



IMC/p34/0192/1

UNITED NATIONS DEVELOPMENT PROGRAMME

PROJECT PERFORMANCE EVALUATION REPORT

SUMMARY SHEET

Project Number and Title	Executing Agency	Date last report	Date this report	Planned date Tripartite Review
ANC/86/003/C/01/13	UNESCO	2/88	4/1989	6/89

Total Budget (budget line 99)
Government cost sharing (line 101)
Other contributions (lines 103-8)
UNDP contribution (line 999)
Govt. cash contribution (from prodoc cover page)
Govt. contribution in kind (in local currency)

475,862

Original Budget
(US\$)

1,114,800

Latest Signed Revision
(US\$)

1,162,800

Project starting date		Project completion date	
Originally planned	Actual	Originally planned	Current estimate
1/87	1/87	12/91	12/91

SUMMARY OF CONCLUSIONS:

The most serious problem at SOMAFCO has been the deployment of unqualified ANC teachers. The success in the recruitment of 10 qualified teachers from Tanzania and Zambia coupled with the UNDP's readiness to fund the increased number of teachers from the front line States has eradicated the problem.

The proposed amendment of ANC/86/003 to include regionally recruited teachers for the primary school, will also go along way to improve the quality of Education at Somafco.

SUMMARY OF RECOMMENDATIONS:

(Whenever possible, indicate who should take the action and by when.)

- Recommend timely processing of the project revision submitted for approval in order to facilitate the recruitment of qualified regional teachers for the primary wing and additional secondary school teachers at Somafco.

- Adequate funds should be made permanently available to UNDP (DSM) for the prompt clearance of the project equipment.

- Recommend the inclusion of a professional counsellor on the establishment of Somafco.

Prepared by:

MARTIN MAPHISA
Name and signature

Government Project
Co-ordinator

Frank F. Mbenge
Name and signature

Agency Project
Co-ordinator

Name and signature

Other

Distributed to:

Date:

UNDP Dar es Salaam (2)

UNDP New York (2)

ANC Dar es Salaam (1)

ANC Lusaka (1)

BAO/REP (2)

ED/SPO/REF

4-V-89

UNITED NATIONS DEVELOPMENT PROGRAMME

II. PROJECT OBJECTIVE AND FUNCTION

1. State the objective(s) of the project as indicated in the original project document or latest signed revision.

The immediate objective of the project will be to assist ANC in strengthening and further developing the Solomon Mahdangu Freedom College (SOMAFCO) at Mazimbu in Tanzania, with a view to enabling it to offer quality primary and Secondary education to an increasing number of South African Youth living in Assvlum in Eastern and Southern Africa under the sponsorship of ANC specifically; the project will assist:-

- (i) Providing for qualified educational staff comprising:
 - (a) 10 regional - recruited teachers, 5 in 1988 to teach Agriculture, Biology, Chemistry, Mathematics and physics, and another 5 in 1989 to teach art, Commercial skills, English, geography and technical skills;
 - (b) ANC's own professional teachers beginning with 19 in 1987 and increasing at an estimated rate of 4 per year to 35 by 1991.
- (ii) Provision of Laboratory equipment and supplies of text books and related materials
- (iii) Limited subsistence support, in 1987 and 1988 only to SOMAFCO pupils estimated at 700 in the first year and 780 in 1988, at which point the support will be ANC's own responsibility through assistance received from other donors.

2. What is the primary function of the project? Check one only.

- | | | |
|----------------------------------------------------------|------------------------------------------|-----------------------------------------------------|
| <input checked="" type="checkbox"/> Institution building | <input type="checkbox"/> Direct support | <input checked="" type="checkbox"/> Direct training |
| <input type="checkbox"/> Experimental | <input type="checkbox"/> Pilot | <input type="checkbox"/> Relief |
| <input type="checkbox"/> Investment | <input type="checkbox"/> Special support | <input type="checkbox"/> Other |

3. List the outputs included in the latest project document?

- The following are the expected outputs of this particularly phase of UNDP assistance:-
- (i) Beginning with 700 in 1987 and increasing annually by 90, as many as 1060 ANC pupils and students will have been educated at SOMAFCO by 1991; 560 at the Secondary School level and 500 at the Primary School level;
 - (ii) Improved syllabi and Curricula to constitute a basis for the further development and strengthening of SOMAFCO as a quality educational institution.
 - (iii) A well established team of 35 teaching staff who, through Seminars, workshops and other forms of on-the job training, will have been upgraded and better - equipped to both teach and manage SOMAFCO's pupils.

