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**A National Youth Service Programme:  
Youth Opinion in KwaZulu-Natal**

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## Introduction

The newly formed National Youth Commission (NYC) has been charged with developing a comprehensive youth policy proposal by December 1997. Youth Commissioner Hlengiwe Bhengu has gone on record several times calling for a programme of national service for young South Africans, and it is likely that December's document will include a proposal for some initiative of this sort. The NYC has recently produced a "concept paper" describing the agency's vision of a national project designed to combat youth unemployment while furthering other goals of the RDP. The paper describes the proposed programme as follows:

*The overall goal of the National Youth Service Programme is to engage young women and men in a holistic programme aimed at providing them with education, skills, and work experience through reconstruction projects focusing on community service.*

The brief document goes on to describe in general terms how a number of youth development goals could be achieved by training young people to perform reconstruction work in their communities. Crime and unemployment would be reduced, the crisis in tertiary education relieved, and social integration furthered. Projects for this young labour force might include the following:

*...the refurbishment of schools and clinics, building and maintaining public spaces, human services i.e. frail care, work with destitute communities, building and repairing roads and bridges etc.*

This proposal is not an entirely novel concept. The Quality of Life Research Unit recommended that the job corps concept be considered in the early nineties (Møller, 1991, 1993). Similar programmes have been piloted in the past by other youth agencies, most notably the National Youth Service Initiative of the now defunct Youth Development Forum. Other nations, such as Botswana, have used "youth brigades" to

promote development (Budlender, 1994). In addition, a number of youth-oriented skills training and service programmes are in place at present, operating independently of the government with varying degrees of success. This study was initiated to gauge the level of youth interest in KwaZulu-Natal in the proposed Programme, and to get an impression of the concerns young people might have about performing national service.

## **Methodology**

Towards this end, a series of focus groups were conducted between March and August of 1997 with a range of young people. To make use of the experience gained through existing programmes, many of the interviews were conducted on-site at operating training facilities. The young people contacted thus had some impression of how youth training works, or fails to work. The following groups kindly provided trainees for these interviews:

- Durban South Career Centre in Wentworth, a coloured suburb in Durban,
- Emandleni Matleng Camp, outside Ulundi,
- Khuphuka in Mobeni, a suburb of Durban,
- KwaZulu Training Trust in Pinetown,
- Samphokwe Project, in Enseleni township outside Empangeni,
- School Leavers Opportunity Training, Durban regional branch,
- South African Black Social Workers Association (Sabswa) Saturday School, an academic programme aimed at township youth in the Durban area.

A brief description of each of these organisations is included as Appendix I of this article. Two groups of social science students from the University of Natal were also interviewed, as well as groups from Muslim and Hindu youth organisations.

A total of eleven focus groups were held with between six and ten young people apiece; 80 participants were interviewed altogether. The interviews all took between 45 minutes and 1 hour to complete, and were conducted in both English and Zulu.

The average age of participants was 23 years, and 53% of the group total was female. As the groups surveyed indicate, an effort was made to include rural, urban, and township youth.

A questionnaire was administered at the end of each session, a copy of which is included as Appendix II at the end of this article. Through this form, basic demographic data were gathered and responses secured on several key issues. In the questionnaire, participants were asked whether they thought the programme discussed was a good idea, whether they would be willing to volunteer for such a programme in exchange for training if their basic living expenses were covered, and whether they would be willing to participate in a residential programme with other volunteers in a different community. The responses thus gathered were confidential, but informed by the discussion of the focus group session.

### **The Sessions**

Each focus group was first introduced to the topic in the most general terms, with emphasis being placed on the two goals of providing *training* and *service*. The participants were asked how they would design a programme that satisfied both of these objectives. In this way, the issues of greatest concern to the youth were elicited at the outset.

As discussion progressed, the young people were asked to select between competing models of the programme and to justify their decision. A range of possibilities were suggested, from a paid day training programme to a volunteer military camp model. The participants were asked directly for their opinion on the following issues:

- admission standards,
- discipline,
- residency,
- duration of the programme,
- skills taught,

- compensation,
- administration and funding.

In addition, youth that were currently involved in existing training programmes were asked to reflect on the greatest strengths and weaknesses of their respective organisations.

