



# TRAINING WORKSHOPS UNLIMITED

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A skills development, job creation, job coaching and poverty alleviation programme providing a structured training and career path for over 600 persons with intellectual disability to enable them to achieve their full potential

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Submitted by: Derick Houston  
Donor Development Department  
[derick@cmh.org.za](mailto:derick@cmh.org.za)  
021 447 9040

Cape Mental Health  
Reg No. 003-264 NPO

PBO 18/11/13/4456  
Private Bag X7, Observatory, 7935  
22 Ivy Street, Observatory, 7925  
Tel: +27 21 447 9040 | Fax: +27 21 448 8475  
Web: [www.capementalhealth.co.za](http://www.capementalhealth.co.za)

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Cape Mental Health  
all about ability

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Cape Mental Health is committed to the values and principles included in the Independent Code of Governance for Non-Profit Organizations in South Africa.

## 1. Executive Summary

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**Cape Mental Health (CMH)** is the oldest mental health society in South Africa and celebrates its centenary in 2013. We are affiliated to the SA Federation for Mental Health and the World Federation for Mental Health.

CMH has 22 different projects, serving over 100 communities within the Western Cape Province, to promote mental health and provide accessible community-based services to persons with mental disabilities (intellectual and psychiatric).

Our aim is to enhance people's coping skills so that they can live as independently as possible within the community and enjoy an improved quality of life. In this way we seek to lessen the burden of care that rests on families and caregivers and minimise the impact of intellectual and psychiatric disability in our communities.

As a recognised 'best practice' organisation that has won numerous awards over the years for excellence in service delivery, we are at the forefront of a dynamic movement to promote awareness of mental health issues at local, national and international level.

**Training Workshops Unlimited (TWU)** - a CMH project - is a skills development, job creation, job-coaching and poverty alleviation project for persons with intellectual disability. The project consists of 4 training workshops located in the previously disadvantaged areas of Cape Town, namely Athlone, Mitchells Plain, Retreat and Khayelitsha and provides its services to over 600 persons with intellectual disability, 75% youth and 100% black.

The TWU model of transformation for persons with intellectual disability is unique in the Western Cape and South Africa and was identified as a best-practice model by the Department of Social Development, the National Youth Development Agency and the South African Federation for Mental Health. TWU programmes are developed at a level suitable for training persons with intellectual disability and culturally appropriate for the South African context.

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## 2. Problem Statement

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“To deny any person their human rights is to challenge their humanity. What challenges us is to ensure that none should enjoy lesser rights and none tormented because they are born different.”

Nelson Mandela

The intellectual and psychiatric disability sector is one of the most underfunded sectors when it comes to State and Private Sector Investment.

Unemployment of persons with disabilities hovers around 88% (The State of “Differently Abled” People in the Western Cape, South Africa, Joshua Wade Paul, 2005). Many barriers such as widespread ignorance, fear and stereotypes have caused people with disabilities to be unfairly discriminated against in society and employment. The Skills Development Act 1998 made provision for money and learnerships to people with previously disadvantaged backgrounds. However, in the Western Cape the percentage of disabled people who participated in Learnerships was 0.1%.

South Africa was one of the first countries to sign and ratify the UN Convention on the Rights of Persons with Disabilities and its optional protocol. Five years later, and despite progress in legislation, our country is still a long way from providing persons with disabilities with the social justice, equal treatment and protection that is their constitutional right.

Social and economic exclusion of persons with disabilities does not affect the individual alone, but results in high economic dependency on family members, relatives and government. Stigmatised by misconceptions and popular myths, people living with intellectual disability are perceived to be ‘unemployable’ beyond the protective environment. This leads to a large numbers of persons with intellectual disability with no career opportunities or financial independence, limited initiatives to create exit opportunities, and very low employment figures for people with intellectual disability in the open labour market.

Persons with intellectual disability are restricted by public perception that they should be confined to the care of institutions and be a silent, unseen minority. This denies them a sense of fulfillment and contribution to society, which further disables them.

The paucity of State and Private Sector investment in persons with intellectual disability reinforces the erroneous belief that they are uneducable and unemployable, and entrenches their isolation and marginalization.