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III. EVALUATION OF PROJECT PERFORMANCE — OUTPUTS

(Questions 1 – 4 should be completed for each output, using a separate sheet for each output.)

Output number: _____

1. Repeat output (as stated in latest approved project document/revision):

A well established team of 35 teaching staff who, through seminars, workshops and other forms of on the job training will have been upgraded and better equipped to both teach and manage SOMAFCO's pupils.

Scheduled completion date as in original signed project document	Actual or expected completion date
1988/91	12/91

- 2.a. Describe the present status of the output.

- Design of the syllabus for the Core-subjects of the curriculum i.e. English, Science Maths and Geography for the Primary School has been accomplished and drafts submitted for use by the School.
- In order to improve the output of the project objective, training of eight ANC Primary School teachers commenced at Korogwe Teachers' College in August, 1988.
- In order to improve the quality of Secondary School education at Somafco, 10 qualified regional teachers were recruited.
(Details of school output for 1988 are elaborated in annexes 1 and 2 attached.)
- Other supportive activities as ordering and delivery of equipment, and Inservice workshops will be carried throughout the project implementation period (1991).

b. This status is

☒

Satisfactory

☐

Unsatisfactory

Please explain.

In the Intervening period, various activities aimed at consolidating SOMAFCO have taken place i.e. professional Advisory School Inspection, recruitment of 11 qualified teachers for the Secondary School a recommendation to amend ANC/86/003 in order to include a provision for the recruitment of 10 primary school teachers, the production of a draft core-curriculum for the primary school.

3. If the status of the output is unsatisfactory.
- A. What factors are causing it? (Check as appropriate and provide comments under questions 3.B & C on the next page.)

(i) Operational factors:

(a) International inputs:

Expertise Shortage of trained teachers
 Training Many teachers require training fellowships/study tours/in service)
 Equipment
 Other
 (Please specify) parentlessness

Quality

Quantity

Timeliness

☐
☒
☐
☒
☐
☐
☐
☐
☒
☐
☐
☐

(b) National Inputs:

Government project professional personnel
 Trainees
 Equipment/premises
 Other

☒
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

(c) Technical problems

☒

(d) Management problems

☐

(ii) External Factors:

(a) Institutional

☐

(b) Political

☐

(c) Socio-cultural

☐

(d) Economic

☐

(e) Other

☒

The recently appointed ANC Education Officer, seems to have settled and now involves himself vigorously in the activities of the project. For that reasons the implementation of every activity in the project will be faster and more precise.

There is no doubt that the recruitment of qualified regional teachers will make a major contribution in the professional running of the school and the quality of the academic output. The recruitment of expert curriculum developers will also facilitate for continuous In-service training within SOMAFCCO.

B. Explain item(s) checked in 3 A, including how production of the output is affected

- (i) The shortage of trained teachers at both primary and Secondary school level has necessitated the involvement of ANC untrained cadres in the teaching tasks thus lowering the quality in the teaching and learning process. The poor learning attainment due to the poor teaching skills has caused unsatisfactory results in the external examinations.

C. What effect does this unsatisfactory status have on the achievement of the immediate objective?

This unsatisfactory status has made the ANC unable to offer quality education which is the main area of the immediate objective of the project.

4. If produced, to what extent, and by whom is the output being used?

The output will be a source for the manpower training programme of the ANC. This is ANC's crucial and key educational project. It's success and failure determines the course of all ANC's educational, professional and technical training programmes. The 1988 S. African Race Relations Institute reported that by the time the 1988 report was compiled, S. Africa had only 3 black Qualified Chartered Accountants and three black dentists.

The purpose of this project is to produce highly qualified Secondary, School graduates who will then be trained in various professional, and technical fields which are not open to blacks in apartheid S. Africa.

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IV. EVALUATION OF PROJECT PERFORMANCE — OBJECTIVES

1. State how the achievement of the immediate objective(s) as stated in II.1 can be observed and/or measured.
 - (a) The regionally recruited teachers for the SOMAFCO Secondary School are a major contribution towards the qualitative teaching of Mathematics, Biology, Chemistry, Physics, Agricultural, English, Geography and Commercial skills.
 - (b) The flow of equipment has been on Schedule and has made a significant contribution in the learning process at Somafco.
 - (c) The recent school inspection revealed that the majority of the teachers especially at the primary school were untrained and that the primary school did not have a formal and coherent ly designed curriculum.
2. Using the indicators/success criteria recorded in 1. above, provide your assessment of the extent to which the project has achieved or is likely to achieve its immediate objective(s).

