

- (i) To review the existing and planned training facilities and assess the needs for additional facilities related to education, health, vocational training and basic agricultural activities; to quantify related physical requirements along with cost estimates;
- (ii) To prepare a draft project document for suitable programmes for South African students at the Solomon Mahlangu Freedom College, Morogoro.

3. The IACM carried out its mission up to 23 November 1979 in Dar es Salaam. The participating Agencies were UNDP, UNESCO, UNICEF, ILO, FAO, WHO, UNHCS and UNHCR. The mission also made one joint visit to the site in Morogoro on 6 November 1979.

II. BACKGROUND INFORMATION AND JUSTIFICATION

The liberation struggle for freedom and independence of the peoples of South Africa which has been going on since 1948 between the liberation Movements and the oppressive minority regime is being intensified and is gaining momentum day after day. The cumulative effects of oppression, minority domination, brutality, intimidation as well as decades of second rate separate education are some of the aspects of this oppression which have forced thousands of young people to flee from South Africa particularly after the 1976 Soweto uprising, and to seek political asylum in the neighbouring countries. Host countries have responded generously to the problem of providing school places which normally are in scarce supply for their own nationals.

The growing influx of these young people is causing a great constraint on the limited number of school places which are increasingly being demanded by the host countries for satisfying their own urgent manpower requirements. This also constitutes an additional strain on the budget of the host countries which are forced to divert their already meagre resources from their own national development efforts. Furthermore, the young people from South Africa are subjected to various problems of adjustment, socially, psychologically, ideologically and culturally. These young men and women find themselves perpetually in transit, a situation which is not satisfactory either for them or for their hosts. Hence the decision to convert a permanent

transit camp into a temporary stable home will result in a more satisfactory solution.

The development of the struggle demands that the ANC assume the responsibility for manpower planning and development to respond to the demands of the struggle and to serve the requirements of a complex agro-industrial liberated South Africa.

ANC have conceived an overall education project which it desires to implement in an integrated manner with education at the core of the whole project. Some of the activities were initiated as far back as 1977 following the Soweto uprising in June 1976 with the full support of the Government of the United Republic of Tanzania and the OAU Liberation Committee. UNESCO/UNDP under Project ANC/75/001, ANC/77/001, NLM/76/001, ILO under Project NLM/78/002, and UNDP/UNCHS under Project NLM/78/001 have contributed towards the creation of the Solomon Mahlangu Freedom College. UNHCR under the emergency component of its programme has provided assistance for the travel of students and WHO is sponsoring one student doctor at Muhimbili.

This project can be viewed as a continuing commitment on the part of the UNDP and the UN executing agencies to help the ANC form its manpower in an integrated manner. The present project is deemed necessary in order to make provision for both short-term and long-term requirements of the ANC.

The project site occupies part of the Mazimbu Estate some 8 km from Morogoro town. Six hundred acres have been made available by the Government of the United Republic of Tanzania. A survey of the site has been carried out by a Norwegian Consultancy firm of Engineers, who have valuated water, sewage, road and electrical systems in their "Preliminary Design Report". The planning and design work has reached an advanced stage and construction has started. Several existing houses and the old factory buildings have been converted to good use and have proved invaluable in starting many of the proposed activities. Much work therefore has already been undertaken by the ANC with both bilateral and multi-lateral support, towards the creation of the Solomon Mahlangu Freedom College.

III. INSTITUTIONAL FRAMEWORK

The Department of Education and Culture of the ANC, under the guiding inspiration and direction of the National Executive Committee has the task of expounding and implementing the educational policies of their national liberation movement. The Department is responsible for the development of the education system and curricula and for providing most of the staff required for SOMAFCO. The National Education Council which consists of the Coordinating Secretary who is based at the ANC Headquarters in Lusaka, an education officer based in Dar es Salaam and representatives of the ten Regional Education Committees in Lusaka, Dar es Salaam, Manzini, Maputo, Gaborone, Lesotho, Luanda, Canada, London and New York meets once yearly in Morogoro to review the various projects of the Department and to recommend policies and strategies to the National Executive Committee in the field of education and manpower development.

