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D R A F T

U N E S C O

AFRICAN NATIONAL CONGRESS (S.A.)

EDUCATIONAL INSTITUTIONS IN TANZANIA

SOLOMON MAHLANGU FREEDOM COLLEGE - MAZIMBU

AND

RUTH FIRST EDUCATION ORIENTATION CENTRE - DAKAWA

CONSULTANCY MISSION REPORT

SEPTEMBER, 1990.

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THE FUTURE ROLE OF ANC EDUCATIONAL INSTITUTIONS IN TANZANIA

MISSION REPORT

ON

SOLOMON MAHLANGU FREEDOM COLLEGE (SOMAFCO)

AND

DAKAWA EDUCATION ORIENTATION CENTRE

CHAPTER 1 INTRODUCTION

1.1 Terms of Reference

At the request of the African National Congress (SA), Unesco appointed a three-man consultancy mission with the following terms of reference:-

"In consultation with the relevant ANC personnel:

(i) examine the future role of SOMAFCO and other Educational facilities now that the ANC has been legalised in South Africa;

(ii) recommend the utilisation of existing educational facilities at Mazimbu and Dakawa.

(iii) propose a new administrative structure and staff establishment for SOMAFCO and the Education Orientation Centre.

(iv) formulate a budget for a five year period."

1.2 Composition of the Mission

The Mission was made up of the following Consultants who arrived and left on the dates indicated below:

Humphrey Langa	(ANC)	(27.8.90 - 9.9.90)
Pascal Mdemu	(Tanzania)	(27.8.90 - 14.9.90)
Arthur Bagunywa	(Uganda)	(5.9.90 - 23.9.90)

1.3 Conduct of the Mission

1.3.1 It had been assumed that the period 27th August to 7th September, 1990, would suit all the three consultants for fielding the mission. The same contract terms were accordingly issued to each consultant and dispatched on 22nd August, 1990. However, these dates proved unsuitable, as one of the consultants had indicated earlier his unavailability for the mission until 5th September, 1990. In consequence, it became necessary to request Unesco Headquarters for a possible extension of contract for the t wo available consultants; namely, Pascal Mdemu and Arthur Bagunywa in order to produce a coordinated and comprehensive mission report. One week's extension was granted as requested.

1.3.2 In the absence of a designated Team Leader or Coordinator the contract terms could technically be interpreted as requiring consultants to produce three separate mission reports. If this were done, it would meet neither the expectations of the ANC authorities nor the intentions of Unesco. Fortunately, the consultants readily accepted the leadership of one of their colleagues.

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1.3.3 Members of the Mission eventually managed to gather relevant information and statistical data for their report by conducting interviews with key personnel, consulting competent authorities, examining essential documents, studying examination results, inspection and evaluation reports. The assignment, though started rather haphazardly; was nonetheless rewarding and fruitful.

1.4 Acknowledgements

1.4.1 All the ANC functionaries and the Unesco Education Adviser were exceptionally cooperative and hospitable. More often than not, appointment were requested and granted at short notice. Transport was promptly provided in the face of a threat to oil supplies resulting from the Gulf Crisis.

1.4.2 We would like to record our thanks in particular to the Director of the schools at Mazimbu Mr. Alpheus Manghezi, the Principal of SOMAFCO, Mr. Freddie Ngakane, the Acting heads of Dakawa Education Orientation Centre and the Vocational Training Centre for the attention and time they gave to the Mission, thus enabling it to do its work expeditiously.

CHAPTER 2 BACKGROUND TO THE ANCF POLITICAL EXILES

2.1 The ANC Political Exiles in Tanzania.

2.1.1 As early as 1869 a special report of the then Superintendent General of Education in South Africa stated that as far as education was concerned, the aim was to train the blacks to provide "a fair supply of ordinary artisans and domestic servants,"

Whilst the whites on the other hand must be given the best and most advanced education so that they can have "directive intelligence which will enable the white race to hold its supremacy as future employers of labour and as masters in trade, agriculture and industry."

2.1.2 To uphold these oppressive beliefs and to perpectuate the denial of education to black South Africans, a number of acts were enacted to enforce these policies. One such act, the Bantu Education Act of 1953, made it law that Africans were to receive a separate and inferior education, designed to make them sub-servient. This Act was followed by the University Act of 1959, the Coloured Education Act of 1963 and the Indian Education Act of 1964. These Acts provided for separate inferior education for all the non-whites, but considerably more so for black South Africans.

2.1.3 As a result of the rejection of these policies and because of the oppressive laws and harassment due to apartheid many black South African were forced to leave the country as political exiles and to seek refuge in other countries. Tanzania was one of the first countries to receive and welcome political refugees as early as the mid fifties. The ANC was faced with the task of providing accommodation and subsistence at the Mazimbu settlement.

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2.1.4 The continued rejection of the apartheid policies led to the 1976 student uprisings during which thousands of black students staged boycotts and demonstrations in order to register their protest against the unjust policies and laws. In reply, government forces shot and killed many students. Others were brutally assaulted, arrested and some were tortured. This resulted in hundreds of students fleeing the country. The education and training of the ANC exiles became one of the priorities and responsibilities of ANC. Thus, a decision was taken in 1977 to provide education for the ANC exiles.

2.2 Establishment of ANC Educational Institutions in Tanzania.

2.2.1 The construction of an establishment at Mazimbu as a centre for learning began in earnest that year. The establishment had a humble beginning on what was formerly a sisal estate. The land had been generously donated by the Government of Tanzania, thanks to the foresighted and compassionate political leadership of the Republic. This establishement has developed into the Solomon Mahlangu Freedom College (SOMAFCO) to honour the memory of a courageous youth who was sentenced to death on a charge that he was part of a conspiracy of the ANC to overthrow the racist regime by force of arms.

2.2.2 The College, now a huge complex with many supporting structures, was established with the following objectives in mind:-

- to prepare the ANC cadres to serve the National Liberation struggle;
- to impart basic knowledge at all levels;
- to provide an alternative education.

2.2.3 In 1982, the Government of Tanzania again donated an expanse of land for a bigger settlement at Dakawa 60km from Mazimbu, in order to facilitate the expansion of the ANC educational and agricultural activities. The Dakawa settlement hosts two major educational institutions.

2.2.4 (i) The Education Orientation Centre - This is the Ruth First Education Orientation Centre or formerly known as the "Student Orientation Centre." The establishment grew out of the need to offer remedial pre-admission 6-12 months' courses to fresh students from South Africa in English, Mathematics and Science as preparation for entry to SOMAFCO. Later, however, the need for political orientation of the students and conscientization to the struggle against apartheid became an overriding concern and major preoccupation.