The assessment of the extent to which the project has achieved its immediate objectives will be observable at the end of this year as the impact of the introduction of professional teachers at SOMAFCO should be seen through the pass rate at the G.C.E. "O" levels examination.

3. State the development objective of the project as given in the original signed project document.

The development objective of the project is to assist the African National Congress of South Africa in developing an institutional capability for the provision of quality education at the primary and Secondary school levels, to South African youths in countries of assylum in Eastern and Southern Africa, and preparing them for civic responsibility when they return to South Africa.

4. Are there any signs that the project is making or is likely to make a significant contribution towards the attainment of the development objective? If so, please describe.

SOMAFCO's outputs make a good resource base for the Manpower training programme (in teaching and other skills and higher academic fields) for the provision of quality education and other public services in favour of the ANC population in particular and free South Africa in general.

5. (a) Who are or will be the beneficiaries of the project? (b) Explain how they are or will be benefiting from the project.

The ANC Cadres and democratic South Africa thereafter.

The graduates of SOMAFCO will receive an academically and all round sound education enabling them to embark on all fields of Scientific and professional persuit.

6. Has the project had any significant unforeseen effects either positive or negative? If so, briefly explain.

When the project was originally conceived, the main target was the creation of a Secondary School as a result there was less projection of the primary wing's requirements for instance, the need for regionally recruited teachers for the SOMAFCO Primary School wing. Since the primary school wing is the catchment area for the Secondary School, poor quality preparation of pupils at the Primary consequently affected the students at G.E.C. "O" levels.

7(a) On the basis of your analysis in parts III and IV above, give your overall **assessment** of the progress of this project in terms of achieving its immediate objective(s).

☐ Much more than planned

☐ More than planned

☒ As planned

☐ Less than planned

☐ Marginal or non-existent

7(b) What action do you recommend to be undertaken by any of the three parties involved (Government, Executing Agency, UNDP) to improve the effectiveness of the project?

☐ Change the technical approach

☐ Undertake a technical review

☐ Redesign (clarify, redefine) one or more of the principle project design elements (objectives, outputs, workplan)

☐ Reconsider the institutional setting of the project

☐ Initiate an in-depth evaluation

☒ Other, please specify: Rapid recruitment of regional teachers while ANC personnel is undergoing some professional training.

Please explain items checked.

The project document is designed to cater for Teacher Training, but the ANC have not succeeded in raising the number of Candidates required for the training programme during the 1988 intake. For the future success of this project, it is imperative that ANC be encouraged to make maximum use of all the teacher training facilities offered under 529/ANC/10.

7(c) Description of the overall status of the project.
(This question is optional)

The recruitment of qualified teachers from Tanzania and Zambia now provides an assurance of continuous teaching of the Key subjects at the Secondary School which is the main source of the manpower training in general and teacher training in particular.

The project implementation exercise is generally on course apart from the stated problems and constraints.

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V: MONITORING RECORDS

Project Number and Title	Executing Agency	EXPENDITURE	Date last report	Date this report
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1	2	3	4	5	6
Input item by budget line	Scheduled current calendar year	Actual to date of report	Actual to end current calendar year	Difference	Remarks

UNDP BUDGET

B.L. 11.60	2,000	-	2,000	0 %	
B.L. 11.70 to 11.99	17,500	7,610	17,500	43%	This B/L becomes B/L 17
B.L.13	26,700	24,672	26,700	92%	
B.L.14	52,980	52,650	52,980	99%	
B.L.15	3,500	7,387	3,500	211%	Inspection mission Seminar
B.L.30	122,000	126,721	122,000	103%	
B.L.40	72,000	73,656	72,000	102%	
B.L.50	8,000	5,860	8,000	73%	

GOVERNMENT BUDGET

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UNITED NATIONS DEVELOPMENT PROGRAMME

