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AFRICAN NATIONAL CONGRESS OF SOUTH AFRICA

(LUSAKA EDUCATION COMMITTEE)

OBSERVATIONS OF THE EVALUATION COMMISSION ON ITS VISIT TO MAZIMBU BETWEEN

JUNE 28th AND JULY 5th, 1981

TERMS OF REFERENCE AND SCOPE OF THE REPORT

Our terms of reference agreed to by the Education Committee on June 23rd, 1981 covered a wide range of topics. Since they guided our inquiries and discussions, we feel it advisable to recapitulate at least the main headings. These are:-

1. Environment
2. Administration
3. Teaching
4. Staff
5. Students
6. Adult Education
7. Relationships
8. The Mazimbu Community
9. Interaction with Tanzanians

We had a crowded six days at Mazimbu and cannot claim to have done justice to the task set us. There is much that we missed or observed only partially and perhaps inaccurately. Even so, the amount of information collected is rather more than the Education Committee can be expected to absorb for its immediate purposes. We therefore summarised only the main impressions and expect that these will be further distilled in a separate report to the National Education Council when it meets next month. Some of the issues raised may be of special interest to the N.E.C. We have included these in the report when they were the subject of recommendations by the administration, construction units, staff and students.

We left for Mazimbu immediately after passing through the airport in Dar es Salaam. On this occasion and throughout our stay we met with unstinted cooperation and goodwill from all persons taking part in this great venture. They were always anxious to share experiences, discuss problems and prospects, outline their aspirations and generally receive assurances of maximum support from our movement.



Both members of the Mission had discussions, jointly and severally, with the administrative personnel, members of the construction teams, workers engaged in production, teachers, students and other members of the community. We also talked to pupils in several classes at their invitation or when requested by the class teachers, attempted to answer the many questions raised about their work, and in other ways collected information from a cross section of the persons involved in the teaching and development of SOMAFCO.

One of our tasks was to assess the nature of relations between Mazimbu and the Tanzanian community. This we did by consulting the Tanzanian representative E.J. Kasomangala who is stationed at Mazimbu and by collecting information from members of the administration and the school. We were fortunate in being able to visit the Saba-Saba Trade Fair in Dar es Salaam on the Saturday before our departure, examine in some detail the splendid pavilion erected by our organisation, and witness the performance, on a raised platform in the open air, of our SOMAFCO Cultural Group. It attracted a large audience, made a spectacular impact and scored a notable success both artistically and in promoting good relations with our Tanzanian hosts.

#### THE BUILDING OF SOMAFCO

The most spectacular sign of growth is the construction. It has advanced by leaps and bounds in the past two years and testifies visibly to the energy skill and commitment of the people involved in the various stages of erecting the physical structures. We shall not give details of the progress made, since it is known to members of the Education Committee who attended the last Council meeting and visited Mazimbu in the period thereafter.

As is known, the plans provide for the building of a number of quadrangles, each consisting of a central dining hall, flanked by three separate dormitory blocks, kitchen, study rooms and four staff houses. One such unit has been completed, apart from plastering and the fitting of a ceiling, and is in use to the point of being grossly overcrowded. This conditions will persist until the second unit is available, hopefully by the end of September. The third quadrangle should be available by mid 1982 if the present rate of construction is maintained. The timbering of the dining room roof has been completed and a start is being made with the roofing of the dormitories. The foundations for a fourth block have been dug and should be laid in the next few months.

With the completion of the third unit, there will be enough accommodation for nearly 500 students as compared with the present number of 280. One third are girls, who are to be housed separately in one of the three dormitories in each unit.



## CLASSROOMS

Two blocks of eight large classrooms each are under construction. One will be finished by September of this year. When in use it will ease some of the pressure now existing in dormitories and staff houses where classes are being held. Each of the 16 classrooms now being built will hold 45 students, a total of more than 700, for whom at least five units of dining halls, dormitories and staff houses will be needed.

No less urgent is the building of well equipped laboratories, which were somewhat overlooked in the scale of priorities at an earlier stage. Given the importance of the natural sciences, two of which must be taken by every student, and the desirability of teaching science subjects in laboratories, the Directorate has decided to speed up their construction.

