality education and training.

### Background

The project started in 1989 with a play group for the children of farm workers; a pre-school followed and then a primary school which now goes up to Std 7. In 1993 skills training was introduced at the request of the community. It was introduced as a compulsory extra-mural activity for the Std 6s and 7s. The same service is provided to adults over week-ends. Out of school unemployed youth attend either during the week or on week-ends.

### Programmes offered

The organisation offers six programmes. One is aimed specifically at youth skills development.

#### *Skills training Programme for Adults and Youth*

This is a 2 year programme. Trainees spend 1 afternoon per week during school terms receiving training in wood work, metal work, sewing and knitting. The programme also includes life skills and business skills which are taught during school hours.

### Number of participants per programme

	Skills Training Programme
1994	55
1995	80

### Tracking and Placement Systems

None of the trainees has yet completed the programme. The Trust does not have a placement programme. However, trainees will be supported morally and financially if they wish to further their studies after completion of this course.

### Personnel employed by the organisation

Category	Full-time	Part-time
Programme	6	17
Administration	3	
Service	3	

### Budget for Youth Development

The amount budgeted for the Skills Training Programme is R 54 560.

### Future Vision

The Project is currently concerned with upgrading to deliver quality service, rather than quantity. The only expansion envisaged at this stage is in the field of consultancy although there are limitations in terms of skilled human resources.

The project envisages providing participants with relevant education and training to allow them to take their rightful place in the social and economic future of the country.

The project has been in close contact with the Northern Cape Education Department and has received many visitors from the Northern Cape, Eastern Cape and Free State Education Ministries. It also works closely with NGOs such as READ, RUMEP and Molteno in the area of teacher development.



## IDAYASA Youth Development Centre

**Date started with Youth Development: 1994**

### Aims and Objectives

- ◆ To evangelise the youth thereby promoting peace and democracy
- ◆ To facilitate and co-ordinate educational and recreational programmes together with vocational programmes aimed at uplifting the underprivileged/disadvantaged youth in all accessible areas of their lives
- ◆ To strive to be a legitimate voice of disadvantaged youth with respect to their needs, aspirations, values, visions and fears
- ◆ To promote alliances by networking with other organisations, people and interested groups that could assist IDAYASA in attaining the above objectives.

### Background

The Centre is based in Port Elizabeth. The Inter Denominational African Youth Association of South Africa (IDAYASA) emerged to fill the political and social vacuum among youth. It was an initiative of the Inter Denominational African Ministers Association of South Africa. It is concerned with the underprivileged youth in the Port Elizabeth/Uitenhage area and in South Africa in general.

### Programmes offered

The Centre offers 4 programmes as well as Winter and Spring schools. Three of the programmes are directly related to youth development.

#### *Iqhayiya Skills Training*

This programme covers hard skills, business skills, entrepreneurial skills, language and literacy. It comprises 4 weeks orientation, 18 months full-time training, 4 months development in business skills and a 1 year after care programme.

#### *Job Seeking Skills*

This +/- 8 day programme includes how to draw up a CV, how to locate potential employers, understanding job advertisements, completing application forms and interview techniques.

#### *Business Plan*

This +/- 10 day programme assists those who are planning to start their own enterprise to develop a business plan.

### Number of participants per programme

	Iqhayiya Skills Training	Job Seeking Skills	Business Plan
1994	300	1 800	700
1995	310	2 800	640

### Tracking and Placement Systems

The Centre keeps records of Job Seeking Skills trainees and tracks their progress after the programme. Of the participants in 1994, just over 5% were employed (1% in the privates sector, 0.5% by government, 2% in the NGO sector and 1.5% self-employed). The Centre does not have a placement programme but does offer post-programme support in the form of an after care programme and evaluation. As stated above Iqhayiya Skills Training includes an after care programme.

### Personnel employed by the organisation

Category	Full-time	Part-time
Programme	3	12
Administration	1	-
Service	3	-

### Budget for youth development

Programme	Amount
Iqhayiya	R 60 238
Job Seeking Skills	R 34 000
Capacity Building	R 71 974

### Future vision

The organisation is planning to expand from Port Elizabeth and surrounding areas to the whole Eastern Cape and to develop a personnel agency to find employment for ex-students. It is also planning to enter into a joint venture with Newhco. The Centre plans to build links with other youth organisations and develop a document on youth-oriented job skills projects.

The Centre consults broadly and is having meetings with provincial government, transitional local councils and regional services councils on matters related to youth. A committee has been elected to work with these agencies.



## Independent Projects Trust (IPT)

**Date started with Youth Development: 1990**

### Aims and Objectives

- ◆ To impact on the dynamics of KwaZulu-Natal in order to change the culture from one of confrontation and suspicion to one of reconciliation and co-operation
- ◆ To contribute to an environment in which development can take place and be sustainable through the provision of training to communities and schools
- ◆ To place a network of trainers in areas where IPT has already had an impact in order to support the new-found trust and culture of peace.

### Background

IPT began operating in 1990 in Durban. It was recognised that there was a need for a non-aligned organisation to provide conflict resolution training in Natal. In November 1993 the organisation opened a branch office in Empangeni. In 1994 there was further expansion with the opening of a small operational centre in Ulundi.

### Programmes offered

The Trust offers 2 conflict management programmes.

#### *Conflict Management Skills*

This programme is concerned solely with life skills. It takes the form of a 2 to 3 day experiential workshop. It is run as a residential or non-residential course for communities.

#### *Smart Schools*

This is a conflict management programme for school pupils. It is run as a series of 2 hour workshops or a series of in-lesson training periods over a term with a week-end workshop at the end of the course.

### Number of participants per programme

	Conflict Management Skills	Smart Schools
1994	2 730	-
1995	1 500 <sup>1</sup>	1 200 <sup>2</sup>

<sup>1</sup> adults, <sup>2</sup> youth

### Tracking and Placement Systems

The organisation keeps records of trainees. In communities there is an ongoing facilitatory relationship. No tracking of pupils is carried out and there is no placement programme because the participants are not being trained for jobs.

### Personnel employed by the organisation

Category	Full-time
Programme	17
Administration	5
Service	-

### Budget for Youth Development

Programme	Amount
Conflict Management Skills	R 2 000 000
Smart Schools	R 300 000

### Future Vision

The organisation now has 4 offices and 22 staff, many of whom are new. They feel that no further expansion will be possible for at least a year although there is enormous potential in terms of needs for the services provided.

They see their future role as ongoing in order to rebuild the spirit of the people, giving them the tools to build meaningful lives for themselves in a democratic society. They are concerned that a culture of learning will be impossible to develop without a culture of peace. "The future lies in the meaningful and relevant education of our children, encouraging a way of life that promotes non-violence, co-operation and tolerance."

The organisation currently works with colleges of education as a provider of training but the relationship is informal. The work in schools is on an individual basis. There is no formal relationship with the Department of Education but the Trust is motivating for a more formal and long-term relationship.



