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 ST BARNABAS COLLEGE
 Langeberg Avenue Bosmom Johannesburg South Mrica
 Pom! Address:
 MA&COM\$ o rummmanm
 Headmaster NEWCLARE 2112
 . South Africa
 Tel: 011 414-2055
 Fax: 01134764249
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 Please deliver this meseage to:
 x
 NAME: MR M TIHLY FAX NQ: 29-800?
 BATLREQE TRUST H
 FRO : JQHHI DOUGLAS ATE: 28 OCTOBER 1?92
 ST BQRNAEAS COLLEGE
 Dear Mr Tikly
 Please 4ind attached a cgmgletg draft of the funding proposal which
 now awaits your editing pen.
 It 15 11:45 pm and I am very tired, so please check my spelling eta
 care4ully, because my own editing powers are somewhat diminished at
 the monemt!
 The progress report is buoy laoew printing now and will be ready in
 about \$ive minutes. As soon a3 you have \$inisnao editing and have
 contacted me with the changes, I will laser print tna proposal and
 bring the two documents to your of4ice tomorrow morning at your
 earliest convenience. (1% you manage to get bacn to me early
 enough, I aould be able to get to you by about 11:00 am.)
 Thank you very much #or your patience. i hope that the two docos
 are satioactory and up to atandawd.
 I will be expecting yOuP call
 Love
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1993 FQNDING P'DPDSAL

IQ_I&EHEQEHEPIAN MIN STRY QF FOREIGN AFFAIRS:

1. MRQDUCTIDN:

In May 1991, the Dveheight Committee (comprised 04 Pepheentatives ?rem the NDCR, various liberation movements and churchee) was set up to help 4acilitate the repatriation and he-orientation of political exiles back into South Atrican eeciety. (The hietorical background that led to the establishment 04 the Dversight Bommittee was discussed in detail in the half yearly report submitted in June). 04 particular concern to the Dveheight Committee were the potential eocialt economic and academic phoblems that returning echolehs end etudente would have to cope with. In response tn thie concern, the Oversight Committee established the Eatlagae Trust (an equally non-pahtisah committee) in July 1991, ta conoreinate the educatinhal he-integration o4 exiled youth and tn raise the necessary funds required to do so on a fairly exteneive, national level.

The following proposal will document in detail what objectives the Betlagae Trust has achieved eince its inception, and will also outline whet long term role it foresees 40% itself over the next few years.

3. INITIAL OBJECTIVE :

Although several agencies exist in South Africa which provide bursary seppert to students, the scale and epecitic focus 0% the Batlagae Trust initiative was unparalleled in the country at the time of its inception, and remains ea. with this in mind, the Trust was initially established with three broad and relatively enort term objectivee;

- i) to eat up and administer a bursary programme that wmuld provide the necessary \$inehciel support tor both the educational and welfare needs of returning echelare and students,
- ii) to arrange the acquisition w; a receptieh centre with _ educational facilities tor repatriated children and students who could not be located with parents and tamilxee.
- iii) to tacilitate the return of educational archives from abroad and to arrange their safe custody to South Africa. Linked to this objective awe plane to initiate and administer an information and research phcject en educationala institutions eetebliehed by the liberation mavements in exile and to document some at their enperiencee.

The above three objectives will be diecueeed in more detail during the course 9% this proposal.

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3. aggLVING mJESIDN: i

It has been through endeavouring to fulfil these initial
expectations that the Sa' agae Trust has begun to develop its
distinctive relevancy. As a natural consequence to this, the long
term mission of the Trust has evolved and widened considerably.
Since its inception, the Batlagae Trust envisaged that it would
remain in operation for at least three years, in order for
returning scholars and students to be given time to integrate into
a new social and educational system. It was hoped that after three
years, democratic change in the country would have led to the
PEFStPUCTUPng and re-orientation of the education system in South
Africa, whereby the educational needs of the returned exiles would
be catered for. This anticipated time scale remains relevant,
although the Batlagae Trust acknowledges that it would be
idealistic to believe that the present and expected change in the
country will realise a rapid restructuring that will serve all 5%
the needs of the people.

It is, therefore, equally evident that the Batlagae Trust (or a
similar committee that will evolve from it) will increasingly have
to focus on assisting, in an ongoing and practical way, those
students who have been disadvantaged by the structures of apartheid
education. It will have to commit itself to a programme that will
allow it to constantly assess this hole in the rapidly developing
educational scene in South Africa. In pursuance of this broadened
mission, the functions of the Batlagae Trust will include among
others; helping students to gain access into suitable educational
institutions at all levels and providing them with various types of
support once they have done so, accelerating the de-segregation
process in general by continuing to act as a pressure group and
ensuring that all empty spaces in state "open" schools are filled
by carefully monitoring all educational institutions, and assisting
community schools which show a likelihood of providing an education
of sufficient quality to acquire the necessary registration and
accreditation, by representing their interests with the
authorities.