This has been delayed by concentration on housing and classrooms; also by the shortage of architects conversant with the details of planning laboratories for "A" Level students, requiring much the same kind of equipment as university students. We visited the drawing room where the laboratory plans are being prepared and were impressed by the skill and devotion of the designers.

Comrade Lars, the senior architect who has been the main driving force and inspiration on the architectural side, will finish his contract and leave Mazimbu in the near future. We hope that our organisation will find means of paying a suitable tribute to his voluntary services, efficiency and dedication.

## STAFF HOUSING

Each of these houses is now being shared by three households, unmarried or married, and in some instances also serves in part as a classroom. The construction of staff houses rates high on the list of priorities, both to relieve existing pressures and to provide accommodation for new teachers who it is hoped will be recruited in the coming months.

Houses are required also for volunteers and technicians employed in the construction. At present six houses, built by a private contractor, are used for construction staff, and agricultural specialist and an office for the architects. Another building, one of the reconditioned houses of the sisal estates, has been set aside for the Tanzanian representative.



### ANCILLARY SERVICES

Other urgent needs include the building of a clinic, now housed in a reconditioned structure, and storerooms for food, clothing and hardware. Both are included in the complex plans, but the construction has been postponed while preference is given to dormitories, classrooms and staff housing.

The erection of a central storage complex is desirable to improve efficiency and reduce pilfering which is said to assume substantial proportions. For instance, illicit beer is being brewed with materials taken illegally from the supplies of foodstuffs. Stores records are inadequate and supervision difficult without proper storage facilities.

These can be provided simultaneously with the building of classrooms and dormitories if additional workers are engaged. It is a decision that the newly formed Directorate, which held its first meeting on the day of our arrival, will have to face in the near future.

### CONSTRUCTION PERSPECTIVES

Members of the Directorate and the site engineer in particular stressed the importance of keeping up the present speed of construction, and accelerating the process if possible. The workers have been grouped into specialised teams, such as the digging of foundations, mixing and laying of concrete slabs, building piers, roofing and carpentry. The teams have clear instructions and work in an organised manner. About one-quarter of the project has been completed; another quarter should be finished by the middle of next year. This is a satisfactory rate of progress and evokes admiration from Tanzania and foreign missions. Our achievements have earned us much goodwill from the Tanzanian Party, government and people. It is important to keep up the pace for this reason and our own internal needs.

There is however a serious financial blockage. According to the very general estimates given us, the construction work entails an expenditure of 3,000,000 shillings a month and actually receives only two million. We were told that the TG department has instructed the Directorate to reduce costs by 40 per cent. Our President subsequently visited Mazimbu and agreed that the tempo of construction should be maintained. This is possible, however, only if cash flows are raised to the required level.

The budget submitted previously, which outlined cash needs up to 1985, is severely distorted by inflation which has added 60% to building costs of hardware.



Some items like toilet requisites cost up to six times the original price.

If the cash flows are cut, a large number of workers would have to be dismissed. Many have acquired skills on the site and should find a alternative employment without much difficulty. If we lose their services, however, we shall have difficulty in replacing them, and their rate of pay will be much higher, when the speed of building operations is returned to existing levels.

The directorate urges that to avoid these set-backs a special fund-raising unit be formed within the treasury at H.Q. to concentrate on the needs of Mazimbu. Non-government sources should be tapped. In Sweden, the government supplements voluntary donations towards development projects at the rate of 4:1 - 80 kronen for every 20 raised by voluntary effort. The possibility of raising money by such means is being explored and should have the full backing of our organisation.

#### FOOD PRODUCTION

Steps are being taken to make Mazimbu self-sufficient in producing vegetables, fruit, poultry, meat, milk - by cultivating the large area of good land made available by the Tanzanian government. Its representative, Comrade E.J. Kasomangala, told us that 4000 acres had been placed at our disposal in Mazimbu, 3500 acres more than the area initially set aside for us.

He expressed great satisfaction at the rate of progress and the participation of SOMAFCO students in cultural and intellectual activities in the region. Delegations from the district communities had visited Mazimbu and would continue to do so. His policy and that of the Regional Administrator was to facilitate interaction between the people and Mazimbu, which provided an object lesson in the use of virgin land and the possibility of stepping up production and construction.