## Izingolweni Skills Centre

**Date started with Youth Development:** 1995

### Aims and Objectives

- ◆ To alleviate the very high unemployment rate in the rural Izingolweni area by offering job skills training.

### Background

This project is based in Izingolweni in KwaZulu-Natal. The idea was born 4 years ago when the Asikhule Foundation was working in the area providing opportunities for entrepreneurs. They realised that there was a huge unemployment problem and need for skills training. Working with the community leaders, the Urban Foundation and the Department of Education, the Foundation established the project. Given the working partnership, JET agreed to fund capital costs.

### Programmes offered

One programme is offered. It started in June 1995.

#### *Job skills: Garment making*

The programme covers hard skills (85%), business skills (10%) and entrepreneurial skills (5%). It is a 13 week course with training 5 days a week, 8 hours a day.

### Number of participants per programme

	<i>Job skills: Garment making</i>
1994	-
1995	14

### Tracking and Placement Systems

The Centre keeps records of trainees. Since the programme has just started there is no tracking of ex-trainees. The Centre does not provide a placement programme but does plan to offer post-programme support.

### Personnel employed by the organisation

Category	Full-time
Programme	1*
Administration	-
Service	-

\* Once the Centre is fully operational it will employ approximately 5 staff.

### Budget for Youth Development

There is no budget as all income and expenditure is for the Department of Education.

### Future Vision

Although the Centre is just commencing operations they have planned for expansion by acquiring a suitable, large property. It is envisaged that many more job skills will be offered when the buildings have been completed. They see their future role in the provision of job skills to unemployed youth. The involvement of the Department of Education is essential to the success of the project to provide the trainers and the equipment and materials necessary for the training.





# Keyboards Skills and Development Project

**Date started with Youth Development: 1982**

## Aims and Objectives

- ◆ To provide professional secretarial training including a wide range of office skills such as computer skills, bookkeeping and office practice
- ◆ To provide a bridge into the business world through communications, cultural and life skills programmes
- ◆ To develop efficient, confident young men and women committed to community involvement
- ◆ To assist graduates in finding suitable employment through work experience schemes and placement projects
- ◆ To provide a range of courses which lead to the internationally recognised Pitman examinations
- ◆ To serve marginalised communities by providing cost effective training
- ◆ To provide top quality part-time courses in telephone technique, computer and English skills
- ◆ To provide secretarial services to the community

## Background

Keyboards, based in Johannesburg, was founded in 1982 to fill an urgent need for thorough secretarial training for young women. Keyboards has been registered as a Pitman Examination Centre since its inception. Ex-students fill positions not only in Johannesburg but also in outlying areas.

## Programmes offered

Keyboards offers 2 major programmes as well as a number of part-time upgrading courses. To be accepted students must have a matric certificate, write aptitude and English tests and be interviewed to determine whether they have the potential and aptitude to succeed in the business world.

### Secretarial

This is a 1 year full-time course running from mid-January to December. Subjects included are: (Pitman) Typing (elementary, intermediate, advanced); (Pitman) computer skills (WordPerfect); audio typing; (Pitman) Bookkeeping (levels 1 & 2); Pastel and Turbocash; (Pitman) Office Practice (elementary); (Pitman) English for speakers of other languages (intermediate, higher intermediate and advanced); Cultural programme; Life skills; Communications; Telephone technique; four week work experience with a mentor in a company.

### Bookkeeping

This is a 6 month mornings only course which covers Bookkeeping, Keyboarding, WordPerfect, Turbocash and Lotus.

### Upgrading courses

These courses are run throughout the year. Time and price vary. They are run from Monday to Friday 08h40 - 10h10 and on Saturdays 09h30 - 12h30 or 13h30 - 16h30. They include Keyboarding, WordPerfect, Lotus, TurboCash, Pastel, Windows, Shorthand, English courses in meeting procedures & report writing and improving English, as well as a 2 day telephone technique course and a 2 day Office skills and communications course.

## Number of participants per programme

	Secretarial	Book-keeping	Typing	Word processing	Turbocash	Lotus	English
1994	52	-	6	23	5	14	1
1995	52	13	7	7		12	2

## Tracking and Placement Systems

The organisation keeps records of all trainees. It also tracks the progress of graduates. All 52 participants (100% of the full-time course) from 1994 were placed by July 1995, most of them in the private sector. Keyboards assists trainees with placement by working closely with employment agencies and companies and informing them about the imminent completion of their 1 year course. Graduates attend interview workshops run by Keyboards. Organisations are continually contacted until all students are placed. They also arrange interviews for companies who contact them. Post-programme support is also offered. Students are encouraged to return the following year to practise their skills. They are assisted in writing CVs and letters of application. They are encouraged to use Keyboards telephones to seek employment. Those not employed work at the Keyboards reception for 2 week periods. Keyboards Secretarial Services was initiated with graduates in mind. They type work which comes in and are paid for the work they do. Once in employment graduates and their employers are regularly phoned to follow up on their progress.

## Personnel employed by the organisation

Category	Full-time	Part-time
Programme	6*	3
Administration		1
Service		

\*Many teaching staff also participate in administration



**Budget for Youth Development**

The budget for materials and programme costs for 1995 is R 124 360.

The total budget for the organisation for 1995 is R 748 866.

**Future Vision**

By upgrading and acquiring more equipment Keyboards plans to increase numbers on the secretarial course from 52 to 104 over the next 2 years. This will also facilitate achieving self-sustainability.

The organisation sees its future role in continuing to provide a holistic programme to allow young men and women to develop into efficient and

economically productive members of society. An important aspect is the provision of subsidised training to those who would not normally be able to afford it.

Keyboards staff are involved in networking with organisations such as the Association of Private Colleges of South Africa, the Education Services Organisation Forum, the National Council for Business Training Standards, the Pitman Examination Institute and others.



# Midlands Community College

**Date started with Youth Development: 1981**

## Aims and Objectives

- ◆ To provide a service to the communities in the Kwa-Zulu-Natal area that will focus on the affordable and accessible training of individuals and communities in those skills identified with and by them, in order to build a sustainable foundation for continued improvement and development
- ◆ To ensure that skills taught are not only functional but are supported by fundamental personal enrichment philosophies aimed at continued growth in self-reliance, worth and esteem of the individual and community.

## Background

The College is based in Nottingham Road. It was founded in 1981 by members of the community who felt there was an urgent need for a centre to offer further training and Adult Basic Education to the many disadvantaged people in the area. They raised the money themselves to establish the Midlands Centre for Further Education as it was then named.

## Programmes offered

The college offers a variety of capacity building and training programmes, among which are 10 ten week residential courses for school leavers, known jointly as the "SLOT II" programme (see SLOT profile). 4 of these courses are accredited through the Department of Forestry and the Department of Labour. A number of others are pending accreditation.