2.2.5 (ii) The Vovational Training Centre(V.T.C.) This establishment arose out of the need to provide on-the-job skill training for the adult population at Dakawa in those trades that relate to the building and construction work in the settlement. Accordingly, carpentry and joinery, brick laying, plumbing and electrical installation feature prominently in the curriculum of the V.T.C.

2.3 The Amnesty for the Return of ANC Political Exiles to South Africa

2.3.1 The sustained international political pressure,coupled with the application of economic sanctions against the apartheid regime, let alone the ANC military struggle, have led to the unbanning and legalising of the ANC inside South Africa.

As a consequence, the National Executive of the ANC decided to transfer its headquarters to Johannesburg. It thus became necessary to review and evaluate the ANC projects outside South Africa and to determine their future.

2.3.2 It is, however, necessary to emphasize that the ANC still retains its identity as a National Liberation Movement recognized as such by the Organization of African Unity (OAU) and the United Nations. In view of the apartheid regimes past intransigence and the uncertainities surrounding the eventual outcome of the political negotiations and settlement for dismantling apartheid, the ANC educational institutions in Tanzania must, of necessity, be allowed to continue. There are several valid reasons for this cautious stand.

2.3.3. Firstly, thousands of young black South Africans are still denied democratic access to education to the extent that there is currently a resurgence of the educational crisis of the late seventies and the resultant flight from the Republic into the Frontline States in search of educational opportunities. Secondly, the prevailing conflicts in Natal have compelled hundreds of youth to flee South Africa. Thirdly, it will take some time before the long - awaited democratic government of South Africa provides universal, compulsory and free education. Fourthly, it seems logical that the ANC should make contingency arrangements for the education of its cadres until there are clear indications that the changes taking place in South Africa are irreversible. Lastly, a great deal has been invested in the projects and resources for anyone to contemplate abandoning all of them in haste.

CHAPTER 3 THE DEVELOPMENT OF SOLOMON MAHLANGU FREEDOM COLLEGE (SOMAFCO)

3.1 Physical Facilities at SOMAFCO

3.3.1 Since the launching of the project at Mazimbu in 1977 SOMAFCO has made remarkable progress in providing educational opportunities for the ANC young cadres fleeing from the oppressive Apartheid education system in South Africa.
To complete the impressive school plant which has transformed the environment at Mazimbu, the ANC has had to effectively persuade and mobilize the international community to support their cause. The response, particularly from the Nordic countries, has been tremendous. Substantial donations in cash and in kind have been received regularly from support groups in these countries and elsewhere.

3.3.2 Above all, the ANC cadres have utilized their own skilled expertise and labour to the full in developing Mazimbu from a typical rural setting into a modern township with excellent public facilities and infrastructures The ANC settlement at Mazimbu has been developed to accommodate seven integrated units. These are:-

(1) The Secondary School Complex (SOMAFCO)

3.3.3 The school is designed to accommodate 1,000 students and consists of the following structures:-

(a) 2 Classroom blccks in permanent materials

(b) 6 dormitory blocks in permanent materials

(c) 4 Science laboratories in permanent materials

(d) 1 School library block in permanent materials

(e) 1 Administrative block in permanent materials

(f) 1 Covered Assembly Arena in permanent Materials,

(g) Dining and Kitchen blocks in permanent materials

The whole complex is valued at (approximately) US$2,218,725*

(2) The Primary School

3.3.4 The Primary School is designed for an intake of 270 pupils and consists of:

(a) 2 Classrooms units in permanent materials

(b) 1 Administration block in permanent material

Total; (approx.) US$277,598*

(3) Staff Quarters

3.3.4 A total of 50 staff can be housed in single and family staff quarters built in permanent materials and valued at Approx. US$466,667*.

(3) The Nursery School and Day Care Centre.

3.3.5 The Nursery School is designed to cater for anything up to 220 children. It has buildings which are built in permanent materials and valued at(approx.) US$531,035*

* These figures are taken from the Bills of Quantities and Specifications at the Site Office.

(5) The Farm

3.3.5 Although the farm is essentially a prodction unit, it does provide SOMAFCO students with practical learning activities to consolidate their mastery of agricultural skills. As a fully equipped mechanised farm unit with tractors, milling and silo storage facilities it is valued upwards of US$500,000

(6) The Dispensary

3.3.6 The dispensary caters for the out-patient needs of the school and local community, including that of Tanzanians in adjacent villages. It is staffed by qualified ANC medical personnel capable of performing minor surgeries in addition to carrying out nursing responsibilities. It is valued at US$250,000.

(7) The ANC Village Community

3.3.7 The village is designed to settle a total of 28 families. The housing units are built in permanent materials and valued at US$408,333.

3.3.8 A conservative current valuation of the entire settlement with its network of tar-macced and murram roads thus amounts to tens of millions of US Dollars. It is, therefore, inconceivable that such facilities should be abandoned immediately in response to the amnesty from the apartheid regime. On the contrary, some cost-effective, human resource developmental activities should be devised to prepare the

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ANC cadres in particular and other South Africans in general for their eventual return to a democratic, non-racial South Africa. Furthermore, the same facilities may be used to provide additional educational opportunities to South Africans of all races and political persuasion during and after the final settlement negotiations.

3.2 Curriculum Development and Examinations

3.2.1 From the humble beginnings of a traditional, academic-oriented secondary school curriculum at the inception of the project in 1979, SOMAFCO has gradually embraced modern concepts in curriculum development. A balance is actively being sought among the three essential curriculum components which were identified in the UNDP/UNESCO Project ANC/82/002. These are:-

(i) The Academic Component for Educating the HEAD (i.e. Knowledge)

(ii) The Vocational Component for training the HAND (i.e. Skills)

(iii) The Cultural Component for educating the HEART (i.e. values)

Thereby fulfilling the "Three H's" advocated by that celebrated African educationist - Dr. Aggrey of Achimota.

3.2.2. It is, however, noted that construction, financing and staffing constraints contributed to delays in implementing the SOMAFCO curriculum which was approved by the ANC Education Coucil in 1983. It was not until 1987 that the express desire to

include agricultural, technical and commercial skills as well as creative subjects was included in the approved UNDP/UNESCO Project ANC/86/003.

3.2.3 In practice, however, the comprehensive inspection report on the school of September, 1988, expressed concern regarding the delayed implementation of the skills component in the following words:

> "The pre-vocational workshops which were scheduled for completion in 1987 have not been completed, causing great concern among the panel of inspectors".

3.2.4 Moreover, the Mission has been informed that some essential curriculum areas such as Woodwork, Metalwork, Home Economics and Music have not yet been included in the SOMAFCO Curriculum due to lack of both workshops and qualified Teachers.

