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REPORT OF THE SURVEY CONCERNING THE ANC EDUCATION SYSTEM  
IN MAZIMBU AND DAKAWA

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Jakelu: aop Heinonen, tp Kourula, sl Lusaka, Dares Salaam  
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## FOREWORD

In preparing this report the sources of information were discussions conducted in Mazimbu and Dakawa centers, some written material and pre-departure discussions in Finland with two teachers involved in the VTC teacher training program, Mr. Raimo Kuisma and Ms. Pirkko Vänskä from the Hämeenlinna Vocational Teacher Training Institute, The Finnish Library Association, Ms. Tuula Haavisto and Ms. Marjatta Saijetz and a meeting with Mr. Manghezi, the principal of the schools in Mazimbu and Dakawa centers and Mr. Baboo, the principal of the primary school, a Finnish volunteer teacher Ms. Pirkko Puonti, who had worked in the primary school in Mazimbu in 1988-89 and a discussion over the phone with Ms. Berit Rylander from Sida concerning the primary school teacher training.

In Mazimbu the introductory session was conducted between Mr. Alpheus Manghezi, the principal of the schools and Mr. Mohammed Tickly, representing the ANC Education Department and the Finnish delegation. During the following days separate discussions were held with the principals of the primary and secondary schools and adult education and with the Finnish Library Project Coordinator. The final discussion was conducted with Mr. Manghezi during the last day of the visit.

In Dakawa a meeting was arranged with the Acting Principal and the Deputy Principal for Instruction and Administration, where also Mr. Manghezi was present.

The utilized written material was the Evaluation Report of ANC Vocational Center by Director M.H. Manyanga from the Tanzanian National Vocational Training Division, the ANC Department of Education publication; Education for Liberation, The Solomon Mahlangu Freedom College 10 years, the two Reports concerning the ANC Teacher Training Course in 1988-89 produced by the Hämeenlinna Vocational Teacher Training Institute.

Discussions with the teachers working in schools and the observations of lessons and other school activities had to be omitted because the term had just ended before our visit and the schools had started their Christmas Holiday.

Helsinki on the 16 of January 1990

Terttu-Liisa Aho

Tuija Stenbäck



## 1. Purpose of the survey

It was agreed during the mid-term meeting on August 21st and 22nd 1989 concerning the Finnish humanitarian aid to ANC that education sector continues to be one of the priorities of the Finnish assistance. In order to strengthen and possibly expand the education assistance a need was noted for FINNIDA to make a general survey about the prevalent ANC education system to form an overall picture and relate the possible needs of its further development to the Finnish resources. The specific tasks of the mission concerning the education were:

- 1) To study the ANC education system as a whole in order to assess the areas that need further development.
- 2) To assess the specific needs to develop the Dakawa Vocational Center focussing especially on curriculum development, teacher training and upgrading, teaching aids and equipment and learning materials.
- 3) To study how the future support to the Library project would be integrated in the development of the educational system.

## 2. Composition of the mission

The Finnish delegation was composed by FINNIDA's education adviser Ms. Tuija Stenbäck and program officer Ms. Terttu-Liisa Aho. ANC was represented by Mr. Mohammed Tickly from the ANC Department of Education and Mr. Alpheus Manghezi, the director of schools in Mazimbu and Dakawa. Due to the tight schedule of Mr. Tickly he was able to participate only in the introductory session of the visit.

## 3. Timing of the mission

The actual tasks of the mission were carried out between December 8th and 12th, 1989.

## 4. Major findings concerning the general education

All general education (nursery school, primary, secondary and adult education) is concentrated in SOMAFCO (The Solomon Mahlangu Freedom College) which is located in Mazimbu. It was founded in 1979.



#### 4.1. Primary education

Primary education consists of grades 1-7. The total number of students enrolled during 1989 was 417 (212 boys and 205 girls). The student forecast for 1990 is 425-430. The average passing rate during the last academic year was between 50-55% in different grades. The school attendance rate among the students, however, was quite high (97%). The main reasons for failing a grade can be summarized as follows:

- the high turnover of teachers e.g. out of the 26 teachers starting the academic year of 1989 only 18 stayed the whole year; as an outcome of this three classes had to be cancelled
- the weak command of English language among the teachers and students; English, however, being the medium of teaching
- lack of qualified teachers which led to the necessity to use teachers without proper training
- lack of teachers specialized in remedial teaching especially in language skills
- the big absenteeism among teachers (the average attendance rate approximately 77%)
- lack of curricula in some subjects

#### The major needs for the development of the primary education

The quality of education depends largely on the competence of the teachers. The passing rates should be higher than the present ones. The level of passing should be targeted to 90% to ensure efficiency and high quality of education. Also the human aspect has to be considered. The primary education should pave the way of the students to better education possibilities in future. The continuity of the teaching should be secured. It seemed that the volunteers from the donor countries, who work on two year contract, are the most permanent teachers. Even though the problem of high turnover of teachers cannot be easily solved because of the exceptional conditions of exile actions to solve or ease the situation should be taken. The high covering of primary education is the core of expanding and raising the educational level of people.