### **The Response**

According to the questionnaire, there was universal approval for the idea of national service in principle, and all but six out of ten answered questions eleven and twelve on the questionnaire affirmatively, indicating that they personally would be interested in participating in an unpaid, residential programme. This group included currently employed young people and students working on advanced degrees. As one such participant commented:

*I think this is an excellent big time idea.*

Those disinterested included one young woman who had recently become professionally employed. Surprisingly, a group of four older unemployed males (interviewed at the nearly inoperative Samphokwe Project) also responded negatively to the idea of volunteering. These men, whose age averaged thirty years, were unwilling to work unless they received some cash compensation, as they explained:

*We won't do it if we do not get paid. We need money to support our families.*

Some of the youth interviewed, who had tried to organise service programmes themselves in the past, anticipated this response:

*...if you look at unemployed youth, they won't want to take it because they are hoping to get a job. They'd rather go get a job than go through this programme.*

An intense fear of the job market was expressed by nearly all the participants, despite differences in age and educational background:

*...there are people who have passed standard 10 and they are unable to find a job, so a programme like that will give youth the skills that might enable them to find the job.*

*...in universities, students learn theory and when they finish the degree, they do not get the job easily because most companies need people with a practical experience.*

In fact, access to employment was the primary concern of all the young people interviewed. When students engaged in training programmes were asked if they'd be willing to change their area of study if better job prospects were likely in another field, nearly all the youth indicated their willingness to change. Even advanced university students said they were willing to dedicate substantial amounts of time to learning a manual skill if they felt there was a better chance of employment in the skilled occupations. Tertiary education, it seems, is for many students simply a way of deferring confrontation with a hostile job market. As one Indian scholar noted:

*...students in my class right now are all banking on university, and most of them are going to be refused. And if you ask them, "Just say you don't get accepted, what are you going to do then?" ....It's, "I'll cross that bridge when I come to it," or something to that effect.*

It quickly became clear that a term of national service was attractive to the young people for at least two distinct reasons. There is a general interest in gathering skills and experience that will enhance one's position in the job market, and there is a need for some productive activity following the completion of formal education.

The youth were divided on the issue of whether a sense of patriotism alone would be sufficient to motivate young people to participate. Particularly in the minority communities, there was a sense that morale is very low among the youth:

*People are disillusioned at this stage. Definitely.*

The consensus seemed to be that young people today are motivated only by an interest in money:

*...the psyche in South Africa now is that everyone is heading toward material gain.*

The youth interviewed excepted themselves from these generalisations, however. Many cited an interest in helping their communities improve, especially those participants from rural areas. Speaking for themselves, the young people were enthusiastic about being of benefit to the country, if in so doing they were able to promote themselves vocationally. The bottom line across the board was getting a job at the programme's completion.

As a result, most of the participants continued to indicate their interest even when the most restrictive models of the proposed programme were presented. In fact, the youth interviewed were so sure of the large-scale interest such a programme would create that one of their greatest concerns was the standard of admission.

### **Admission**

Recognising that the programme is likely to be oversubscribed, some of the youth fell back on a system with which they are all too familiar:

*If you want 50 people for a particular course, you need to take them on a first come first basis.*

Most, however, declared a need for strict admissions criteria:

*I think there must be some kind of screening to be allowed into a programme so that you do not take just everybody.*

The particulars of how participants should be selected proved to be a more difficult nut to crack. Some sort of aptitude testing for the skills to be taught was suggested. Others disagreed:

*There should be criteria. Not a test, because that would be highly subjective. A criteria to see how much commitment.*

It was generally recognised that excluding participants on the basis of education or other experience might exclude the very people such a programme should benefit.

*I think especially most people who do not have matric should be more qualified for a programme like this because it is not something academic. If this programme is going to give people skills, I think those people who did not have the opportunity to get a high level of education should also be given a chance to further themselves, because you find that most people who have standard seven or eight might have the drive and the ability to become very successful while someone with matric might not have that same drive and ability.*

Frustrated on many fronts by affirmative action, some of the Indian students involved did not invest much hope in being accepted. One young woman asked, apprehensively:

*Are you going to say, "This is the space that we have," and "Apply for it,"?*

It was generally agreed, however, that:

*This programme should be looking after those people who don't have anything to fall back on.*

Those students who were actively involved in training programmes which either required a nominal "commitment fee" or directly charged for their services were very much in favour of this system. They felt that programmes offered for free are often devalued:

*I prefer to pay for the training because that will make us work very hard in the skills training, but if it is for free, we will become lazy. If we pay, we will be motivated and study very hard. If you want to succeed, you must suffer.*

Others felt that fees prevented general access to much needed training:

*...if the programme is free many people will be willing to come because most people do not have money and we like to learn the skills.*

## **Discipline**

Once in the programme, the youth were very cognisant of the need to maintain discipline. Generally speaking, they took a rather tough line.

