

## AFRICAN NATIONAL CONGRESS OF SOUTH AFRICA

| NAME                      | COUNTRY | COURSE        | YEAR OF COMPLETION |
|---------------------------|---------|---------------|--------------------|
| 1. Sindy Olive Mthembu    | GDR     | Nursing       | 1982               |
| 2. Michael Hadebe         | GDR     | Pharmacy      | 1982               |
| 3. Nomathemba Motswenyane | GDR     | Physiotherapy | 1980               |
| 4. Sipho Mqotsi           | GDR     | Biochemistry  | 1979               |
| 5. Kgosi Seatlholo        | GDR     | Medicine      | 1984               |
| 6. Barney Lebeloane       | GDR     | Medicine      | 1984               |
| 7. Solomon Leballo        | GDR     | Medicine      | 1984               |
| 8. Angelo De Bryn         | GDR     | Medicine      | 1984               |
| 9. Mnabatho Molefe        | GDR     | Child Care    | 1985               |
| 10. Nomalizo Kraai        | GDR     | Medicine      | 1986               |

BULGARIA

|                     |          |            |      |
|---------------------|----------|------------|------|
| 1. Nombulelo Skeile | Bulgaria | Medicine   | 1987 |
| 2. Martin Maphisa   | Bulgaria | Psychology | 1983 |
| 3. Sandile Mfenyana | Bulgaria | Medicine   | 1983 |
| 4. Mnipe Saasa      | Bulgaria | Medicine   | 1983 |
| 5. Desmond Shangase | Bulgaria | Medicine   | 1984 |
| 6. Nokuzola Ngabaza | Bulgaria | Medicine   | 1983 |
| 7. Andile Njobe     | Bulgaria | Medicine   | 1985 |
| 8. Olihile Pharasi  | Bulgaria | Pharmacy   | 1983 |



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## LIST OF STUDENTS IN THE MEDICAL FIELD

|     | NAME               | COUNTRY | COURSE      | YEAR OF COMPLETION |
|-----|--------------------|---------|-------------|--------------------|
| 1.  | Solomon Molefe     | USSR    | Medicine    | 1983               |
| 2.  | Mary Mafeleng      | USSR    | Pharmacy    | 1982               |
| 3.  | John Matjin        | USSR    | Radiography | 1982               |
| 4.  | Abel Maminze       | USSR    | Medicine    | 1984               |
| 5.  | Nomakhosi Gxagxise | USSR    | Medicine    | 1983               |
| 6.  | Mompoti Mompoti    | USSR    | Medicine    | 1983               |
| 7.  | Isaac Nso          | USSR    | Medicine    | 1980               |
| 8.  | Pram Naicker       | USSR    | Medicine    | 1979               |
| 9.  | Thuto Mkebi        | USSR    | Medicine    | 1981               |
| 10. | Pinki Modise       | USSR    | Medicine    | 1982               |
| 11. | Radiel Mogale      | USSR    | Dentistry   | 1982               |
| 12. | Yaggar Leeun       | USSR    | Medicine    | 1983               |
| 13. | Thoko Nalova       | USSR    | Medicine    | 1982               |
| 14. | Zinto Hache        | USSR    | Medicine    | 1982               |

### CUBA

|    |             |      |          |      |
|----|-------------|------|----------|------|
| 1. | Thabo Mmisi | Cuba | Medicine | 1982 |
|----|-------------|------|----------|------|

### HUNGARY

|    |                  |         |                    |  |
|----|------------------|---------|--------------------|--|
| 1. | Mphakamisi Ngale | Hungary | Medical Assistant  |  |
| 2. | Elsie Abrahams   | Hungary | Secondary Medicine |  |



