

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 FIVE4.1 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 College was to provide education for the many students who had been forced by the situation of 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. We found the pervading atmosphere of the community 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 students 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.

We 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 above grade 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:

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. We 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

1. Students are in urgent need of counselling regarding their expectations of 'home' to balance the romantic notions currently evident..
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 adequate structures have been set up to cater for their educational and 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 '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.
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.

3. 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, WISPE, etc.
- (d) Availability of tertiary possibilities other than university, particularly in the technical field, e.g. Witwatersrand Technikon, Pentech, etc.

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

5. MAZIMBU PRIMARY SCHOOL: GRADES ONE TO SEVEN
(SOUTH AFRICAN EQUIVALENT: GRADE ONE - STD FIVE)

5.1 INTRODUCTION

The primary school is situated within the Mazimbu project, close to high school. There is an enrolment of approximately 400 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

GRADE 3 (South African Equivalent - Std 1)

ENGLISH.

It was immediately evident that some of the students were older than the average age of pupils going to Std. 1 in South Africa. The pupils had problems in phonics. They were unable to match a picture to the sound that the word started with. The average of the sample of 30 students tested was 44% which is lower than the average for an equivalent school in South Africa. It was evident that their English was much weaker than their Maths.

MATHS.

Their Maths ability was considerably higher than their ability in English although there were children who could not get one single mark on the Maths paper. The average for the sample group that was tested was 68%. It seems that fractions, story sums and place holders caused the greatest problem. There were some aspects of Maths that the pupils were totally unfamiliar with ie. = greater than, less than and equal to signs. Very few of the pupils know anything about fractions.

CONCLUSION.

It seems that more time was spent on Maths teaching in this Grade 3. The pupils have a sound grounding in Maths but perhaps haven't covered some of the areas that would have been covered in South African schools at this stage. The weakness in phonics is concerning as it is the basis for spelling and reading.

GRADE 4 (South African equivalent - Std 2)

ENGLISH.

30 Pupils from Grade 4 were used for the sample testing. The average for the testing was 42%. This indicates that the pupils are below average according to the equivalent standards in South Africa. It also appears that pupils were helped with this test. There were answers that were very difficult that all children got right. The weakest area is that of comprehension. Once again their ability on control in writing indicates that they are older than the Std. 2 pupils in South Africa.

MATHS.

Once again the pupils ability in Maths was much better than that of English. The average for the sample group was 69%. The weakest are the story sums. Most children did not even know how to attempt a problem written in that format.

CONCLUSION.

Difficult to make conclusive comments about this work as there was evidence of pupils being helped in this grade.

GRADE 5. (South African equivalent - Std. 3)

ENGLISH

Approximately 54% of the students performed at grade level in South African terms. A number of students demonstrated skills way above this level. One student achieved a 90% mark in the test. Comprehension once again tends to be weak amongst this group of students with many not understanding what is required of them. Punctuation and comprehension was the weakest area.

MATHS.

Approximately 58% of the sample group were found to be functioning at grade level in South African terms. Many students performed very well and one student achieved 100%. The area of weakness was multiplication and division and most of the students did not even attempt to do the story/problem sums. It seems that the students have not been exposed to this type of Maths before.

CONCLUSION.

On the whole the grade 5 performed considerably better than grade 6. This is perhaps because of a high turnover of teachers or unqualified teachers. A good percentage of these pupils would fit into the schools in South Africa. Once again a comment needs to be made about the advanced ages of some of these students.

GRADE 6 (South African equivalent - Std 4)

ENGLISH

Sample group of 30 pupils was tested. The average was 50%. Students were weak on punctuation as well as comprehension. Comprehension is very weak. There seems to be big gaps in some of the formal grammar. Most children did not know basic figures of speech such as nouns, verbs and adjectives. There were some pupils who achieved 95% in the test. I believe the work was covered but perhaps not enough reinforcements all the time.

MATHS.

It was found that of the sample group tested, 41% of the sample was functioning at grade level. Some pupils performed very poorly and some areas that have been covered at South African level by this time were not covered by these students. Most students fared better on the mechanical section but could not do the problems. Most students did not even attempt the problems.

CONCLUSION.

On the whole these students did not seem to be as well skilled as the Grade 5 pupils. It seemed evident that the teachers were not all qualified and that there was a high turnover of teachers. There are however a good number of students who could fit into an equivalent level in South African schools.

GRADE SEVEN (South African equivalent: Std 5)

ENGLISH:

As regards READING COMPREHENSION skills, it was established that approximately 60% of the sample are functioning at grade level, with a number of students in the sample functioning at an above average level.

A wide range of abilities was demonstrated in the sample group, ranging from very poor to above average skills.