### 3. Project Description

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#### **Training Workshops Unlimited (TWU)**

Training Workshops Unlimited (TWU), established in 1980, is a skills and entrepreneurial development, job creation and poverty alleviation project for persons with intellectual disability.

TWU is committed to providing **appropriate skills** and employment training to empower persons with intellectual disability to achieve their fullest potential. We conduct our work in a **safe, clean and healthy environment**, underpinned by a commitment **to professionalism** and continuous **improvement** at all times.

#### **TWU Objectives**

1. To provide appropriate and comprehensive skills development programmes for persons with intellectual disability.
2. To provide support and training to the parents/caregivers of the Trainees.
3. To provide advocacy training and opportunities for trainees to participate in decision making on the management and running of the workshop in the form of trainee committees at all 4 training premises.
4. To sustain our Integration Company so that it will continue to offer open labour market employment with market related wages to people with Intellectual Disability.

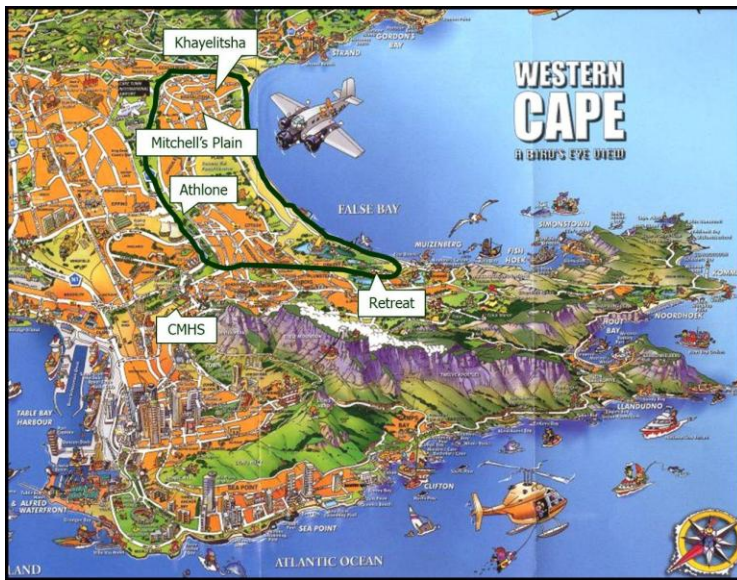
#### **Programme Model**

The TWU Programmes support trainees with Intellectual Disability through the services of job coaches, open labour market preparedness training, employer training and support, workshops and desensitisation training for fellow workers at the work place, continued follow-up and support groups for persons in employment.

TWU has created a sustainable model for the above programmes which has been instrumental in aiding TWU with income generation. To this end, the trainees involved in the various programmes either receive a weekly training allowance, stipend or market related salary based on attendance of the workshops and performance within all levels of the training programmes.

A parent committee functions at each of the four training workshops and quarterly training meetings are held. Communication with parents is done through message books, newsletters, training events, meetings, open days, fundraising events, individual parent counseling sessions and telephone calls. Parents are also informed of training offered by other service providers to enable them to attend.

## TWU Geographical Reach



The programme consists of four training centres located in the previously disadvantaged communities of Athlone, Retreat, Mitchell's Plain and Khayelitsha.



Athlone



Retreat



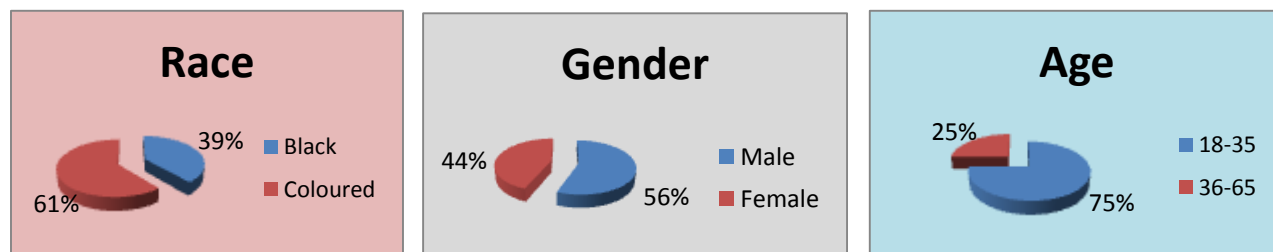
Mitchells Plain



Khayelitsha

Trainees are persons with intellectual disability and are drawn from 44 poorly-resourced communities in the Western Cape.