Because of our achievements, he had recommended that another large tract, amounting perhaps to 10 000 acres, should be handed to us for development. This area, known as Dakawa, is situated along the main road to Dodoma, the new capital. He expects to see the road tarred and electricity supplies provided within the next two years. He hoped, however, that we would begin cultivation this year before the start of the rains in February.



This is a formidable undertaking. The Directorate is optimistic, however and thinks that significant progress can be made in 1982. A Danish volunteer has agreed to take charge of the production for the next three year. He happens to be also a farm-building consultant and can therefore take a leading part in planning and building the necessary structures.

Incidentally, the administration hopes that FAO will agree to making a contribution in the form of money grants and expert assistance. The agency has already set aside 200,000 dollars for the Mazimbu farming unit and another 50,000 for livestock. Some 100,000 dollars that is being channelled through UNESCO for students can be used, with its approval, for the acquiring of equipment.

Ideas for the development of the Dakawu tract include the transfer of the piggery, poultry unit and goat pens from the Mazimbu complex. A similar movement of families and individuals from the Ilala settlement is contemplated. Unproductive and subversive persons should be resettled under a strong leadership. The Directorate feels that H.Q., and NOT SOMAFICO, should be responsible for developing Dakawa both for production and as a rehabilitation centres. If properly managed, the area will produce a surplus for the market, as well as satisfying the food needs of Mazimbu.

#### THE WOODWORK FACTORY

Another potential source of income is the Machine and Joinery Shop, operating in an expanded and upgraded building that used to be the factory premises on the sisal estate. The factory now turns out furniture, door and window frames, cupboards, shelves, tables, chairs, bunk beds and wooden fittings for dormitories and houses. The immediate aim of producing for the Mazimbu complex and meeting the cost out of grants in aid has determined the practice and organisation of the factory.

Books are kept specifying each job category. They provide a rough and ready guide to the overall volume of production, but costing data and comparative production figures are not available. Payments for goods and materials received come out of general funds. Stocktaking is irregular and incomplete. No attempt is made to assign a cash value to products or to charge the site for the value of goods delivered.

Without such data and procedures, the workshop cannot hope to assess standards of efficiency and profitability.



To realise the aim of turning the factory into a source of income, a start should be made with the introduction of proper accounting and costing procedures. The workshop staff wants specialists, such as a systems manager, legal and tax experts, labour relations personnel, to meet the workshop staff for the purpose of drawing up a scheme that will lay a foundation for efficient accounting and management. In the words of a memorandum prepared by the workshop technicians "The conversion of our factory from an adhoc set-up depending on donations into a profitable concern operating competitively is a major job". Steps are being taken in that direction. H.Q. should however accept the main responsibility of preparing the way for the transition to a viable commercial enterprise.

### ROADS

The collapse of the bridge on the main road to Morogoro has given rise to serious problems of transport and communication. A diversion road has been upgraded but is expected to be swamped and made unusable during the big rains in the early part of next year. A third route could be used instead, though it is three or four times as long as the roads now in use. It could be put into a fit state for heavy traffic at an estimated cost of 250,000/=

The long term solution is to build another bridge. Engineering firms have been asked to prepare estimates of the cost of designing and building a bridge. One firm submitted an estimate of 5 million shillings. The site engineer thinks that his construction team could do the job for half that amount if the labour force were augmented.

Meanwhile, he thinks that the third and longest route should be upgraded by our own construction teams at an approximate cost of 300,000 shillings to give access during the rainy season. At the same time, H.Q. should launch a bridge-building campaign, backed by photographs, poster, leaflets and other suitable material prepared for support groups.

### HEALTH AND WELFARE

We were able to visit Morogoro and take a look at the 'Charlottes', the town houses named after Charlotte Maxeke, and used as creches for babies and infants. There are cots donated by a support group, but the rooms are overcrowded, hot and unpainted. Mosquito netting is in tatters or non-existent, while medicines and important foodstuffs are in short supply. Gastro-enteritis, malaria and measles are common hazards and the main causes of death among babies.



In Mazimbu, plans are being prepared for the construction of a clinic and health centre, but the building is unlikely to be ready for use before the middle of next year. The staff consists of a qualified and experienced nursing sister (who returned to Dar at about the same time as we left) and three medical aids with about nine month's training in Tanzania and elsewhere. She assured us that the stock of drugs is sufficient for normal occasions but acknowledged that the clinic is not equipped to cope with serious outbreaks, such as a malaria epidemic, or to conduct adequate diagnosis of diseases such as bilharzia.

