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REPORT 0 EDUCATION ASK FORCE OF N.C.C.R

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INVESTIGATION OF CURRENT PROVISION OF EDUCATION AND EDUCATIONAL NEEDS AT  
THE PROJECTS ESTABLISHED FOR EXILED SOUTH AFRICANS IN THE MAZIMBU AND DAKAWA  
AREAS OF TANZANIA

AS CONDUCTED ON 30 APRIL, 1 MAY and 2 MAY 1991

B. WATSON

M. DE GROOT

M. CUMMINS

MAY 1991

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CONTENTS

Members of the Education Task Force

Mission Statement of Task Force

Programme followed by the Task Force

Report on SOMAFCO Secondary School

Forms One to Five

Introduction

Assessment of educational levels of sample

Groups from Forms One to Three

Areas of concern relating to Forms One, Two  
and Three

Recommendations relating to Forms One, Two  
and Three

Areas of concern relating to Forms Four and  
Five

Recommendations relating to Forms Four and  
Five

Report on Mazimbu Primary School

Introduction

Results of Assessment of sample groups from  
Grades Three to Seven

Concerns relating to Mazimbu Primary School

Recommendations relating to Mazimbu Primary  
School

Dakawa Complex

Dakawa Vocational Training Centre (VTC)

Concerns relating to VTC

Recommendations relating to VTC

Dakawa Educational Opportunities Centre (EOC)

Concerns relating to EOC

Recommendations relating to EOC

PAGE

15

15

16

16

16

17

17

17

18

Dakawa Lower Primary, Nursery and Day Care Centre 18

6.8  
6.9  
7.  
8.  
9.  
10.  
11.  
12.  
13.

CONTENTS,  
cntd.

Concerns relating to Dakawa School

Recommendations relating to Dakawa School

General Concerns '

General Recommendations

Analysis of data pertaining to Somaferco and Dakawa

Social and emotional concerns and recommendations

Specimen copy of redesigned Questionnaire

Analysis of data pertaining to individual classes

List of names of Form Iv / V students

18

18

19

20

21

22

24

28

APPENDIX I

APPENDIX II

# 1. MEMBERS OF THE EDUCATION TASK FORCE

BARBARA WATSON I Social worker at Sacred Heart College, Johannesburg.  
Area of expertise - the social and emotional needs  
of students who are to be repatriated.  
MOIRA DE GQOOT Specialist in rewecial and compensatory education at  
St. Barnabas College, Bosmont and tutor in Academic  
Sucport at the University of the Witwatersrand  
MARJAN CUMMINS Cesuty Principal at Sacred Heart Primary. Specialist  
in assessment of academic levels.

## 2. MISSICN STATEMENT CF TASK FORCE

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R. to:

investlgate the crevisiqgg\_:gg\_eggggggiph :or exiled South Africans car-  
rently existing in the Mazimbu and Dakawe areas of Tanzania:  
collect and 5Q2112g\_;;;j :ertaining to the eumbers of students en-  
rolled at these institJtics. and relevant biographical and educat-  
ional information per-aihihg to each students:  
to conduct an assessment 9f the ecucational levels of sample groups  
of students, noting as well indications of specific learning problems u  
note aCEE\_Qf\_gansern which became apparent during the fact-finding  
mission as regards students' educatiggel, personal and social needs;  
make recommendations regarding the future educational and other  
provision for these stuaents on their repatrihtion to South Africa;

### 3. PROGRAMME FOLLOWED BY THE EDUCATION TASK FORCE

TUESDAY 30 APRIL

8.00am Left Jan Smuts Airport, Johannesburg. Flew via Harare and Lilongwe, arriving in Dar-es-Salaam at 4.00pm. Left immediately by car for Mazimbu.

6.30pm Arrived at SOMAFCO, Mazimbu.

8.00pm Attended briefing of NECR Task Force, teachers and project leaders of SOMAFCO and DAKAWA projects. Purpose and aims of the Task Force was explained and a programme of action for the following two days drawn up.