### SLOT II

The courses are: computer and office skills, cooking/catering, garment making, fabric design, pre-school teacher training, child-minding, motor repair and maintenance, welding, agriculture and low-cost housing construction. Most of the courses cover hard skills, business skills, entrepreneurial skills and life skills. The computer and office skills course does not cover entrepreneurial skills but includes office skills and language. The courses are 10 week residential courses.

## Number of participants per programme

	SLOT II
1994	366
1995	*343

\* up to September

## Tracking and Placement Systems

The college keeps records of all students and tracks the progress of ex-trainees, as does SLOT. Of the participants in the 1994 programme, 25 % are employed in the private sector, 0.5% are employed in the NGO sector, 16% are self-employed and 1% are furthering their studies.

The college researches possible employers and encourages suitable trainees to apply to them. SLOT provides post-programme support and the college supplements this with their own field officers.

## Personnel employed by the organisation

Category	Full-time
Programme	11
Administration	2
Service	14

## Budget for Youth Development

Programme	Amount
SLOT 2	R 208 392

## Future Vision

The college is about to embark on a cattle project at Hlatikhulu, as well as a vegetable/dry cropping project. The college itself, however, is now physically developed to its maximum.

The college envisages continued involvement in youth development through its close association with SLOT. In the Midlands it is also becoming more and more involved with youth who do not qualify for SLOT through its ABE and community-based initiatives. The "non-SLOT" courses and workshops are aimed, to a large extent, at these people. The college also envisages becoming involved in training youth who emerge from the MET schools in skills from computer/office skills, through to building and low-cost housing provision.

The college is a member of CCASA and a member of the Farmer Training Network. It works closely with the Farmer Support Group and the School for Rural Community Development at the University of Natal (Pietermaritzburg). It also liaises with Khupuka in Durban and is about to join their network.



## Mitchells Plain Youth Development Programme (MPYDP)

**Date started with Youth Development:** 1992

### Aims and Objectives

- ◆ To establish a viable base where youth development is carried out
- ◆ To actively involve parents to make them part of the decision-making process
- ◆ To expand the life skills programme to include as many children as possible from Mitchells Plain, Khayelitsha, Strandfontein and Mandalay
- ◆ To evaluate and strategically plan the programme on an ongoing basis
- ◆ To continue to research the programme so that it is able to intervene in the existing cycle of poverty, crime and general powerlessness in the communities
- ◆ To continue to build links with other NGOs, CBOs and institutions to maintain a holistic approach
- ◆ To assist other organisations and groups in the Western Cape to establish programmes through responding to enquiries, establishing models and providing technical assistance and information
- ◆ To co-ordinate workshops and programmes on social issues that affect youth and the community
- ◆ To organise symposiums and career opportunity exhibitions for all high schools in Mitchells Plain

### Background

The Programme was an initiative of the Mitchell's Plain Advice Office. They asked the community to assist with the problem of truant children. A group came together in March 1992. They operated from the Advice Office and their homes initially. By November they had obtained funds and moved into their present premises. An essential aspect of MPYDP is consultation for children with problems as well as making them aware of the available resources that can assist them. Professional organisations such as psychiatric institutes, social welfare departments and others which provided assistance in the early days of the organisation are now approaching MPYDP for practical advice based on their experience in the community.

### Programmes offered

Three programmes are offered. The Welding programme is accredited by the Belville School of Artisans.

#### Life Skills

This programme deals solely with life skills. It runs on 4 afternoons a week after school throughout the school year. The programme

includes leadership development, jazz art, arts and crafts, a careers symposium, and a motivational clinic.

#### Welding (job creation)

This programme covers hard skills, business skills, entrepreneurial skills and life skills. The course is from 3 to 6 months. 3 - 6 weeks is spent at the technical school for theoretical training. The remainder of the time is spent at the welding workshop for practical training under close supervision.

#### Outreach

This programme is concerned with the broad dissemination of educational information to communities. It deals with specific life skills topics requested by schools, organisations, communities or individuals. Each request is dealt with in the most appropriate way which could include seminars, workshops and/or publications.

### Number of participants per programme

	Life skills	Welding
1994	4 500	10
1995	*629	20

\*up to October

### Tracking and Placement Systems

The organisation keeps records of all trainees and monitors their progress once they have completed the programme to ensure that they sustain and enhance the skills they have learnt. They do not have a placement programme but have this year instituted two processes. They invited big construction companies to attend the certification ceremony and they wrote letters to these companies in an attempt to assess the possibilities for placement. They do not offer post-programme support as they lack the resources to do so.

### Personnel employed by the organisation

Category	Full-time
Programme	5
Administration	1
Service	1

### Budget for Youth Development

Programme	Amount
Life skills	R 154 800
Job creation	R 32 000



**Future Vision**

The programme sees the need for expansion but this will depend on the availability of funds. They particularly wish to expand their economic empowerment programmes because of the high rate of unemployment in the area and are looking at a course in catering amongst others.

They plan to emphasise life skills and leadership development and to assist high school students with career guidance providing information on their options in terms of further education and employment opportunities. They will increasingly address socio-political issues to involve youth in nation-building and the deepening of democracy.

The organisation is in the process of developing relationships with the Education Department and the police with regard to two initiatives. They are an academic development programme related to their career guidance initiative and a joint campaign with the SAP Gang Unit.



## Centre for Educational Skills Development (CESD) of M L Sultan Technikon

**Date started with Youth Development:** 1994

### Aims and Objectives

- ◆ To attempt to address the high unemployment rate by teaching a skill to especially those who have been historically disadvantaged
- ◆ To facilitate continuing education, if desired
- ◆ To encourage trainees to initiate small businesses
- ◆ To strengthen community organisations and youth groups
- ◆ To participate in the RDP.

### Background

The CESD is the M L Sultan Technikon's reconstruction and development initiative. The Centre, based at the Technikon in Durban, was established to address the unemployment issue among youth and adults, through training.

### Programmes offered

The Centre offers 11 programmes which are all accredited by the M L Sultan Technikon. All the courses cover hard skills, business skills, entrepreneurial skills, and life skills.

Sheet Metal(welding), Building Construction, Motor Mechanics, Electrical Construction, Basic Administration, Wood Work, Panel Beating, Domestic Appliances, Dressmaking, Printing, Computer Literacy

These are 10 week practical courses comprising 1 week orientation, 9 weeks intensive modular training with continuous assessment built into the course.

### Tracking and Placement Systems

The Centre keeps records of all trainees. It will be tracking the progress of trainees who have completed the programmes. It has a placement programme through which it networks with construction companies and engages with local government to absorb trainees into the public works programme.

The Centre also offers post-programme support in the form of advice and assistance if trainees want to further their training, small business development and continuing education.