*...in the business world, you can not disobey your boss. If he says do this, you do it and if you don't do it, you are out.*

*You need to be counselled and warned and if you don't follow the rules, you must be expelled and take somebody who is prepared to follow the rules and learn the skills.*

Particularly interesting in this respect were the young people interviewed from Emandleni Camp, which is organised along paramilitary lines. Breaches of discipline

here are punished by mandatory callisthenics or by assignment of additional chores. In true military style, the unit is punished for the errors of the individual, ensuring that peer pressure is applied to troublemakers. Since the youth from the Camp gave the impression that they were quite satisfied with this system, later focus groups were exposed to this idea. Their response was surprisingly positive:

*I think the youth will be put off when they first hear about the military style, but once they are in it, it will work.*

Some were less impressed, however:

*When you talk about military style it is like people will be receiving instructions, I think in this programme you need to allow for freedom of speech because you will need to develop a personal relationship with the youth.*

One tried and true method of maintaining order was suggested by several different groups. Without prompting, the participants suggested the use of evaluation reports. Some of those who were actively involved in training programmes were dissatisfied because the certificate they will receive upon graduation will look just like that of all the other graduates.

*The certificates we get here have no symbols and we need symbols in our certificates to show our abilities.*

The youth expressed the need to distinguish themselves, and a number of groups recommended that a system of marks be implemented.

*You need to assess students regularly and the better your report, the better your opportunity to find the job.*

They claimed this system would satisfy two of the participants' objectives. They felt marks would provide an incentive for excellence and it would make the most successful workers more employable at the end.

## **Residency**

One of the first conundrums with which the youth interviewed were confronted was the relative value of remote residential and day programmes. Day programmes were advocated as being cheaper, allowing access to family resources, and giving young people the additional incentive of directly improving the community in which they normally reside. Residential programmes, on the other hand, would eliminate transport problems, insulate youth from troubling family and home-community situations, and could promote integration with young people of different ethnic and language groups.

*I think a day programme is better because if you go to a residential programme, you will need more money, and it will be costly.*

*I think it is debatable, if you are a young mother with three children, you might want to go home at night to be with your children. But for young people with no children, who do not have time to study at home, I think it will be better to be in a residential programme...you can leave home and go to learn the skills and be in the environment of learning, I think it can work in that way.*

*If it is a residential programme what worries me is the political aspect of it, like political violence. The hostel situation in the townships is always a problem because there will be people from different groups staying together.*

*I would like to see many training centres in rural areas, to teach people different kinds of skills that might help in supporting their families and in developing their communities. I want to see people getting jobs in their own*

*communities, because what we see now are people from different communities working in other communities.*

*We are living in the new South Africa, we want to learn to communicate with other people from different cultures. So we would like to mix with other races and share ideas.*

*It should be residential so that we can work as a group.*

One of the most frequently listed benefits of a residential programme was integration. The youth reported that simply opening access to public facilities to members of all race groups does not guarantee integration:

*Integration skills should be fundamental...I'm in a final year LLB class at Natal University and we still have a class where the whites sit at the back, the Indians sit in the middle and the blacks sit in the front, and it's really bad.*

Unfortunately, certain population groups would resist integration in this fashion. The Muslim youth interviewed thought it would be very difficult to recruit Islamic women, who are forbidden by their faith to be away from home without a chaperone for extended periods of time.

*...it is in the Muslim law for a woman to be in the company of a man. Women and men are very close to their families. Parents will never allow their daughters to go away.*

Despite this limitation, the Muslim women interviewed expressed an interest in work fields previously dominated by men, including the skilled trades.

Of course, integrated living would introduce the perennial issue of language choice. While some argued that the language of the community served should be adopted in

the name of inclusiveness, most agreed that English would be the most effective language for communication within the programme, particularly as this would strengthen language skills for those interested in pursuing tertiary education.

*I think English is the only language that can be used because everybody understands it.*

## **Duration**

Early ideas about duration of national service seemed to be based on the length of the programmes the youth were currently attending, which averaged about six weeks. Nearly all the young people complained that these short term training programmes did not impart a sufficiently high level of expertise to genuinely enhance employability.