Project Number and Title ANC/86/003/C/01/13 Assistance to the Solomon Mahlangu College (SOMAFCO)	Executing Agency UNESCO	STATUS OF ACTIVITIES	Date last report 2/88	Date this report 4/1989
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Activities scheduled in the project document	Original scheduled starting date	Original scheduled completion date	Actual or currently estimated starting date	Actual or currently estimated completion date	Comments (If completion date has changed indicate how many times)
Identification and assignment of regionally recruited teachers and delivery	10/87	01/88	01/89	03/89	All teachers identified and recruited w.e.f. 1 January, 1989
Ordering of expendable equipment	03/88	11/88	03/88	6/89	One time
Ordering and delivery of pre-vocational non-expandable equipment	03/88	11/89	03/88	11/89	It is still possible to complete delivery within the estimated scheduled time
Consultance	-/88	-/88	11/88	11/88	4 subject experts drew up syllabi for the Primary School
Local Staff	1/88	12/88	1/88	9/88	Salaries paid in favour of 33 people
ANC Teachers	1/88	12/88	1/88	9/88	Salaries paid in favour of 23 teachers
Monitoring Visits	1/87	12/91	1/87	12/91	6 monitoring visits made
Teachers' Seminar	1/88	12/91	1/89	12/91	One Seminar undertaken
Student Maintenance	1/87	12/88	1/87	12/88	Allowance paid as scheduled

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TECHNICAL
CO-OPERATION
PERSONNEL

Post No.	Post Title	Name, gender and nationality of incumbent	Entry on duty (date)		Departure (date)	
			Scheduled	Actual (Est.)	Scheduled	Actual (Est.)
NPPP	(SEE ANNEX 11)					
IPPP						

Remarks:

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GOVERNMENT
PROJECT
PERSONNEL

Post No.	Post Title	Name and gender of incumbent	Full/ part time	Assumed duty (date)	
				Scheduled	Actual (Est.)
	College Bursar		Full time	1-1-88	1-1-88
	Librarian		"	"	"
	Purchasing Officer		"	"	"
	Audio Visual Technician		"	"	"
	Administrative Secretary		"	"	"
	Laboratory Technician (1)		"	"	"
	Laboratory Technician (2)		"	"	"
	Matron (1)		"	"	"
	Matron (2)		"	"	"
	Matron (3)		"	"	"
	Matron (4)		"	"	"
	Caterer (1)		"	"	"
	" (2)		"	"	"
	" (3)		"	"	"
	" (4)		"	"	"
	Typists (1)		"	"	"
	" (2)		"	"	"
	" (3)		"	"	"
	" (4)		"	"	"
	Driver (1)		"	"	"
	" (2)		"	"	"
	Stores Clerk (1)		"	"	"
	" " (2)		"	"	"

Remarks:

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TRAINING

Fellowship, Training Course, Study Tour, or In-service Training	Duration (months)	Name and gender of Fellow(s). If training undertaken abroad, indicate country and institution of study	Started (date)		Completed (date)	
			Scheduled	Actual	Scheduled	Actual
				(Est.)		(Est.)
Pupils stipends	12	790 pupils living and studying in SOMAFCO	1/88	1/88	12/88	12/88

Remarks:

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EQUIPMENT

Equipment Item	Cost		Date of Delivery		Status/Remarks
	Budget	Actual	Scheduled	Actual (Est.)	
Books Stationery	US \$. 20,000		11/88		Delivery not yet reported to UNESCO by recipient organization (AMC)
Science equipment	42,000		11/88		- d0 -

UNITED NATIONS DEVELOPMENT PROGRAMME

SUBCONTRACTS (Separate forms to be completed for each subcontract)

Starting date of subcontract

Expected completion date of subcontract

Name of subcontractor: The Institute of Curriculum Development Centre.

Purpose of subcontract: To write up Syllabi for English Mathematics, Science and Geography for the ANC Primary School of SOWAFCO.

Describe subcontract inputs (include cost, work months, etc.). A locally fixed rate of US \$. 500 per Syllabi written up in an approximate period of 2 weeks.

Subcontract outputs scheduled to be produced during the reporting period: The Syllabi were submitted to UNESCO after 2 weeks from the starting date.

Subcontract outputs produced during reporting period: The Syllabi were submitted to UNESCO after 2 weeks from the starting date.

