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AFRICAN NATIONAL CONGRESS (SOUTH AFRICA)

DEPARTMENT OF EDUCATION

SOLOMON MAHLANGU FREEDOM COLLEGE

Report of Director of Somafco

~~DIRECTOR'S REPORT~~

TO THE 6th NATIONAL EDUCATION COUNCIL MEETING

Held at Mazimbu from Aug 28 - Sept 3 1986

1. INTRODUCTION

This report will attempt to composite certain information and issues from the Nursery, Secondary, Adult Education and Students Orientation Centre Divisions of SOMAFCO. It is hoped that delegates will have read the individual reports. This is necessary in order to understand both our problems and achievements.

At the outset I would like to thank the Principals of the various Divisions for their cooperation, support and hard work over the last three years. Babu September needs special commendation for laying a sound foundation between 1984 and 1985 for the Primary Division. Marius Schoon, the Education Coordinator, has been a tower of strength. Gratitude is also due to the Chief Administrator, the Coordinator for Dakawa and Heads of various departments in Mazimbu.

During the last three strenuous years SOMAFCO has had substantial guidance and support from the Secretary for Education, the Education Secretariat, the Education Afficer, without which our work would have been impossible to fulfill.

The Chief Representative's Office in Dar Es Salaam, despite impossible pressures and constraints gives all the assistance it is able to give and our gratitude is conveyed to him and his staff.

2. OFFICIAL OPENING OF SOMAFCO

August 21st to 23rd 1985 saw the historic occasion of the official opening of the Solomon Mahlangu Freedom College by President Oliver Thambo, in the presence of Ndugu Col Nnauye, representing Chama Cha Mapinduzi and the Government of Tanzania and a large gathering of distinguished visitors from the Diplomatic Corps in Dar Es Salaam, Representatives of Government Departments, Regional Government and C.C.M. representatives, representatives of various Tanzanian institutions and of N.G.O's based in Dar Es Salaam.

Twenty-one cadres were commended for their pioneerin, work in the construction and development of Mazimbu. The list of names is appended to this report.

It is a measure of the ANC's stature and capacity that we were in a position to demonstrate our ability to plan and develop a Project of this magnitude and to make a beginning in setting up an alternative education system. In the words of our President:- "The Mazimbu of yeaterday was not untypical of a community with may features of a rural African setting. The same area to-day is a picture of modern Africa, of which we, our Tanzanian brothers and sisters, as well as our supporters and allies throughout the workd are justly proud."

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3. STRUCTURES AND COORDINATION

The fact that we do not have complete clarity on our horizontal structures at Mazimbu and vertical structures with Lusaka leaves room for confusion and friction. Council must guide us on the role and authority of the Director of SOMAFCO vis-a-vis the Chief Administrator of Mazimbu/Dakawa and the N.E.C. Special Representative as well as the extent of involvement of the Directorate in Educational Matters. The duties and responsibilities of the two Education Officers and their relationship with SOMAFCO need clarification.

Frequent and regular consultation with the Education Secretariat, possibly on a quarterly basis, is desirable.

Within the Education Sector at Mazimbu/Dakawa, the coordinating and advisory role of the Education Committee is being consolidated. This Committee comprises the Director, Education Coordinator, Principals of the various Divisions and the Chief Administrator. Each division of SOMAFCO has an Advisory and Planning Committee (APC) to assist the respective Principals. Matters are often referred to the Education Committee from the APC's. Through these structures, inter-divisional coordination and collaboration is gradually improving.

The schools also have teaching staff meetings and like other sectors in Mazimbu, they have Production Unit meetings, and, in this way the working cadres of SOMAFCO are linked with other workers.

Finally, the Education Sector is represented on the Directorate by the Director.

4. CRITICAL STAFFING NEEDS

In mid-1985 the then Principal of the Secondary School, Tim Maseko, was sent for rest/cure/study and in his absence I was asked to take over his responsibilities while continuing to be Director of Mazimbu/Dakawa. On his return a change in structures was introduced. Tim Maseko was made Chief Administrator of Mazimbu/Dakawa, while I was asked to continue as Principal of the Secondary Division, and my Directorship was confined to the Education Sector, ie SOMAFCO and other educational work.

Thus since mid-1985 the three responsibilities of Director, Principal (Secondary Division) and head of the National Scholarship Committee have been in the hands of one person. I believe this to be an unhealthy situation in principle and apart from all else it prevents other cadres from gaining experience in these responsibilities.

There has been a chronic shortage of suitable staff in all the education sectors and at times this has reached crisis level.

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The need to train and recruit is an absolute priority for the further consolidation of SOMAFCO. A list of staffing needs is appended.

5. IN-SERVICE TRAINING

Since the last Council Meeting more attention has been given to in-service training. However proper planning and implementation began this year and it is intended that there will be a marked increase in staff and curriculum development through in-service training. A list of the main courses is appended.

6. TEACHER TRAINING

One of the most successful training projects the Department of Education embarked upon is the SIDA-ANC Cooperation Programme through which eight Primary and Pre-school teachers were trained in 1985 and a further eight Primary teachers are currently undergoing training. Although only a one-year course, it has been specifically designed for our purposes and the combination of training in Sweden and teaching practices at SOMAFCO has greatly enriched the trainees and benefitted the schools. It will help us towards selfreliance on trained ANC teachers.

7. SOLIDARITY TEACHERS

On the whole, Solidarity teachers have been an asset to SOMAFCO They have generally speaking brought experience and reliability. Some have done commendable in-service work, helped to set up routines and produced valuable resources. On the other hand, our specific teaching/learning situation has rendered some of them less effective.

For example, the fact that in the lower Primary School many children do not speak any English creates special difficulties for Solidarity teachers.

The table on Appendix 5 shows the number of Solidarity teachers recruited between 1983-1986 and their country of origin.

8. CURRICULUM DEVELOPMENT

On the whole there has been insufficient effort put into curriculum development due to three main factors:- lack of input from the Curriculum Development Unit, insuffiecient expertise at SOMAFCO and the pressure of daily work. It is hoped that following this Council Meeting clear-cut arrangements can be made regarding the Durriculum Development Unit.

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8a. Pre-Vocational Subjects

Our inability to introduce more pre-vocational subjects other than Technical Drawing and typing since the last Council in 1983 has been due to severe constraints. However, the time is now appropriate for proper provision to be made. A specific proposal is made in the Report of the Secondary Division about the introduction of metalwork, woodwork and homecraft.

As for the visual arts and the performing arts, plans are being made for their introduction into the curriculum. The Department of Arts and Culture is spearheading this effort.

8b. The Need for a Language Policy

All previous Councils have reflected on the introduction of South African and other languages in the Curriculum. If this Council is not able to give this matter detailed consideration, it might be appropriate to set up a Commission or Task Force to deliberate the matter and to prepare a report for the Secretary for Education.

9. ASSESSMENT/EXAMINATIONS/PROMOTION

Divisional Reports cover these important matters. It is clear that attention has to be given to work out clearer criteria and methods.

An analysis of the external examination results show a deterioration in performance but a balanced judgement is called for. Some of the underlying sociological considerations mentioned in the Secondary Report should not be lost sight of. While the quality of teaching and staff turnover seem to be important factors, the fact that our Lock Examination does not really serve as a selection mechanism for external examination entries has to be borne in mind. Generally, it appears that the academic quality of our students is changing for the worse, the outcome perhaps of years of strife and strike action in our schools at home.

10. ENROLMENT

SOMAFCO as a whole now has 772 pupils/students/learners from Nursery to Adult Education level, not counting the 87 now at the Orientation Centre. The children at the Mazimbu and Dakawa Day Care Centres are not included in this number.

There has been a rapid increase in our Primary School pupils and pre-school children and a significant number transfer from the Day Care Centre upwards to Nursery/Primary/Secondary Divisions of SOMAFCO. Adult learners have declined over the last three years, but with the inception of the Distance Learning Programme, many more adults will become learners.

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The following table reflects changes in enrolment over the last three years.

ENROLMENT AT SOMAFCO 1983-86

	D.C.C.	Nursery	Primary	Secondary	SCC	VTC	AE	Total
1983	44	67	185	228	62	-	67	653
1984	50	84	229	224	76	-	35	698
1985	48	110	260	264	74	34	25	815
1986 (June)	64	122	274	322	101	17	25	925
Basic Literacy Students (1986)	-	-	105	6	14	8	24	157

With a predominantly young population at Mazimbu as well as the likelyhood of people coming in from elsewhere, the probable growth of the young pupil population must be carefully monitored and due provision made.

The projected rate of rise of the Secondary Division remains uncertain, partly because the tendency of the young to opt for military training.

11. STUDENT COUNSELLING & SOCIAL SUPPORT

A Social Work team of 3 was established in January 1986. Referral guidelines and procedures have been laid down for the team's involvement in the Education Sector. A summary report of the team's work is appended to this Report. The professional contribution of the Social Workers, inter alia, in developing a counselling service, providing in-service work among both the teaching and non-teaching staff and helping to formulate a child-care policy is slowly paying dividends, although much still needs to be done and more social workers are needed to support the 2 left in the team.

It is necessary that SOMAFCO teachers in all Divisions play an active role in pastoral care. In the Secondary Division, efforts are being made to use the Form Meeting and structures for this purpose.

12. HEALTH MATTERS

With the establishment of the ANC-Holland Solidarity Hospital and the presence of three doctors, Health Care has improved on the curative side but is woefully lacking with regard to preventive care. The Divisions of SOMAFCO will have to make a much more systematic attempt to introduce health care in the curriculum.

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13. POLITICAL WORK

The Report of the Secondary Division highlights the unsatisfactory level of political work/development/consciousness among the student. It is, however, a general problem and urgent measures are needed to remedy the situation. Action is required from within SOMAFCO, the political structures in East Africa and the newly established Political Education Department at H.Q.

14. CORPORAL PUNISHMENT

In a community like ours differing views on corporal punishment and child/student beating are to be expected, but it is ironical that at a time when our people at home are calling for the immediate and total abolition of corporal punishment in all schools, we are having difficulty in implementing ANC policy on it here at SOMAFCO.

We need clear guidance from Council.

15. SOMAFCO'S SUPPORT DEPARTMENTS

The Resources Department, Library, Art and Electronics Workshop come under the Office of the Director and service all the Divisions of SOMAFCO and the community.

15a. Resources Department

This Department is concerned with material needs and oversight of school property. It has improved organisationally with the help of Mohamed Jhatham, John Carneson and more recently, Shighughudwana Mashele, who regrettably will soon leave the Department.

Although based at the Secondary School it serves all the Divisions and Mazimbu/Dakawa Departments. Ordering/requisitioning record-keeping and distribution procedures have improved. However, the role/relationship of the Mazimbu Treasury vis-a-vis the Resources Department of SOMAFCO has to be clearly defined.

A matter of concern has been the lack of proper research, attention and effort on the part of some Heads of Department and teachers with regards to preparing requisitions and meeting deadlines for their submission.

15b. Library

We hope to make the new Library as impressive as a library/resource centre as it is structurally. Marjatta Lahti, a Finnish Solidarity Librarian served here for three months early this year. With her help we have transferred from the temporary Library to the new one. She has set up proper systems and procedures which the ANC Librarians are following. She returns in August to serve for 2 years.

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Nine students will train from July this year for a 9-month Certificate Course in Librarianship in Dar es Salaam. A qualified ANC librarian is due back soon from Hungary and Steve Bodibe, the Acting Head of the Library will go for a degree course in librarianship this year.

The Library is seen as a Community resource rather than just for SOMAFCO.

15c. Art Workshop

Jabu Mahlangu has ably headed this workshop for the last 3 years. SOmAFCO and the Community has benefited greatly from the posters, banners and silk-screen items produced. The Dutch AAM has given this workshop considerable support.

15d. Electronics Workshop

Although this workshop falls under the SOMAFCO Administration, it services the community more than it does SOMAFCO. A number of constraints (space, time, equipment) make it difficult to train a significant number of students in basic electronics. It has been stated in the Secondary Report that workshops with a greater production emphasis may be better situated outside the SOMAFCO structure because very few SOMAFCO students can take advantage of the specialised training provided.

16. CATERING

Staffing remains the most pressing problem. The proper organisation of the kitchens and dining halls cannot be attained without proper staffing. An experienced ANC Catering Officer went for further training and is now based in Lusaka while 800 children and students are left without her expert assistance. Her first replacement did a good job and the present one too is trying her best, but they are not professional caterers. Only two of the 6 SOMAFCO kitchens have supervisers. Thus serious problems occur from time to time and the proper supervision and use of the dining halls is not possible.

However, students do help with catering and a student representative serves on the SOMAFCO Catering Committee which coordinates with the Catering Officer.

The Primary kitchen has an excellent superviser who has transformed the situation as regards preparation, serving, cleanliness and order.

17. TRANSPORT

The work of the Education Sector as a whole is adversely affectcted because of the lack of sufficient vehicles. Compared to other Departments the Education Sector is poorly off because the structures dealing with resource allocation do not give it the priority it deserves.

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Although responsible for nearly a thousand people, the Education Sector has 2 cars, (one used by the Director/Principal for multiple purposes and one used by the Primary Division- both school and dormitory and one landrover in very poor condition).

Efforts to get more staff trained as drivers have been in vain ostensibly because no appropriate training vehicle exists.

The two buses, a 65-seater and a 40-seater, were given specifically to the Education Sector but are used more for general purposes which is understandable, but very often the Education Sector is not given priority for their use.

Until we have an experienced bursar able to handle all aspects of school property, including transport, other non-educational departments will continue to control matters.

18. SOLIDARITY SUPPORT

Over the 7 years of its existence, SOMAFCO's image has grown internationally. Umpteen visitors have come here, including representative of such countries as the U.K. and France, better known for their hostility to the ANC. Progressive youth the world over send support in all forms as do Anti-Apartheid Movements and Support Groups. The projection of the Anc as an alternative to the racist regime is made considerably easier because of our achievements at SOMAFCO.

We have extablished a SOMAFCO Solidarity Coordinating Committee headed by teacher Sylvia Ndlovu and assisted by other staff and students. The Committee, individual students and groups of students especially in the Primary and Secondary Divisions correspond with schools and individuals abroad. The Primary School sends drawings in abundance and needs commendation for the excellent quality and quantity of its art work.

There is so much support and goodwill for SOMAFCO the world over. Our problems are two-fold: our incapacity, due to lack of administrators, to absorb the support effectively and, secondly, the lack of coordination of offers of financial and material assistance. Poor coordination exists her at Mazimbu, between Mazimbu and HQ Departments and with Missions and Education Committees. Rationalisation is a priority.

19. STUDENT/STAFF SPONSORSHIP

UNESCO support for student maintenance is to cease when the present cycle of support comes to an end in December 1986. At the same time, it is proposed by UNDP (which provides the bulk of UNESCO funds) that SOMAFCO staff supported through Project Documents 82/002 and 84/003 will in future be paid directly by UNESCO and not through the ANC. Both these matters need urgent consideration by Council.

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The UN machinery is a complex one that has to be understood by all those in senior positions in the Department. Much closer three-way coordination and regular consultation should take place between the UNESCO Liaison Officer, Mendi Msimang, the Education Secretariat and theSOMAFCO Administration on Project Documents directly pertinant to SOMAFCO.

The Otto Benecke Foundation of the FRG continues to fund 120 students.

20. SUPPORT FROM REGIONAL EDUCATION COMMITTEES

The London Education Committee is the only one that has remained active, consistent and energetic in its support to SOMAFCO. On resources, scholarships, solidarity staff and other matters, the Committee has given invaluable assistance, and is always prompt when it comes to communications. Our sincere gratitude and commendations. How fortified we'd be if all other Regional Committees were the same.

21. PHYSICAL DEVELOPMENT

Over the three years SOMAFCO has been fortunate in being able to utilise new purpose-built structures which have made learning/teaching/administration so much easier. Our commendation and gratitude go to the National Treasury and Construction Sector.

22. RENUMERATION AT MAZIMBU

The term incentive is preferred for renumeration received, because it implies that it is a reward for work done rather than entitlement to pay in the normal sense.

Soon after Mazimbu was established as a community, workers of all description, qualified or unqualified, skilled or unskilled have been given an incentive of 16/- per working day, a maximum of 400/- per month. In the event of absence due to illness no payment is forthcoming for those days because the individual concerned has not contributed to production.

After a longthy debate that dragged on for three years, a seperate incentive scale was introduced in 1982 for teachers. The most prominent reason being that higher renumeration would attract teachers to SOMAFCO. The availability of funding from UNESCO was also an important factor.

The following scale now applies for SOMAFCO staff:-

a)	Degree with teaching certificate	2000/-
b)	Degree without teaching certificate	1800/-
c)	Matriculation with teaching cert.	1500/-
d)	J.C. with teaching certificate	1200/-
e)	Post-matric assistant teachers	750/-
f)	Non-teaching staff	480/-

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These scales do not as yet apply to the staff at the Student Orientation Centre, the VTC or the Day-Care Centre at Dakawa.

An anomaly that had to be attended to was the different rates payable to Day Care staff and Nursery teachers who had had the same training. It was felt that because the Day Care Centre fell outside the Education Department, its staffmembers were ineligible for the SOMAFCO incentive rates.

The Directorate set up a sub-committee to look into inter-departmental differentials but it was not able to even begin its task for unavoidable reasons. The SOMAFCO staff was asked to discuss this matter. The general feeling was that while differentials were politically undesirable in our community, this is a policy matter that requires a decision from above. Another feeling was that it may be better to achieve a measure if equality between the educational and non-educational sectors by lowering the levels of the former and raising that of the latter. There were also those who feel that it is wrong to reduce incentives which have already been established.

Council is requested to deliberate this matter.