*The problem is that the training was done for one month and we learned very little. We want the training to run for a longer period, for 6 months or a year.*

*What we do here can not guarantee us a job. We are taught basic skills, and we need more than that.*

When it was put to the participants that some return in production was expected from them in exchange for the training received, they began to think in longer time periods. A suggested period of two years was generally accepted.

*It takes a long time to know the job and achieve your skills. Also, what are the benefits going to be once you have gained your skills? People look at the skills that can help them get the jobs or start their own businesses and they also look for the benefits from acquiring the skills. If they think that learning a skill for two years will help them earn more money, I think they will go for that.*

In fact, the prospect of leaving the programme with some substantial work experience was one of the most attractive aspects of the proposed programme.

Extended service, especially in a residential programme, would require some leave time.

*I think you should introduce a system like the one we have at university where people can go for a period of time and at least can visit home for a period of a month. I do not think that people should be kept there for a period of two years without visiting their families in between.*

Most agreed that the amount of time they would be willing to commit to national service would depend on the type of skill in which they would be trained.

### **Skills Training**

The youth came up with a wide range of skills they would be interested in learning. In addition to strictly vocational training, they repeatedly expressed an interest in acquiring what have come to be called “life skills.” Youth in two separate groups suggested that drama and the arts could be used to impart these skills.

The participants recognised the need for additional basic education for many school leavers. They also suggested that providing adult basic education in their communities was one of the areas in which young people could best serve their country.

*Adult basic education must be included because old people, most of them are illiterate, they get robbed because they are unable to count money for example. Youth must be taught skills that may enable them to teach old people the basic things they need to know in life.*

In terms of skills training, the emphasis was placed on purely vocational training:

*We need to learn more practical things than just a theory.*

*For instance, in Universities, students learn theory and when they finish the degree, they do not get the job easily because most companies need people with a practical experience.*

In recognition of the limited jobs available, the youth saw the need for entrepreneurial training as well:

*I think people need to be trained in skills that could lead to entrepreneurship especially with unemployment being so rough. Young people need to be made aware that they have the ability to make a success of themselves and they can start a business on their own and they do not need to rely on being employed by somebody else. Youth need to be empowered.*

*People should be trained to learn the basics about the business, on how to run your own business. People need to be given guidelines on how to start a business, where to get the grants. They need skills, like plumbing skills so that they can market themselves.*

An interest was expressed in construction skills, such as bricklaying, electrical, and plumbing skills.

*There are no electricians in our rural communities. Our communities are developing and there is a shortage of electricians.*

Technical skills were often favoured as a route to financial independence.

*This skill [electrical work] requires your hands and if we compare it with a teachers diploma, you can work as an electrician privately in your own business, whereas, teachers depend on being employed by somebody else.*

These skills were particularly attractive to those groups denied access to them in the past:

*I always wanted to be an electrician but the doors were not open for Africans back then. There were no technikons or technical colleges where black people can attend. Now we are given the chance.*

Other skills the youth were interested in learning had RDP applications:

*We need to be taught skills that are needed at crèche. We need to know how to look after pre-school children.*

*Health workers are needed in communities. First aid is needed especially in rural areas where people drink dirty water. It must also be included in such a training.*

In addition, basic subsistence skills could be of value to rural young people, who could then communicate these skills to their communities:

*Breeding of chickens must also be included. Rural people must also be taught how to breed cows because they die of diseases and rural people should have prevented those diseases but the problem is they do not know what treatment to give their cows. It is a great loss to lose a cow because they cost a lot of money. So such a training is needed.*

## **Compensation**

A number of alternative compensation schemes were discussed. As has been mentioned, the young people were almost unanimously willing to work without compensation, provided their living expenses were covered:

*Yes we will volunteer because we know that we will also be gaining an experience in the work we will be asked to do.*

When additional types of compensation were suggested, such as bursaries, student loan forgiveness, and access to business loans, the participants were quite enthusiastic. The form of assistance requested most frequently was help in understanding the world of work and in finding a job after the programme:

*The problem is we do not have a broad spectrum of the types of skills available...We know very few fields available on the ground.*

*In schools there is lack of direction in terms of guidance facilities. That should be addressed as number one priority.*

The most frequently cited problem with existing training programmes was the inadequacy of placement assistance following graduation.

