

AFRICAN NATIONAL CONGRESS
DEPARTMENT OF EDUCATION
REPORT ON PERSONNEL SURVEY 1 4
'MAZIMBU/DAKAWA
Compiled by: HINTSA TSHUME
Lusaka/August 1984.

hSolomon Mahlangu Freedom College must serve our struggle..... .
and it must contribute to our future..... it must produce
cadres for the future development of South Africa we must
look into the range of cadres required the students
going through SOMAFCO are expected to make good cadres, but we .
must not give the impression that this is a step towards the
military ... We expect to equip our people with all the
necessary skills, and SOMAFCO should differ from ordinary
schools in that we want to look more into what we want without
necessarily suppressing talent .q... All this is going to need
fresh elaboration... The National Education Council should
pursue this matter and the NEC will be interested to give a
handWe should not be developing an institution without
agreement as to what we want it for....."

Excerpt from the Report of

Secretary of Education to NEDUC

V "I ' V? Quoting the Present of the ANC. .

1-14,

AFRICAN NATIONAL CONGRESS

DEPARTMENT OF EDUCATION

Letter of Request on Personnel Survey 16 - 23/08/1984

SSIC conducted by Hints Teshume

The Education Secretariat instructed me to go to East Africa and conduct a personnel survey at its educational centres.

The Survey was to cover: '

1' . - Present staff population;

2. Qualifications of staff;

3. What subjects are taught;

4. Number of non-teaching staff;

5. When contracts are expected to expire;

6. Expected Staff; 1.

- Staff requirements per subject for 1985, 1986, 1987 and 1988.

My mandate also covered the laying of a foundation for the establishment of a Personnel Planning and Training Unit within the Department. The tasks of the Unit will be inter alia:-

1. to plan recruitment of staff for the Department;

2. to advise the Education Secretariat on recruitment needs;

3. to plan teaching staff training; 4.

5. to advise on personnel training in fields other than teaching; 6.

7. to project staff needs, and 8.

9. to keep records on current staff population.

The survey was to cover:

SOMAFCO - Secondary Division

1. Primary Division

- Nursery Division

- Adult Education Division

2. Vocational Division

- Technical Division

- Non-teaching staff

3. Dakawa Education Orientation Centre.

During my visit to the complex the Director of the Mazimbu Complex was away on a mission and leave. However, the comrades in Dar es Salaam, not to mention the Chief Representative, were cooperative. The Chief Representative put his staff at my disposal. Comrade Mendi Msimang put his transport and meagre staff at my disposal. '

In Mazimbu most of the comrades were Very willing to help. The comrades were prepared for the survey and they had submitted their papers to the Director's. However, unfortunately, these were not made available to me by the Acting Director. Therefore I was forced to ask for copies from the various sectors. I asked the Acting Director for an appointment to discuss the broad staff needs of the complex; The appointment was never respected. But one could observe that he was very busy with his added portfolio and presence of other comrades from Headquarters. I am therefore unable to report on the broader staff needs of the Complex. ' I ' '

The absence of the Director made it impossible for me to get into what vocational education is going on in Mazimbu and? Dekawa, : I can not report on the personnel needs of the Secondary Division. I was unable to interview the Principal of the Secondary Division for he was away on College business. It came to my notice that he was in Dar es Salaam to arrange for students' outing(s). However, I met the Vice-Principal who then presented his views on a document which had been prepared by the Secondary Division. I was afterwards able to make the observations tabled herein after. ' ' '

The Principal of the Primary Division was readily available and our talks are recorded hereinafter. ' I ' I

The Principal of the Nursery Division had prepared a paper on her staff needs.

The Secretariat of the Department of Education should address itself to a possible establishment of nursery sector, let alone a day-care sector, at Dakawa. ' v

I did not address myself to the staff needs of the Day-centre at Mazimbu as this fell outside my mandate. But since

- 3.-

it exists within our educational institution its staff requirements become a very pertinent question for the Education Secretariat.' '

'The other option is for the Department of Education to ensure that such a sector is planned for at the Dakawa Development Centre.

It is my strong view that anybody who is not actively engaged in productive work must not be accommodated at the Mazimbu Complex. These Scadres' may not be contributing to the building of a new cadre of the ANC and future South Africa. Lastly but not least, I met comrades Richard and Mathe of the Adult Education Sector. The picture they gave me is narrated below.