WEDNESDAY 1 E51 : SOMAFCO

9.00am Attended meeting of SOMAFCO students, teachers and members of Task Force. Plans for repatriation were explained to student body.

10.005m Distributed Questionnaires to all students in Forms I, II and III and 11.30am Conducted assessment of present levels of educational attainment of a sample group of students from Forms I, II and III.

1.00am Addressed the Prinripal and teachers of the SOMmFCO Primary School and explained purpose of our visit. Enlisted their assistance for the afternoon sessxon.

2.30pm Distributed Questionnaires to all pupils in the Primary School. Assisted with completion thereof. As many of the children were not familiar with much of the information required, a number of Questionnaires were sent home for complet en by parents.

8.00pm Held meeting with Form IV and V students. Noted student concerns and provided as much information as we could.

10.00pm We were taken on a tour of the SOMAFCO Senior School and observed all facilities and equipment.

THURSDAY 2 MAY : DAKANA DEVELOPMENT PROJECT

8.30am Examined facilities and equipment of Dakawa Primary School, Pre-School

9.30am Held meeting with parents of children in the Primary School. Explained purpose of our visit and distributed Questionnaires. Assisted parents with

11.30am Met with the students of the Vocational Training Centre at Dakawa. Explained nature and purpose of our vist. Noted student concerns. Observed facilities and equipment at the Centre. .

1.00pm Arrived at the Educational Opportunities Centre at Dakawa. Unable to to attend community meeting.

3.00pm Met with Principal of Educational Opportunities Centre and explained nature of the information we required. Entrusted him with the relevant Questionnaires and directions for completion thereof and subsequent forwarding to Task Force.

4.30pm Returned to SOMAFCO. -'

6.00pm Compiled first draft of report.

FRIDAY 3 MAY

7.30am Left Mazimbu by car for Dar-es-Salaam.

10.30am Arrived in Dar-es-Salaam.

Met with Director of South African Extension Unit, Dar-es-Salaam.

12.00 We were taken on a brief walk around central city.

1.30pm Left for the airport.

4.00pm Flew to Harare. . .

6.00pm Arrived in Harare. As there was no connecting flight to Johannesburg, we were obliged to arranged for a Visa for one member of the Task Force and thereafter to spend the night in Harare.

SATURDAY 4 MAY

8.00am Left for Johannesburg.

10.30am Arrived in Johannesburg.

4. REPORT ON SOMAFCO SECONDARY SCHOOL: FORMS ONE TO FIVE

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#### 4.1 INTRODUCTION

The Solomon Mahlangu Freedom College (SOMAFCO) was established in Tanzania in 1979 by the African National Congress with the assistance of the donation of a tract of land from the Tanzanian government and aid from a number of other countries. The purpose of the Cdllege was to provide education for the many students who had been forced by the situation 6f violence and repression to flee South Africa.

The College exists within a self-contained community including a hospital, administration block, workshops, a farm, a garage, a nursery school and a primary school. He found the pervading atmosphere of the mcommunity to be one of seclusion and peacefulness.

The school caters for approximately 600 students both male and female (although the latter form a minority) covering Forms One to Five. The stuoents are predominantly exiled South Africans and live at the complex as their families are in South Africa. Students prepare for the G.C.E. 'O'-level examinations, for which five subjects are required, English and Mathematics being compulsory subjects.

He found the school to be large and well-equipped, including excellent Science and Biology labs, a library equipped with the latest newspapers. even from South Africa, as well as up-to-date audio-visual equipment.

Extra curricular activities, clubs and societies also appeared to be functioning strongly. It was further observed that areas of the syllabus have an overt political content and cover issues strategically ignored in South African schools.

We were impressed with the level of commitment and responsibility of the students we met. There was a clear and strong commitment to the culture of learning, as illustrated by students' dedication to the ideals of furthering their education. Although we did not have the opportunity to visit the boarding establishment, we noted that students appeared to be in good health, and in the main, satisfied with their living conditions. It is instructive that students are responsible for the running of the dormitories and many other areas of school life. Teachers are either exiled South Africans or locally-recruited Tanzanians. A problem was noted concerning high teacher turnover, stemming from the fact that the South African teachers leave the school to take up scholarships in overseas countries. We noted good relationships between teachers and students, characterised by an openness, mutual respect and equality in negotiation in areas that affect students' lives. We found this to be very different to the situation prevailing in state schools in South Africa.

