

BATLAGAE \_  
TRUST \_

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1.

BOARD OF TRUSTEES:

Michael Corke (Chairman, Headmaster, St Barnabas College)

Mohammad Tikly (Executive Director) v

John Samuel (Head, ANC Department of Education)

Mogole Mphahlele (PAC Secretary for Education and Human Resources)

Neil McGurk (Headmaster, Sacred Heart College)

Barbara Watson (Director, Educational Polyclinic)

2. AUDITORS:

Deloitte and Touche

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##### 5. CHAIRMAN'S MESSAGE:

This report covers the first full year of the Batlagae Trust's management of the bursary and other programmes for the benefit of returning exiles. The Trustees and Executive Director worked hard throughout 1991 to plan for the initiation of the bursary programme. Many hours were also spent in negotiation with government in efforts to obtain buildings and other assistance for students. Throughout this time the Batlagae Trust had been mindful of the need to facilitate the integration of former exiles into the wider South African community. The Trustees are grateful to the numerous donors for their concern for the needs of young South Africans, and for their confidence in the Batlagae Trust as a suitable administrator of public money. Stalled political development in the country seems to indicate that the Trust will have a rather longer life-span than was originally intended and this makes the Trustees all-the-more grateful to donors -- and also to Mohammed Tikly, the Executive Director, for his commitment to the students, his hard work and his unfailing patience and courtesy.

MICHAEL CORKE

Chairman

##### 6. EXECUTIVE DIRECTOR'S REPORT:

The mandate given to the Batlagae Trust by the NCCR to facilitate the educational re-integration of thousands of returned exile students, all at different cognitive stages and ability, and the majority requiring intensive counselling support, has been a major challenge but also a very rewarding experience. 1992 has proven to be an immensely satisfying year for the staff of the Batlagae Trust. In addition to establishing the bursary programme, the Trust has also implemented a number of other projects, details of which can be found in the body of this report. Over 95 percent of all returnee learners at all levels of study were successful in their examinations, notwithstanding the serious problems and very considerable obstacles that they had to overcome. Among these were the absence of proper housing, a lack of adequate finance and long and costly journeys to schools. All of these problems were markedly compounded by the severe psychological strain of the re-settlement process. The courage and tenacity of most parents and their children has been remarkable and immensely inspiring. Take for instance one particular family who live in a squatter camp without electricity and running water. Despite their barely tolerable physical circumstances and living conditions, the two children in this family did well at school and the father managed to successfully complete a year's correspondence study at the University of South Africa. There is also the case of a particularly courageous young student who failed to locate his parents on his return, but who persevered against many odds, and with no familial support, managed to successfully complete his studies at high school. Consider too, the case of a young mother who abandoned her studies in Germany and in spite of tremendous difficulties, managed to see her three children through their schooling in Port Elizabeth. There is no doubt that returned political exiles and their children constitute an important resource for the development of South African society at large. The Batlagae Trust is proud to be playing a role in the facilitation of the repatriation process, and is very grateful to all its donors for their invaluable financial and moral support in 1992.

MOH\_AMM\_EQT\_IL(LX

Executive Director

## 7. INTRODUCTION:

The 1992 Annual Report of the Batlagae Trust is presented as a supplementary document to the half-yearly general report produced in June. W  
February 1990 saw the unbanning of the liberation movements in South Africa. In May 1991, the Oversight Committee (comprised of representatives from the National Co-ordinating Committee for the Repatriation of Political Exiles - NCCR -, various liberation movements and the churches) was established in direct response to the considerable work that was needed to be done to effect the repatriation and re-integration of political exiles and their children into South African society. Of particular concern to the Oversight Committee were the potential social, economic and especially academic problems that returning scholars and students would have to cope with. In response to this concern, the Oversight Committee established the Batlagae Trust (an equally non-partisan committee) in July 1991, to co-ordinate the educational re-integration of exiled youth and to raise the necessary funds required to do so on a fairly extensive, national level. The term "Batlagae" means "those who have come home" or "the returnees". Although several agencies exist in South Africa which provide bursary support to students, the scale and specific focus of the Batlagae Trust initiative were unparalleled in the country at the time of the Trust's inception, and indeed they remain so. Members of the Oversight Committee therefore felt justified in their decision. to establish the. Batlagae Trust in order to attend to the particular needs of the returning exiles, who may not have been given effective enough attention by other agencies, given their much broader educational focus. The Batlagae Trust became operational in October 1991. The mandate given to it by the Oversight Committee proved to be a daunting one; requiring concerted and well co-ordinated national and regional planning, dedicated perseverance by the staff of the Batlagae Trust and active participation by the Board of Trustees.

