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# An Introduction to Angola and Mozambique



Office of Social Concerns  
Box 531  
Maryknoll Sisters  
Maryknoll, NY 10545

(914) 941 - 7575

Tri-State  
Global Awareness  
Team  
22 Oakland Terrace  
Newark, NJ 07106  
(201) 375 - 1531

Maryknoll Society  
Priests, Brothers  
Lay Missioners  
Maryknoll, NY 10545

(914) 941 - 7590

## INTRODUCTION FOR TEACHERS

Since the early 1960s most of the countries of southern Africa have gained their independence. Many of these countries depended on South Africa for trade and transport links and were truly at the mercy and whim of the South African government which considered their independence and success a threat to their apartheid policy. In 1980, nine countries in southern Africa united to improve, expand and develop their economies, lessening their dependence on South Africa. To counterbalance this, Pretoria pushed forward its policy of destabilization. This curriculum contrasts present day Africa with the United States and pre-independence Africa. It looks at South Africa's policy of destabilization, the composition of the Southern African Development Coordination Conference and provides a more in-depth study of two of these countries, Mozambique and Angola. It is targeted for the junior and senior high school level. All eight lessons can be explored or, the first, sixth and seventh lessons can be used and then at the teacher's discretion, either the two lessons on Mozambique or the two on Angola, plus the Call to Action.

We wish to extend our gratitude to the Washington Office on Africa for their permission to reproduce their fact sheets. We also thank the artists of Nyumba ya Sanaa, Dar-es-Salaam, Tanzania for their art work and Dr. Sara Talis, Sister Jennie Burke and Sister Rosanne Ong for their encouragement, support and input.

### OBJECTIVES:

1. To introduce the continent of Africa and dispel prevalent "myths".
2. To contrast U.S. historical and geographical realities of Africa, Angola and Mozambique.
3. To introduce the student to Mozambique and Angola, their people, history and political reality.
4. To explain SADCC, its history and how it works.
5. To explore the effect of destabilization on Mozambique and Angola and their efforts to overcome it.
6. To acquaint the student with the U.S. involvement in these countries.

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## Lesson 1: INTRODUCTION TO THE CONTINENT OF AFRICA

### Goals and Objective:

1. The student will explore his/her perceptions of Africa.
2. The student will be exposed to an accurate picture of the continent of Africa with its many independent countries.
3. The student will receive a basic introduction to the Southern Africa Development Coordination Conference (SADCC), which will be developed in lesson 7.
4. The student will examine European colonization of Africa.

### Materials Needed:

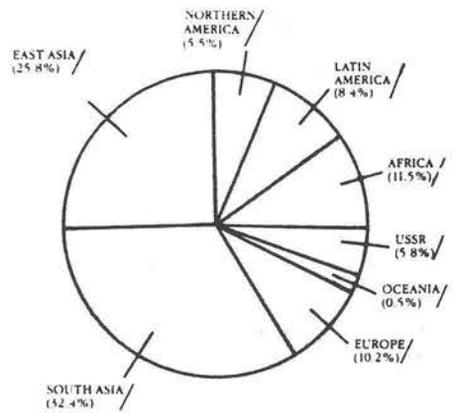
1. Student Handout # 1: Africa in Perspective (p.3)
2. Student Handout # 2: Colonial - Political maps of Africa (p.4)

Time required: One class period

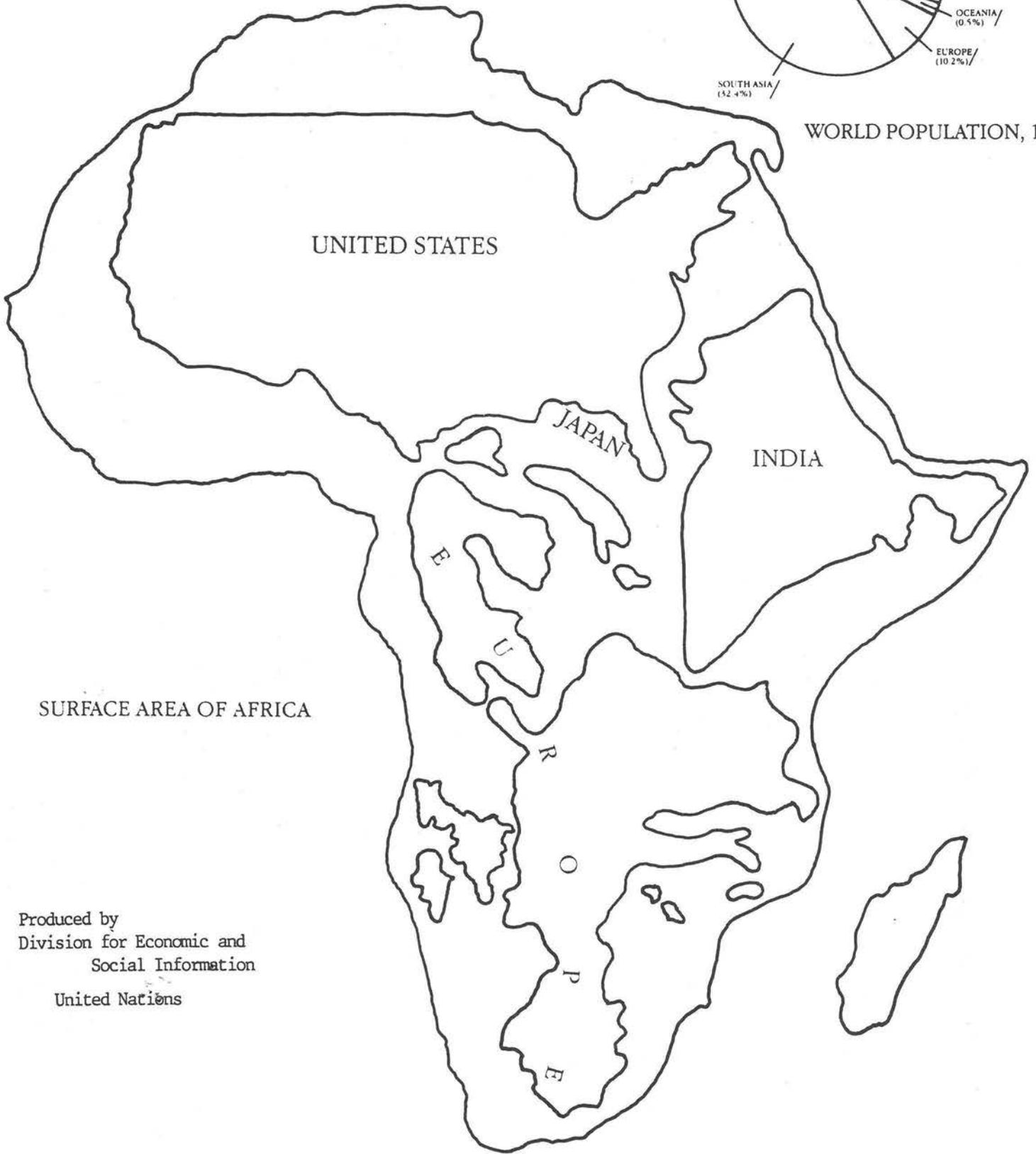
### Procedure:

1. Ask any/all of the following questions to elicit the students' view of Africa. Have the students write their answers on a piece of paper to be compared later with facts.
  - How many countries in Africa? (51)
  - Is Africa larger or smaller than the United States? (larger)
  - How many languages are spoken in Africa? (1100)
  - What is the major language in Africa? (Arabic)
  - What languages are used in Africa to conduct international affairs? (French, Portuguese and English)
  - What is the principle occupation in Africa? (farming)
  - How many cities in Africa have a population of over a million people? (13)
  - How many languages do most Africans speak? (two or more)
  - What is the fastest growing religion in Africa? (Islam)
  - In how many gods do most Africans believe? (one)
  - What percentage of Africa is desert? (19%)
  - What percentage of Africa is jungle? (19%)
  - Name the most pressing ecological problem in Africa. (desertification)
  - Of what nationality are the major writers of African History? (Europeans)
  - What are the implications of African history being told from a European perspective?  
What were the major European countries with colonies in Africa in 1922?  
(France, England, Portugal, Italy, Belgium, Spain)
  - Name five countries in Africa.
2. Repeat the above questions giving the answers. It is important to emphasize that Africa is a continent and not a country.
3. Distribute Student Handout 1: "Africa in Perspective". Compare the surface area of Africa with that of the U.S. and of Europe. Compare populations.
4. Distribute Student Handout 2: "Colonial - Political maps of Africa".
  - Using the two maps have the students determine which present-day countries were under French, Portuguese, British, Italian and Spanish control in 1922.
  - Using a colored marker have the students outline the following countries on the political map: Angola, Botswana, Lesotho, Malawi, Mozambique, Swaziland, Tanzania, Zambia and Zimbabwe. Have the students mark off the same area on the colonial map. What countries controlled the marked off area in 1922? (Portugal, England)

# AFRICA IN PERSPECTIVE



WORLD POPULATION, 1985



UNITED STATES

JAPAN

INDIA

SURFACE AREA OF AFRICA

Produced by  
Division for Economic and  
Social Information  
United Nations

# COLONIAL AFRICA, 1922



# Political map of Africa

1985



This map appeared in "The Viewer's Guide" accompanying "The Africans" television broadcast. It is reprinted with permission of the Annenberg/CPB Project.

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----- German possessions assigned as mandates

## Lesson 2: INTRODUCTION TO MOZAMBIQUE

### Goals and Objectives:

1. The student will understand the history of the Mozambican people up until independence.
2. The students will "meet" Eduardo Mondlane, who led Mozambicans in their struggle with the Portuguese.

### Materials needed:

1. Student Handout Moz. #1, History Timeline (pp 6-9)
2. Student Handout Moz. #2, The Dream of Eduardo Mondlane(pp10-11)
3. Student Handout #3, Map of SADCC Countries (p.12)

Time Required: One class period

### Procedure:

1. Locate Mozambique on the map of SADCC Countries. Who are its neighbors?
2. Distribute Student Handout Moz. #1, Timeline of Mozambique. Help student review the facts of Mozambique's history. Select from the following:
  - Compare certain periods with U.S. history, e.g. "discovery" of the U.S., period of slavery.
  - Does Portuguese colonialism in Mozambique appear different from British colonialism in the United States?
  - When does the struggle for independence begin in Mozambique?
  - Are there diverse forms of this struggle (student unions, strikes, political organizations, grass-roots organizations, etc.)?
  - When did Mozambicans achieve independence?
  - Given that FRELIMO was a united nationalist effort against colonialism, is it surprising that the independent government of Mozambique established a one party state? Did the original U.S.government allow for more than one party after independence?
3. Choose three students or ask for volunteers to perform the skit "The Dream of Eduardo Mondlane." Have the three actors review the reading and suggest that each actor bring a prop to class. Eduardo Mondlane may wear a peasant's cap. The narrator may hold a microphone, and the Portuguese Policeman may wear a policeman's hat or carry a stick.

Distribute Student Handout Mozambique #2. Have the students in the class follow along as the actors read their parts in the front of the class. Note: This activity can also be done in small groups, giving more students the opportunity to act out the parts. After the skit, ask the students:

  - Mondlane, a capable student, accepted a scholarship to study in South Africa. What was his response to living in South Africa? If you were living in South Africa on a scholarship would you risk it by becoming involved in fighting apartheid?
  - Mondlane comes back to Mozambique. Does he appear ashamed of having lost his scholarship and the approval of school authorities? What does he become involved with now?
  - Might Mondlane's studies in the U.S. in the 1950s have had an effect on his commitment to overcome racial oppression in his own country?
  - Were Eduardo Mondlane and Martin Luther King, Jr. contemporaries? What values do you think they shared? Were their deaths comparable?