3.2.5 As of now, there is still room for full and effective implementation of the SOMAFCO Curriculum approved by the ANC Education Council. Even when attempts have been made to offer typing as a commercial skill, the Mission observed that students were exclusively taught on manual type-writers. It would seem likely that electric typewriters are the norm rather than the exception in industrialized South Africa. In essence, SOMAFCO trainees may not compete for secretarial appointments in the job market in South Africa.

3.2.6 Despite the good intentions, it is obvious that there is an unfinished job with regard to curriculum development at SOMAFCO. Needless to say, it is "Curriculum Relevance" rather than "good buildings" that determines the quality of education and the real worth of educational institutions. Since SOMAFCO was conceived as a prototype, specifically geared towards meeting international standards ~~to~~ for balanced and qualitative secondary education, it would be unwise to phase it out even before the prospect of comparable alternative education is assured for all South Africans at home. In this respect, the continuation of multi-lateral assistance ot the school is indeed, most desirable, if only to bring the project to its logical conclusion.

3.2.7 Turning to the issue of an appropriate external examination for SOMAFCO candidates in the wake of the amnesty dispensation, we are of the opinion that the London G.C.E. should quickly be phased out in favour of the International general certificate of Secondary Education (I.G.C.S.E.) run by the Cambridge Examinations Syndicate. We note that the former has come under severe criticism both at home and abroad. While it is good for identifying academically talented candidates for higher education, the London GCE imposes unattainable standards on the majority of candidates whose competence has to be assessed on the basis of foreign and often irrelevant curriculum content.

3.2.8 In comparison, the newly consituted Cambridge IGCSE is less selective and more accommodating of the candidate's choice on the basis of relevant and locally designed curriculum content. The fact that the neighbouring independent states of Namibia, Botswana, Swaziland and Lesotho have opted for the Cambridge IGCSE Examinations, pending the establishment of their own joint examining body, would seem to be advantageous for SOMAFCO both in the short and in the long run. To revert to the South African Matriculation examinations during the amnesty twilight might prove to be unduly optimistic. The opportunity to test the suitability, validity and reliability of the IGCSE examinations during the next 5-year period should not be lost on the ANC authorities.

3.3 The Staffing of SOMAFCO

3.3.1 There have been numerous attempts to staff SOMAFCO with ANC professionally qualified teachers, but with little success, so far. Currently there are only 10 qualified ANC teachers at the Secondary School and even fewer qualified ANC teachers at the Primary school. These numbers will soon be drastically reduced due to the likely mass repatriation in response to the amnesty offer and the abundant availability of fellowships, bursaries and scholarships for the ANC prospective candidates. Indeed,the Mission is drafting its report while candidates are being interviewed for the Nigerian scholarship awards next door.

3.3.2 The real solution to the staffing problem at SOMAFCO seems to be that of creating incentivies for recruiting qualified teachers direct from South Africa. The ANC authorities consulted have already put forward this proposal. They are of the opinion that a good number of South African teachers would positively respond to the prospect of gaining experience and opportunity for travel outside South Africa, provided this is backed up with remunerative emoluments which are slightly higher than those offered to them at home. Such fringe benefits as free or subsidized housing accommodation, paid return airtickets on home leave, among others, are likely to attract enough candidates from competent ANC cadres and other South Africans for teaching posts at SOMAFCO.

3.3.3 It is, however, necessary to point out that orientation in-service couses will have to be mounted for South African teachers who are recruited straight from home. These courses will help them adapt to the new political environment, academic content, pedagogic techniques and examination syllabuses. In this respect, the Dakawa Education Orientation Centre will serve a greatly enhanced double purpose.

CHAPTER 4 THE DEVELOPMENT OF DAKAWA EDUCATION ORIENTATION CENTRE

4.1 Background to Dakawa Development Plan

4.1.1 During 1983, it was agreed that a new communityfor about 5,000 people should be developed for the African National Congress, on the abandoned farm at Dakawa, about 55 kilo metres from Morogoro Municipality, in Central Tanzania.

4.1.2 According to the Dakawa Development Plan (1984) this centre would consist of ten villages, clustered in two and a linear, town centre containing the major community facilities. It was assumed that most of the physical elements of the plan, ie. housing, roads, buildings etc. could be implemented within 5 - 10 years. This means that ANC was aiming at completing the construction of the new community at Dakawa by 1994, assuming preliminary construction started in 1984.

4.1.3 When completed, the Dakawa Centre would, be a community of about 800 houses and a population of 5,000 people, with related agriculture and other economic and social service infractructures. Prominent in the list of social infrastructure are the Education Orientation Centre (EOC) and the Vocational Training Centre.(VTC). But in order to fulfil the needs of the community other institutions such as the health centre, creche, nursery, primary and secondary schools as well as the Adult Education Centre were included in the Development Plan.

4.2 Physical Structures and Infrastructures at Dakawa.

4.2.1 In order to start construction in accordance with the proposed Settlement Development Plan, some basic requirements were to be satisfied, these are:

- finilization of layouts for villages and drawing up of specification for house types and pablic services.
- development of temporary and permanent Water supply
- construction of the 5.8 km. road linking Dakawa Complex to the Morogoro - Dodoma Highway and the local road network linking different villages and other institutions within the Centre.

All the above requirement have since been completed thus enabling the completion of phase I of the Education Orientation Centree and partial completion of the Vocational Training Centre

4.2.2 The construction of the physical facilities for the EOC was completed in 1987 and the following physical facilities are now in place:

Table:

S/N.	Description of Item	Total area, m^2	No. of Units	Value in US$
1.	Classroom block			
	- Buildings and Verandah	243.5	2	127,134
2.	Domitory block			
	- Building and Verandah	270.75	4	282,666
3.	Ablution block			
	- Building and Verandah	153.5	2	75,927
4.	Administration block			
	- Building and Verandah	217	1	56,651
5.	Dining hall and Kitchen			
	- Building and Verandah	612	1	149,647
	- Kitchen equipment	NA	NA	41,574
6.	Staff jpises			
	- Semi-detached			
	3 bedroom unit	155	2	91,230
	- Semi-detached			
	2 - bedroom unit	112.5	2	66,215
	Total	-	-	891,044

4.3 Educational Programmes of Dakawa Education Orientation Centre

4.3.1 The objective of this institution is to offer up-grading classes in basic subjects to ensure that they are fully equipped to cope with new academic challenges in these institutions. Students are also assisted to overcome the traumatic effects of sudden up-rooting by offering political education.

The estimated value of the physical assets at EOC according to the bills of quantities was US$891,094.

4.3.2 The subjects which are taught at the EOC are as follows:

- English
- Mathematics
- Physical Sciences
- Political Education

The m ain purpose of teaching academic subjects in the orientation course is to test the academic ability of new-comers so as to categorize them according to education levels after a local examination has been administered to them. The majority of students from EOC join SOMAFCO.

