



Kay-NR Services

Address: Thokoza street, Thabong ext2. 9478



WHAT DO WE DO?

- **Kay-NR services** is a flagship skills exchange center for the community of Themba that primarily offers Computer literacy programs, career guidance, conferencing, marketing, research and more to the broader cluster of Thabong.

It is managed by myself, a qualified Computer Scientist who has worked for some of the country's most competitive companies. I am also a volunteer in community outreach programs that frequently bring sports, arts and culture to the Township.

We are a paid service provider that is seeking to add free services to the most deserving and in need of our population.

We envision a community where literacy rates are on par with the global average, in order to facilitate for a more harmonious world.

THE PROBLEM WE FACE.

1. THE PERSISTING INEQUALITY

- According to the [Matjhabeng IDD](#), the municipality had a 49.7 percent unemployment rate in 2011, since then the formal sector has not grown markedly. The informal sector has more than doubled. This is triggered by mines that are constantly closing/downsizing.
- Of a total population of **439 034**, a minimum of **104 400(23.7%)** residents had at least a grade 12 qualification. According to **page 33** of the same article. As highlighted on this document, inequality is still deeply embedded in our community, with a vastly unequal access to education. At least **12 776** had no adequate schooling whatsoever.
- Comparing two towns of the Free State, almost similar sizes by population.

WELKOM

Higher Education level of education	Total number	%
No Schooling	8900	3.3
Some Primary	22027	8.3
Completed Primary	10690	4
Some Secondary	96123	36.1
Grade 12/Std10	99462	37.3
Higher Education	26934	10.1
Other	2285	0.9

Source: Stats SA: Census 2022

BLOEMFONTEIN

Educational level

71.7%

Completed Grade 9 or higher

a little higher than the rate in Free State: 68.62%
about the same as the rate in South Africa: 71.77%

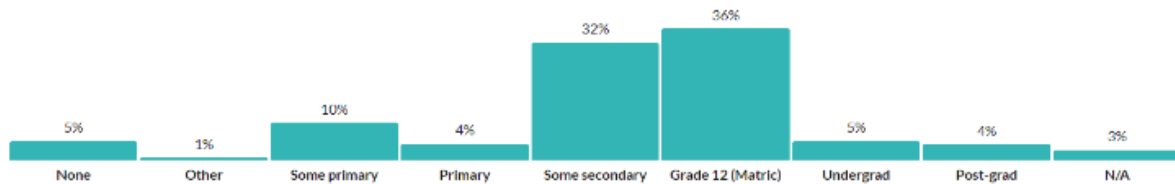
45.8%

Completed Matric or higher

about 20 percent higher than the rate in Free State: 39.69%
a little higher than the rate in South Africa: 43.37%

Population by highest educational level

Chart Options



* Universe: Individuals 20 and older

Source: Community Survey 2016

THE URBAN DECAY

d. A tale of a shrinking town.

- i. 0.7% YoY population growth is less than Bloemfontein, however it's an increase. What becomes problematic is that the township economy has not been revitalized. The below figure gives a rough estimate of the household income of Thabong.

2. LIMITED CAREER PROSPECTS

3.5. Employed/Unemployed

In 2019, 142 192 people were employed in Lejweleputswa which is 18.26% (778 694) of the total employment in Free State province and 0.87% (16.4 million) of total employment in South Africa. Employment within Lejweleputswa decreased annually at an average rate of -1.63% from 2009 to 2019.

- a. As stated earlier, employment is threatened by closure of mines, and there is not a cohesive plan from the municipality to address this. Above this, people don't feel that they have options to pursue.

3. INCOHESIVE TOWNSHIP EVOLUTION

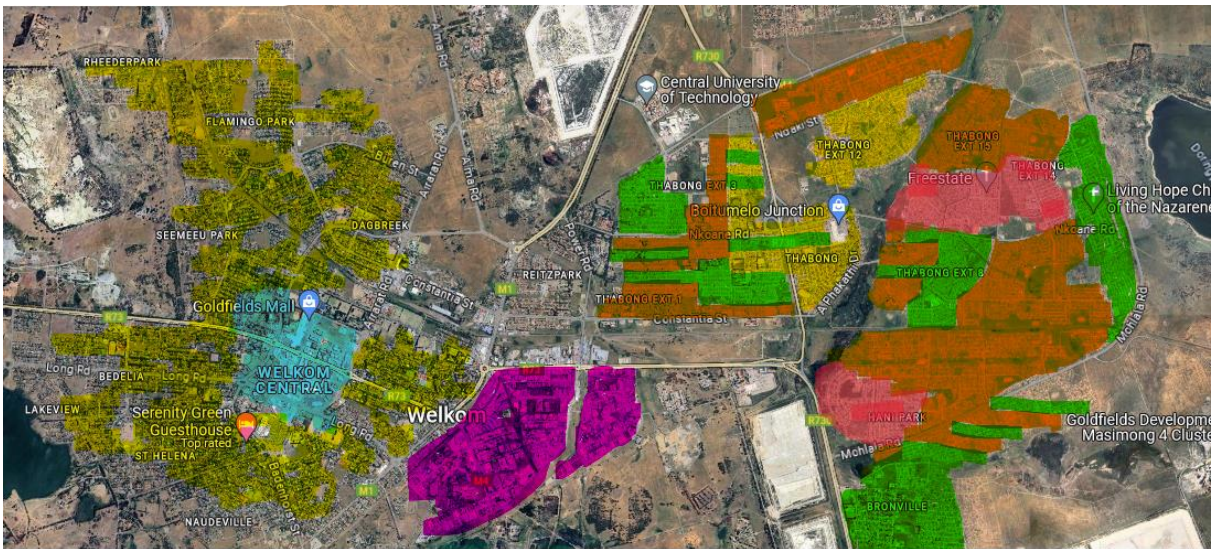
- a. Our area is dominated by foreign owned business that continue to suck dry the community's monetary circulation. This means that people are getting poorer every year whilst capital moves out.

