

COMMUNITY DEVELOPMENT.

1. Review of Projects Undertaken.

A. Nature of Projects.

(a) Health

- (i) Research
 - (ii) Preventive Medicine (health education, low income budgetting)
 - (iii) Curative Medicine (participation in existing clinics)
 - (iv) Physical Projects (water schemes, drainage, sanitation)
- (b)

Literacy and formal education.

- (i) Training of people for functional literacy
 - (ii) Conscientisation through this.
 - (iii) Guidance to teachers - correspondence students
- (c)

Sporadic physical projects.

- (i) Building of schools
- (ii) Repairing houses, etc.

2. Problems.

(a) Planning

Aims. It was felt that the aims as set out for Community Development projects have so far not been realised because of poor planning, lack of a trained organiser to plan, set out and co-ordinate the projects.

(b) Material Used:

Special reference is made here to Literacy material that made conscientisation through these materials, difficult.

(c) Manpower.

Students' response to calls to participate in projects so far has been very disappointing. It was felt that this has been due to the lack of understanding of the projects themselves.

(d) Our approach to Projects.

Our approach to projects has been that of external agents who identify the needs of the community and prescribe a programme to attempt meeting them. This led to difficulty in popularising the idea amongst the people. The net result was that no sooner had the students left the community than the latter abandoned it.

(e) Financial difficulties.

Lack of funds led to abandonment of some projects which could have been of value to the community.

RECOMMENDATIONS.

- 1. Planning of projects - plan the workability of the project, e.g. determine how much material one is going to use. Set out clearly and delineate areas of operation before embarking upon the project.

2. Approach - here the approach preferred is the inner resources one, viz that the community identifies their own needs rather than an external agent imposing the needs on them. The idea here is to implant and not to impose.
3. Students must be clear about the aims and objects and must be well-orientated before embarking on any Community Development Project.
4. Hand-outs in forms of money should, as far as possible be avoided as they tend to kill the spirit of self-reliance among the people. Rather people should be advised on how to raise funds on their own, e.g. by tilling the land, raising crops and selling them and the little girls be taught cottage industry.
5. As far as Literacy Projects are concerned, the Permanent Organiser should prepare suitable material which is relevant to our Communities.
6. It is worthy of note that it is not every society or community in which SASO is readily acceptable without suspicions and fear of intimidation. This Commission therefore, recommends that wherever projects are undertaken where possible the name of SASO should be declared. But in cases of intimidated and sceptical communities it is not advisable to declare that the project so undertaken is under the auspices of SASO. However, eventually the name of SASO can be declared to attain creditability from the community.
7. Whenever there is a specific law forbidding the undertaking of a particular project, all possible loopholes, in such legislation, should be exploited.

II.

YOUTH PROGRAMMES.

We recognise the fact that the Youth is the live-wire of any community. It is on this understanding that we as the Black people should pay particular attention to our youth.

For purposes of systematic discussions, this Commission has divided the youth into categories based on age groups and their corresponding schooling standards.

1. Pre-school periods - zero to six years.

This is a delicate age at which psychological impressions are fixed most effectively. Parents should use Black names when naming their children. We recommend that, in order to gain access to children, parents/guardians should be made use of.

Relevant folk lore, songs games should be taught to children. Full use should be made of kindergartens whose staff is well orientated.

2. Primary school period- Six to fourteen years;

Greater contact should be encouraged between the different sections if the Black community in order to promote Black solidarity, among the youth. Picnics, youth camps and other community development projects should be embarked upon. Saso should create contacts with the teachers teaching these children with the view to orientating the children towards Black-consciousness and rejecting white values.

3. Post-Primary School Period:

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This is the period of initial political readiness. Use must be made of the already existing dramatic, debating societies and high school organisations. Students should be encouraged to sell SASO Pamphlets and read Black literature in general. This students should also be involved in Community Development Projects.

Vocational Guidance.

It is a matter of paramount importance that young people should be given the necessary and proper voc. guidance.

4. Social Drop-outs.

Voluntary group workers and professional social workers and other relevant and interested parties should join in the recruitment of the so-called "Outcasts", towards redirecting their thinking towards Black Consciousness. (See Motion 2)

111. WORKERS PROGRAMME.

The following plans are brought forward:

- i) to organise and establish Trade Unions after thorough research by the Permanent Organiser.
- ii) EDU-PLAY - to organise and orientate workers. Here the Permanent Organiser has made negotiations with certain industrialists with a view to getting the exiled students employed. The aim here is that the employees should learn and experience the working conditions in these industries.
- iii) Foreign firms, operating in S.A., should be urged to recognise Trade Unions.