When I visited the ANC Education Orientation Centre at V.Dakawa, I was surprised to be told that the comrades were not aware that I was to come there for a personnel survey. The letter of the Secretary for Education of March 11, 1984, which delineated my mandate did not filter through to the Dakawa administration in spite of the fact that it stated clearly that I was to cover the Centre in my survey. Anyway the information that I could extract is tabled below.

May I humbly present this one-man report to the Education Secretariat with a request that it thanks all those who have contributed to the meagre summary of our personnel needs at SOMAFCO and other educational sectors under the Department Of Education.

The author does not claim that the report is perfect, more so because of the limited time during which he had to conduct the survey. However the author believes that the report does highlight the needs that were glaring to him/tie time of the survey; '

SOLOMON MAHLANGU FREEDOM COLLEGE.

1Secondary Division (Teaching Staff).

'This division has a total of twenty-one (21) members of the teaching staff, of whom: ' "

- 7 are graduates with teaching diploma
- the contract of one will expire in June, 1985
- the contract of three (3) expires in June 1986
- one leaves on scholarship at the end of the year"
- one leaves on scholarship next year,

7 are graduates without teaching diploma

the contracts of three (3) will expire in June, 1986

One (1)/E&I undergraduate and will leave on scholarship in the course of 1985 ,

Three (3) have matriculation and teachers diploma

one (1) has a teachers diploma and will leave in June, 1986 '

One (1) is a matriculant with teaching experience and will leave on scholarship at the end of this year.

Staff Requirements

January 1985: . .

- One teacher of Geography
- teacher of History of the Struggle
- Two teachers of History
- One teacher of Mathematics . 1.

Two teachers of English language and Literature

One Principles of Accounts Teacher _

One teacher of Agricultural Science

One teacher of Biology ' .

One teacher of Integrated Science

total of eleven (11) teachers

One teacher for Development of Societies

One English language teacher

total of two (2) teachers

. ' - 5t-

Januagx 1986.; . ' 1 _

f '- One geography teacher ;_ . 1._

- One Development of Societihs teacher

h One Agricultural Science teacher

- One Biology teacher

.A total of four teachers

Segtember 1986; 1

._ One English teacher '11 1

Expected staff: ' I 1

- G. Lai Thom

- E.Dladla

- B.Ogley, Maths, History and GeographyW

- R. Marutle, English, History-

Non-teachiggmataff: '

This category is mannhd by people who are students who wouldl
leave on scholarship or unqualified persons. The diviSion needs:

a) Bursar ' L V

b) School Secretary

c) 1 X Shorthand/Typist ,

Librarian and two (2) aSsistant Librarians

d) 1 X

e) 2 X Office Machine mechanics

f) 4 X Art Group personnel

, g), 1 X Resources Department

h) 3 X Matrons _

' i) 3 X Boarding Masters__

3) 1 X Warden M

k) 5 X Catering officers (have one now)

l) 2 X Publicity personnel

m) 3 X DriVers (have one temporary)

n) 2 X'Laboratory assistants '

o); 2 X Typist/Clerk

p) 2 X Grbundsman - - 1L

pbervations

It seems to me that we Will for_a long time rely on unqualified
teachers from within our ranks. It is therefore imperative-
that the Department-must plan its own in-service training.
programme. We will havg to organise workshops e.g. on teaching
English language as a second language at secondary level,1

e 6;- 1

teaching Mathematics at secondary ievel, use of teaching aids, teaching of sciences, teaching of English literature 7hsecondary school methodology, etc. "

P R I M A R ' Y D I V I S I O N

Comrade Babu explained that they decided to work towards a Teacher/Pupil ratio of 1:15 rather than the ggfepted ratio of 1:23/27 because all the kids are being taught/English which is their-second language. 1,

Student PopuLation (Aug.1984): - 230 ,

Teaching staff:- 19

Qualified:-- 9. (including thezErincipal) , 1. .

Unqualifiedz- 10(to leave em scholarship)

Permanent qualifiedz- 7.

Volunteers:- 2 (ta leave in May 1985).

The Primary School is expected to be joined by:-

- Ivor Mitchel .