The Batlagae Trust will also need to undertake to influence
education policy in a practical way, by taking up issues with the
respective education authorities on behalf of the students, their
families and the institutions. In these functions it will need to
liaise with the various educational bodies of the liberation
movement; the churches and the independent sector which are
sympathetic to its mission.

4. 15E EATQAGQE TRUST IN 199;:

4.1 gymsaav hegehamng:

The initial primary focus of the Batlagae Trust was to cater for
the considerable educational and welfare needs of political exiles

returnva tn Swath A\$wica. Dedicated adherence ta this abjectiva has entailed the Pewnrientation, career gmxdance, financial aunprt as well as paramnal and academic counselling o4 returnee students an both a regional and national level.

The bursary programme will deiinitely be ongoing in 19?3, and will passibly even continue into 1994, although this is nmt yet certain. In 1993, the Batlagae Trust will cantinue to guppnrt itg present case load mi 1903 beneficiaries in educational institutions at all levels (prayschoola, primary and aecandary Echoola, technicons, univeraitiaa, as well as technical and vocational courses).

Actarding to EtatiStHS obtained from the SCH. the number a4 Batlagae Truat bursare is expected to increaee by between 200 to 400 StUdEHtS in 1993 because 0% the \$taggeraa return 04 exiles to South Alrica. A aignificant number 04 students 3155 arrived too late in the 1992 academic year to register, and have had to wait until January 1093 to enrol.

The followng guidelines 4UP the awarding of buraarias have been established \$Qr i993:

9. aim:

Pre-school R 2000.00

Primary R 3000.00

Secondary R 4000.00

Vocational/Technical R 4000.00

Tertiary R 12000.00

8. UNIFORM

Ongoing atudents R 200.00

Ongoing student; who change school R 300.00

New students R300.00

C. BOOKS

Ongoing students R 150.00

New studenta R 200.00

0. TRANSPQOI

No transport grants will be provided a5 a general rule. A contingency 40nd doea exist, however, to assist those studentg who are exceptional cases.

The above figureg do take into account inflation and related increaaaas, and in each instance, represent the maximum award that can be allocated. A Etudent's eligibility for uniform and book grants is dgpendent on the outlay of \$995 4or that atudent. Further details about the bursary programme will be provided in the end 04 year report which will be submitted in February 19\$3.

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In August and September of this year, a number 04 studehte hed-te-ba-etmeved from several street acaoemies where their working environment was proving intolerable and the standard of education unsatistactohy. In order to Constructively eddheee the preblem of where to place these students, the Eatlagae Trust, in close collaboration with Sacred Heart College, a well known and pioneering inoependent school in Johannesburg, coneulted with the state, with the support of the local community, about the FOSSlbility oi establiehing a Yeoville Community School, which the mtudente in question ceuld attend. The proposal was approved, and wi\$icial permieel0h given to establish the school.

The concept 0% the Veeville Community school ie strategically sauna and in line with both the initial objectives and the widened mieeion 0% the Batlagae Tenet. As has been mentioned, one 04 the original objectives o\$ the Trust was to arrange for the acquisition 0% a receptiah centre with educational facilities \$er those repatriated children and students who could not be located with parents and families. Unfortunately, this objective had to put on hold when one of the two potentially available buildinge was bombed, end it was decided nut to expose the returning students ta danger by lecatng them in a specific institution.

The establiehment of the Yeoville Community School will therefore enable the Betlagae Truet to achieve its intehued objective at a reception centre, although in a slightly modified form. The school will provide a stable and aifnwdahle educational environment fer the returnee etudente for the Feet of their schooling. It will elem relieve the Batlagae Trust 0% the time consumxhg taek of having to raise large bursary funde an a long term hasie, and enable it ta begin to he-focue its strategy towehee eerving the educatiehel heede of the wider community. The project will establleh important precedents in the provision at echholing in Johannesburg 55 a Peepense te the rapidly changing demeghaphic situatieh and the educatienal challenges that result.

The Batlagae Trust is also eager that some 04 the traditions acquired outside 04 the country be integrated with good educational practice in South Africa. The proposed community school will previde an ideal eppartuhity to do thie. The South R\$ricen educatloh system is, and will continue to undergo prefaund change over the next few yeare, with regard to nrgahieationt administratien and curriculum content. The Eatlagae Trust teele that it hae an important and relevant role to play in the revitalisatioh o; the education system that will need to take place on a national scale.

