

SOMAFCO REPORT
TANZANIA
OCTOBER 1991 - FOLLOW-UP REPORT.

The report consists of two sections. The 1st is the text which covers likely problem areas to be encountered and recommendations from talking to the Somafo residents. The second part consists of the data on students - their age, level of education and information on their contacts in R.S.A. Almost everybody had heard of Hillview.

A.

DAKAWA Complex (Pre-schoolNurseryhPrimary School)
Contact here was with parents as the children are young. The turnout was good compared to the previous visit. 31 forms were completed and collected. Most of the children here live with their parents.

CONCERNS RAISED BY PARENTS:

- 1) As their children are young, will one or both parents be repatriated with them.
- 2) How safe will the reception centre be in the light of Hillview.
- 3) How adequate will the facilities be at the centre.

RECOMMENDATIONS:

- 1)
When airlifting the children from Dakawa, parent(s) should accompany them. This will minimise both children and parents' anxieties. Repatriation Office should communicate their decision on this matter to Dakawa as soon as possible.

Much of the movable equipment at this complex should be brought to R.S.A. for the reirurbishment of the centre provided for these children. As previously stated, their equipment ranks amongst the best and would be expensive to replace here. It would also be emotionally good for some children to have familiar toys amongst so many unknown things.

SOMAFKO PRIMARY (Grades 1 - 7 or Grade 1 - Std. 5)
Contact was with the students. Information gathered was given ;by them with the help of either their teachers or older siblings and parents. It was evident that unlike the previous time (May, 91) the students were more certain about their contacts in R.S.A. This was indeed gratifying because it implied that they have been preparing for coming back home.

AREAS

OF CONCERN:

Psychological:

1)

2)

There is still a high level of anxiety regarding their safety. They still perceive R.S.A. as a violent place where they are likely to be shot for either being A.N.C. Children or for fun. They are familiar with recent killings of people in R.S.A.

The majority were either born in exile or became exiled at a young age. They have a general fear of the unknown. They wanted to know more about where they would be living and where they would be schooling. They also wanted to know who would provide money for their educational needs.

Educational Problems:

1)

2)

3)

The students have only one language - English. If they are to be integrated into S.A. schools immediately, they are going to have problems. Which language then is going to be introduced.

The standard of their English is also to be re-evaluated. See previous report - Page 9.

Within the primary school level there are some students who are chronologically well above the S.A. age norm. At Somafo this did not matter - it was accepted what is going to happen to them here.

RECOMMENDATIONS:

1)

Relatives or friends in R.S.A. must be informed of the arrival of the children so that they are there to meet them. This may decrease fears and insecurities.

Those who have parents must travel with them to R.S.A. it is essential that careful planning must be done for the repatriation of this group. Relatives should be briefed and prepared before the children arrive.

Counselling and support for the students and their relatives must be made available through existing structures such as NCCR's counselling task force, ANC groups, local welfare offices.

Education: A special reception school for these children during their first year in R.S.A. would be the ideal solution. All problems discussed above would then be addressed without having to do other regular school subjects. If this is not possible, local schools must be carefully selected. The schools responsive to these students must then be informed of the needs of these students and support must be given by experts (remedial - in order to correct the imbalance as swiftly as possible).

Page 4/ .

Page 4.

4) Mature primary students: more thought must be paid to this category. More in-depth and specialised tests such as psychometric, aptitude and interest tests should be conducted with each student in order to make the best placement. Such services are available.

The parents should be engaged in this exercise as they are ultimately going to have to carry the responsibility when they are integrated in R.S.A.

Somafco Secondary School - (Forms 1 - Shstd. 6 - 10)

Students in this section prepare for the G.C.E. "O" level exams. They therefore require only 5 subjects with English and Maths as compulsory subjects.

Education Problems - Form 1 - 3.

This system poses some problems for the returning students.

1) At Somafco, well-equipped facilities in the natural sciences exist. Students are used to applied laboratory work and anything less may create problems in learning.

2) Township schools will not do for them as they do not have vernacular as a subject. Other concerns were raised in the previous report and these still stand.