## Demographics of Service-Users



## Programme Staff

TWU has 30 members of staff at our 4 centres. The General Manager, an Occupational Therapist, has 21 years' experience working with persons with intellectual disability and has been at TWU since 1997.

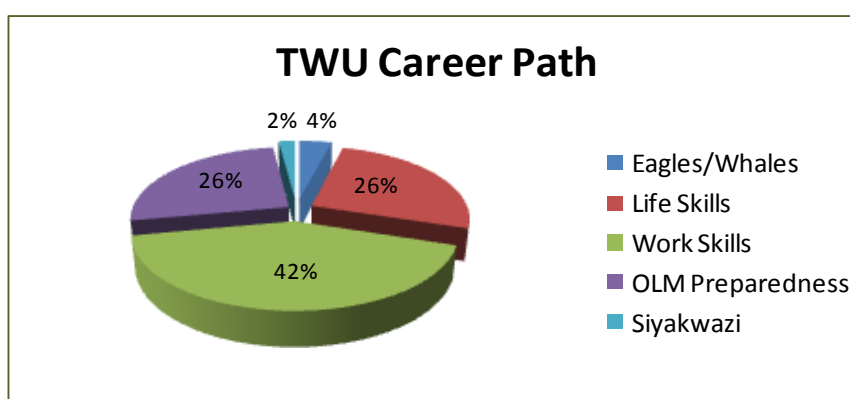
## A Continuum of Services – from stimulation programmes to open labour market (OLM)





The training programmes are specifically developed by our Training School to accommodate different levels of functionality and literacy, and to facilitate active participation and development towards optimal levels of independence. They range from respite care and stimulation programmes for participants functioning at a lower level to open labour market preparedness, employment and support for higher-functioning participants. Trainees have the opportunity to progress at their own pace and to progress from one level to another when they are ready.

Integration initiatives like our Enclave Teams, Community Service Placements and Siyakwazi Integration Company, provide trainees with opportunities to work alongside non-disabled persons in a realistic and competitive work environment. These programmes also succeed in increasing the trainees' confidence and assertiveness, and assist them in fulfilling their roles in their families and communities.



- **Eagles** is a part-time structured stimulation programme at Mitchells Plain Workshop for very low functioning persons with intellectual disability in need of high levels of care (including assistance with feeding, toileting and mobility). It also provides respite for the parents/caregivers.
- **WHALES** (Workshops Haven for Adult Education and Support) is offered at our Khayelitsha, Athlone and Mitchells Plain workshops) and also provides a respite for the parents/caregivers
- **Life skills Programme** (Basic and Advanced) is a full-time structured programme for low and medium functioning persons with intellectual disability. The programme provides training on self-care, practical work skills, leisure time and the use of community resources and services, and prepares trainees to progress to the Work Skills Programme. Their programme includes sports days and interesting weekly themes.





- **Work Skills Programme:** A full-time structured training programme at all four training workshops for higher functioning trainees. This programme aims to develop trainees to their fullest potential through training in life and work skills, sub-contracting, and enclave employment opportunities (off-site at factories in the open labour market). Specialised manufacturing training takes place in woodwork, printing, sewing, cement/concrete products, wire and beaded products. The Work Skills Programme is the highest level of training at workshop level and prepares trainees to enter the TWU Siyanceda Programme, where they are trained and coached to enter the open labour market.



- **Open Labour Market preparedness**

**Siyanceda** is a bridging programme designed to assist trainees to progress from 'protective' employment to employment in the open labour market (OLM); it provides job-coaching, counseling, follow-up, employer education and sensitisation. Employers are supported in the employment of persons with intellectual disability the provision of 'reasonable accommodation'.