### Number of participants per programme

	Sheet metal	Motor mech.	Building	Electrical	Admin.	Panel beating	Domestic appliances	Printing	Computer literacy	Wood work	Dressmaking
1994	-	-	-	-	-	-	-	-	-	-	-
1995	68	66	38	37	10	9	40	20	186	20	20

### Personnel employed by the organisation

Category	Full-time
Programme	1
Administration	1
Service	

### Budget for Youth Development

Programme	Amount
Motor Mechanics	R 23 300
Electrical Construction	R 18 400
Building Construction	R 19 600
Sheet Metal	R 23 600
Dressmaking	R 17 200
Domestic Appliances	R 6 000
Wood work	R 6 000
Panel beating	R 4 800
Basic Administration	R 10 000
Printing	R 8 000
Computer literacy	R 23 100

### Future Vision

The Centre sees its potential for expansion as vast since it has a substantial networking and co-ordinating ability and since all its funds are used on training and not on machinery and equipment. There has been a recent breakthrough with the ex-HOD Education Department which has resulted in access to technical high schools allowing the Centre to train 3 or 4 times the numbers currently being reached.

The Centre sees its future role in providing basic skills so that the youth become employable, providing them with continuing education, strengthening community organisations, including youth structures and teaching and encouraging entrepreneurship.

The Centre is currently working with the Education and Culture Services Department. It uses the *Phoenix Technical High School* and the *Cato Manor Technical College* facilities and there are 3 other schools which it will make use of from 1996.

It also consults with the Department on curriculum and other matters. The Centre also plans to work with the Education and Training Departments once the National Qualifications Framework is established.



## Mmakau Adult Centre

**Date started with Youth Development:** 1981

### Aims and Objectives

- ◆ To provide formal education: literacy, primary school and high school, for the many young adults who have never had this chance
- ◆ To provide training in practical skills which will equip people to earn their living by :
  - a) establishing their own small business or
  - b) finding employment in established concerns
- ◆ To employ as many as possible from the community who could be trained as facilitators or teachers.

### Background

The Centre, in Mmakau village near Rosslyn in the North West Province, started as a night school for adults using the existing high school buildings. In 1984 the Mmakau Adult Centre was opened as a separate facility and began to provide skills training.

### Programmes offered

Eight skills programmes are offered as well as literacy and a Std 6 to matric programme. The typing programme is accredited by Pitman. The programmes together cover hard skills, business skills, entrepreneurial skills, life skills, language and basic literacy.

#### Literacy

Classes are run Monday to Thursday - 8 am to 1 pm

#### Std 6 - Matric

Classes are run Monday to Thursday - 1 pm to 6 pm

*Knitting, basic sewing, sewing uniforms*  
Monday to Thursday - 9 am to 1 pm

#### Computer use, typing

Two evenings a week (8 hours)

*Carpentry, Bricklaying, Motor mechanics*  
Saturdays 9 am to 3 pm

### Number of participants per programme

	Literacy	std 6 - matric	typing/ computers	Skills
1994				
1995	190	166	24	243

### Tracking and Placement Systems

The Centre keeps records of names, addresses, home languages and educational background of all trainees. They do not track the progress of trainees after the completion of courses as they have no field workers. However, trainees occasionally report back. They have no organised placement programme but the good reputation of the Centre means that certificates issued by it are accepted as a recommendation by prospective employers.

### Personnel employed by the organisation

Category	Full-time	Part-time
Programme	5	40
Administration	1	2
Service	3	

### Budget for Youth Development

Programme	Amount
Literacy	R 30 000
Skills	R 150 000
Matric programme	R 10 000
Typing/computer programme	R 15 000

### Future Vision

The Centre feels that there is great potential for growth particularly in the production of clothing and the establishment of small businesses for self employment.

The matric project is seen as essential as it will enable the youth to further their studies. Young adults attending literacy classes are also receiving skills training which will hopefully lead to employment. The Centre will continue to play this role in the future.

The Centre is connected to the North West Province's Education Department which pays the salaries for all the teachers and trainers involved in the project and evaluates progress from time to time. Involvement with the local technikon is in the pipeline.



# Namaqualand Resource and Educational Centre (NAMREC)

**Date started with Youth Development:** 1991

## Aims and Objectives

- ◆ To provide young people with information skills training and a critical understanding of work and education.
- ◆ To enable young people to fulfil new roles in a changing society
- ◆ To improve the quality of lives of young people through education about work and education for work.

## Background

NAMREC was established in Springbok in the Northern Cape, to address the need for vocational guidance for young people and to make information accessible to youth through various programmes and projects to enable them to make informed decisions about work and study.

## Programmes offered

The Centre offers 2 training programmes, as well as developing and supporting student groupings which become involved in school and community initiatives.

### *Work experience programme*

This programme, aimed at school students, covers hard skills, life skills and business skills. It comprises 5 full day training workshops on understanding the world of work, a week long work placement, a community or school project, a research project and business skills training.

### *Unemployed youth programme*

The programme covers hard skills, business skills, entrepreneurial skills, life skills and basic literacy. The programme runs for 6 months, one full day per week.

### *Namaqualand Action Groups (NAG)*

These student groupings are involved in school and community programmes and peer counselling. The NAG groups are currently involved in a business project (T-shirt printing based at school) to raise awareness and stimulate entrepreneurial development at school level.

## Number of participants per programme

	Work experience	Unemployed youth	NAG
1994	*20	-	102
1995	95	16	125

\*teachers

## Tracking and Placement Systems

The Centre keeps records of all trainees and tracks them to assess how the programme has helped them make decisions about work and study, to get work or to become self-employed. During the programmes trainees are placed with companies for 1 week to observe and carry out tasks so as to obtain information, experience the workplace, acquire knowledge and skills, and thus make informed decisions about their future.

## Personnel employed by the organisation

Category	Full-time	Part-time
Programme	2	
Administration	1	1
Service		1

## Budget for Youth Development

Programme	Amount
Work Experience	R 50 000
Unemployed youth	R 20 000

## Future Vision

The Centre makes use of volunteers to complement staff. Youth are actively involved in the running of the Centre and assist when necessary. The increasing need for services is currently addressed by utilising the expertise of outside organisations and individuals.

NAMREC sees itself as a partner in the development process and places great emphasis on collaboration with other stake holders. It believes that a collective approach is needed. Partnerships with other NGOs and institutions as well as accreditation for programmes offered will be seriously explored. Close links with the Namaqualand Youth Development Forum will be necessary to build and develop the Forum so as to address the needs of youth development. Furthermore, the Centre has to expand its own infrastructure to effectively and creatively deliver its service. It is also concerned with staff development to improve the quality of the service it delivers.





## Neighbourhood Advice and Resource Centre

**Date started with Youth Development:** 1992

### Aims and Objectives

- ◆ To provide assistance and advice to the community on community problems
- ◆ To conduct seminars of educational value
- ◆ To engage in consumer education programmes
- ◆ To research community problems
- ◆ To publish the results of any research undertaken by the Centre and any materials relevant to our objectives
- ◆ To provide computer and life skills to students and the unemployed
- ◆ To refer to other agencies matters coming to the attention of the Centre which in its opinion can more appropriately be dealt with by these agencies
- ◆ To establish committees and sub-committees and prescribe their powers and functions
- ◆ To liaise with other agencies and/or organisations.