The following recommendations are done for ANC to consider:

- In-service training for the teachers without the formal teacher's qualifications to upgrade the pedagogical and subject-related skills - SIDA's initiative to start a teacher training institute in Mazimbu in 1990 or 1991 is highly recommendable.
- An ANC policy concerning the teacher permanency should be determined e.g. two-three years of teaching duty before accepting for a scholarship
- A longer term planning procedure to estimate the future needs of teachers which would allow a recruitment procedure of e.g. one year ahead to find teachers in needed areas
- The target should be self-sufficiency in teaching profession in primary education and using expatriate teachers for the teacher training Mazimbu

#### The student care system

In circumstances of exile one problem area relating to the well-being of the students is the lack of family support to the children which is needed especially in the primary (and pre-primary) school age. Two thirds of the students live in the dormitories which don't have enough permanent staff due to the nature of the SOMAFCO. People come there to attain educational possibilities and they leave once they have been accepted for a scholarship. The outcome of this is that the staff changes every two months and new staff is recruited every term. This situation is bound to have its consequences on the children living in the dormitories. It has a negative impact upon the school achievements as well as the social and emotional development of the children. Even though this again is a problem area not easily handled it should be given a serious consideration. One possible solution could be recruiting volunteer social workers (or respective) from the donor countries to work in the dormitories on two or three year basis. The weakness of this solution is the lack of the support in integrating the children in their own culture, but it is definitely a better one than the constantly changing adult supervision.



#### 4.2. Secondary education

The purpose of the secondary education is to prepare the students for further studies in higher institutions all over the world. It has tried to adapt to the standards of the London GCE examination board. Understandably it has many obstacles in reaching this rather ambitious goal. Most students have attended the Bantu Education in South Africa and they have considerable gaps in their basic education especially in mathematics and science as well as in English language.

The secondary school had 432 students in 1989 out of which two thirds were boys and one third girls. The age distribution of the students is one symptom of the lacking educational opportunities in south Africa. In 1987 87% of the student were above 18 years and 60% above 20 years of age. In 1989 were 68% of the students above the age of 18. The teaching staff consisted of 38 teachers out of whom 21 were volunteers from different countries (incl. Tanzania, Nigeria, DDR, Sweden, Holland, UK and USA). ANC provided 17 teachers out of whom about half had a teaching training.

The passing rates in O-level examination have been rather low:

- 1987	40%
- 1988	50%
- 1989	43%

The subjects where O-level examinations are taken are English, Mathematics, Science, Biology and Geography. Internally developed curricula and examinations are in History of Struggle, Development of Society and Literature. The development of the secondary education has also emphasized practical subjects (e.g. typing, computer study, electronics, metal work and carpentry). The target is that each O-level graduate should also complete one practical subject.

#### Major findings concerning the secondary education

The similar types of problems were faced in the secondary education as were in the primary education; that is the high turnover of teachers and the lack of qualified teachers. Combining theoretical and practical subjects in secondary education is a very progressive approach. The linkage between the international examination system is well accounted for because of the further education possibilities as well as the the linkage with the Education Orientation center, which offers upgrading teaching to those entering the secondary education. From pedagogical point of view this is very appropriate. In addition to the previous comments the following recommendations are done for ANC to consider in planning the development of the secondary education:



- To assume at least two years teaching duty in SOMAFCO after teacher training scholarships

- Considering the low passing rates in O-level examinations the secondary education could be divided into two streamlines:

- 1) theoretically oriented leading to international examinations, and;
- 2) practically oriented leading to certificated practical skills which would qualify to enter vocational and technical schools. Both study lines would include all elements of curricula (theoretical and practical), but the emphasis would differ. This orientation would also enable to put the VTC in the context of a school system having its basis in the secondary education.

#### Findings concerning the student care system

The secondary level students are not in specific need of parental care due to their age. However, there is a need for leisure time activities to help them lead a normal life in exile. That goes for the primary level students also. There are easily recognized fields of activities that could be supported by external assistance. The following are mentioned as examples that could be discussed also in the annual negotiations between ANC and FINNIDA:

- Materials, equipment and clothes needed for different types sports (e.g. football, bicycles, jumping ropes, indoor and outdoor games, etc).
- Games (like chess, monopoly, checkers, etc) for the dormitories.
- Materials for handicrafts, visual art (paints, crayons, etc), knitting and sewing for the dormitories.
- Funds for study tours and short holiday trips to the students to give them experiences in new environments and offer them cultural stimuli.
- Musical instruments (like guitars, drums, etc) to support the student's activity in musical expression.

