

1mo/psp/126/2 25.11.77

PROPOSALS ON ANC(SA) SCHOOL PROJECT

Submitted by Education Sub-Committee, Dar es Salaam

"The principle task of education, in our teaching, textbooks and programmes, is to instill in each of us the advanced, scientific, objective and collective ideology which enables us to progress in the revolutionary process."

Samora Machel.

Introduction:

The proposed ANC school is to be built in a period when the revolutionary struggle in the whole of Southern Africa is intensifying. In this revolutionary context, the revolutionary function of the school must be emphasised.

Since June 16 1976, hundreds of young students have left South Africa. They are the revolutionary youth of our country. They have left South Africa to continue the struggle against the system of exploitation and oppression. The education they receive must prepare them for the struggle.

This means that the education offered at the school must be political in all its aspects. The structure and content of the curriculum must be guided by the political purpose of the school.

I. Aims of the Curriculum

The general aim of the curriculum is to educate cadres to take their place in the struggle and in the reconstruction of a liberated South Africa.

This has two aspects:

The predominant aim is to prepare cadres to carry out such tasks as the ANC will be required to perform in the changing situation in South Africa.

A secondary aim is to provide a basic education for South African children, as the future cadres of the National Liberation Movement.

II. Organisational Principles

The organisation of such a curriculum, geared to the political requirements of the movement, rests on 4 basic principles.

i) Flexibility. Given that the conditions and priorities of the struggle are constantly changing, the curriculum requires, above all, a flexible structure and organisation. Such flexibility will enable the school to meet the demands for specific types of training and skills as they arise.

ii) Permanent..../2

ii) Permanent and Programmatic Education

The political requirements of the Movement cannot be adequately met by a system of continuous and general education - i.e. where students spend a number of consecutive years at school and then leave, "qualified" according to the particular form they have completed.

Education in a political school is permanent. It is never complete. Cadres might leave the school after completing only a few courses, if they are needed in the struggle. They would later return to the school for training in new fields, for advanced courses in specialised areas, for refresher courses, etc.

To achieve the necessary flexibility and permanence, the curriculum should be organised around programmes. A programme would consist of a group of courses covering aspects of training for a particular function. These courses would range from elementary to advanced level. For example:

a) a programme in secretarial work could include course in bookkeeping, typing, and shorthand. At an advanced level, this would further include report-writing, minute-taking, shorthand, etc.

b) an Agricultural programme would include botany, animal husbandry, chemistry, soil sciences, strategies in rural development, etc.

The nature and range of programmes at the school would be fixed by the ANC's requirements for specifically trained functionaries. Students and cadres would be slotted into these programmes on the basis of these requirements and their previous training and experience.

iii) Political Content

All students at the school (beyond a certain age) will be engaged in explicitly political study. That is to say, they will do courses on the strategy and tactics of the South African revolution, South African history, political skills, etc. (see below).

All courses curricula will be designed to be relevant to the South African context. They will be designed to develop the cadres' understanding of Southern Africa, and the tasks ahead. For example: a course in botany would be taught in terms of the needs of agricultural development in South Africa; a course in literature would deal with African, Third World and Socialist writings in their socio-political context.

Study should.../3

Study should be project and research oriented. That is, students will be involved both in learning, and at the same time, producing new knowledge about particular aspects of South African society and environment. Thus the ANC could commission research projects or reports as they are needed. These could be carried out by both students and teachers.

In summary, there should be no knowledge simply for the sake of knowledge. All learning, teaching, vocational and intellectual production will be directly practical - related to the needs of the Movement in the course of struggle.

iv) Relationship with the ANC leadership

The achievement of the political goals of the school is crucially dependent on a close and permanent relationship with the ANC leadership (see proposals on administration).

The leadership's assessment of the tasks and manpower requirements of the ANC at any time will determine the types of programmes to be organised, the level of specialisation, the allocation of students to programmes etc. As the struggle advances, new needs will emerge and the school must be able to respond quickly by effecting the necessary changes in the curriculum.

III. Outline Structure

1) Basic Education programme

This would involve general courses in basic educational skills - reading, writing, mathematics/arithmetic, etc - arranged in progressive levels of advancement. It must be stressed that this basic education would be taught in a political way.

This programme would cater for (separately if necessary):

- a) young children, who would also study a range of subjects in social studies, general sciences and crafts;
- b) older students who have not achieved functional literacy/numeracy under Bantu Education. These students would be given crash courses to bring them up to a certain minimum level. At the same time, they would be slotted into political programmes according to their experience.

2) ANC School Programme

A general programme for all members of the school. It would include courses in:

- i) the /4.

- i) the strategy and tactics of the South African revolution;
- ii) History and political economy of Southern Africa;
- iii) Cultural studies;
- iv) practical political skills - organising, addressing mass meetings etc.

