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Facsimile Cover Sheet

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Date: 01/13/93

Pages including this

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Compliments of the New Season and our hopes that 1993 will be a

. prosperous year for all of us. For South Africa, our hope that the year  
will bring a new political dispensation, favorable for all our people!

We send for your attention the project proposal for the erection of the  
steel structure at the Ka Ngwane School Project. Considerable  
discussion has gone on this end as to the specifics of implementing  
this project, which you will understand, is fraught with difficulties from  
the logistical point of view for all parties concerned.

I will return to Tanzania over this weekend (16th January) and  
hopefully we will begin to identify and collect together all the various  
bits and pieces of the structure.

We have contacted Mr. Bernard Staub in Dar-es-Salaam to inquire as to what assistance can be provided by T.C.R.S. during this process and are agreed that it would be easier for an ANC team to assemble the structure before packing and transportation by T.C.R.S. However, a formal request would have to be presented by DANCHURCHAID for T.C.R.S. to participate in the exercise.

Here at B.T.S. we are proceeding in the preparation of cost estimates to include all aspects of the project. It may be necessary to replace one or two smaller items that may have gone astray during the movement of the structure from Dakawa to Dar-es-Salaam. We are certain, however, that the main components of the buildings are intact. Is it possible that your ordering section at DANCHURCHAID fax to us in Dar copies of the original order and packing lists to help us in this process? We are not sure if the lists received in Dakawa earlier are the complete ones.

Despite all the above, could we sound you out on a proposal that has recently been placed before us :

The ANC's investment structure is entering into a joint venture with local and Tanzanian associates in Tanzania and will require the use of large warehouse storage and retail facilities in Dar-es-Salaam. At a recent meeting with them it was proposed that use be made of the steel structure in..Dar while their group supplies and erect a similar structure at the Ka Ngwane project here in South Africa.

The obvious advantage of this would be to avoid the packing, shipping and erection of two similar structures in Tanzania and locally at the same time. Is this an option that would receive consideration from the Danish authorities? Should this be the case, a formal request will be presented to this effect by ANC.

Presently, we attach the proposal for Ka Ngwane for which we have. in consultation with the project authorities, drawn up the preliminary sketcheschemes. We will send by courier (DHL) the original documents and copies of the drawings. A project proposal to erect smaller buildings on the agricultural project being carried out by our Projects Department here in Johannesburg is expected in the coming days. This will be faxed to you immediately upon receipt.

We wish to apologize for the delay in presentation of this documentation. This is due to the extreme pressure under which our small B.T.S. Section has been. With the recent addition of new staff members to the department, however, I am sure we can now better coordinate the implementation of this project along with the colleagues from Y.E.T. and ANC Projects.

We look forward to hearing word from you in the near future, and remain

Sincerely ,

ZAMA MVUSI

Deputy Head of Department, B.T.S.

Copies : T.T. Nkobi, Treasurer-General,

H.G. Makgothi, OTG Administration

M. Tikly, Batlagae Trust

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Overcoming the legacy of apartheid education requires the urgent initiative of communities and democratic organisations supported by the international community. This legacy has been a key element U1 the strategy of white domination: the deliberate underdevelopment of the black population and the economic underdevelopment of areas designated for black habitation. Estimates state that fifty per cent of those who begin primary school do not finish even four years, which is considered the level of basic literacy. In the secondary school system today, the general level of education is summarised in the popular slogan that "no effective learning is taking place".

. It cannot be doubted that the South African State alone must be held responsible for the inadequate provision in terms of quantity and quality of education for the majority of the population; demands must be made on the state to provide the necessary resources to address the situation. At the same time, it must also be recognised that the South African States interests are opposed to the interests of the mass of the people. The current government is ideologically incapable of resolving the educational crisis in the interests of the majority of the population.

In these circumstances it is appropriate for communities to seize the initiative wherever possible, to provide progressive education of their own design and under their own control, that meets their needs and leads effectively to accelerated job creation, and helps map out the education of the future.

Board of Trustees: Albertina Sisulu - Sidney Mufamadi - Sr. Bernard Ntube - Khetsi Lehoko

I ,.. I Patrick van Rensburg I Chris Watters

( I Executive Trustees)

The kaNgwane Project has been developed within this context. The tenth anniversary celebration of the founding of the Solomon Mahlangu Freedom College in Tanzania in 1989 was an occasion whereby discussions centred around the initiation of our type of project in South Africa. Consultations and the drafting of conceptual documents took place thereafter and those efforts culminated in the opening of our project in May 1991.

#### EDUCATION OFFERED

The kaNgwane Project is intended to comprise a complex of community based institutions aimed at promoting education, development and job creation. It offers polytechnical education and training based on the work and study principle following the education with production curriculum.

Educational practice is based on a new and very broad curriculum, which has been drawn up with the assistance of official curriculum experts of 5 Southern African countries, a curriculum which has now been accepted for examination by the University of Cambridge Local Examinations Syndicate. In addition to this examination, every student will complete a course in technical studies, corresponding to the productive activity in which s/he is engaged. This course will also be examined. Students spend half their day in the classroom and half in productive work, theory and its practical application.