A substantial number of patients, especially from the student population, suffer from psych-somatic ailments. There are some who were injured by the enemy attacks on our camps and have not recovered from their injuries. They were sent to SOMAFCO in spite of the low level of specialised medical services for such cases. Others who were tortured by the enemy at home are unable to obtain necessary medical treatment in Mazimbu but remain there as a burden to themselves and the school community.

These difficulties are compounded by the shortcomings of the staff responsible for medical treatment and health care. We were told that they close the clinic at 16.00 hours, just when students are free from school hours. On repeated occasions, medical aids have refused to attend to patients who have fallen ill during night time and the ambulance driver has been absent with the vehicle on unauthorised trips.

It is certain that the nursing sister in charge of the clinic will be able to raise the level of discipline and morale. She is of the opinion, however, and her view meets with widespread agreement, that a qualified medical practitioner with public health training should be stationed at Mazimbu, possibly in association with the hospital at Morogoro.

We think it advisable to draw attention to water supplies as a basic feature of the environmental services and health standards. Water for Mazimbu is pumped from the river that runs through the areas and is stored in a tank situated well above ground level. The water should be filtered. A chlorinating plant is available and awaiting instalment. Meanwhile, the supply is a health hazard and security risk. The supply has to be cut off at night time to prevent sabotage by subversive persons who open taps and drain the tank.



### STAFFING

Before looking at the shortage of qualified teachers, which is well known to the NEC and Education Department, we propose to indicate areas in which other kinds of specialised services are needed. The senior posts that should be filled in the administration included the following:-

1. Vice-Principal with administrative functions. Comrade Slim Zindela now fills the post but he is overloaded with teaching. The principal suggested an alternative to H.Q., but has not yet received an answer.
2. School Secretary to attend to office routine, correspondence, interviews and generally ease the considerable burden carried by the principal. The post has been vacant since the resignation of the first secretary earlier in the year.
3. School Bursar to handle the school's funds and account to the regional treasurer, who is now directly responsible for the funds and operates from Dar es Salaam.
4. Medical Practitioner, referred to earlier, to treat patients and supervise health conditions in Mazimbu.
5. Catering Officer with knowledge of nutritional standards and able to supervise the preparing of meals which are now cooked and served at a fairly low standard of efficiency.
6. Matron and Boarding Superintendent, functions now carried out by the political instructor, who also teaches and sits on the Scholarship Secretariat.
7. Career Counsellor to advise students on combinations of subjects taught at the school, career possibilities and the opportunities for technical and vocational training. Most students want to study at a university but many are not prepared for academic work at this level and should be guided towards technical studies.

### TEACHING STAFF

The vacancies at the school that should be filled were listed in a memorandum from the Principal in May of this year. He also submitted details of the educational background and experience of staff members and the subjects taught by each. The lists indicate that the teaching staff numbers about twenty and that on a moderate estimate fifteen more are needed. Mathematics, geography and the natural sciences between them require ten additional teachers at all levels of instruction.



Proposals have been made at H.Q. and in the Education Committee to recruit staff at home, in socialist countries and the Western countries. The consultative meeting held in Lusaka last February outlined some of the steps to be taken for this purpose. This being so, we shall draw attention only to features that were stressed by the teaching staff and the administration.

Some teachers are neither fully qualified for the subjects they teach nor permanently stationed at SOMAFECO. They have been kept there to assist instead of proceeding abroad for further studies. When allowance is made for this group and the departure of some teachers, we estimate that only one-third of the the required teaching staff is actually at SOMAFECO. The shortage of science teachers is particularly acute. Students are obliged to include at least two science subjects in their study programmes, but the school simply cannot provide the teaching services called for in some areas.

We have already mentioned the weakness resulting from the absence of well equipped laboratories. Existing makeshift arrangements are hardly a substitute. Plans are being made for the laboratories, but these have not yet left the drawing board. We were asked to stress the importance of giving priority to this part of the construction programme even if the completion of a classroom block has to be postponed.

