

<p><b>The Bursary Project</b></p> <p>The Bursary Project (BP) was SACHED's first initiative. It ran from May 1960 until 1994. Through BP, students who had matric could do GCEs and then enrol and study for degrees at London University (LU) via correspondence. SACHED set up an extensive support system for students and established a relationship with Britzus Tutorial College (BTC) in Johannesburg where BP students got correspondence support. The government refused to register SACHED as a school so students couldn't meet together for tutorials, they could only have one-on-one meetings with tutors. By May 1970 there was 81 students on the Bursary Project, in its first ten years only four students completed degrees.</p>	<p><b>Turret Correspondence College</b></p> <p>In 1970 SACHED opened Turret Correspondence College (TCC) on the premises of what had been Britzus Tutorial College. TCC provided support to second-language English speakers at secondary level by creating a conducive learning environment and developing educational materials which were "pioneering in a number of ways. They were learner-centred, developed by course-teams, and also sought to draw on the learners' experience. They 'always aimed to develop the students' ability to think critically.'</p>
<p><b>Study Centres Project</b></p> <p>The Study Centres Project were established in the early 1970s to provide TCC students with contact-based support, motivation and academic assistance. The six Centres were set up at schools in Soweto, and one on a farm school in Bryanston. Local tutors were appointed and trained to teach in ways "which would avoid chalk and talk methods and would encourage group discussion, problem solving and learning skills development."</p>	<p><b>Bophuthatswana Teacher Upgrading Programme</b></p> <p>The Bophuthatswana Teacher Upgrading Programme (BTUP) was the outcome of negotiations between three quite unlikely parties: SACHED, the Bophuthatswana Cabinet, and the Chairman's Fund of the Anglo American Corporation. BTUP was a response to the chronic shortage of under-qualified teachers in Bophuthatswana. It aimed to train 1000 unqualified teachers, and it was planned as a model for other areas affected by similar difficulties. BTUP was launched in 1975 when it took in 500 learners. After three of the scheduled five years, the Bophuthatswana government terminated the programme, refusing discussion with the other parties. It is suspected that it was terminated due to its supposedly 'pro-communist' curriculum which included the Russian Revolution.</p>

**Newspaper Project**

From the mid to the late 1970s SACHED was looking for alternative channels of education. They established relationships with a number of newspapers which then carried educational supplements for adults as well as supplementary material for high school students. Some of these publications were: "The Study Mail" in the *Rand Daily Mail*, "Weekend World School" in *Weekend World*, and "Operation Catch Up" which was established in 1976 in the midst of student uprising, and "People's College" which accompanied *Weekend World* until the newspaper was banned in 1978.

**LACOM**

LACOM was the Labour-Community Subcommittee of SACHED. LACOM educators adopted popular education methods to build on participants experiential knowledge in learning about working class politics for a socialist society. Educational activities were organized and planned together with mass-based organisations. For example, LACOM supported the establishment of cultural 'locals' in unions. This period, the 1980s, was characterised by labour and community education programmes which included music, theatre, art, and the production of creative materials.

<p><b>Yu Chi Chan Club</b></p> <p>A militant study group of nine members founded in Cape Town in 1962 by expelled members of the African People's Democratic Union of South Africa (APDUSA). Amongst other things, the group studied and wrote on the politics and prospects of guerrilla warfare in South Africa at the time. Later in 1962 the YCCC was replaced by the National Liberation Front (NLF). After exile and imprisonments, YCCC members were central to SACHED's education work in South Africa and Namibia in the 1980s.</p>	<p><b>SASO/BC Formation Schools</b></p> <p>From 1968-1971 the black consciousness South African Student Organisation (SASO), ran Leadership Schools for high school students and Formation Schools for university students. The Formation School program included critical reflection on a range of topics through discussion commissions to be completed by trainees by the time they were in their third year of study and attending the SASO annual conference. The schools were part of wider educational initiatives like study groups, leadership seminars, newsletters, and Black Community Programs.</p>
<p><b>The History Workshop</b></p> <p>Started in 1978 and continues to run today. Dedicated to counter apartheid state and male-centred teleological nationalist versions of SA history. Provided historical materialist analysis of South African society, taking a history-from-below approach which meant prioritizing the experiences of the working class. Had an organizing committee at Wits university but not limited to the university, they were interested translating rigorous scholarly histories into accessible format for the working class.</p>	<p><b>Khanya College: Education for Liberation</b></p> <p>An experimental bridging college, established by SACHED to enable activists and graduates of Bantu Education to enter university. With branches in CT and Joburg they ran first year courses accredited by the University of Indiana as long distance courses recognized by UWC, UCT, and Wits. They developed alternative teaching practices to large lectures and individualized learning for exam performance, challenged power dynamics in the classroom, and got students to learn in and with communities as interns as part of coursework.</p>