THE GEOGRAPHY

Size: Total population approx. 263 420, **THABONG** -> 200 000, **WELKOM PROPER AND SURROUNDS** -> 63 420) Or roughly 60% of total population of Matjhabeng.

Source: [Municipalities of South Africa](#).

FIGURE 1.



COLOURS EXPLAINED.

YELLOW -> Middle income areas. Services delivery normally works here.

BLUE -> The central business district.

PURPLE -> Towns Industrial area.

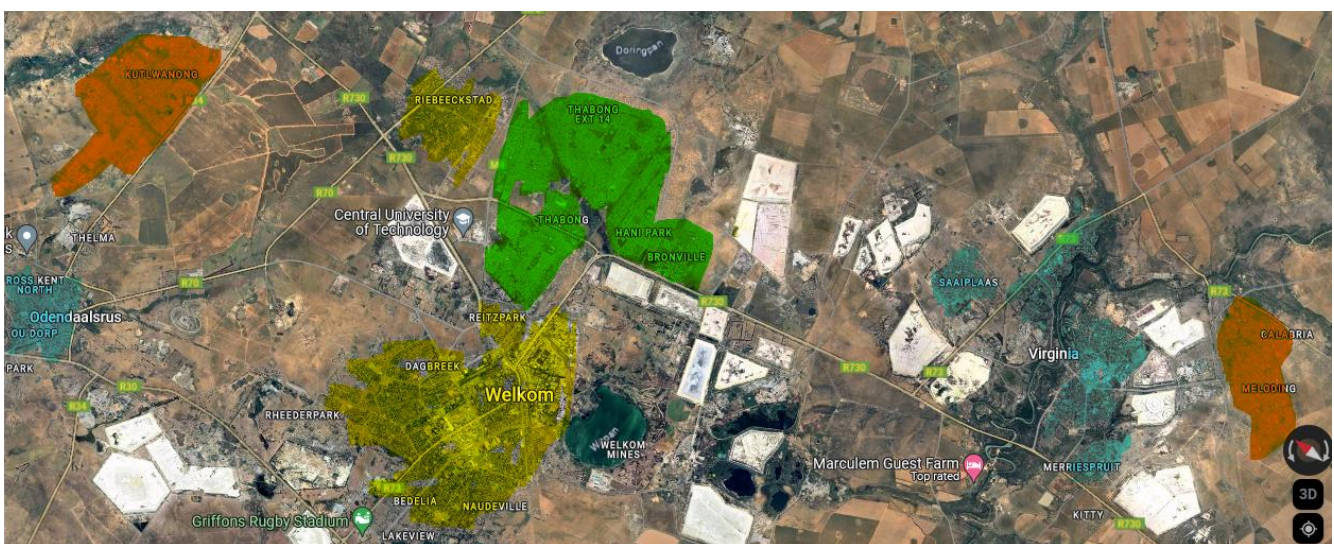
GREEN -> Low-income areas, marked by better councillors, where service delivery is better compared to areas in orange.

ORANGE -> Low-income areas, marked by worse to non-existent councillors, where service delivery is worse compared to areas in green.

RED -> Poverty stricken areas. Although poverty is variable in the yellow and orange areas as well.

Welkom has certainly seen better years; although the last of them was in the nineties.

Figure 2.



COLOURS EXPLAINED.

YELLOW -> Bulk allocation of municipal resources. Economic center. **Visible decay in some of the areas.**

BLUE -> Outlying towns, secondary towns with lesser resource allocation. **These towns are currently in significant decay.**

GREEN -> Largest township in the area, close to the economic center, however its in a fairly dilapidated state on average. It is the township presented in figure 1.

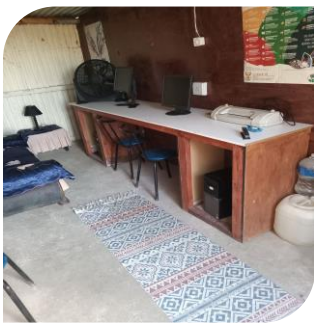
ORANGE -> Secondary townships. **Little to no economic activity.**

Learn about townships [here](#).