IV PLANNING FOR 1972/1973.

1. Literacy

Literacy Projects should receive priority because:

- i) It is the most effective and practical method of conscientising people.
- ii) it affords creation of a better rapport with the people .
- iii) it does stimulate self-reliance, and
- iv) ensures continuity.

2. Leadership Training.

- i) Leadership training should be carried out amongst SASO ranks.
- ii.) SASO should organise leadership courses in which leaders from various communities are invited for training, and experts in leadership training are invited to such sessions.

3. Education.

Here different centres must advise as follows;

- a. They should, in areas, in their immediate vicinity, help students in high schools with their own subjects and in the process conscientise the students and make them aware of the proper outlook towards education.
- b. Get students or recommend to them suitable and relevant literature.
- 4. Sporedic Physical Projects.

This Commission finds it advisable that such projects be limited to a small manageable number. The reason, of course, is that big numbers of projects render manpower inefficient, in some cases make it, even difficult to see one project to completion.

It will prove fruitful if a few areas are selected, concentration and specialisation be focussed on them, and they can then be seen to completion.

5. Health Projects.

A scientific method of undertaking these projects would more or less be on the following lines.

- a) Research into general living conditions
- b) Look into the common diseases.
- c) Look into available health services in the area.
- d) Look into the need for preventive and curative medicines based on the findings during research.
- e) Establishment and/or participation in local health centres.

ANNEXURE TO THE COMMUNITY DEVELOPMENT REPORT.

As is well-known to the House the objects of our Community Development Projects is to develop self-reliance, to develop Black Leadership, and to conscientise, to move towards liberation of Black People. Actual relief is of importance only in so far as it builds confidence on success of a project.

With this in mind, this report examined various projects; analysed reasons for a success and failures and on this basis made recommendations and plans for future programmes to be more relevant and successful. It ascertained forces that could be mobilised to aid liberation and then recommend programmes to realise this mobilisation.

PLANNING OF PROJECTS FOR 72/73

A. LITERACY PROGRAMME

This should receive priority and be made semi-independent. We recommend the following towards this end.

1. Employment of a Director of Literacy on a permanent basis, whose duties shall be to:
 - a) train students and leaders in the different communities as instructors who shall in turn train literacy teachers.
 - b) compile material that will be relevant in the different communities.
 - c) establish, co-ordinate and promote literacy campaign on a nation-wide basis.
 - d) re-orientate already existing campaigns, viz. Winterveldt, Wentworth, etc. (Planning Comm. should look into this)
2. The Permanent Organisations in conjunction with the Secretary-General find and establish a specific fund for this project.

3. Dudu:- This project needs immediate attention because students will be registering on the 15th July for their Home University Education Scheme and the Permanent Organiser must be available to immediately train the local people as literacy teachers to start the project going.

4. December Projects.

Students must be trained by the Director and/or Permanent Organiser between now and December so that they can be available as instructors during vacation in the different areas, to be identified by the Permanent Organiser, to train local people as literacy teachers.

D. LEADERSHIP TRAINING.

This must be directed towards (i) students
(ii) black organisations
(iii) community leaders.

This must be run along the following lines:

National Seminars.

a) December

This seminar should focus on Black education and its different aspects.

Participants here must come from

- i) students
- ii) vigilante committees
- iii) Permanent Commission on Education
- iv) other Black Organisations.

b) January.

This seminar should focus attention on technicalities

(i) leadership, (ii) organisation, (iii) administration, and should be run annually along the lines as this year's seminar.

This will afford training not only to student leaders, but also community, and leaders of different Black organisations.

(c) Local Seminars.

These can be arranged over week-ends to focus attention on local problems and provide leadership skills in the different communities.

The Permanent Organiser will be responsible for the organisation and running of these.

C. HEALTH PROJECTS.

1. New Farm Project.

The plan for a water scheme have already been laid out in detail in a paper on this project.

The problems that lead to halting of this project will be looked into by the Permanent Organiser with a view to

- a) procuring a site for the installation
- b) buying of the necessary materials
- c) recruiting students for the physical work on this project during December vacation.

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