23. CONCLUSION

It is significant that we have not established closer ties with the Tanzanian Education System. There may be more reason to actively consider this now especially with regard to external examinations, curriculum development and in-service training.

SOMAFCO is 7½ years old, not a long time in the life of institutions. We have encountered some extremely severe problems, made mistakes and coped with meagre resources, particularly of qualified personnel.

Although it has been arduous, for many it has been an inspiration to be involved in a modest way to begin to chart a new educational direction for South Africa.

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APPENDIX I

PIONEERS OF SOMAFCO/MAZIMBU

The following were given Certificates of Commendation for their magnificant and pioneering work in the establishment, construction and development of the Solomon Mahlangu Freedom College and the Complex of Mazimbu. President Oliver Thambo issued the certificates on the occasion of the Official Opening of SOMAFCO on August 22 1985.

Elliot Weinberg	ANC (posthumous)
Elliot Meroge	ANC (posthumous)
Oswald Dennis	ANC Project Manager
Willem Van Hardewyk	Dutch Solidarity Engineer
Spencer Hodgson	ANC (Head of Technical Department)
W. Mbali	ANC (Construction Department)
John General Twala	ANC (Plumber)
Joe Kebetso	ANC (Site)
John Ndlovu	ANC (Site Store)
Enoch Mafu	ANC (Construction)
Karin Pampallis	ANC (Site Office)
Finn Flensted-Nielsen	Danish Solidarity Farm Manager
Mohamed JHatham	ANC (teacher)
Lars Nordbo	Danish Solidarity Architect
Slim Zindela	ANC Vice-Principal
MaMeisie Mthambo	ANC (Children Centre)
Gregory Mgosha	Tanzanian Solidarity Construction Worker
Ambrose Maucho	" " " "
Fanuelli	" " " "
Elias Marina	" " " "
Rajabu Rajabu	Tanzanian Solidarity Farm Worker

APPENDIX II

STAFF URGENTLY NEEDED BY SOMAFCO

JULY 1986

To cope with the growth and development of SOMAFCO, the following personnel are urgently required. For purposes of self-sufficiency and prmanence, ANC teachers are always preferred, but it will be necessary and at times desirable to have a few solidarity workers in our midst.

DEPUTY DIRECTOR
PRINCIPAL SECONDARY (Director fulfils this role at present)
SECOND VICE-PRINCIPAL SECONDARY
PRINCIPAL PRIMARY (Acting Principal leaving in Dec 86)
VICE-PRINCIPAL PRIMARY (Acting Vice-Principal at present)
PRINCIPAL A-E & DISTANCE EDUC (Acting Principal at present)
PRINCIPAL STUDENT ORIENTATION CENTRE (Acting Coordinator at present)
PRINCIPAL V.T.C. (Acting Coordinator at present)
PRINCIPAL DAY CARE CENTRE=NURSERY, DAKAWA

TEACHERS:- a) For English, Sciences, Agriculture, Maths, Geography- some in the short-term, others when Solidarity teachers leave. Required for the Secondary Division, Student Orientation Centre and the Vocational Training Centre.

b) For Physical Education required by all Divisions.

c) For Remedial Work - Primary, Secondary, Student Orientation Centre, Vocational Training Centre.

d) For Visual Art and Performing Arts (music, drama and dance)

INSTRUCTORS:- For skills at VTC
BOARDING STAFF: Boarding Masters and Matrons for all Division Divisions
LIBRARIANS for Mazimbu and Dakawa
SECRETARIAL Workers for all Divisions
BURSAR
CATERERS

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APPENDIX III

SOCIAL WORKERS REPORT

Social work input to SOMAFCO began in Jauary 1986.

In the Secondary School, the main task was initially, to assess the students' needs which was done in consultation with Cde Tikly, teachers, students and Dr. Reddy who was here at the time. As a result we decided to set up a counselling service and proceeded to address each Form seperately on the nature of Social work and counseling and how some students may benefit. We also addressed the student body on some of the social and psychological effects of being in exile which provoked an interested response. The numbers of referrals subsequently increased from students and teachers alike.

Students present various difficulties but mostly come feeling lonely, depressed, frustrated, worried about home and have trouble concentrating. After counselling, students have reported that they feel relieved having 'talked out' their worries and are not alone.

One of the concerns about the Secondary is the seeming lack of cohesion between students and teaching staff. However, as part of the teachers'in-service training programme, we hope to promote better understanding of students needs which may go some way in fostering better student.teacher relations.

Other Social work in the Secondary has been running a social skills group with some Pre-Form I students, and coordinating a Family Life Education Programme with the Health Team and teaching staff members. This will hopefully commence in Sept 86.

Total no of referrals:- 18

Primary School work has been in an advisory capacity with teaching and boarding staff. Conditions for the children in Unit 1 have improved considerable since the appointment of a matron and other staff. Children now have more direction emotionally and their physical needs are being met more.

However, in July we received three referrals from the Health Team of children who had been badly beaten. We feel that one way of overcoming this situation is to have training of all Boarding staff on the development and needs of children in our care. This would serve to improve the quality of care and the implementation of alternative more progressive methods of correction.

Total no of referrals:- 8

Nursery school The Principal and her staff have a high level of understanding of children's needs and have close contact with the families of Nursery school children. Our work therefore has been to maintail contact with the Matron and Principal on an informal but regular basis. The children in the Boarding Section continue to visit families on a fortnightly basis.

No of referrals:- 2

SOCIAL WORK UNIT
July 1986

APPENDIX 1V

IN- SERVICE TRAINING.

In-Service training courses/ workshops / meetings held from 1983 to the present are listed below. Staff Political Discussions, normally held on Friday afternoons (regrettably attended mainly only by Secondary staff) are essentially staff development sessions, which occasionally discuss educational issues.

1983

Silk screening workshop

FAO workshop - Nutrition and Child Care.

UNESCO Seminar on Early Childhood Development.

1984.

Language development and an introduction to reading. (Primary School)

Pre-School Child Care.

1985

UNESCO Seminar on curriculum development/work schemes.(Primary and Secondary)

FAO Workshop on Nutrition and Child Care (Open to the community)

Mime and drama for schools. (All sectors. Run by teachers from the University of Dar es Salaam).

1986.

Human development and behaviour, from childhood onwards.(All sectors)

E.S.L. and the language situation in Mazimbu. (All sectors)

English across the curriculum (All sectors)

Discipline and how to reduce the need for punishment. (Primary Division)

Developing Mathematics in the Primary School.

Interference as the main cause for forgetting. (Primary School)

APPENDIX V

SOLIDARITY TEACHERS

COUNTRY	1983				1984				1985				1986 Terms 1/2				1986 Term 3			
	S	P	N	AE	S	P	N	AE	S	P	N	AE	S	P	N	AE	S	P	N	AE
Finland														1				1		
GDR	1				1				2				2				5			
Ghana													1	1			1	1		
Netherlands	4		1		6		1		3		1		1		1		1			
Sweden	1	1				2	1			4	1			2	1		1			
Tanzania				1				1				1				1				1
U.K.	1								3				3	1		(1)	2			
TOTAL	10				12				15				15				13			

APPENDIX VI

SOMAFCO DAILY ROUTINES

Secondary Division

6.00 All rise
6.30 Breakfast
7.10 Assembly at School
7.20 Registration
7.30 Classes (period 1/2)
8.40 Break
8.50 Classes (period 3/4)
10.00 Break
10.30 Classes (period 5/6)
11.40 Break
11.50 Classes period 7/8)
13.00 Lunch
15.00 Classes (period 9/10
Tuesdays/Thursdays)
Meetings/Sports
16.00 Rest/ Clubs
18.00 Supper
19.00 Studies (Sun-Thurs)
21.00 News in Hall
22.00 Roll-call
23.00 Lights out

Saturday

Morning Labour
Afternoon Sports
Evening Entertainment

Sunday

Evening Studies
News

Primary Division

6.00 All rise
7.00 Breakfast
7.50 Registration
8.00 Classes
10.30 Break
11.00 Classes
13.00 Lunch
14.00 Cleaning
14.30 Rest
16.00 Site work/Clubs
17.30 Supper
19.00 Study (upper grades)
20.00 Wash-up (lower grades)
21.00 Snack
21.30 Wash-up (upper grades)
22.00 Roll call/Lights out

Week-ends the day starts one hour later. Lunch/Supper at the same time.

Club/Pioneer activities.cleaning duties take place at week-ends.

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AFRICAN NATIONAL CONGRESS (SOUTH AFRICA)

DEPARTMENT OF EDUCATION

SOLOMON MAHLANGU FREEDOM COLLEGE
SECONDARY DIVISION REPORT

TO

THE 6TH NATIONAL EDUCATION COUNCIL MEETING
Held at Mazimbu, 28 Aug-3 Sept 1986

"Today, thanks to the great ventures in
SOMAFCO, Mazimbu and Dakawa, that new
society envisaged in the Freedom Charter
in fact is being born."

PRESIDENT O.R.TAMBO
February, 1985

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1. INTRODUCTION

This Report co vers the period from mid-1983 to mid-1986. SOMAFCO went over to a January-December academic year as from 1984. The transition meant that there were four terms in the academic year that began in September 1983 and ended in December 1984.

The last three years have been years of development and consolidation. Some problems have eased, others remain intractable. Spacious, purpose-built laboratories, a huge library, a new administration block with ample office space, preparation and reading rooms, have improved working/teaching conditions immeasurably. A new dormitory unit has come into use and lessened overcrowding.

On the other hand, the perenial shortage of good experienced and permanent teachers has been with us and affected teaching/learning, in general very adversely. Reliance on solidarity teachers continues, indeed it has increased. Prospects of a permanent complement of experienced ANC teachers seems a remote possibility at present but efforts are being made to work towards this objective. Support staffmembers seem even harder to come by than teachers.

Teaching methodologies are by-and-large inappropriate for our special circumstances. Attendance at in-service courses is poor. While more resources are now available, the situation is far from satisfacotry, again due to insufficient pedagogic experience and disinterest.

Staff cohesion is poor. Knowledge about politics is plentiful and many are very articulate, but the internalisation of new and revolutionary political values is noticeable among very few cadres. Simple virtues of punctuality and regular attendance for obligatory responsibilities have to be achieved through punitive measures. Adherence to College and Complex regulations, relating to drinking, noise in residences, and so on, is lax.

No student body anywhere can hope to receive any form of inspiration from a staff of this general calibre. What is suprising is that the apthy and discontent among students is not any deeper than it is at present. But it is unfair not to mention the questionable motives of a tiny group of students bent on creating division and disruption, aided and abhetted by teachers who mercifully have left SOMAFCO, if not the Movement.

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I have deliberately begun this Report highlighting formidable problems. But it will be wrong to be too despondent about our overall situation. The Solomon Mahlangu Freedom College is a young institution. It has been created in circumstances fraught with constraints, problems and drawbacks.

There is much about it that is unsatisfactory, and disturbing even, but we should not loose sight of our achievements and the gradual improvement that has and is in process. At this important juncture in the Struggle at home, against the backdrop of raging protests and work on alternative educational arrangements by students, parents and professionals, the onus is a heavy one on all those at SOMAFCO and on the Department of Education to ensure that we use this opportunity of reviewing/reflecting on our work offered by the 6th N.E.C. with a view to creating here at SOMAFCO a genuinely alternative education.

The report which follows inevitably cannot be a detailed account of what has transpired since 1983. It gives an overview and stresses some matters of concern. The views of and queries raised by students and staff on specific matters, have as far as possible been accommodated within the Report. Omissions are regretted and it is hoped that these can be raised by the respective representatives.

Finally, we should commend the tenacity and commitment of Those few who have held things together, shown energy, initiative with their work and warm concern for our students.

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2. CURRICULUM

2(a) Secondary Curriculum / 1986

The subjects taught and the number of periods per subject per week are listed below. A period consists of 35 minutes and for all lessons double periods are taught.

Pre-Form I

English	16
Maths	16
General Science	2
Hist/Struggle	4
Labour	2
Phys. Educ.	2
Geography	2
Total	44

Form I II III

English	8	6	6
Maths	6	6	6
Hist/Struggle	2	2	2
Geography	4	4	4
History	6	4	4
Int. Science	8	-	-
Agriculture	4	4	4
Phys. Educ.	2	2	2
Tech. Drawing	2	2	2
Labour	2	2	2
Physics	-	4	3
Chemistry	-	4	3
Biology	-	4	3
Typing	-	-	3
Total	44	44	44

Form IV & V

Compulsory

English	8
Maths	8
Dev/Societies	6
Labour	2
Pol./Disc.	2
3 Options (6 @)	18
Total	44

Optional

One from each group

1	2	3
Physics	Biology	Chemistry
History	Geography	Literature
Accounts	Typing	Int. Sci.
Agriculture		

Form VI

Each student has to do 3 subjects; Pol./Disc. & Labour are compulsory. The rest of the time is spent on private study.

English	4
Biology	6
Maths	6
Pol/Disc.	4
Tech. Drawing	6
Physics	6
Accounts	4
Labour	2
Geography	4

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From 1983 to 1985 there were 4 compulsory subjects taught in Forms IV & V. After lengthy deliberation among the staff, and in the Administration it was felt that the number of compulsory subjects should be reduced to 3. Most students found 7 O-level subjects too many to study. It was decided not to reduce the number of optional subjects because for some careers it is advantageous to have three sciences.

History was removed as one of the four compulsory subjects because Development of Societies (DS) is more necessary politically, it was felt by the majority of staff. Students have a grounding in history up to Form III and is an optional subject for those wishing to pursue it to O-level. The content of the DS Syllabus is being reviewed with a view to incorporating as much history within it as possible.

Given the acute concern about the overloading of students in their O-level courses, the Administration decided to effect this change but it is desirable that the 6th Council Meeting should give this matter its attention.

2(b) Pre-Vocational Training at SOMAFCO

The Secretary for Education directed during 1985 that pre-vocational education be introduced at SOMAFCO's Secondary and Primary Divisions as soon as feasable.

Technical Drawing is now offered in the Lower Secondary School and Typing in Forms III, IV and V. Basic electronics is taught to a small number of students by the Electronics Workshop and three students are trainees in the Photo-laboratory.

The APC* (Secondary) is of the opinion that Woodwork, Metalwork and Homecraft (Needlecraft and Domestic Science) should be introduced as from January 1987.

It is envisaged that the students will do the pre-vocational subjects on a rotating basis. The number of periods required per week will therefore be available either through a reduction of other subject periods or the introduction of lessons on Saturday mornings.

This proposal is different from what has been envisaged in the past. Pre-vocational Education has previously been conceived as production experience in some Mazimbu Production Units together with theory classes. This was tried in 1980 but could not be sustained primarily because of the absence of instructors.

Thus, there are essentailly 2 types of pre-vocational training we can introduce:-

(i) an introduction to practical skills through Production Units, or

(ii) school-based skills training in teaching workshops, where elementary skills are taught.

The type of pre-vocational training we decide to introduce has implications for the new TECHNICAL BLOCK scheduled to be built as BLOCK 5 of the Secondary Building Programme.

* Advisory & Planning Committee

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The design of Block 5 makes provision for a Photolaboratory, Printroom, Electronics Workshop, Art Workshop and facilities for a Tea-Room, Tuckshop and Student Offices.

These Workshops are essentially for production, although small groups of students and others will be able to be trained.

It is the view of the Secondary APC that the plan for Block 5 be modified to provide basic technical workshops primarily to teach elementary technical skills to Forms I, II and III, to the Upper Grades of the Primary School and to Adults through the AE Division.

Basic Workshops for woodwork, metalwork, technical drawing, art and homecraft are necessary in a school for a variety of reasons:-

(i) to make the school comprehensive in nature, so that a balanced curriculum comprising academic and technical subjects are taught;

(ii) to enable <u>all</u> students to pursue skills training;

(iii) to introduce skills training in a systematic and manageable way.

Thus, a decision is required about the type of workshops to be built in Block 5.

If these are to be for basic technical training for all students rather than for production and training for a small number of students, then the Technical Department at Mazimbu has to be given a new brief.

Until Block 5 is ready, alternative basic workshops will have to be provided temporarily. The present garage at Kliptown can fairly easily be converted for this purpose when it moves to new premises. If the garage is unavailable in time, another possibility is the old Primary School building which is earmarked as a social centre. A third possibility is the evacuated logistics store at Kliptown.

If it is impossible to find and prepare temporary workshops by the end of this year, then it is best to shelve the introduction of woodwork, metalwork and homecraft until January 1988.

As regards the other needs for the pre-vocational subjects, (a) a U.K. teacher is recommended for appointment, (b) tools, equipment and materials can be obtained from Holland, and (c) the syllabi and schemes of work can be prepared in time.

Plans are being implemented for the introduction of Visual Arts as from January 1987. As for the Performing Arts, discussion about their introduction is taking place between the Department of Arts/Culture and the Department of Education.

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2(c) Pre-Form I

In January 1986 a pre-Form I class was established with 18 students. Academically they were below Form I standard and they were too old (over 16) to remain in the Primary School. Many of them were in the SPECIAL EDUCATION CLASS established in the Primary School during 1985. The main aim of both the Special Education Class and the Pre-Form I was and is to make the students functionally literate and numerate. Thus, 32 of their 44 weekly periods cover English and Maths.

Attempts to establish for the Special Education Class students vocational training incorporating both theory and practice allied with basic education were unsuccessful and the Secondary School was prevailed upon to set up the Pre-Form I class.

While the Pre-FormI class has been partially successful so far (9 students may qualify for Form I in 1987), it lacks teachers with special skills to cope with the serious disabilities the students face. Let me, however, commend the teachers who have worked extremely hard and innovatively in very difficult circumstances. There was hardly any time to prepare syllabi and resources. Among the special features of the PF I class is that apart from 2, the rest are culturally Tanzanians and have an acute identity problem.