A new and somewhat disturbing feature is the insistence by some socialist countries that our students should have the equivalent of G.C.E. 'A' Levels standards before qualifying for admission to their universities. As from next year, therefore, we should prepare student for 'A' Levels examinations. Those who fail to qualify will have to spend one or two years more at SOMAFECO or accept technical-vocational education, or find places in universities such as UNZA which admit 'O' Levels Students.

The school authorities cannot solve the staffing problem on their own account. The responsibility for recruiting staff rests squarely on the NEC and Education Department and must be tackled vigorously in ways already decided.

#### CONDITIONS OF SERVICE

Recruiting, housing, holidays, remuneration, teaching loads, opportunities for further study and interactions in seminars and workshops are obviously linked in a single process and should be considered together. Staff members have definite opinions on these and related matters.



They are dedicated and cooperative, reluctant to complain, yet understandably anxious to iron out abnormalities and establish certainty in their terms of service.

Moreover, and this opinion was widely held, they want to be consulted and where possible take part in planning buildings and services. They have ideas about priorities and wish to stress, for instance, the need of storerooms for books and stationery. Departmental books, they consider, should be housed within easy reach of classrooms and not in the library.

Teachers and construction workers alike have questions on the existing salary differentials. Our information is that the scales approved by the T.G. were grouped in two categories: One consisting of qualified personnel who would receive 2 000 shillings a month without benefits; the other of those who received housing, food, clothing, transport and so forth from the organisation. The second group in turn was to be paid an allowance varying according to qualifications, the top scale being 500 shillings a month for permanent and fully qualified staff, while post-matriculated students waiting placement would be paid 240/- plus 100/- a month. Student aids taking part in teaching would receive 120/- plus the 100/- a month.

These scales have not been observed. No one receives the 2 000 shillings, nor do staff members wish to find their own housing, food and other supplies at the higher level of remuneration prescribed. The value of the benefits is well in excess of the salary offered. In any event, it is not feasible or desirable for staff members to live in Morogoro and provide their own transport to and from Mazimbu.

There remains the distinction between some who receive 500/- a month and those who get 340/=-, both with 'Benefits'. There appears to be no obvious reason for the difference in remuneration except qualification. The administration and staff agree that the scales should be overhauled and placed on a firm basis acceptable to those who teach or take part in production.

Holidays are another area of concern. It seems that assurances were given of vacations being made available in frontline states to teachers who had completed a year's service at SOMAFECO. Lists of names with proposed dates for holidays were submitted to HQ, but no action followed. Ten or so teachers visited a game reserve last April. They spent five days there at a cost of 700/- each. Those who did not make the trip feel aggrieved.



This issue could become a sore point unless definite rules are formulated and implemented. Some staff members would like to visit places in Tanzania. Some want to attend seminars and visit teaching institutions to meet colleagues and improve their understanding or techniques. Incentives of this kind would induce staff members to remain and attract others to Mazimbu.

#### CURRICULUM AND LOAD

The National Education Council at its third meeting in August 1980 reviewed the standard of teaching, subject by subject, and reported on the urgent need of qualified and trained staff in mathematics, physics, chemistry, biology, geography, technical drawing, agricultural science, history and development of society. Staff members report that the scarcities persist in all these areas and that the resulting teaching difficulties have increased with the increase in the number of students in all forms.

The staff is of opinion that too much is expected of the students. They are obliged to take ten or eleven different subjects, whereas seven or eight is the normal quota in most schools. They work in the fields in the afternoons (from 2.30 to 6 p.m.) and have little time for individual study. Most students who come to Form 4 and 5 have only a meagre knowledge of the natural sciences, yet are required to attain 'O' Level standards within one or two years at the school.

While a consensus exists about the need to reduce the student work load, staff members disagree about ways and means. For instance, some think that technical drawing should be retained, in spite of the withdrawal by the construction team of the architect who previously taught the subject. Some teachers wish to reduce the time spent in cultivating on the shambas, others wish to exclude political education from the time table and teach it on the side in the afternoon or on Saturdays.

There is a suggestion of merging some subjects, in particular history and development of societies; or of introducing physical science as an alternative to physics and chemistry. Such proposals ought to be examined in depth with the teachers responsible for the subjects in question. Ideally, this review ought to be carried out in time to make the results available to the National Education Council at its next meeting. Our mission could do more than listen to the views of staff members and report on the need to revise the teaching programmes and the school time table.