#### 4.3. Adult education

The education available for the adults is quite versatile ranging from functional literacy classes to O- and A-level examinations. The group studying for the O-level examination is largest consisting of 50 students. For the A-level examination (in next June) five students have registered. These studies are conducted as correspondence courses with the support CFTC (The Commonwealth Fund for Technical Cooperation). Five permanent teachers are employed in adult education and assistance teaching is available from the secondary school.



## 5. Vocational training

Vocational training is a newcomer in ANC's education system. The Vocational Training Center (VTC) is located in Dakawa refugee settlement which as a whole is still under rather extensive construction. The construction of the school was sponsored by FINNIDA (1987) as well as the teacher training (1988-89). ILO hired a Finnish consultant to draft the curricula (1987). Assistance to VTC has also been given by Norwegian government and ILO. VTC started its functions in October 1988 by the seven teachers who had had their training in Finland earlier the same year. The number of the students is approximately 60. Two British volunteers have been working as teachers in the VTC. The training is organized under three different vocational branches:

- electricity
- plumbing
- carpentry

### Major findings concerning the VTC

#### VTC's position in the educational system

During the planning phase of the vocational center not enough attention had been paid on the role of the VTC in a larger context. It seems that the major need for its development was to provide skilled manpower to the extensive construction of Dakawa center. The available fields of vocational trades imply to this conclusion. As an outcome of this the curricula have not been designed to lead to recognized vocational competencies. It would be vitally important to recognize the VTC's position as a post primary or preferably post junior secondary institution which has pre-set entrance requirements and a right to certificate for further studies in higher levels of vocational training.

#### Teachers

It was quite evident that the school suffered from the lack of qualified teachers. Out of the seven teachers trained in Finland only four were still working in VTC. Even though these teachers had benefitted from the training in Finland it must be noted that the training period had been too short (7 months) to qualify both pedagogically and in the respective vocational trade. There was also a lack of teachers in the theoretical subjects (e.g. mathematics, English, technical drawing and technical science). The institute also suffered from a high turnover of teachers partly because of the availability of scholarships and the lack of proper accommodation facilities.



## Curricula

The curriculum development relates to the broader question of the goals of the vocational training. The two seemingly contradictory demands are on the one hand the need to train manpower to the construction of the houses in Dakawa and on the other hand to offer the students the education needed for obtaining vocational competence with an official recognition and possibilities for further training elsewhere. It is evident that both demands have to be met in developing the VTC.

## Students

It was noted that because of the low status of the VTC it had difficulties in student recruitment and also the student permanency. Also the heterogenous backgrounds in their previous education causes pedagogical problems because the ILO MES syllabuses do not allow differentiation in the teaching. The students were not very motivated in the name of education to work as labour force in the constructions doing only similar types of work exercises.

## Some recommendations to develop the VTC

Because the VTC has been within the interest of FINNIDA a few detailed recommendations for its development are presented hereby.

First it has to be noted that despite of the rather critical previous remarks the VTC forms an important part of the educational opportunities available for the ANC youth.

- ① The curriculum development is of vital importance. They should be developed to form two year basic vocational branches leading to officially recognized competencies. In deciding the contents of the teaching the factual employment and further education possibilities should equally be considered. The training should also take into account the ongoing production units in Dakawa and Mazimu as well. E.g. the house constructions and the furniture factory should receive manpower from the VTC. This is also in line with the needs of other production units and their needs for trained manpower as well. The need to establish new vocational study branches in VTC (e.g. textile, leather) should be carefully studied. The curricula for the practical work should cover larger areas than the actual construction work. The practical studies should be done mainly in the workshops and only partly in the constructions (preferably on later phases of studies). If the VTC could adapt the role of providing skilled manpower to the different production units in the settlements the additional subjects dealing with management, planning, marketing and accountancy should be included as optional ones in the curricula. Also curricula for the brush up courses for the trainees with inadequate educational background need to be designed.

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Discuss this  
prior to the  
discussion with  
Miss Kouskula

To visit my room  
Saturday

9-11.



Teacher training and upgrading is needed to obtain the demanding goals of the education. It is evident that the VTC cannot send all its present teachers for a two years teacher training program. That's why in service training and expatriates are needed for at least a few years. It is recommended, however, that two year scholarship programs should be used to give basic teacher training in e.g. Morogoro VTTC or some other institute in an African country.

In a short time span the VTC needs a management and curriculum adviser to help the principal of the school to reorganize and to develop its functions and curricula in a broader perspective (e.g. identifying new areas of training). Besides that all three ongoing studyfields (electricity, carpentry and plumbing) would need expatriate professionals to give in-service training for the teachers in pedagogical and subject related matters and help designing the new curricula. These specialists should work in Dakawa approximately for two years to ensure the sustainability. FINNIDA could take the responsibility of providing such experts through the bilateral aid to ANC and possibly through the NGO channels. It is recommended that only after this basic development work of the VTC, FINNIDA would supply assistance to new construction projects in the VTC.