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.

Page 5/

RECOMMENDATIONS:

1) 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 "alternative" educational structures to provide for advanced age 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.

If necessary, the possibility of students completing their schooling by means of "0" level certification at such a institution, should be investigated.

Once again, if these students are placed at some schools, these must be carefully selected.

Discussions of the students' needs must be held with these schools. The academic tests conducted. with sample groups indicated strengths in certain areas - these should also be highlighted to schools.

FORMS 1V AND V

If arrangements made with the students remain, the current Form V will remain in Tanzania until January 1992 and 114 will remain in Tanzania until 1993. The latter can therefore be excluded for the time being.

FORM 5:

Concerns raised by students:

1) What is going to happen to them after writing exams? Will they be too late to enter TechnikonyUniversity for 1991 in R.S.A.?

2) Will they receive financial help?

3) Will their "0" level make them eligible for admission to TechnikonyUniversity.

4) If (3) is no, what do they do? Can they sit for "A" levels in R.S.A.

5) Learning conditions are not easy due to repatriation euphoria amongst younger students.

RECOMMENDATIONS:

1) Clarity on the status of "0" level students wishing to study at tertiary level must be sought and communicated to SOMAFCO urgently. Should this be positive, many students will settle down to hard work as they will be more certain of the path of their future.

Page 6.

2) Once one above is resolved - the first problem can be addressed. Some have indicated a wish to spend a year of bridging. Serious thought should be given to providing a 1 year bridging course next year for all of them as enrolling them at University after January 1992 may pose problems. A course similar to "Post-Matric" at St. Lukes, Kyalami with relevant extras could be considered. Institutions such as Wits could be approached for assistance.

3) Repatriation of junior students should be encouraged so that this group can start preparing for exams under normal conditions.

4) As much recent information as possible on the following should be sent to Form V.

a. Admissions requirements to the various tertiary institutions in R.S.A. H

b. Availability of tertiary possibilities other than universities especially in the technical fields.

0. Career guidance should be provided wherever possible by staff as most students do not have their parents to consult.

What is offered to Form V can ;then be repeated with the Form 1V in 1991 when they reach form 5.

CONCLUSION:

The re-integration of the Somafo students into R.S.A. schools is not going to be easy. It is clear that the answer does not lie in the existing S.A. educational structure but in new and creative structures. Initially, the needs of primary children may well be served by having separate schools which will focus on meeting their needs first - closing educational gaps due to the different system they were following. Batlagae Trust should perhaps consider this if the Mayville project succeeds.

Various statistics tables will highlight more areas of concern such as the gender spread, geographical spread etc. It must also be noted that even though many students may be dispersed on arrival it does not mean they are to live permanently with those families. These contacts are mainly relatives - sometimes distant. The relatives may be willing to receive and host them only for the first few months. We specifically asked the parents and students to give an address of a contact that will receive them so that we do not have too many children with nowhere to live on arrival. More work will have to be done here with the contacts given. They have to be contacted and asked how long their commitment to the children is going to be; are their homes big enough etc. Once this is done, the number of the children who are to be placed at the centre may increase.

TEACHERS INFORMATION

As part of our task we were asked to gather as much information about teachers who would like to be employed at the Schools. Thus we drafted a questionnaire that we thought would cover the relevant information that we needed to know from the teachers. A copy of the questionnaire is attached.

Once we had handed out the questionnaire to the teachers we found that a few other teachers' aids - as they are called - were also interested in making their services available and being considered for employment.

One area that needs to be looked into is the date of the return of each individual. Some have indicated that they will be returning as soon as possible while others have indicated that they will only be returning later on in the year.

Many of the teachers have indicated their interest in furthering their studies.

Most have also indicated that they would need bursaries or scholarships to do so.

The following is the relevant information in table form:

Number of teachers interested: 17

Male 13

Sex: Female: 4

Qualification recognisable in S.A.: 4

Teaching qualification from another Country: 10

No teaching qualification: 5' 4

Area interested in: P.W.V. 14

P.E. 1

CAPE 2

Interested in accommodation at school: 13

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REPORT ON SOLOMON MAHLANGU FREEDOM COLLEGE (SOMAFCO)

1.