#### 4.2 ASSESSMENT OF EDUCATIONAL LEVELS OF SAMPLE GROUPS FROM FORMS 1 TO 3

A random sample of approximately 30 students from each grade level was chosen and standardised tests of English and Mathematical ability administered. The purpose of the sample group assessment was to evaluate the level of educational attainment of SOMAFCO students in comparison to equivalent levels within the South African educational system.

##### Results of Assessment:

FORM ONE (South African equivalent: Std 6)

##### ENGLISH:

It was found that approximately 30% of the sample group was functioning at grade level in the areas of reading comprehension and written language skills. Those students below grade level were not entirely without skills, but were deficient in one or other area.

## MATHEMATICS:

It was found that approximately 45% of the sample was functioning at grade level, and a number of students were functioning at a lower level. There were also a number of extremely poor performances - suggesting that these particular students had moved up from a primary school level (whether in South Africa or from Mazimbu) without the basic mathematical concepts.

## CONCLUSION:

At this level, Maths skills were considerably better than English skills, suggesting that these students are receiving sound Mathematical tuition. The wide range of performance among this group of students indicated that individual screening will be necessary to decide which individuals are able to move into an equivalent level in South African schools and which individuals would have no chance of coping.

FORM TWO (South African equivalent: Std 7)

## ENGLISH:

Approximately 40% of the sample group were found to be functioning at grade level in South African terms. A number of students demonstrated skills well above this level, particularly in the maturity of their written expression. It should be noted that the students whose skills were well above average were on the whole in the age range 23 to 25 years.

## MATHEMATICS:

30% of the sample appeared to be functioning at grade level. Those students below grade level were not entirely without Mathematical skills, but would require extra input to be able to cope in an equivalent South African class.

## CONCLUSION:

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It could be estimated that between 30 and 40% of the students at the Form II level would cope with the equivalent demands of the South African situation. However, the advanced age of the majority of these students suggests the need for a different arrangement than accommodation in mainstream schools. The maturity and high levels of motivation observed in these students suggests that they would make far better use of a more informal adult-orientated



type of preparation for school-leaving certification. It is also very likely that they could prepare for school-leaving or matric exemption examinations in a shorter period than that designed for younger immature pupils moving from Std 7 to Std 10.

FORM III (South African equivalent: Std 8)

ENGLISH:

60% of the sample demonstrated a lack of formal knowledge of English grammar but levels of written expression which were average to above average. Students' performance was significantly better than equivalent performance of students in township schools in South Africa, at this point.

MATHEMATICS:

Performance in this area was very strong, with over 90% of the sample functioning at grade level, and a number of students functioning well above grade level. Performance suggested the end-result of a number of years of sound Maths tuition.

CONCLUSION:

This was a particularly strong group, with skills easily equivalent to the norm in most South African schools and far surpassing educational levels of Form III students in township schools. The comparison between students who have experienced a number of years of uninterrupted schooling and the students in the townships whose education has been entirely disrupted over the past years was very evident.

4.3 AREAS OF CONCERN RELATING TO FORMS I, II and III

1. He noted a feeling of excitement and urgency surrounding students' wishes to return 'home' as soon as possible. This could be described as "repatriation euphoria" characterised by a willingness to do almost anything to get home, and an unrealistic picture of the prospects awaiting them in South Africa.
2. A serious negative effect of this "repatriation euphoria" has been a decrease in the motivation to attend school and study, as students feel they might be leaving at any minute.

3. It was our feeling that the secluded and peaceful nature of the students' educational experiences over the last few years, as well as the relative stability thereof, would be in striking contrast to the situation they / are likely to encounter at home.

4. Students' experience of being treated as 'adults' by teachers and experience /Of the processes of negotiation and democracy will ill-prepare them for the //

authoritarian form of government of the majority of South African schools.