The OAU Liberation Committee which works very closely with the ANC has endorsed this project.

The Construction Management Committee together with a competent Project Manager, qualified architects and engineers from within the ranks of the ANC is responsible for the construction work.

A principal is charged with coordinating the functions of the institution under the general guidance of the School Committee and National Education Council. If and when SOMAFCO has established a complete educational ladder for the community from pre-primary education to post-secondary studies, the existing organizational structure will need to be re-examined and reviewed in order to ensure that the integrated concepts of the school and "the new home" are always maintained.

The ANC will be responsible for implementing the project. The participating agencies within the UN family will subcontract the implementation of certain activities of the project to the ANC. It is envisaged, however, that inter-agency cooperation will further be maintained and fostered. The cooperation and links between the ANC and UNDP/UNESCO which have been established through the Education Officer based in Dar es Salaam and the Coordinator of the UNDP/UNESCO Assistance to NLMS could further be strengthened. The ANC's

wish that UNESCO be the main Executing Agency is expressed in a letter from the Treasurer General of the ANC dated 30 August 1979. It is envisaged that the essential coordination between the ANC and participating UN agencies could be achieved through UNESCO. The ANC will furnish the accounts of expenditure in respect of each activity and the accountability on the part of the ANC will be accomplished in accordance with the provisions specified by each participating agency. (It is the wish of the ANC that the assistance be administered with greater flexibility and greater sensitivity to their community needs.)

IV. DEVELOPMENT OBJECTIVES

The Project is built on the following principles for its development objectives:-

- (i) Revolutionary: The African National Congress education policy is geared towards producing a new type of South African dedicated to serve the interests and needs of the South African people as a whole.
- (ii) Mass Accessibility: The ANC education policy, an on-going process, shall cater for both young and old irrespective of race, colour, sex or creed.
- (iii) Science and Culture: The education programme, shall draw on the most advanced scientific knowledge and progressive cultural traditions of the people of South Africa and the world.
- (iv) Integrated Education: Education shall combat the division between mental and manual training, and the artificial separation of the arts and science.
- (v) Democratic attitudes: While observing the priority to impart basic knowledge at each given level in each field, the programme shall promote the full creative and democratic participation of students, teachers and community in all educational activities.
- (vi) Dynamism: The educational programme shall develop in keeping with the demands of the situation in a changing world.

V. IMMEDIATE INSTITUTIONAL OBJECTIVES

- (i) To complete by the end of 1982 Phase One of the construction programme of SOMAFCO comprising the following:
- (a) Nine dormitories each accommodating 48 students
 - (b) Sixteen classrooms (two blocks, each of 8)
 - (c) Six workshops
 - (d) Three laboratories
 - (e) Three cafeteria-cum-recreational units
(each for 144 students)
 - (f) One (temporary) library
 - (g) One field
 - (h) One
 - (i) One
 - (j) One
 - (k) One
 - (l) One
 - (m) One
 - (n) One
 - (o) One
 - (p) One
 - (q) One
 - (r) One
 - (s) One
 - (t) One
 - (u) One
 - (v) One
 - (w) One
 - (x) One
 - (y) One
 - (z) One
- (ii) To strengthen the staff of the College. UN Volunteers in the following teaching fields:-
- (a) One Mathematics
 - (b) One Chemistry
 - (c) One Physics
 - (d) One Agricultural Science
 - (e) One Technical drawing
 - (f) One Biology
 - (g) Industrial and manufacturing processes.
- (iii) To provide placement opportunities at SOMAFCO for a maximum of the following categories of learners:-
- (a) Ninety-five pre-school children
 - (b) One hundred and five primary school pupils
 - (c) Four hundred and fifty Secondary school pupils
 - (d) Eighty adult participants.