### Background

The Centre was established in 1985 in Newclare, Johannesburg as an advice centre. In the 90s the political focus changed and with it the name of the Centre. It was decided to focus on 3 areas: legal and other advice; domestic violence; and provision of skills training. The computer and life skills project was initiated in 1993 in response to a survey conducted in 1992 which showed that computer literacy was a common requirement when applying for employment.

### Programmes offered

There is one skills programme offered.

#### Computer Skills Project

This is a 5 week full-time course covering hard skills (80%) and life skills (20%). There are 4 modules viz. Introduction and WordPerfect (2 weeks); Lotus 1.5 weeks; Windows (4 days); and life skills (1 week). All classes run from 9.00 am to 4.00 p.m. Monday to Friday.

### Number of participants per programme

	Computer skills project
1994	198
1995	*216

\*up to October

### Tracking and Placement Systems

The Centre keeps records of trainees who complete the programme. They also track the progress of the graduates. Of the 1994 participants, 17% are in employment in the private sector and 7.5% are involved in further education or training.

The Centre has an arrangement with ABSA, First National Bank and Standard Bank to refer trainees to them for job placement. First National Bank has recently approached the Centre to refer approximately 40 trainees for temporary work in their card division. The Centre also supports ex-trainees by drawing up CVs and allowing them to use the facilities when applying for jobs.

### Personnel employed by the organisation

Category	Full-time
Programme	3
Administration	1

### Budget for Youth Development

The budget for the Computer Skills Project is R 176 000.

### Future Vision

The Centre foresees much potential for expansion. From September 1995 to December 1996 it plans to upgrade its computers to 486s, offer advanced courses including the integrated office packages, offer a course in the upgrading and repairing of PCs, set up and develop its resource library and broaden its job placement scheme.

The Centre is starting to liaise with the Department of Labour for resources, staff training and job placements. It is also liaising with software companies, the education department, Damelin and technikons for accreditation of its courses.



# The Outward Bound Trust of South Africa

**Date started with Youth Development:** 1991

## Aims and Objectives

- ◆ To convince young people of all races and creeds that they have reserves of stamina, resilience, character, determination and potential of which they were not aware
- ◆ To increase their confidence and make them aware of the value of team work and community involvement
- ◆ To help marginalised youth from the townships and rural areas by changing their attitudes to the circumstances in which they live
- ◆ To offer all the creative opportunities in the Outward Bound repertoire to every level of society in "open" courses and courses specifically designed for segments such as business, labour, rehabilitation of prisoners and the like.

## Background

The International Outward Bound Movement was started in Wales in the 1940s. The change in political direction in South Africa facilitated the establishment of the Outward Bound Trust in this country in 1991. The Hobbiton School at Hogsback was assimilated into the Trust which also merged with Veld and Vlei. Both organisations had espoused the Outward Bound philosophy. The Trust now has 2 centres, at Hogsback in the Eastern Cape and Sedgfield in the Southern Cape.

## Programmes offered

Outward Bound currently runs open enrolment programmes, courses aimed at marginalised youth and professional development programmes for business. It is in the process of piloting a Young Prison Offender programme in association with NICRO. All the courses are entirely concerned with life skills training. The courses are all 14 to 21 day courses and address a range of issues from self reliance, leadership and conflict resolution to gender and environmental awareness. Other NGOs are sub-contracted to run the courses at Outward Bound Centres.

## Number of participants per programme

	Outward Bound
1994	2 000
1995	2 500

## Tracking and Placement Systems

Outward Bound keeps basic records of all individuals who attend courses. They do not track the progress of those individuals after completion of a course, but they do have links with other NGOs for on-going contact and follow-up where they have been employed as sub-contractors.

## Personnel employed by the organisation

Category	Full-time
Programme	21
Administration	6
Service	10

## Budget for Youth Development

The amount budgeted for each Centre where courses are run is as follows

Centre	Amount
Willow Point	R 824 129
Hogsback	R 283 509
Valley Trust	R 225 551

## Future Vision

Long-term contracts are being developed with NICRO, JEP, Ipelegeng, Community Corrections, The Valley Trust and SLOT. Work with schools and businesses is also expanding.

The Trust sees its future role in youth development in becoming more accessible to marginalised and politicised youth and in encouraging policy makers to recognise the positive interventions that it has to offer. It aims to teach youth that "a disadvantaged past does not mean a disadvantaged future". It also plans to remain linked to pro-active community organisations.

Outward Bound currently works with some teacher training colleges and schools and there are moves to develop closer links with education and training departments.



## Pasada Fashion Incubator Centre

**Date started with Youth Development:** 1994

### Aims and Objectives

- ◆ To primarily promote and develop clothing entrepreneurs from disadvantaged communities
- ◆ To equip them with practical, relevant training programmes leading to job creation and stimulation for self-employment
- ◆ To expose trainees to other disciplines via a multi-skilling programme offered by other institutions
- ◆ To empower them with soft skills and life skills
- ◆ To encourage out-of-school youth in particular, to proceed with their education utilising a number of local resources.

### Background

Although the Centre is based in Port Elizabeth it caters for youth from all over the Eastern Cape. It is a Section 21 company controlled by a board of directors representing commerce and industry, organised labour, the community and the academic sector.

### Programmes offered

The Centre offers 1 programme which has applied for accreditation to the National Clothing Training Board.

#### *Pasada Fashion Incubator*

This is a 9 month course which consists of 2 days orientation, 6 months training and 3 months on-the-job experience (incubation stage) involving entrepreneurial skills and production under supervision. The course covers hard skills (70%), business skills (10%), entrepreneurial skills (10%) and life skills (10%).

### Number of participants per programme

	Pasada Fashion Incubator Programme
1994	150
1995	300

### Tracking and Placement Systems

The Centre keeps records of trainees and tracks the progress of trainees who have completed the programme. Of the trainees from 1994, 10 % are employed in the private sector, 60% are self-employed and 10% are studying further. The organisation is constantly on the look out for employment opportunities for the trainees but emphasises self-employment as the most viable alternative. The Centre offers post-programme

support through an after-care specialist who tracks former trainees and offers guidance and recommendations with regard to ways in which the Centre can assist them.

### Personnel employed by the organisation

Category	Full-time
Programme	9
Administration	1
Service	

### Budget for Youth Development

The budget for the programme offered is R 1 000 000.

### Future Vision

Within a year of opening the Centre has received many requests from communities to establish satellite centres. Trainees come to the Centre from many parts of the Eastern Cape. If some of these are trained as trainers it will be possible to establish satellite centres. The Centre has already identified 9 potential growth points where it plans to establish satellite centres which will eventually be owned by the local communities.

The Centre envisages its future role in youth development in the areas of entrepreneurial and business training as well as training in clothing production skills, computer skills, carpentry skills and hospitality or catering studies. Plans will also be made to assist youth to acquire linguistic skills through a multi-skilling programme.

The Centre plans to link up with overseas training institutions in order to create impact, particularly with regard to the provision of hi-tech training.