### TEACHING AND STUDY REQUISITES

A pressing issue is the scarcity of equipment, teaching aids, textbooks, reference works, and copying machines.

We asked the staff to provide lists of the things they need urgently. If possible the textbooks supplied should follow a graded series, one for each form in ascending order.

Textbooks are not available for the most part. Teachers have to compile their own in many instances by writing lecture notes. Some of those shown to us are excellent, and easily up to university standard.

There is however a difficulty in having copies made for students. The school has one duplicating machine which is used by all sections of the community: the administration, construction unit, staff and students. The typing and duplication is being done by members of the teaching staff or by volunteers.

We consider that a resources centre is needed. This would be a centralised unit properly equipped with duplicators, scanners, photocopying machines, projectors, shelves for storing duplicated material, and a secretary-typist.

Each teaching department has submitted a list of books needed for teaching and individual study. The number of copies required is shown. We have submitted the lists to the Secretary of Professional Bodies (who is also the action Sec. of the Education Department). We cannot emphasise enough the importance of supplying the books asked for. Teachers tell us that they previously submitted similar lists with disappointing results. SOMAFCO is isolated from the main sources of supply and cannot solve the problem on its own. The responsibility for meeting this need rests squarely on the Education Department and our representatives in different countries.

### ADMISSIONS

The school does not control the influx of pupils or make its selection of those admitted. The choice is made by other agencies such as regional committees in front line states or by the Education Department. Some students are poorly equipped for secondary school education; some are mentally disturbed or physically disabled.

The position of post-matric students, of whom there about 40, remains much the same as when the National Education Council reported in August of last year that students in this category 'invariably' reach Mazimbu with no documentary evidence of academic levels attained; that the programme drawn up for them never took off because of staff shortage; and that instruction given to them consists mainly of History of the Struggle and Development of Societies.



Some also receive remedial classes in mathematics. Generally, students in this group are on their own for most of the time. Teachers do not know when and where they will be placed or what they will be expected to study. Not all can be employed usefully in production or teaching; consequently many are only partially integrated into the life of the community.

Mazimbu also has to cope with about 50 persons who return from overseas, mostly in socialist countries, because they were inadequately prepared for university or technical training, or for reasons of misconduct. We were unable to discover what will be done with members of this group. Some work in the production unit, some make little positive contribution at any level. This kind of problem should not be thrust upon the school, whose resources are strained to the limit in dealing with the main body of students allocated to SOMAFCO for secondary education.

#### PRIMARY SCHOOL

This section is another development that was not contemplated in the original scheme. The school includes a nursery for children between 3 and 6 years, of whom there about 50. The Primary School proper has a similar number of pupils in the age group 5 to 12. Eight others, aged 14 to 17, attend the primary school to learn English and receive basic education. Some, coming from Maputo, speak Portuguese; some from Morogoro know Swahili. For one or other reason they cannot be fitted into the secondary school without primary education.

The instructors are volunteers from SOMAFCO and teach under the supervision of the Bells. The method of instruction is 'free style', (Group Teaching) the idea being that pupils should learn by doing rather than through formal teaching. Some members of the SOMAFCO teaching staff are critical and think that the methods used will produce pupils unsuited to the more conventional kind of teaching used in the secondary school. The IV Council is to assess this system.

As elsewhere, resources are urgently needed. Those specified included 'Listening Posts' each with half a dozen earphones, for teaching English; a scanner or other reproduction apparatus; a projector; mathematics work books; sets of science concepts (of which only one copy is available). The OAU printing plant in Dar is willing to assist, but needs a letter of authorisation from our A.N.C. representative, and this has not been forthcoming. CUSO is willing to supply immediate needs, and this too needs to be negotiated by Headquarters.



The primary school population is bound to grow when the families of A.N.C. Members living in Morogoro are transferred to Mazimbu. The staff will have to be augmented, and more attention should be given to feeding and health problems of the children. Our Education Department will have to take official cognizance of the schools existence and its needs.

