

DEPARTMENT OF JUSTICE  
REPUBLIC OF SOUTH AFRICA  
LETI'EBS OF AUTHORITY

In terms of section 6 (1) of the Tmst Property Control Act. 1988 (Act 57 of 1988)  
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CHRISTOPHER SEOPOSENGNE; SIDNEY MAFUMADI;  
PATRICK VAN RENSBURG; CHRISTOPHER MATTERS  
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 Th0 world has watchad for many years as the S outh AfriurL  
 educational system knnwn as Bantu Education collap sod. Lb1lm"Ecu  
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 banii literacy. \_ ln i.he \$e3ondary school system today. tits  
 general level of education 3 Fx.mdr1 ed in the popular mluuan  
 that "no effective learning is tma! Jng plac ms". . I  
 The 'rural areas of SoutJI Africa. and especially the SD-ca  
 "homelands", suffer extreme deprivation in education. The sch.  
 that do exist teach Bantu Education - notorious for b :\_  
 developed to "teach the natives to know their place" in an  
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 apartheid world. Children are condemned, under this system. to  
 fullfilling the roles cnvisag6d in the establishment of the  
 'native reserves" in 1913: to remain a pool of unskille 3  
 uneducated migrant labour for the "white"-owned factories and  
 miner. , - - 3 I  
 At the same time, the homelands remain ecunomically and socj.all:v  
 depressed. Hen go to urhan centres as migrant labour; women an&  
 children, the 6ld and the sick are left behind, unemployed an Hi  
 unmmmployable; With the high rates of unemployment currently in  
 South Afrj.can industry, many skilled workers are jobless, and  
 forced back to the homelzlns: yet these tco have no possible hope  
 of finding employment there.  
 tate alone must hm  
 It raunot be doubted. that the Smuth African S  
 sion in' terms 0;  
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 held responsible for the iuadaquate pro vi  
 quantity and quality of education for th majority of the  
 POPHIation; demands must be made on the sta to provide the  
 necessary resources to address the situation. At the same time,  
 itt must also be rebognised that the South African State'n  
 interests are opposed to the interests of the mass of the peSble  
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 The currex; government is ide-r- ogically .incapable of re  
 the educational crisis in the interests of the majoxity  
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 In these circumstances ll is appropriate for communities to raise  
 the initiative whernvor ossible, to provide progle -: '  
 educatinn of their own uesign and under their own 00 ontrol,  
 meath their needs and leada effectively to accelerated 3:9-  
 creation, and helps map on: Lhe education of the future.  
 The K&Ngwane Project has bean developed within this context.

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Aims 1  
The Kangwane Project is  
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community-based instiz'. 7 gwane aime  
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The Kanwwane Project will cons-"JFJ. 0?: a main CE nLre and 6.1.53? Eilj-t  
cenires, spread ,throughuut the homeland. (See map). The  
institutions making up the KL1 ngwane Project will be agencies of  
development and produofinn enterprises as well, as places of  
learning. Its far a fa, les and workshops will provide  
opportunities for reinforc earning as well as for earning.  
and may become future workp 01 some of its-shudenta.  
then complete, the pzoie.t  
main centre (which i  
instructors), and for 30'  
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te' for 300 students at t)  
3 upgrade teache a  
.enta at each of the sub- cezitr em.  
The pedagogy of he Kangwaue Project - its conient, it:  
methodology and its linkages bel;ween th.cry and practice. - will  
be ma ss- -directed aimed at minimising the divisions between  
mental and manual work and maximising student enrolme 11L, designed  
to educate heads, hearts and hands, to devel Up the different  
talents of its learners as fully as possible, in t11.eir ow :1 and in  
society a interes ate, and to cater for a range of intellectual  
abilities and learning potentials. Using an exper11 men ltal  
curriculum and methodology, the project aims to develop an  
education that prepares students to participate a5 fully  
effective and cheative members of a new South frica  
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It is hoped that the Kangwane Project will serve a: a model 01  
innovative education geared to development and job- -creatio., 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.  
Kangwane has been chosen for the location of this model project  
for several reasons. On the one hand, it remains one of the most  
depressed homelands in the Ar-artheid system. On the other hand,  
the current Kangwane Administration is willing to give support to  
this approach, and is anxious to look for alternatives to the  
Bantu Education system the homeland has now.  
But paramount in the choice of Kanfwane as a location is the fact  
that progreaslve maaaebaaed structures have been strnngly

established in Kangwana, through teacher and youth organisations.