- Freda Katz

- Matga.ret Sitoto

5- Lizo Sitoto (unqualified)

- Barbara

This dividion by the end Of October will be having fourteen (14) teaching staff. If the present enrolment stands at 230, the Tacher/Pupil ratio will be approximately 1:18. We will . have to recruit two (2) more teachers to relieve the principal of some of his teaching load. However, it is not clear whether the enrolment will stay at the present 230 pupils.

This division has the fastest growth wgate in the complex. - For instance, in January 1983 there/89 pupils and in August 1984 there were 230 i.e. 214. 55c growth rate. Indications are that the sector will admit some 30 or so pupils in January 1985. The school will lose four (4) of its teachers who will be going to Sweden for training. Teaching staff will bej i a i'redhced to ten (10). This gives uh a Teacher/Pupil ratio of 1:26. 'In order to maintain the ratio of 15:15 we need a staff of 18 teaehers assuming that the Principal does not teach or Jet least his tedeing load is reduced. ' '

_ 8 -

- hPrimary School Methodology".

- "Teaching of English as a Second Language".

We thought it would be better if these are held any time from January 1986 when our teachers have returned from Sweden. We must also envisage the holding of workshops on "Teaching of Mathematics at Primary School"; "Teaching of Reading" and "Usage of Teaching Aids".

Teaching Aids

I was informed that the school projector and Roneo machine had broken down because they were run by inexperienced persons. Herein comes the need for a handyman. W

Non-Teaching Staff

The Principal needs the following:

-Shorthand/Typist/Secretary

-Janitor : '

-Dormitory Staff:

'Warden

Matron

3 to 5 assistants to Matron

Handyman V

Resident Children's Nurse

Driver

, 2 Groundsmen. _

The Primary Division has seven (7) catering staff - three South Africans and four Tanzanians married to our comrades. There is a need for a trained catering officer.

Recommendations

1. Funds should be raised for workshops and possibly specialists " from outside the A.N.C. should be invited. This is not to undermine the important contribution our staff have made in this regard. For example, the workshop on-"Teaching of Reading and the Use of Teaching Aids" was run by Mrs. Brown who happens to be in SOMAFCO to visit her brother.
2. There is an urgent need for recruiting staff for this " sector. If we have to rely on staff on contract; we have to systematize this.. What I am saying is that we should try by all means to see to it that contracts should be made/extended every year. But as things are this may be difficult. We have to work towards this.

- 9 -

3. We must avoid a situation where contracts expire at the same time for more than 30% of our staff.

4. If we have to rely on 'post-matrices', their placements on 'scholarships' should be planned. I am saying this because if they participate in our workshops and they leave within a short period thereafter, the school will not have benefited from their participation in such workshops. . .

5. The Headquarters of the Department of Education must be informed timeously about staff movement. . .

6. The Principal the Primary Division must favour Headquarters with proposed job descriptions for categories of staff.

' 1

H U R S E R Y I D I V I S I O N

This Division has a staff seven teachers, two of which are qualified. One teacher is a volunteer whose contract expires in September 1985. Two of them will be going on scholarships.

There is one untrained typist and one janitor. a 11.

There are presently 97 children at the nursery, but the enrolment is expected to increase to 144. The nursery needs to have at that point fifteen qualified teachers in order to maintain a planned ratio of 1 : 10. 4

Five qualified teachers are expected to join the staff in January 1985, which will give us seven qualified teaching staff. At the full capacity of 144 children this will give a teacher/pupil ratio of about 1:20. We need to train more cadres in this field. We should bear in mind that some will from time to time go on courses in the same field.

We are going into ways and means of upgrading our teachers within/outside the complex. However, it will be difficult to organise workshops or seminars at the complex because unlike the other divisions the nursery functions twelve months a year. The only way feasible is to grant short study leaves to members of staff. Further the Education Secretariat must look into the possibility of sending five of the present staff to Sweden next year in the hope that replacements will be found. This would mean that by January 1985 we shall be having seven members of staff who shall have undergone some training.

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Non-Teaching Steffi

The view of the Principal-is that comrade Don Dingake, while he h performs a'cOmmendable job as janitor, he needs some training in child psychologyis This in essence means that we need to traih'k our carefully selected cadres in this field. .

The Caterigg Section is manned by eight persons, some ANC and others Tanzanians married to South Africans. There is a need for recrui-ting a catering officer aswell as a nutritionist. Other /&?8?5

1 X Handyman/Maitenance / ' ' '

1 x Shorthand/Typisti - .

