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 FAX
 LIIVHA SCHOOL TEL
 (0159)22326
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 P.O. Box 2991
 THOHQYANDOU
 VENDA
 SOUTH AFRICA
 2nd October 1992
 PROGRESS REPORT 0" HR MAANO TUVANI w ACADEMIC SUPPORT TEACHER AT LITVHA
 SCHOOL, THOHQYANDOU VEHDA. (E51 - October 1992)
 CCTV,f' ILED E911, . Mb n'lu.zl.:1 SAal-DL'JJ ngshd (Principal)
 MNLEGEMENQOF FINANCIAL SUPPORT
 Av #29 4ltset, Liivha school wculd like to acknowledge the support given by
 %p tleV Iovemenf, Netherlands via the Batlagae Trust. Thls support
 eazghened our small, strJggh ng SCxool and we are deeply grate-
 TUWAN: TO THE POST OF ACADEMIC SUPPQET TEACHER AT LIIVHA
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 mic support tea; her, sponsors :d b3 th Anti Ag
 via the Ba flagae Trust mag auvertiz ed in the WEEK
 Uiated, progressive neWSpaper.
 r " l which were forwarded to the Batlagae -rust
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 'ith the Eatlagae Trust it va f:
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 ej are cap: as of the advertisment anj MV
 DxEFV Tiw CF REQPONQ uIBILITTEb ANS TUIIES FULLFILLET u? ME H. IVANT THIS PIP
 - Sunport of Student Returnees
 (1 con nc; lling) V detailed rppsrt fallcas.
 _ Fac4lltation and co-ordlnation of language support for students 1P3 .Hme
 f Hts de this sub- -re egio.n and who do not speak Tshivenda. 16g. Sotho,
 Tsanga and Zulu speakers .
 - Lia Laon with Social Workers with regard to studentg u. ith par. 1:llarly severe
 jgmestlr difficulties. _
 _ ?;ilitation and cc-ordination of variour discipliLery issues in the scn\$sl
 in general
 _ V'ZI'": 1.. . f . prCC'IITEVTIH
 :5 general supplem

These pupils are taken in small groups for specific lessons or for additional lessons after the normal school hours. The main focus is in 1 1

Thirihmy %n hnfh Fzniisr and Tsh4vphha (Thiq nrfiviry

4 hours per day).

anga age DFO-

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wr-nvi m'w'aly

h WETAILED REPORT ON SUPPRT GIVEN TO THE 9 STUDENT RETURNEES AT LFFVHA SCHOFL

r

The main focus of Mr Tuuanis' appointment was inCeed to aid the reihtEjrction of student Returnees. bath in the specific Liivha School Community as well as in the community in general.

Mr Tuwani went about this by firstly, conducting individuhl lhterwlews with ret_rhees in an effort to access how individual students were adgunfzhg ha The :Qhubl, Lhe general environment and their 'new' domestic situations.

Th he made an accessmeht of their academic work, ifentifyihg areas of hu .y.

TH? FOLLOWING GENERAL PROBLEM AREAS WERE IDENTIFIED:-

Prgficiencx 'n English:- although all the Returnees had attended English M&dium hhccla outside of South Africa it was found that in most caces profecienhy in iish was not up to standard and support was needed.

g A

than S Pehrs qualify to be exempted from this requirement. The problems arising are)(ai these students entering school in the lower Standards must be helped to newt this requirement in due course and,(b? Students Who are not Tshivehda

C

peakers hve to be a35lsted with extra mural lessons in which ever African lahgha they speak with the view to the Matric requirements. Althsugh Liivha g6

hammitted to eventually expanding its African Languages Departmehf, we are 451

"urrer y severely restricted financially and therefore are only in the posit-;an to offer English, Afrikaans and Tahivenda.

l .-

m" Tuwani has therefore had to facilitate and co-ordinate external tUTDthg for examhle in TshiTsonga and SiSotho.

In concluding this point, fhe problems arising out of the language peAicy of the present South African Educational requirements, need to be critically addressed as this is indeed one of the biggest obstacles preVEHting individuals frcm enjoying their full rights as Citizens.

Narrww LLQLCE Of subjects iFfEdEd at LiLVha:- Subjects offered at Liivha, pre-i- m

senti y are restricted to the "Classical" Science/Art division. Again due kw lack hf financial support and resnnrnea we have hat been able to intr\$dUCh

" ;e !'51:: also noted as a difficulty with some of the Returnees as they a 9 p

ncw "forced" to engage in new disciplines without previous exposure to the

:- ll general Mr Tuwani has found that the Returnees have managed to and integrate well to their new schaal. Only one student felt dissati with the fact that she could not follow the same chaise of subjects sh

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Had at SOMAFCO (eg. Accounting etr.:.