VI. GENERAL CURRICULUM OBJECTIVES (Long-term)

To provide balanced and integrated curriculum for Pre-school, Primary, Secondary and Adult education which will enable every student at SOMAFCO to acquire the following:-

- (a) Knowledge that is progressively meaningful to the learner and beneficial to mankind.
- (b) Skills that are applicable to solving problems and satisfying needs in the ANC Morogoro settlement as well as in South African Society.

- (c) Values and attitudes that are respected in the local and international community.

VII. SPECIFIC CURRICULUM OBJECTIVES (Short-term)

- (i) To offer a SOMAFCO Secondary Certificate Course (S.C.C) (equivalent to G.C.E. 'O' level) in at least 7 subjects - areas chosen from the following components:-

- (a) Academic Component (Educating the Head)

All Compulsory: Maths, integrated Science and Development studies.

- (b) Vocational Component (Educating the Hand)

- One compulsory Design Skill

Technical drawing, Paper modelling, Metalwork, Dress-making, Art-and-craft-work, general technology, etc.

- One Compulsory marketable skill from:

typing, book-keeping, crop husbandry/animal husbandry (Agriculture), motor-mechanics, etc.

- (c) Cultural Component (Educating the Heart)

Compulsory: English-with-literature

One or Two choices from: One African Language, French or German or Russian, Religious Education, Music-and-Dance.

- (d) Recreational Component (Co-curriculum activities)

Compulsory: Physical and Health Education

One or two choices from: Indoor games, Youth Clubs, etc.

<u>Subject/Name</u>	<u>Location</u>	<u>Date Started</u>	<u>Duration</u>	<u>Costs</u>
(a) <u>Secondary School</u>				
<u>English:</u>				
Zindela S.	Dar es Salaam	May 1978	-	
Carneson J.	Maputo	Nov. 1979	-	
Keagile M.	Botswana	March 80	July '81	
<u>Mathematics</u>				
Jhatham M.	London	April '79	-	
Moosajee M.	London	April '81	-	
<u>History</u>				
Pampallis J.	Canada	Sept '80	-	
Makhetha T.	Lesotho	April '81	-	
Makgothi H.G.	Botswana	May 80	-	

<u>Subject/Name</u>	<u>Location</u>	<u>Date Started</u>	<u>Duration</u>	<u>Costs</u>
<u>Geography</u>				
Ngakane D.	Swaziland	July '79	July '81	
September D.	Canada	July '81		
<u>Biology</u>				
Njobe A.M.	Lusaka	May '79	July '81	
<u>Chemistry</u>				
Ndziba M.	Swaziland	June 80	July '81	
<u>Physics</u>				
Njobe M. W.	Lusaka	May '79	Feb. '81	
Mongalo J.	Hungary	Feb. '81		
<u>Development of Soc.</u>				
Sethunya W.	Lusaka	Feb. '80	-	
<u>History of the Strg.</u>				
Xaba Z.	Lusaka	Sept. 79	-	
<u>Principal</u>				
Maseko T.	Swaziland	April '81	-	

b) Primary School

Bell B.	New Zealand	July '80	-
Bell T.	" "	" "	-
Kunene J.	Maputo	Jan. '81	-
Mogale F.	Botswana	Mar. '81	-

) Pre-School

Dumasi J.	Lusaka	Feb. '80	-
September H.	Canada	July '81	-
Vermeulen F.	Holland	Volunteer	-
Nielsen	Denmark	Volunteer	-

) Health

Tshabalala (Dr.)	Lusaka	April '78	-
Naidoo T.	London	May '79	-

<u>Subject/Name</u>	<u>Location</u>	<u>Date Started</u>	<u>Duration</u>	<u>Costs</u>
e) <u>Administration</u>				
September H. (Mrs)	London	Feb.'80	Jan.'81	
Gaboo D.	Swaziland	June '79		
Dube J.	Dar es Salaam	Oct.80		
Tweedie S.	London	Feb.81		

(f) <u>Supporting Staff</u>				
Tanda M.	Lesotho	May '80		
Ngalo H. (Mrs)	Lusaka	Aug.79		
Sidweshu A.	Lusaka	Jan. 81		
Hadji M.	Lusaka	Feb.80		
Mokgatu B.	Lusaka	March 80		
Molefe D.	Maputo	May 80		