THE MEASUREMENT POINTS.

We will be rolling out a ToT(Training-of-Trainers) program in alliance with UPO(Unemployed Peoples Organisation).

Three initial program progression phases resumes like this:



a. Although it might not seem like a lot, my starting point is my company that has a capacity of 6-8 educators at a time. It comes furnished with pcs, a projector and an expandable space that I will utilize as a study room.

b. Although there is no single "best" age group to teach - the most effective teaching approach still depends on the subject matter, learning objectives, and the specific needs and characteristics of the students. For this reason, 16–18-year-olds are the next best group after pre-schoolers based on a suggestibility analysis.

a. I will be recruiting a total of 36, based roughly of 18 males/females from that age range. I will recruit them, directly through business dealing with them, but also through the help of UPO. Two months will be dedicated to this. However, teaching will commence before then.

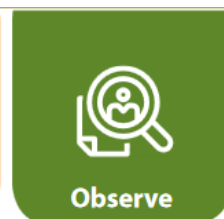
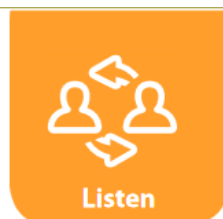
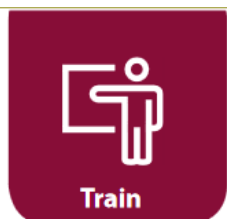
b. Two phases, or learning outcomes are highlighted here

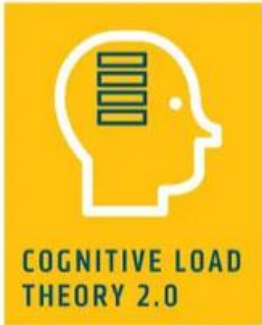
i. Group based learning.

ii. Single scenario learning.

c. These are all Teachers of future teachers, or Trainers-of-Trainers, and the initiative with them is to teach the basics of business administration for a duration of 12 months, then a second group for the 2025 season.

a. **We will be using the best practices as highlighted by the CDC Model, [here](#).**










Cognitive Load Theory proposes humans have a limited, short term working memory. An unlimited long term memory retains and connects information. Cognitive Load Theory is most applicable when information is new to pupils, complex and they are at a novice stage in their learning. When this is less true the limits of working memory are unlikely to be reached.

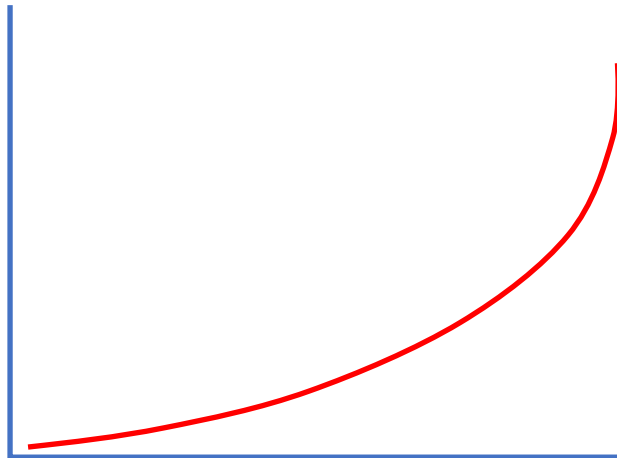
Cognitive Load Theory includes compound and simple effects that can be used to improve the quality of teaching and hence learning. Five higher order compound effects alter the characteristics of other simple cognitive load effects. These compound effects provide underpinning principles that help explain the limits of the simple effects.

IMPLICATIONS FOR TEACHERS: COMPOUND EFFECTS

 <p>Element Interactivity Effect</p> <p>Element interactivity can be altered by incorporating either more or less information depending on the expertise of the learner. Cognitive load is reduced by limiting and sequencing the information available.</p>	 <p>Expertise Reversal Effect</p> <p>Expert learners have more complex schemas which can be readily transferred to working memory. Instructional procedures and materials designed for novices contain information known by experts unnecessarily adding to cognitive load.</p>	 <p>Guidance-Fading Effect</p> <p>Over longer educational programmes learners gradually acquire more expertise. This increased expertise makes information and activities required by novices redundant. Instructional methods should change over the duration of a programme.</p>	 <p>Transient Information Effect</p> <p>Any necessary transient information must be actively retained in working memory increasing cognitive load. Non-transient information (e.g. a written text/diagrams) ensures all information remains available to the learner and allows for revisiting.</p>	 <p>Self-Management Effect</p> <p>Learners are taught to apply CLT principles to manage their own cognitive load. For example, when confronted with low-quality learning materials – multiple sources of information – they reorganise them into one integrated resource.</p>
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 @LEADINGLEARNER LTD | Reference: Sweller, J., van Merriënboer, J., and Paas, F. (2019). *Cognitive Architecture and Instructional Design: 20 Years Later*. Educational Psychology Review.

Lastly, Training of Trainers offers a compound rather than simple long term effect, one that I can't model right now. However, this will suffice.



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