12 X Matrons(to cater for the full capacity)

1 x Driver (in the interim) '

2 x Groundsman (to look after the surroundings)

3 x Janitors (with some training)

A D U L T . E D U C - A T I O N D I V I S I O N

iBasie and Intermediate:

Staff:

-;Cordinator:- Richard Sibengile; qualifications unstated.

Uthers u.Tweed Maths; qualified mining engineer -

'and holds a Diploma in Adult Education.

- comrade Eleazar Maboe; Primary School teachers' Certificate.

- Comrade Tunga-expatriate holding Gradell Teachers' Diplomaiin Adult Education Icon-tract ends in June 1985)

Basic Level:(enrolment - 43)

This category teaches the 3R5. Subjects taught are Mathematicsr . English, Historyof the Struggle, Geography and Integrated Science. All the subjects are functional. i

The contract of comrade Tunga expires in June 1985, It is strongly recommended by the comrades that this contract must be i renewed; They find him useful. It should be noted that the pro- ' cess of renewing the contract must start in January 1985.

Intermediate Level (enrolement - 42)

.. Thenaare two groups for purposes of lightening the teaching load. The same subjects as above are taught but at higher level, They are integrated and funstional.

There are no expected staff The coor ' .o commends that

I sass

for this Division two students must be sent/ ng. HOW do we reconcile_this with the distance education programme? How do coordinate this with pur VTC at Dakawa?

B. Secondagx9

Coordinator:- Comrade Richard Sibengile is the sole full time member of '1 staff.

Subjects and staff

1. English LTnguage: Pearl Serote (need two or three teachers)
2. Geography: Assisted by a volunteer (need two)
3. Mathematics: Jerry Sithole (need two)
4. Accounts: Jimmy Phambo: (needs two)
5. Technical_ Drawing-. Cdes Babel and Killian Masepa ' ' (need tWQ) . 1 '
6. Basic Dlectrlclty S61ly Makwakwa and Lyndall Shope (might n9ed a replacement).. 1 i
- 7; 'Physics: (N991 th -t999heers) .
- ,3; Biology: Need two teachers _,,, :
9. Economics: Need' tWO teachersT 'Iliu
10. Chemistry : need two te99hers""5"z r.
- 11., English Literature: -heed two tea9hers.
- '12. Mbtor Mechanics: n9edva teacher

Subjects 7 to 12 are not taught b9cause bf shortage of teachers.'

The Comrades use the term :part -timeV and 17full--tlme"7 teachers as if they were running a programme similar to that run by the SeconQary Division; The cllhsses run far two (2) hours, four days a week. The full-time teachers which the comrades ask for 1 this sectbr will be underemployed. What can be done is r99ruiting9 more teachers in some subjects C-1for the S99ondary Division- some of them could be seconded to the Adult Education V 1. I

Divis-ion' on part- timg basis.

7 I identified Comrade Zoni Silwana as a possible instructOr in MotOr Mechanic. _H9 holds a one year or so Instructors' Certificate but is_working as a welder.

Non-Teachigg staff

The comrades feel the Division needs:

- 1 X Administrative Secretary
- 1 x Shorthand Typist
- 1 x Typist clerk
- 1 x Handyperson ' is

They complained that they had insufficient clasroom and office space. They had identified a classroom:ohich is unoccupied.

They felt that they could use it as a classroom-cum-office.

h: r .

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Food for Thought.

- 5 The Education Secretariat through its Mazimbu Education Committee must address itself to the question of linking our Adult Education Programme at SOMAFCO/Dakawa and Commonwealth InaSeomtariat Distance Education Programme.

My view is that we should avoid any dislocation. These should be merged smoothly. Therefore we have to re-plan our staffing of the Adult Education Sector. Our planning should take into account other areas where we have concentration of our cadres.

ANC EDUCATION ORIENTATION CENTRE

I paid a day's visit to the Education Orientation Centre and met the Acting Coordinator and other members of staff. I wondered whether the Centre is doing what it is meant for. I could not get a satisfying description of the Orientation Centre's programming. However, since the comrades were taken unaware of it, I requested a written briefing. This came to me three days later. I had also requested a discussion after the brief had been submitted to me. It later came out that the delay for the delivery of the brief was due to lack of transport and they could not come and I meet me as arranged because of the same reason.