Student Handout Moz. #1: MOZAMBIQUE: HISTORY TIME LINE

- 1497: Portuguese explorers (Vasco de Gama and others) reach Mozambique
- 16-17th centuries: Portugal takes over major ports on Mozambican coast and challenges Arab domination of interior; Portuguese technological superiority in war reduces resistance of African states and kingdoms, preventing them from developing unity and strength; wealth begins to flow to Portugal.
- 18th century: Period of slavery, white dominance, imperialism, characterized by the "prazo" system: Portuguese settlers acquire large tracts of land and rule both them and their inhabitants with unlimited powers of taxation, forced labor, expulsion of people, trafficking of slaves.
- 1869: Slavery abolished in Portuguese empire but a series of decrees force the African "libertos" to contract labor to former owners.
- Late 19th century: Mozambican labor contracted to South African mines, increasing steadily Portugal's gold reserves through fees on each worker recruited. By 1961 more than 400,000 Mozambicans are contracted laborers in other southern African countries.
- 1884-1885: Berlin Conference: division of African continent by European powers; Portugal develops strategy of granting rights to large chartered companies to exploit "prazo" holdings in return for taxes and shares to Portuguese government.
- 17-19th centuries: African peoples make repeated efforts to resist Portuguese rule in Mozambican territory, under such leaders as Gungunhana and Maguigana. Efforts defeated but resistance spirit continues.
- 1920: Regime of Antonio Salazar established in Portugal - the "New State" begins to tighten administrative control of colonies and spread Portuguese culture to justify further economic exploitation; in spite of this, Portugal never establishes full political control of Mozambique.
- 1949: Creation of NESAM, high school student organization; led by Eduardo Mondlane and others; helps form consciousness of national culture and African heritage among young intellectuals; creates nationwide network of communication which later proves invaluable to FRELIMO.
- 1940s-1960s: Strikes and other activities organized by workers to show resistance to Portuguese rule and miserable conditions.
- 1960: Massacre at Mueda (Cabo Delgado) of villagers and leaders who are asking for independence and better economic conditions.
- 1962:(June 25) FRELIMO (liberation organization) officially formed at conference of nationalist movements in Dar-es-Salaam, Tanzania; Eduardo Mondlane elected first president.

- 1963: First FRELIMO military training camp permitted in Tanzania.
- 1964: (Sept 25) FRELIMO launches war of liberation. By independence in 1975, one-third of the country has been liberated. In liberated area schools, clinics and stores have been organized by the people under mobilization by FRELIMO.
- 1969: (Feb.3) Assassination of Eduardo Mondlane in Dar es Salaam, Tanzania by Portuguese parcel bomb.
- 1970-1971: "Operation Gordian Knot" planned by Portuguese to wipe out FRELIMO but fails as the latter learns of it and strengthens defenses; turning point of the war for FRELIMO.
- 1974: (April 25) Overthrow of Caetano regime in Portugal by Portuguese officers leads to peace negotiations and unconditional independence for Mozambique.
- 1975: (June 25) Independence of Mozambique officially declared; Samora Machel elected first president.
- 1974-1975: Portuguese settlers begin massive exodus from Mozambique; these settlers farmed an area equal to all that cultivated by the Mozambican peasants. They grew most of the tea, sisal, sugar cane, sunflower, wheat and tobacco. They grew one half of the coffee and coconuts. They supplied the cities with vegetables and dairy and meat products. They had come to control all modern agricultural production, marketing, exporting, industry and urban life.
- 1974: White Rhodesians set up the Mozambique National Resistance (the MNR or RENAMO) to provide information on movements of Zimbabwe liberation fighters who have camps in Mozambique. Originally, RENAMO is made up of men from various Portuguese special forces who have been fighting in Mozambique. They gain more men by covert recruiting from the re-education camps set up by FRELIMO. Many are former FRELIMO petty officers who have been detained because of corruption and indiscipline.
- 1977: (Feb.) Third Congress of FRELIMO, in which FRELIMO is declared officially a party, with Marxism-Leninism as official theory, and socialism as its goal.
- 1975 - 1982 Nationalization of land, including church property, education, rents, health care, funeral parlors, vital services and natural resources; private property is respected except for cases of sabotage or when a person has more than one; massive campaigns are carried out for production, vaccination and literacy, with help of organizations such as OMM and dynamic groups. Systematic struggle against racism, ethnic division and sexism; Planning

Commission established to coordinate national planning; priority focus on communal villages, cooperatives and state farms.

(the above is taken from Mozambique and Tanzania: Asking the Big Question, by Frances Moore Lappe and Adele Beccar-Varela, San Francisco, California: Institute for Food and Development Policy, 1980)

- 1980: Rhodesia gains independence and becomes Zimbabwe. Just before losing power, the white Rhodesians turn RENAMO over to South African supervision. RENAMO becomes South Africa's means of destabilizing Mozambique with terrorism against civilians and destruction of the economic infrastructure.
- 1981-1984: South Africa makes at least a dozen attacks inside Mozambique: commando raids, a parcel bomb, attacks on offices, etc. In 1983 South African jets strafe two suburbs of Maputo. Claiming to destroy African National Congress (ANC) bases, the South Africans in fact killed three workers in a jam factory, a soldier guarding a bridge, a child, and an ANC man washing a car. Forty others are injured. During the same period the worst drought in memory drags on for three years. Relief trucks come under attack from RENAMO.
- 1983: Mozambique faces economic collapse. Its leaders make a fundamental decision to reassert their non-alignment and reach out to the West. In 1984, Mozambique joins the IMF and the World Bank in an effort to reschedule its debts. Western investment is welcomed in the hope that Britain and the U.S. will put pressure on South Africa to stop supplying RENAMO.
- 1984: (March) President Samora Machel and South Africa's Prime Minister P.W. Botha sign a non-aggression treaty (the Nkomati Accord). Each country agrees not to support the other's internal foes. The African National Congress (ANC) leaves Mozambique at the government's request.
- 1984:(Sept.) The South African Catholic Bishops Conference reports that atrocities by RENAMO have reached a "horrific level" despite the non-aggression treaty.
- 1984:(Nov.) U.S. President Reagan approves \$12.7 million of food aid to Mozambique. Other Western governments who had ignored Mozambique's aid requests also begin to respond. The aid is late, however, and it is estimated that 100,000 people die as a result of the combination of terrorism and famine.
- 1985: Continuing attacks by RENAMO on bridges, railways, factories, and even buses under military convoys. Many civilians are murdered in this way. Young boys from twelve years of age are kidnapped, drugged and forced to kill. Thus they are forced to become members of RENAMO.
- 1986:(Oct.) President Samora Machel is killed in an air crash over South African territory. Joaquim Chissano, Minister of Foreign Affairs, is

elected by the Central Committee of FRELIMO. South Africa blames pilot error, confused radio signals and bad weather conditions. Mozambique and Front Line States claim that decoy radio signals from South Africa caused the plane to go off its true course and crash. Meanwhile RENAMO continues to attack civilians and produces no political program as an alternative.