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These organisations, with deep YU "5 i" 131% community and firm democratic structures of their own, are a main force behind the envisaged project, and must play a determining role in its materialisation.

Accordingly, the project is being developed in co-ordination with CO? -ATU 8 National Education Committee and teachers of the National Education Union of South Africa and communities in Kangwane, and has the approval of the National Education Coordinating Committee and the AEC

Implementation : Organisation and, Structure. The project is

organised at three levels: The Project Committee in Kangwane has national links with 'progressive organisations (in particular Cosatu's National Education Committee, NEDCOH and NEUSA), and international educational support through the Foundation for Education with Production International.

The Project Committee is composed of representatives of HEUSA, COSAS, and the communities in which the schools are located. The committee was formed in early 1990, and has held a series of consultative workshops within Kangwane to explain and develop the concept of the Project. The Committee has begun to identify potential teaching staff and skilled workers from Kangwane who would lead production brigades and units. They have appointed a Project Coordinator, Sipho Suka.

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In connection with NEDCC, the Project Committee has a commitment from the Kangwane homeland government that the land be donated for the project. This land has been identified (see attached map); final arrangements are in progress.

The curriculum and educational theory to be used in the project comes from the Foundation for Education with Production International. It has evolved through a number of educational projects in various Front-line States, including Zimbabwe, Botswana, Lesotho, Zambia and Tanzania. The curriculum is outlined and motivated in an accompanying booklet.

Staff and instruction

Whenever 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

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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. The organisational structure of the Project will be designed to enable the best use to be made on-the-job of staff in training, during training.

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 network 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 40 mainly academic 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 International Foundation for Education with Production (FEP International) will be offering crash courses to each identified as the likely staff for the main centre, and the senior staff likely to be chosen for the sub-centres, as well as other senior teachers nominated by the Kangwane Government later in 1990. These personnel will conduct crash courses late in 1990 and early in 1991 for teachers for the sub-centres. FEP International will moreover offer continuing crash courses and upgrading courses and is seeking to have progressive Teacher Training Colleges and Universities introduce courses in the new curriculum as part of teacher training.

## Work and Study

The involvement of the student body in productive (and socially useful) work has potential economic and pedagogical (as well as social) benefits. Apart from producing goods and services in the course of training, while they can meet their own needs and generate income and so help meet the costs of education, students can also take part whilst training in the construction of buildings and the manufacture of plant, equipment, furnishings and fittings. and so reduce capital costs. These have proved to be effective self-reliant strategies elsewhere in accelerating the expansion.

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of educational and training (as well as employment) opportunities.

The work-study principle can also make possible double use of facilities, especially classrooms, and therefore reduce the number of classrooms needed for a given number of students. because half are working whilst the other half are in classrooms and vice versa. This has been an important feature of the Cuban schools in the countryside.

The pedagogical benefits of the production linked to learning are maximised in the case of the adoption of the education-with-production curriculum which emphasises development of scientific and technological applications, management, environment and culture, and attaches value to practical work in these areas. so stressing the links between theory and practice.

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## Employment Generation

The production enterprises established by the government if

there is an expanding demand for their output, actually employ those trained in them as employees. But students can also be assisted to set up production co-operatives which can become their future workplaces if other employment opportunities are not available. To facilitate this, students must be involved in all aspects of production - technical, organisational and managerial - during their education and training so that they can acquire the knowledge, skills and confidence to run such enterprises after schooling.

## Appropriate Technology

The adoption of appropriate levels of mechanised technology should strike a balance between maximal labour utilisation at acceptable levels of remuneration, and a more cost-effective production. In another necessary self-reliant strategy, applicable to the development of the institutional and production infrastructure, reduced costs, as much as 10% in the ongoing profitable production of goods and services.

### The Role of Women

Women often carry the worst burdens of the homeland system. They are expected to sustain families on money sent back by migrant Jahnur husbands: their potential to supplement this is limited to subsistence farming and little more. The Project should provide women participants both with technical and managerial skills to begin effective income generation in their own right. Women should be encouraged to join production units that are not those stereotyped as "women's jobs". such as car mechanics, plumbing, or construction. Yet at the same time, in choosing production units for the project, skills and opportunities in areas traditionally more available to women must also be developed (given the "traditional" rural gender stereotyping of the area); such as textiles and clothing production

### Brigade Component, Adult Education and Literacy

Whilst most young people learning at the Kangwane Project will follow the half-work.. half-study course, an option will be provided for youth who want to specialise in acquiring a craft skill. to enter a Brigade unit for which 25% of time will be allocated to academic and trade theory study 'on special syllabuses and 75% to craft skill training and production. In particular, and as a pilot project for this approach, a Builders Brigade will be set up as soon as possible during 1990, to begin construction of the initial buildings that will be required for the Project to start operating in 1991.