The Centre consistently involves representatives of the Department of Education in its training activities and liaises with various technical and tertiary institutions. It would like to see business recognising its training and giving bursaries to the youth who attend the course.



## Primary Open Learning Pathway Trust

**Date started with Youth Development:** 1994

### Aims and Objectives

The eradication of illiteracy among out-of-school children through accredited teacher training and curriculum development, materials development and community education.

### Background

The project, based in Cape Town, grew out of the work of the Educational Resources Project of the Sached Trust which started in 1984. It works with women and children from marginalised poor urban and rural communities. The methodology and practice were developed through working with adults and children in the informal settlements of KTC and Crossroads, the hostels of Langa and Nyanga, community schools in KTC, Peelton, Elukolweni and Orange Farm and rural and "street" children of Mdantsane, King Williamstown, Umtata and Grahamstown.

### Programmes offered

One programme is offered which is accredited by the Cape Town College of Education.

#### *HDE module in junior primary open learning studies*

The module covers life skills, language, literacy and numeracy. It is a 6 month part-time course comprising three 2 hour sessions per week and 2 supervised lessons per student in the classroom. It is intended to enable teachers to educate older illiterate children and school drop-outs at junior primary level.

### Number of participants per programme

	HDE module
1994	-
1995	60

### Tracking and Placement Systems

The project keeps records of trainees. The first course started in July 1995 so tracking of the first cohort is in progress. The project does not have a placement programme, although teachers are available to be moved to (bridging) reception classes for older children in 1996. It does offer post-programme support, however. Teachers will be supported and assessed in terms of application of skills and ongoing INSET training.

### Personnel employed by the organisation

Category	Full-time	Part-time
Programme	8	
Administration	1	1
Service		1

### Budget in 1994

Programme	Amount
All POLP activities	R444 233

### Future Vision

The Trust anticipates expanding its teacher training to all provinces if it can get agreements with education departments and develop viable distance education delivery. There is also expansion potential by providing the piloted course to colleges, who can deliver it themselves.

There is currently potential for working with the Western Cape and Gauteng education departments. There is also the possibility of working with the Welfare Department as the training and curricula being developed could be applicable to "street" children's projects as well as children's homes.



## School Leavers Opportunity Training (SLOT)

**Date started with Youth Development:** 1990

### Aims and Objectives

- ◆ To guide educationally deprived, under privileged and unemployed youth who are school leavers with a minimum of std 8 education, between the ages of 18 and 29
- ◆ To involve parents and local communities at all levels in the vision and continuation of SLOT
- ◆ To provide adequate culture fair tests and a screening device that helps school-leavers to know how they can get help and where
- ◆ To place carefully selected students into self-employment courses, with financial assistance for tuition and accommodation
- ◆ To thwart unemployment by training large numbers of students to improve their opportunities for gainful employment or self-employment
- ◆ To provide a support system and advice and encouragement on students' careers.

### Background

SLOT was conceived, at Nottingham Road in the Natal Midlands, as a way for young black school leavers to be better equipped for gaining meaningful employment or for becoming self-supporting. Rural school leavers, if they cannot find employment close to home, have to compete with invariably better-equipped urban counterparts. SLOT symbolises the key to opening the door to the opportunity of self-employment for rural school leavers.

### Programmes offered

The SLOT programme is divided into 3 phases plus post training support.

#### *School Leavers Opportunity Training*

Phase 1 comprises 2 weeks of career guidance, life skills, communication and basic business skills

Phase 2 comprises 10 weeks of skills and entrepreneurial training.

Phase 3 is a 1 week business training course using Trident material for students who show particular motivation to start their own business.

The programme covers hard skills, business and entrepreneurial skills, life skills, language and maths.

### Number of participants per programme

	SLOT
1994	704
1995	1 300

### Tracking and Placement Systems

The project keeps records of all trainees who complete the programme. It tracks the progress of trainees following training. 20.3% of those who completed SLOT 2 in 1994 and have been traced are employed or self-employed and 20% have gone on to further education or training.

SLOT does not act as an employment agency for its trainees, but organisations do contact SLOT for possible employees. The marketing advisor also refers students and the trainers assist by phoning institutions.

The project offers post-programme support. The Field Office After Care Programme, with 4 full-time co-ordinators, 4 field officers and a marketing advisor, operates in 5 regions in Natal, 1 region in the Eastern Cape and 2 satellites in the Eastern Cape. The SLOT network system involves 47 supportive communities.

### Personnel employed by the organisation

Category	Full-time	Part-time
Programme	9	16
Administration	4	-
Service		-

### Budget for Youth Development

Phase	Amount
1- Career guidance	R 587 000
2- Skills training	R 1 689 000
3 - Business training	R 90 000
4 - Field and marketing support	R 197 000

### Future Vision

While there is great potential for expansion, the 1995 mandate of the directors is to curtail expansion to service 1 300 students per year in Natal. Growth per region is restricted by budget constraints.

SLOT sees its future role as pioneering and providing a unique model of a holistic training programme.

It looks forward to working with commerce and industry, and education and training departments and institutions, particularly as it wishes to avoid re-inventing the wheel.



## Skills Training for Employment Centre (STEC)

**Date started with Youth Development:** 1990

### Aims and Objectives

- ◆ To provide a solid foundation for students to compete effectively in the job market
- ◆ To maintain a dedicated, committed team receptive to change who have a personal concern for students' progress
- ◆ To ensure adequate funding is available at all times to achieve the vision of the organisation.

### Background

The Centre was originally established in 1987. It was a community-driven initiative to address the problem of failed Std 10 who needed to do their matric exams. In 1990 it was decided to focus on skills training.

### Programmes offered

The Centre runs one programme which is accredited by Pitman.

#### *STEC Office Admin Training*

This is a 5 month full-time course which includes numerous field trips. It covers business skills, entrepreneurial skills, life skills, language skills and computer literacy.

### Number of participants per programme

	STEC Office Admin
1994	80
1995	80

### Tracking and Placement Systems

The Centre keeps records of trainees who complete the programme. It also tracks the progress of graduates. 31% of course participants from 1994 are employed. Of these, 5% are self-employed and financed by a working relative. The Centre has a placement programme which attempts to provide trainees with some exposure to the world of work. Certain companies and NGOs are requested to provide some form of employment for trainees in the form of short internships, temporary work assignments or permanent placements. The placement programme has a 28% annual success rate.

### Personnel employed by the organisation

Category	Full-time	Part-time
Programme	2	3
Administration	1	
Service	-	

### Budget for Youth Development

The budget for the STEC programme is R 774 100.

### Future Vision

The Centre plans to develop their programme into a 1 year course and to offer part-time courses. They are also in the process of negotiating access to new premises with the Cape Town City Council which will allow for increased numbers of students. They plan to expand into running short courses for the Department of Labour if their tender is accepted.

In the absence of a coherent national programme for youth the Centre sees its role as linking with local government and RDP structures, which should assist by finding job placements and internships for unemployed youth. The Centre believes vocational skills training is the responsibility of the state. It would therefore welcome government recognition and funding.