## 8. OBJECTIVES OF THE BATLAGAE TRUST:

The Batlagae Trust was initially established with three broad and relatively short term objectives to fulfil: .  
i) to set up and administer a comprehensive bursary programme that would provide the necessary financial support for both the educational and welfare needs of returning scholars and students at all levels of study (pre-schools, primary and secondary schools, universities, technicons as well as technical and vocational courses). In order to cater for the considerable welfare needs of the returnees, an extensive counselling programme and advisory service was implemented on a national level,  
ii) to arrange the acquisition of a reception centre with educational facilities for repatriated children and students who could not be located with parents, families or friends,  
iii) to facilitate the return of educational archives from abroad and to arrange for their safe custody to South Africa. Linked to this objective are plans to initiate and administer an information and research project on educational institutions established by the liberation movements in exile, and to document some of their experiences.

## 9.

### THE EVOLVING MISSION OF THE BATLAGAE TRUST:

Through endeavouring to fulfil its three initial objectives, the Batlagae Trust has begun to

develop a distinctive relevancy in the broader educational context of South Africa. As a natural consequence to this development, the long term mission of the Trust has evolved and

widened considerably.

Ever 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 changes in the country would have led to the re-structuring and re-financing of the education

system in South Africa, whereby the educational needs of the returned exiles would be catered

for. This anticipated life expectancy of the Trust remains relevant (although possibly premature by a couple of years), but the Batlagae Trust acknowledges that it would be idealistic to believe that the present and expected changes in the country will realise a rapid

restructuring that will serve all of the needs of all of the people concerned.

It is therefore evident that the Batlagae Trust (or an equally non-partisan 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 role 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 desegregation 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,

- assisting community schools which show a likelihood of providing an education of sufficient quality to acquire the necessary registration as well as subsidisation from the

state, by representing their interests with the authorities. 3

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 students, their

families and educational institutions. In these functions it will need to liaise closely with

the various education bodies of the liberation movements, the churches and the independent

sector, which are sympathetic to its mission.

#### 10. ORGANISATIONAL STRUCTURE:

BOARD OF TRUSTEES

1

EXECUTIVE DIRECTOR

BURSARY PROGRAMME\_ \_ \_ \_ PROJECTS\_ \_ \_ \_ ADMINISTRATION/FINANCE

SENIOR ACCOUNTANT

BURSARY ADMINISTRATOR 1

1 SECRETARY

BURSARY 1

ASSISTANTS BOOKKEEPER

1 1. STAFFING:

The staffing complement of the Batlagae Trust is currently; an Executive Director, Secretary, Senior Bursary Administrator, three Bursary Assistants, a part-time Accountant and a part-time bookkeeper. The Trust is also assisted by other part-time staff from time to time, especially during peak pressure periods.

The Accountant is responsible for the preparation of detailed monthly audits and financial statements in order to ensure effective and efficient control of the Trust's finances. The above staffing complement is presently able to fulfill the current needs of the Trust's

programmes, but provision has been made for an expanded complement should the need arise. This possibility seems likely in the future, especially in the light of the evolving mission of the Batlagae Trust. v

12. BURSARY PROGRAMME:

12.1 PROGRESS AND CURRENT CAPACITY:

As has been noted, the primary focus of the Batlagae Trust was to cater for the considerable educational and welfare needs of returned exiles, and also for the needs of a number of ex-political prisoners, although on a much smaller scale. Dedicated adherence to this primary

objective has entailed the re-orientation, career guidance, financial support, as well as personal and academic counselling of returnee pupils and students on a national scale. The comprehensive bursary programme of the Batlagae Trust was implemented in January 1992.

Since then, 1885 applications (852 females and 1033 males) have been processed and approved for

all educational levels as follows: '

Pre-school and Primary 731

Secondary 892

Universities & Technicons 142

Vocational

TOTAL

Although most students have been placed at educational institutions in the PWV region, the bursary programme has been implemented on a national scale as the breakdown below indicates:

P W V 1 504

O F S 89

Eastern Cape 65

Western Cape 33

Natal

Transkei 24

Border

Northern Transvaal

Eastern Transvaal

Several NCCR regions have been visited a number of times over the last year by Batlagae Trust national office personnel - among them the western Cape, eastern Cape and Natal - and constant contact is maintained with all the other regions in order to ensure the effective facilitation and co-ordination of the bursary programme on a national level.

The bursary programme will be ongoing in 1993 and 1994, during which time the Batlagae Trust will continue to support its present case load of beneficiaries in educational institutions at all levels. According to recent statistics obtained from the NCCR, the number of Batlagae Trust bursars is expected to increase by between 600 to 1 000 students in 1993 because of the staggered return of exiles to the country. A significant number of students also arrived too late in the 1992 academic year to register at educational institutions, and have had to wait until January of 1993 to enrol.

#### 12.2 PROCESSING OF BURSARY APPLICATIONS IN THE REGIONS:

The Batlagae Trust conducts all of its local and national affairs from its head offices in Johannesburg. The Trust has relied heavily on the infrastructure and resources of regional NCCR offices, and also on liberation movement facilities, in order to successfully co-ordinate its bursary programme on a national level. A Batlagae Trust staff member is stationed at Khotso House in Marshall Street, where the NCCR offices are housed, in order to receive and process bursary applications which are submitted through the NCCR and to liaise with the NCCR regional officers. The Executive Director holds regular meetings with representatives from both the NCCR and the liberation movements in order to ensure maximum co-operation with regard to the implementation of the programme.