Remarks:

UNITED NATIONS DEVELOPMENT PROGRAMME

REPORTS

Title of report, paper, etc.	Remarks
1. Minutes of the on-site monitoring and evaluation meeting held on 21 November, 1988 at SOMAFCO - Mazimbu - Morogoro.	- Copies were sent to UNESCO and UNDP headquarters.
2. (a) English Primary School Syllabus for SOMAFCO.	- All the lecturets written by Professor Severin Mlunguru were dispatched to UNESCO headquarters for information and scrutiny.
(b) Mathematics Primary School Syllabus for SOMAFCO.	
(c) Science Primary School Syllabus for SOMAFCO.	
(d) Geography Primary School Syllabus for SOMAFCO.	
3. <u>AD</u> Series of Lecturets for the Primary School teaching methods held at SOMAFCO.	
4. The 1988 SOMAFCO inspection report	- Distributed to UNESCO, UNDP and ANC headquarters.

1. ENROLMENT

(a) The Primary School enrolment during this period was as follows:-

<u>GRADE</u>	<u>ENROLMENT</u>	<u>PROMOTED</u>	<u>REPEATING</u>
1	52	41	11
2	63	56	7
3	57	48	9
4	54	46	8
5	51	46	5
6	71	60	11
7	52	37	15
TOTAL	<u>400</u>	<u>334</u>	<u>66</u>

(b) The Secondary School enrolment during this reposting period was as follows:

<u>FORM</u>	<u>ENROLMENT</u>	<u>PROMOTED</u>	<u>REPEATING</u>
UPGRADES	35	31	4
1	77	59	18
2	67	59	8
3	73	68	5
4	76	53	23
5	<u>48</u>	<u>42</u>	<u>6</u>
TOTAL	<u>376</u>	<u>312</u>	<u>64</u>

ANALYSIS OF EXAMINATION RESULTS 1988

GCE	A	B	C	D	E	U
	12	23	32	19	40	74
ANC	1	6	10	15	13	17
TOTAL	13	29	42	34	53	91

3. NUMBER OF CANDIDATES ENTERED = 52
 NUMBER OF PASSES = 26 = 50%
 A STUDENT HAS PASSED IF HE/SHE ATTAINS SYMBOL D OR ABOVE IN
 4 SUBJECTS

4. THE FOLLOWING ARE THE GCE PASSES PER SUBJECT

	A-D	A-C	A-E
ACCOUNTS	40%	0	60%
BIOLOGY	52%	44%	64%
CHEMISTRY	77.4%	67.7%	93.5%
ENG. LANGUAGE	30.6%	22.4%	59.2%
INT. SCIENCE	60%	60%	90%
MATHEMATICS	27.1%	20.8%	31.3%
PHYSICS	48.2%	31%	79.3%
GEOGRAPHY	0	0	33%

THE FOLLOWING ARE THE ANC PASSES PER SUBJECT:-

	A-D	A-C	A-E
DEV. SOCIETIES	68%	36%	80%
GEOGRAPHY	57.1%	0	85.7%
HISTORY	48.1%	23.8%	47.6%
LITERATURE	75%	75%	100%

WE DO NOT REGARD E AS A PASS

COMPARING THE RESULTS OF THE GCE ANC EXAMING BODIES WE FIND THAT
 THEY ARE SAME LEVEL.

5. COMPARISON WITH 1987

5. COMPARISON WITH 1987

	YEAR	A-D	A	B	C	D	SAT?
ACCOUNTS	1987	0	0	0	0	0	7
	1988						
BIOLOGY	1987	65%	0	3	8	4	23
	1988						
CHEMISTRY	1987	47%	2	4	5	1	28
	1988						
ENG. LANGUAGE	1987	45%	2	3	14	10	63
	1988						
INT. SCIENCE	1987	16.7%	0	0	1	0	6
	1988						
PHYSICS	1987	44.4%	2	3	5	2	27
	1988						
DEV. SOCIETIES	1987	91.6%	6	25	17	8	61
	1988						
ENG. LITERATURE	1987	85%	0	1	3	2	7
	1988						
GEOGRAPHY	1987	80%	1	2	8	5	20
	1988						
HISTORY	1987	71.2%	1	4	9	28	59
	1988						

