THE ROLE OF THE SCHOOL-BASED COORDINATOR

(Practical Life Skills Project – PLSP)

The school-based coordinator is responsible for the **local implementation and management** of the Practical Life Skills Project (PLSP) at school level.

Throughout the project, the coordinator is **mentored and supported by an L&S consultant**. Upon successful completion of the project and submission of a complete **project management portfolio**, the coordinator will be assessed and may receive an **official certificate of competence**, signed by the Regional Office.

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1. CORE RESPONSIBILITY

The coordinator plans, implements, monitors, documents, and reports on the PLSP at school level, ensuring that all project activities meet the agreed standards, timelines, and administrative requirements.

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2. PROJECT IMPLEMENTATION (CYCLES)

The coordinator must implement **three to four full Practical Life Skills cycles** by the end of August.

For each cycle:

- Plan all activities using **Form 1**
- Document all changes and updates on Form 1
- Accommodate between **5–7 learner groups per cycle**
- Each group must consist of **15 learners**

Skills per cycle

- Cycle 1: Five introductory skills
- Cycles 2 and 3: Add **at least two advanced skills**, resulting in a total of **seven skills**

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3. FACILITATOR RECRUITMENT AND PREPARATION

The coordinator is responsible for:

- Identifying and recruiting **facilitators** with practical skills
- Preferably recruiting from **school communities**, but teachers or institutional workers may also be used
- Ensuring that each facilitator can teach a skill over **eight training sessions**

Facilitator Induction

Once facilitators are recruited, the coordinator must:

- Conduct an **induction session**
- Where available Iintroduce and explain the training manulal
- Assist facilitators to complete **Form 2**
- Support facilitators to:
    - Break each skill into **eight structured sessions**
    - Define clear outcomes for each session
    - Identify and agree on required materials
    - Agree on venues and session schedules
    - Ensure logical sequencing and quality of content

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4. APPROVAL AND FUNDING

Once Form 2 is complete:

- Email all documentation to the **mentor for approval**
- After approval, funds will be released, including:

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5. FINANCIAL MANAGEMENT (FORM 3)

All project funds must be administered using **Form 3**.

For each cycle:

- Start a **new Form 3**
- Requisition funds through the mentor
- Purchase approved materials
- File all receipts according to Form 3 numbering
- Participate in auditing at the end of the cycle
- Transfer remaining funds to the next cycle

The coordinator must ensure that all consumables are available **when and where needed**.

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6. RECORD KEEPING AND CERTIFICATION (FORM 4)

- **Form 4** must be completed continuously
- At the end of each cycle, Form 4 becomes part of the portfolio

The coordinator must submit a **typed list** to the mentor for certification purposes, including:

- School name
- Coordinator name
- Facilitator name
- Cycle number
- Skill type (introductory or advanced)
- Learner names (First name followed by Surname)

7. MONITORING AND COMMUNICATION

The coordinator must:

- Monitor the **frequency and quality** of all sessions
- Maintain regular contact with facilitators and learner groups
- Act as the **liaison person** between:
  - The school
  - Facilitators
  - The project mentor

8. MEETINGS AND DOCUMENTATION

The coordinator must hold and document **regular meetings** with stakeholders.

Meeting records must include:

- Date, venue, and participants
- Purpose of the meeting
- Summary of discussions
- Follow-up on previous decisions
- New decisions taken
- Date of next meeting

All minutes must be **signed and dated** by the coordinator and filed in the portfolio under **Section D: Supporting Documentation**.

9. PROJECT PORTFOLIO

From day one, the coordinator must maintain a **project portfolio** using the provided templates.

The portfolio serves as the **project management file** and must include:

- All completed forms
- Meeting records
- Monitoring notes
- Financial documentation
- Visual evidence
- Mentor feedback

10. REPORTING AND FEEDBACK

The coordinator must:

- Provide **scheduled feedback** to school management
- Maintain regular communication with the assigned mentor (Mr Fisher or Mr Jacobs)
- Immediately report any implementation challenges to the **school principal and mentor**

11. VISUAL DOCUMENTATION

Visual evidence is mandatory. Coordinators must:

- Take at least **one group photo** per facilitator with learners
- Take additional photos showing **facilitator–learner interaction**
- Submit all photos to the mentor for inclusion in the portfolio

12. COMPLETION OF A CYCLE

After each completed cycle and submission of all documentation, the coordinator will:

- Facilitate **letters of appreciation** for facilitators
- Arrange **tokens of appreciation**:

13. FINAL ASSESSMENT AND CERTIFICATION

After completion of the final cycle:

- The original project portfolio is submitted to the mentor for assessment
- The mentor prepares a **pre-assessment statement**

Assessment criteria include evidence of:

- Knowledge (theory)
- Practical project management skills
- Application of skills in a real school environment

The portfolio and pre-assessment are reviewed by L&S.
Final recommendations are submitted to the **Regional Office** for official accreditation.

Certificates are:

- Signed by the **Regional Director**
- Signed by the **L&S Assessor**
- Issued in line with the **NTA Recognition of Prior Learning (RPL)** framework

IMPORTANT NOTE

Coordinators should **never hesitate to contact their mentor** at any time for advice, clarification, or support.