### Community links

One of the key principles of a progressive approach to education is that school and community should be closely linked and that students and their teachers should participate actively in the real life activities of the community, on a regular basis. Production, with all its various operations, is a major link in the chain that binds school to its community and is a starting point for other links in the relationship. The school can play an important role in initiating community production enterprises and cooperatives and other development activities, given the reservoir of skills and talents which its professional and technical staff and students constitute. Such community enterprises can, of course, be another source of employment for student graduates. Moreover, the Project will provide adult education on the education-with-production curriculum on special syllabuses (as well as distance education on the Home Level curriculum), for workers and members of the community during early evening hours, including technical skill upgrading.



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The main centre, which will increasingly become a teacher and instructor training centre with extension and support facilities for sub-centres and for schools in Kangwane associating with the Project, will when fully developed have the capacity for a student enrolment of 300 at any time, in ten classes of 30 students.

The academic staff will comprise 8 academic teachers whilst the necessary technical staff will be located mainly in the production units and paid from production income. The academic staff will each teach an average of 40 periods a week, a workload of 26 hours and 40 minutes a week. In addition, each will have some evening study supervision duties on a rotating basis. The technical staff will be responsible for supervising students on the job in production and providing training of a practical and theoretical nature.

Initially, the student body of the main .centre will comprise monitors, study group facilitators and teachers from sub-centres and other schools, as well as from distance education study groups, spending a term at a time, although an increasing number will be full-time trainee teachers.

Students at this main centre will follow the half-work, half-study approach. '

Each sub-centre will also have a student enrolment of 300 in 10 classes.

As in the case of the main centre, the half-work, half-study principle will be followed and each academic teacher will teach an average of 40 periods a week, a workload of 26 hours and 40 minutes a week: although they will all have additional duties such as supervising night studies.

In view of the work-study approach, five classrooms, one all-purpose laboratory and one all-purpose workshop will be required at the main centre and at each sub-centre.

Extra provision in the form of a lecture room/theatre and a workshop for teaching aids production will be provided at the main centre.

In general, each sub-centre will have a selection of several different production activities. each under the separate technical management of competent technical personnel. The number

of production units at each will depend on resource availability and student labour requirements. Some 150 students have to be allotted to work on the different projects each morning and the other 150 each afternoon. In general, production activities such as construction and agriculture will absorb a considerable number of these, with smaller groups in the other units.

The aim is to set up 8 sub-centres in addition to the main centre, over three to five years. Initially, whilst sub-centres are under construction, use may have to 'be made of temporary facilities and buildings belonging to sympathetic organisations, and hopefully the Kangwane Government.

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As a model school piloting the integration of productive work with progressive education, the precise balance between the two must remain subject to on-going\_evaluation by participants in the .project; including teachers, students, and production unit managers. Such scheduling must also take into account time spent on community projects as well as production units. .

A projected schedule of work-study, for students at the senior secondary school level, probably of between 15 and 20 years of age, is outlined here.

As currently envisaged, students will be expected to devote 40 hours a week (or 8 hours a day) to work and study. The institutional day will start at 7.30 a.m. and continue until 5.30 p.m., with two half hour (mid-morning and mid-afternoon) tea breaks and a lunch break of one hour. Half the students (in all classes) will devote their mornings to study and the other half to productive work, changing roles in the afternoon.

In addition, students will be expected to work one weekend in four on essential services.

Moreover it is recommended that the academic year should be forty weeks, which would normally leave twelve weeks for holidays. It is recommended, however, that every student should have to spend two out of the twelve weeks a year in intensive production to maintain essential services during holiday periods, and that the learning body at the main centre and the sub-centres should be divided into groups to work in rotation alongside the production management and labour force during academic holidays. (The production staff will have different and shorter holiday arrangements from academic staff). Academic staff will be expected to attend courses during the academic holidays.

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This arrangement will provide 20 hours a week of academic work (divided into 30 forty-minute periods), over 40 weeks a year, in a three year course. . - x

Periods will be allocated as follows, assuming use of the cote FEP curriculum (see syllabuses in accompanying booklet):

Each period will be of 40 minutes duration.

Periods & Hours Per Year

Science 4 160 106 hrs 40 min.

Mathematics 4 160 . 106 hrs 40 min.

Cultural Studies 4 160 106 hrs 40 min.