The success of the bursary programme and related projects can be attributed in part to:

- the effective infrastructure and clearly articulated objectives of the Batlagae Trust which were firmly established despite the very rapid construction of the Trust,
- the co-ordination network set up with the Department of National Education, the NCCR and other educational institutions, in order to gain the benefits of maximum co-operation between all the constituencies involved,
- the infrastructure and resources of the NCCR as well as liberation movement facilities.
- the national counselling programme, organised in collaboration with NCCR counsellors to provide returnees with much-needed assistance with regard to the social and psychological adjustments that they had to undergo as part of their re-integration process, also contributed significantly to the overall success of the bursary programme.

Among the problems experienced in the implementation of the bursary programme:

- considerable effort was required in order to attend to the difficulties posed by street academies where some students were receiving education of an inferior and unacceptable standard. In consequence, a decision was made to remove students from three such academies, and to establish the Yeoville Community School to cater for the education of primary pupils, and to find alternative schools for the secondary students from the academies.

Street academies are independent schools established as an immediate and short-term response to the education crisis and the general collapse of the bantu education system. Some of these street academies have been set up by responsible and genuinely concerned members of the black community, and are doing relatively well given the difficult circumstances in which they have to operate. Others, however, have been started by opportunists who are doing nothing but exploiting the crisis in order to make money. The education provided in the latter type of street academy is not much better than the education in the townships.



- funding pledged and received on a staggered basis made accurate planning and budgeting exceptionally difficult.

### 13. PROJECTS:

#### 13.1 ARCHIVES:

As has been noted, one of the initial objectives of the Batlagae Trust was to facilitate the return of educational archival material 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 container of educational archives from Tanzania in September 1992. 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. Plans are also underway to establish a museum in addition to the archives centre at Fort Hare University. The Batlagae Trust will also be involved in a major research project on educational institutions established by the liberation movements while in exile, and the documentation of some of their experiences.

#### 13.2 YEOVILLE COMMUNITY EDUCATION PROJECT:

In August 1992, the Batlagae Trustees decided to remove a number of students from several street academies where their working environment was proving intolerable and the standard of their education unsatisfactory.

In order to constructively address the problem of where to place these students, the Batlagae Trust, in close collaboration with several education institutions in Johannesburg (in particular Sacred Heart College, a leading, independent school) consulted with the state, with

the support of the local community, in order to establish a much needed local primary school in

Yeoville, an inner city area of Johannesburg. The proposal was approved, and official permission was given to establish the school.

The partnership between government and private institutions in realising the Yeoville Community

Education Project is a pioneering venture which will set an important precedent for future educational provision in the country.

##### 13.2.1 YEOVILLE COMMUNITY SCHOOL:

The Yeoville Community School will be a state-aided, community, pre-primary and primary school

of about 400 to 450 students. The school will be largely self-financing because teachers' salaries will be paid by the state and a substantial proportion of the running costs will be

covered by the fees which the local children will be required to pay. (The Batlagae Trust bursars will continue to be subsidised). Subsidisation of the school by the state will not

jeopardize the autonomy of the school in any way. The school will aim to meet the urgent educational and social needs of the returned political exile children, as well as those of the local black community.

A working group has already been established and operating for some time as an interim decision-making body responsible for staff appointments, student assessments, selections and

enrolments as well as general administrative procedures. The working group will be replaced by

an elected community structure early in 1993.

### 13.2.2 YEOVILLE EDUCATIONAL POLYCLINIC:

An integral part of the Yeoville Community School's design is the establishment of an educational polyclinic, which will provide vital academic and social support to students. The concept of the educational polyclinic is a unique one, and forms part of a broader programme of community outreach envisaged by the Yeoville Community Education Project. The educational polyclinic will be centrally located and will function as an autonomous, though integral clinic, providing vital social and academic services to the students from both the community school and surrounding local schools. The polyclinic will be a non-governmental organisation falling under and accountable to, the Batlagae Trust. There is a significant need for the educational polyclinic and the services (assessment, psychological counselling and remedial assistance) and expertise that it will make accessible. This was confirmed by a task force of educational experts who visited Tanzania in 1991 in order to perform a situation analysis before the repatriation of exiles began on a mass scale. The task force was unanimous in its prediction that it would be vital for the returning exile children to receive considerable counselling support if they were to overcome the psychological and educational difficulties that would inevitably accompany their re-integration into South African schools and society. The multi-disciplinary staff of the Yeoville educational polyclinic will consist of a Director (who is a social worker), a psychologist, two remedial teachers, a bursaries officer, a secretary and a copy typist. At a later stage, the staffing could be expanded to include an additional psychologist, speech therapist and occupational therapist. Services will include counselling, educational remediation, psychometric testing, social and health issues in schools, speech therapy, and whatever related services are needed. Where necessary, the services of outside professionals will be commissioned and paid for on a part-time basis. Many schools in the city are "opening" their doors to the more talented black students, but continue to exclude the majority of the black population. These schools have already signalled their urgent need for assistance in social integration and educational issues. The Yeoville Community School aims to develop a profile of expertise in these areas, and will generally assist in the desegregation process in other Johannesburg schools. In summary, the Yeoville Community Education Project offers a unique opportunity to meet the urgent academic and social needs of both returned exile children as well as inner city community children. In meeting these needs, available physical facilities will be maximised and the considerable experience and expertise which has been built up in integrated education will be drawn together. Once the school has been established, it will be able to support itself in terms of government subsidies and fees. The school has an excellent chance of offering high quality education and a supportive environment to its students, at a minimal cost to the community. This school and its network will serve as a model for other inner city groups in South Africa. The educational polyclinic will not only provide the returnee and local students with vital remedial and counselling support, but will also make these and related services accessible to the community, thereby fulfilling the broader community outreach programme envisaged by the Yeoville Community Education Project.