4.4 Student Enrolment and Staffing of Dakawa E.O. Centre

4.4.1 The EOC has a capacity for 150 students. Currently there are 134 students who are registered to undergo the orientation course in 1990. However, recently about 65 new-comers have arrived from South Africa and

and their ages range from 5 - 18 years. The age characteristics of this group probably reflects the current social unrest in some parts of South Africa. This is a new phenomenon, according to the principal of EOC, the normal age group is 13 plus.

4.4.2 There are 5 teachers 3 of whom are qualified and rest are not. The unqualified teachers are either graduates from SOMAFCO or matriculants from South Africa awaiting an opportunity to go for further studies.

4.5 The Vocational Training Centre - The VTC is an ILO Sponsored Institution.

4.5.1 According to the Dakawa Development Plan the VTC was planned to cater for 220 students with a possible expansion to 300 students.

The objective of this project was primarily to promote the construction skills and other technical skills needed to develop the Dakawa Centre. Invariably, the long - term objective of this Centre is to train youth in various technical skills for future South Africa.

4.6 Physical Facilities of Vocational Training Centre

4.6.1 Phase I of the VTC development plan which is at various stages of completion was planned to contain the following accommodation:

- classroom/drawing room/library complex
- administration block
- dormitory with a capacity of 34 students.
- prefabricated structure for carpentry workshop, plumbing/electrical workshop complex.
- ablution block.
- dining ball and kitchen
- 8 staff houses

4.6.2 The construction of these physical facilities except the staff houses dining hall and kitchen was completed in 1987. The kitchen and dining hall have just been completed and work on 8 staff houses has just started. The cost of construction, procurement of machines and tools for the works is estimated at value of US$1,205,000

4.7 The Curriculum of the VTC.

Subjects currently being taught are

- masonry/brick layers
- plumbing/pipe-fitting
- Carpentry/Joinery
- English
- Mathematics
- technical drawing and trade theory.
- physical sciences.

4.8 Student Enrolment and Staffing of the VTC

4.8.1 The existing teaching facilities at the VTC have the capacity to provide training for 40 but the current to specialization is as follows:

-	brick lay/masonry	- 10 students
-	electrical	- 8 Students
-	plumbing/pipe-fitting	8 students
-	Carpentry/joinery	8 students
	Total	32 students

4.8.2 The VTC has a total of 13 teaching staff 6 of whom are technical instructors and the rest are teachers of supporting subjects. Among 13 teaching staff only 3 here teaching/instructor qualification.

4.8.3 According to the evsluation of the ILO sponsored consultant (1989) on the management at the Centre lacks workshop organization management skills, and storage facilities.

4.9 Supporting Economic and Social Services

4.9.1 Dakawa Development Centre, according to the 1984 Development Plan, was not to be regarded just as any other traditional refugee camp where the inhabitants are to be engaged in simple agricultural tasks and crop cultivation but rather, it was to be viewed as a fully developing society with integrated agricultural and industrial production activities. This Plan, therefore

was aimed at developing training and production which would depend on a high degree of mobility amongst trainees both within and outside Tanzania.

4.9.2 To fulfil this objective the following economic services have been established:

- the farm
- garment factory
- coblary
- textile

4.9.3 The Plan also took into accout of the social needs of the community, particularly the principal educational and health services.

To fulfil this objective the following social services are in place:

- the creche
- adult educational services.
- nursery/primary
- dispensary.

CHAPTER 5 EVALUATION OF DEVELOPMENTS AT SOMAFCO AND DAKAWA

5.1 Constraints on Data Collection

5.1.1 Recent changes of departmental headshps as well as limitations of the mission duration m ade it difficult for us to engage in a systematic thorough going evaluation of the two educational projects at Mazimbu and Dakawa. However our subsequent recommendations on the future of the two projects would appear to be baseless if we made no attempt to assess at least their impact. It is for instance, almost impossible to evaluate the outputs against inputs in a multi laterally assisted project. Some inputs received in kind can hardly be quantified.

In Tables I and 2 below, we provide 10 basic quantitative and qualitative performance indicators respectively which have guided our assessment. We have however, indicated with blanks the categories which could not by be assessed due to lack of relevant statistics, and information. We recommend the completion of these Tables during the forthcoming comprehensive inspection.

We regard the keeping of detailed school records as an essential measure of efficient and effective management.

5.1.2 The two evaluation instruments (i.e. Table 1 and 2) are designed essentially for self-evaluation. Since the student body had already been allowed by the school administration to contribute to the ANC Commission on the Future of Mazimbu and Dakawa Projects, the Mission thought it appropriate to give the same student body an opportunity to contribute to the qualitative assessment of SOMACCO. Accordingly, the Mission requested the students' Executive Committee to complete table 2B The Principals' assessment has been averaged against the students' assessment. The Mission, however, accepts responsibility for the interpretation and informed comment which might run counter to some of the information given. Our judgement on this score is based on our direct observation and deeper understanding of the limitations of the evaluation techniques we have used.

5.2 QUANTITATIVE PERFORMA NCE OF SOMAFCO

5.2.1 The Mission's Comments: on TABLE 1

Number of School Leavers - This was understood to mean 'drop outs.' The Principal says even those who sit exams stay on until they obtain scholarships to go else where i.e. They therefore do not leave.

TABLE I

QUANTITATIVE PERFORMANCE OF SOMAFCO - 1986 - 1990

PRINCIPAL'S ASSESSMENT AND COMMENTS

PERFORMANCE/INDICATORS	1986	1987	1988	1989	1990	REMARKS/INTERPRETATION
1. STUDENT ENROLMENTS	363	300	358	470	538	
2. NUMBER OF SCHOOL LEAVERS	-	-	-	-	-	Everyone goes to School
3. G.C.E. EXAMS PASS CANDIDATES	13	23	26	14	49	
4. SOMAFCO EXAMS PASS CANDIDATES	186	213	197	235	-	
5. T. MATERIALS BUDGET	-	-	-	-	-	
6. CAPITAL DEVELOPMENT BUDGET	-	-	-	-	-	
7. SUBSISTENCE BUDGET ALLOCATION	-	-	-	-	-	
8. ANC STAFF MEMBERS (QUALIFIED)	12	12	17	19	10	
9. EXPATRIATE STAFF MEMBERS (QUALIFIED)	7	9	19	20	17	
10. SCHOOL PRODUCTION UNITS OUTPUT - EGGS - PIGLETS - OTHERS	-	-	-	-	-	Students visit production units for observation and experiments.

Teaching Materials - No breakdown available for these except figures shown in project document ANC/86/003 taken to be indicative.

School Production Units -

- Students are not yet practically involved in Education with Production". The farm runs on paid labour.