This Council should consider the type of educational provision we ought to make for learners such as those in PF I.

2(d) Form 6 Students

With a changed academic year, successful post Form V students who sit external examinations in January, have 6 months before they go on scholarship. Since 1984 these students have been given a shortened timetable of lessons, designed to take them beyond O-level standard in preparation for advanced study. Given that teachers are limited and because the duration of the courses are for a term-and-a-half, the embryonic Form VI programme is a provisional one. It has, however, proved useful to a number of students who are now on scholarship abroad.

The placement of students at institutions of higher education is proving increasingly difficult because our students lack A-levels or the Baccalaureate. It is imperative that this Council should give serious consideration to the establishment of a full-fledged From VI programme of studies. If it is felt that the number of students involved in such a programme might be too few to warrant extra resources, then a decision is required to send all post-Form V students to study for A-levels prior to going to university.

In 1984 there were 17 students attending Form VI lessons after the O-level external examination results were out. This year, all 43 post-Form V students attended Form VI lessons initially and when their results came out, unsuccessful students re-entered Form V while the 9 successful ones continued in Form VI.

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A number of students decide not to continue at SOMAFCO and instead prefer deployment or vocational level training.

It is worth noting that the number of SOMAFCO graduates eligible for higher education is small - nine this year, 11 in 1985, 12 in both 1984 and 1983. The criterion for matriculation is at least 4 O-level merit passes.

2(e) Evaluation of Teaching

Since 1983 there has been a gradual improvement in the performance of teachers.

The planning and preparation of lessons is slightly better than before and more resources are available. This improvement has been due to the work of some experienced teachers, expatriate and ANC alike. But the situation overall is far from satisfactory. Teaching strategies and methodologies are on the whole inappropriate for our school. Some teachers continue to lecture rather than teach and fail to prepare/aquire suitable audio-visual-aids. Thus, teaching tends to be too abstract and students find enormous difficulty in grasping concepts. Some of the textbooks ordered/aquired to date are generally unsuitable and there tends to be incongruity between textbooks and schemes of work.

Some teachers cannot cope with the wide age and ability range among the students and most cannot cope with the poor comprehension and written competence of students.

Efforts are being made by the English Department to support subject teachers with methods and techniques of teaching concepts with appropriate language.

A start has been made with in-service training and a series of in-service courses are planned through UNESCO and other sources to improve the competence of our teachers. Another strategy to achieve this is through closer ties with Tanzanian schools, particularly those with successful teaching methods and good resources. We are also planning study visits for teachers to other countries where they will be given the opportunity to investigate methods, approaches and resources.

A list of in-service courses held is given in the Director's Report.

2(f) Assessment and Promotion

Students coming from the Student Orientation Centre are assessed in English, Mathematics and, from this year, in the natural and social sciences. Usually competence in English and/or mathematics is the overriding criterion for placement at the Secondary or Primary School, where 16 is the upper age-limit.

At the Secondary School promotion is dependent upon achieving an aggregate of 45% and it is now the view of the staff and Administration that this should be increased to 50%. Form IV students have in addition to pass a minimum of 4 subjects in order to proceed to Form V. Another change recommended by a section of the staff is that a pass in English should be compulsory for promotion. Council is requested to deliberate both proposals.

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Continous assessment contributes 40% and the end-of-year examination 60% towards a student's assessment.

The pass rates in Form I to IV between 1983 - 85 are shown below:

Table: I

FORM	1983			1984			1985		
	Pass	Fail	%	Pass	Fail	%	Pass	Fail	%
Form I	13	8	61%	18	6	75%	14	3	82%
Form II	23	5	82%	24	7	77%	24	18	57%
Form III	29	16	64%	44	9	83%	41	9	94%
Form IV	25	15	63%	38	23	62%	55	14	79%

Attention is now being given by Heads of Departments to the proper preparation of test and examination papers and to the standardisation of marking based on carefully prepared mark schemes so that results within and between departments are more objective for purposes of promotion.

2(g) External Examinations

Students in Form V sit for ordinary level examinations through (a) the University of London Examinations Board for English Language, Mathematics, Integrated Science, Physics, Chemistry, Biology and Accounts, and (b) the ANC Examination Board for History, Development of Societies, Literature in English and Geography.

This year 6 candidates who passed the ANC Board's geography examination were permitted to sit for the University of London's geography examination. The Education Secretariat agreed to this because certificates issued by the ANC Board are not as yet validated and thus not internationally recognised.

Efforts were made to investigate the possibility of subsuming our O-level examinations within the Tanzanian Examinations System. After preliminary discussions with the relevant authorities, the effort was not sustained. A special commission or task force has to be set up to prepare syllabi more thoroughly and in conjunction with a validating agency or board. One of the implications of external validation may be the loss of full control over syllabi.

The pass rate for external examinations sat from 1984 to 1986 are given on the next page:-

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Table: II

MATRICULATION (O-L) PASS RATES 1984-86 GCE LONDON																	
	Eng(Lang)			Maths			Phys			Chem			Biol			Int Sci			Acc		
	84	85	86	84	85	86	84	85	86	84	85	86	84	85	86	84	85	86	84	85	86
No of entries	23	28	43	23	28	44	11	8	20	12	7	19	6	7	11	7	7	5	2	1	3
A - D (%)	32	8	37	34	21	23	45	12	30	33	14	52	67	14	37	14	28	0	50	0	0
A - C (%)	20	14	16	9	11	7	27	12	20	16	0	16	33	14	37	14	14	0	50	0	0

Table: III

MATRICULATION (O-L) PASS RATES 1984-86 ANC EXAM BOARD												
	Literature			History			D/S			Geography		
	84	85	86	84	85	86	84	85	86	84	85	86
No of entries	8	12	10	4	28	37	23	28	39	13	11	17
A - D (%)	100	75	30	100	61	73	69	71	59	76	90	88
A - C (%)	87	58	0	75	21	32	30	39	26	61	72	59

The poor external examination results reflect the lack of experienced teachers, the high teacher turnover and the calibre of student. The absence of a sound and sustained basic education in Apartheid South Africa for Black students leaves most of them at a serious disadvantage. Their competence in English and mathematics is generall, very poor and there is no proper grounding in the sciences. Added to this, the trauma of leaving home and having to spend an unspecified period away from organised study before joining the Student Orientation Centre and the Secondary Division places a heavy burden on students. It should also be noted that all Form V students are entered for O-level examinations, not just those deemed to be suitable candidates.

2(h) Mock Examinations

Mock examinations are held to prepare students for external examinations, . The mock is however not a hurdle since all students are entered for the external examinations, except those who opt out. This is one reason why our results are poorer than most schools where only those who pass the mock examinations are entered externally. Council's view on this will be welcomed. Not entering students externally demotivates them and creates a problem for the teacher who then has 2 categories of students to teach.

2(i) Subject Departments

During 1986, new guidelines were introduced for Subject Departments: English, Maths, Natural Sciences, Social Science, P.E. Labour. Departmental Meeting are held regularly and Heads of Department meet with the Principal/Vice-Principal monthly. There is now more inter-departmental coordination and a growing appreciation of the need to collaborate on curriculum matters

(i) English Department

To raise the competence level of students in English will require more experienced teachers of English. Teresa Bailey acted as Head of Dpt for 2 terms this year. With her departure this month, Slim Zindela will be the only experienced teacher of English remaining. The recruitment and training of English teachers remains a priority, particularly those with ESL experience and those who will give extended service. Useful in-service work has been done by the English Dept with the help of Marius Schoon and efforts to implement English across the Curriculum are being made.

(ii) Mathematics Department

Staff turnover and the departure of the Head of Dept, Mohamed Jhatham, have seriously weakened the Department. An experienced solidarity teacher is expected next term and it is hoped

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that under his direction fundamental changes will be made to make this key Department an effective one.

Since 1985 there has been curriculum coordination with the Primary School to ease the transfer of students to the Secondary School

(iii) Natural Science Department

Two laboratory blocks with 4 labs, a lecture theatre and preparatory and storage rooms cam into use in 1985. Some equipment and chemicals have been received but much more of both are required to fully equip the laboratories. Qualified laboratory technicians are also being sought, at present there is only one unqualified technician.

The laboratories are gradually having a positive effect on student performance but the full effect of the labs will be felt when experienced teachers utilise them to full advantage.

Staffing has remained a problem but with the recruitment of 4 experienced solidarity science teachers a measure of stability and strength will be achieved. Of the ANC staff next term only the Head of Dept, Herbert Ndzoyiya is qualified. The other qualified teacher is on confinement leave.

(iv) Social Science Department

The Head of Dept, John Pampallis, is about to return after his sabbatical leave to write a history textbook for the upper Forms. In 1985, another staffmember went on a similar mission to write a history textbook for the junior Forms.

While there has been some progress made in resourcing and curriculum development, much more needs to be done in this Department as has been reflected in other parts of this Report. It should provide the political bedrock for SOMAFCO as a whole, show initiative, innovativeness and assist with the strengthening of the College's political life.

(v) Physical Education Department

This Department was established in its own right this year under George Lai whose departure leaves the Department without a Head. There are two main objectives the Department has tried to accomplish. To establish a proper physical education programme. Secondly, to introduce a range of sporting activities so that the participation rate of students can be increased. However, football remains the dominant activity although the Martial Arts have developed successfully. Other sports are now slowly being revived, but the absence of playing fields and equipment remains a serious problem. Sports Houses are in the process of being established so that athletics can be introduced. Inter-house competitions will be held on a regular basis. Izzy Sesoko, a science teacher is doing much to foster games and he will be assisted by another science teacher with P.E. experience expected from the GDR.

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With keener staff involvement, the student Sports Committee is now better motivated. It is vital that a qualified PE instructor is assigned to give PE and Games the full attention they deserve, including the acquisition, care and safekeeping of equipment. There has regrettably been a high rate of loss and theft of equipment received in the past due to mismanagement.

(vi) Labour Programme

The development and present position of the labour Programme must be seen in historical perspective. In line with our objective of bridging the gap between mental and maual labour, various attempts were made to introduce productive work either within the curriculum or extra-curricularly. Many of these attempts foundered because of poor planning and organisation, but most seriously, because of poor staff interest and participation. Another missing ingredient had been the lack of consultation on the Programme with students and staff. The present Programme is the result of extensive discussion and was approved after broad agreement.

In 1985, the then Coordinator of the Labour Program, Julia Jacobse, a Dutch Solidarity teacher, reported the problems that still had to be faced but went on to say: " In order to prevent too gloomy a picture, I would like to briefly repeat the progress that has been made so far:

(a) It seem that most of the students now do accept the work programme as part of the curriculum of SOMAFCO.
(b) Larger areas of garden than before have been established and kept under control than before, with the same number of students.
(c) Some projects have been finished and some others look promising.
(d) A certain number of students shown a marked improvement in attitude towards the programme.

All this shows clearly that a work programme within the curriculum is useful and viable. "

An essential component of the Labour Programme was Project Work scheduled for Wednesday afternoons. It was envisaged that teachers and non-teachers fro the Complex would plan with groups of students specific projects, such as, the erection of huts for recreational purposes, producing outdoor furniture, beginning work on the planned botanical garden and so on. The exercise depended on enthusiastic cadres willing to organise and guide the students, many of whom were keen to work on a project. One group produced flower boxes, another set up the Weather Station, while a third produced the outdoor chessboard.

Regrettably Project Work collapsed because of poor staff involvement, thus leaving gardening/landscaping/cleaning as the only component of the Labour Programme.

However, a significant number of students take pride in the maintenance and upkeep of their classroom and dormitory surroundings and consider it a necessary responsibility and, if

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there is proper staff guidance, landscaping and gardening can be very educational, as perceptive **science teachers** maintain.

The key is staff participation and its conception of labour. So far our teachers generally have a negative attitude to this form of labour and some do not hesitate to convey this to students, thus creating in them a growing antipathy.

It must also be borne in mind that if the Labour Programme were to be removed, the question arises as to who will attend to the surroundings. More Tanzanian workers? The community?

The Labour Programme is for the present a necessary part of our school programme. It requires a new spirit of staff involvement. The use of cleaning/gardening as punishment for misdemeanors has to be re-examined because of the negative attitude it creates. With the departure of George Lai who energetically Coordinated the Programme last term, a replacement is required.

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3 STAFFING

3(a) Numbers and Quality of Teachers

While the number of teachers available for all the Divisions has improved the problem of high turnover remains an intractable one.

Of the 22 teachers who began the 1983/84 academic year, 7 left by the 3rd term and another 5 left by the end of 1984.

Thirteen teachers were replaced during 1985 out of 21.

The 1986 academic year began with 28 teachers. Ten have left or will leave before the end of this year.

While these figures are alarming, it is worth noting that many of the staff changes were and are unavoidable. They arise from the need to send unqualified teachers on scholarship, pregnancy, ill-health and due to the expiry or early termination of contracts for solidarity teachers. Tragically 2 teachers died: Sam Nkwe and Otto Mahlasela.

The qualifications of the present teachers stand as follows:-

(a) Degree with teaching certificate: 9
(b) Degree without teaching certificate: 12
(c) Matriculation with teaching certificate: 2
(d) Matriculation or JC without teaching certificate:. 3

The fundamental problem of insufficient qualified and experienced ANC teachers is still with us. This necessitated the recruitment of solidarity teachers in partidular from Holland, Sweden, England and the GDR.

Table: IV

Country	SOLIDARITY TEACHERS 1983	1984	1985	1986 Terms 1/2	1986 Term 3
GDR	1	1	2	2	5
Ghana				1	1
Netherlands	4	6	3	1	1
Sweden	1				1
United Kingdom	1		3	3	2

SOMAFCO has on the whole benefited from the contribution of solidarity teachers but there have been problems, such as, unrealistic expectations on the part of one or two solidarity teachers leading to disillusionment, practical problems of adjustment to our community and difficulties in the classroom. New recruitment guidelines are being prepared so that the errors of the past are not repeated.

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A core of ANC teachers has and continues to do excellent work. Particular mention should be made of the late Sam Nkwe and of Mohamed Jhatham who had to leave because of a serious eye problem.

However, the majority of our teachers lack professionalism, experience and most serious of all, a real commitment to their work. A 'political school' expects of its staff that extra effort, meticulous attention to duty, concern for the welfare of our deprived and exiled students and awillinglness to support and politicise students through the learning situation, extra curricular activity and by exemplary conduct (punctuality, attendance, etc). Only a few of the staff show this type of commitment. It is sad that in a school of the Movement, we have to resort to fines in order to attain staff discipline.

The training of ANC teachers remains a priority. Few young members are willing to choose teaching as a vocation. Of those who returned qualified from study in the last 2 years, only 3 are prpared to train and remain in teaching. The extensive deployment opportunities in the Movement, created by the escalating Struggle, has something to do with the unwillingness of cadres to serve as teachers.

3(b) Staff Indiscipline

In 1985/86 2 teachers were suspended for having relationships with students, one for drunkenness/misappropriation of school property and one for drunken/disorderly behaviour.

3(c) Support Staff

The work of the College has been affected by the obsence since 1983 of permanent, reliable and experienced administrative staff, a bursar, boarding staff and librarians,

A list of staff-members is given in Appendix I.

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4. STUDENTS

4(a) Enrolment

The student roll was static in 1983 and 1984. It has increased since 1985 and stands at 322 at present. Next year it is expected to increase by approximately 100.

Population growth has been affected by the dramatic changes in the Struggle at home (in South Africa) from the time of the introduction of the Tricameral Parliament in 1984. The angry youth coming into exile are determined to join Umkhonto we Sizwe rather than pursue secondary education. Thus, a large number of our exiled youth do not come to the Education Department at all. A few students are so moved by the actions of MK and by our people at home that like some of their counterparts at home, they feel Liberation should come before Education and request unsuccesfully to transfer to MK.

Enrolment statistics appear in the following table:-

Table: V

SECONDARY DIVISION ENROLMENT 1983-86

Year	Girls	Boys	Total
1983	83	145	288
1984	81	143	224
1985	101	163	264
1986 (Jan)	116	222	338
1986 (July)	106	216	322

4(b) Profile of Student Population

Before a brief analysis is made about student matters, it must be said that the majority of students are good cadres, they are an asset to our College and a pride of the Movement.

Given its background and circumstances, SOMAFCO's student population has special features. The ability-range is extremely wide. So is the age-range. Emotional stress, learning disabilities, over-proneness to illness and among a significant number, a lack of motivation for learning as apposed to other matters, make teaching difficult for many teachers without the requisite pedagogic expertise.

The age-range, average ages and the number of students in various Forms above a certain age, are shown in the table on the next page.

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Table: VI

AGE-STRUCTURE 1986 PFI to FV						
	PF I	FI	FII	FIII	FIV	FV
Age-Range	16-23	13-31	15-30	15-32	15-34	16-31
Average Age	18	16	21	21	21	24
No over 15	18	27	56	43	70	68
No over 16	17	23	51	43	68	67
No over 17	10	17	45	37	64	66
No over 18	5	10	39	36	55	63
No over 19	3	7	30	26	43	62

As regards gender, the breakdown is indicated in the following Table, together with the number of students who are mothers.

Table: VII

SEX DISTRIBUTION AND STUDENT MOTHERS ACCORDING TO FORMS 1986												
	PFI		I		II		III		IV		V	Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Sex Distribution	13	5	35	13	36	27	28	16	48	22	49	19	209	102
Student Mothers			1		4		4		1		2		12	

Subject teachers in July 1986 categorised students in terms of academic ability according to performance within each Form. Table 8 shows the distribution of students according to ability. The total figure is below the present student roll because some students were not assessed due to absence/ill-health and Form 6 students were deleted.

Table: VIII

STUDENTS ACCORDING TO ABILITY: JULY 1986				
	Below Average	Average	Above Average	Total
F I	20	10	8	38
F II	30	21	10	61
F III	12	14	19	45
F IV	26	25	17	68
F V	31	29	6	66

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Failed students repeating in various Forms are shown in the following table.