<p><b>People's History Program, UWC</b></p> <p>In 1985 the UWC history department put out a manifesto to adopt a 'radical left' philosophy.' The People's History Program (PHP) linked history with politics. Undergrad students were sent into communities to recover "people's histories," and mobilize against apartheid. This initiative was in response to the establishment of the National Education Crisis Committee and the takeover of UWC by activist academics. It became part of the core history curriculum in 1987, sending thousands of students into the streets, communities, and factories of Cape Town to discover and record "hidden histories."</p>	<p><b>National Education Crisis Committee and The People's Education Movement</b></p> <p>In 1985 the National Education Crisis Committee (NECC) brought together students, parents, and teachers to address the education crisis. This was a shift of strategy from Liberation Before Education, key to the schools boycotts and mass insurrection in the first half of the 1980s, to Education For Liberation, using schools as a place of organizing and developing a vision, plans, and materials for People's Education (PE). The radical content, visions, and principles of the People's Education movement were blunted when incorporated into the new Department of Education in the 1990s.</p>
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<p><b>Know Your Continent (KYC)</b></p> <p>A series of African history education programs running out of SACHED's Cape Town office in the 1980s. Scouring libraries and acquiring banned materials a small team produced programs and materials on African history for high schools; ran a full semester seminar for post-matric or school drop outs during boycotts; hosted a seminar for in-depth research; and supported a monthly public lecture organized by the Council for Black Education, Research, and Training (COBERT) a radical black activist education network in Langa at the Grassroots Education Trust office.</p>	<p><b>Jacob Marengo School</b></p> <p>Named after the leader of a Nama and Herero alliance against German colonists between 1904-1908, this school was initiated in opposition to Bantu Education in Namibia in 1985, and continues to run in Katatura, Windhoek today. SACHED fundraised and sent teachers to do the first year of training when the school was opened by Otillie Abrahams. Abrahams had been part of Unity Movement student organizing in the 1950s in Cape Town, and other political movements, including the Yu Chi Chan Club and SWAPO before exile in Zambia, Tanzania, and Sweden, returning to Namibia in the 1980s.</p>
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### **Buchu Books**

An important educational materials intervention, Buchu Books was started by SACHED in 1987 to publish non-fiction and research books as radical alternatives to Charterist views that began to dominate other progressive presses in the 1980s. Buchu Books shut down in early 1990s because funders said that they should go be commercial business now that apartheid censorship was over. Their archives are at the National Library Archive in Grahamstown.

### **Upbeat Magazine**

“UPBEAT is a progressive, educational magazine for today’s teenager.

UPBEAT is one of several projects of SACHED, a non-profit making educational organisation.

UPBEAT comes out seven times a year. It costs R3 to subscribe for a year, and 30c per copy.

UPBEAT covers issues of crucial importance such as unemployment, housing, trade unions and child labour. It also takes up student concerns such as corporal punishment and school uniforms. UPBEAT encourages debate on political and educational topics. In addition, UPBEAT carries vocabulary lessons, short stories, quizzes and articles on health, African history education, sport and music. All this in very easy English. UPBEAT may be educational but it is also fun to read. It takes the sting out of reading.

Readers are encouraged to send in their poems and short stories for publication in UPBEAT. Teachers use UPBEAT in the classroom with teachers’ notes provided by UPBEAT. They say that there is a noticeable improvement in the English reading skills of students who read UPBEAT regularly.

If you would like to subscribe to UPBEAT, send a postal order for R3 to UPBEAT, PO Box 11350, Johannesburg.”

*(UPBEAT Calender 1987: A history of education in South Africa)*