1987:

RENAMO continues its destabilization via terror tactics against civilians. One example is the attack on a small town, Homoine, in which 424 people are killed - almost half of whom are women and 44 are children. Meanwhile the Mozambican government appeals to the West for pressure to be brought on South Africa and for emergency assistance.

1988

The United Nations estimates that over one million people are displaced within Mozambique, refugees within their own country. War-induced famine is estimated to put nearly half the population of the country at risk. Now over 870,000 Mozambicans have fled to neighboring countries. The U.S. continues to supply food aid, but takes no steps to insure that South Africa withdraws its support for RENAMO.



Student Handout Moz. #2:  
THE DREAM OF EDUARDO MONDLANE

Eduardo: My name is Eduardo Mondlane, and I have a dream for my beloved country, Mozambique. I have been interested in the nationalist struggle against the Portuguese for many, many years. My mother, who was a traditional woman, insisted that I go to school in order to face the Portuguese people who were controlling our country. My own father died trying to recover the power of the traditional people in Mozambique, and my uncle, a paramount chief in the South, died after serving 25 years in a Portuguese prison because he opposed the Portuguese system. My father and uncle were important examples of the struggle for freedom in Mozambique. Their heroic sacrifices and my mother's quiet courage inspired me.

As a young boy, I attended missionary schools in southern Mozambique and South Africa, and received a scholarship to Witwatersrand University. There I became friends with other students who opposed racial segregation. Because of my interest in freedom and justice for the people of Mozambique, I was deported two years after I arrived at the university. Back home in Mozambique, I helped organize the Mozambican student movement which was known as NESAM.

Narrator: The student group known as the Nucleus of African Secondary Students in Mozambique or NESAM purported to be a group for social and cultural activities. Soon, however, the group secretly began to spread the idea of national independence and encourage resistance to the cultural oppression imposed by the Portuguese. In the African areas outside the capital, the students discussed social and political issues. They studied their own history which was not taught in school. The students danced African dances and affirmed themselves as Mozambicans and not as Portuguese imitations.

Eduardo Mondlane was an important member of this group as was his friend, Joaquim Chissano, the current president of Mozambique. Because of its activities, many NESAM leaders were arrested in the early 1960's, but by then Eduardo Mondlane was already in Tanganyika which is now known as Tanzania. There he was instrumental in the organization of the Front for the Liberation of Mozambique, the political group now known as FRELIMO.

Portuguese Policeman: FRELIMO has become an important force in Mozambique. And I'm warning you, Eduardo Mondlane's powerful critique of Portuguese colonialism and the value he attaches to Mozambican culture and history is inspiring a whole generation of young high school students. Some of these students may grow up to become prominent members of FRELIMO. Their activities will provoke police surveillance, interrogations, and harassment. The Portuguese powers are anxious to reduce Mondlane's influence while simultaneously co-opting him to our side. In 1950, we sent this troublemaker Mondlane to Portugal to continue his education.

Eduardo: In Portugal, I encountered other militant African students trying to forge a coherent anticolonial ideology out of Pan-African, Pan-Negro, Marxist, and antifascist philosophies. Among my cohorts were Amilcar Cabral and Agostinho Neto, who later led the liberation struggles in Guinea-Bissau and

Angola. In the face of intensified police surveillance, I finally fled Portugal and continued my education in the United States. The doctoral degree I received in 1960 made me Mozambique's first Ph.D.

In 1961, I returned home a hero. In shantytowns throughout the country and in my rural homeland of Gaza, I met secretly with dissidents, who described the increased oppression and urged me to organize a nationalist movement for independence. At that time, I was also courted by Portuguese officials. The Portuguese wanted me on their side, but I rejected their advances, and once again, I left my beloved country of Mozambique. I left my homeland deeply committed to the struggle for independence. A little more than a year later, I arrived in Dar-es-Salaam, Tanzania, and was elected president of FRELIMO, the Front for the Liberation of Mozambique.

Narrator: FRELIMO was a fusion of several Mozambican nationalist movements which united in 1962 and pursued three major directions:

1. the establishment of a secret political movement within Mozambique to prepare the people for the difficult task of liberating the country.
2. the establishment of a military program which sought to liberate the country step by step with the cooperation of the rural people, and
3. the establishment of an educational program that would emphasize leadership training.

Portuguese Policeman: In September 1964, military action against the Portuguese began with a FRELIMO force of 250 trained men. Mondlane and his supporters stressed that FRELIMO was not fighting the Portuguese people who were living in Mozambique, but the Portuguese Government and its colonial policies and practices. In the liberated areas of Mozambique, FRELIMO assisted in providing the people with some of the requirements of normal life such as rudimentary schools, basic medical services, and assistance in marketing crops.

Narrator: Eduardo Mondlane remained the head of FRELIMO until he was killed in 1969. One day Eduardo Mondlane opened a package that was marked "Personal and Confidential." The package concealed a bomb that exploded and killed Eduardo instantaneously. The assassination was believed to be the work of the Portuguese Secret Police.

Portuguese propaganda heralded Mondlane's death as the end of FRELIMO and the liberation movement. But this was not the case. Under Samora Machel, FRELIMO continued its struggle, and in June 1975, Mozambique became an independent nation.