## St Anthony's Skills Training Centre

**Date started with Youth Development:** 1994

### Aims and Objectives

- ◆ To meet the basic needs of the people in the community
- ◆ To continually assess what those needs are
- ◆ To teach skills to out-of-work, out-of-school youth
- ◆ To emphasise practical skills so that trainees are capable of doing a job of work immediately
- ◆ To assist trainees to obtain employment as semi-skilled workers
- ◆ To develop trainees' skills so that their work is acceptable to their employers and/or customers
- ◆ To end the dependence of trainees on welfare organisations
- ◆ To assist in addressing the poverty and deprivation caused largely by a repressive government
- ◆ To develop in the trainees a healthy and positive work ethic
- ◆ To provide instruction in:
  - basic life skills
  - basic business knowledge
  - literacy and numeracy
- ◆ To develop the whole person, physically, spiritually and mentally
- ◆ To raise the dignity of, and create a positive self-image in, each trainee.

### Background

St Anthony's Adult Education Centre was established by the Catholic Church in 1966. It is an NGO based in Reiger Park, Boksburg. The Centre was started to offer education to people denied it during the apartheid years. The Skills Training Centre has developed as part of this drive.

### Programmes offered

Ten programmes are offered. The secretarial programme is accredited through Pitmans exams and the Centre has applied for accreditation for six of the other programmes.

All the courses include a one week orientation. While the emphasis is on practical training, in most of the courses one hour per day is devoted to the "Pathfinder Course" which covers literacy, numeracy, life skills and entrepreneurial skills. In the bricklaying, welding and electrical courses, a further one hour per day is used to deal with theory.

#### Bricklaying

8 weeks. Trainees are taught basic bricklaying skills, to build walls of various types and to build a house to roof height.

#### Welding

8 weeks. Trainees are taught basic electric arc-welding, gas welding, brazing and cutting techniques and good housekeeping.

#### Electrical Installation and Maintenance

8 weeks. Trainees are taught to install wireways, and cables and to wire premises.

#### Plumbing Operators

8 weeks. Trainees are taught basic plumbing skills, fabricating of metal components, fitting of components, water supply installation, installing of sanitary waste water fixtures and fittings and laying of drainage systems.

#### Knitting

This is a 3 month course. Trainees are taught both machine and hand knitting.

#### Shoe repairs

8 weeks. Trainees are taught basic shoe repairing skills and complete a variety of tasks from heeling and soling to patching and stretching.

#### Upholstery

8 weeks. Trainees are taken through the stages 1 to 5 which culminate in the stage 5 trade test making successful trainees qualified artisans stage 5.

#### Sewing and Designing

This is either a 1 year course or a 6 month course. The course is 70% practical and 30% theoretical. The full course covers designing and making a variety of clothing as well as curtains and bedding.

#### Computer Instruction

8 weeks. It runs for 2 days a week, 4 hours a day. It covers hard skills (80%) and business skills (20%). The operating systems and programmes covered are DOS, Windows 3.1, Lotus, and WordPerfect 5.1.

#### Secretarial

This is a 10 month course that includes practical experience during the July vacation. The course is about 67% practical and covers mainly hard, business and entrepreneurial skills. 20% of the course is concerned with life skills and language. Trainees are taught, typing, word processing, business English, accounting and secretarial practice.



### Number of participants per programme

	Bricklaying	Welding	Electrical	Plumbing	Knitting	Shoe Repair	Upholstery	Sewing	Computer	Secretarial
1994						4	15	20		20
1995	68	66	38	37	10	9	40	20	186	20

### Tracking and Placement Systems

The Centre keeps records of trainees and tracks their progress after completion of their courses as far as possible. However, trainees who obtain work for themselves do not always keep the Centre informed. For those courses which were run in 1994 or in the first half of 1995 the Centre has records of between 30% (sewing) and 87% (upholstery) employment of trainees for a period of 6 months.

Except for the secretarial course trainees are assisted in finding employment by :

- ◆ advertisements placed in newspapers 2 weeks before trainees complete their training;
- ◆ employers approached directly;
- ◆ trainees taught to scan newspapers for employment and contact made on their behalf.

In the case of the secretarial course, trainees are placed with employers during the July vacation. Several are offered positions as a result. St Anthony's also operates as an employment agency.

### Personnel employed by the organisation

Category	Full-time	Part-time
Programme	12	5
Administration	2	1
Service	-	-

### Budget for Youth Development

The amount budgeted for Skills Development is R 1 734 000.

### Future Vision

St Anthony's plans to add two more skills to its curriculum, viz. carpentry and plastering. As long as there is a need for training St Anthony's will provide it but they have no plans to expand beyond the needs of the community.

They foresee a long-term role for the Centre since it will be a long time before there are no disadvantaged youth. The organisation believes that skills training will always be an essential element in economic growth in the country as many youth will not gain access to universities and technikons and the formal sector will not be able to absorb all the youth seeking employment. The Centre will continue to provide life and business skills and promote a healthy self-image in their trainees.

Working with training institutions is seen as an essential component of the Centre's work as these institutions provide guidance in terms of syllabi and accreditation. Education departments and schools in the area need to be informed about the courses offered by St Anthony's so that youth who do not wish to continue with their schooling beyond Std 7 can take advantage of this practical training from which they can progress to technical colleges or to employment which will allow them to enter into formal apprenticeships with the opportunity of becoming fully qualified artisans.





## Thusanang Haenertsburg Self Help Association

**Date started with Youth Development:** 1986

### Aims and Objectives

- ◆ To assist in improving the quality of life of the rural black people living in the Haenertsburg, Veekraal and Magoebaskloof areas
- ◆ To encourage independence through the acquisition of skills and knowledge.

### Background

The Association was established in 1986 in the Haenertsburg area. It has established pre-schools, liaises with 5 primary schools, runs contact classes at the schools, lobbies for a high school in the area and runs adult education classes. The Thusanang Trust was established in 1992.

### Programmes offered

Four programmes are offered. Two of these are related to teacher training. The others are literacy and sewing.

#### Literacy

This programme covers life skills, language, basic literacy and numeracy. Classes are held 4 evenings a week and 2 mornings a week. The latter depends on workers' time off.

#### Sewing

This programme covers hard skills (90%), business skills (5%), and entrepreneurial skills (5%). Level 1 is a 6 week full-time course consisting of 3 modules. Level 2: module 1 is an optional 2 weeks on "sewing for business" - which covers sewing under supervision and taking orders.

### Number of participants per programme

	Literacy	Sewing
1994	23	27
1995	50*	44

\*up to July

### Tracking and Placement Systems

The Association keeps records of trainees and tries to track the progress of trainees who have completed the sewing programme. They do not have a placement programme. However, they do offer post-programme support. Trainees may use the facilities at the Centre if they do not have their own machines or want to work where they have back-up support and guidance. The Centre takes orders for work which is executed by the ex-trainees (the Centre supplies the material). They also assist students to buy their machines.