The staff position at the moment is bad. There are eight teachers/tutors. Out of these only two have had training. The six are students awaiting to leave on scholarships in 1984. This means, *etris paribus*, that by October 1984 we will only have two tutors. . .

The Centre has three sectors which teach:

SENIOR: - History of the Struggle ., - Physics

. b Mathematics: v - English

JUNIOR: teaches the same as above.

PRIMARY: - History of the Struggle - English

- Mathematics. .

It should be noted that chemistry, biology and agricultural science are not taught because there are no tutors. The Centre is run on an integrated basis; labour, classes and culture.

TEACHING AND NON-TEACHING STAFF

A project document has already been submitted to UNESCO/UNDP. In accordance to that document we must recruit with immediate effect and automatically the following. v 1

.;

" 13...?

- Principal Tutor
- History tutor
- .r Iphysics Tutor
- th'Mathematics'
- '37? Agficulture Tutor
- Biology Tutor
- 131- English Tutor
- I 9 Chemistry Tutor

' We Would also have an audio-visual aids Instruotor. We will need teachers ef DevelopmentafSocietieSand History of the T Struggle. - v.1 I . ,

'.NB _ I '1 The pregramme should have kick ed off at 7 ' the beginning of July. I " ' I

NON-TEACHING STAFF 7 , ' .

'At the moment the students do their own cooking. This has got to come to an end. We must not only be seen t9 be serigus but be serious. -We need the foll0wing supportive staff:-

- .Administrative Secr-etary "'

Et'e Shorthand/Typist

,W.Clerk/Typist

- Audio-visuaI aids technician
- (- Matron
- '7 p Warden
- 9 Librarian
- Purchasing officer
- 2 x Caterer/S
- M .- Driver

..RECRUITMENT

In the short-run we should look arcund among ourselves fer a Matron, Warden and Purchising officer. _ V

PrinciEal Tutor: We will ha.ve to appoint one. of the very experienced tea.chers at SOMAECO. _ '

Consultant; I had discussions on the engagement of a ConSultant The.discussion painted to the importance of the servicea of a_Coneultant. The feeling is that we must.'dip our bueketsn TH where we afe' in that directipn. The name qr comrade Humphxey' Langa came to mind. , ' .

RE-ORIENTATION CENTRE "

At Dakawa there is a sector to which returned students are accommodated. The categories for whom this sector should cater.

1. The qualified students who are waiting to be deployed, I would have thought that some programme of orientation would be arranged.

2. The students who have returned unqualified because they were not well prepared for their assignments. Ideally these should undergo remedial classes as well as political classes. It devolves on the Secretariat to look into ways of achieving the goal of equipping this youth for useful engagement.

3. There are those students who have returned unqualified because they have committed acts of indiscipline. During my visit at this sector of Dakawa there was no set reorientation programme for this category. My impression is that they are simply deployed.

4. There are these students who are classified as 'post-matrics' coming from home. One would have thought that these must attend remedial classes; The present Dakawa Administration simply deploys them.

There is also the category of students who are new arrivals who attained a level of education below Form V. Some of these are at Primary school level. I do not understand why this category of pupils are in Dakawa for orientation when we will have them at SOMAFCO for more than five years. It is part of SOMAFCO's mandate to orientate students.

What then do we understand by orientation, remedial classes, re-orientation and 'post-matrics'?

- Orientation; This term is used to introduce new students to the politics of the ANC so as to lessen the burden of politicization at SOMAFCO.

- Remedial Classes; These are educational. The aim is to introduce new arrivals to the politics of the ANC as well as to introduce the students to Mathematics, Physics, Biology, Agricultural Science. This is for getting out the cultivation of love for manual work and technical skills; This is in conformity with the Education policy of the ANC. The more proper arrangements we make for this category the less remedial work will devolve upon the SOMAFCO, and the sooner we shall move towards producing "... cadres for the future of South Africa...", of which our President Onyiah spoke. Let us prove that it is not dumping ground. We ought to be proud of the product of the Centre. I remember that all the students who came to Nigeria in 1971 had to attend remedial classes.

x.-
- x
- Reorientation should be geared to teach students who have -
qualified the politics of the ANC after they have been away
from the fold for several years. More important is to imbue
into the students the spirit of serving the ANC for the - .
specified time at any capacity. In that process we will get
teachers, administrators etc and at the same time dust off
the acquisitive nature of our students which has been implanted
by settler-colonialism. It is at this point that we attempt
to instil into the youth "... their people and their
culture."