#### SCHOLARSHIP COMMITTEE AND SECRETARIAT

These organisations were supposed to have been established in 1980, and are referred to in the report of the National Education Council, which listed the tasks of both bodies. Nevertheless, there is still a measure of doubt and even confusion about the functioning of the two committees. It seems that the Scholarship Committee exists only on papers, and that its functions are carried out if at all by the Scholarships Secretariat (SS), consisting of two members of the teaching staff and secretary based in Dar. The chairman is the Liaison Officer stationed in Dar, but he has not attended a meeting of the SS throughout the year. The Principal is an exofficio member and attends when he can. Meetings take place 'From time to time', and therefore irregularly, to examine the qualifications of students waiting to be placed, and to apply on their behalf for places in socialist countries, Canada, India, the U.K., and some African universities.

Some defects noted by the National Education Council in 1979 and 1980 continue to hamper the work of the SS. Students arrive without documentary evidence of their academic levels, do not always tell the truth about their performance, and claim to have given certificates to A.N.C. offices in front line states. Our representatives have been urged to send such documents to Mazimbu. In many instances, however, the Secretariat is forced to make its assessment without the prescribed papers.

Another decision that has failed to materialise is the location of all members of the SS in Mazimbu. Two are members of the teaching staff, one being the careers adviser, the other representing the students. The chairman who is Liaison Officer, and the Secretary live in Dar es Salaam. The latter explains that his appointment to the post still awaits confirmation by H.Q. He therefore considers that he is acting in a 'Temporary Capacity', while certain other duties assigned to him cannot be carried out at Mazimbu. These involve working with the Liaison Officer, keeping in touch with embassies, receiving students posted to Dar, and negotiating the issue of travelling documents through the chief representative's office.



The SS, after considering various alternative arrangements, recommends that H.Q. should either confirm the Secretary's appointment and relieve him of conflicting duties, or appoint some one else to the post of Secretary who would take up residence in Mazimbu.

There appears to be confusion about responsibility for placing students. This task used to be carried out by the Youth Section in Lusaka. According to S.G. circular of June 11, 1980, the function of placement was transferred to the SS, which had the exclusive control. More precisely, it is the special task of the chairman, who as we pointed out, is the Liaison Officer. In practice he and other agencies place students or change placements originally made without informing the Secretariat. The Secretariat wants the uncertainty and overlapping to be eliminated by the implementation of decisions to centralise the work in Mazimbu under the direction of a well established and stable Secretariat acting for an reporting to the Scholarship Committee.

#### STUDENT'S UNION

The Union consists of the chairman and secretaries of nine subcommittees, elected annually by the general body of students. The different sub-committees are responsible separately for:-

1. Cultural Activities (art, drama and poetry)
2. Entertainment
3. Health
4. Sports
5. Politics
6. News
7. Kitchen
8. Hostel Commanders
9. Class commanders.

Supervision and coordination are effected by an Executive of five members. The chairman is a member of the Directorate and link between students and administration. Executive members meet weekly to plan work in the shambas, holiday activities, and visits to schools in Morogoro. The executive also receives reports from members of the subcommittees.

We were impressed by the maturity, sense of responsibility and commitment of the executive members, all of who are in Form 5 and came to Mazimbu August 1979 and October 1980. They expressed a desire to be represented on the



A.N.C. Unit which has excluded students on the ground that their business ~~is~~ is to study and prepare for examinations. The students reply that all things in Mazimbu affect them and that they would be in a better position to organise activities if they were integrated into the adult life of the community.

A Youth Section, consisting of persons working on construction or in production, is yet another area in which the Student Union would like to participate. There is room for cooperation between the two bodies in cultural activities, national celebrations, and political discussions with Tanzanian youth, but the students are not represented on the Youth Secretariat and therefore unable to develop joint activities.

Two members of the Students Union Executive sit on the College Disciplinary Committee. Its function is to instil a healthy and positive attitude among students, rebuke and if necessary punish offenders by applying a range of sanctions: fines, a ban on movements to Morogoro, compulsory manual work, confinement in a rehabilitation centre, expulsion from dormitories, restriction to tents erected for offenders. If a girl student falls pregnant, the man in the case is expelled from the school and up to work on construction, while the expectant mother is accommodated in the 'Charlottes' in Morogoro. Eight such pregnancies have occurred in the course of this year, yet students are not instructed in birth control methods.