1. GCE	A	B	C	D	E	O	SAT
ACCOUNTS	0	0	0	2	2	1	5
	PASS: 2		CREDIT: 0				
BIOLOGY	0	4	7	2	3	9	25
	PASS: 13		CREDIT: 11				
CHEMISTRY	3	13	5	3	5	2	31
	PASS 24		CREDIT: 21				
ENG. LANG	0	0	11	4	14	20	49
	PASS 15		CREDIT: 11				
INT. SCIENCE	5	1	0	0	3	1	10
	PASS: 6		CREDIT: 6				
MATHEMATICS	3	1	5	3	3	33	48
	PASS: 12		CREDIT: 9				
PHYSICS	1	4	4	5	9	6	29
	PASS: 14		CREDIT: 9				
GEOGRAPHY	0	0	0	0	1	2	3

2. ANC EXAMINATIONS

	A	B	C	D	E	U	SAT
DEV: SOCIETIE	1	3	5	0	3	5	25
	PASS: 17		CREDIT: 9				
GEOGRAPHY	0	0	0	4	2	1	7
	PASS: 8		CREDIT: 5				
LITERATURE	0	1	2	0	1	0	4
	PASS: 3		CREDIT: 3				

COMPARING IN YEARS 1987 AND 1988 WE FIND THAT THERE HAS BEEN AN IMPROVEMENT IN THE PERCENTAGE OF STUDENTS WHO HAVE PASSED FROM 40% - 10 50%. IN INDIVIDUAL SUBJECTS MATHEMATICS, BIOLOGY AND ENGLISH HAVE FALLEN BUT IN MATHEMATICS THE QUALITY OF THE PASSES HAS RISEN WITH BA's WHEREAS THERE WERE NO A's. IN 1987, CHEMISTRY NEEDS SPECIAL MENTION BECAUSE IN TERMS OF BOTH QUALITY AND QUANTITY IT WAS EXCEPTIONAL. THIS YEAR 1988 WE HAVE DONE WELL IN SUBJECTS WE NORMALLY HAD NO PASSES NAMELY ACCOUNTS AND INTERGRATED SCIENCE. THE ANC EXAMINED SUBJECTS HAVE GONE DOWN BECAUSE THE STANDARD OF MARKING IS NOW AT PAR WITH THAT OF G.C.E. MATHEMATICS AND ENGLISH ARE THE TWO SUBJECTS WHERE WE HAVE DONE BADLY 27% AND 31% PASSES RESPECTIVELY.

6. WE THINK WE SHOULD INDICATE HOW THOSE WHO CAME FROM FORM IV AND THOSE WHO WERE REPEATING HAVE DONE.

TWO STUDENTS WHO SAT FOR THE EXAMINATION WERE NEITHER REPEATERS NOR CAME FROM FORM IV.

NDITA PASSED IN 1986 BUT ENTERED FOR ENGLISH, BIOLOGY, CHEMISTRY AND PHYSICS TO IMPROVE HIS GRADES, AND ONDALA PASSED IN 1987 AND ENTERED FOR PHYSICS WHICH HE HAD NOT DONE.

	PASS	SAT	PERCENTAGE
REPEATERS	12	26	46.1%
FROM FORM IV	12	24	50%

THE PERCENTAGE PASS OF THOSE WHO CAME FROM FORM IV AND THOSE WHO WERE REPEATING IS 48% IS STILL BETTER THAN LAST YEAR.

SOME OF THE STUDENTS WHO WERE REPEATING DID NOT TAKE THEIR WORK SERIOUSLY. THOSE WHO DID PASSED. SOME STUDENTS WHO CAME FROM FORM IV DECIDED NOT TO TAKE SOME SUBJECTS SERIOUSLY AND THEREFORE THEY FAILED. THESE STUDENTS DID NOT ATTEND CLASSES AND OTHERS DID NOT DO COURSE WORK. SOME STUDENTS WHO WERE WEAK IN SOME SUBJECTS LIKE MATHEMATICS DID NOT ATTEND EXTRA CLASSES ORGANISED TO HELP THEM. THOSE WHO ATTEND PASSED.

ANC TEACHING STAFF

1. A. Mosondo
2. Z. Zindele
3. J. Pampallis
4. J. Phambo
5. I. Mogotsi
6. A. Matiole
7. T. Rankoe
8. M. Ndyebo
9. H. Fweta
10. L. Tikhy
11. S. Mobayi
12. G. Nkitseng
13. K. Racine
14. K. Pase
15. E. Dladla
16. C. Dladla
17. T. Mokuene
18. R. Pillay
19. T. Cele
20. W. Lethbridge
21. G. Nkadimeng
22. T. Seretlo
23. T. Nkunda
24. R. Marutle