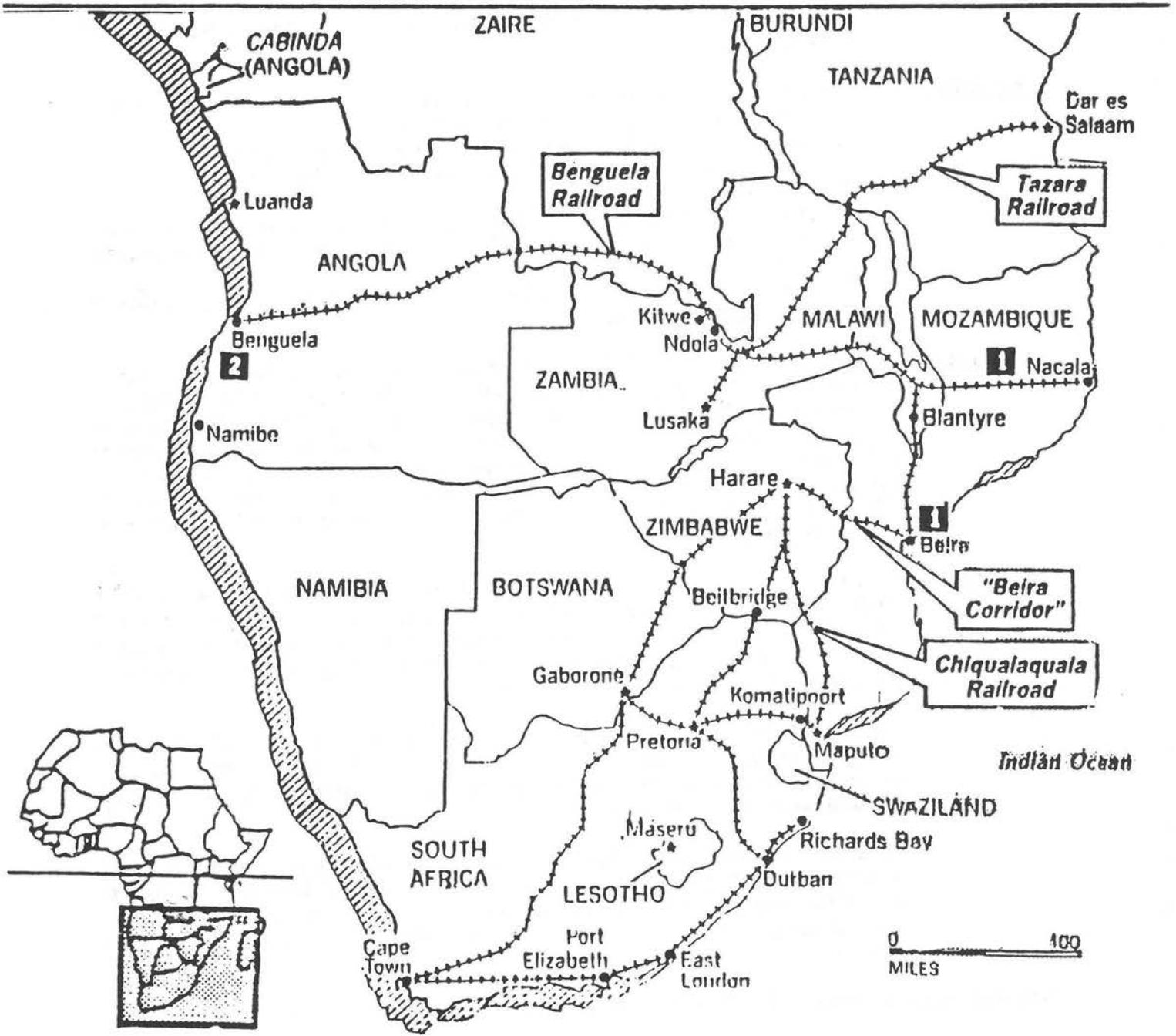
Eduardo Mondlane was a hero who had a simple dream for his beloved country Mozambique. The dream was a dream of freedom. Eduardo Mondlane, the hero of FRELIMO, lives on in the hearts of the people of Mozambique. This African hero stands tall as an example to all who believe in freedom.

Adapted from Isaacman p.78-82 by Sara J. Talis, edited by Marie Giblin.

STUDENT HANDOUT # 3

MAP OF SADCC COUNTRIES

ANGOLA, BOTSWANA, LESOTHO, MALAWI, MOZAMBIQUE  
SWAZILAND, TANZANIA, ZAMBIA, ZIMBABWE



### Lesson 3: CURRENT SITUATION IN MOZAMBIQUE

#### Goals and Objectives:

1. The students will understand the geography and natural resources of Mozambique.
2. The students will understand the current situation of war and famine in Mozambique.
3. The students will consider the role of the United States and South Africa in Mozambique.
4. Interested students will choose follow-up activities.

#### Material needed:

1. Student Handout Moz. #1: History Timeline of Mozambique (pp. 6-9)
2. Student Handout Moz.#3: Map of Mozambique ( p.14)
3. Student Handout Moz. #4: Profile of Mozambique (p.15)
4. Student Handout # 4: Flow Chart (p.16)

Time Required: One class period

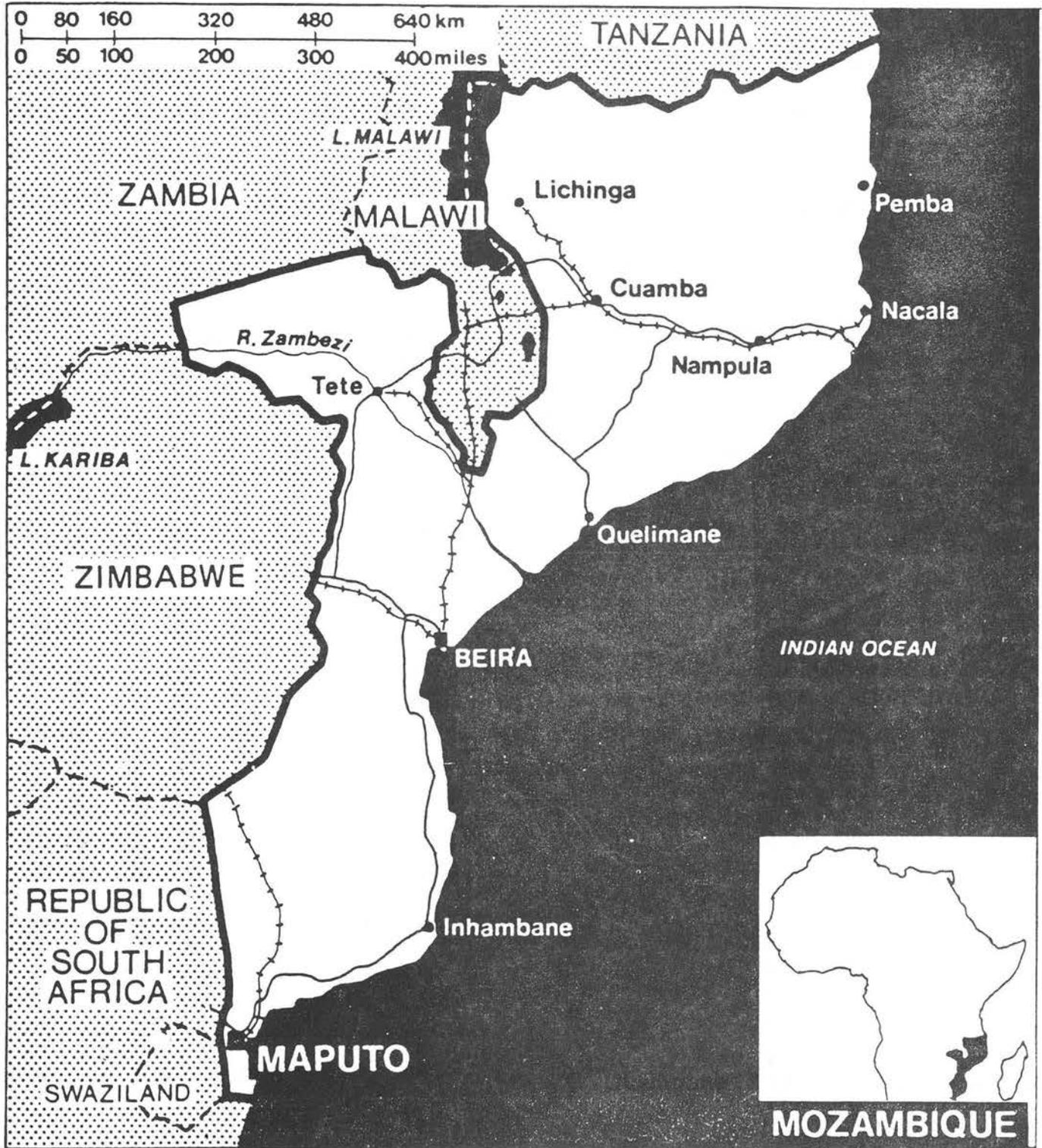
#### Procedure:

1. Distribute Student Handout Moz. #3 and look at it in conjunction with the previous Handout # 3: Map of SADCC countries (p.11).
  - Ask students to notice geographical features (coast line and borders with other countries, especially South Africa).
  - What transportation links do they see on the map of Mozambique?
  - Comparing the two maps, where do these railroads lead?
  - How essential do you think these rail lines are, given that the countries they lead to are landlocked (Zimbabwe, Zambia, Malawi, and Botswana)?
2. Teacher gives brief explanation:

Since 1981 Mozambique's rail system has been systematically sabotaged, destroying access to neighboring countries and depriving Mozambique of one-third of its foreign currency earnings. Today South Africa's rail system carries the bulk of trade for Malawi, Zambia and Zimbabwe and almost half of Zaire's mineral exports. This dependency provides South Africa with an estimated annual \$2.5 billion in foreign currency. Mozambican railroads and ports offer crucial alternative trade routes now used by its landlocked neighbors.

  - Who is gaining from the sabotage that is going on in Mozambique?
  - If the transportation systems going from your state to the neighboring states were systematically sabotaged, what effect might it have on you, your family, your school, your town, your future?
3. Consulting Student Handout Moz #1 (p. 6-9): History Timeline of Mozambique, trace the struggle for independence in Mozambique through the History Timeline.
4. Distribute Student Handout Moz. #4: Profile of Mozambique and Student Handout #4, Flow Chart. Using the information provided in the Profile of Mozambique (p.14) have the students fill in the appropriate boxes on the flow chart (p.15). Compare the statistics on Mozambique with those of the Africa continent and the United States found on the flow chart, Student Handout #4 ( e.g. GNP is \$880.00 for Africa, \$17,528.00 for the United Staes and \$220.00 for Mozambique.)

MAP OF MOZAMBIQUE



Map reproduced with the permission of World of Information  
Essex, England

Student Handout Moz. #4: PROFILE OF MOZAMBIQUE

Location: On the east coast of Africa, bounded on the north by Tanzania, on the west by Malawi, Zambia and Zimbabwe, and on the south by South Africa and Swaziland.

Area: 303,769 square miles, slightly more than twice the size of California.

Climate: The average temperature during the wet season is 82 degrees (F) and during the dry season the temperature ranges from 64 - 68 degrees (F). Prolonged and severe drought in the early 1980s.

Topography: Southern half is fertile tropical lowland; north half is middle and high plateaus.

Capital: Maputo (formerly Lourenco Marques), a major port.

Government: Single party, FRELIMO (Mozambique Liberation Front); President and head of the party, Joaquim Chissano, who assumed office when President Samora Machel was killed in a plane crash in Oct. 1986 just inside the South African border. The crash is still unexplained and leaders in the Frontline states suspect South Africa was involved.

Legislature: Elected local, municipal, provincial assemblies and a national Popular Assembly.

Population: 14 million.

Life expectancy: Average of 47 years.

Under 5 mortality rate: 325 -375 per 1000 live births (UNICEF, 1987); this figure is so high because of the violent destabilization program being waged by the Mozambique National Resistance (called MNR or RENAMO),

Ethnic composition: About 99% of the population consists of Africans belonging to a variety of indigenous tribal groups. Less than 1% are Europeans and Asians.

Religion: 60% indigenous beliefs; 10% Muslims; 30% Christian.

Language: Portuguese is the official language. Several indigenous languages as well.

Education: Primary school enrollment - 46% (1983); adult literacy rate - 27% (1982).

Agriculture: 90+% of the people are small farmers. Agricultural products account for almost all export earnings. Products are cashews, cotton, sugar, copra (coconut), tea, rice, maize, sisal, beans, potatoes, sesame and sunflower.

Industry: Processed agricultural products, vegetable oil, soap, paint, petroleum products, beverages, tobacco.

Natural resources: Coal, iron ore, natural gas, bauxite, timber, hydroelectric power.

GNP per capita: \$220 (1983).

## STUDENT HANDOUT # 4

## FLOW CHART

	UNITED STATES	AFRICA	MOZAMBIQUE	ANGOLA
SIZE (square miles)	3,623,420	11,700,000		
POPULATION	240,000,000	600,600,000		
GNP	\$17,528.00	\$880.00		
INFANT MORTALITY	10/1000	120/1000		
ADULT LITERACY	99%	36%		
RELIGIONS	Christian Jewish Other	Islam (21%) Christian (16%) Indigenous (64%)		
LANGUAGES	English Spanish	1100 Languages		

## Lesson 4: INTRODUCTION TO ANGOLA

### Goals and Objectives:

1. The students will come to an understanding of the history of the Angolan people up until independence.
2. The students will meet two groups, who challenge Angola's independence: National Front for the Liberation of Angola (FNLA) and National Union for the Total Independence of Angola (UNITA).

