

The struggle for the curriculum at the ANC's Solomon Mahlangu Freedom College in Tanzania, 1978–1992

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Abstract

This article is an appraisal of curriculum development at the Solomon Mahlangu Freedom College (SOMAFCO), established in Tanzania in 1978 by the exiled African National Congress (ANC). SOMAFCO closed in 1992 on the eve of a new political dispensation in South Africa. The article focuses on the academic curriculum mode emphasised at the SOMAFCO High School. It examines who the main advocates were and the rationale for their emphasis on an academic approach and contextualises their arguments within the international and African curriculum debates and the experiences of apartheid education in South Africa. The consolidation and implementation of the academic curriculum is traced by examining ANC involvement in education from 1912 to its banning in 1960 and then its commitment to education in exile. The article also examines criticisms from within the ANC levelled against the emphasis on an academic curriculum. It concludes with a brief examination of the impact of an academic curriculum on the new educational dispensation in South Africa in the post-1994 period.

Introduction

The historical struggle for political freedom is inextricably linked to the struggle for and around formal education. The nature of the formal curriculum has been the subject of much debate the world over, and has impacted deeply on the educational experiences of school-going children in the 20th century. Modern curriculum theory and policy also reflects many of the broader general education and national economic development debates, particularly within the context of the era of the post-WW2 world during which liberation from colonialism took place in Africa and elsewhere.

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Table of Contents Education In Exile Somafo The African National Congress School In Tanzania 1978 199

1. Understanding the eBook Education In Exile Somafo The African National Congress School In Tanzania 1978 199
 - The Rise of Digital Reading Education In Exile Somafo The African National Congress School In Tanzania 1978 199
 - Advantages of eBooks Over Traditional Books
2. Identifying Education In Exile Somafo The African National Congress School In Tanzania 1978 199
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Education In Exile Somafo The African National Congress School In Tanzania 1978 199
 - User-Friendly Interface
4. Exploring eBook Recommendations from Education In Exile Somafo The African National Congress School In Tanzania 1978 199
 - Personalized Recommendations
 - Education In Exile Somafo The African National Congress School In Tanzania 1978 199 User Reviews and Ratings
 - Education In Exile Somafo The African National Congress School In Tanzania 1978 199 and Bestseller Lists

5. Accessing Education In Exile Somafo The African National Congress School In Tanzania 1978 199 Free and Paid eBooks
 - Education In Exile Somafo The African National Congress School In Tanzania 1978 199 Public Domain eBooks
 - Education In Exile Somafo The African National Congress School In Tanzania 1978 199 eBook Subscription Services
 - Education In Exile Somafo The African National Congress School In Tanzania 1978 199 Budget-Friendly Options
6. Navigating Education In Exile Somafo The African National Congress School In Tanzania 1978 199 eBook Formats
 - ePub, PDF, MOBI, and More
 - Education In Exile Somafo The African National Congress School In Tanzania 1978 199 Compatibility with Devices
 - Education In Exile Somafo The African National Congress School In Tanzania 1978 199 Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Education In Exile Somafo The African National Congress School In Tanzania 1978 199
 - Highlighting and Note-Taking Education In Exile Somafo The African National Congress School In Tanzania 1978 199
 - Interactive Elements Education In Exile Somafo The African National Congress School In Tanzania 1978 199
8. Staying Engaged with Education In Exile Somafo The African National Congress School In Tanzania 1978 199
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Education In Exile Somafo The African National Congress School In Tanzania 1978 199
9. Balancing eBooks and Physical Books Education In Exile Somafo The African National Congress School In Tanzania 1978 199
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Education In Exile Somafo The African National Congress School In Tanzania 1978 199
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain

- Minimizing Distractions
- Managing Screen Time
- 11. Cultivating a Reading Routine Education In Exile Somafo The African National Congress School In Tanzania 1978 199
 - Setting Reading Goals Education In Exile Somafo The African National Congress School In Tanzania 1978 199
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Education In Exile Somafo The African National Congress School In Tanzania 1978 199
 - Fact-Checking eBook Content of Education In Exile Somafo The African National Congress School In Tanzania 1978 199
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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