## 6. Library

### Background

The ANC library located in Mazimbu has received assistance from the Finnish Library Association since 1986. A part of that financing came from FINNIDA's NGO-funds. July 1988 FINNIDA started to finance the project totally from humanitarian funds. A consultancy contract was made for the period of July 1st, 1988 - December 31st, 1990 with the Finnish Library Association.

A small library connected to The Vocational Training Centre at Dakawa began functioning in 1989. An other small library is to be organized at the Educational Orientation Centre at Dakawa. Allocation for 3-years cycle 1988-1990 is FIM 3.185 000,00. (FIM 410 000 for 1988, FIM 1.600 000 for 1989 and FIM 1.245 000 for 1990)



## Facilities

The first library at Mazimbu was located in an ordinary class room but it was soon proved to be too small.

In 1985 The Youth Sections of the Nordic Center Parties raised funds for the library building and in 1986 the new library of 800m<sup>2</sup> was opened for the public.

VTC and EOC libraries at Dakawa are located in small classrooms.

ANC is planning a construction of a central library at Dakawa. The construction project will be extended over 2-3 years period starting end 1990.

The eventual financing by FINNIDA will be discussed at Lusaka during the annual consultations in February 1990.

## Technical assistance

The Finnish Library Association sent a librarian to Mazimbu first time in December 1985. The Mazimbu library has been headed by a Finnish librarian working also as a project coordinator since 1988. The project coordinator's contract expires by the end of 1990 and a new coordinator will have to be recruited in 1990. A potential candidate can be indentified among e.g. an ANC librarian who has obtained her Master's Degree in Library Science in Hungary 1987, practical training at Mazimbu 1988-89, 1 year degree course in archives management at Loughborough University, England 1989-90. This would enable to start the archive section in Mazimbu Library premises. The personnel working in the project in 1989-90 besides the above-mentioned project coordinator:

A Finnish librarian will be sent to Mazimbu in September 1990 to assist the new project coordinator.

A Finnish librarian is working at Dakawa VTC-library since September 1989.

A Finnish subject consultant is working in Mazimbu library two months per year. The task is mainly to classify books and to supervise the classification work of the library assistants.

The Project Secretary, based in Helsinki, is working on part-time basis.

The Secretary General of the Finnish Library Association is administrating the project in Helsinki.

6-7 trained or untrained ANC Library Assistants have been working in Mazimbu Library for short periods while waiting for scholarships.

3-4 untrained ANC Library Assistants have been working in Dakawa Library.

The incentives are paid for the library staff members as agreed on the Annual Consultations January 24th, 1989.



## Education

FINNIDA has been financing scholarships for the Library Project since 1988. Annual support for personnel training has been FIM 300-400 000. Qualified people are needed to run ANC libraries. The studies should cover all the levels, from certificate up to the degree level.

Ongoing scholarships given by the Finnish Library Association and financed by FINNIDA in 1990:

- one degree course in Finland
- two degree courses in UK (3 years)
- two degree courses in UK (1 year)
- one diploma course in Zimbabwe (3 years)
- one diploma course in Tanzania (2 years)
- three certificate courses in Tanzania (18 months)
- one practical orientation course to AV-activities in Finland (2 months)

## Materials

FINNIDA and other donors have provided books, periodicals, AV-material, stationary, and furniture which are essential components in forming a functional library services. Mazimbu Library has 17 000 processed books by the end of 1989 and is receiving regularly 11 periodicals or newspapers.

A computer has been purchased for educational purposes. Stationary and furniture as well as bookcards and other office supplies have also been provided with FINNIDA-funds.

However, the steady annual acquisition of new books, AV-material and newspapers remains essential for all three libraries.

## Major findings

The library is meant to serve all residents of Mazimbu and Dakawa including the students and teachers in all levels of education. It is an integral part of the school system. The audio-visual material is an excellent tool in keeping the members of the community up to date with the world affairs and it has successfully been used in teaching various subjects. Cultural films and music feed the people's need for cultural activities in these closed communities. The library services have given the possibility to cultural, cognitive and leisure time stimuli to the people in exile.



# Recommendations for the future support of FINNIDA

\* The library project is worthwhile to be continued after 1990

\* The library in Dakawa should be supported by the construction of the new library building *technical assistance to the library.*

\* The role of this new library should be seen in a wider perspective. It could function as a cultural center offering a variety of leisure time activities (e.g. besides the library services, indoor games, arts, handicrafts, etc) to the people.

\* Due to the rather extensive scholarship program it should be realistic to reduce gradually the amount of Finnish technical assistance and increase the the ANC human resources. Self-sufficiency in manpower should be targetted in 3-years.

*Funding:*