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THE SECOND COUNCIL PEETING THE DEPARTMENT OF EDUCATION AND CULTURE
gMOROQQBO 14 _ 18 APRIL, 1279)
APPROVED SCHOOL CURRICULUM
A. Junior School (Forms 1, II and III)
a. English language amd 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 creafts.
Group C: A spcrt
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:-
Lpplied mathematics; Geography; English Language
d) Not for examination: Participation in crop production compulsorx
including one subject from each of groups A and B under Junior
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School. TKM/ZN EDUCATION POLICY OF THE AFRICAN NATIOILL CONGRESS (3.11. A. PREAMBLE $11\,$

South Africa being a capitalist societd, ha 5 pursued1 and practised educationals1tems in conformity with its capitalist objectives. As early as 1869, a special relJort by the then Superintendent43eneral of Education stated thet the "Natives" were to be trained to provide a "fair supply of ordinary artisans and domestic servants". "Coloureds must fulfil the humble ta sks of agricultural labourers and sheyerds". Thites on the other hand must be given the best and most advanced ecucation, so that they can have 'directive intelliglence 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, 2959, 1.961) 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 1hice Education is privileged, it also suffers frgm the distortions and racism of Cllristian-National Education 0 icy.

, The_Africah 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 golicy will continuously be enriched through practical experience as our strugxle develops.

The development of our struggle demands that the ANC assumes responsibility fdr manpower planning development to serve the requirements of a complex, qgrOeindustrial oouth africa. Hence, even thezaelds of study as well as the content of education for our cadres have to be under thelirection of the African National Congress.

- 3. GENERAL AII.B 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 b 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 bea ble to serve the society in all spheres i. 6. political, economic,. socio-cultural, educationa l and scientific. Priorities will be aictated by the needs of the liberatory strurgle in the pre and gost liberation period.
- C. PRINCIPLES OF THE ANC EDUCATION POLICY
- 1. Revolutionary.

The Education Policy of the ANG shall be geared towards producing a new type of South African dedicated to serve the interests and needs of the south African 11001110 3:: (i. 121310111,

2. Mass Accessibility

The ANC educational progiamme, 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 and the world.

4. Integreted Education)

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

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while observing the priority to impart basic knowledge at each level in each field, the ANC ed-: ueational programmelshall 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. . ' - m
Adopted by the Council meeting of the ANC Educational Department, 1st to 3rd Oetober, 1978,I in Morogoro, Tanzani-a. ,

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0900-0930
0930-1000
1000-1100
1000-1020
1020-1045
1045-1000
1100-1230
ii.
iii.
iv.
SOHAFCO RESEARCH WORKSHOP
DOWNTOWN INN, JOHANNESBURG
16/06/92 . ' ' '
Tea and coffee served
Cde Mohammed Tikly
Welcome and introductions
Chair: Cde John Samuels
Keynote address: Cde OR Tambo
Input paper: Cde Pethu Serote
Discussion of above inputs
Commissions: Introduced by Alpheus Maghezi
Commissions on the following topics to assess some
of the successes, failures and problems of the
SOMAFCO/MAZIMBU experience:-
Commissions in discussion should also bear in mind
any impact the exiled experience may have had on
education within SA at the time and their relevance
for education in a future SA for discussion after
lunch.
Curriculum (primarily secondary and primary)
- content
- material development
- assessment and evaluation
- teacher/student participation
Socio-political and cultural development of
students ie gender, language etc
Democratisation of education in exile;
- methodology
- organisation
- structure etc
Approaches to education;
- education with production
- bridging gap between theory and practice
- involvement/impact on the community
- education within the context of a community and
it's development ie looking at the community and
services
1230-1315
1315-1400
1400-1445
1445-1500
1500-1600
i.
ii.
'iii.
1600-1630
LUNCH
Chair: Cde John Pampallis
Report back of discussion groups
Chair: Cde Bongi Njobe
Impact of the exiled education experience education
within SA, past and present
TEA
Chair: Cde Billy Modise
The way forward;
Areas of research to be identified?
Developing guidelines for research?
Plan of action
Closure: Cde Henry Makgoti
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