Students attribute cases of indiscipline, which involve only a small proportion of the school population, to the uprooting of the youth from their home base, difficulties of adjusting to a new life style, absence of parental control, homesickness, inadequate facilities for sport and recreation (tennis courts, baseball, volley ball, basket ball) and the absence of rooms for indoor games such as table tennis, draughts and chess. A sports committee is working to obtain equipment and to group classes into 'house' for competitive team games.

The Executive considers that political discussions outside the classrooms, which used to take place in the afternoons, have been neglected since the introduction of manual work on the shambas between 14 and 16 hours. A daily news summary is read at the school assembly in the evenings. The service is well received but does not provide the analysis in depth needed by the community. Young persons come to Mazimbu with little knowledge of our struggle or the dimensions of the resistance movement.



Not many are able to keep abreast with such momentous events as the strike wave, the protests against the celebration of the Boer Republic, or the continuing protests against Bantu education. To fill the gap, the student leaders need the cooperation of the administration and teaching staff. The goodwill is there, but it has to be given an institutionalised form to become effective.

#### TABORA AND ILALA

We think it necessary to draw attention to these two settlements on the outskirts of Mazimbu. There were frequent references to them in discussions with the administration, production teams, school authorities and students, all of whom consider that the settlements have a painful influence on the community and that the school should not be saddled with the responsibility of dealing with the situation caused by their presence.

Tabora consist of 40 upgraded cottages which formed part of the sisal estate. Most have two single occupants, but some are used to accommodate married couples. Originally earmarked for post matric students waiting placement abroad the complex is being used to house family units transferred from Morogoro. The adults should take part in construction or production units. Some do this, but many are inactive and a negative influence on students and workers.

The Tanzanian authorities want the rest of our people living in Morogoro to be shifted to Mazimbu. The transfer should have been carried out before the end of April this year. To comply with this request, the construction unit was obliged to employ private builders to renovate the Tabora houses. That work has yet to be completed but has been slowed down because of the priority given to the building of staff houses.

Ilala is another housing complex that has survived from the days of the sisal estate. It is used mainly for married MK cadres of an earlier generation who have come to Mazimbu from the front line states. Many are married to non-South Africans. Their children, together with those from Morogoro, make up the bulk of the primary school pupils. The men belong to our A.N.C. political unit and ought to work on construction and in production units. We are told, however, that some have a defeatist attitude, complain of alleged preferential treatment given to students and staff, and undermine moral standards.

The construction engineer is gravely concerned about the existence of the two settlements. When the transfer from Morogoro has been carried out, their



combined population will be close on 400, about the same number as the students and staff including auxiliary personnel. With notable exceptions, he says, the residents of Ilala make hardly any contribution to the building of the school or the production of foodstuffs, clothing and furniture. Yet they receive supplies and cash incentives from our organisation. When attending meetings of the A.N.C. political unit, their most conspicuous role is to state grievances and stir up opposition.

We were told that Ilala has become a centre for brewing liquor, smoking dagga, trading in stolen goods, and attracting some students and Tanzanians of dubious repute. Members of the Directorate consider that HQ should accept responsibility for transferring the unproductive and subversive section from Mazimbu to a 'rehabilitation' centre, possibly in Dakawu when this large region becomes a part of our development programme.

#### CAFEER PROSPECTS

The Youth Secretariat in Lusaka gave us lists of students studying abroad or waiting to attend universities and technical colleges to which they have been assigned. About 180 fall in the first group; the second comprises 130. We do not know when they are likely to complete their courses of study, but it seems that our organisation should give sustained attention to the problem of finding suitable employment for our graduates in the years ahead. The matter falls outside our terms of reference, and indeed cannot be attended to at Mazimbu, yet we feel justified in bringing it to the notice of the leadership. It has already agreed to the setting up of a Manpower Department (possibly under the name of Department of Personnel Planning and Development) <sup>make</sup> to use of our students in whom it has invested much time and effort with the enormous assistance to our friends and allies in many countries. The success of SOMAFCO and the Mazimbu community depends largely on our ability to absorb graduates in meaningful work where they can contribute effectively to the Liberation struggle.

Signed: Humphrey Langa

Jack Simons.

12th July, 1981

LUSAKA.