- **Siyakwazi Integration Company:**

This contract cleaning and garden maintenance project is **the first Integration Company Project for persons with intellectual disability in South Africa**. It provides exit opportunities to the trainees graduating from Siyanceda and is structured to ensure equal opportunity for persons with an intellectual disability to enter protective employment or the informal job market. This enables trainees to earn market-related wages for the hours worked.



- **Self-Advocacy:** trainees are skilled in advocacy, participation in Committee and Council meetings.



Gwendoline Daniels (left forefront with her self-advocacy supporter, Shamila Ownhouse) is the representative for intellectual disability on the CMH and SA Federation for Mental Health Boards.



## TWU Outcomes

| Metrics    | Activity  |
|------------|---|
| 12         | Very low-functioning trainees receive high levels of care including assistance with feeding, toileting and mobility, providing respite for their parents/caregivers.  |
| 170        | Low to medium functioning trainees receive Life-Skills training including self-care, practical work skills, the use of community resources and services and leisure time activities.  |
| 359        | Higher-functioning trainees participate in the Work skills programmes, which includes Life-Skills training, work skills training, production training, working on contract work, enclave employment training & manufacturing. |
| 72         | High-functioning trainees benefit from the bridging programme designed to assist trainees progress from 'protective' employment to employment in the open labour market (OLM).  |
| 6          | Trainees work as part of our Siyakwazi Integration Company for garden maintenance & cleaning contracts.   |
| 20         | Trainees participate in Trainee Committees & Trainee Council  |
| <b>619</b> | <b>TOTAL DIRECT BENEFICIARIES</b>   |

## Awards and Recognition

- **The Vodacom Foundation Award 2005**, in acknowledgement of the outstanding community work done by Training Workshops Unlimited in the field of providing training and work opportunities for adults with intellectual disability.
- In 2007 we received one of two merit awards awarded by the **Hamlet Foundation** for the 'upliftment and enrichment for the quality of life of persons with intellectual disability'. The award recognised the achievements of the **Siyanceda Youth Programme** and its trainees.
- At an Awards Ceremony held on 6 September 2010 by the **SA Federation for Mental Health** on the occasion of its 90<sup>th</sup> Anniversary, Cape Mental Health was recognised for its work in a number of categories. The Training and Career Path programme of Training Workshops Unlimited (TWU) were nominees in the category **Innovative and Best Practice Programmes in the Field of Intellectual Disability**.



In the category of **Special Achievements by Mental Health Care Users in the Field of Intellectual Disability**, Gwendoline Daniels (Consumer Representative on the Cape Mental Health Board) was one of two successful nominees.

- The Siyakwazi Integration Company Project was awarded the 2011 SAB Foundation **Tholoana Enterprise Fund Grant** for the establishment of cooperatives for persons with intellectual disability.
- Ingrid Daniels (Director of Cape Mental Health) received a **National Outstanding Achievement Award from the S A Federation for Mental Health** in August 2012 for her exceptional and visionary leadership as LOC Chair of a hugely successful 2011 World Mental Health Congress.
- Russell Jones, a person with a psychiatric disability, and current Siyakwazi Project Manager, won a **Special Achievement Award 2012** from the SA Federation for Mental Health for service-user participation in the mental health field.
- The 2012 Hamlet Foundation's **President Award** was awarded to Shamila Ownhouse (TWU Job Coach), Santie Terreblanche (TWU General Manager) and Carol Bosch (CMH Social Worker) for their innovation and leadership in supporting people with intellectual disability in their role as self-advocates



The Hamlet Foundation, an organisation that provides schooling, stimulation and a safe environment for children and adults with intellectual disability, held its 18th annual awards evening in Johannesburg on 2 November 2012 to recognise the efforts of individuals and organisations in the field of intellectual disability. The President's Award, the highest award on the night, was awarded to Cape Mental Health; Dr Peter Matseke, Group Founder and Director of Clinix Health Group handed the award to Carol Bosch from Cape Mental Health. (Picture by Lettie Ferreira.)

