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THE SECOND COUNCIL MEETING THE DEPARTMENT OF EDUCATION AND CULTURE

gMOROQQBO 14 _ 18 APRIL, 1279)

APPROVED SCHOOL CURRICULUM

A. Junior School (Forms I, II and III)

a. English language and literature -

Mathematics

Physical science (physics and chemistry)

Biology

Development of Societies

History

Geography

Agricultural science

Health science (non-examination)

Physical Education (non-examination)

b. Optional (at least one from each group)

Group A: Administrative and practical skills

1. Integrated Environmental Study Project

2. A secretarial skill

5. An organisational skill

4. A Commercial skill

5. Journalism and Public Techniques.

Group B: Vocational Training - crop production aspect (compulsory and one from:-

1. Dressmaking/Tailoring

2. Woodwork/Carpentry

3. Metal work/ and plumbing

4. Building/building maintenance

5. Electrical appliances

6. Printing

7. Photography

8. Home Economics

9. Motor mechanics

10. Arts and crafts.

Group C: A sport

Vernacular language (desirable and not for examination).

B. Senior School (Forms IV and V)

a) Compulsory: English Language

Mathematics

History

Development of Societies

b) Any two of the following:-

Physics (not to be taken with physical science)

Chemistry (not to be taken with physical science)

Biology

Physical science (not to be taken with either physics or chemistry)

Agricultural science.

c) At least ONE of the following:-

Applied mathematics; Geography; English Language

d) Not for examination: Participation in crop production compulsory including one subject from each of groups A and B under Junior School.

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EDUCATION POLICY OF THE AFRICAN NATIONAL CONGRESS (3.11.

A. PREAMBLE 11

South Africa being a capitalist society, has pursued and practised educational systems in conformity with its capitalist objectives. As early as 1869, a special report by the then Superintendent-General of Education stated that the "Natives" were to be trained to provide a "fair supply of ordinary artisans and domestic servants". "Coloureds must fulfil the humble tasks of agricultural labourers and shepherds". Whites on the other hand must be given the best and most advanced education, so that they can have 'directive intelligence which will enable the white race "to hold its supremacy as future employers of labour...as masters in trade, agriculture and industry."

This long-standing policy is manifest in such Acts as the Bantu Education Act of 1953 (amended in 1954, 1956, 1959, 1961) the Extension of University Education Act of 1959 the Coloured Persons Education Act of 1963, the Indian Education Act of 1964. These provide for separate, inferior education for Black South Africans. While white education is privileged, it also suffers from the distortions and racism of Christian-National Education policy.

The African National Congress of South Africa has formulated a clear policy for a free, democratic and non-racial South Africa enshrined in the Freedom Charter. This policy will continuously be enriched through practical experience as our struggle develops.

The development of our struggle demands that the ANC assumes responsibility for manpower planning development to serve the requirements of a complex, post-industrial South Africa. Hence, even the fields of study as well as the content of education for our cadres have to be under the direction of the African National Congress.

3. GENERAL AIMS OF THE ANC EDUCATION POLICY

The entire educational programme, under direction, guidance and control of the National Executive Committee of the African National Congress of South Africa, will be geared towards the following objectives:

1. To prepare cadres to serve the national liberation struggle of the people of South Africa in the phase of struggle for seizure of political power and the post-liberation phase.
2. To produce such cadres as will be able to serve the society in all spheres i.e. political, economic, socio-cultural, educational and scientific. Priorities will be dictated by the needs of the liberatory struggle in the pre and post liberation period.

C. PRINCIPLES OF THE ANC EDUCATION POLICY

1. Revolutionary.

The Education Policy of the ANC shall be geared towards producing a new type of South African dedicated to serve the interests and needs of the South African people.

2. Mass Accessibility

The ANC educational programme, as an on-going process, shall cater for both young and old irrespective of race, colour, sex or creed.

3. Science and Culture

The ANC educational programme shall draw on the most advanced scientific knowledge and progressive cultural activities of the people of South Africa and the world.

4. Integrated Education

The educational programme shall combat within education and the division between mental and manual training as well as the artificial separation of arts and sciences.

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while observing the priority to impart basic knowledge at each level in each field, the ANC educational programme shall promote the full creative and democratic participation of students,

teachers and the community in all educational activities.

6, Dlgamism

The ANC educational programme shall develop in keeping with the demands of the situation in a changing world. . ' -

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Adopted by the Council meeting of the ANC Educational Department, 1st to 3rd October, 1978, I in Morogoro, Tanzani-a. ,