5. The 'advanced age' (i.e. in relation to average ages of students in equivalent levels in South African schools) will prove a problem in the proposed integration of SOMAFCO students in South African schools.

6./ The subject choice and syllabus requirements of SOMAFCO (5 subjects, one language) are significantly different to syllabus requirements in South Africa.

#### 4.4 RECOMMENDATIONS REGARDING FORMS I, II and III

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2. Although students' desires to be re-united with families and friends, are understandable, they should be strongly discouraged from leaving Tanzania at the shortest possible notice. They should not be repatriated until

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adequate status to carry out

other needs. It would be very detrimental to their education to leave a situation where they are receiving education to come back to a situation of uncertainty and flux.

3. The educational requirements of the majority of these students ( in terms of

mature age, different syllabus, different expectations and habits) makes

it unlikely that they will be able to simply integrate into mainstream schools in South Africa.

It is therefore strongly recommended that the provision of 'a

lternative' educational structures to provide for the

needs of students returning from exile as well as for the many other students in / South Africa who are in a similar position due to the disruption of their education over a number of years, be investigated as a matter of urgency.

4. If necessary, the possibility of students completing their schooling by means of 'O' level certification at such an institution, should be investigated. The South African Extension Unit, based in Dar-es-Salaam should

be approached regarding this proposal.

#### 4.5 AREAS OF CONCERN RELATING TO FORMS IV AND V

Although this group was not formally assessed, a meeting was held with the students, at their own request. A number of valid concerns emerged during the course of this meeting.

1. Although the A.N.C. directive that these students stay on at SOMAFCO to complete 'O' levels was communicated, we were concerned that this group was also gripped by 'repatriation euphoria' and many appeared ready to ignore the A.N.C. directive.
2. We were concerned that if these students do return to South Africa at this point, they are likely to find it difficult, if not impossible, to attain school-leaving or matriculation exemption certification within the space of one or two years, which would set them even further back in their educational careers.
3. Students appeared to be poorly informed regarding the status of 'O' level certification in terms of access to tertiary studies in South Africa.
4. Students appeared out of touch with information regarding the availability and range of tertiary education opportunities in South Africa, as well as with the manpower needs of the society. Thus the majority of students had not considered any options apart from University study.
5. Students were concerned about obtaining financing for tertiary level study.

#### 4.6 RECOMMENDATIONS RELATING TO FORMS IV and V

1. Students should be strongly motivated to remain at SOMAFCO until they have attained recognised certification of their school education.
2. In support of the above recommendation, we suggest that the A.N.C. strongly resist pressure from donors to close SOMAFCO within the next one to two years on the grounds that it would be seriously detrimental to students to return home towards the end of their school careers, but without recognised certification.

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Students urgently require information and counselling concerning:

- (a) Status of the 'O' level examinations:
- (b) Entry requirements of the various tertiary institutions in South Africa;
- (c) Availability of University bridging programmes such as Khanya College, College of Science, NISPE, etc.
- (d) Availability of tertiary possibilities other than university, particularly in the technical field, e.g. Witwatersrand Technikon, Pentech, etc.

Donors should be requested to direct funding to financing tertiary level studies in South Africa.

MAZIMBU PRIMARY SCHOOL: GRADES ONE TO SEVEN

----- (SOUTH AFRICAN EQUIVALENT: GRADE ONE - STD FIVE)

#### INTRODUCTION

The primary school is situated within the Mazimbu project, close to high school. There is an enrolment of approximately 599 pupils at the school. The majority of the children are of mixed parentage - South African/Tanzanian and many were born in Tanzania. It appeared that most of the children had never visited South Africa.

Although the medium of instruction at the school is English, it was observed that many of the children had difficulty communicating verbally in English. The vernacular spoken among the children is Swahili, although teachers report that it has been influenced by Zulu - resulting in a mixture teachers referred to as 'Swa-Zulu'.

The school appeared orderly but not as well-equipped as the high school. Although the school did appear to be adequately staffed, it was reported that the turnover of teachers is high, which has a destabilising effect on the school.