*Thank you for the very informative and educational site visit yesterday to Training Workshops Unlimited. Genny and I could not close our mouths about the impact and the good work you and your team have put on the ground. We were pleasantly impressed and have expressed such on our report back to management.*

**Lebo Mokete, Community Affairs Specialist: Education & Community Development. PetroSA**

## 4. Project Implementation Plan

| Objective  | Activities   | Means of verification  | Outcomes  |
|--|--|--|---|
| <b>To provide a half-day Eagles Programme for 12 very low-functioning trainees in need of higher levels of care at the Mitchells Plain Workshops</b> | 1. Self-care training including dressing, feeding, hygiene, toileting, transfers and mobility.<br>2. Sensory stimulation<br>3. Provide opportunities for socialization & communication<br>4. Referrals for specialized intervention<br>5. Providing specialized transport between the workshop and home<br>6. 2 annual assessments of functional abilities and progress<br>7. Stimulate growth in functionality, leisure time activities including arts and crafts, sport, outings, social events and hobbies.<br>8. Weekly message books to parents   | ✓ Attendance Registers<br>✓ Absentee Spreadsheet<br>✓ Termination Record<br>✓ Participation Checklists<br>✓ Skills Assessment<br>✓ Trainee files<br>✓ Message Books<br>✓ Care schedules<br>✓ Care registers<br>✓ Day programme<br>✓ Family evaluations   | 1. 80% trainees attain a level of self-care independence according to their abilities<br>2. 80% trainees acquire some functional skills according to their abilities<br>3. All trainees provided with opportunities for socialization and communication, using alternative communication methods<br>4. Necessary referrals made for professional intervention as indicated<br>5. Special transport provided for all trainees<br>6. Annual assessments completed<br>7. Message books updated daily<br>8. Parents/Caregivers were relieved from the burden of care and had time off to prevent burnout.   |
| <b>To provide a Life Skills Programme for 170 low and medium functioning trainees</b>  | 1. Self-care Training including dressing, feeding, hygiene, toileting, personal safety, basic cleaning skills and basic food preparation skills.<br>2. Work Skills Training including good work habits, basic skills (sorting, folding, gluing, inserting, etc), using basic hand tools (scissors, ruler, punch, stapler, etc), cleaning, gardening, car washing, & child care.<br>3. Informal Market income generating activities.<br>4. Leisure Time training & participation includes arts and crafts, music, sport, hobbies, outings and social events.<br>5. Sports Days.<br>6. Life skills Training including accessing community resources like the library, shops, the post office, police, fire brigade, public transport, etc.<br>7. HIV/AIDS and Sexuality Education.<br>8. Health and Safety Training.<br>9. Opportunities for socialization and communication.<br>10. Referrals for specialized intervention as needed.<br>11. Encourage acceptable social behaviour.<br>12. Provide opportunities and practice the ability to advocate for themselves. | ✓ Attendance Registers<br>✓ WUBSA assessments<br>✓ MODAPTS+ assessments<br>✓ Trainee files and portfolios<br>✓ Incident Reports<br>✓ Disciplinary Records<br>✓ TWU Calendar<br>✓ Family evaluations<br>✓ Minutes of Trainee Committee meetings<br>✓ Practical Duties schedule<br>✓ Database on informal market activities done by trainees | 1. All trainees to improve and retain ability to perform basic life skills according to their ability.<br>2. All trainees to improve and retain Work Skills according to their ability.<br>3. All trainees to display basic safety awareness in the workshop and home environment.<br>4. All trainees to practice at least one quality leisure time activity.<br>5. All trainees aware of available community resources and able to access as needed.<br>6. All trainees to increase and retain their level of independence in line with their abilities.<br>7. All trainees to develop towards maximum vocational level.<br>8. All trainees to provide socialize and communicate effectively with familiar staff and peers and able to make their basic needs known.<br>9. Trainees referred for specialized intervention as needed.<br>10. All trainees to display acceptable social behaviour while participating in the programme and unacceptable behaviour addressed and corrected as needed.<br>11. All trainees are able to make choices and to advocate for themselves as appropriate to their level of functioning. |
| <b>To provide a full day Work Skills</b>   | 1. Life skills Training including personal hygiene, money management, time   | ✓ Attendance Registers<br>✓ WUBSA assessments  | 1. All trainees to complete the prevocational training programme and assessment before  |