5.3 TABLE 2 - QUALITATIVE PERFORMANCE AT SOMAFCO

Two TABLES 2A (Principal's and 2B(Students'Rating

5.3.1 The Mission's Comments

Respondents were requested to provide remarks in the Table in cases of ratings above and below the average of 'C'.

(i) Curriculum Relevance - The Principal rates it B but the students give it D. The Mission takes the average C and considers the students' remarks valid.

(ii) Cultural Activities - The Principal rates them A, the students rate them C. The Mission again takes the Average B to be probably closer to reality. There was no opportunity for witnessing these activities being performed.

TABLE 2A

QUALITATIVE PERFORMANCE OF SOMAFCO

PERFORMANCE INDICATORS	PRINCIPAL'S ASSESSMENT					REMARKS/INTERPRETATION
	EXCELLENT A 5	GOOD B 4	FAIR C 3	INADQUATE D 2	NEGLIGIBLE E 1	
1. CURRICULUM-RELEVANCE		X				Curriculum contents fair range of Sec. Sch. subjects
2. DISCIPLINE			X			The abnormality of the situation lower discipline.
3. SPORTING ACTIVITIES		X				
4. CULTURAL ACTIVITIES (MUSIC DANCE AND DRAME)	X					This aspect is closely bound up with students Pol. Coop.
5. LEISURE TIME READING (USE OF LIBRARY		X				
6. HEALTH			X			Most ailments due to privations of exile life
7. SCHOOL BUILDING MAINTENANCE		X				
8. SCH. COMPOUND MAINTENANCE (ENVIRONMENT PROTECTION)	X					
9. STAFF HOUSING				X		Accommodation shared among all ANC members
10. COMMUNITY RELATIONS		X				

TABLE 2B

QUALITATIVE PERFORMANCE OF SOMAFCO 1986 - 1990

PERFORMANCE INDICATORS	STUDENTS' ASSESSMENT					REMARKS/INTERPRETATION
	EXCELLENT A 5	GOOD B 4	FAIR C 3	INADQUATE D 2	NEGLIGIBLE E 1	
1. CURRICULUM RELEVANCE				D		1. No Commercial subjects 2. No career guidance teacher 3. No inspectors to guide or inspect the cyllabus and teaching methods 4. Subjects like D.S. not necessary for Exams.
2. DISCIPLINE			C			
3. SPORTING ACTIVITIES			C			There is more emphasis on football, netball & volley ball
4. CULTURAL ACTIVITIES (MUSIC, DANCE AND DRAMA)			C			
5. LEISURE TIME READING(USE OF LIBRARY				D		The timetable doesn't allow students to use Library
6. HEALTH			C			More problems of malaria, ulcers and Asthma
7. SCHOOL BUILDING MAINTENANCE				D		1. Lots of capboards have no locks, worn out, never repaired. 2. Net to prevent mosquitos are worn out. 3. Toilets broken since 1986-1990
8. SCHOOL COMPOUND MAINTENANCE (ENVIRONMENT PROTECTION			C			
9. STAFF HOUSING				D		Most of the teachers are staying far from the Sch.area
10. COMMUNITY RELATIONS		B				

(iii) Leisure time Reading - The Principal gives it B while the Students give it D. The Mission accepts the average C. The students do not appear to have taken their library periods as leisure time reading. Their comment needs to be considered.

(iv) School buildings Maintenance - The Principal rates it B while the students rate it D. The Mission once again accepts the average C but considers the students' concerns genuine.

(v) Compound Maintenance - The Missions agrees with the Principal's rating B on evidence of impressive land scaping, flower gardens, shading trees and reasonable grass cutting for an extensive compound.

5.3.2 General Impression - Progress has been made on all fronts albeit in varying degrees.

5.4 TABLE 2 C - QUALITATIVE PERFORMANCE OF DAKAWA EDUCATION ORIENTATION CENTRE

5.4.1 The Mission's Comments

There is no students' Association yet at Dakawa Ruth First Education Orientation Centre. Hence, only the Principal gave his assessment without comment. Without cross checking against the Students' own rating, the Mission is reluctant to take it seriously.

TABLE 2C

QUALITATIVE PERFORMANCE OF DAKAWA EDUCATION ORIENTATION CENTRE

PERFORMANCE INDICATORS	PRINCIPAL'S ASSESSMENT					REMARKS/INTERPRETATIO
	EXCELLENT A 5	GOOD B 4	FAIR C 3	INADQUATE D 2	NEGLIGIBLE E 1	
1. CURRICULUM RELEVANCE	X					
2. DISCIPLINE			X			
3. SPORTING ACTIVITIES					X	
4. CULTURAL ACTIVITIES (MUSIC, DANCE AND DRAMA)	X					
5. LEISURE TIME READING (USE OF LIBRARY)	X					
6. HEALTH		X				
7. SCHOOL BUILDING MAINTENANCE			X			
8. SCHOOL COMPOUND MAINTENANCE (ENVIRONMENT PROTECTION)					X	
9. STAFF HOUSING		X				
10. COMMUNITY RELATIONS	X					

CHAPTER 6 RECOMMENDATIONS.

After consultations with the ANC relevant authorities and our own on-the-spot observations of current developments at SOMAFCO and Dakawa Education Orientation Centre, the Mission, recommends the following:-

6.1 Physical and Programme Development.

6.1.1 SOMAFCO be allowed to continue as a 5 - year comprehensive Secondary School offering academic, vocational and cultural studies with possible development of 6th Form (Pre-University) studies in priority curriculum subjects such as Mathematics, Science and technical/ commercial fields. In essence, SOMAFCO now be developed with a science and technology bias.

6.1.2 Dakawa Education Orientation Centre continue with its current programme of orientation and remedial courses. In addition, similar orientation and In-service courses be programmed for newly recruited South African teachers and/or other SOMAFCO teachers.

6.2 Institutional Management

6.2.1 A Board of Governors for both SOMAFCO and Dakawa Education Orientation Centre be duly constituted comprising ANC officials from South Africa and those still in exile to manage the affairs of the two institutions. After the final political settlement, other South African Political Groupings be included on the Board.

6.2.2 The Principals of SOMAFCO and Dakawa Orientation/In-service Education Centre be designated Secretary and Assistant Secretary to the Board of Governors respectively who are non-voting members of the Board. Each of two institutions be autonomous and self-accounting.

6.2.3 The Board of Governors be given constitutional powers to co-opt up to three non-voting members from the host government, multilateral donors and/or UN Specialized Agencies.

6.2.4 The post of Director at Mazimbu be redesignated as Project Co-ordinator after the repatriation of the adult community in the Mazimbu Settlement.

6.2.5 The post of the ANC Education Officer based in Dar es Salaam be redesignated as Liaison Officer whose function should be limitted to linking up with the UN Agencies in Dar es Salaam as well as extending welfare services to the ANC students travelling through Dar es Salaam.