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It was 3159 found that trle 61 d9? stldlen1_. eg Std. a and upwarlis, (- 7 "BaFSJ,
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L Q;pf'.ax.-ul L1) .LK.Ht5.GLLl-15 AIIVV 11.11? 0.11.9131 :IVHJL'HLLL L L14CV LCIUJ 'L
J L
wizh local 935? e, this has gchh rise t0 some 59 use sf isolation
3-1.: 27
- J
:nd 1159 exacerbates the lack 01 exposure to Spoken Tshivenda.
Two families were fcund t0 t-e experiencing some dcmeestic diff m'lties, but
thnaP appear not ?1. hp dlrently relat .d to 7hRHPF qernNPHlnr their return,
but :re rather of a more personal nature.
EVALUATION OF THE SUPPOFLT PROGRAMME FOR RETJFNNEEF
The school feels that within the area of adcademi: support within the 110? m-al
9 hnai V cgramme that this wppn3rt programme has been 510.cessfu_. Hanever
found that additional input cutsche School haurs and beyond the son: 01
boundaries is very difficult. This being due mainly to time FPnSTlenro, and
students being tired at the end of the school day.
the Returnees live far from the school, making access to them after
a PQtAQP difficult - it has been felt that such SfDdPntP regent having
3n Sta ay behind for extra lessons eLc
Of
Mr Tuvani has faund that this group espec .iallyv have responded very fEVLTablf
to his encouragement re.the use of the library. It seems students have found
eir own reading to be quite empowering.
(1"
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NEED FOR ONGOING FINANCIAL SUPPQRT OF RETURNEES
I: is fe alt that this group of Returnees has basically adjusted quite well.
The main need identified at present is for ongoing financial support to enable
students to continue with their studies either at Liivha or at other acdoole
which might offal a mULU rulcvauL uhuiut Of subjects.
MOTIVATIOK FGR CGW INUATICN OF THE ACADEMI '7 SUPPORT PROGRAMME AT LTI"HA
Although it is felt that the Sher term objective of aiding Returnees with
weintegration has been successful - a general need for academic support has
been strongly identified.
In view of the great changes occuring in South Africa which effect the
Education spheres in particular and eSpeciall y regarding curric.ulum devp elap-
ment, we feel that the role of an academic support teacher is crucial b_.th
to students and teachers alike.
E
- u
GMMENDATION RE SUPPORT TEACHER AT LIIVHA
In the event of the Anti Apartheid Movement, turogh the Eatlagae Trust being
ab 15 t: continue their financial support of an Academic Suppcrt teagher at
Liivna, on an ongoing basis, Mr Tuvani has indicated that he would be prepared
to step down from this past at the end of December.in order for a new peraon
feels
Em begin in January at the cmmencement of the new academic year - he
this would facilitate greater continuity.
.,
dis is not possible - Mr Tuvani Will camplete his contract as per agreement.
?our kind attentcn to and consideration Of the above points is ranueeied.
Wiuh warmest thanks for vour Lc-operation and support
Your: aincere ly
(/5611 mywbn ,&6t(w6y7/A4k
M. Bialoszcka
PRINCIPAL

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-h-ciigh, .: - ' e - - ,.
2 WEEK! Y MAN , Fehmery ?8 m'March 5 13 '5
, HAS
REMEDIAL TEACHER
- 2 Macadamia support) t -.. . .
Situatd deep in the rural far herthe'm Iransvael mi
(presently "Rep of Vanda"), Uivha is in the ' ' 7
process'of becoming a school intthe mode of "the
new South Africa", Oneefptm of support for this ;_-'Tf
endeavour has bcme from the Batlagae Tr'ust's
_sponsorship of a teaching post specificallyin aid :1
of the reintegration'of the children of returnees -"
and the scheolan'd cemmunityfsjab'ility te'adjust .3.
tothe demanciettbtK our timeTWeuwjenvisage mast
careful attention being paid to thequ'estion'of f f_ 533323:
LANGUAGE; The Africanisation of English; Short i
and long term problems with competence in_ -. ; '
335?: English as weilgas other African languagesfi'f ' #
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10:.. _ _/_..... ,. _ : _
2- The Principal Uivha Schaol : -
c/o PO Box 1518, LOUIS TRICHARDT, 092
. Or Fax: 0159-22326 (wlh), Telephonlc enquiries:
' 9159-22326 (w/h) or 01551-5172018111) ' 9
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NAME: MAANO DZEANI TUWANI

EMPLOYMENT HISTORY

1991 KHANYA COLLEGE : JOHANNESBURG CAMPUS

Employed on a part-time basis

- dealt with matters relating to students admissions and bursaries

- general office work

- coordinated study groups for the African Literature course

1987 -

1989 AFRICAN WRITERS ASSOCIATION

____.-____.____.4

Worked on a voluntary basis

- coordinated general office activities and the following programme and projects:

- public readings and literary evants

4 publications project

- book and library services

1984-

1985 SACHED TRUST : JOHANNESBURG CENTRE

Publications and learning resources

distribution worker

- promoted the USE of educational materials in township and village schools

- organised students learning grcups around the educational magazine, UEbeat

1981-

1983 EyVIRONMENTAL AND DEVELQPMENT AGENCYfEDA!

Publications coordinator

- distributed publications on development to COmmunity organisations/projects and to rural communities

1976-

1981 Egggg GOVERNMENT : DEPT OF JUSTICE

Clerk

- worked at a magistrate office; dealing with labour atfairs, social welfare and land matters

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 1973, 1973 VE5gg GOVERNMENT ; 93?? OF EDUCATION
 Assistant teacher
 - taught a: primary schools as an untrained
 teacher
 1972 TSHILIDZINL HOSPITAL
 Clerk
 - worked at the out-patient department
 I
 1971 VENDA GOVERNMENT : DEPT OF EDUCATION
 Assistant teacher
 - taught at a primary school as an untrained
 teacher
 EDUCATION
 1991 University of the Witwatersrand
 - Higher Diploma in Librarianship H. Dip Lib)
 1310 University of the Witwatersrand
 B.A. (African Political Studies, History)
 lGEa Khanya College : Johannesburg Campus
 4 (African History I, African Literature I;
 19?4 Completed Matric by private study
 Law Matric
 1970 Mphephu High School
 - Form III