3) Functionary Programmes

The exact range of these specialised programmes at any time would be determined by the ANC leadership. We envisage that they may include:

Agricultural
Administrative and Secretarial
Medical assistance
Preparation for advanced training/education*
Teacher-training**
Technical training***

*Special notes**

*Preparation for Advanced training/education: Clearly, from time to time, the movement will require cadres with advanced training in technical colleges and universities. The entrance requirements of these institutions generally entail certain paper qualifications and/or certificates. There are a number of possible ways of dealing with this problem.

- i) In some cases, students may have to sit for certain exams to gain the requisite certificates (e.g. A-Levels in the UK). Here, in addition to completing the advanced levels of the academic programme, students will be specifically tutored through crash courses to prepare them for these exams.

The other possible solutions necessitate political negotiations between the ANC and the bodies concerned:

- ii) The socialist countries could be approached to grant school-leaving diplomas etc. to students qualifying in the ANC school. This may entail actual assessment through Tanzanian examinations.
- iii) The socialist countries could be approached to accept students whom the ANC regards as adequately qualified to pursue advanced study.

It is suggested that FRELIMO be contacted in this regard to find out how they dealt with this particular problem.

**Teacher.../5

****Teacher training and re-education:** If the principle of political education is to operate, it is essential that the teachers themselves be prepared for mental decolonisation. As Machel said, the teachers too must be "disinfected" from the assumptions and influences of bourgeois education.

It is to be expected that there will initially be a shortage of teachers. In this event, we should follow FRELIMO's example and - as an interim measure - utilise suitably screened, politically sympathetic foreign teachers. The various support groups would be able to undertake the preliminary screening and recruitment.

At the same time however, a teacher training programme must be instituted to: a) re-educate those teachers

a) re-educate those teachers who have been trained under the Bantu Education system so that they can perform their crucial political roles in the ANC school, and;

b) train senior students to assume the position of teacher in certain subjects, in the school, camps and inside South Africa.

*****Technical training:** There are two major sub-sections:-

1. A general program. This should include a broad range of technical and practical courses which will equip students to assist in:

- i) the physical maintenance of the school (carpentry, electronics, plumbing, bricklaying etc.);
- ii) the domestic organisation of the school (domestic sciences, tailoring, etc.);
- iii) food production for the school (vegetable gardening, cooking etc.).

Both male and female students should be involved in each of these activities at some stage during their time at the school. The integration of these courses with the administration of the school must be decided.

2. Specialised technical training - i.e. more advanced and specialised technical training in various vocational areas,

- e.g. building
draughtsmanship
printing, graphics
motor mechanics, etc. etc.

IV. Teaching Materials

For a long period it is expected that a lack of suitable education materials will be a serious problem. We cannot simply utilise the existing textbooks. In many cases these will have to be completely re-written. Here the resources of the External Mission should be fully mobilised. There are many comrades in the External Mission with training in the various subjects who could certainly be involved in this important work. The recent reorganisation of the London Branch, for example, suggests a way in which many more ANC sympathisers can be productively mobilised.

Besides the recruiting of teachers (see above), the liberation support groups could also be mobilised to assist in collecting textbooks and preparing materials for teaching.

V. Administration of the ANC School

1. Given the conception of the school as first and foremost a place for the political education and training of revolutionary cadres, there are two basic principles which must govern the administrative and organisational structure of the school:
 - (a) The school must at all times be under the direct political control of the NEC of the ANC since both the political content of the teaching and the politically arrived at decisions concerning the needs which must be met by the schools educational programmes, will be determined by the directives of the NEC. Therefore, the administrative structure must be designed to guarantee the ANC's political direction of the school.
 - (b) At the same time, and within the principle stated in (a), the administrative/organisational structure must conform to the principles of revolutionary democracy by ensuring the fullest possible participation, in the running of the school, of students, teachers and all other school workers.
2. To give effect to the above principles the following broad administrative/organizational structure is proposed:
 - i) An "Executive" Committee appointed by and responsible to the NEC, one of whose members will be a direct representative and member of the NEC.
 - ii) A "governing" board composed of representatives of:

(a) the "executive",../7

- (a) The "executive" committee
 - (b) Teachers
 - (c) Students
 - (d) Other workers.
- iii) Regular meetings of the various constituents of the schools (that is the teachers, the students and the other workers) must be held. These will discuss school matters and be entitled to mandate their representatives on the governing committee.
- iv) "Functional" committees consisting of members of the school directly concerned with particular courses or functions (e.g. sports, political education, basic education etc., etc., etc.,) The membership of these committees will also be drawn from all the concerned departments of the school.

25th November, 1977,

DAR ES SALAAM.