2. Recruitment of Volunteer Teachers (as per job description)

<u>Activity</u>	<u>Starting Date</u>	<u>Duration</u>	<u>Costs (US\$)</u>
(a) Mathematics	Dec. 1981	24-36 months	8,000
(b) Chemistry	"	"	8,000
(c) Physics	"	"	8,000
(d) Agricultural Science	"	"	8,000
(e) Technical Drawing	"	"	8,000
(f) Biology	"	"	8,000
(g) Industrial and Manufacturing	"	"	8,000

3. Salaries of volunteer teachers at
 \$8,000 x 7 Sept. 1982 56,000

4. Enrolment of students, total number per level

(a) Pre-school	95
(b) Primary	105
(c) Secondary	450
(d) Adult Education	80

5. Maintenance of students

(a) Pre-school at \$800 per child	12 months	76,000
(b) Primary: at \$1,110 per student	12 months	116,550
(c) Secondary: at \$1,880 per student	12 months	848,250

		Costs (US\$)
6. (a) Travel costs (Educational excursions		10,000
(b) Subsistence allowance (July and Dec.)		
(5 days each) at \$4 per child.		
Total: 555 children		22,200
7.(a) Professional staff (teachers)		
(i) <u>Secondary school</u>		
- English	= 4	
-Mathematics	= 3	
- History	= 2	
- Biology	= 2	
- Chemistry	= 2	
- Physics	= 2	
- Physical Science	= 2	
- Geography	= 2	
- African Languages	= 1	
- Foreign Language	= 1	
Total costs (23) \$6892	12 months	82,704
(ii) <u>Vocational Training Education</u>		
-Civil Engineering:	4	
-Mechanical Engineering	2	
-Electrical Engineering	2	
Total costs (8)	12 months	10,608
(iii) <u>Adult Education</u>		
- 2 teachers at \$3,110	24 months	6,220
(iv) <u>Primary</u>		
- 8 teachers at 3,000	24 months	24,000
(v) <u>Pre-school</u>		
-9 teachers at \$3,000	24 months	27,000
7(b) <u>Administrative Staff</u>		
1 x school secretary	36 months	2,880
1 x school bursar	36 months	2,880
2 x clerical assistance	36 months	4,320
1 x library assistant	12 months	2,400
3 typists	36 months	6,900
3 matrons	"	7,500
3 boarding supervisors	"	7,500
1 Resource officer	"	2,800

	<u>Duration</u>	<u>costs (US\$)</u>
7(c) <u>Other supportive staff</u>		
- 24 x catering staff		31,200
- 12 x groundsman		12,000
- 4 x school drivers		8,000
8 (a) Laboratory equipment - Biology	Sept.1981	33,184
- Chemistry	Sept.1981	18,918
- Physics	Sept.1981	32,802
- Agricultural Science	Sept.1981	10,000
- Geography	Sept.1981	5,000
- Language	Sept.1981	40,000
- Mathematics	Sept.1981	66.013
(b) Books, journals, etc	Aug.1981	150,000
(c) Centre for experimental learning materials	July.1982	50,000
(d) Transmission of lists and/or proforma invoices	June 1982	
9. <u>Transport</u>		
2 x 65 Seater Leyland buses (students)		147,000
2 x 10 Seater Landrovers (Principal and Medical officer)		23,100
1 x 18 seater bus (staff)		36,812
10. <u>Teaching Aids</u>		
Nursery and Primary school		
11. <u>Office Equipment:</u>		
5 x Olivetti typewriters (2 electronic 220v)		
1 x Canon photocopier (220v)		
1 x Gestetner roneo machine (220v)		
3 x steel filing cabinets		
6 x steel cupboards		
12. Expected date of delivery		
13. <u>Workshops:</u>		
(i) Mathematics (1982, 1983, 1984)		
(ii) Natural Sciences (1982, 1983, 1984)		
(iii) English (1982, 1983, 1984)		