#### 5.2 RESULTS OF ASSESSMENT OF SAMPLE GROUPS FROM GRADE THREE TO GRADE SEVEN

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GRADE SEVEN (South African equivalent: Std S)

ENGLISH:

As regards REdQlME.QQMEBEHEMSiQM\_skills, it was established that approximately 60% of the sample are :3DCthang at grade level, with a number of students in the sample ?uncticnihg at an above average level.

A wide range of abilities wdS :ehrnstrated in the samole group, ranging from very poor t

The assessment of ENGLISH LANGUAGE s" s revealed that only 15% of the sample was functioning at barely an

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verage level. while the rest of the students were

well below. It apoeare: that the students had not had tuition in the more formal aspects of lah 3e teaching - for instance, Aoostroohes, Degrees of

Comparison. Parts of vceecn. etc.

MATHEMATICS:

Not one student in the samole group was found to :e functioning at grade level.

In addition. a very narrow range of ability was atoarent - most (if not all) fte students appear to lack the basxc Mathematic skills. -The stuents had dlfchLLi; performing the basic operations of addition. suotraction. etc. accurately and were also not Familiar with the basic concepts taught in South African primary schools, such as decimal values, place values, etc. It was observed as well that the great majority of the children were not able to tell the time. a skill v

which is taken for granted in South African primary schools at this level.

CONCLUSION:

It would appear that 50 to 60% of the students in Grade 7 would cope with the requirements of reading (in English and in the content subjects) in an English medium school, but would require compensatory input in the more formal content areas of the syllabus.

None of the students would cope with Mathematics and would require intensive tuition to equip them to master the basic primary school Mathematical concepts

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#### CONCERNS RELATING TO MAZIMBU PRIMARY SCHOOL

1.

We were unable to collect biographical data effectively, as the children were obviously not sufficiently mature to complete the Questionnaires themselves. Although we requested that the Questionnaires be completed by parents and returned to us, many of the Questionnaires have not been received to date. Thus the statistics regarding the children at the primary school will be incomplete.

. We were unable to conduct an assessment of particular educational needs and specific learning problems as the teachers felt they were unable to identify children for assessment, due to the fact that they did not know the children well. There was not enough time for us to conduct a screening of each child.

The issue of Tanzanian nationality and Tanzanian/South African parentage makes this group very different to the high school group as the high school group appeared to have closer links with South Africa. '

Educational levels, particularly the lack of basic skills in Mathematics and poor English at the lower end of the school, would cause the integration of these children into South African schools, to be problematic.

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#### RECOMMENDATIONS RELATING TO MAZIMBU PRIMARY SCHOOL

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More accurate and thorough information should be compiled, possibly via the channel of a meeting with all parents of children at the school. It is suggested that the redesigned Questionnaire, as appended to this report, be used for this purpose as it is more pertinent and comprehensive than the Questionnaire used previously.

Thorough counselling needs to be undertaken with each family, regarding mm It appeared to

us that not all families were planning to return to South Africa.

An assessment of each child who returns to South Africa needs to be conducted to determine the child's educational level and needs, particularly in the areas of Maths and English. Recommendations

regarding educational placement should be made only on the basis of individual assessment, as the heterogeneous nature of this group precludes recommendations for the group as a whole.

#### 6. DAKAWA COMPLEX

The Dakawa Development Project is located not far from Mazimbu and includes the Vocational Training Centre (VTC), the Educational Orientation Centre (EOC) a Primary School, a Nursery School and a Day-Care Centre.

##### 6.1 VOCATIONAL TRAINING CENTRE

At this centre courses are offered in carpentry (presently 12 students), brick-laying (17 students), plumbing (9 students) and electrical wiring (11 students). The total enrolment is thus 49 students.

Each course extends over two years and has the potential to accommodate 20 students. Only one of the students presently enrolled is a Second Year student. Problems were reported concerning the placement of Second Year students in appropriate workplace training situations. Entry level to these courses is a Std 7 pass. Subjects taught are Maths, English, Science and Trade. Students ages range from 18 to 32 years. Workshops for each trade appear well-equipped but the students reported dissatisfaction with living quarters and kitchen arrangements. Our inspection of present kitchen arrangements confirmed that they were very primitive.