### Personnel employed by the organisation

Category	Full-time	Part-time
Programme	3	2
Administration	1	2
Service	1	1

### Budget for Youth Development

Note: The programmes are attended primarily by adults

Programme	Amount
Literacy	R 33 130
Sewing	*R 46 000

\* for 18 months

### Future Vision

There is potential for expansion but this is constrained by lack of space and guaranteed long-term state funding. The organisation believes that they should keep to a few well-run programmes that can expand rather than add many new programmes. Because of demand they have started evening and afternoon part-time sewing courses. They are also planning a small woodwork project, cookery training and pottery. They have the capacity to run night classes for working people to improve their level of education and thereby open doors to better opportunities.

Thusanang perceives its principal role in youth development in the future as continuing to lobby for a high school in the area and for state help for the farm schools. They will continue to try to find direction for the few youth they can help.

The organisation is linked to the Gazankulu Training Trust which is very supportive. Thusanang liaises with institutions with similar projects.



## Vocational Advancement Programme

**Date started with Youth Development: 1992**

### Aims and Objectives

- ◆ To provide skills focused youth training and stimulate entrepreneurship and community-based projects championed by youth.
- ◆ To assist out of work and out of school youth increase their chances of employment, productivity and participation in society
- ◆ To train 2 groups of 60 participants in technical and other skills annually
- ◆ To network with other training institutions for placement of participants in jobs
- ◆ To conduct relevant research on community issues
- ◆ To encourage entrepreneurship amongst participants by providing guidance as they set themselves up in business.

### Background

The need for the Programme was established at a conference organised by the now defunct National Youth Leadership Training Programme in 1990 to assist youth who have contributed to the transformation of the country and have expectations of being rewarded with jobs and security, but lack the basic education needed to be employable. The project is based in Johannesburg.

### Programmes offered

The project offers a holistic programme which comprises 3 interrelated courses. They cover hard skills (60%), business skills (15%), entrepreneurial skills (15%) and life skills (10%).

#### Life skills

This course is run over 4 weeks, 5 days a week, 6 hours a day.

#### Entrepreneurial skills

This course runs over approximately 100 days, concurrently with the technical training.

#### Technical skills training

This covers brick laying; plastering; tiling and paving, carpentry, plumbing, glazing, motor mechanics; auto-electricity; panel beating and spray painting; and office and business skills which includes electronic typing, business English, accountancy, office practice and computer skills

### Number of participants per programme

1994	120
1995	60*

\* A further 74 trainees are waiting to start

### Tracking and Placement Systems

The project keeps records of trainees. The project does assist with placement inasmuch as it places trainees with organisations for an "apprenticeship" during the programme, which may lead to subsequent employment. Furthermore those not in employment are allowed to practise in the office to maintain their typing skills and to use the telephone to respond to advertisements and make appointments for interviews.

### Personnel employed by the organisation

Category	Full-time	Part-time
Programme	3	*
Administration	1	
Service		

\* Trainers are contracted to facilitate training when required.

### Budget for Youth Development

#### Future Vision

The project sees the demand for training increasing and would like to expand to be able to operate nationally.

They plan to improve their placement strategy and would like to join forces with other NGOs and form a marketing unit which would be charged with securing employment for trainees.

The project would welcome the opportunity to work with education and training departments and institutions in the future.



## JOINT EDUCATION TRUST: YOUTH DEVELOPMENT PROJECTS

This list includes all the youth development projects that have been or are currently funded by JET.

African Independent Churches Youth Project	Johannesburg, Gauteng
Albert Luthuli Community and Educational Development Fund	Groutville, KwaZulu-Natal
Bergzicht Training Centre	Stellenbosch, Western Cape
Bertrams Development Brigades	Johannesburg, Gauteng
Business Skills and Development Centre	Cape Town, Western Cape
Camp Jumbo (YMCA)	Pretoria, Gauteng
Centre for Opportunity Development	Johannesburg, Gauteng & Pietersburg, Northern Province
Daily Bread Charitable Trust	East London & rural Eastern Cape
Education Resource and Information Project	Cape Town, Western Cape
Education with Enterprise Trust	Harrismith, Free State
Enterprise Education Initiative	Johannesburg, Gauteng
Entrepreneurial Development Project	KaNgwane, Mpumalanga
Fort Hare Youth Development Programme	Eastern Cape
Foundation for Economic and Business Development	Johannesburg, Gauteng
Girl Guides	Johannesburg, Gauteng
Hantam Community Education Trust	Colesberg, Northern Cape
Hershel Centre - Career Guidance Centre	Hershel, Eastern Cape
Idayasa Youth Development Centre	Port Elizabeth, Eastern Cape
Ikemeleng Remedial Education Centre	Johannesburg, Gauteng
Independent Projects Trust	Durban, KwaZulu-Natal
Informal Business Training Trust	Cape Town, Western Cape & Johannesburg, Gauteng
Interchurch Education Programme - Keyboards Skills & Development Project	Johannesburg, Gauteng
Izingolweni Skills Centre	Izingolweni, KwaZulu-Natal
Junior Achievement	Johannesburg, Gauteng
Midlands Community College	Nottingham Road, KwaZulu-Natal
Mitchell's Plain Youth Development Programme	Mitchell's Plain, Western Cape
ML Sultan Technikon - Centre for Educational Skills Development	Durban, KwaZulu-Natal
Namaqualand Resource and Education Centre	Springbok, Northern Cape
Neighbourhood Advice and Resource Centre	Johannesburg, Gauteng
The Outward Bound Trust of South Africa/The Valley Trust	Botha's Hill, KwaZulu-Natal
Overberg Community Service Project	Caledon, Western Cape
Pasada Fashion Incubator Centre	Port Elizabeth, Eastern Cape
Pfuxunani Youth Project	Elim, Northern Province
Presidents Award	Grahamstown, Eastern Cape
Primary Open Learning Pathway Trust	Cape Town, Western Cape
Prince Alfred Hamlet Youth Development Centre	Prince Alfred, Western Cape
School Leavers Opportunity Training	Nottingham Road, KwaZulu-Natal
Sisters of Mercy - Mmakau Adult Centre	Mmakau, North West
Sisters of Mercy - Winterveldt Centre	Winterveldt, Gauteng
Skills Training for Employment Centre	Cape Town, Western Cape
Springs Computer Education Centre	Springs, Gauteng
St Anthony's Skills Training Centre	Boksburg, Gauteng
Takalani Youth Programme	Aliwal North, Eastern Cape
The SANC for the Blind - Programme for Visually Disabled Youth	Durban, KwaZulu-Natal
Thusanang Haenertsburg Self Help Association	Haenertsburg, Northern Province
Thusong Secretarial School	Alexandra, Gauteng
Triple Trust Organisation	Cape Town, Western Cape
Vocational Advancement Programme	Johannesburg, Gauteng
Youth Alive Ministries	Dube, Gauteng



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