The returned unqualified student must be politicised with a
view to show him the incorrectness of their acts of omission
or commission.

Hg' post-matric
1 The first question that comes to my mind is 'what criteria
:law.h Ahlusedmln Gla551fylngrstulghts into this category?#
Have/ Eked ourselves 'for what they have matriculated to.
do?' Have they matriculated to enter university abroad,
technical school or have they matriculated to enter some
university in Africa, Europe or South Africa. -
Have we scrutinised the quality of their certificates? I
am sure that that scrutiny will convince us that some need
remedial studies. My little experience is that even those
comrades who have been to the 'bush' universities do not
come to standard when exposed to education outside the .
: 'bush' universities. '
We have seriously to look into the remedial programme as:
well as the political programme at the Dakawa Centre. The
leadership must be experienced and well equipped. A
The President of the ANC, comrade O .R. Tambo said: 'Dakawa is
not a dumping ground...' Let us plan Dakawa to be a development
centre to serve our present and future needs. This primarily
means that our politics and moral standards must be carefully
thought out. This is mainly the task of the Education Department.
Possible Staff recruits from unqualified Students:
Daniel Junqua writes in Le Monde-July 1982- on what happened
in Algiers as of July 1962 in this manner; "...Thousands of
"monitors" were recruited. The Educational background of most of
them was merely a school-leaving certificate. They were also
given six weeks of teacher training and then sent out to do
battle..." Let us learn from this. 15 , .. - -.. , _
1. 11.1.-..1-.. 1
.. -..._.... .51... ,
The students listed below could be deployed to do battle with TTTT
within our educational institutions. They are expected to arrive
in East Africa. Some are there already. -
Their recruitment for teaching or administrative positions
could be based on the two-year term service within the ANC. Their
deployment should be explained to them in terms of urgent need
for teachers and administrators within the Department.
It is possible to equip a group of ten to fifteen to do battle
on/short - eight. to ten-week - ILO course on Methodology. The
advice of the Education Officer should be sought. .

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.r:
_ NAMES 1:.
1. Jacob Mothopeng
.2. Mariba Le91ba .
3. Philemon Mokhosi
MM? MakosaZana Msimang
C'LASLjAndlle Kefile
.6. 313a Lusu
:a8oggerbert_MBOYiya'
9. Andile Njobe '
10.Jonhthan Makgome .
11.thiba'Poee
12.Vusi thbuka'
-,13.J0y Rabotapi
14.Mark Moloi'
15,Grace Monlelo
16.Michael.Moloi
17. Bongiwe Njobe
18. Queen Nkosi
19. Ndumiso Ntshinga
520. Moses Moneedi H
,L21.Stanley Mngadi
"22.Ve13 Sibisi ..
.23. Basdey'Lekoia
. 24. Simon Lebooa
25 Steve Mapoe '
26.MartinuMaphisa-
C5119-
FIELDS OF STUDY
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11
Possible Recruits for the Orientation Centre
I have identified some staff for the A N. C. Education
Orientation Centre. These are comrades:-
CAN TEACH
History
I!
I!
I'
Chemistry/
Graphics
Chemistry
I il.
Maths/.
Physics
Maths/
Maths/
zPhysics
Physics/Maths
.II
b
Civil Drawing
Agric.Sc. ,
The'ge can be.
allowed L6
teadh :1 '1
Development 1
of Society -
oere made
administrative
personnel

We need To Train fout QT morZ Audio-Visual TeChnicians
7for our institutions as lel as offiCZ mZChine mechanics.
_ Our institutions do not have Zhorthand Typists.. As a
short run s.ZluTion we need To conCentTaTZ on The-TTZining of
1 cleTk/TypIsts with a. view of upgrading Them later.
Ca.TeZT Co.unsellor
In onZT to meet The MOVZmZnT's needs in a systematlc
manner as far as possible we need to at least_ one Career
CZunseIloT. FutThZT, we must Tecall that we have embaTked On
a sTudentS TZcruiTmeHT programme inside the couhTTY and Dakawa
is with us. , . .
The CaTZTZT CouhSellor will advise students on combinations
of-subjeets Taught at The College, career possibilities and
The opportunities for Technical and vocational Training.
MOST students _Zoming from home want To sTudyIZT univeTSiT
despite the fact that they are not prepared for academic work
'at This level and should be guided TowaTds Technical sTudies.
This officiaI will play an important role in- explaining
.the Education Policy of The ANC ln pa-TTiculaT The importance
of combnlng la.bour and studies.