### Materials Needed:

1. Student Handout Angola #1, History Time Line (p.18)
2. Student Handout #3: Map of SADCC Countries (already distributed, p.12)

Time Required: One class period

### Procedure:

1. Locate Angola on the map of SADCC Countries.
2. Distribute Student Handout Angola #1, Time line of Angola. Help students review the facts of Angola's history. Select from the following:
  - Compare certain periods with U.S. history, e.g. "discovery" of U.S., period of slavery in U.S.
  - Does Portuguese colonialism appear different from British colonialism in our country?
  - When does the struggle for independence begin in Angola?
  - Are there diverse forms of this struggle (student unions, strikes, political and grassroot organizations, etc.?)
  - Compare the process of the achievement of independence in Angola from 1956 to 1975 with the history of the U.S. struggle for independence.
  - Given the Popular Movement for the Liberation of Angola (MPLA) was a united nationalist effort against colonialism, is it surprising that the independent government of Angola established a one party state? Did the original U.S. government after independence allow for more than one party?
3. Have the students review the Angolan timeline and choose which of the three following characters they would like to be:
  - a. Jinga, Queen of the Ndongo People
  - b. Salessu, a slave captured in Angola in the early 1800's
  - c. Manuel Kamwenho, an Mbundu farmer in the 1950's.

**Activity:** In one or two paragraphs describe yourself as well as the major historical events that have affected your life. How do you feel about the turn history is taking and your own fate?

Be prepared to read your creative writing assignment to the class. If possible, bring a prop to enhance your monologue.

1. Before the Period of Colonial Repression and Exploitation.

The first inhabitants in what is now Angola were most likely people of a hunter-gatherer culture, who spread across southern Africa in the middle and late Stone Ages. The Khoi, or Bushmen, descend from these people and still live in southeastern Angola and along the border with Namibia.

About 500 AD peoples from Cameroon - Nigeria region to the north came into the Angola region and were involved in crop-production, cattle-raising and manufacture of metal implements. This resulted in fixed communities and growth of communities in the northern part of what is now Angola. These people were ancestors of the Bantu-speaking peoples of Angola, the Kongo, Mbundu, Ovimbundu and Lunda-Chokwe. Large migrations of these people into Angola occurred between 1300 and 1600.

The earliest political unit formed in the region was the kingdom of the Kongo, between the mid-1300s and 1400s. The kingdom was created near the Atlantic Ocean in what is currently the Angola-Zaire border region. By the mid-1400s, it was the most powerful kingdom in west-central Africa. The Kongo capital was at Mbanza Kongo in Angola. Kongo kings had religious and political power in a system of government that passed authority down through district rulers to village chiefs and finally to heads of extended families.

The name Angola comes from the Ndongo people, who lived to the south of the Kongo kingdom between the Dande and Cuanza Rivers. The Ndongo kingdom was independent, but under the influence of the Kongo. Their king was known as ngola a kiluanje, and the Portuguese would adapt ngola to create the word Angola to name the territory they would seek to conquer and exploit. By the early 1500s, the Ndongo had built a strong, centralized government based on the control of iron and salt.

2. The Early Colonial Period - Collaboration and Resistance.

1483 - A Portuguese explorer, Diogo Cao, lands at the mouth of the Congo River, making contact with the Kongo people.

1480s - Cao returns to the kingdom a number of times, and the Kongo king requests missionaries and advisors from Portugal.

1506 - Affonso, who has become a Roman Catholic, is named King of the Kongo people, having overthrown a brother who rejected Portuguese attempts to convert him to Catholicism. He accepts a Portuguese adviser to his court, and the capital of the Kongo Kingdom is renamed Sao Salvador. The groundwork is laid for Portuguese repression and gross exploitation which last almost 500 years.

The primary interest of Portugal in Angola until the 1900s is slaves trading, which begins almost immediately upon the arrival of the Portuguese.

1514 - Affonso complains to the King of Portugal that slaving is causing conflicts internally as well as with neighboring ethnic groups from which slaves were being taken. Needing slaves to develop their colony in Brazil and Brazil's vast sugar plantations, the Portuguese respond violently by pursuing war to generate captives for slavery.

1568 - The first active period of resistance begins. The Jaga people, probably aided by the Kongo dissidents, attack the Kongo king, Alvaro I. He calls on the Portuguese for help. A military force is sent from Sao Tome. The king is put back on his throne, and the Portuguese drive south to seize an area in the Mbundu region, founding the future capital of Angola, Luanda, in 1576. The Portuguese build their military strength to avoid further reversals and capture more territory.

1617 - Continued expansion by the Portuguese leads to war with the Ndongo people which provides more slaves. The Mbundu people of Ndongo put up strong resistance in a vain attempt to hold their land; the loss of land contributes to destruction of social structures.

1623 - Jinga becomes queen of the Ndongo and allies with the Jaga in an attempt to expel the

Portuguese. In 1641, she and King Garcia II of the Kongo Kingdom ally with the Dutch against the Portuguese.

1648 - The Portuguese send a fleet from Brazil to retake Luanda and drive out the Dutch. The Ndongo and Kongo people continue to resist. In 1649, the Portuguese overwhelm Jinga and Garcia, imposing peace.

1665 - Portuguese invade the Kongo Kingdom and execute Garcia's successor, Antonio. Neighboring ethnic groups, such as the Mbundu in the south, begin raiding in the Kongo region for slaves. "The practice of raiding neighboring groups for slaves was one factor that built up a long history of conflict between different ethnic groups within the area now occupied by Angola." (Angola, Keith Somerville.)

1580 - 1680 - Around one million slaves are shipped from Angola, half from the Kongo Kingdom.

### 3. The Late Colonial Period - From Resistance to Nation State.

1700s -1800s - Small wars continue, producing more slaves. In the mid 1700s to early 1800s, some Portuguese unsuccessfully attempt to diversify into coffee and cotton. Slaves are the only commodity Portugal wants from Angola. Portugal continues to be aided by collaborators. Portugal pits "African against African in order to weaken resistance and unity," (Protest and Resistance in Angola and Brazil - Chilcote.), creating deep divisions and hindering peace even after Angola's independence in 1975.