STUDENTS - OCTOBER 1991.

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TEAM MEMBERS: Barbara Watson

Marjan Cummins

Mandate from the ANC to the two members. (Extracts from the briefing sheet dated 30.9.91 held at ANC offices, Johannesburg.

The main objective of the Task Force is to bring back as much data on the children and students as possible, with the help of the attached questionnaire. Since the receiving centres/schools have not been formally acquired, let alone being prepared for habitation, we should make contingency plans for the dispersal of practically all the children, except those who have absolutely nowhere to go. Therefore, please ensure that you have an address or contact person for each returnee (if no address is available, obtain at least the area where the contact person lives).

Essentially, we are dividing the returners into 4 categories: pre-school, primary (5 to 12 year olds), secondary (up to 19 years only, ie. by the time a student reaches matric she/he must not be over 19) and post-19 year olds.

We said earlier that some teachers should accompany the children and students. Please find out how many will come with the children and be willing to remain with them, if required to do so. Note that teachers must be qualified if they are to be paid by the government. . Therefore please obtain as much information about the relevant teachers, with copies of their certificates and a letter of recommendation from the Management Committee.

What is stated in paragraph 4 applies also to support staff.

UNHCR will most probably be involved with the repatriation of the children and will help to process them. The Repatriation Committee and the Chief Representative in Tanzania will provide information about this.

Recommendations based on any other relevant information collected from the students and staff by both members.

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SOMAFCO

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CONTACT REG

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DUDU MAKHOBHA DISPERSE
TAMIE MARAULE DISPERSE
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RELATIVE DISPERSE
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NELLY KHUMALO DISPERSE
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; EMILY LANGA , JDISPERSE ' GRANDM.
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?JOHN NGUBENI 'DISPERSE ?PARENT '
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 ISABEL SIBANDA .DISPERSE 'GRANDM.
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 JOSEPH MAPHUTSE DISPERSE 1 FATHER
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 10 M/F :NY7 N0 57A GUGULETHU CT_ QUEEN Rossouu
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 3 M g 9330 Nu3 MDANTANE E. LON GRANDPARENTSA
 7 F gM.HENDER3.H3 1075CHAPER STR.CT GABRIEL MABIJA
 3 M/F I ,v/ i -/_ ' A ANC/TRUST."
 7, M/F 3 663 MOFOLO VILLAGE.30wE70 ALPHEUS/HELLEN
 7 M/p ; 30x222 TSHAKUMA,VENDA MARIA MOTSATSI
 6 M/F. f 163 MOTAUNG 3E0,THEM313A PAuLINA
 3 M/F ALEXANDRA T/SHIP,JHB MOTswALon PHOKOJwE
 7 M/F 6933 0RLAN00 wE37,30wE70 LUCY MuALE
 6 M/F 30x 568,HECTORSPRUIT.TUL 1330 "SAMUEL KHOZA
 3 M,F ; 27-7TH AvE,ALEXANDRA.JH3 DAVID SITHOLE
 7 M/F ; 30x 564 MATSULU,NELSPRT1 PATRICK MATHEBULA
 6 M,F 3433 EMDEN1 SOUTH, sowErogh KGAKGAMATso RANTAO
 9 M/F FLAT15 RUSSEL STR, DUREAN FATIMA NAHARA
 3 M/F 5330 MOLAI STR ,M073ETHA30N3, wELK0M MOJUTA J.KHUNYELI
 9 M 205 303A SEC, KATLEHDNG, GMSTON TRYPHINA MAPHIKE
 6 M 343 M0NANEN3 SEC, KATLEH0N3. 3M37N MAEEL MDENGANE
 3 M/F 16163 NALE01,30wE70 FRAN013/13A3EL TEMBE
 101 M/F .1253 wAAKLAAGTE, 1 SIYAauswA, KNA-NDBLE MARTHA N30MA
 9 M E1573 NZEKE STR, 7UMAH0LE PARYS MIRRIAM GULUNGA
 9 M 'ANC, LUSAKA.2AM31A BEN 3EN20
 9 M/F 37 HENRY PRIM. SCH, 000N310E.03N- RAYMoND/SIBONGILE
 9 M 30LORA 370RE_KENTANI TKEI VICTIRIA MA3A30
 7 M/F BOPHELONG UDBYLPARK - ELISABETH LITHAKANYAN D13RER E
 6 M/F 956 CHESTERULLE RD 13 DBN THEMBELIHLE
 7 M 956 RD 13 CHESTERUILLE DBN THEMEELIHLE
 9 M/p D 507 UMLA21 DBN : JOYCE NYEMBE'
 6 401 NOLA LN 3UUR3EK0M JHB. MOLALE