### 13.3 COUNSELLING AND REMEDIAL PROGRAMMES:

Within a few months of the initiation and implementation of the bursary programme, it became very clear that it was necessary to establish a counselling and advisory programme to help students and their parents overcome some of the very considerable emotional and psychological

ical  
traumas induced by the re-integration process, and also to provide them with practical advice  
on a range of matters. It was also very clear that the counselling and advisory programme

would have to be comprehensive and extensive in nature, and would have to be established on a national level - a daunting task to accomplish. With the help of the NCCR's counselling unit, a fairly satisfactory programme of counselling assistance was implemented. The Director of the polyclinic formed part of the task force that visited Tanzania to assess the needs of the returning exile children. She is also a Trustee of the Batlagae Trust and has been involved in the training of NCCR counsellors, and has also provided consultancy advice to schools that enrolled retumee children in groups.

#### 13.3.1 THERAPY PROGRAMME:

The majority of the returned exile students have found it very difficult to deal with the social, educational and financial problems confronting them and their families. Basic security in the form of a home is often absent because parents are unable to find employment, and children move from friends to relatives to wherever they are able to find a room for the night. Such appalling socio-economic circumstances often lead to mam'age crises which also affect students' performances negatively and leave them feeling vulnerable and unable to cope.

Counsellors consulted with an average of 5 clients every day. Other agencies providing financial assistance have been inundated with requests for transport, food and rental funding.

Many schools reported incidents of absenteeism among the children of these families in need of help.

Intensive marriage counselling had to be provided to those couples where the one spouse originated from the country of the other spouse's exile. The foreign spouse often decided to

return home with the children, decisions which resulted in severe emotional trauma for the entire family. - '

#### 13.3.2 REMEDIAL PROGRAMMES:

Much remedial work remains to be done at an academic level. This is particularly the case with

high school students. Many of these students lived in several countries while in exile. As they moved from one country to the other, they created serious gaps in their learning, and the result is a very patch picture in terms of subject ability from the majority who hail from these

circumstances. Maths, science, history and biology tend to be the subjects in which students have lost the most ground and are weakest at. The absence of a second language (a matriculation requirement in South Africa) has also proved to have very problematic ramifications for the academic futures of many students. The Batlagae Trust has held meetings

with those schools which have accepted exile children in order to focus their attention on this problem, and a number have responded by providing intensive sessions of extra lessons and academic support. It is hoped that the Yeoville Community Educational Polyclinic will provide

group therapy and remedial sessions to address some of these issues.

#### 13.3.3 LIIVHA AND PHAMBILI SCHOOL SUPPORT TEACHERS:

Liivha School in Venda and Phambili High School in Durban are both pioneering institutions with

an alternative educational ethos and have implemented programmes very different to those practised by bantu education schools.

The Batlagae Trust agreed to fund a teacher/counsellor at each school to provide remedial

instruction and counselling to those retumee students (and others) who were in need of such

assistance. An agreement has been entered into with both schools with regard to the terms of

the respective appointments. The Trust was jointly responsible for the selection of the teacher/counsellors, and monitors their work.

Both teacher/counsellors have performed their responsibilities satisfactorily and have assisted their target groups with academic upgrading and socio-psychological support. Separate reports on the Support Teachers Programme will be prepared and submitted to relevant donors.

#### 13.4 KANQWANE AND KHUPHUKA PROJECTS:

The Kangwane Work-Study Project, based in the Kangwane homeland, and the Khuphuka Employment Project in Durban, were initiated to provide education and skills training for returnee youth.

Both projects have a strong focus on employment creation and the promotion of self-reliance.

On behalf of Nordic Operation Dayswork and the ANC's Department of Education, The Batlagae Trust and Interfund agreed to administer funds for the Kangwane and Khuphuka projects.