Table: IX

FAILED STUDENTS REPEATING IN 1986

	PFI	I	II.	III	IV	V	Total
Ist time		3	14	2	12	11	42
2nd time			1		1		2

4(c) Morale, Discipline, Political Development

The morale of students and their political participation are closely related and are influenced by various objective and subjective factors, such as the leadership and involvement shown by the School Administration and Staff, the influence of the wider community and political structures, the calibre andquantity of student leaders, the type and disposition of individual students and so on.

The period from mid-1983 to mid-1984 was a fairly good period when morale and political participation were higher compared to the subsequent period, leading up to the present. Apart from the hidden disruptive forces working at the behest of the enemy, there have been several weaknesses of our own. Firstly as indicated by the findings of an Interim Report of the Student Commission of Inquiry, set up early this year, the absence of staff support for student activities and a lack of interest in and concern for students on the part of teachers has created a malaise among the student body. This has been aggravated by the absence of a College Commissar since late 1985. The lack of student and staff cohesiveness has been a further contributing factor. Over zealousness in meting out corporal punishment during 1984/85 created an atmosphere of tension and distrust.

Efforts are underway to remedy this situation and it is pleasing that some of the students themselves are making an effort to reverse the apathy among a number of students. The School Administration has regular meetings with the Student Executive and lends whatever support is required, although problems of material shortages which often lead to disenchantment, are difficult to resolve in the short period.

Discipline:

Problems of discipline are in part a reflection of changes in our community. The influence of the wider community remains strong and it is often difficult to counter negative influences.

While student behaviour is generally good, the conduct of a significant number is a cause for concern. 38 students (11%) were identified as being hyperactive, disruptive or naughty in July 1986. Drinking and drug abuse prevail, though not alarmingly.

Since 1983 suspensions due to indiscipline and pregnancy were as follows:-

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Table: X

STUDENTS SUSPENDED FROM 1983-86				
	1983	84	85	86
Indiscipline	12	5	4	7
Pregnancy	5	6	4	3
Total	17	11	8	10

During terms 1 and 2 of 1986 the College Disciplinary Committee considered 14 cases involving 38 students for theft(5), holding an unauthorised party (1), unauthorised absence (2) assault (2) fighting (2) and student-teacher disputes (2).

Pregnancy:

The incidence of pregnancies should be seen in sociological perspective. Our students are older in age. Pregnancy among school and college students is a universal phenomenon and increasingly those involved are not stigmatised.

Previous Councils decided to suspend students, both male and female, involved in pregnancy. Many sections of the Movement have questioned this practice and are not convinced that the suspension of the male student is necessary for purposes of equal treatment. Suspension to the Rehabilitation Centre is seen as a punitive action, not a corrective one because no political or rehabilitative work is done there due to the lack of qualified staff. It is necessary for the 6th Council to review this matter.

Corporal Punishment:

Since 1983 corporal punishment has been used sporadically. Two teachers were reprimanded for physically punishing students and the boarding staff and Student Disciplinary Committee have had to be restrained on occasion.

In instances where it is felt that corporal punishment is absolutely necessary, this is done with the knowledge of the School Administration, specific individuals are given the responsibility for administering it and it is recorded.

More Political Work:

The Interim Report by the Student Commission of Inquiry highlighted another concern, viz. the lack of proper political work within and outside the curriculum. This is a matter of serious concern because it implies that insufficient politicisation occurs through the social sciences, particularly through DS, History of the Struggle and Political Discussion sessions. A call has been made by the students for a political department to direct political work and to integrate political work in the Community and in the College.

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Those charged with the care and education of our students have a special responsibility towards them but it must be stressed that no educational institution exists in isolation. In our situation, more than elsewhere, the Movement as a whole has a direct bearing on attitudes, motivation and cadre development.

4(d) Student Structures

The Political and Administrative Structure of the Secondary School, (appendix II) shows the extent of student involvement in school activity. There is a Student Executive of 6 officers and a Student Council of 30 members. Student officers, elected and appointed, appear in appendix III. Elections are held annually in August. There is a six-week overlap period when the outgoing Student Executive works alongside the new one to enable a smooth handover of duties and responsibilities and to allow for continuity.

Some student committees have been extremely active, such as the News Committee and when the occasion demands it, the Cultural Committee.

All the Committees require more staff support and involvement and it is planned to have workshop sessions for all incoming Committee members so that they are properly enducted into the tasks they have to perform.

The Editorial Committee has due to unavoidable circumstances not been able to continue with the production of VOICE of SOMAFCO since 1985. New guidelines and arrangements are now being made to produce at least one good issue of Voice of Somafco per annum.

4(e) Form Meetings

Since January 1986 the tasks of Form Teachers and Form Meetings have been better defined. Matters of individual and collective concern are discussed at Form Meetings and Form Teachers utilise or ought to utilise this occasion for giving students social support, attnding to their personal problems and briefing the about changes. Form Meetings have been utilised for discussion about Sex Education and the role of the Social Worker. Career Guidence and elementary first-aid will also be handled through the Form Meeting. In a school like ours the Form Structure is vital for social, psychological and political support and for enabling teachers to establish closer ties with the students over whom they are in loco parentis.

4(f) Career Guidance

In 1985, a series of career guidance briefings were held for secondary students, conducted by qualified cadres from Mazimbu departments.

This year the Works Committee is arranging a similar series of briefings.

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As a result of this guidance supplemented by individual counselling, more realistic career choices are now being made and the needs of the Movement are receiving more consideration. For instance, interest in teaching, administration and agriculture is now greater than was the case previously.

4(g) Extra-Curricular Activities

Gratitude to HQ, tthe London Education Committee and IDAF for making available a regular supply of video cassettes. Regular weekly showings are now held for all the Divisions and the Community, including Dakawa. More video cassettes are needed and we hope to acquire at least another 2 video systems.

A member of staff assists the relevant student committees with the planning and implementation of a recreational/social programme during the term. Much more needs to be done to increase the range of activities and to provide the necessary equipment and facilities.

4(h) Holiday Arrangements

In December 1985 168 students accompanied by five teachers went to Lusaka for a 3-week vacation. SOMAFCO is grateful to the T-G, the Education Office and other Departments at HQ for making the trip possible.

The Education Secretariat has directed that students should have a break away from Mazimbu once-a-year. Those with parents in Zambia will visit them, together with one or two friends. For others group holidays will be arranged in Tanzania.

When at Mazimbu during vacations the students follow a holiday programme of recreational activities - cultural, indoor and outdoor games, debates, video shows, and so on.

4(i) Health

A review of all students in the Secondary division in July 1986 found that of 322 students at least 14 students were showing overt psychiatric symptoms, the attendance of 44 students was seriously affected because of recurrent illnesses.

To give some idea of the incidence of illnesses among Secondary students, table 11 gives statistics for 4 months this year.

Table: XI

ISSUE OF SICK-SLIPS DURING SCHOOL HOURS/TERM 2, 1986

	March	April	May	June
Total slips issued	128	114	218	152
Malaria	23	39	65	54
Toothache	14	4	15	8
Abdominal pains	11	3	17	17
Influenza			24	15
Other Reasons; Bronchitus, haedaches, bodyaches, tonsils: clinical tests, psychiatric, physio the-therapy, injections.				

SOMAFCO has had working visits for periods of 4-6 weeks annually since 1983 by Dr. Freddy Reddy, an ANC psychiatrist based in Oslo. In 1985 he treated 45 students of whom 30 had improved when re-examined in 1986. A quarter had psychosomatic complaints. The symptoms shown by the 35 students treated in 1986 were depression, obsessiveness, aggression, anxiety, suspiciousness and over-sensitivity. Three suffered from post-torture symdrome. Five in this group are continuing with treatment presently.

4(j) Solidarity Work and Visits

SOMAFCO has twinned with 5 schools in Rome and several others have requested to do so. The twinning with Roman Schools entails exchange of information and visits. 20 students and staff went to Italy in December 1985. The list of solidarity visits is as follows:-

1983: "Dear Sir" Tour to Holland/Sweden
1984: 2 students to FRG
1985: Groups to Canada/Italy/Holland/Scandinavia.
Individual students to Japan and Sweden
1986: Group to Naples

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5. NON-ACADEMIC DEPARTMENTS

5(a) Boarding Section (Secondary)

Four Boarding Units, each accommodating 144 students, are presently in use, with the fifth one at an advanced stage and Unit 6 also under construction.

Unit One is used by the Primary Division. Some primary pupils will be moved to Unit 2 to alleviate the overcrowding at Unit 1.

During 1985 the Directorate decided to segregate secondary female from male students. Unit two is allocated to female students and Units 3 & 4 to male students.

Staffing difficulties persisted almost to the end of 1985 when a matron filled the vacancy left by the previous matron in 1984. Jimmy Phambo combines being warden of the Secondary Boarding Section and teacher of accounts. He has since April 1986 been joined by another male member of staff.

With three units to oversee the three staff members are under considerable pressure. Ideally, another 3 boarding staffmembers should be appointed, if and when available.

During the first two terms of this academic year, the teaching staff has assisted with supervision during meal-times and at bed-time.

Some Hostels Committee members (students) have borne a heavy burden of responsibility and need commendation, particularly those responsible for Unit 3, for keeping tidy their Blocks and surroundings during the last year.

5(b) Catering

A Student Catering Committee assists the catering staff especially at weekends and a student representative serves on the SOMAFCO Catering Committee which coordinates between the schools and the Catering/Supplies Departments. Since 1983 the students have been tolerant about the occasional difficulties such as poor organisation and the unavailability on the market of foodstuffs such as oil, flour and sugar.

5(c) Transport

The Secondary Division has the use of 1 vehicle in good condition, one in poor condition. (See Director's Report for details).

5(d) Resources

Although based at the Secondary School, this Department services all the Divisions as well as the communities of Mazimbu, Dakawa and Dar Es Salaam. (See Director's Report for details).

5(e) Library

See Director's Report

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APPENDIX I

SECONDARY SCHOOL STAFF

Teaching Staff

M. Tikly	Director/Principal
S. Zindela	Vice-Principal
T. Bailey	Head of English Department
L. Berlandier-Robinson	English/GCE Examination Officer
J. Carneson	Engl/Hist/ Acting ANC Exam Officer
T. Cele	Biology
E. Dladla	English
K. Dlamini	Maths
P. Eshun-Adenyah	History/English
B. Gololo	Maths/Science
C. Mandubu	Social Sciences
A. Marsden	English
A. Matlole	Staff Commisar/History/Struggle
T. Molai	Physics/ Holiday Prog. Coord.
J. Mokgosi	Head of Social Science Department
P. Mpanza	Chemistry
S. Ndlovu	Geog/Hist/Chair.Sol.Coord.Cttee.
H. Ndzoyiya	Head of the Natural Science Dept.
D. Ngakane	Geography
B. Ogley	Acting Head of Maths Dept.
J. Phambo	Accounts/Warden
H. Pooe	Acting Labour Organiser
I. Sesoko	Acting Head of Phys. Educ. Dpt.
R. Sibengile	Agriculture
J. Sithole	Typing/Maths
A. Richter	Maths
W. Geidel	Technical Drawing

Support Staff

Administration

K. Lai Thom
W. Zenzile

Art Department

J. Mahlangu - Head
N. Ngcayiya

Boarding Section

J. Phambo - Head
M. Marwanqana
V. Shuma

Electronics Department

J. Cotton - Head
G. Dlamini

Groundsman/Storekeeper

J. Simba

Laboratories

N. Motsumi

Library

S. Bodibe- Head
M. De Goede
A. Moeletsi
C. Ngwenya

Resources Department

S. Mashele - Head
M. Manyoni
V. Modise
G. Zenzo

SOLOMON MAHLANGU FREEDOM COLLEGE

COLLEGE STRUCTURE

Explanatory Notes

1. Principal's Advisory and Planning Council

This body is composed of the Principal (chair), the Director, the Vice-Principal, the College Commissar and three members of the permanent staff. The three staff members will initially be appointed by the other members of the council; thereafter if a staff member withdraws for any reason, another one will be appointed by the remaining members of the council.

The council meets at least once a month. Its function is to look at school problems, to suggest solutions, plan, introduce ideas, discuss the principal's ideas, and advise the principal on day to day issues.

2. Departmental Co-ordinating Committee

This committee is composed of the Principal, Vice-Principal, College Commissar, Warden, Catering Officer, Bursar, College Secretary, Head of Sports and Culture, Health Team representative, and the Chairperson and Co-ordinating Secretary of the Student Council.

The committee's functions are:-

a) to receive and evaluate reports from the various departments;
b) to co-ordinate between the different departments.

3. Catering Officer

The catering officer is responsible for the requisitioning and preparation of food for the students and for catering for special occasions and visitors. He/she is assisted by the catering staff and the table commanders committee, and is advised and assisted by the catering committee.

4. The Catering Committee

This committee consists of the catering officer, college commissar, health team representative, and two students appointed by the student council. Its function is to advise and assist the catering officer.

5. Warden

The Warden has overall responsibility for the hostels.

6. Warden's Committee

This committee is chaired by the Warden and is composed of all boarding masters and matrons. The committee's function is to advise the Warden on all matters pertaining to hostels' administration, and to co-ordinate between the different units.

7. Boarding Masters and Matrons

They are directly responsible to the Warden for the administration of their hostel units. They are also responsible for the accommodation of and issue of clothing and toiletries to the students under their charge.

8. College Commissar

The College Commissar is directly responsible to the Principal for the activities of the student council, the political instructors department, and the College commissariat.

9. College Commissariat

The body is headed by the College Commisar and is composed of the student commissar, the staff commissars and other commissars appointed by the College Commissar.

10. Student Commissariat

All student commissars are appointed by the College Commissar. There are four different levels of student commissars:

a) room commissars
b) block commissars
c) unit commissars
d) the studetn commissar

The entire student commissariat is headed by the Student Commissar who is also automatically a member of the student council executive and the student disciplinary committee.

11. Political instructors department

The head of this department is a staff member appointed by the College commissar. This department consists of the staff political instructors assisted by one student political instructor from each class. The student instructors are appointed by the College commissar in consultation with the staff political instructors.

The department is responsible for organizing political discussions, seminars, and conferences internally and political meetings with other schools. The staff political instructors assist the editorial board with the final editing of the college magazine.

12. The student council is the highest representative body of the students.

The student council is headed by a six member executive. Five of these members (viz chairperson, vice-chairperson, secretary, treasurer and co-ordinating secretary) are elected at large by the student body; the sixth member is the student commissar. The remaining members of the student council include one representative of each of: the young women's section committee, the pioneers committee, the propaganda and information committee, the editorial board, the male hostels committee, the female hostels committee, the cultural co-ordinating committee, the form commanders committee, the student disciplinary committee, the table commanders committee and studentmembers of the catering committee.

The day to day affairs of the student council are dealt with by the execitive. The executive is also responsible for the organization of productive work with the help of the responsible staff members who will liase with the complex production departments (eg the agriculture dept, the technical dept., etc)

The executive also draws up a monthly report on the basis of reports from the various committees represented on the student council. The executive's report is presented to the student body at a monthly general meeting. This general meeting discusses the report and is also the forum where students can raise their criticisms and suggestions on all matters concerning them. A revised report, taking into account the views of the general student body,, is then drawn up by the executive in conjunction with the College commissar. This final report is then presented jointly by the student council chairperson and the College commissar to the departmental co-ordinating committee.

13. Young Women's Section (YWS) Committee

The YWS Committee is elected by members of the YWS (ie all female students) and is responsible to the student council for the affairs of the YWS within the college. Communications between the Women's Section and the YWS must be through the college commissar.

The reports of the YWS should be presented to both the students council and the Women's Section.

14. Pioneers' Committee

This committee is elected by the pioneers and is responsible to the student council for the affairs of the pioneers within the College.

Communications between the Women's section and the pioneers must be through the College commissar. The reports of the pioneers should be presented to both the student council and the Women's Section.

15. Propaganda and Information Committee

This committee is responsible for the monitoring and presentation of the news and the administration of the news room. It also sees to the dissemination of propaganda material.

16. Editorial Board

This board is appointed by the student council and is responsible for the production of the College magazine. The editorial board is assisted by the staff political instructors in the final editing of the magazine.

17. Academic Staff Meeting

This is a meeting of the academic staff and deals with academic matters. It is chaired by the principal.

18. Vice-Principal

a) The vice-principal is responsible to the principal for the daily administration of the academic section of the school.

b) He/she is responsible for the implementation of the decisions of the academic staff meeting.

19. Academic Department Heads

These are the heads of:

a) the languages department
b) the social sciences department
c) the natural sciences department
d) the library
e) the academic counselling department
f) the maths department

The academic counselling department's functions include:

a) the assessment and placing of new students
b) counselling students on subject and career choice
c) making information on various career available to students.

20. Subject leaders

Subject leaders deal with student problems in non-compulsory subjects (in Forms 4 and 5) and co-ordinate between teacher and students. In sompulsory subjects the form commander is also the subject leader.

21. Form Teachers Committee

This consists of all the form teachers as well as the chairperson and the secretary of the form commanders committee. The form teachers committee deals with matters pertaining to the administration of the academic section of the College and is responsible to the Vice-Principal.

22. Form Commanders Committee

This consists of all the form commanders and is responsible to the Form Teachers Committee. The form commanders committee elects its own chairperson and secretary who also sit on the form teachers committee.

23. Form meeting

This meeting is chaired by the form commander and discusses academic and other matters.

24. Head of Sports and Culture

This person is a staff member and is responsible to the Principal for all sports, cultural and entertainment activities in the College. He/she is responsible for liason with other institutions regarding sports fixtures and cultural or entertainment activities.