##### 6.2 CONCERNS RELATING TO VTC

1. We were unable to gather the required data from this group as they felt uneasy about completing the Questionnaires without being fully informed of plans and prospects for their future. He requested that a briefing be held for these students and Questionnaires thereafter completed and returned to us. To date these Questionnaires have not been received.
2. Students expressed dissatisfaction with a number of aspects of the functioning of the centre, including:
  - (a) shortage of equipment and materials;
  - (b) uncertainty regarding 'official' recognition of their training;
  - (c) problems in completing the Second Year of the course;

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(d) the feeling that they have been neglected by ANC leadership and not kept up to date or consulted;

(e) inadequate food and accommodation;

#### 6.3 RECOMMENDATIONS RELATING TO VTC

1. We observed that in situations where data collection was preceded by a full briefing from ANC leaders, the process was effective (e.g. SOM-AFCO) but where this prior briefing did not happen, data collection was not effective (e.g. Primary School, VTC, EOC). In these instances we found that the organisations had not prepared and students were understandably suspicious and reluctant to co-operate. We recommend therefore that students and teachers be fully informed prior to visits from educationists, regarding the nature and purpose of such visits and the information which will be required.

2. We gained the impression that the majority of these students were reasonable and mature people and thus we recommend that their grievances, as detailed above, should be addressed in a serious way by those in charge of the project and by ANC leadership.

3. The status of the VTC training vis a vis comparable institutions in South Africa and the South African marketplace should be investigated and, on the basis of such information, recommendations be made for the students' integration into South African technical colleges. sclxearwet M(-

#### 6.4 EDUCATIONAL OPPORTUNITIES CENTRE

The EOC is a complex used to house students who have just arrived in exile. These students have not yet undergone assessment to determine school placement. At the moment there are 110 students at the Centre, of various ages, the youngest being 12 years old. We were informed that many of these students had left South Africa only very recently, some within the last two weeks.

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#### 6.5 CONCERNS RELATING TO W K O U

1. As experienced at VTC, a lack of prior preparation for our visit made it extremely difficult to collect the required data. Although arrangements were made to have the data collected, we have not as yet received all the information.

6.6 RECOMMENDATIONS RELATING TO W Epc/

1. As these students have not yet been placed in schools and have only recently left South Africa, this group might be the easiest to re-integrate into South African schools. Of course, care would have to be taken to ensure that students were not simply returned to situations which they had found so intolerable as to cause them to flee the country in the first place.

6.7 DAKANA LOWER PRIMARY, NURSERY AND DAY-CARE CENTRE

.....  
This complex caters for a total of 92 children - 20 in Day Care, 30 in Nursery School, 24 in Grade One, 7 in Grade Two and 11 in Grade Three. All sections of the school were more than adequately equipped with furniture, educational toys and apparatus, including a tricycle for each child and cages of animals in the playground. It appeared to us that the school had the capacity to cater for more children than presently enrolled.

6.8 CONCERNS RELATING TO DAKANA SCHOOL

1. Data collection is incomplete, due to the fact that not all parents were present at the briefing meeting.
2. A concern raised by the parents was that their children would have little chance of returning to comparably equipped schools in South Africa. We feel this is a very accurate and valid concern.
3. A further concern raised by parents was that they needed information concerning the availability of jobs, accommodation, etc in South Africa.

6.9 RECOMMENDATIONS RELATING TO DAKAWA SCHOOL

- .....
1. The Dakawa Primary complex should be used as a model for similar establishments in South Africa. All moveable equipment should be brought back to South Africa as it would be prohibitively expensive to purchase similar equipment.

## GENERAL CONCERNS

1. There was a considerable degree of misunderstanding between the Johannesburg office and Tanzania, concerning the nature and extent of the work to be accomplished by the present Task Force. Leaders at SOMAFCO had expected us to stay for a week, whereas we had been told that we were to stay for only two days and had therefore made arrangements to be away for only two days. It was thus impossible to achieve all that was expected of us with maximum efficiency in the short time available.