6.3. Curriculum Development and Examinations.

6.3.1 SOMAFCO urgently undertake alterations to some redundant buildings in order to provide Home Economics, Woodwork and Metalwork units as a priority need for achieving curriculum balance and relevance, particularly considering the abilities and interests of the majority of students.

6.3.2 SOMAFCO be equipped with electric typewriters and electronic computors for at least two classes pursuing 'A' Level Science and technology studies or post-secondary Secretarial training.

6.3.3 Art and Music be offered at SOMAFCO so as to achieve a better curriculum balance by filling the present yawning gap in the Cultural component.

6.3.4 Negotiations be initiated with the Cambridge Examiations Syndicate to enable SOMAFCO candidates to take the International General Certificate of Secondary Education (IGCSE) at the earliest possible opportunity.

6.4 The Continuation and Phasing out of Support Units

6.4.1 The Primary School continue as long as there is a need for it. In the event that the enrolment is drastically reduced upon repatriation of the parents, the classroom and dormitory facilities be turned over to the Secondary School as and when they fall vacant.

6.4.2 The Nursery and Day Care Centre be deemed redundant when numbers are considerably diminished. The buildings then be utilized for other purposes such as storage of school materials, garden tools etc. and/or alteration into additional staff quarters, skills workshops, guest house etc.

6.4.3 The farm and carpentry workshop continue as self-accounting and profit making production units, but allowing interspersed lesson periods for practical skill training in Agriculture and Woodwork.

6.5 The Staffing of SOMAFCO and Dakawa Education Orientation Centre

6.5.1 Both SOMAFCO and Dakawa Orientation/In-service Education Centre be staffed with as many qualified South African teachers as possible, priority being given to ANC qualified cadres.

Their Conditions of Service be comparable to those offered to teachers in South Africa with additional incentives spelled out by the Board Governors, as Employer, to include free or subsidized housing, paid return air tickets on home leave, hard currency part-payment and terminal gratuities.

6.6 Selection and Maintenance of Students at SOMAFCO and DAKAWA.

6.6.1 'A' Level classes (Pre-University Studies) be offered to disadvantaged South African students capable of specializing in science and technology subjects, who should be selected strictly on academic merit.

6.6.2 SOMAFCO and Dakawa Ruth First Orientation/In-Service Centre be given adequate capitation grant to cover their boarding tuition, travel and medical requirements as well as out-of-pocket expenses.

6.7 Role of UNESCO and Other Donor Agencies

6.7.1 UNESCO recruit international staff for teaching and related consultancy work as and when needed.

6.7.2 UNESCO advise on curriculum development issues and ordering of teaching/learning materials.

6.7.3 UNDP assist with financing of international consultants and regular teaching staff at SOMAFCO and Dakawa.

6.7.4 UNDP offer fellowships as well as purchase equipment and education materials for SOMAFCO and Dakawa.

6.7.5 Other bitateral donors and Non-Governmental Organizations be encouraged to continue maintenance of established facilities.

6.8 Phasing Out of the Present Educational Arrangements.

6.8.1 The transitional period for the implementation of the proposed project start from the end of the current UNDP budget cycle, (i.e. January 1992) for 5 years up to the end of 1996 with a possibility of extension as may be agreed among the parties concerned.

PROJECT FORMULATION FRAMEWORK (PFF)

A Development Problem to be addressed by Project

How to prepare ANC cadres and like-minded disadvantaged South Africans for their full participation in building a non-racial, democratic South Africa during and after the negotiations for a final political settlement.

Causes. Current Apartheid Policies and Laws which discriminate against black South Africans from participating in the political, social and economic development of South Africa.

Evidence: Various Acts passed by the White South African Parliament such as the Bantu Education Act of 1953, the University Act of 1959 etc which led to people's resistance groups like the ANC, PAC, etc. and the amnesty dispensation of 1990.

At Sectoral Level: The Project aims at Overall Educational Reform in South Africa.

At Project level: The Project is designed to exemplify the type of educational institutions needed in South Africa to effect the reforms advocated.

B. Target Beneficiaries (who identified the problem for which beneficiaries)

1. The problem was identified by the ANC Education Council which requested Unesco to produce a consultancy Mission report on it.

1. ANC cadres in exile and those in South Africa as well as other deserving South Africans after the final settlement.

C Pre-Project Situation

538 ANC students enrolled at SOMAFCO (Secondary School)

134 ANC students enrolled at Dakawa Education Centre.

End - of - Project Situation.

1. Establishment of 'A' Level Science, and Technology Classes and continuation of 'O' Level balanced curriculum at SOMAFCO leading to the award of the Cambridge International Certificate of General Secondary Education.

2. Availability of a core of Curriculum developers, educational administrators, Secondary School teachers (20 of each) to initiate reform of the R.S.A. Education system.

D. General Consideration

1. The continuation of assistance to the present ANC Educational Centres in Tanzania would significantly contribute to the acceleration of the process of itegration, power-sharing, racial equality and non-discrimination in job opportunities, as a new era unfolds in South Africa after the dismantling of apartheid. As adequate educational facilities cannot be built overnight to solve the normous problems of educational expansion and democratization, the present ANC facilities in Tanzania are likely to be used to capacity. Moreover, the international standards already established at SOMAFCO need to be maintained by the international community through the kind of multilateral assistance that will ensure the irreversible acceptance of a non-racial and democratic society in South Africa.

2. The careful planning that has gone into the development of SOMAFCO/ DAKAWA precludes any danger to the environment. ON the contrary, the provision of piped water, irrigated farming, electric power supply and controlled grazing will have a positive impact on the environment.

E Other Donors

Substantial bilateral assistance has been received, particularly from Support Groups in the Nordic Countries. This assistance has mainly been used in construction of the physical facilities, and development of the mechanised farms at Mazimbu and Dakawa. ILO has contributed to the establishment of the Vocational Training Centre at Dakawa. UNESCO gives fellowships from its Regular Programme while acting as Executing Agency for UNDP-financed Educational projects.

F. Development Objectives.

1. To assist initially the ANC and later the new non-racial and democratic government of South Africa to speed up the dismantling of apartheid.

2. To promote the development of a new society in South Africa which is committed to non-racial power-sharing, equality of educational and job opportunities.

3. To create prototype educational institutions at SOMAFCO and Dakawa which may be emulated in South Africa after the final settlement.

G. Immediate Objectives.

(i) To offer a balanced and relevant curriculum comprising knowledge skills and values at SOMAFCO leading to the award of the Cambridge International General Certificate of Secondary Education (IGCSE)

(ii) To conduct two 'A' Level classes (i.e. Pre-University studies) in Science and technology subjects for disadvantaged South African

students who are selected strictly on academic merit for admission to SOMAFCO.