The assessment of ENGLISH LANGUAGE skills revealed that only 15% of the sample was functioning at barely an average level, while the rest of the students were well below. It appeared that the students had not had tuition in the more formal aspects of language teaching - for instance, Apostrophes, Degrees of Comparison, Parts of Speech, etc.

MATHEMATICS:

Not one student in the sample group was found to be functioning at grade level. In addition, a very narrow range of ability was apparent - most (if not all) the students appear to lack the basic Mathematic skills. The students had difficulty performing the basic operations of addition, subtraction, 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 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 and skills.

5.3 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.
2. 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 very well. There was not enough time for us to conduct a screening of each child.
3. 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.
4. 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.

5.4 RECOMMENDATIONS RELATING TO MAZIMBU PRIMARY SCHOOL

1. 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.
2. Thorough counselling needs to be undertaken with each family, regarding their wishes and plans for repatriation. It appeared to us that not all families were planning to return to South Africa.
3. 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. We 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;

- (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 á 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.

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.

6.5 CONCERNS RELATING TO VTC

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 VTC

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 DAKAWA 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 DAKAWA 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.

7. 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.
2. 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.
3. 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 for them in South Africa.
4. 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.
5. 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)

8. 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.

C. THE REGIONAL RECEPTION & HOUSING / ACCOMMODATION
TASK FORCES

(see attachment C)

1. Objectives of Task Forces
(see attachment B points 1.2.1.1 and 1.2.1.7)
2. Progress Report on Reception and Housing / Accommodation Task Forces.
 - 2.1 Regional Co-ordinator's Report
About seven hundred (700) returned adults and children are, to date, registered with the NCCR PWV Region.
 - 2.2 CONVENORS REPORT: Reception & Registration Task Force Report

The Reception Task Force is charged with the responsibility of receiving our returning brothers and sisters at the port of entry, reconciling them with their families, where its possible to find alternative short term accommodation until a longer term arrangement is made. To co-ordinate tracing of families where necessary; to find suitable reception centres for short term accommodation.

Primary and Secondary Reception - This task would have to be carried forward by the Housing Task Force. For longer term solutions and options are currently being discussed. (see addendum to Attachment C). This mammoth task would have to be viewed against the background the housing crises in the country, a major limitation to our ability to find longer term housing solutions.

Many of those who have returned, arrived in South Africa on their own initiative or through their liberation movements to reestablish the Liberation Movement.

The NCCR has also received two (2) groups of mainly non-aligned persons from Nairobi Kenya in December 1991.

In liaison with the ANC, a member organisation of the NCCR; five (5) plane loads of ANC exiles "Intakes" have been received.

The task force - currently consists mainly of church organisations; MUCCOR; The Johannesburg Diocese: Justice and Peace (S.A.C.B.C); Anglican Church; YMCA; YWCA. Back up and person-power has largely been from Branches of the ANC PWV region. Participation of the CIVIC Community and Liberation Movement in day to day planning and activities of the task force is minimal. This has largely resulted in limitations on grassroots services and integration of returnees. This absence has also resulted in a relatively silent return of our heroes.

6.0 PROPOSED METHOD AND MODELS

6.1 Further assumptions

The returning exiles are likely to have to go through a combination of three phases in becoming permanently resettled in the country. Of these three phases, the first is likely to be obligatory, while the final phase is the goal. We envisage the three phases in the following manner:

Phase A: Reception centres for the processing of returning exiles. These camps, which are likely to be temporary, are seen to be outside of our brief. During this phase, the returnees will be catered for in terms of various legal, health, security, travel and other considerations.

Phase B: Secondary centres for intermediate length of stay. These are likely to be more permanent arrangements, where exiles can stay for a period of up to one year. Their length of stay will vary according to financial, familial security and other factors. In our model, we are anticipating these centres to be functional for this purpose for up to two years.

Phase C: Permanent settlement. This phase is the goal of the whole programme for the whole community. This phase can be attained through a variety of possibilities, including the use of family / kinship networks, renting, building or purchasing accommodation.

6.2 Assumptions employed in the model

40 000 people will be returning over a number of years. Of these, 40 000 will have to be catered for in Phase A. We are making an assumption that up to 33% will be able to proceed directly to Phase C, leaving 27000 people to be provided for at the proposed Secondary Centres over a period of two years.

In Secondary Centres, the proposed maximum length of stay is for twelve months. However, we would anticipate that many exiles will use such centres for shorter periods of time, thus releasing space for more comrades.

TABLE ONE

In this model, we are employing the following formula:

<u>Length of Stay</u>	<u>Percentage</u>		<u>Over two years</u>
12 months	50%	(x2)	100%
6 months	40%	(x4)	160%
3 months	10%	(x8)	80%
	<u>100%</u>		<u>340%</u>