*I was once trained in adult basic education by people from the University of Natal and Cape Town University. We received certificates. We then experienced problems in finding the jobs and the government was not helping us at all. We got tired and stayed at home with our certificates. This was really disappointing. We now only think of going right to a college or university after matric because of these problems.*

The guidance counselling available in presently operating programmes was often confusing. A one young woman enrolled in a training programme said:

*I am interested in public management. I do not know why, because I was told by my career guidance teacher to do it and she did not tell me why I should do it. I am going to ask her. Otherwise I was interested in computer but she said I must go to public management.*

Again, the youth are desperate to know how to best structure their lives in order to ensure employment:

*Today we went to the SpoorNet Careers Fair and we were exposed to the kind of thing of actually working in the career world before making decisions for the university. And amongst ourselves we spoke to each other and we said, you know what, if we had known this, a lot of us would not be doing the subjects we're doing right now.*

## **Administration**

The participants were asked who they thought should run the national service programme. Especially in terms of finance, the consensus answer was plain:

*The government, because they have a lot of money.*

This position was especially popular with the younger and less educated young people interviewed. Some of their older and more experienced peers said that while the programme might be government funded, they did not necessarily think the government would be the best agency to conduct the training and supervise the work. Some felt their current programme could take on the task if it were better funded.

*The government must not run the project because they are unable to solve the problems of the country. Small organisations should run the project.*

*It should be a non-governmental organisation, with governmental funding, because of the political tension in the country and some people may see it as an ANC project and people supporting DP or IFP or NP may not want to be involved in an ANC project.*

The youth repeatedly emphasised the importance of community involvement. They also felt the corporate stakeholders should be actively involved:

*Companies and corporations need to be involved in this programme. Corporations must take a responsibility in this programme because they gain a lot of profit and they do not bring it back to the community.*

*They [big business] must recognise this as contributing to the process of development of South Africa.*

*Industries need to be involved in this programme so that at the end of the programme they can get skilled people to work for them.*

*The private sector would have to play a role in terms of training.*

Corporations, the youth felt, should also assist with the placement of programme graduates, and suggested that a set number could be employed from the programme each year.

*The companies must employ us after the training... Students who will be left out, it is up to them to look for their jobs because the companies cannot take everybody.*

It was also suggested that two distinct programmes should be conducted - one for school age youth and one for post-tertiary and older volunteers - because of the different interests and levels of maturity found in these two groups.

*...the programme will need to group people according to their level of education, because university students are more matured than students with matric. In high school, teachers chase after their students to do their work whereas at university nobody chases you and you have to think for yourself.*

## Summary and Recommendations

The following is a summary of some of the suggestions for the programme offered by the youth:

- The emphasis should be on training young people in fields where job expansion is anticipated. The government should work with the private sector in determining the sort of training needed and in providing placement afterwards.
- The programme should be long enough to allow substantial training and an opportunity to put skills to practice. Lengthy programmes were acceptable to the youth as a way of accumulating experience.
- Training should be of a calibre sufficient to merit national certification or some other recognition within the national qualifications framework.
- Marks should be included on the final certificate. Recognising that there are a limited number of jobs available, the young people said they were willing to compete for a chance to distinguish themselves.
- A residential programme was favoured overall as a way of reducing distractions from the process of training, and for fostering cultural integration. Beyond the subsistence provided in a residential programme, little further compensation would be required.
- The youth were highly loyal to the programmes in which they were enrolled, and many felt their current programme could satisfy the mission of national service if expanded. Many thought the government should act primarily as a funding body, with services being provided by decentralised non-governmental organisations. Organisations such as Khuphuka, which has been operating on a training with production philosophy for some time, could provide models for a national programme.

## **Conclusion**

The prime concern of young people today is securing employment. They are willing to make great sacrifices in order to be self-supporting. A programme that promises to improve their future job prospects is therefore highly appealing.

The young people interviewed were willing to volunteer for an extended period of time and work far from home in exchange for marketable job skills. They were willing to tolerate military discipline and limited free time. They seemed very receptive to any idea that would help them bring structure to their lives and security to their futures.

Parties interested in initiating such a programme should rest assured that there is a large and willing work force available. A service programme would be of benefit on a number of levels: it would advance the RDP, reduce unemployment, reduce youth unrest and crime, increase the value of nation's human capital, and promote integration and nation building. Projects of a similar scale have been launched in the military - can the civilian sector afford to neglect this investment in its future?