(iii) To institute an in-service teacher education programme at Dakawa Education Centre aimed at up-grading the academic pedagogic and professional writing skills of 60 South African teachers at SOMAFCO and Dakawa in Curriculum Development, Educational Management and Secondary School teaching.

(iv) To provide remedial teaching and mastery learning for up to 100 South African disadvantaged students per year in preparation for entry to SOMAFCO 5 - year courses.

G. Major Elements.

Immediate Objective One

1. To offer a balanced and relevant curriculum comprising knowledge skills and values at SOMAFCO, leading to the award of the Cambridge International General Certificate of Secondary Education (IGCSE)

Output	Activity	Party responsible
180 IGCSE Candidates per year	Regular teaching of IGCSE Subjects	SOMAFCO/DAKAWA Board of Governors and S.A. teachers

Immediate Objective two

2. To conduct two 'A' Level Clases (i.e. Pre-University Studies) in Science and technology subjects for disadvantaged South African Students who are selected strictly on academic merit for admission to SOMAFCO.

Output	Activity	Party Responsible
50 'A' Level Science/ Technology candidates per year	Regular teaching of Pre-University Science and technology	SOMAFCO/DAKAWA Board of Governors and South African teachers.

Immediate Objective three

3. To institute an in-service teacher education programme at Dakawa Education Centre aimed at up-grading the academic, pedagogic and professional writing skills of 60 South African teachers at SOMAFCO and Dakawa in Curriculum development, educational management and secondary school teaching.

Output	Activity	Party responsible
60 South African teachers specializing in either Curriculum development or educational management or Secondary School teaching.	Vacation in-service Courses at Dakawa and/or Overseas Twinning Universities	Board of Governors and/or Twinning Overseas Universities.

Immediate Objective four

4. To provide remedial teaching and mastery learning for up to 100 disadvantaged South African students per year in preparation for entry to SOMAFCO 5 - year courses.

Output	Activity	Party responsible
100 disadvantaged South African Students	Individualized remedial teaching for 6 - 12 months.	Board of Governors and South African teachers.

H. Project Strategy

1. The direct recipients are the ANC cadres and other disadvantage South African students and teachers at SOMAFCO and Dakawa In-service Education Centre.

2. The target beneficiaries are all the South African black students who will eventually benefit from the better management of the South African Education system by the returnees of better educated compatriots from SOMAFCO and Dakawa.

3. The implementation arrangements proposed for the project consist of the following strategies.

(i) Recruiting qualified South African teachers for SOMAFCO and Dakawa Orientation/In-service Education Centre.

(ii) Recruiting academically inclined and talented students from South African for SOMAFCO and Dakawa Education Centre.

(iii) Offering a 5 - year secondary school course leading to the award of the Cambridge IGCSE.

(iv) Offering 'A' Level Secondary School Course in Science and technology subjects.

(v) Conducting post-graduate in-service teacher education vacation courses at Dakawa as well as at Twinning Overseas University.

4. Alternative arrangements considered and rejected were:

(a) Full-time 1 - year post-graduate up-grading course for South African teachers. This was rejected because of being comparatively expensive and less productive as it is rather wasteful of valuable teaching time and human resources.

(b) Establishment of a new secondary school in R.S.A similar to SOMAFCO and an In-service teachers college similar to Dakawa Orientation/In-service Education Centre. This was rejected as being considerably more expensive in the transitional period and unreasonably wasteful of the existing facilities developed in Tanzania at great cost and effort to the international community.

I. Host Country Commitment

1. The government of the Republic of Tanzania (URT) is known to have taken an uncompromising stand on and total commitment to the struggle against apartheid. Enormous material and human resources as well as sacrifices have already been made and unqualified continuation is assured.

2. Contractual and bonding arrangements are expected to be made as legal guarantees for students and teachers educated in Tanzania to return to R.S.A. after their studies and tour of duty at SOMAFCO and Dakawa.

J. RISKS

		Estimated Likelihood (high, medium, low)
1.	Factors which may at the outset cause major delays or prevent achievement of the project's objectives may be:	
(a)	Lack of adequate funding	low
(b)	Failure to reach a final settlement	medium
(c)	Shortage of qualified South African teachers	medium
(d)	Reluctance of South African students to leave home	low
(e)	Refusal of R.S.A. government to issue passports	low
2.	Factors which could over time cause major delays or prevent achievement of the project's objectives may be:-	
(a)	South African government's refusal to support educational institutions in the Republic of Tanzania	midium
(b)	Lack of diplomatic ties between United Republic ot Tanzania and RSA.	low

ALTERNATIVE A - IDEAL BUDGET

K. Inputs

		External Input in US$
Skeleton Budget		
1. Personnel		5,952,000
2. Training		17,697,000
3. Equipment		3,455,000
4. Miscellaneous		624,000
	Totals	27,728,000

ALTERNATIVE A - (IDEAL COSTS)

ANNEX.

PROJECTED ANNUAL RECURRENT COST FOR EDUCATION ORIENTATION CENTRE 1992-96

ADMINISTRATIVE COSTS

S/NO.	ITEM	UNIT	US$ PER UNIT	TOTAL US$ (FOR 1YR)	TOTAL US$ 1992-1996
1.	Personal emoluments for teaching and technical staff	10	18,000	180,000	900,000
2.	Personal emoluments for supporting staff	23	2,400	52,200	276,000
3.	Travelling (staff)	10	600	6,000	30,000
4.	Office expenses	-	-	15,000	75,000
5.	Maintenance and running expenses	-	-	50,000	250,000
6.	Up-keep of Station and establishments	-	-	10,000	50,000
7.	Special expenditure	-	-	6,000	30,000
8.	Training and Consultancy (In-service, seminars)	12	2,600	31,200	156,000
9.	Visit and Conference	4	600	2,400	12,000
10.	Miscellaneous and Other Charges	-	-	20,000	100,000
				375,800	1,879,000
				========	==========

(b) Students' Related Costs[2]

S/NO	ITEM	UNIT (STUDENTS)	US$PER UNIT	TOTAL US$ (FOR 1YR)	TOTAL US$ 1992-1996
1.	Laboratory equipment and teaching aid	1000	200	200,000	400,000*
2.	Students' general furniture	1000	150	150,000	300,000*
3.	Students stipend and stationery	1000	300	300,000	1,500,000
4.	Catering expenses	1000	2,190	2,190,000	10,950,000
5.	Kitchen equipment	-	-	150,000	300,000*
6.	Dormitory furniture	1000	250	250,000	500,000*
7.	Students' Welfare	1000	100	100,000	500,000
8.	Medical service and equipment	1000	100	100,000	500,000
9.	Transport of students	1000	600	600,000	1,200,000
				4,100,000	16,150,000

2. Based on projected recurrent costs in the 1984 Revised Dakawa Development Plan.

* Equipment to be replaced after 2-3 years.