The Yeoville Community School will be a state-aided, community. pre-primawy and primary school o4 aheut 400 tc 450 etudents. The school will be largely self-\$ihancing because teachehe' salaries will be paid for by the state and a substantial phopwrtimn of the running costs will be covered by the feeo wniCh the lacel children will be wequihed ta pay. (The Batlagae Trust burears wlll continue to he euoeidieed). It muet be etreesed that the subeidieetimn m4

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the school by the State will not jeopardize the autonomy of the Yecville Community School in any way. It will be sited on the present Yenville campus of Sacred Heart College. While initially catering for returnee students, the Yeoville Community School will become a permanent institution for the local community and will be under their control. The establishment of the school has been a community effort from the beginning.

Many of the students who have returned from exile have been faced with an age disadvantage in that they have been too old to go into their appropriate standard and special arrangements have had to be made. Consultation in December about the establishment of the community school opened up an opportunity for this problem to be addressed. A special bridging programme at the Standard 5 level has been created at Barnata Park High School, a multiracial school in Heheva very near to the Yeoville campus. This course will offer intensive compensatory teaching with a strong remedial component. The Yeoville Community School will be linked to Barnata Park High as one of its feeder schools.

A working group has already been established as an interim decision making body responsible for appointments, student assessments, elections and enrolments as well as general administrative procedures. The working group will be replaced by an elected community structure early in 1993.

The scope of the Yeoville Community Education Project extends beyond the establishment of the community school. It also involves the launching of an outreach programme which will include the establishment of a polyclinic and the provision of curriculum development assistance to local schools. The polyclinic will make much needed professional services accessible to the Chellareh of the Yeoville Community school. They will also be available for utilization by neighbouring local schools. The Batlagae Trust is eager to support as many schools as possible with curriculum development assistance in its continued effort to actively promote the decolonization process. This initiative may require in-service training for teachers as well as experience in school management. It is hoped that the Batlagae Trust will eventually locate its offices at the Yeoville site, where it will be constituted to deal with serving only the educational and related needs of the returnee students to those of the community in general.

As has been mentioned, one of the initial objectives of the Batlagae Trust was to facilitate the return of educational archives belonging to the liberation movements from abroad, and to arrange for their safe return to South Africa and placement at Fort Hare University. The Batlagae Trust was instrumental in co-ordinating the return of a Co-mander of archives from SUMAFCO in Tanzania in September 1972. With the help of FINNIDA the Batlagae Trust has also arranged to fund an archivist to work at the university where the material must be unpacked, catalogued and indexed.

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txnnam :h tnxa amaration are plans 40% the Batlagae Truat to set up
and administer research projects that will document the wwrk done
by the liberation movements during their time in exile. D4
partlular interest tn the Batlagae Trust in the light cf its
expanding mxaaloh, will be the education iHEtlUtIdHS that have
Been eatablished and the pogsibility 04 transiehwing Emma 04 the
more succesaful modelg to South Atrica. Consultatlohg have already
taken place and a detailed proposal it being prepahed.
5. EQNCLUSIBNI
The Batlagae Thuat was established in the wake of the unhanning of
the liberation movements in February 19?0, as a diPECTtPESpOHHE to
the considerable work that was needed ta he done to ef\$ect the
hapatriatich and re-integration 9% political exilea back ith South
Rihican society. The special focug 04 the Eatlagae Trust was to
cater for the eaucatinhal and related needy Q? returning \$cholars
and studentg by co-ordihating on an onguing basih, their
he-0hientati0h into a camplex education ayatam.
t This proved to be a daunting task that required cancerted and well
1 cm-ordinated national and regional planning, largely uut%ide the
t capacity 04 any structure in existence prior ta the attabliehment
2 0% tha Batlagaa TPU\$tu Fur thig reaaon, a5 has been shmwn, the
; huh#pahtisan Trust was get up with threw, relativwly short term
objectiv9\$ in mind. 911 U; these ObjEZtIVE\$ have been achieved
thwuugh the dedicated perseverance of a highly motivated, skilled
tut, and dedicated 5ta4\$, and they hemaxh ungaing.
nbjactivea that the Eatlagae Trust began to develap a diEtIHctIVE
relevancy and it became evident that it needed to evolve and
. cahaiderbly .Hpand its missiuh. In very broad termg, the Trust
E hopes to be able to commit itaelf (or a timilar hady that will
develop fhom it) to a programme of overcoming, in an ongaihng and
practical way, the legacy o! apartheid education, and ta cunstahtly
aagess thia rule in the rapidly Developing educatihnal acena in
South Africa.
V&a to t
k) it???t& was through the endeavouhs to #ulfil these three initial
5. Emammgwemwig:
The 1993 921?? budget which 4ollows is an approxlmation only.
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 and related costa R S0,0\$0.0Q
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 D. Archivea proiect
 - Senior regearcher R ?S,QDQ.OD
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 ... Contingency fund R 5,000.90
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 E. adminzstwggiom
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 Office administration R 62,550.00
 - Salawxes R 352,600.00
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