We were concerned that after many years away from home, students appeared out of touch regarding the existing violence and disruption in South African schools, as well as with many simple issues which will affect their day-to-day lives in South Africa.

We were concerned that students appeared to be in the grip of 'repatriation euphoria' and were eager to return home at the shortest possible notice, without due consideration for provision for them in South Africa.

We were concerned that in many ways, the education students are currently engaged in at the Mazimbu and Dakawa projects, is superior to what is going on in many South African schools, particularly those in the townships. This raises the concern that students might well be leaving a situation where they are receiving a relatively stable and ongoing education to return to a situation where educational prospects are uncertain to say the least.

A major concern was that the majority of students interviewed and assessed will not be able to be integrated into existing schools in South Africa because of:

- mature age
- particular life experiences which have matured them
- they are accustomed to being treated as adults
- different syllabus (5 subjects, 1 language. G.C.E. 'O' levels)

## RECOMMENDATIONS

1. It is recommended that for future work of this nature, consensus between Johannesburg and regional offices be reached regarding the precise scope and nature of the task, to allow for maximum efficiency.

We recommend that students who are to be repatriated undergo an intensive 'orientation' course, covering areas such as personal safety, public transport, geographical changes in cities, economic system (currency, GST, VAT) etc.

It is strongly recommended that the provision of 'alternative' educational arrangements (as discussed on Pg. 7) to cater for returning mature age students as well as for mature age students in South Africa, be investigated as a matter of urgency. The underlying principle of such educational provision should be to direct students towards post-secondary schooling goals in the most efficient way possible. Thus an alternative to the traditional year by year progression from one level to the next, should be sought. Such educational provision should also take account of and exploit to best use, students' maturity, willingness to take responsibility, and commitment to furthering their education. Another aspect would be the forming of functional links between such a 'College' and University bridging programmes (e.g. Khanya College, College of Science. etc.).

A final recommendation is that students be discouraged from returning home until provisions for their education and other needs, have been arranged.

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## 10. SOCIAL AND EMOTIONAL CONCERNS AND RECOMMENDATIONS

### CONCERNS

The information regarding parents of the children in the Junior Primary is not accurate. He had hoped to have an idea of who the children were without parents and which children had parents and where they lived. Many Questionnaires were sent home for completion by parents but the returning information was incomplete. We gathered from the teachers that a fair number of children are in fact orphans, while some parents are still overseas.

We therefore suggest that the A.N.C. requests the teaching staff to identify these children soon and then refer the matter to their Welfare section in South Africa for follow-up of relatives or temporary foster-parents. As a long-term solution the following organisations should be approached for assistance:

1. NCCR's Counselling Task Force

SABSWA

Catholic Women's League

Child Welfare Society

Children's Homes

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Foster placements and adoptions of these children should be monitored as carefully as possible to protect the children. Informal adoptions should be discouraged as these could leave the children open to abuse.

It was also clear that there are a number of adults who are old and no longer healthy. Various welfare agencies which specialise in their care should be consulted and their expertise enlisted for the re-integration of the elderly, physically disabled, pregnant young girls, psychiatric patients, etc. We were not able to see all of these sections due to time constraints.

Health regulations need to be observed. It is recommended that the younger children be immunised against diseases such as TB, measles, polio and diphtheria, for their own protection. Some may be going to areas where these diseases prevail.

Children returning to remote areas may feel the trauma of being separated from familiar friends and teachers. Part of the repatriation process needs to involve maintaining contact between these children and people they trust in the movement. Relatives should also be informed of their arrival.

Teachers and childcare staff working at SOMAFCO and Dakawa should be encouraged

to return with their students and work at the reception schools for as long as is necessary.

Students in the Primary School were very concerned about township violence in South Africa and expressed fears of being killed. This fear needs to be addressed. These children have been living in a very peaceful and protected environment - they have become accustomed to walking around the community in safety and even playing in the streets at night. They need to be prepared and taught what to do and what not to do (safety precautions) without increasing their already existing anxieties.