25. Cultural Co-ordinating Body

This committee consists of two representatives from each of the sports, performing arts and entertainment committees. It is directly responsible to the Head of sports and culture who is also an ex-officio member of the committee.

The committee's function is to co-ordinate the activities of the sports, performing arts and entertainment committees.

26. Bursar

The bursar is directly responsible to the principal for finance transport and resources (ie all college property).

27. College Secretary

The College Secretary is responsible to the principal for the administration of the College office. He/she is assisted by the office staff and is responsible for typing, filing, duplicating, correspondence, etc.

28. Student Disciplinary Committee (SDC)

This committee is appointed by the student council and must include the student commissar (but not as chairperson). The SDC is directly responsible to the College Disciplinary Committee (CDC).

The SDC investigates all disciplinary cases concerning students and then refers serious cases to the CDC. It deals with other, less serious cases itself.

29. College Disciplinary Committee (CDC)

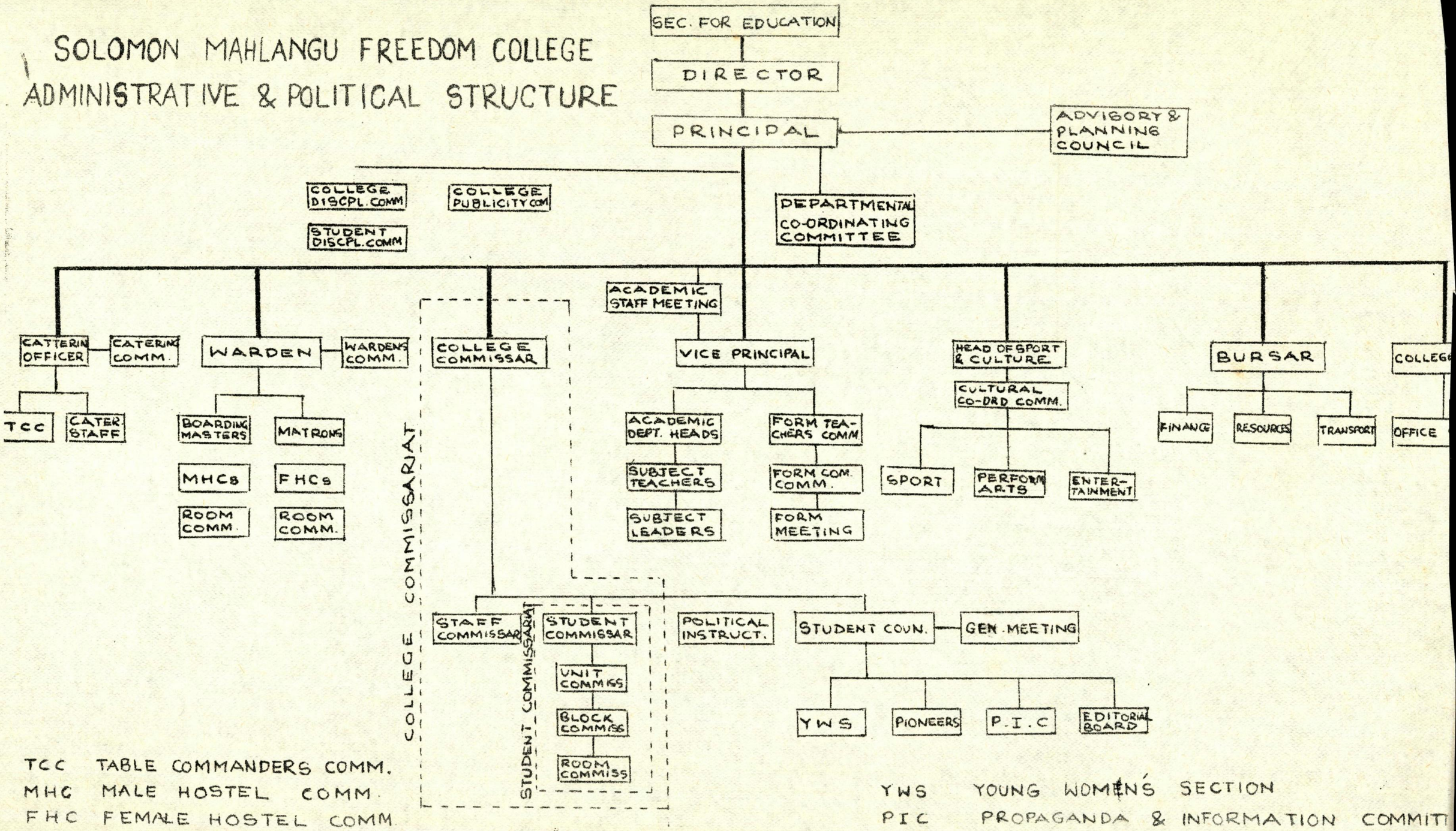
This committee is composed of the principal (chair), college commissar, Warden, three teachers, two representatives of the SDC and the boarding master or matron responsible for the student whose case is being heard.

The CDC deals with all cases referred to it by the SDC.

30. College Publicity Committee

This committee is envisaged as the College section of the Complex Publicity Committee which will be under the Director.

SOLOMON MAHLANGU FREEDOM COLLEGE
ADMINISTRATIVE & POLITICAL STRUCTURE



TCC TABLE COMMANDERS COMM.
MHC MALE HOSTEL COMM.
FHC FEMALE HOSTEL COMM.

YWS YOUNG WOMEN'S SECTION
PIC PROPAGANDA & INFORMATION COMMITT

AFRICAN NATIONAL CONGRESS(S.A.)

SOLOMON MAHLANGU FREEDOM COLLEGE

NEW COLLEGE STRUCTURE

On Monday,12th April,1982,a meeting of the students and staff took place to discuss the question of a new organizational structure for the College.A preliminary proposal put forward by the school administration was explained by the principal.The meeting then broke up into six smaller groups and the proposals were discussed and various amendments and additions were suggested.Each group presented its report to the plenary session.These reports and some additional views expressed at the plenary were recorded by the secretariat.The secretariat then drew up a report on the various views expressed for presentation to a staff meeting on Thursday, 15th April.

This staff meeting established a special committee to look carefully at the secretariat's report and draw up the new structure for the College. This committee consisted of the following: the National Commissar,Cde. A. Masondo;the Principal,Cde T. Maseko;the College commissar,Cde A. Sidweshu;Cde J. Phambo;Cde M. Jhatham;Cde L. Maseko;Cde J. Pampallis. This committee met three times and individual members were also involed in its work between meetings.All the members of the committee attended at least one meeting with the exception of Cde Lynn Maseko who was away from Mazimbu for health reasons.In addition,the Director designate,Cde M. Tikly,and the Secretary for Education designate,Cde H. Makgothi,each attended one meeting.

Attached is the structure of the College as finally adopted by the committee.

APPENDIX III

SOMAFCO SECONDARY DIVISION
STUDENT OFFICERS 1985/86

Students Council Executive

Chairperson: Peter Mosia
Vice-Chair:
Secretary: Windy Dlamini
Coord Secr: David Lengana
Treasurer: Kgotso Khasu
Commissar: Philiswa Biko

Students Disciplinary Committee

Chairperson: Madoda Makhubu
Secretary: Joseph Carpede

Female Hostel Committee

Chairperson: Tshidi Mahlatsi
Secretary: Lungi Mdukazo

Male Hostel Committee

Chairperson: Pollent Ngwenya
Secretary: Ambrose Mdaka

Cultural Committee

Chairperson: Lebogang Mogale
Secretary: Daniel Khunoane

Entertainment Committee

Chairperson: Godfrey Nkosi
Secretary: Lebogang Masoetse

Sports Committee

Chairperson: Jomo Selogelo
Secretary: Mncedisi Ntoyake

Young Women Section Committee

Chairperson: Mojaki Thulo
Secretary: Ruth Maseko

Editorial Board Committee

Chairperson: George Sean
Secretary: Brian Tose

Emulations Committee

Chairperson: Don Ngakane
Secretary: Shirley Nkadimeng

Commissariat

Chairperson: Philiswa Biko
Secretary: Bongi Maseko

News Committee

Chairperson: Jeffrey Metsing
Secretary: Tanya Hodgson

Bulletin Board Committee

Chairperson: Jacob Qopane
Secretary: Norah Mtshweni

APPENDIX III (continued)

STUDENT OFFICERS 1986/87

Students Council Executive

Chairperson: George Sean
Secretary: Nada Tanda
Vice-Chair: Jeffrey Tiro
Co-ord. Secr: Lebogang Mogale
Treasurer: Pollent Ngwenya
Commissar: Khaya Dlula

Disciplinary Committee

Chairperson: Chikerema
Secretary: Asley Hatana

Commissariat

Chairperson: Khaya Dlula
Secretary: Andries Moloka

Female Hostel Committee

Chairperson: Christinah Makhele
Secretary: Sonto Mthembu

Male Hostel Committee

Chairperson: Kgotso Maphike
Secretary: Mogorosi Phalo

Entertainment Committee

Chairman: Seiso Morapeli
Secretary: Musa Nahara

Sports Committee

Chairperson: Raymond Nkosi
Secretary: Phumeza Marwanqana

Cultural Committee

Chairperson: Jabu Sibiya
Secretary: Jacob Qopane

Young Women Section Committee

Chairperson: Lindiwe Tembe
Secretary: Nomsa Phungula

News Committee

Chairperson: Jeffrey Metsing
Secretary:

Editorial Committee

Chairman: Brian Tose
Secretary: Justice Majola

Bulletin Board Committee

Chairman: Gideon
Secretary: Sello

AFRICAN NATIONAL CONGRESS (SOUTH AFRICA)

DEPARTMENT OF EDUCATION

SOLOMON MAHLANGU FREEDOM COLLEGE

Report of the

PRIMARY DIVISION OF SOMAFCO

to the

6TH NATIONAL EDUCATION COUNCIL MEETING

Held at Mazimbu, 28th August -3 September 1986

SOMAFCO PRIMARY DIVISION

REPORT TO THE SIXTH NATIONAL EDUCATION COUNCIL MEETING

1. Our aim

The task of all primary schools is to make students literate and numerate and to give them an all round basic education. We also have the special task of creating a new person - the cadres of our Movement, the future citizens of a free South Africa. We need not only to have a political input in our work through ANC history, through joining in the celebrations of National Holidays etc, but to make ours an ANC school in every respect. We try to do this By following ANC education policy and by making the Freedom Charter a reality in our daily work and life with the children. We open the doors of learning and culture, we constantly try to create an environment of peace and friendship, to share our wealth, to have equality between all national groups, to work the land and to bridge the gap betwen mental and manual labour.

This year marked the 10th Anniversary of the Soweto uprising. Four of our teachers were involved in the Uprising and spoke to the children about it, as did others from the community. A powerful message of the importance of SOMAFCO to our struggle came through, as it also did from the two visitors from South Africa - one of whom is a teacher in Soweto. In their poetry, prose, art work and in discussion, many pupils showed that they do understand our struggle and their role in it. We need to continue to work very hard at building an ANC school, not just a school run by the ANC.

2. Students

2.1 Enrolment
There has been a steady growth in the size of our school. At the time of the last NEDUC Meeting the roll was 116; at its peak in 1984 it was 234, 260 in 1985 and in July 1986 we had 280 pupils. Children came from the growing population of Mazimbu, from elsewhere in Tanzania, from the Front Line States and from South Africa.

2.2 In 1983 the NEDUC Meeting recommended that "entry from the Nursery School should take place once annually at every beginning of the academic year". This now happens, but there has been some flexibility. Two children who turned six early in the year and were deemed fit to cope with Grade 1 were admitted after the beginning of the first term. At the other end of the age range the 1983 meeting recommended that pupils above the age of 15 years should no longer be admitted to the Primary School. We have again admitted two 17 year olds, one of whom has since left us. At present we have 11 students who have already turned 16 or will do so by the end of the year, and we have 14 students who were born in 1971 and are now in Grades 5 or 6.

2/.....

Both the teaching and dormitory staff agree that these older students who are both physically and emotionally mature would do better if they were not in the Primary Division. If we are to adhere to the recommendation of the 1983 NEDUC Meeting then these young people will need special provision or : be accommodated by our Adult Education section, if they require basic literacy and numeracy or general upgrading before they can enter Secondary School.

2.3 Entry into grades

Six year olds go into Grade 1. Older children are assess ed for entry. We are developing a set of materials to help us to assess the level of work of the new entrants. Previous schooling and age are also taken into account.

2.4 The classds

At present we have two classes in Grades 1 to 6 and one Grade 7 class. In 1985 children were not propmoted to the Secondary School, but the Grade 7 class was created as was a Special Education class for the older children who had learning problems in Grade 5 and mainly Grade 6. There was a good deal of discussion about the future of those students from the Special Education class who were not promoted to Form 1 and one of the proposals was that they be given pre-vocational training. Finally most of them went into a newly created Pre-Form 1 class. This is an urgent problem which requires the council's consideration.

Grades 1 to 6 are 'streamed' according to ability. Some classes nevertheless still have a very wide range of ability and achievement amongst the pupils. One of our ongoing concerns is to what extent we should stream our classes - or indeed whether we should do so at all. We are flexible and children are moved from one class to another when the teachers agree that this is advisable.

2.5. Promotion

Promotion is not automatic. There is continuous assessment of each child's work and progress and promotion is based on this and on end of year assessments. Any child who is deemed capable of domg the work in the next grade is promoted. Age and maturity are also taken into consideration. Some members of staff believe that promotion should depend largely on age and that we should not have too wide an age range within one grade - there can be a difference of up to five years within a class. There are also teachers who do not think that the age range within one class is important and that it can be dealt with politically - that our children must be helped to understand the nature of our school and their position in it. Here again, with promotion we have been flexible and in a few cases children have moved to the next grade during the year. In the past entry for Secondary School has been asessed by the Primary Staff. It has been suggested that this year assessment tests be set in consultation with the Secondary School and thatthe Primary School's continuous assessments of all aspects of the student's progress and abilities be taken into consideration.

3/.....

3. Staffing

3.1 Comrade Babu Seeptmeber who was the Principal and used his many skills to build the school had asked to be relieved of his duties as Principal because of ill health and this finally happened at the beginning of this year when he went abroad for treatment. Cde. Freda Katz became Acting Principal and has continued to be a full-time class teacher. A long standing member of the ANC, Cde. Tommy Vassen has been recruited as Principal and should be commencing duties at the beginning of the next Academic year. He is a trained and experienced primary teacher and has been a vice head teacher in London.

3.2 Cde. Jacob Mothopeng returned from studies in Bulgaria in March of this year and joined our staff. He was appointed as Acting Vice Principal and has taken on both teaching and administrative duties. This has been a tremendous help to the running of the school. We have also been very fortunate in having a full-time secretary for the first time.

Our staff at present comprises:

Acting Principal
Acting Vice Principal
Secretary
14 class teachers ; 9 qualified Primary School teachers
2 qualified Secondary School teachers
3 unqualified teachers, one in Grade 3 working under the guidance of a volunteer teacher and 2 in grade 1 working under the guidance of a qualified teacherq

1 teacher aid in Grade 1 (a Form 5 student awaiting scholarship)

A Britisih teacher, trained in E.S.L. joined our staff for six months. She worked with small groups, but took over a class for some time when no other teacher was available. She then returned to group work and has now left us.
We welcomed our first African volunteer teacher this year.
We now have four Solidarity teachers on our staff. They have helped a great deal in classroom and extra mural work and in curriculum development.
Three of our teachers returned from training in Sweden this year under the ANC - Sida Cooperation programme. A course was specially designed for our needs. The theoretical work is done in Sweden and tutors come to Mazimbu with the students for the teaching practice. The three trainees graduated here. This training programme will be a great help in enabling us to build a staff of trained ANC teachers. Already these returned trainees have made a considerable contribution to the school. Without in any way negating the importance of training, high praise must be expressed for our untrained teachers - two of whom have been with us for between 1½ and 2 years. They have shown real teaching skills and have developed under the guidance of trained teachers. It is very much hoped that they will apply for training.

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3.3 Future needs

1. The following are the minimum members of staff who are due to leave at the end of this academic year and will have to be replaced:

Acting Principal, one class-room teacher (going on scholar-ship) two solidarity teachers.

The teacher aid in grade 1 is due to leave on scholarship before the end of the year.
One trained teacher has applied for specialist training.
Two untrained teachers may leave for training.
One solidarity teacher is due to leave in May 1987.

ii. Possible replacements

At present there are 8 students undergoing training in Sweden. Five of them taught here previously, three came from Angola.
A trained teacher - doing a further course in Ethiopia should return to us during the third term in 1987.

iii. Other staffing needs:

At least one float.
At least one ESL specialist
At leat one remedial teacher
} We have requested these from Australia and England respectively.

Through our work and discusions, all members of staff are acutely aware of the need to have teachers specifically trained in remedial teaching. One of our teachers has now applied to train in this field. Because of their life-circumstances many of our children have emotional problems and there is also a need for teachers with educational pyschology training. We have one teacher interested in such training. There is a crucial need for specialist teachers in E.S.L. as class teachers.
Cde. Barbara Masekela has advised us that we should have a teacher trained to teach music.

Until such time as we do have specialist teachers in these fields, teacher aids would be of a great help. The comrade in grade 1 has made a considerable difference to that class as have two Form 5 students who joined us for the last two weeks of last term. The presence of the trainees who were here on teaching practice highlighted the enormous benefit of having two teachers in a class. We do have a more stable and better qualified staff than in the past, but because of the special nature of our school and the emotional and learning difficulties of many of our children, we do have to work towards a really stable, suitably trained staff if we are to carry out our mission successfully and the training and recruit-ment of classroom and specialist teachers must be very high on our list of priorities.