|  |  |   |   |
|--|--|---|---|
| <b>Programme for 290 medium and higher-functioning trainees at 4 training workshops</b>                                      | <p>management, basic functional numeracy and literacy, using community resources and public transport.</p> <ol style="list-style-type: none"> <li>2. Work Skills Training including using hand tools, power tools and equipment as indicated, quality control, working towards a deadline and according to targets, identifying and correcting mistakes, following instructions and good work habits.</li> <li>3. HIV/AIDS and Sexuality Education.</li> <li>4. Health and Safety Training.</li> <li>5. Contract Work.</li> <li>6. Enclave employment.</li> <li>7. Team Leader Training.</li> <li>8. Delivery Team Training.</li> <li>9. Advocacy Training.</li> <li>10. Sport and recreation activities.</li> <li>11. Opportunities for socialization and communication.</li> <li>12. Referral to specialized intervention as needed.</li> <li>13. Encourage acceptable social and work behaviour.</li> </ol> | <ul style="list-style-type: none"> <li>✓MODAPTS+ assessments</li> <li>✓Work Skills Trainee Evaluation and Report forms</li> <li>✓Trainee files</li> <li>✓Incident Reports</li> <li>✓Trainee Allowance registers</li> <li>✓Disciplinary Records</li> <li>✓TWU Calendar</li> <li>✓Minutes of Trainee Committee meetings</li> <li>✓Record of trainees participating in sport and recreation activities</li> <li>✓Family evaluations</li> </ul> | <p>entering the Work Skills Programme.</p> <ol style="list-style-type: none"> <li>2. All trainees receive Advanced Lifeskills training.</li> <li>3. All trainees receive Work Skills training &amp; reach their maximum level of competence according to their level of functioning.</li> <li>4. All trainees to increase productivity in line with the requirements of protective and enclave employment.</li> <li>5. All trainees to practice work skills in a protective workshop environment.</li> <li>6. All trainees to receive a small allowance to complement their income and practice money management skills.</li> <li>7. All trainees to display safety awareness in the work place and at home.</li> <li>8. All trainees to increase their level of independence in lifeskills and work skills according to their ability.</li> <li>9. All trainees to develop towards and maintain their maximum vocational level.</li> </ol> |
| <b>To offer Open Labour Market preparedness for 141 trainees 69 Learnerships and 72 in Supported Employment)</b>             | <ol style="list-style-type: none"> <li>1. Learnerships</li> <li>2. Job Coaching</li> <li>3. Counseling</li> <li>4. Follow-up</li> <li>5. Employer Education and sensitization</li> </ol>   | <ul style="list-style-type: none"> <li>✓Monthly Registers</li> <li>✓Trainee files</li> <li>✓Performance Appraisals</li> <li>✓Trainee Database</li> <li>✓List of placements</li> </ul>   | <ol style="list-style-type: none"> <li>1. All trainees receive Job Coaching and support to assist with the transition from protective environment to OLM.</li> <li>2. Trainees increase and retain their level of independence according to their ability.</li> <li>3. All trainees will be referred for specialized intervention as needed.</li> <li>4. All trainees will have access to ongoing support and follow-up as indicated.</li> <li>5. 53% of trainees will access Learnerships</li> </ol>   |
| <b>To provide entrepreneurship training &amp; income generation through the Siyakwazi Integration Project for 6 trainees</b> | <ol style="list-style-type: none"> <li>1. Secure cleaning and gardening contracts through tendering.</li> <li>2. Marketing services.</li> <li>3. Quotations.</li> <li>4. Open Days.</li> <li>5. Cleaning, Gardening and Light Maintenance work.</li> <li>6. Continued follow-up and Job Coaching as needed.</li> <li>7. Specialized training to operate acquired equipment.</li> <li>8. Employment / income generation opportunities.</li> <li>9. Ongoing in-service training.</li> </ol>  | <ul style="list-style-type: none"> <li>✓Attendance registers</li> <li>✓Job contracts</li> <li>✓Tender documents</li> <li>✓Time sheets</li> <li>✓Wage registers</li> <li>✓Training logs</li> <li>✓Job Coaching and follow up documentation</li> <li>✓Trainee references and portfolios</li> </ul>  | <ol style="list-style-type: none"> <li>1. Trainees working in realistic OLM employment opportunities, earning equal wages for equal work.</li> <li>2. Trainees work at productivity level and practice work skills and behaviour in line with OLM requirements.</li> <li>3. Trainees access job coaching and support to assist with the transition from protective environment to OLM.</li> <li>4. Trainees display adequate safety awareness in the work place.</li> <li>5. Trainees are functioning at their highest vocational level according to their abilities.</li> <li>6. Trainees access employment and small venture creation opportunities as available.</li> </ol>  |
| <b>To promote and facilitate self-</b>   | <ol style="list-style-type: none"> <li>1. Briefing on role of trainee committee and representation.</li> </ol>   | <ul style="list-style-type: none"> <li>✓Minutes of Trainee Committee, Council</li> </ul>  | <ol style="list-style-type: none"> <li>1. Trainees to be represented and able to speak for themselves within a committee structure</li> </ol>   |