Development Studies 3 120 80 hours

Environmental & Social Studies 3 120 80 hours

Fundamentals of Production 3 120 80 hours

Communication - English 3 120 - 80 hours

Siswati , 3 120 80 hours

. Introduction to Professional

Knowledge or Trade Theory ,1,3 120 80 hours

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1200 309 hrs

Whilst some may feel that the time allocation for academic lessons is inadequate. it should be stressed that students will spend some time on evening study, preferably one hour a night (probably between 20 and 21 hours, after supper) and have access to distance education materials as study aids. It should be remembered, besides. that the student participation in all the various operations related to production. will provide a considerable practical basis that should reinforce learning. As is argued in the Introduction to the enclosed ewp curriculum booklet. the diverse content of the curriculum maximises the learning potential of the linkage of work and study, because so much of the realities of productive life find their reflection in the curriculum. In addition. the point has to 'be made that the education with production curriculum is an integrated one, - reflecting a holistic approach, with a great deal of reinforcement of learning between and amongst the different syllabuses. '

Physical training and exercises will be offered on a voluntary basis to early risers. Staff members at the sub-centres will be trained at the main centre in this activity by a trained teacher and will be expected to share the task for extra pay. At the end of the day, 30 to 40 minutes will be devoted between 17.45 and 18.30 to sports practice. Weekends, other than the one in four devoted to essential work. will be free for sports, club activities and relaxation.

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The Physical Trainer at the Main Centre will also be Sports Master and will teach physical training and gymnastics and facilitate the introduction of diversified sporting activities throughout the Project. To this extent he will, like the extension staff at the main centre; make regular visits to the sub-centres, to conduct courses at each.

Whilst the sub-centres will not be boarding schools, some boarding facilities might be provided for those students who live at great distances from the sub-centres, to facilitate their participation in the productive work programmes, the evening study arrangements and in physical training. sports, club and recreational activities. '

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Production units must be chosen for their educative as well as income-generating capacity, and where possible should be taken into account in academic work. Productive work will entail a blend of manual and mental work, the use of the mind and the -intelligent use of the hands, the development of craftsmanship. the development of finger skills and the development of sound working attitudes and non-exploitative working relationships. Students will gain a pride and satisfaction in their work. (All the learning domains, the cognitive. the affective and the psychomotor will be reinforced in a process that should be satisfying and challenging. This will be particularly so because the level of mechanisation chosen as part of appropriate technological application will not require either excessively heavy manual or repetitive work. This alternation of 4 hours each of work and study, with adequate breaks in between, should by providing variation, offer stimulation rather than exhaustion.

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The choice of productive activities will depend to some extent on resource potential and availability in the areas served by the main centre and sub-centres of the Project, but perhaps more heavily on projections of demand (which of course should not be static), and production units may vary from sub-centre to sub-centre accordingly. Ultimately, decisions on which activities will be incorporated will depend upon evaluation by community EfouPs and project participants, jointly.

Given actual experience add studies undertaken elsewhere in socio-economic conditions not dissimilar from Kangwane, as well as on the basis of what is known about the territory, it is felt

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that there is enough information to start productive activities in some of the following fields, which are not dependent on special local resource requirement or exceptional conditions: afforestation, seedling nursery, and timber utilisation. arable agriculture (adopting Permaculture principles) conservation, animal husbandry, game ranching. fish farming and beekeeping, dam and weir construction, road construction, brick and tilemaking and ceramics and glassmaking, monumental masonry, tanning and leather goods production, small hotel management and catering, food processing, retail trading, textile manufacture. 'cotton and wool spinning and weaving, milling, light engineering, vehicle repair and maintenance, autobody repair (panel-beating), engine reconditioning, printing and binding, construction, carpentry, plumbing. electrical wiring, and electrical and electronic appliance repair. ;. 7

Productive activities are being considered in other fields but information is still to be gathered, These activities would only be introduced in the third and later phases of the project although rough estimates of likely costs are included in the .project coatings for these phases. These will be reviewed as the project develops. The fields being considered include: small scale mining and mineral processing (including limeburning and a mini-cement plant), essential oil distillation, and chemical manufacture, biotechnology. electroplating, engraving, renewable energy utilisation and plant manufacture, soapmaking, and hand-made paper production. Further studies and consultations currently being undertaken by FEP International may result in the identification of additional activities. 1 t

Computer studies will be offered to selected students working in the relevant units as a professional or technical study option. For this purpose a Computer studies teacher will be employed at the main centre, who will tour the sub-centres.