Separate monitoring reports on these two projects will be prepared and submitted to Nordic Operation Dayswork.

#### 14. CO-OPERATION WITH THE NCCR AND LIBERATION MOVEMENTS:

The considerable support and assistance which the Batlagae Trust received from the NCCR and liberation movements contributed significantly to the success of the bursary programme and

other projects related to it, in particular, the counselling project and remedial programme.

The use of NCCR and liberation movement facilities and resources in the regions has proved invaluable in ensuring that the implementation of the bursary and counselling projects took place on a national scale.

#### 15. CO-OPERATION WITH MATLA TRUST:

Bursary funds donated by the Fund for a Free South Africa (FRESA), a non-governmental organisation in the USA, were channelled to the Batlagae Trust by Matla Trust. This programme

was smoothly co-ordinated and a separate report has been prepared for issue to both FRESA and

Matla Trust.

#### 16. FINANCIAL:

The report of Deloitte and Touche, independent auditors to the Batlagae Trust follows, as does

a balance sheet and detailed income statement.

A number of grants were only received by the Batlagae Trust in the second-half of 1992, when

most bursary allocations had already been made. These grants were kept in reserve for use in

the 1993 programme, hence the surplus of R1 846 676 which is reflected in the balance sheet.

16.2 AQDITOR'S REPORT:

Deloitte &  
Touche W

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Chartered Accountants (SA) Geoktrooieerde Rekenmeesters (SA) 1  
Delome & Touche Place Private Bag/Privaatsak X6  
TheVWoodbnds GaHohAanorZOSZ  
Woodlands Drive/Ryalaan Republiek van Suid-Afrika  
Woodmead Sandton Tel (01 1)806-5000  
Republic of South Africa Fax (01 1)806-5558

REPORT OF THE INDEPENDENT AUDITORS

TO THE TRUSTEES OF BATLAGAE TRUST

We have audited the annual financial statements set out on pages 2 to 9. These financial statements are the responsibility of the Trustees. Our responsibility is to report on thee. tinenciel statementu. He conducted our audit in accordance with generally accepted auditing standards. These standards require that we plan and perform the audit to obtain reasonable assurance that, in all material respects, fair presentation is achieved in the financial statements. An audit includes an evaluation of the appropriateness bf the accounting policies, an examination, on a test basis of evidence supporting the amount: and disclosures included in the financial statements, en eeeeeement of the reasonableness of significant estimates and a consideration of the appropriateness of the overall financial. statement presentation. We consider that our audit procedures were appropriate in the circumstances to express our opinion presented below. In comon with similar organisations, it ie not feasible for the Trust to institute accounting controls over donations prior to the initial entry in the accounting records. Accordingly, it was impractical for us to extend our examination beyond receipts actually recorded.

Except for the effects of any adjustments which might have been necessary had it been possible for us to extend our examination of receipts, in our opinion these statements fairly present, on the bllil of the accounting policies disclosed, the financial position of the Trust at 31 December 1992 and the results of its operations and cash flows fo: the 15 month period then ended.

. /  
2 June 1995

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' Encmln PIRWUMM Vennote: MJ Shaw CM! Exacuuve/Hocl Unmomnd  
"Elm Touch. L Hm Dewly Ch-el E-ecmwwe/Munk Hool Uuivoevmd  
TOM" ca armmw Chum 01 me BoudNootsiIlev m an Read  
Imtinna. Resident PW. Vanna: IN Palimman Pannev n ChargeNennoo! m BM  
05 Am. U W CW 60mm R Mavens D McDun N Prophet HJ Russouw

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16.3 AODITED FINANCIAL STATEMENTS:

BATLAGAE TRUST

BALANCE SHEET

31 December 1992

Eats: 1992

R

FUNDS EMPLOYED

Accumulated funds 1 846 676

—

EMPLOYMENT OF FUNDS

FIXED ASSETS 2 82 779

CURRENT ASSETS .

Loans receivable 3 201 930

Interest receivable 6 072

Funds at call and on deposit 1 564 140

Bank balances and cash V 50 499

TOTAL CURRENT ASSETS 1 822 641

CURRENT LIABILITIES

Creditors 15 194

Taxation 43 550

TOTAL CURRENT LIABILITIES 58 744

NET CURRENT ASSETS 1 763 897

1 846 676

-12-

BATLAGAE TRUST  
DETAILED INCOME STATEMENT  
for the 15 month period ended 31 December 1992  
W  
15 Months  
199;  
R  
INCOME 6 454 597  
Grant:  
Interest  
EXPENDITURE 4 564 371  
ADMINISTRATION  
Advertising  
Audit fees  
Bank charges  
Consultation  
Depreciation  
Electricity  
Insurance  
Legal fees  
Motor vehicle expenses  
Office expenses  
Postage  
Printing and stationery  
Rent  
Repairs and maintenance  
Salaries and contribution  
Staff development  
staff education benefits  
Telephone  
Transport  
PROJECTS  
Bursary No 1  
No 2  
SPECIAL PROJECTS  
EXCESS INCOME OVER EXPENDITURE 1 890 226  
-13-



#### 16.4 LIST OF DONORS IN 1992:

In addition to this general report, each donor will also receive an individual report detailing the expenditure of their funds by the Batlagae Trust. 82

The Batlagae Trust is sincerely grateful to its committed donors who have supported its work over the past year, both financially and morally.