STAFF

# THIS IS STILL A PROPOSAL

## PRE-UNIVERSITY STUDENTS AT THE SOMAFCO.

1. The Education Committee, Lusaka, has been informed that there is a growing component of students at SOMAFCO who are in the Post Matric category or who have been redirected for some reason from post school studies elsewhere. There are also a number of students who are either awaiting scholarships or the commencement of their academic year at the University of their placement. With the rapid expansion of numbers at the College the students in these categories can also be expected to increase.
2. It has been the practise up to now to use some of these students for teaching and this should continue. But when the numbers are larger there may well be a problem of intergrating these pre-university students into the work of the College.
3. It is proposed that a special programme be desined for these students so that they may pursue their studies while their future is being worked out. This programme should be broad in scope and not specialised, being based on interdisciplinary approaches and courses. They should also contain an element of induction into university type studies for those students who have not yet been exposed to post-school studies. Considerations of methodology, learning styles and general principles of pedagogy would have to be incorporated in the programme.
4. One possibility is that Open University Foundation Course material should be obtained as a starting point for the programme. These courses are designed for learners who have no particular schooling background, since the great majority of Open University students do not have formal entry requirements for conventional universities. Since many of our own students who have been through Bantu Education are not up to university level, they too fall into the category of pre-university students. Open university courses may even be too difficult for some of them but this problem can be overcome if group learning methods are adopted at SOMAFCO.



5. It is suggested that all students at the pre-university level are screened at SOMAFCO and that they be placed in study groups according to broad subject interest, e.g. Science, Technology, Social Science etc. One student should be elected or appointed as 'animateur' or group leader and he or she should be directly responsible to the Principal for the work of his/her group.

6. The advantage of starting off with Open University material is that a whole one year's course is produced in toto. The work is also programmed in terms of time spent on each section, in the stages of learning and in self assessment. The courses are designed for distance learning so that they are fully comprehensive and self explanatory. Most of the courses are so broad that they can also be tutored by a person who is not a specialist in several of the disciplines. For instance in Social Science, one need not be a specialist in all the four disciplines - economics, psychology, politics and geography, in order to teach the course as a whole. In Britain these courses are in fact taught by people who may be specialists in only one of the areas.

7. Since they are distance teaching packages, our students at SOMAFCO could, in principle be assisted at a distance. That is, while they would greatly benefit from advice and tutoring on site, they could also be advised at a distance. For instance their essays and assignments could be monitored by a group of tutors located say, in Lusaka. These tutors can then pay occasional visits to the students who hold crash courses, provide intensive tuition and general advice. The system would require detailed organisation, but it should be possible to mount such a programme. In any case it seems to be the best we can do at present given the staffing situation at the College.

8. Obtaining the course material presents no problem. A full course costs less than 50 and it can be used by several people at the same time. I have previously arranged with colleagues at the Open University, in fact with the branch of the Association of University Teachers branch at the University, that they would provide any back up we needed. I have also



solicited an undertaking from IUEF in Geneva that they would pay for any course material we need and would in fact adopt any such student for distance method study. These arrangements were made more than a year ago but I am certain they can be reactivated.

9. The Foundation Courses catered for are in Science, Maths, Social Science Arts and Technology. Each of these headings covers at least four individual disciplines but they are essentially interdisciplinary courses.

10. Open University Teaching is based on correspondence material but it is supported by a wide range of supporting material. There are TV tapes which can be played on audio-visual equipment, radio cassettes, records, science home kits and many many more. In principle all these devices and material could be made available at SOMAFCO. They are not expensive, and being designed for home learning are light in weight and small in size. They are readily adaptable <sup>for</sup> our situation.

11. It has been suggested that some of our students might spend a considerable time at SOMAFCO for one reason or another. If these students want to earn actual credits from the Open University, they would have to be enrolled by the university and this can only be done by residing in Britain for a short time. They can then complete their studies anywhere in the world. A distinction must therefore be drawn between students actually working for credits with the Open University and those studying informally. The latter category could ofcourse be prepared for entry exams at other universities and their study must therefore not be wasted.

12. The main objective of this proposal of Pre-University studies at SOMAFCO is to begin the educational process of what will soon be a large number of students. The system should be seen as interim and flexible until a full scale programme of a more permanent nature can be designed.



13. In particular it is recognised that Open University materials in the School Science and Arts type subjects would not be oriented in the way we would like. On the other hand Science-type subjects would be eminently suitable. It is suggested that we should treat the material in the first category as a learning base to be filled in by our own staff to the best of our ability and to be supplemented by a solid component of reading material.

14. Finally, one of the strongest arguments for commencing this programme is that it enables us to exercise a bit of self-help as a college and that students are encouraged to develop the capacity of self-learning combined with group study. Both these qualities are vital for their future development.

B.T.

2/9/79.