In addition to these productive activities, students may choose to take part in service activities like participating in literacy campaigns, working in the early childhood centres, teaching in pre-primary and primary schools and acting as study group leaders in adult and distance education, working in the accounting and ' administration offices,' and the libraries, of the institutions (which will all have word processing and some computer facilities).

There will be a need to set up management units both at the main centre and the sub-centres to service the production units in all aspects of management and these will .have a core body of specialist students but will also admit other students for exposure to management practices, in short courses designed to back up the study of Fundamentals of Production.

All productive activities will be backed up by appropriate courses in technical studies on syllabuses which FEP International is presently developing with qualified experts. These subjects will be examined and the results incorporated in the ' general certificate of education to be issued by the University of Cambridge Syndicate. Each course will be conducted by an appropriately qualified instructor.

An educational radio network and a weekly newspaper will be run from the main centre, with taped inputs in the case of the radio; and written contributions and reports in the, case of the newspaper, from the sub-centres. This can also be- a student productive work option and courses in elementary Journalism and broadcasting can be taken as the professional course options. These service units will of course need to generate income, and efforts should be made to gain permission to enable the radio to broadcast commercially and seek- advertising. The newspaper can become a Kangwane and Lowveld regional paper in English and Siswati and seek advertising. Both the radio and the newspaper will each need a full-time professional as technical or production staff, probably at the main centre.

In addition, a full-time librarian will be required at the main centre, who will also have to spend time regularly visiting the sub-centres to conduct courses. Elementary librarianship can be taken as a technical option. '

#### Budget and Phasing of Project

Project memoranda showing budgets for capital requirements and annual production expenditure and income are attached together with capital and income and expenditure estimates of the academic components of the project.

The Builders Brigade, will start as soon as possible (during the first half of 1990) to erect the initial buildings required at the main centre and at as many of the proposed sub-centres as possible so that a start can be made in these (and other buildings) in 1991.

The initial intakes at the sub-centres will be students entering a three year senior secondary M level Cambridge course in the ewp curriculum. These will be selected through admission and aptitude tests from second year junior secondary students. The total first intake will be 100 at each sub-centre. It is also

intended that any underutilised facilities at the main centre will be used to take in additional senior secondary students or fulltime teacher trainees. Not more than 10% of urban residents will be permitted to enrol as full time students. ' Facilities can be used in the evenings for distance and adult education students.

A later stage of the project. to cover Junior secondary courses. will depend on progress in developing the ewp curriculum. a production plan and technical studies courses at that level and identifying a suitable examining authority. .Further development of the project at primary level will again depend on progress in formulating acceptable primary syllabuses related to -the ewp curriculum at the higher levels, Position papers on the sponsors's approach to ewp at these levels are attached. 1'

Management -

It is generally desirable that the management of the academic' components of this proposed' institution should reflect the objectives of the centre as a whole in encouraging democracy and student initiative, and should be the same in the workplace as in the school. , ."

It is proposed, on an experimental basis, that the Board of this innovative Project should represent all interests involved. -It should, thus, comprise representatives of each of the following: Parents, Teachers, Workers. Students, Management of Production Units. the Kangwane Government, other community leaders, Traditional authorities, COSATU and SAFEP. '

Feasibility- S.E. Idiee

'If feasibility studies are required for any component of the project, the terms of reference for such study should be drafted by the Coordinator designate in consultation. with the parties that have been involved in conceiving and promoting the project and any donor involved. Attached is a rough outline of points that might be examined in a feasibility study.

The composition of any feasibility study team should be agreed between the sponsoring parties and the major potential donors.

Financing

This concept paper, together with budget outlines, phased annual development and costing outlines - including an initial budget

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for launching the project, to be raised in 1990 - and other attachments noted earlier, comprise the substantive project proposal for submission to donors. - V9

Certain basic assumptions on which the financial estimates have based are as follows:

1. The Kangwane Government will be expected to finance some of the capital and recurrent expenditure relating to the academic component and more especially teachers salaries; - '

2. Students as well as student teachers will be expected to contribute to the costs of their education and upkeep through their productive unit activities; student teachers will be expected to pay for board and lodging while at the main centre. - If the student labour earnings exceed agreed contributions; a payment approved by school authorities and students for personal expenses will be made and the balance kept in trust for the student until completion of the studies. '9' tan.

Financial Control; . . Ff'hf

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It is proposed that the organisations which have taken the main initiative in raising the funds for this project should appoint an interim financial committee to receive and administer the funds until the management, accounting and auditing structures of the project are in place. ' l d a f l f f

25 June 1990