Presently the following subjects are taught at KWSC:- Communication in English, Cultural Studies, Development Studies, Environmental and Social Studies, Fundamentals of production, Mathematics and Science.

The pedagogy of the kaNgwane Project - its content, its methodology and its linkages between theory and practice - is mass-directed, aimed at minimising the divisions between mental and manual work and maximising student enrolment, designed to educate heads, hearts and hands, to develop the different talents of its learners as fully as possible, in their own and in society's interests, and to cater for a range of intellectual abilities and learning potentials. Using an experimental curriculum and methodology, the project aims to develop an education that prepares students to participate as fully effective and creative members of a new South Africa.

It is hoped that the kaNgwane Project will serve as a model of innovative education geared to development and job-creation, for replication in other parts of South Africa, and it will be monitored with this in mind so that necessary adjustments can be made in the process of replication.

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TARGET GROUP AND LOCATION.

To date the project has been functioning for almost a year and 278 students have benefitted from our resources.. Two types of beneficiaries have been assisted by the project from its inception and these include children from the so called kaNgwane homeland (includes areas of Nzikazi, Nkomazi, Esteerhoek, Louville) including Bushbuck Ridge. The second type of beneficiaries have been returnees from political exile. Both these types of beneficiaries are youths of secondary school going age group.

We were motivated towards assisting people from the kaNgwane homeland because; firstly kaNgwane like all other homelands suffers extreme deprivation in education making the place to remain continuously depressed in both economic and social terms. Secondly kaNgwane remains one of the most depressed homelands. Thirdly the kaNgwane Administration has always been willing to give a diversified form of support to our endeavour. As regards returnees, a substantial number of these were absorbed into the project because of their level of familiarity with the key concept of the curriculum i. e education with production. Secondly and given their plight, a number of donors were ready to provide funding that will benefit this category of beneficiaries.

Criteria for availing benefits and service

Our benefits and services are available to all children of South Africa who are of secondary school going age with a basic requirement of a standard seven. These are availed without regard to race, religion, creed or political affiliation. For the purpose of keeping up with standards and to ensure that the project lives to its expectations, beneficiaries are expected to abide by certain standards and norms of discipline generally accepted in other schools and expected of students. Additional emphasis is stressed on some level of academic suitability so essential to render meaning and direction to the education offered.

#### PROPOSED USAGE OF STRUCTURE

The whole structure will be split into two parts to house the following production units:

Structure 1 - Garage production unit with a workshop, office, store-room and a classroom. As obvious from the drawing this will be the biggest due to its intense work capacity.

. Entry to the store-room will be accessible through an office for control purposes.

- Panel beating production unit with a workshop office, store-room and a classroom. Access to the store-room will be through an office too.

- Metal fabrication production unit with a workshop, store room, classroom and office.

All partitioning in metal related production units will be done with cement blocks.

Structure 2 - Cabinet making production unit with a workshop, store-room office and class room.

- Agriculture production unit with a store room office and classroom.

I - Construction production unit with a store room office and classroom.

For the latter two production units there is no need of workshops since their activities occur out of a workshop.

#### PRELIMINARY TIMETABLE

Stage 1 - Checking of completeness of steel structure for shipping to South Africa.

- Completion of drawings and all relevant documentation according to needs at kaNgwane.

Stage 2 - End of January put up tender, two weeks thereafter receipt of tenders, one week thereafter tender evaluation. Beginning of March resume with Phase 1 of construction.

Phase 1 - Erection of steel structure and laying out of flooring and sewerage. Construction work to be done by private local company after tendering.

Partitioning of building for use by various production units. All partitioning to be done with cement bricks.

The ANC Building and Technical Services division will in . conjunction with YET plan and guide the actual building as well as run the accounts for the whole project. At the second phase of building all work will be done using our students who shall definitely gain from this experience. As regards the first phase our students will participate where necessary though arrangements have to be made to ensure that they gain from such activities of construction.

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Lack in the provision of community meaningful education is one of the numerous factors which make life in the homelands including kaNgwne unbearable since it perpetuates a depressed economic and social fabric.

We believe in the importance of community empowerment through education and we remain convinced that our concept of education . and its curriculum are noble steps towards community empowerment since they aim at the following aspects; improvement and promotion of education which in turn facilitate development and job creation.

#### PROJECT OBJECTIVES

The Project is non-partisan and has the backing of the democratic movement nationally and this is reflected in the composition of the Youth Education Trust (YET), which has been established to initiate the project and to coordinate the raising of funds. The project is actively supported by the NECC.(National Education Coordinating Committee) and FEP (Foundation for Education with Production). At local level it enjoys the support of community organisations, including branches of Cosatu affiliates, civics and youth.