As at 31 December 1992, the Batlagae Trust had received grants from the donors listed below:

1992

##### GRANTS RECEIVED

- Swedish International Development Agency (SIDA) 1 466 520
- Australian People for Health and Education Abroad (APHEDA) 1'1 799 225
- Finnish International Development Agency 897 745
- Norwegian Ministry of Foreign Affairs 1 063 898
- National Co-ordinating Committee for the Return of Political Exiles H 1 250 000
- Catholic Institute of International Relations 77 362
- Anti-Apartheid Beweging Nederlands 15 559
- Province Groningen - SOMAFCO Project 8 608
- Wagenings Lyceum (Holland) 8 608
- Rotterdam City Council 20 910
- Mandela Concert Fund (Copenhagen) 57 666
- Nordic Operation Dayswork - 409 125
- Camden Anti-Apartheid Movement 2 730
- South African Extension Unit (SAEU) 4- 2 843
- Norwegian Peoples Aid Hand Over Ceremony -1- 1 89 913
- Africa Education Trust 4- 1 285
- Bristol Anti-Apartheid Movement \_ ' 4 605
- Finnish Library Association 11 928
- Stichting Amsterdam (DSB)

These funds actually came from the Australian International Development Assistance Bureau (AIDAB)

1'': R500 000 from UNHCR and R750 000 from KFS (Austn'a) channelled through the NCCR

4- The Batlagae Trust simply acted as a channeling agency for the transferral of these funds

#### 17. CONCLUSION:

The aim of this annual general report has been to detail the progress made in the programmes and projects implemented by the Batlagae Trust over the 1992 calendar year. Since its inception, the primary focus of the Trust has been to assist in the educational re-integration of returned exiles into South African society. In order to act on this mandate effectively,

the Batlagae Trust has initiated a number of supporting and related projects and programmes and has engaged in several broader educational issues, not originally part of its original objectives. A further aim of this report has therefore been to present the programmes and projects of the Trust in the context of its evolving and ever-widening mission, in order to

document its increasing potential to influence major policy decisions on macro educational and associated issues in South Africa.

THE BATLAGAE TRUST  
1994 FUNDING PROPOSAL

1. INTRODUCTION:

February 1990 saw the unbanning of the liberation movements in South Africa. In May 1991, the Oversight Committee (comprised of representatives from the NCCR, various liberation movements and churches) was set up to help facilitate the repatriation and re-orientation of political exiles back into South African society. Of particular concern to the Oversight Committee were the potential social, economic and academic problems that returning scholars and students would have to cope with. In response to this concern, the Oversight Committee established the Batlagae Trust (an equally non-partisan committee) in July 1991; to co-ordinate the educational re-integration of exiled youth and to raise the necessary funds required to do so on a fairly extensive, national level.

The following proposal documents those objectives of the Batlagae Trust that have been achieved since it became operational in October 1991, and outlines the long-term role it foresees for itself over the next few years. A general budget for 1994 is also included and can be found at the end of the document.

2. INITIAL OBJECTIVES:

Although several agencies exist in South Africa which provide bursary support to students, the scale and specific focus of the Batlagae Trust on the educational and related needs of returned exiles was unparalleled in the country at the time of its inception, and remains so. The Trust

was initially established with three relatively short-term objectives to fulfil:

- i) to set up and administer a comprehensive bursary programme that would provide the necessary financial support for both the educational and welfare needs of returning scholars and students at all levels of study (pre-schools, primary and secondary schools, universities, technicons as well as technical and vocational courses at the adult education level). In order to cater for the considerable welfare needs of the returnees, an extensive counselling programme and advisory service has been implemented on a national level;
- ii) to arrange the acquisition of a reception centre with educational facilities for repatriated children and students who could not be located with parents and families; 'iii) to facilitate the return of educational archives from abroad and to arrange their safe custody to South Africa. Linked to this objective has been the initiation and administration of an information and research project on educational institutions established by the liberation movements in exile, and the documentation of some of their experiences.

3. EVOLVING MISSION:

It has been through endeavouring to fulfil these initial objectives that the Batlagae 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, it was envisaged that the Batlagae Trust 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 changes in the country would have led to the re-structuring and re-financing of the education system in South Africa, whereby the educational needs of the returned exiles would be catered for, and there would no longer be a need for the Batlagae Trust to exist. Due to recent developments on South Africa, the Trust now recognises that its anticipated life expectancy of three years was slightly premature. The needs of returned exiles will clearly have to be catered for until at least 1995. It would be idealistic to believe that the expected changes in the country will realise a rapid restructuring that will serve all of the needs of all of the people concerned.