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## **Appendix I: Youth Training Agencies In KwaZulu-Natal**

**Durban South Career Centre (DSCC)** is situated in Wentworth. A training organisation receiving both foreign and local funding, it was established in 1978 by the local community in cooperation with gang members to provide an alternative to the gang violence in the area. Approximately 450 out-of-school youth between age 17 - 35 years attend the programme each year. Two programmes are offered: microbusiness entrepreneurial training and support, and training in job skills for formal employment. Both courses are preceded by vocational counselling and a life skills course. All formal training is provided through technical colleges and private training centres. Students generally focus on the following fields: secretarial skills; business studies; computer skills; pre-school care; cosmetology; catering; welding; fitting and turning; boilermaking; electrical work; plumbing; motor mechanics; auto electrical work; bricklaying; civil engineering; and pipe fitting. The centre also facilitates placement in work experience programmes.

**Emandleni Matleng Camp** in Ulundi is a training and service organisation. The camp was established in 1982 and is sponsored by the premier's office of the provincial government. Approximately 167 girls and 108 boys are presently enrolled, most having just passed matric. The camp trains students in a number of fields, including agriculture, building, and sewing. Training is offered free of charge.

**Khuphuka** is a training centre sponsored largely by overseas funders, established in 1992. This programme takes more than 1000 trainees per year between age 16 to 50 years. Khuphuka has a target of 30% female trainees, despite the fact that most of the training offered is in areas traditionally dominated by male workers. Using a "training with production" approach, about half of the trainees are employed on-site in development projects in their communities. Courses are offered in brick laying (6 weeks); blockmaking (1 week); electricity (14 weeks); plumbing (6 weeks); carpentry (6 weeks); welding (21 weeks); painting (6 weeks). The centre has built a crèche to accommodate children of their trainees and those of local industrial workers.

**KwaZulu-Natal Training Trust (KTT)** in Mariannhill is a training organisation, established in 1980 and enrolling about 6000 students per year. Both a residential and a day programme are offered. Students pay for their fees and accommodation or receive sponsorship from employers, the Department of Labour, or other organisations. Entry standards are course dependent. Courses offered are agriculture; micro-manufacturing (including food and garment production); entrepreneurial training; automotive; metal work; and building trades. KTT also offers operational services to the public such as a mechanical workshop, automotive panel shop, engineering workshop and community development services.

**Samphokwe Community Development Project** in Enseleni is a training organisation which has currently suspended operations. At one time, the project received governmental funding via the Sunflower project and Marian & Roberts. Established in 1990, the centre was built by the Samphokwe trainees. The project offered training to students between the ages of 18 and 35 years in a number of areas, including: sewing, bricklaying, plumbing, block making, electricity, agriculture, poultry farming, carpentry and welding. All students were taught the basic skills in each field of training. Programmes in sewing, blockmaking and agriculture were 3 weeks in duration; welding, bricklaying, carpentry, plumbing and electrical work courses were conducted over 6 weeks. The centre offered both residential and day programmes. Students were not required to pay for training and accommodation. All students were given five rand per day for meals or transport.

**School Leavers Opportunity Training (SLOT)**, located near downtown Durban, is a training organisation funded by the government and private donations, established in 1990. This organisation takes unemployed youth with a minimum education of standard eight between ages 17 to 27 years old. Approximately 2000 young people per year are trained by all branches of the organisation in KwaZulu-Natal. The organisation runs a four phase programme of training to enhance students' motivation and skills. In each of these phases there is training in communication and business skills. Much emphasis is given to practical training in areas which have a realistic chance of receiving employment or achieving self-employment. In phase 1, students

receive vocational counselling and are taught communication skills, empowerment and self- motivation, life skills, basic business knowledge, use of calculators, and interview skills. This phase runs for 11 days while students live in a residence. Phase 2 consists of a 10 week residential skill training course with emphasis on training for self employment. Phase 3 is a 5 - 15 day residential business training course offered to students who show interest in starting their own business. At the end of this phase, students automatically qualify to borrow from a “start-up fund” (a progressive loan scheme to support new businesses). Phase 4 involves post-training support, which includes visits by field officers aimed at giving students the assistance they need in establishing their business or in securing employment. The training skills offered by the centre include electrical work, plumbing, welding, light vehicle mechanics, carpentry, electronics, computers, secretarial work, accounting, agriculture, hotel and leisure work, and engineering skills.





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