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4. Academic work

4.1 Our curriculum covers English language, mathematics, science, social studies, art and craft, culture, physical education and site work. During the 2nd term in 1986 we set up a short course on Family life and Health (see6.2) There is of course overloapping in subjects and we are particularly aware of the need to teach language across the curriculum.

4.2 Curriculum Development; In-service
Panels of teachers have worked on the development of programmes. We have completed a mathematics syllabus for all grades and are approaching the completion of schemes of work based on a UNESCO model which was given to us at a seminar in April 1985. Meetings have been held with Secondary School teachers. We have also produced a science programme and are meeting with the Secondary School to draw up one for Social studies. Work has also begun on Art and Craft and a Physical Education programme. We need expert help on the latter.

4.3 Language remains an area of major concern. English is our medium of instruction and it is the second or third language of our pupils. We constantly seek the best way of teaching English as a second language and of using it as the medium of instruction without in any way creating a feeling amongst our pupils that their mother tongue is being undermined. It is planned to bring an E.S.L. expert to work with us for two years. This person would help to develop a comprehensive language syllabus. We have produced work on teaching E.S.L. and will continue to work on a programme. We have recently been helped by receiving sample copies of books produced for Lesotho, Swaziland and South Africa. We have also now received part of a reading scheme donated to us by Longmans. The London Education Committee has been of great assistance in helping us to obtain these materials, and we look forward to receiving the multiple copies of text books which we have requisitioned.

A stimulating workshop for the Primary and Secondary Schools on E.S.L. and the language situation at Mazimbu was led by our Education Co-ordinator in April of this year. Some crucial questions were raised. A High School teacher organised follow up workshops, she is now leaving but it is hoped to continue with these.

4.4 We have made progress in curriculum development, but this is of course an on-going task. We need to try out our programmes and alter them and develop them so that our work is dynamic.

4.5 Other in-service work over the past three years has included a workshop on reading and language development run by a teacher who came from London; one on mime and drama run by the teachers from the University of Dar es Salaam. A recent seminar was held on discipline led by the Swedish tutors during the recent teaching practice. Some members of the dormitory staff attended this. We have had sessions with the social worker on both general and specific problems with children.

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We have also held stimulating discussions on the project work done by the three teachers who trained in Sweden. Our concern about our own work emerged from these discussions. It was generally felt that we need to relate our work more to our children's reality here and now at the same time as broadening their horizons; to concentrate more on project work and on samll group and individual work to prepare our children for the rapidly changing world.

Teachers do feel the need for on-going in-service work, and apart from the dominant need for E.S.L. and remedial training, members of staff have suggested work on class-room management and the suggestion has been made that we set up in-service exchanges with SWAPO teachers. Our Education Coordinator has taken up these proposals.

5. Extra-mural activities

5.1 After school activities in the past included gym and carpentary. At present there are clubs for needle craft indoor games, art and craft, pen friends, music, library and there has been a start at home economics. A Mandela Bush Club has been active for two years.

5.2 For some time there had been no major outing off the complex for many of our children. During the second term of the current year all children had a trip to the Mikumi Game park and teachers and grade 7 children visited the Saba Saba Fair in Dar es Salaam. Trips off the complex are taking place during the present vacation. The Mandela Bush Club have held successful camps at Dakawa and on surrounding hills, but many more such trips are needed. Two Swedish solidarity workers who previously worked here are raising funds to provide us with camping equipment and a bus for the use of the Bush Club and the School.

5.3 Outings are regarded as an important part of education in ordinary situations. Here, in a confined community in exile, excursions off the complex should become frequent and regular.

5.4 The Pioneers have now set up a viable committee and two teachers represent us on it. We have begun to work more closely with them than has been the case in the past and we must consolidate and develop this.

6. Work with other sectors

6.1 In 1985 we tried to form a Parent/Teacher Association. A committee was set up but unfortunately the PTA did not get off the ground. Both the dormitory staff and the teachers agree that it is most important that we involve the community in our work. Given our unique situation a great deal of thought must be given to the purpose and function of a PTA in order to ensure that there is genuine community involvement. Areas where such involvement is needed are referred to elsewhere in this report.

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6.2 Particularly during the rainy seasons there have been periods of very high incidence of illness, particularly malaria. For some time netting wire and mosquitoi nets at the dormitories were damaged or destroyed and this may well have added to the problem. Earlier this year the Health Team carried out medical and dental inspections of the Primary Division children. We have not as yet had a report on the medical inspection. The dentist who carried out the inspections reported to a meeting of dormitory and some teaching staff that oral health was poor. She intended taking action on this, but has since left the complex and we have had no other follow up as yet.

6.3 Since the last NEDUC Meeting there have been 3 pregnancies in the Primary Division, the most recent, a young girl of 13. With the cooperation of the Health Team, Social Workers and Administration she was housed with one of the matrons. She has since miscarried and is back at school and in the dormitory.
On the initiative of the social workers and Women's Section we set up a course on family life and health for children of 12 and over run by a comrade who was trained to do this work with teachers and children in Swaziland. She dealt not only with 'the facts of life' but discussed the importance of building healthy relationships with others. She has now left to study in Dar es Salaam, but hopes to be able to come here at times to help us to continue with the work she started. We hope to involve the Social Workers and Health Team. Teaching materials have recently been sent to us by the London Education Committee and are being reviewed. Apart from such classes it is generally agreed that our children need to form good personal relationships with members of the community, who could guide and help them as well as in assisting in keeping them gainfully occupied.

6.4 The present chair person of the Women's Section is a member of our teaching staff so that sh has an inside knowledge of our problems. The Womens Section has recently been involved in trying to improve the quality of our childrens lives, both materially and socially.

6.5 Cooperation with and help from different departments on the complex has varied from good to very time consuming and frustrating. It is necessary to develop efficeint means of working with all sectors involved in the running of the school and dormitory.

6.6 When we have wanted to take children to visit workshops, the farm etc, the response has always been positive and encouraging. We no longer have a carpentry teacher and the workshop has agreed to work with children at school. This still has to be arranged.

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7. Premises

7.1 We moved into our new school during the final term in 1985. This was a tremendous change after the unsuitable and seriously overcrowded old premises. We are now in a large, purpose built school and our gratitude goes to the Austrian donors and all those who built it. However, it is already approaching over-crowding and with our largely young adult population and the possibility of an increasing number of children coming from elsewhere, the need for expansion of premises must be considered a fairly high priority - it certainly must be carefully watched.

7.2 Both teachers and children clean the school daily at 13.00 hrs and each class does a general clean of its own room and the school surroundings during school time once a week. During this hour the older children work with Grades 1 & 2 and site work is done as well.

7.3 Unsupervised children come to play at the school in the afternoons and evenings and damage has been done to wire netting and walls. Efforts have been made to recruit a suitable janitor at least for the afternoons and evenings and we must continue to seek such a person.

8. Discipline - Corporal Punishment

8.1 In keeping with ANC policy and the training teachers have come through, corporal punishment is not used at the Primary School. There have however been incidents of beating children at the dormitory, recently some of a serious nature. Some members of staff believe that it is at times a necessary form of correcting children. An instruction has now been given that this should stop. It remains to be seen what the outcome will be. We need a firm decision and very clear guidelines on this issue in order that educational work can be done among some sectors of the community within the framework of ANC policy as was set out in 1979 and again expressed at the NEDUC meeting in 1983. (5.1.3.)

8.2 Dormitory

During 1984 a competent Boarding Supervisor left suddenly. Another was appointed later but the dormitory was run by a skeleton staff for some time. They had an impossible task, (there was also heavy drinking in some of the residences at 01). The premises and standard of living deteriorated until it reached a crises level.

For some months teachers assisted by taking meal and roll call duties. Through the intervention and efforts of the Secretary for Education, the Chief Administrator and Director, the Education Coordinator and others a staff of 8 was recruited, headed by Cde. Monica Phambo who had returned from teacher training in Sweden. Most of the damage to the premises has now been repaired. Unfortunately there has already been one attempted burglary in a room, and a break-in in the Hall - new wire netting has again been damaged. There is an urgent need for burglar proofing and a more competent system of guarding. There has been a marked improvement in the running of the kitchen and dining hall.

The dormitory has been overcrowded over the past three years. There will be relief when Grade 7 children are moved into Unit 02 and 03 blocks, but this may create problems of control, given the different routines of the Primary and Secondary Schools. Even with a staff of 8, each adult has to care for up to 25 children.

Keeping the premises clean and attractive, creating an atmosphere of discipline and also love and care are not easy tasks and as indicated above we need community involvement in order to give our children the lives they deserve.

A start has been made on laying out playing fields. It is very important to create suitable play facilities for children of all ages, both at the dormitories and elsewhere on the complex.

APPENDIX I

PRIMARY SCHOOL STATISTICS

Enrolment by Grade

Grade	1983	1984	1985	1986
I	41	50	50	40
II	33	32	35	47
III	36	30	38	36
IV	29	29	34	43
V	25	30	32	40
VI	21	58	26	38
VII	-	-	23	26
Special Education	-	-	23	-

The discrepancy in numbers in the Grade 6 class between 1984 and 1985 is explained by the fact that a Grade 7 class was started in January 1985 and a Special Education class was started for many of the older children who had learning problems in Grades 5 and 6.

1983 End of the Year Results

Grade	Promotions	Repeaters	Left	Total
1	27	13	1	41
2	19	14	0	33
3	22	12	2	36
4	19	9	1	29
5	17	8	0	25
6	12	9	0	21
1984				
1	36	12	2	50
2	18	14	0	32
3	20	9	1	30
4	21	6	2	29
5	18	10	2	30
6	40	14	4	59
1985				
1	27	10	0	37
2	36	3	0	39
3	23	8	0	31
4	35	8	0	43
5	29	6	2	33
6	28	77	0	35
7	21	4	0	25
Special Education	8	16	0	24

STAFFING

	Qualified Teachers	Unqualified Teachers	Support Staff	Total	Boarding Staff
1983	4	11	-	15	2
1984	6	13	-	19	4
1985	6	14	-	20	3
1986					
January	11	3	1	15	2
July	12	4	1	17	8

CHILDREN IN PRIMARY BOARDING

1983	1984	1985	1986
79	115		165

AFRICAN NATIONAL CONGRESS (SOUTH AFRICA)

DEPARTMENT OF EDUCATION

SOLOMON MAHLANGU FREEDOM COLLEGE

NURSERY DIVISION

REPORT

to the

6TH NATIONAL EDUCATION COUNCIL MEETING

held at

Mazimbu, 28 Aug -3 Sept 1986

1. INTRODUCTION

The Nursery School was established as part of the Charlotte Maxeke Childrens Centre to fulfill an urgent need for our young children to be taken care of and be given pre-school education while their parents are on missions for the Movement or needed to continue with their education abroad. At the same time the aim of the Nursery School is to provide an environment for our children in which they can develop to their fullest potential.

With this in mind we moved into new premises in July 1984 which was a big improvement over the crowded situation which existed before. Working and learning conditions then improved rapidly for the staff and pupils alike although toys and equipment were still not adequate. This situation changed during 1985/86 when long-awaited supplies, toys and teaching aids arrived from our friends and supporters in other countries.

Although staffing the school with untrained staff has not been difficult it was only in 1985 that we have been able to put at least one trained teacher in each of the 4 Units. This improved the quality of care that the children receive, but one trained teacher for 25-30 pupils is not sufficient. The ideal ratio for the Nursery school is 5-6 children per teacher.

It must be mentioned that although the care of young children has traditionally been a task left to women, our male cadres have shown great innitiative in wanting to share in that responsibility. Since 1984 there have consistantly been several men amongst the staffmembers of this Department. It may be unnessesary to point out that this is a very important factor for thedevelopment of our young children, especially in our situation where many a child's father is absent.

2. ENROLMENT

The enrolment in the Nursery School has steadily increased, as is shown on the following table:

	Girls	Boys	Total
1983	31	36	67
1984	44	40	84
1985	57	53	110
1986	62	60	122

Most of the children are residents of Mazimbu and presently there are 31 who reside in the purpose-built Units of the Nursery Boarding Section. In January 1985 - 21 children graduated to the Primary School and 17 were received from the Day Care Centre. In January 1986, 25 children graduated and 14 were admitted.

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3. STAFFING

During the past few years several ANC cadres have completed their studies in Child Care and there is a steady increase in trained staff.

	Trained ANC Staff	Trained Solidarity workers	Untrained staff	Total
1983	2	1	8	11
1984	3	2	7	12
1985	4	2	6	12
1986	5	2	7	14

In December 1984 three cadres joined us from Mindola, Zambia and in December 1985 two of the group that went on the special SIDA/ANC training course in Sweden returned.

Last January the Department suffered a big loss in the untimely death of Martin Duma who was our only trained male staff member.

The staff have been working in a very cooperative manner, skills and responsibilities are shared according to expertise or interest and regular staffmeetings are held to discuss ways of implementing the curriculum or the development of the pupils.

4. PUPILS

Their ages range from 3-6 years old. The children are evenly divided according to age and sex between the 4 Units. Much time is spent on language skills as very few children speak even one language properly. Languages spoken by the children in order of predominance are:-

a. Zulu 50%
b. Kiswahili 32%
c. Xhosa 8%
d. Other 10%

As regards the 'national' origin of parents, 99% of the Nursery school children have at least 1 parent who is South African while for 56% both parents are South African. 36% have 1 parent who is Tanzanian and 8% have 1 parent who is Zambian Mocabiquan, etc.

Finally, residentially, approximately 50% of the children have one parent living at Mazimbu.

5. CURRICULUM

During 1985 the trained staffmembers drew up a proposal for a Nursery School Curriculum which- although not officially

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adopted has been partly implemented into the daily programme. There are difficult areas such as "Culture" which needs much ch more input by professionals and political departments of the Movement.

A sound ANC 'Child Care Policy' is also needed to guide the staff in certain areas of Child Care, as our situation is unique and 'normal' pedagogical methods are not allways applicable.

More training is needed for the staff in areas of English as a Second Language and for children who have specific needs such as various Learning Disabilities.

6. IN-SERVICE TRAINING

In 1984 Babette Brown, a professional ANC teacher of Child Care gave a one-month training course for all the untrained staff from the Nursery School and the Day Care Centre. It was very seccessful and 5 of the staff consequently went on the SIDA/ANC course in Sweden.

During 1985 some staffmembers took part in a FAO Workshop on Health/Nutrition. An Australian consultant conducted workshops on creative art that was very useful for those who participated.

Also during 1985 our Principal was invited to visit a Nursery School in Dar es Salaam and consequently the staff organised visits to local Nursery Schools and ivited them to visit us.

7. ADMINISTRATION

Staff Meetings are held regularly and by the Nursery Advisory and Planning Committee, which together with the Education Committee, enables progress to be reviewed, problems dealt with and coordination with other Divisions effected.

8. HEALTH

The children are checked by our Health Team on a regular basis and closely monitored by the staff. The most common problems seem to be anemia, influenza and malaria.

Since 1985 their teeth have also been checked by visiting dentists and remedial work has been done.

The staff monitor the childrens diet in close cooperation with the Head of the Catering Department. This year our Farm has also been able to supply a daily amount of fresh milk.

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9. TRANSPORT

The Children's Centre does not yet have a vehicle allocated to it but negotiations are underway to obtain a minibus. This will alleviate educational programs as well as provide emergency transport for sick or injured children.

10. OUTINGS

Although the staff tries to utilise the local area for educational trips for the children it has been extremely difficult to organise as the other Departments often do not cooperate. It should be mentioned here that decisions on the value or necessity of educational outings for the children should be left to the Education Sector here and not to other Departments.

In 1984 and 1985 the children went on one outing annually, to Mikumi Game Reserve for one day.

11. BOARDING SECTION

Since the opening of Unit 4 of the Nursery Boarding Section this year, the overcrowdedness has been somewhat alleviated. There are presently 12 children in each Unit. Their ages range from 3½ to 7½ years. (Of these 17 are now in the Primary School, but it is felt that these are still too young to be moved to the Primary School Dormitories.)

Each unit has 6 boys and 6 girls. None of these children has parents in Mazimbu.

Units 1/2 have 5 staffmembers:- 1 ANC matron & 4 Tanzanians
Units 3/4 have 6 staffmembers:- 1 ANC matron and 5 Tanzanians

The language spoken in the Units are Zulu and Kiswahili.

There is close cooperation between the Nursery and the Boarding Section staff in monitoring the childrens daily development.

This sector is in dire need of trained Child Care workers to assist the Matrons in their duties. Hopefully this will be possible when the next students return from their studies in Kindola and Sweden at the end of this year.

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APPENDIX J.

NURSERY SCHOOL TIME TABLE

7.30 .... Free Play
8.15 .... Assembly/Anthem/Circle talk
8.30 .... Breakfast
8.45 .... Class Room Activities
9.30 .... Class Room Activities
10.15 .... Break
10.30 .... Class Room Activities
11.15 .... Free Play
11.45 .... Wash hands/Circle Time
12.00 .... Lunch
12.30 .... Toilet/Wash Hands
12.45 .... Sleeping Time
2.15 .... Free Play
3.00 .... Fruit/Drink
3.30 .... Closing

For daily activities, the children are placed in two groups according to developmental ability and to lesser extent age.

For example, on Tuesdays and Fridays the activities for the 2 groups are as follows:-

GROUP I (3-5 years)	GROUP II (4-6 years)
Tuesday	
8.45 ... Art Room	Academic Room
9.30 ... Academic Room	Playground
10.30 ... Playground	Play Room
Friday	
8.45 ... Play Room	Academic Room
9.30 ... Academic Room	Art Room
10.30 ... Culture	Culture

AFRICAN NATIONAL CONGRESS (SOUTH AFRICA)

DEPARTMENT OF EDUCATION

REPORT

of the

ADULT EDUCATION DIVISION OF SOMAFCO

to the

6TH NATIONAL EDUCATION COUNCIL MEETING

Held at Mazimbu, 28 Aug-3 Sept 1986

1. INTRODUCTION

The Adult Education Division of SOMAFCO has regrettably not had sufficient attention given to it over the last three years, particularly in relation to curriculum planning, methodology and resources, although a number of meetings were held here at Mazimbu by various interested parties to find solutions to problems and to consider the provision of new courses.