It is therefore 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 role 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 desegregation process in general by continuing to act as a strongly representative pressure group and ensuring that all empty spaces in state "open" schools are

filled through the careful monitoring of all educational institutions; -

- assisting community schools which show a likelihood of providing an education of sufficient quality to acquire the necessary registration and subsidisation, 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 education bodies of the liberation movements, the churches and the independent sector which are sympathetic to its mission.

4. THE BATLAGAE TRUST IN 1994:

#### 4.1 BURSARY PROGRAMME:

As has been mentioned, the initial primary focus of the Batlagae Trust was to cater for the considerable educational and welfare needs of political exiles returned to South Africa.

Dedicated adherence to this objective has entailed the re-orientation, career guidance, financial support as well as personal and academic counselling of returnee students on both a

regional and national level.

The bursary programme of the Batlagae Trust will be ongoing in 1994, and 1995. In 1994, the

Batlagae Trust will continue to support its present case load of 2300 beneficiaries in educational institutions at all levels (pre-schools, primary and secondary schools, technicals, universities, as well as technical and vocational courses at the adult education level).

The Batlagae Trust is expecting the number of its bursars to increase by approximately 300 students by the end of 1994.

New and revised guidelines for the awarding of bursaries are adopted every year. The following provisional guidelines have been established for 1994, but are subject to revision:

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#### A. FEQ

Pre-school

Primary

Secondary

Vocational/Technical

Tertiary

Elm

Pre-school/Primary students

Secondary students

#### C. BOQKS

Primary students

Secondary students

Tertiary students

#### D. DISCRETIONARY FUND:

For 800 scholars and students in exceptional need

#### 4.2 DISCRETIONARY FUND:

In the past, the NCCR has provided retumee scholars and students with vital primary assistance

(transport, food, maintenance etc) in terms of allowances covering basic needs. With the dissolution of the NCCR in April 1993, returnees have been unable to rely on this financial

assistance, and in desperation have been turning to the Batlagae Trust to provide them with

maintenance in addition to educational and welfare support. The Trust has co-ordinated with

various relief agencies in an attempt to alleviate this situation, and has utilised its own

contingency fund in emergency cases.

Despite having directed nwdy scholars and students and their families to other agencies providing financial assistance, the majority have been unable to secure any additional funding. The Trustees of the Batlagae Trust have therefore decided to establish a discretionary fund to assist retumee families who are finding it impossible to provide adequately for the nwds of their children. In these special circumstances, favourable consideration will be given to the provision of some maintenance funding to cover transport and

basic food costs. '

#### 4.3 YEOVILLE COMMUNITY EDUCATION PROJECT:

In August 1992, the Batlagae Trustees decided to remove a number of students from several street academies where their working environment was proving intolerable and the standard of

education unsatisfactory. Street academies are independent schools established as an immediate

and short-term response to the education crisis and the general collapse of the bantu education

system. Some of these street academies have been set up by responsible and genuinely concerned

members of the black community, and are doing relatively well given the difficult circumstances in which they have to operate. Others, however, have been started by

opportunists who are doing nothing but exploiting the crisis 'in order to make money. The education provided in the latter type of street academy is not much better than the education in the townships.

The partnership between government and private institutions in realising the Yeoville Community

Education Project has been a pioneering venture which has set an important precedent for future educational provision in the country.

#### 4.3.1 YEOVILLE COMMUNITY SCHOOL:

In order to constructively address the problem of where to place these students, the Batlagae

Trust, in close collaboration with several education institutions in Johannesburg (in particular Sacred Heart College, a leading, independent school) consulted with the state, with

the support of the local community, in order to establish a much needed local primary school in

Yeoville, an inner city area of Johannesburg. The proposal was approved, and official permission was given to establish the school.

The Yeoville Community School is a state-aided, community, pre-primary and primary school with

a present roll of 242 students, and a potential roll of 450 students on completion. The school

is largely self-financing because teachers' salaries are paid by the state and a substantial

proportion of the running costs are covered by the fees which the local children are required

to pay. (The Batlagae Trust bursars will continue to be subsidised). Subsidisation of the school by the state does not jeopardize the autonomy of the school in any way. The school will

aim to meet the urgent educational and social needs of the returned political exile children,

as well as those of the local black community.

The working group established as an interim decision-making body responsible for staff appointments, student assessments, selections and enrolments as well as general administrative

procedures, will soon be replaced by a properly elected and constituted management committee.

#### 4.3.2 YEOVILLE EDUCATIONAL POLYCLINIC:

An integral part of the Yeoville Community School's design has been the establishment of an

educational polyclinic to provide vital academic and social support to students. The concept

of the educational polyclinic is a unique one, and forms part of a broader programme of community outreach envisaged by the Yeoville Community Education Project.