6 M gRUSTENBG HARTEBEESFTEIN. 21A33 SYDNEY
6 M .1330 EIYELA ST'DAUEYTN BNONI" MONDE 300M03E
9 M/F 1534A WHITE CITY JABAvu 7VUSI MAZIBUKo
7 M/F 6293 KHESWA 37R.0AVEY70N13EN0N1 THEMBI HLOPHE
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7 M/F gKANYAMAZAME NELSPRUIT . A33AL0M ML073HwA-
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9 M 00L02A STORE KENTANI TKEI VICTORIA MA3A30
9 M 99 12TH Av. ALEXANDRA LEAH M00Au
9 M/F N0 ADDRESS BEN 3EN20
10 M/F 1160 NORTH R0. CLERMONT MAKHOSI MBATA
3 M ;11 THITENG SCTON TEM313A :FISTOS 7LH0AELE
6 M/F 59052 A BOKABA STR. ORLANDO w. MICHAEL MOLALETSA
6 M/F 20 XUBENI SCTN TEM313A , :PHILIMON MAKHUEELA
9 M/F 12423i30LEu STR.ZN.II SEBOKENG PETRUS RAMAFIKENT
3 M/F 32 wLDBEESPN RD KHUMA STILFONTN BUSHY UELLINGTON

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THOMO PATRICK
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TSIRA LAZARUS
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NORRIS PATRICK
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MARCO WILLIAM
DIDISHE MBONELI
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17 MNDLOKOUU ST. ZNIDE PE
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474 MOLDTO STR.KHUMA STILFTEIN
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LINDA MBUTHD
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JOSEPHINE. LEGAE
.JAME8 HADEBE
ENGELINA MZEMA
RELATIVE '. a
TALLMAN OGANNE
LIDIA MBALI
ESTER MNISI
SELINAH TSIRA
VICTORIA THUSINI
1 ANNIKE KHUMALO
j JOANNE UISAGIE
1 PAULOS BUTHELEZI
T SAMUEL MAROO
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j MAGDELINE LEROBANE
' AGNES KHUMALO
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NUMBER NAME DOB SEX STD PARENTS ADDRESS