. "718 'F'? I;

V

The manner in which we have been recruiting- staff has been 'very unsatisfactory. The Education Secretary has on several occasions found itself being required to rubberstamp applications for employment followed immediately by urgent demands for tickets; This leads one to conclude that the Secretariat is more often presented with fait accompli.

The urgency when accompanied by explanations that applicants have resigned their jobs and are in desperate financial positions, given the impression that someone had already confirmed appointments without the knowledge of the Secretariat; Then delays in securing air tickets do embarrass the Movement. I

In order to introduce some efficacy in our reorientation programme, at least one member of the Secretariat should be assigned the task of scrutinising applications and make recommendations to the Secretariat. This would serve as an embryo of our Personnel Planning and Training Unit.

So as to avoid embarrassment, and introduce some form of order, appointments of staff must be communicated by the

Secretary for Education in writing.. Headquarters shall then make arrangements for travel timeously and smoothly.

With a view to stabilise and reduce staff turnover, appointees must sign a two-year contract. On confirmation of appointment, the Secretary for Education shall send a contract and terms of service to applicants; I think that this should apply to ANC cadres as well so as to stem the resignation rate.

The staff shortage could perhaps be alleviated by approaching sister political parties, eg CCM, UNIP etcetera to second some teachers to us." I am not sure whether our security can really be ensured by reliance on volunteers from support groups. These are vulnerable to infiltration by counter-revolutionaries. We have seen this with the IUEF.

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The present staff position at SOMAFCO leaves much to be desired. -It is difficult to say we are on the road towards achieving the objectives as defined by our President..

- The manpower approach ("SOMAFCO must serve our struggle .; it must contribute to our future...it must produce cadres for the future development of South Africa...")

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- The Social Demand approach (SOMAFCO was born in struggles
in order to meet the need to educate our people.

We must avoid running our institutions purely from a
technocratic point of view. Technocracy should be kept to a
minimum. 'If we lay too much stress on running the College
from a technocratic point of view we shall lose sight of our
political goals.'

It is true technocrats can be catalysts who can lead us
towards efficiency. While we must recruit qualified personnel,
the policies of the recruits must be very near to our policies
as possible. We have to marry efficiency/qualifications with
political beliefs of the recruits.'

Secondment: The Department of Education will from time
'request other departments of the ANC to second personnel to
educational institutions under its mandate. The seconded
cadres must fall under the control of the Department.
Such secondment should be for a specific period of time; This
is to avoid abrupt recalling of the cadres. Terms of service
must be drawn up so that the cadre knows what is expected from
him or her.

Induction: It has been agreed that there is a necessity
to run staff induction courses for new staff. The Mazimbu
Administration was asked to suggest a programme for the course;
As far as I am aware this has not been done; my view is that
this must be followed up as the course will lead to better
understanding of the job descriptions, as well as minimise
causes for frustration.

Staff Meetings: Headquarters has no record that staff
meetings are held regularly, It is important to know that
members of staff do play a role in the running of our educa-
tional institutions. This will give way to the belief that
the schools are run in a high handed manner by Principals.
The role of these meetings should be clearly defined.'
The role of the APC should also be clearly defined so as to
avoid duplication and mistrust.

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_ Finally, it is clear that there is an urgent need to recruit more staff for the-sectors at SOMAFCO and Dakawa.

'If is necessary to train staff-at in-service level as , well as Outside our institutions.

It is necessary that we request qualified students to assist for at least a period two year asiteachers and non-teaching staff at our institutionsoi

Some attention must be paid t0 proper recruitmeni of n0nateaching staff. There is need for this category of staff to be trained. ' ' '

Headquarters of the Deparfment,needs its staff to be IinOreaised by appointment of a Deputy. Secretary for Education . to be based in Dar es Salaam for reasons of proximity and decentralisation.as wellLas to speed up decision making

When the Secretary for Education is away on other NEG assignment. We must appoint other administrative stair.

It is urgent that we appoint a career adviser in order to minimise.waste in scholarship allocation and to produce cadres for the future development of South Africas

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