The educational polyclinic is centrally located and functions as an autonomous, though integral

clinic, providing vital social and academic services to the students from both the community

school and surrounding local schools. The polyclinic is a non-governmental organisation falling under and accountable to, the Batlagae Trust.

There is a significant need for the educational polyclinic and the services (assessment, psychological counselling and remedial assistance) and expertise that it aims to make accessible. This was confirmed by a task force of educational experts who visited Tanzania in

1991 in order to perform a situation analysis before the repatriation of exiles began on a mass

scale. The task force was unanimous in its prediction that it would be vital for the returning

exile children to receive considerable counselling support if they were to overcome the psychological and educational difficulties that would inevitably accompany their re-integration

into South African schools and society.

The multi-disciplinary staff of the Yeoville educational polyclinic will include a Director

(who is a social worker), a psychologist, two remedial teachers, a bursaries officer, a secretary, an additional psychologist and an occupational therapist. Services provided include

counselling, educational remediation, psychometric testing, social and health issues in

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schools, speech therapy, and whatever related services are needed. Where necessary, the services of outside professionals are commissioned and paid for on a part-time basis. Many schools in the city are "opening" their doors to the more talented black students, but continue to exclude the majority of the black population. These schools have already signalled

their urgent need for assistance in social integration and educational issues. The Yeoville Community School aims to develop a profile of expertise in these areas, and will generally

assist in the desegregation process in other Johannesburg schools. In summary, the Yeoville Community Education Project offers a unique opportunity to meet the

urgent academic and social needs of both returned exile children as well as inner city community children. In meeting these needs, available physical facilities will be maximised and

the considerable experience and expertise which has been built up in integrated education will

be drawn together. The school is able to support itself in terms of government subsidies and

fees and has an excellent chance of offering high quality education and a supportive environment to its students, at a minimal cost to the community. This school and its network

also serve as a model for other inner city groups in South Africa. The educational polyclinic

not only provides the retumee and local students with vital remedial and counselling support,

but also makes these and related services accessible to the community, thereby fulfilling the

broader community outreach programme envisaged by the Yeoville Community Education Project.

#### 4.4 ARCHIVES PROJECT:

As has been noted, one of the initial objectives of the Batlagae Trust was to facilitate the

return of educational archival material 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 container of educational archives from Tanzania in September 1992. With the help of FINNIDA, the Batlagae Trust has

also arranged to fund an archivist to work at the university where the material is being unpacked, catalogued and indexed.

A museum has also been established in addition to the archives centre at Fort Hare University.

The Batlagae Trust is also involved in a major research project on the work done by the liberation movements during their time in exile, and the documentation of some of their experiences. Of particular interest to the Batlagae Trust in the light of its expanded mission, are the educational institutions that have been established, and the possibility of

transferring the more successful models to South Africa.

#### 5. CONCLUSION:

The Batlagae Trust was established in the wake of the unbanning of the liberation movements in

February 1990, as a direct response to the considerable work that was needed to be done to

effect the repatriation and re-integration of political exiles back into South African society. The special focus of the Batlagae Trust was to cater for the educational and related

needs of returning scholars and students by co-ordinating on an ongoing basis, their re-orientation into a complex education system.

Concerted and well co-ordinated national and regional planning as well as dedicated perseverance by a highly motivated, skilled and committed staff have been necessary to successfully implement the initial mandate given to the Trust.

Over the past two years, the mission of the Batlagae Trust has had to evolve and grow alongside its growing relevancy and potential to influence macro-level policy decisions concerning the future of education in South Africa.

#### 6. FIEANQIAL ANALYSIS:

The budget which follows on page 7 is provisional and is based on estimates from the ongoing programme as well as anticipated increases and inflation. The budget attempts to account for the overall needs of the Trust in 1994, but is still subject to revision. As is the case in 1993, the Badagae Trust envisages that it will be supported by a number of donors in 1994. Individual donors will be approached with a detailed funding request in addition to this general proposal, requesting them to support a specific portion of the budget.

6.

1 BLJDQET FQR 1924: 7"

A. W

- Estimate based on 1993 caseload R 6,500 000.00  
and 300 additional scholaxs. R 1,120 000.00

B.

(Includes an element for a  
discretionary maintenance fund, and  
allows for inflation)

Sumrt teacherg

- Salaries for 16 months

C. Yeoville Community School

- Stationery R 4,500.00

- Reading aids R 7,000.00

- Science equipment R 2,000.00

- Sporting equipment R 3,500.00

- SOMAFCO Link Project R 1,000.00

D. Yeoville Educational Polyclinic

E.

F.

- Staff salaries R 336,500.00

- Staff development R 4,000.00

- Educational equipment R 3,700.00

- Office administration R 35,300.00

Arghives project

- Archivist

Adminiggration

- Capital costs R 8,500.00

- Office administration R 69,000.00

- Salaries R 430,600.00

TOTAL

R 7,720,000.00

R 40,000.00

R 18,000.00

R 379,500.00

R 54,000.00

R 508,100.00

R 8,719,600.00