|  |   |                                       |   |
|--|---|---------------------------------------|---|
| <b>advocacy through Trainee Committees and a Trainee Council model at the training centres with representation on the CMH Board (20 trainees participate in Trainee Committees &amp; Trainee Council and 1 elected representative serves on the CMH Board &amp; the SA Federation for Mental Health Board)</b> | 2. Nomination of candidates.  | and Board meetings                    | with elected representatives and the necessary support  |
|  | 3. Campaigning for votes.   | ✓Candidate lists                      |   |
|  | 4. Elections of representatives from each section with picture ballot papers. | ✓Ballot papers                        | 2. Trainee Committees have access to appropriate training and support to enable it to function effectively.                                     |
|  | 5. Monthly Trainee Committee Meetings.  | ✓Election results                     | 3. Trainee Committees evaluate and guide service delivery and have a say in the running of the workshops.                                       |
|  | 6. Quarterly Trainee Council Meetings.  | ✓Attendance registers of all meetings | 4. Trainees display appropriate levels of assertiveness to function effectively in meetings and forums.   |
|  | 7. Self-Advocacy training.  |                                       | 5. Trainee Committees conduct meetings and follow meeting procedures effectively  |
|  | 8. Democracy training.  |                                       | 6. Trainee Committee members give regular and accurate feedback to trainees they represent and voice their concerns and issues at the meetings. |
|  | 9. Appropriate support at all levels.   |                                       | 7. The Chairperson of each committee forms part of the TWU Council.   |
|  | 10. User-friendly agendas and minutes with pictures and large fonts.          |                                       | 8. The Chairperson of the TWU Council represents persons with Intellectual Disability on the CMH & SAFMH Boards.                                |
|  | 11. Representation on the CMHS Board.   |                                       |   |

## 5. Story of Cedric Nomandla

I joined the TWU (Athlone) Life and Work Skills programme in 2003. In 2008 I successfully completed the Hygiene and Cleaning Learnership and progressed to the Siyanceda Programme where I did cleaning work. In 2010 I joined the TWU Siyawkazi Integration Company, doing cleaning and light maintenance work.

With the help of my family, I acquired a RDP house and share it with my cousin. My job-coach helped me acquire my Learner's License. Because of my disability, I had to do a visual test. I also passed my Driver's test in 2010.

In 2010 I started working as a packer at Woodfellas (wood suppliers to restaurants and private homes). I was promoted to driver in 2011 and am now a driver as well as a supervisor, supervising the work of four employees, none of whom have any disabilities. I am also entrusted to pay their wages at the end of the week.

At TWU, I learnt to stand up for myself, to be ambitious and dependent, to focus more on what I can do and less on what I cannot do. TWU prepared me to work on the Open Labour Market. I will forever be grateful to TWU.

Quote from employer, Justin Webster, "Cedric is reliable, hardworking and conscientious. He is excellent with the customers. My plan is to promote him to manager and make him a shareholder."