Those charged with the running of classes have done well in the circumstances and there has been a measure of achievement by some students.

There is, however, a pressing need for a fundamental review of Adult Education, not just here in East Africa, but in all Regions, so that we adopt a common philosophy, approach and strategy in this important sphere of education. Adult Education presently concerns itself mainly with functional literacy while our policy stresses the concept of Continuing Education, which implies that all adults should be given the opportunity of developing their understanding of the world and heightening their political consciousness.

In addition to functional literacy and courses up to J.C.-level, working cadres should have access to (a) non-formal courses aimed to raise consciousness and comprehension and for stimulation, (b) skills training covering vocational, administrative, organisational, linguistic and technical spheres, and (c) formal correspondence study from ordinary to professional and degree level.

Since 1983 over a hundred adult learners have joined the Adult Education Division at Mazimbu. At the Development Centre, Dakawa, several vain attempts have been made to provide adult education on a sustained basis. The constraints there are greater than here at Mazimbu.

This Report covers SOMAFCO's Adult Education Division from 1983 to the present.

2. THE LEARNERS

(a) Enrolment

The enrolment for the period January 1983 to July 1986 was as follows:

ENROLMENT 1983-86 ADULT EDUCATION

	1983	1984	1985	1986
Basic Literacy Group	33	16	7	2
Intermediate Group B	34	9	10	10
Intermediate Group A	-	9	8	13
TOTALS	67	35	25	25

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Mazimbu's transitory population is one of the main causes for the decline in student numbers. The movement of cadres has increased due to transfer to other Regions or placement on scholarship. Domestic pressure and maternity leave have affected female learners.

However, our inability to increase the range of opportunity in the Adult Education Division meant that potential students for ordinary level and other studies could not be catered for.

Efforts were made several times over the last three years through the Works Committee and Production Units (to which all Mazimbu workers belong) to encourage more to join the existing courses on offer.

The majority of this year's learners are over thirty, as the figures below show:-

AGE-DISTRIBUTION/ADULT LEARNERS 1986

Age-Group	Number
15 - 20	1
21 - 25	1
26 - 30	4
31 - 35	5
36 - 40	6
41 - 45	2
over 46	6
TOTAL	25

Consideration was given to placing those in the Pre-Form I of the Secondary Division in the Adult Education Sector, since the majority in this group is semi-literate. However, the students were themselves unwilling to give up full-time study. Even if some had opted to attend Adult Education classes, it would have proved impossible to accommodate all of them outside the dormitories.

(b) Attendance

The attendance rates between 1983 and 1986 were as follows:-

ATTENDANCE RATE/ADULT EDUCATION 1983-86

1983	1984	1985	1986
76%	79%	87%	78%

Apart from illness, complex activities and responsibilities affect attendance. In the circumstances, the rates are reasonably good. Proper attendance records are kept and checked on a weekly basis.

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(c) Time-Table

Adult classes are held on weekdays, except Thursdays, between 4.30 - 6.15 pm and on Saturdays from 8.00 to 12.00 am. The Works Committee and Directorate agreed to release students from work on Saturdays to emphasize the importance these organs attach to Adult Education.

3. COURSES, RESOURCES, ASSESSMENT

Over the years several meetings and consultations have been held in the Community about the type and nature of Adult Education and the content of the Programme. What has not been achieved is a well-organised workshop on curriculum design/ content, methodology and resources.

The courses taught at present take into account the needs of the learners and are made as concrete and relevant as possible to their work situations and environment. In the Basic Literacy class the primary aim is to make the students functionally literate and numerate, using topics which integrate political education, health, nutrition, childcare, agriculture, and so on.

Learners in the Intermediate "B" category are taken up to senior primary level and follow an integrated syllabus with a stress or ESL and incorporating arithmatic, general science, community education, agriculture and history. Political education and social skills are given emphasis.

The Intermediate "A" Group is taken to J.C. standard. English integrated science, political education and maths are taught.

More reference material is now available but suitable textbooks are difficult to identify and locate. The Literacy Writers' Workshop, conducted by experts from the Tanzanian Ministry of Education, held in 1983 produced a Primer for the Literacy Group. Numerous issues of Learn and Teach are available for use as resource material.

Learning is essentially non-formal in that it is not geared to rigid testing and examinations. Continuous assessment is made of the learners' progress and some form of certification is being devised for the end of this year.

4. STAFFING

Elias Tweed Mathe is Acting Head of the Adult Education Division. He completed his Diploma in Adult Education in 1982. He is assisted by a Tanzanian Solidarity teacher, Tunga R. Tunga, and a part-time teacher form the Secondary Division.

Pearl Serote, who formerly taught in the Secondary Division, has just completed an MA in Adult Education in the U.K. She will give this Division the strength and direction it needs so that it reaches as many as possible in our Community here and at the Development Centre, Dakawa.

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AFRICAN NATIONAL CONGRESS (SOUTH AFRICA)

DEPARTMENT OF EDUCATION

REPORT

on the

1. Education Orientation Centre
ii. Day Care Centre
iii. Rehabilitation Centre

to the

6th National Education Council Meeting
held at

Mazimbu - from 28th August to 3rd Sep. 1986

1. INTRODUCTION

At the ANC Development Centre, Dakawa, the Department for Education has responsibility for:-

i. The Education Orientation Centre which incorporates the Student Orientation Centre,

ii. The Vocational Training Centre,

iii. The Day Care Centre, and

iv. The Rehabilitation Centre (with the Department of Health)

This Report provides background and information about the Education Orientation Centre/Student Orientation Centre, the Day-Care centre and the Rehabilitation Centre. A separate Report has been submitted on the Vocational Traing Centre.

The Education Orientation Centre has two components·
a) The Student Orientation Centre and
b) The Teacher In-Service Training Centre. No proper start has as yet been made to establish the latter, thus this Report primarily covers the Student Orientation Centre.

2. THE ANC DEVELOPMENT CENTRE, DAKAWA

The ANC Development Centre came into existence in 1982, when the Government of Tanzania granted the ANC 10,000 acres of land in the district of Dakawa. From Mazimbu it is 55km away.
A large number of activities have been planned for the Centre, some are being implemented while others will come into being later. The plans cover education, agriculture, light-industries, culture, health and rehabilitation.

Presently the main access road from the Morogor'Dodoma trunk road and many of the feeder roads to the 6 settlements have been completed. Most of the drainage system has been laid. Some temporary wooden prefab houses have been constructed in one villag, but most Dakawa inhabitants live in tents. Water is supplied by tanks, drawn from a well at plot 18.

Construction is about to begin or scheduled for the Student Orientation Centre, 10 villages, 5 Inter-Village Centres with workshops for small industries and pre-school plus recreation facilities, a Cultural Centre, a Health Centre, an Administration Centre and extensive agricultural facilities.

Mary Ngozi has ably headed the Administration of the Devlopment Centre for nearly 3 years. She needs commendation for the sterling work that she has done during these pioneering years.

3. EDUCATION ORIENTATION CENTRE (EOC)

In 1983, the Student Orientation Centre (SOC) was established at Plot 18 of the Development Centre. In 1984, the Department of Education decided to add in-service teacher training/ curriculum development facilities at Plot 18 with the help of UNESCO. UNDP agreed to provide (USA)$585,000 under Project Document ANC/84/003. Thus, the concept came into being of an Education Orientation Centre (EOC) servicing the needs of new students and teachers.

So far equipment has been received from UNESCO, for both the Student Orientation Centre and the Teacher In-Service Training Unit. However, the implementation of the latter will be delayed on account of a number of constraints, such as staff and buildings. Ultimately, the EOC will evolve in-service teacher education to improve the techniques and methods of both trained and untrained teachers and educational administrators at all levels. The EOC will act as a TEACHERS' CENTRE AND INSTRUCTIONAL RESOURCE UNIT for SOMAFCO and other ANC educational institutions. Emphasis will be placed on curriculum development, audio-visual instruction and teaching methods for all educational levels.

4. THE STUDENT ORIENTATION CENTRE (SOC)

(a) Objectives of the Centre

Students arriving from South Africa need to be received and accomodated until the beginning of a school year or the beginning of term 2. This orientation period varies between 6 and 12 months. Because of theccrippling effects of Bantu Education, students need to be carefully assessed academically. Upgrading classes in key subjects are nece sary to enable students to cope at the level at which they are placed, whether at SOMAFCO or at the Vocational Training Centre.

Due to the traumatic effects of sudden exile, this period of adjustment is important and classes in the History of the Struggle of the Liberation Movement assist the student to gain a clear understanding of the needs and perspectives of the struggle for a free and democratic South Africa. Armed with this understanding, they are better equipped to tackle their educational tasks.

(b) The Proposed Centre

A huge fund-raising campaign entitled OPERATION DAYSWORK, organised in 1984, by students in all Nordic countries has raised enough money to construct the facilities for the SOC.

The buildings to be constructed will consist of;

a) 2 classroom blocks, with the possibility of a third one later,
b) 4 dormitories for 168 students, with a possibility of 2 more dormitories to bring the total to 252 students
c) 2 ablution blocks
d) a dining hall and kitchen.

(c) The Current Situation

The students are presently housed in tents. Two old houses have been renovated to accommodate the staff members, an office and a clinic. Water is drawn from the nearby well and food is prepared by the students in an open wood fire. A make-shift open-air dining hall, together with a small supplies store, has been erected. A generator facilitates the evening programme. Temporary washroom and pit toilets have been built and one of the tents serves as a library.

(e) Enrolment

Since 1983 the student population at the SOC has been as follows:

Year	Roll
1983	62
1984	76
1985	74
1986	101

The majority of these transferred to SOMAFCO. Some were post-matriculant and went on scholarship. At present, out of the 101 students, 13 are post-matriculants.

For the lsst two years, a number of young cadres, not destined for SOMAFCO have been sent to the SOC, to await transfer to other regions. While the reasons for this are understandalbe, the disadvantages are serious, and it is hoped that this Council will recommend that henceforth only students destined for SOMAFCO are accommodated at the SOC.

(f) Academic Programme

The subjects taught are History of the Struggle, Mathematics, English and Integrated Science. A mobile laboratory enables simple experimentation.

Upon arrival students are assessedand placed in one of three categories; (a) Primary level (b) Junior (Form 1 & 2) and (c) Senior (Forms 3-5).

At present the students are divided as follows; Primary 72, Junior 12 and senior 4. Prior to their departure for Mazimbu, the students are re-assessed for placemnet at SOMAFCO.

(g) Daily Programme

All the students participate until lunch time in the work-programmes, which includes cleaning duties, fetching firewood and other construction tasks. Classes are held in the afternoon. Currently, extra-curricular activities are held in the evenings as follows:

Monday· News/Revolutionary Songs
Tuesday: News/Political Discussion
Wednesday: News/Cultural Rehearsals
Thursday: News/Political Discussion
Friday: News/Video show
Saturday: News/Disco
Sunday: Discussion of progress and problems.
Sports and indoor games are organised on Saturdays and Sundays.

A number of constraints are encountered at the SOC, as elsewhere in Dakawa, such as, the lack of a community hall, the lack of equipment of all kinds.
The incidence of malaria is high, particulaly in the rainy season, when the river alongside Plot 18 overflows and leaves the area marshy.

(h) Discipline

Given the variety of backgrounds of the students, discipline is maintained through sustained political work by the Commissar, the Head of the SOC and staff members. From time to time, drinking, drug taking and defiance of authority have been experienced, but the situation has always been under control.

(i) Staffing

Presently, Nicodimus Moloi heads the SOC and is a teacher of mathematics and History of the Struggle. He will soon go on scholarship. Two of the other teachers (maths and integrated Science) will also leave for studies, leaving only the teacher of English Language to remain.

Since 1983, the SOC has had only two trained teachers, one of whom, Mojo Motau, ably led the Centre for 2 years but left unexpectedly earlier this year. None of the present four teachers are qualified.

The proper staffing of the SOC and the envisaged Teacher,- Training Unit is a priority.

(j) Relationship with SOMAFCO

The SOC is conceived as a Division of SOMAFCO, but due to the pressure of work and transport constraints, liason between the SOMAFCO Administration/Staff and the SOC has not been adequate for the last 3 years. The attendance of the Head of the SOC and SOMAFCO's Education Committee meetings has been unavoidably poor. Regular sessions between SOMAFCO &SOC staff will be arranged in the future, to discuss curriculum matters, assessment and resources.

The Day-Care Centre was set up in August 1985 at Plot 16, also called the Lilian Ngoyi Settlement where mainly families reside. There were 10 children to begin with and now there are 20. (3 children of nursery age were transferred to Mazimbu earlier this year and another 4 await transfer.)

Except for one staff member, the rest of the staff are unqualified. Mothers at the settlement assist with the cooking of children's meals.

The Day-Care Centre is housed in a large wooden structure built by a team of German Solidarity workers and ANC cadres.

6. REHABILITATION CENTRE

The setting up of the Centre dates back to the early days of the Development Centre when it became necessary to establish a Centre where those who had committed serious misdemeanours could be rehabilitated through a programme of activity and politicisation. Regrettably, right from the start the Development Centre/Dakawa acquired the image of a punitive centre because of the Rehabilitation Centre.

At the onset it must be said that the role of the Rehabilitation centre has never been properly worked out, no clear guidelines exist and staffing has been very inadequate.

The Education Centre became directly involved in the Rehabilitation Centre because three categories of the Departments staff and students have been sent there over the last 3 years. Firstly, expelled or withdrawn students on Scholarship. Secondly, Somafco students or staff who have been grossly indisciplined and thirdly, students involved in pregnancy/abortion cases.

In addition to the above, the Mazimbu/Dakawa Administration refers others who have committed various offences. Those with medical disabilities have also been placed there. To assist with the last category, the Health Team assigned a team of 6 headed by Roy Campbell to work at the Rehabilitation centre. This team received training in community based rehabilitation. It has been able to arrange daily activities for the rehabilitees, to ensure that medication was being followed and medical check-ups made. There has been a measure of success because some of the patients are now able to work.

As regards the others at the Rehabilitation Centre, it has not been possible to do real corrective work with them. After spending their term of stay there - from 3 months to 2 years - they are returned to their respective departments.

The Dakawa Administration feels that Somafco students should not be sent to the Rehabilitation Centre but rather to the Student Orientation Centre where they will be under proper supervision. Furthermore, it recommends that due to the shortage of drugs, it will be better to send pyschiatric patients to a Government Hospital, like Turiani, on the recommendation of the Health Team.

The 6th National Council is requested to give close attention to the Rehabilitation Centre, with regard to its role, responsibilities, categories of intake and above all, staffing.

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AFRICAN NATIONAL CONGRESS (SOUTH AFRICA)

Department of Education

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Report on the

VOCATIOANL TRAINING CENTRE

(based at the ANC Development Centre, Dakawa)

presented to the

6TH NATIONAL EDUCATION COUNCIL MEETING

held at Mazimbu from Aug28-Sept 3, 1986

1. INTRODUCTION

This Report gives background to the Vocational Training Centre (VTC) based at the ANC Development Centre, Dakawa.

Although only the first phase of the construction programme for the VTC has been completed, it was envisaged that skills training in construction capentry, bricklaying, plumbing and electrical work would commence some time this year. As the Report will explain, this proved impossible.

Apart from a thorough discussion about the ultimate objectives of the VTC at Dakawa, Council needs to deliberate on the reltionship between the VTC and SOMAFCO, the curriculum and course structure (whether traditional or modular) and staff recruitment/training. The appended ORGANISATIONAL CHART for the VTC gives an indication of the number /type of staff required.

Another crucial matter for consideration is the reltionship between the Dakawa and Viana VTC's. At the latter, training in two trades is being or will be provided.

A planning Seminar on the VTC was held in November 1984 but little progress has since been made. A Paper on Some Basic Questions and Options, presented at the Seminar is appended.

If Council does not have time to satisfactorily deliberate on the VTC, a Commission could be set up to prepare a set of recommendations.

2 BACKGROUND

The Vocational Training Centre is seen as an integral part of the ANC Development Centre, Dakawa. It will provide the construction and other skills needed to develop the Dakawa Settlement.

The Centre will complement the educational services provided by the Solomon Mahlangu Freedom College. It will prepare young adults for entry into productive employment, upgrade the skills of adults, provide the skills required for the development of Dakawa and give cadres, women in particular, the opportunity to undertake income-generating activities.

When operational, the VTC will be capable of planning and implementing training programmes to cater annually for at least 100 residential trainees in eight occupational areas and for approximately 200 adults in in basic and upgrading skills.

When completed, the VTC will comprise 4 dormitory blocks, 2 ablution blocks, a kitchen/dining hall, an administration block, 2 classroom blocks and workshops for carpentry, plumbing, electrical work, mechanics, construction, construction, tailoring and leatherworks.

The Finnish International Development Agency FINNIDA has financed Phases I and IIA of the VTC and ILO has been th Executing Agency.

UNDP is willing to make a substantial contribution for equipment and for the support and training of personnel.

3. CURRENT SITUATION

Phase I of construction is complete. A dormitory , an administration and a classroom block plus an ablution block are ready.

Thirty-four students were enrolled in late 1985. Of these 25 trainees began an Upgrading course in basic education omprising mathematics, English, physics, chemistry, Development of Societies, Study Skills and First-Aid. The trainees were divided into 2 groups: 9 in a Senior and 14 in a junior group (3 dropped out). These sat examinations in June 1986.