The organisational structure of the Project will be designed to enable the best use to be made on-the-job training of staff. The Project plans to implement this staff training through the system of sub-centres, served by a main, primarily upgrading and training centre. Every teacher from every sub-centre (and other kaNgwane schools associating with the project) will be required to spend one - three month term a year at the main centre. Staff of the main centre will also visit the sub-centres to conduct on-the-job training. Each sub-centre will, in addition, have appropriately'qualified, full-time facilitators present to assist the staff in their teaching.

The students at the sub-centres will besides have access to support materials based on a distance education concept; including text-books, teachers guides, study guides, tapes, kits, videos, slides and other audio-visual materials, as aids to learning.

A private radio net-work linking the main and sub centres will be set up to facilitate expert lectures and make effective use of such materials. In order to replace teachers from sub-centres who will be attending their three month courses at the main centre, an additional number of mainly academic staff will have to be employed by the Project, who will themselves attend three month courses at the main centre and fill in for those who proceed to the courses during their absence from the sub-centres.

The management system will be strengthened through centralisation with JHB remaining the main office. The arrangement is however subject to regular consideration till we have a strong management in kaNgwane. This will further facilitate for more Board involvement. Since the proposed management will be new, it will be necessary to centralise until it is in full control of the situation. It has been duly noted that from its inception, the project did not have suitably Qualified Personnel yet we decentralised.

The Board did however, conduct interviews and identify incumbents for following posts:-

- a) project director.
- b) 2 principals (academic Coordinators)

## Project objectives

Against the background outlined above the objectives of the kaNgwane Project can be broadly categorised as follows:

### Immediate objectives

h To provide additional schools in kaNgwane and thus alleviate the overcrowding whereby some classes are forced to accommodate as many as 100 pupils

t To improve the quality of education:

a. by the introduction of a progressive curriculum which discards the debris of apartheid education practice and which builds on the ideas and experience of education with production whereby skills training and production reinforce the formal education component.

b. by raising the standard of teaching through an on-going teachers-upgrading programmes.

t To establish small industry and agricultural activities and thus: ;

a. develop and calibrate skills.

b. create jobs.

c. help stimulate development

d. offset the education costs by involving students in meaningful production.

### Long term objective

i In the longer term it is envisaged that the project will contribute towards the evolution of a viable alternative national education system.

### STAFF AND INSTRUCTION

Wherever possible, the Project expects to use teaching and production staff from the target area.

To achieve this objective, the Project will have to make use of teachers, instructors and other personnel, who because of the nature of apartheid education, may not always be adequately and appropriately qualified. Accelerated training and upgrading of teachers and instructional and other personnel will be provided through a mixture of in-service and sandwich courses, seminars, supervision on-the-job, study groups and distance education.

Financial controller.

Business manager.

Production Training Manager

In their job description the incumbents of these posts, shall ensure control, consistency with policy documents and constant reporting.

It is therefore, proposed that a Project Management Team (PTM) be established and be responsible for day and to day management and linkage with the Board of Trustees.

Composition of Project Management Team (9TH!

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Project Director.

Principal (academic coordinator) Mthimba.

Principal (academic coordinator) Khumbula.

Production training manager.

Business Manager.

Financial controller.

Programme Officer (as an ex-officio member).

Management Structure

BOARD OF TRUSTEES

FINANCE

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EXECUTIVE

COMMITTEE

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Composition of Executive Committee

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Patrick Van Rensburg - Chairman Board of Trustees, FEP adviser.

Sr. Bernard Ncube - Board member.

Fr. Smangaliso Mkhathshwa - Board member.

Chris Watters - Secretary Board of Trustees, Legal Advisor.

Mohammed Tikly - Board member

#### Composition of Finance Committee

1. Patrick Van Rensburg
2. Chris Govender - Accountant
3. Leslie Gumbi - Programme Officer.

For the project to be a success, it is imperative that representatives of basic local structures interact with the project in an advisory capacity. For this purpose, The Local Advisory Committee, The Foundation for Education with Production and the Coordinating Consultative Committee shall advise the Board and at local level the PMT shall do the same.

#### Local Adviser! Committee

1. Parents
2. Students
3. Staff
4. Director
5. NECC
6. National Liberation Movement

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The advisor of FEP is presently the chairman of the Board of Trustees. FEP continues to assist with curriculum development and implementation.

Coordinating Consultative Committee

Representative of kaNgwane Government.

Representative of the Board of Trustees.

Project Director.

Programme Officer.

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#### Preliminary Development Plan

The kaNgwane Project will consist of a main centre and eight sub-centres, spread throughout the homeland. The institutions making up the kaNgwane Project will be agencies of development and production enterprises as well as places of learning. Its farms, factories and workshops will provide opportunities for reinforcing learning as well as for earning, and may become future workplaces of some of its students.

When complete, the project will cater for 300 students at the main centre (which is intended to upgrade teachers and instructors), and for 300 students at each of the sub-centres.

Presently , at both sub-centres the following Production Units are in operation:-

Agriculture  
Carpentry  
Construction  
Electrical Installation  
Plumbing  
Metal Fabrication  
Panel Beating  
Garage  
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2. Catering
3. Textiles
4. Foundry
- 5 Ceramics
- 6 Bookkeeping