ALTERNATIVE A - (IDEAL COSTS)

ANNEX

PROJECTED ANNUAL RECURRENT COST FOR SOLMON MAHLANGU FREEDOM COLLEGE 1992 - 1996

(a) ADMINISTRATIVE COST[1]

S/NO	ITEM	UNIT (STAFF)	US$ PER UNIT	TOTAL US$ (FOR 1YR)	TOTAL US$ 1992-1996
1.	Personal emoluments for teaching and technical staff	50	18,000	900,000	4,500,000
2.	Personal emoluments for Supporting staff	23	2,400	55,200	276,000
3.	Travelling (staff)	50	600	30,000	150,000
4.	Office expenses	-	-	30,000	150,000
5.	Maintenance and running expenses	-	-	40,000	200,000
6.	Up-keep of stations and establishment	-	-	15,000	75,000
7.	Special Expenditure	-	-	15,000	75,000
8.	Visits and Conferences	4	600	2,400	12,000
9.	Training and consultancy (seminars inservice training)	12	2,600	31,200	156,000
10.	Miscellaneous	-	-	50,000	250,000
				1,238,000	6,269,000

1. All the figures are based on recurrent cost of Higher Institutions of Learning in Tanzania, except the personal emoluments for teaching staff, which are based on UNV salary scales.

(b) Student Related Costs

S/NO.	ITEM	UNIT (STUDENTS)	US$ PER UNIT	TOTAL US$ (FOR 1 YR)	TOTAL US$ 1992-1996
1.	Teaching aids/ equipment	200	100	20,000	40,000*
2.	Student's general furniture	200	150	30,000	60,000*
3.	Student's stipend and stationery	200	300	60,000	300,000
4.	Catering expenses	200	2,190	438,000	2,190,000
5.	Kitchen equipment	-	-	150,000	300,000*
6.	Dormitory furniture	200	250	50,000	100,000*
7.	Students' Welfare	200	100	20,000	100,000
8.	Medical service and equipment	200	100	20,000	100,000
9.	Transport of Student	200	600	120,000	240,000
	Totals			908,000	3,430,000
				=======	==========

2. Based on projected recurrent cost in the 1984 Revised Dakawa development Plan.

* Equipment to be replaced after 2 - 3 years.

ALTERNATIVE B - MINIMUM BUDGET

SKELETON BUDGET

K.	INPUTS	EXTERNAL INPUT IN US$
1.	PERSONNEL	2,076,000
2.	TRAINING	14,148,000
3.	EQUIPMENT	1,125,000
4.	MISCELLANEOUS	232,000
		17,581,000

ALTERNATIVE B (MINIMUM BUDGET) ANNEX

Projected Annual Recurrent Cost for the Education Orientation Centre 1992-1996.

(a) Administrative Costs

S/NO	ITEM	UNIT	US$ PER UNIT	TOTAL US$ (FOR 1 YR)	TOTAL US$ 1992-1996
1.	Personal emolument for technical and teaching staff	10	6,000	60,000	300,000
2.	Personal emolument for supporting staff	23	1,200	27,600	138,000
3.	Travelling staff	10	300	3,000	15,000
4.	Office expenses	-	-	7,000	35,000
5.	Maintenance and running expenses	-	-	25,000	125,000
6.	Up-keep of stations and establishment	-	-	5,000	25,000
7.	Training and Consultancy (In-service, seminars)	6	2,600	15,600	78,000
8.	Visits and conferences	2	600	1,200	6,000
9.	Micellaneous	-	-	14,000	70,000
				158,400	792,000

ANNEX

ALTERNATIVE B (MINIMUM BUDGET)

PROJECTED ANNUAL RECURRENT COSTS FOR SOMAFCO 1992 - 1996.

a) Administrative Costs [1]

S/NO	ITEM	UNIT	US$ PER UNIT	TOTAL US$ (FOR 1YR)	TOTAL 1992-1996
1.	Personal emolument for staff	50	6,000	300,000	1,500,000
2.	Personal emolument for supporting staff	28	1,200	27,600	138,000
3.	Travelling (staff)	50	300	15,000	75,000
4.	Office expenses	-	-	15,000	75,000
5.	Maintenance and running expenses	-	-	20,000	100,000
6.	Up-keep of Station and establishments	-	-	7,000	35,000
7.	Visits and conferences	2	600	1,200	6,000
8.	Miscellaneous	-	-	30,000	150,000
	Totals			415,800	2,079,000

1. Based on average salaries in SADCC countries as well as on minimum unit cost.

(b) STUDENT RELATED COSTS

S/NO.	ITEM	UNIT	US$ PER UNIT	TOTAL US$ (FOR 1YR)	TOTAL US$ 1992-1996
1.	Teaching aid/ equipment	200	200	20,000	40,000
2.	Student general furniture	200	75	15,000	30,000
3.	Student Stipend and Uniform	200	200	40,000	200,000
4.	Stationery	200	40	8,000	40,000
5.	Catering expenses	200	1,825	365,000	1,825,000
6.	Kitchen equipment	200	-	50,000	100,000
7.	Dormitory furniture	200	50	10,000	20,000
8.	Games and sports	200	50	10,000	50,000
9.	Medical service	200	50	10,000	50,000
10.	Transport of students	200	600	120,000	120,000
	Totals			628,000	2,475,000

ANNEX 1

LIST OF PERSONS INTERVIEWED

MAZIMBU

1. cde M. Manala - Chief Representative of ANC in Dar es Salaam.
2. cde A. Manghezi - Director of School (SOMAFCO and Dakawa)
3. cde D. Ngakane - Principal of Secondary School.
4. cde G. Sibande - Ag. Principal of Primary School.
5. cde E. Manemela - Principal of Day Care Centre/Nursery
6. cde I. Masala - Administrator Health Centre.
7. cde L. Marjatta - Librarian
8. cde M. Dombo - Manager, Farm Complex
9. cde Mafu - Site Office (Maintenance)
10. cde M. Keagile - DMD
11. cde J. Makgosi - Scholarship
12. cde P. Serotte - Adult Education.
13. cde E. Kgaile - Project Officer
14. cde N. Mabongo - Zonal Stores Manager
15. Staff of the above departments.

DAKAWA

16. cde Denis - Ag. Coordinator, Dakawa Centre
17. cde Madlala - Principal Vocational Training Centre
18. cde N. Nzoyiya - Principal Education Orientation Centre
19. cde V. Zama, - Manager Construction and Planning
20 cde Kadufi - Manager Farm.
21. cde S. Lushika, - Manager, Garment Factory
22. cde B. Manzini - Leather factory.
23. Staff of ZPC, DIP, Textile factory, Adult Education.

ANNEX 2

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