## 6. Budget 2013/2014

| Budget of Income          |                    |
|---------------------------|--------------------|
| Atlantic Philanthropies   | 65,124             |
| Community Chest           | 211,359            |
| Fees – Professional       | 130,776            |
| Fencing Trust             | 24,000             |
| HCI Foundation            | 30,000             |
| Miscellaneous Donors      | 36,610             |
| Momentum Fund             | 210,000            |
| Project (own) fundraising | 100,800            |
| Rent                      | 125,592            |
| Subsidy (Attendance)      | 268,550            |
| Subsidy (DoSD)            | 1,908,000          |
| Trading Profit            | 706,975            |
| <b>Total</b>              | <b>R 3,817,052</b> |

|                |                      |
|----------------|----------------------|
| <b>Deficit</b> | <b>(R 1,102,566)</b> |
|----------------|----------------------|

### Notes on Expenditure

- \* Though we have made provision for the payment of staff bonuses, we do not automatically pay these and do so, only if finances permit.

### Sustainability

CMH carries full responsibility for the sustainability of its various programmes, and may implement cross-subsidisation of services that face challenges in generating income on their own. This may be implemented at the end of a financial year, based on the financial situation of individual programmes and the availability of discretionary funding.

| Budget of Expenditure            |                    |
|----------------------------------|--------------------|
| Administration fees              | 329,922            |
| Advertising                      | 13,247             |
| Audit fees                       | 34,634             |
| Bank Charges                     | 5,016              |
| Cleaning and sanitation          | 58,371             |
| Computer Expenses                | 27,106             |
| Depreciation                     | 70,394             |
| Education and recreation         | 17,597             |
| Electricity                      | 111,435            |
| Equipment                        | 51,029             |
| Food & Refreshments              | 45,963             |
| Insurance                        | 102,775            |
| Linen and Crockery               | 91                 |
| Medication                       | 2,855              |
| Meetings & Presentations         | 3,712              |
| Motor Vehicle Expenses           | 175,751            |
| Printing & Stationery            | 32,626             |
| Professional Fees                | 574,555            |
| Protective Clothing              | 4,000              |
| Rates, Water & Sewerage          | 448,500            |
| Remuneration: Salaries & Oncosts | 2,273,444          |
| Remuneration: Wages              | 7,841              |
| Repairs & Maintenance            | 47,533             |
| Security                         | 206,935            |
| Staff Recruitment                | 4,000              |
| Subscriptions                    | 5,787              |
| Telephone and postage            | 98,627             |
| Travelling & Accommodation       | 10,401             |
| * Bonus                          | 155,471            |
| <b>Total</b>                     | <b>R 4,919,618</b> |

## 7. Conclusion

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All the communities served by Training Workshops Unlimited (TWU) are economically depressed, and therefore experience a host of social problems that attend poverty. Problems that are very prevalent in these communities include lack of education, lack of facilities for the youth and especially for disabled persons, unemployment, inadequate housing, gangsterism, crime, HIV/AIDS, TB, sexual abuse and substance abuse. People with intellectual disability experience even greater difficulties than “normal” people do in accessing vocational training and employment opportunities.

Productive employment is an important goal for everybody and there are few things that enhance people’s self-esteem as much as having work to do and being in a place where one is accepted. Training Workshops Unlimited offers training and skills development opportunities to intellectually disabled people, many of whom have never had access to formal schooling. TWU is committed to improving the quality of life and employment potential of intellectually disabled people. By providing training and work opportunities to this marginalized group, and fostering greater independence, we are also providing an invaluable service to their families and communities.

*The litmus test for social transformation is the extent to which the most marginalized in our society are afforded dignity and equal access to opportunities for personal development and socio-economic development. While progressive policy developments have taken place in South Africa and the intent is clear, this has not translated into any serious gains for persons living with intellectual disabilities. The stereotypes remain and the infrastructure and support systems, particularly at community level, are limited.*

By reducing vulnerability, enhancing adaptability, and creating opportunity, Cape Mental Health is building the economic resilience of its service-users. Instead of simply weathering the storm, Cape Mental Health is harnessing the resources at its disposal to transform the lives and future of its service-users.

**Support of TWU** would be a strategic investment in facilitating the development and enhancement of the skills, poverty-alleviation opportunities and employability of persons with intellectual disability.