CONTACT' REC RELATIONSHIP

344 MSELEKU 33u3130 26.4.70 M 10 M 3353 EXT v.11 HAMMARSDALE DBN ELISABETH MSELEKU gDISPERSE , SXSTER

345 GEORGE LUVUYD 3.12.63 M 10 M/F 15 MDINGI 3T.zwIDE PE LICE NMITYwa .DISPERSE MOTHER

346 SIDONDI LUNGILE 4.3.69 M 3 M/F 35 GwANCI ST KNADNESI PE SIDONDI gDISPERSE FATHER

347 MAKOKOMALE WILLIAM 11.6.67 M 10 M/F 3123 KGOTSONG 1 BOTHAULLE OFS RY MAKOKOMALE , IDI SPERSE _ 'MOTHER

343 NCAYIYANE SIPHO 17.9.69 M 9 M/F M351 NKUMBE RD KwAMASHu CAYIYANE :DISPERSE FATHER

. 349 MOFOKENG SARAH 1.7.67 F 9 M/F 4727PHAHAMANG wELKOM DANIEL MOFOKENG DISPERSE FATHER

350 ZUNGU MUNTU 15.4.69 M 7 F 51159 KNAMASHU DBN _ IDHERs ZUNGU DISPERSE FATHER

351 MOSHOLE LOUIS 1967 M 9 M/F ROOM 79 GA-KGAPANE JANE MOSHOLE DISPERSE . MOTHER

352 MOILOA COLLEN 25.1.71 M 6 M 641 GITSHAM STR.KAGISO KRUGERSD RELATIVE 101spEng RELATIVE

353 MALANGABI MOUDY ' 10.7.71 F 3 M 1230 ULAKLAAGTE 1 SIYABU8wa QUEEN MASHEGU jDISPERSE M OTHER

'354 RAFUBE THAHANE 1 14.11.67 M 9 M/F s 1203 SHARngLLE PETRUS RAFUBE 101335335 FATHER

355 HLONGWANE VICTOR 23.6.67 M 10 M/F g1349 CIAwELO EXT 11 sowaTo ' RELATIVE (DISPERSE RELATIVE

356 NYAMANDE ITANI 16.9.60 M 9 M 133073 ORLANDO u. sowETO ELISABETH NYAMANDE DISPERSE rno rHER

357 KORTJAAS IKE -9.3.68' M 9 M/F 643 SXHOTD RD pHESTERUILLE THOKO . oxspeasg MOTHER

353 THOMO THAMIE 23.4.69 M 9 F 'IKwEZI TSH.25 BRIDGE ST UTA MR- MAKORONKE 01335335 UNCLE

359 ADONIS vuso 4.2.65 M 10 M 1663 TH430N3 NELKOM MARTHA . DISPERSE MOTHER-

360 MAAKE DAVID 3.4.63 M 9 M/F 'KGAPANE-BOS 4392 RICHARD 'DISPERSE FATHER

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Ntimane Virginian
Ntsane Semeni
Dayi Jabulane
Molefe Jeremiah
6Dibetso Johannes
7Mozomba Mxolisi
IMahotola Ronald
(Dlamini Josia
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Chili Sipho
Phala Chupyane
Mbongo Peter
.Moripe Tebogo P
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eMaphasi Evelyn
thlongu Eugene
iNthinya Alex
qZungu Frank
aZwane Blessed
tNdlovu Nicholas
LMaphalala Sbongile-
JThathe Amos
4Msimanga Mzwakhe
(Tsepetsi Paul
LShangase George
)Maleka George
(Jumba Mekikaya
tMotha Samuel
oWadula Agnes
yHlatshlabo George
LMabaso Cyril
sGinindza Mkhulu
PMahlalela'Patrick
(Magwa Xoliaile.
LGasa Sifiso'
)Khumalo V611
fSepamla Sadrack
'Mogaki Sam
)Khuzwayo Ignatious
yMamba Johannes
thshali Agrippa
:Moagi Ezekiel
;T6616 Themba
?Tele Clement
:Mchunu Xolani
IMabaso Goodman
(Munwana Dorothy
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nThabeth6,Thomas
.Mlati Bongani
LMonare Nelson
:Mathe Thomas
.Nahara Stanley
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 'PQ CONTACT NAME
 P 0 Box 305, Matsulu 1203, Nelspruit I 9 Rose utimane
 Bloemfontein I _
 Temba qumalo
 5/598 Sanuka Street. P.O. 1933, Sharpeville - John Molefe
 Zone 3, 3895 Dlepkloof 1864 6V' Gladys Madumo
 No 3950 Zone 3 Diapkloof P o Khotso 1864 Sowetq . -Thulane Mazomba
 Chiawelo 1267 P 0 1818, Soweto .; 'Angelina Mahotola
 No 6089 Gumbi Street, Daveyton Taunahip 1507 _C jDavid Mabonaela
 H310 Mpunguaha R, P 0 Kwamashu 4360, DRN i
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 No 144 lange Street, Box 9585, Tumahole; Pagfit 3Julia Nodisapodi
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Q3 Anna Motha
a Mr. & Mrs Wadula
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