It was hoped that some skills trainign would begin this year, even without workshops. But it was impossible to arrange this and the 23 traineees are now working, most awaiting placement for Vocational training elsewhere.

A Finnish Solidarity Worker is on a 2 year contract to prepare curriculum material. He has had some teaching involvement with the upgrading programme and prepared much of the course syllabi and support materials.

A draft proposal of the skills courses is appended. The courses are shown as Modules.

4. PROBLEMS AND CONTRAINTS

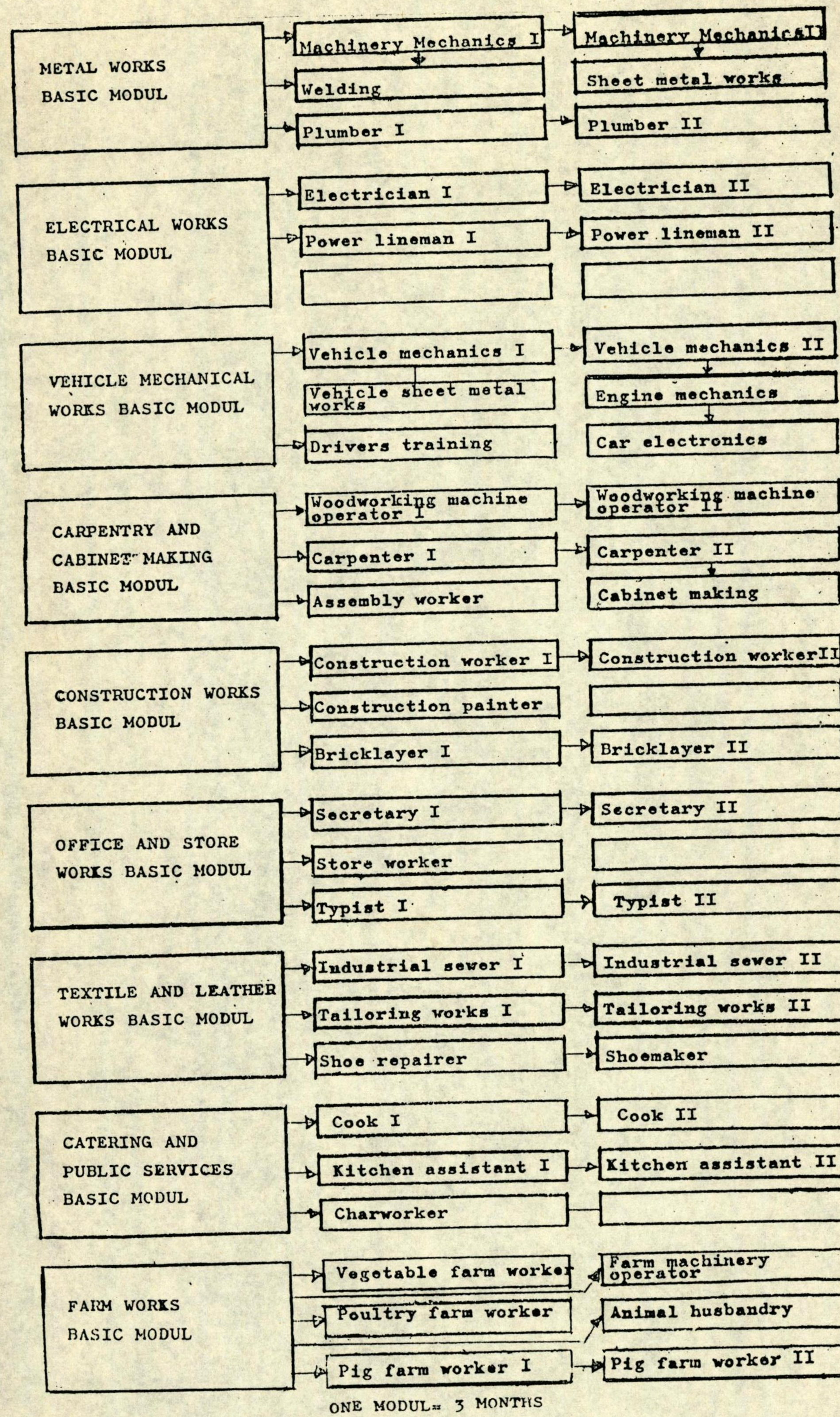
Two major problems have stalled the development of the VTC. Firstly no suitable Principal, other senior administrators and instructors are available, despite strenous attempts to recruit them. Secondly there is the lack of staff housing, water, electricity and the delay in building workshops.

But our fundamental weakness has been a lack of proper advance thought and planning about the VTC. Although the Seminar of November 1984 was held on the VTC, no real progress has been amde due to our lack of planners/administrators able to deal with the implementation of decisions.

The Department of Education and the Treasurer General have decided to approach FINNIDA or another donor to take over the running of the VTC for several years. Given our incapacity to do so at pesent, the administration, staffing and the equiping of the VTC will probably be handed over to one of the prospective donors. The Norwegians are responsible for SWAPO's Vocational School in Brazzaville. Overall policy decisions are in SWAPO hands and counterparts are trained at all levels to take over when the Norwegians leave.

APPENDIX I

DRAFT OF MODULAR COURSES FOR THE V.T.C., DAKAWA



ONE MODUL= 3 MONTHS

APPENDIX II

THIS PAPER WAS PRESENTED TO THE SEMINAR HELD AT DAKAWA IN NOVEMBER 1984 ON THE VOCATIONAL TRAINING CENTRE.

SOME BASIC QUESTIONS AND OPINIONS

It is a measure of the ANC'S stature and capacity that we are in a position today to plan the establishment of our Vocational Training Centre. It is a manifestation of our determination to establish a viable alternative educational system. Furthermore, it makes clear our will to be self-reliant and self-sufficient and to prepare cadres for Liberation Struggle and for a Liberated South Africa.

Given the immense advances in science and technology and the high level of industrial and agricultural development in South Africa, vocational education naturally is a vital component of the educational system. Beyond seeing to the needs of our education and development projects outside S.A. we should always have in mind the need for trained cadres in a Liberated South Africa.

In order to create a new relationship between education, working life and society as a whole, vocational education should exist as part of a lifelong education adapted to the needs of society.

VOCATIONAL TRAINING IN OUR EDUCATIONAL SYSTEM.

One of the objectives of theVTC is that itwill complement and strengthe SOMAFCO. This raises a number of questions:-

- how much pre-vocational training should be provided at SOMAFCO and of what type? There are basically two ways of providing such training EITHER school-based training in theory and practice provided in specially built classrooms, OR community-based training in workshops, reinforced with theory classes (the Polytechnical method.)

- in practice, how will the VTC be able to strengthen SOMAFCO? Will the staff advise and assist with the planning and preparation of courses?

- as a Liberation Movement, our resources are limited; can we afford duplicate staff and equipment?

- will commercial skills be undertaken at the VTC?

The intergration of pre-vocational education at the primary and secondary levels will have a bearing on the VTC:

-it will determine the type of students who will enter the VTC

-it will affect the status of the VTC,

- it will determine the types of courses that are provided at the VTC.

How will the establishment of the VTC affect the work of the National Scholarship Committee?

THE ROLE OF THE VTC IN DEVELOPMENT

We maintain that the VTC will be an intergral part of the Development Centre, Dakawa, that the curses and training it provides will be directed to the development of Dakawa, and allow for the application of technologies especially suited to the development of Dakawa in trades, crafts and agriculture.

- Does this mean that all workers are eligible for enrolment as VTC students?

- What will be the criteria for enrolment on a full-time basis?

- Other than full-time courses, will day-release, block-release and evening courses be provided?

- Will agricultural vocational training be provided through the VTC or separately?

VTC/VOCATIONAL TECHNICAL COLLEGE/SECONDARY VOCATIONAL SCHOOL.

In view of the great variety of needs for skilled and professional person power, should our VTC be strictly for vocational training or should it also provide higher level technical training; if so, it will take on the character of a vocational/technical college.

On the otherhand, it seems very likely that many of the entrants will be inadequately qualified and will require remedial and upgrading lessons in key subjects. If this will be the case, should we, therefore, not be creating a secondary/vocatioanl school? Here too, the implications for SOMAFCO are considerable.

VOCATIONAL TRAINING AND VOCATIONAL EDUCATION

There is a distiction between vocational training and vocational education The former refers mainly to the acquisition of a skill, the latter is broader and incorporates general education and aims to develop a person socio-politically.

M Tikly
SEMINAR ON VTC EOC

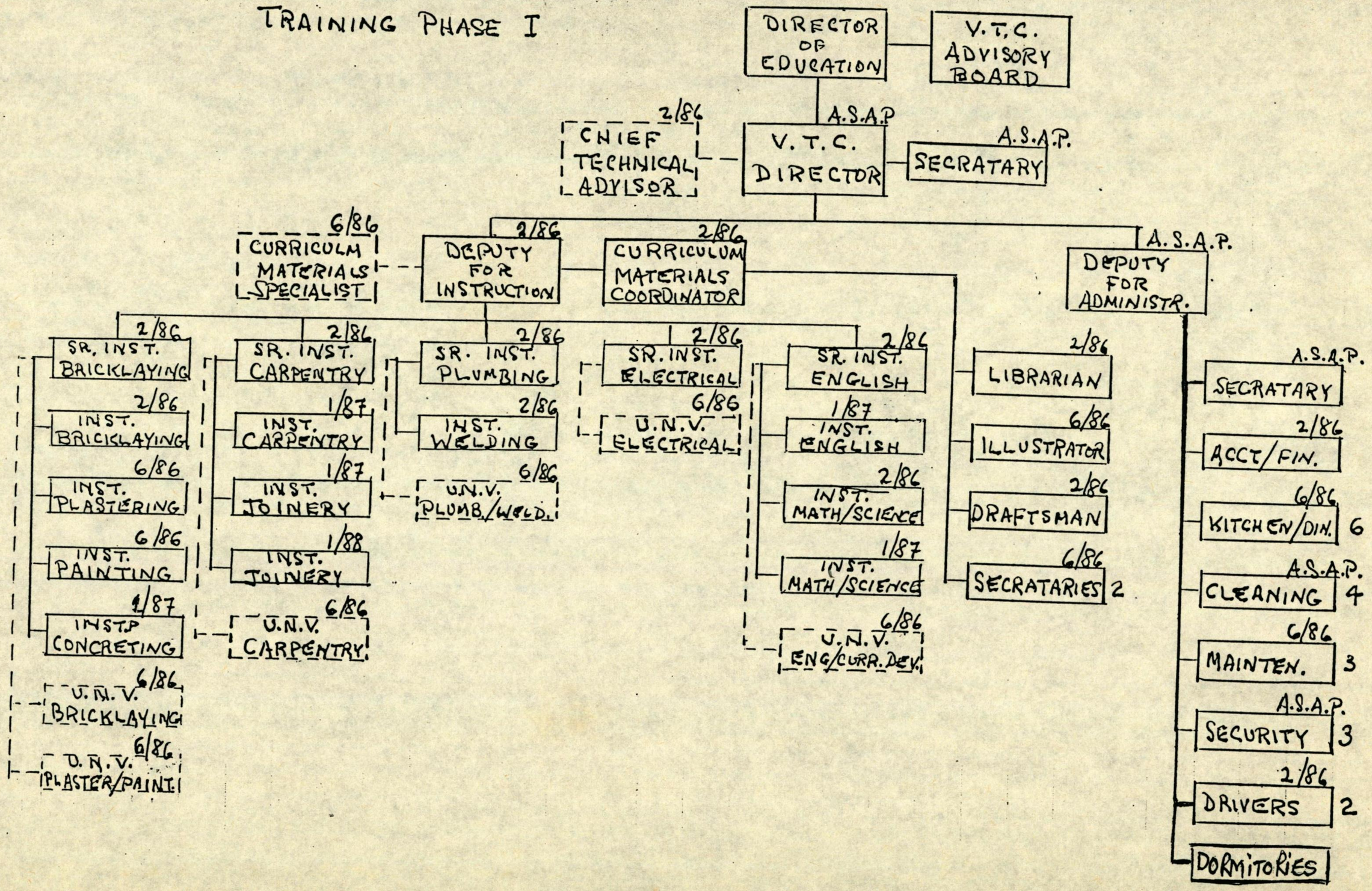
1.11.1984.

APPENDIX III

DAKAWA V.T.C.

ORGANISATIONAL CHART

TRAINING PHASE I



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AFRICAN NATIONAL CONGRESS OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

SOLOMON MAHLANGU FREEDOM COLLEGE

SOUTH AFRICAN EXTENSION UNIT

REPORT

to the

6th NATIONAL EDUCATION COUNCIL MEETING

held at

Mazimbu, 28th August - 3rd Sep 1986

SOUTH AFRICAN EXTENSION UNIT (SAEU)

1. Introduction

The South African Extension Unit (SAEU) came into being in late 1984, based in Dar es Salaam. Through it Distance Learning opportunities will be made available to the ANC and other South African exiles, with the help of the Commonwealth Secretariat.

Three distinct types of courses will be provided in the first two stages of the SAEU's operation, covering three years. Learners are about to begin the first basic courses in English, Mathematics and Agriculture.

The report provides a background to the Distance Learning Project.

2. Background

The original proposal to set up a distance education project for South African refugees arose as a result of discussions between various governments hosting such refugee's, the OAU, the UNHCR, South African liberation movements, the International Extension College (UK) and the Commonwealth Secretariat during 1982 and 1983. These culminated at the end of 1983 with an agreement in principle between the government of Tanzania and the Commonwealth Secreteriat to draw up detailed plans for such a programme, a proposal endorsed by the Commonwealth Heads of Government meetingin New Delhi in November 1983.

After a consultancy visit in January 1984, a report and proposal was produced for the Commonwealth Secreteriat and implementaion commenced in late 1984, with the appointment of a Task Force.

The purpose of the programme is to provide for South Africans in exile in Tanzania and, eventually, in other African countries, distance education opportunities, using a combination of printed self-study materials, audio-visual cassettes, group study and tutorial support. In this way it will dramatically increase the range and flexibility of subjects and courses available to them. The programme is primarily aimed at adults and young adults and sets outto increase their opportunities for employment, self-employment and for further training and education. To these ends the SAEU is geared to produce its own courses where appropriate and to supplement these by obtaining and providing suitable existing courses both from IAE/NCI in Tanzania and from outside. (Institute of Education and National Correspondence Institute.)
It will also establish and supervise local study facilities and study groups and is providing training to part-time tutors and group leaders.

The SAEU has been established and registered as a non-profit public education institution in accordance with Tanzanian law, and is subject to the policy and finacial control of a Board of Trustees, on which the ANC is not represented.

The ANC is, however, represented on the ADVISORY COMMITTEE, together with representatives from PAC, UNHCR, IAE and representatives from the ministries of Foreign Affairs, Home Affairs and the Prime Minister's Office. At its quaterly meetings, progress is reviewed and future development considered.

3. SAEU Courses

Three kinds of courses will be offered by the SAEU, in two stages, during the first 3 years ofoperation. Firstly, there are the basic remedial education courses aimed to bridge the gap between poor or deficient primary education and the normal entry point to lower Secondary Education.

The first three courses at this level are to be English, Mathematics and Agriculture. Students will be expected to study for about 10-15 hours per week for about 1 year.

During stage one, a second group of courses will be made available, according to individual requirements and levels. These courses will be obtained from external sources, either Tanzanian or abroad.

At the Second stage of development, the SAEU will attempt to produce vocational skill courses - garment making, carpentry, mechanics etc,,These courses will be aimed at those who have completed the basic English and Mathematics courses as well as at students starting on Secondary Studies. Health Education willbe included among the courses.

4. Teaching/Learning methods

The principal teaching/learning method will be the use of printed correspondence/self study courses. These will provide learning information and ideas as well as regular exercises and work assignments for the students to complete. Some of these will be self-assessment exercises, some will be marked by part-time tutors and returned to students with full teaching comments. Many of them will be self-contained, some will require additional textbooks which will need to be provided. The more basic courses will be mainly studied in groups, meeting together to help each other to work under the guidance of trained group leaders. These group methods will also be used, as appropriate and possible with higher level courses, though in many cases much of these will be studied by individual students where suitable, courses will be supported by audio cassettes. Where necessary practical work/experiment kits will also be provided and/or access to practicalworkshop facilities on an occasional basis. Occasssional face-to-face tutorial sessions will be organised whereever possible. Group leaders and part-time tutors will be trained through short training workshops organised by the unit.

5. SAEU Staff Budget

Apart from the Director, Dr. E.M. Chale, there are 8 staff members including a Materials Production Coordinator, a Secretary, typist and audio-cassette technician.
The Commonwealth Secreteriat has set aside £175,000-00 for the first stage of the SAEU'S operations.

6. Progress to Date

ANC personnel were involved in a series of workshops and seminars for the preparation of syllabi, on course writing, on audio-cassette script writing and for the instruction of Course Tutors and Group Leaders.

The Programme was launched in March 1986, but the actual taking off had to be postponed due to insufficient supply of materials. These have now arrived and refresher workshops for both Tutors and Group Leaders have been held in preparation for the take off. A tentative time-table has been drawn up and registration sessions arranged at both Mazimbu and Dakawa.

7. SAEU & Adult Education

The SAEU courses will supplement the work of the Adult Education Division at Mazimbu and Dakawa, particularly where courses are unavailable through normal Adult Education classes. For example, O level courses will be provided by the SAEU and especially when thenumber of learners for a particular subject is small, this will be accommodated in an economical way by extending the range of subjects and courses to the adult working population.

After a trial period, it is envisaged to extend SAEU services to other regions.

Elia Tweed Mathe and T.R. Tunga of the Adult Education Division are Field Supervisors and Tutors of the SAEU and Marius Schoon has assisted as coordinator with the SAEU office in Dar es Salaam.