1836 - Under pressure from the British, Portuguese officially ban slave trade, but it continues.

1858 - The Portuguese pass a law freeing all slaves by 1878. It is estimated that during slavery, at least 4 million people were stolen from Angola and taken to the Americas. Twice as many were said to have died in captivity or resisting capture. Movements toward Angolan nationhood begin.

1878 - Slavery is replaced by the system of contract labor, which is used until 1961. It provides labor virtually free to develop coffee and rubber plantations and other projects. Anyone who is found to be a vagrant can be forced to work for no pay and with little control of working conditions or length of contract. The key word is vagrant, which is interpreted as anyone not working for the Portuguese, giving slavery a new name.

1884 - The Berlin Conference divides Africa among European powers, and Portugal penetrates more deeply into Angola, subjugating people to the limits of Angola's borders, drawn in Berlin. This marks the beginning of a 30 year period of resistance.

1906 - The Portuguese attempt to collect a hut tax in the Kongo region leads to armed revolt, and a seven-year military campaign. Angolans increasingly see their liberation extending beyond reforming colonial policies or expelling the Portuguese to the creation of a nation state.

The depth of outrage against the Portuguese and colonialism, and an indication of growing consciousness toward nationalism, is found in this quote from the Angolan journalist Jose de Fontes Pereira, one of the most radical writers of his time:

...We advise these foreigners (other than the Portuguese, who wish to do business in Angola) not to waste time discussing in Europe matters which would benefit them in Africa; it is necessary for them only to address themselves to Africa's inhabitants, the natural lords that they are of their own lands, and make with them all the necessary treaties of commerce and reciprocal protection. If they do this, they will be received with open arms for it has been proven that we have nothing to expect from Portugal except the swindles and shackles of slavery, the only means she has in order better to brutalize and subjugate the natives! And with this conclusion, we declare that we trust neither in the good faith nor in the sincerity of the Portuguese Colonial Party, whose members are only crocodiles crying in order to lure their victims. We know them only too well. Out with them!! - O Arauto Africano, January 20, 1890.

During this period, the Portuguese term their wars against Angolan people "pacification campaigns," a term applied to similar campaigns by U.S. forces in Viet Nam.

1910 - The Partido Reformista de Angola is formed in Luanda. This and several other parties are aimed at forwarding African interests within the colonial framework rather than driving out the Portuguese. One main goal is abolition of forced labor. It marks the beginning of a more liberal period which sees greater press and political freedom within Angola.

1912 - Jose Ribeiro Norton de Matos is appointed governor of Angola. He develops the modern exploitation of Angola, focusing on diamonds, sugar and palm oil and is responsible for the final destruction of all remaining African authority by setting up controlled villages and generating antagonism among ethnic groups. "Trusted Africans" are appointed to head the new villages: the goal is to break up any sense of unity among African communities. Rules are established separating African and white, as would be done in South Africa's apartheid system.

1926 - The New Facist State is established in Portugal, which leads to greater control of Angolan political movements.

1932 - Beginning of the rule of Salazar in Portugal leads to policies forcing Angola and other colonies to provide more income to Portugal, while Portugal limits the money spent to develop the colonies. Rules are imposed ensuring that whites consistently receive higher wages than peoples of color.

1940s-1950s - Portugal becomes more repressive in Angola as Portuguese migration to Angola grows dramatically after World War II. In 1950, Angolans petition the United Nations, asking that Angola be turned over to Angolans, criticizing the Portuguese for "acts of slavery, robbery and homicide." Political parties begin to form and the creation of a nation becomes the principal objective.

1956 - The MPLA (Popular Movement for the Liberation of Angola) is formed. It builds its base among the Mbundu people in the Luanda region, including mesticos, Angolans of Portuguese and African heritage and assimilados, Africans and mesticos whose educational background gives them privileges of Portuguese citizens. This will become the party in Angola at independence in 1975.

A party that will challenge the MPLA is formed in the Kongo region. This party will eventually be called the FNLA (National Front for the Liberation of Angola) and will represent Kongo interests.

1961 - February 3-4, MPLA commandoes unsuccessfully attempt to free political prisoners. Portuguese mourning the deaths of seven police and soldiers killed in the attack riot, killing 3,000 Angolans in Luanda on February 5th. Several MPLA leaders are arrested. A few days later, the Soviet Union makes its first mention of the Angola rebellion, and Mario de Andrade, head of the MPLA, asks the Soviet Union for help. The U.S. aids the Portuguese. In March, peasant uprisings in northern Angola result in thousands of deaths of Portuguese settlers and Angolans. Portuguese troops strength will grow from 2,000 in 1960 to 60,000 in 1966. The uprisings end the forced labor system imposed in 1878 and call world attention to the need for self-rule in Africa.

1964 - Agostinho Neto, head of MPLA, meets Che Guevara in Brazzaville. Their meeting leads to assistance from Cuba. The MPLA also gets help from the OAU (Organization of Africa Unity).

1966 - Jonas Savimbi, a disaffected member of the FNLA forms UNITA (National Union for the Total Independence of Angola), seeks to build a base among the Ovimbundu, the Mbundu and Kongo peoples. Thus the three basic political units of struggle within Angola at independence are established, the MPLA, FNLA, and UNITA. The MPLA, alone, will seek to incorporate and represent all ethnic groups.

During the 1950s and 1960s, Portugal acts to subdue increasing armed resistance in Mozambique and Angola.

Early 1970s - Dissension and reorganization in the MPLA, which receives military aid from the Soviet Union to conduct attacks on the Portuguese. The FNLA receives military aid from China, the United States and the government of Zaire. The Portuguese reportedly are supported by the South African air force in their attacks on the MPLA.

#### IV. Independence to Liberation - and Beyond.

1974 - Revolution by military officers succeeds in Portugal, prompted by strain of colonial wars, which cost Portugal 11,000 dead, 30,000 wounded, and bankruptcy of the Portuguese economy. Thousands of Portuguese leave the country to avoid being drafted and to find a better income.

It is decided that Portugal will turn over control of Angola to Angolans on November 11, 1975, ending 500 years of domination and exploitation. Working through the FNLA and UNITA, the United States and South Africa will seek to fill the colonial void to be left by Portugal's departure.

Early 1975 - In January, the MPLA, FNLA and UNITA sign Alvor Accord calling for Portuguese supervised elections, followed by independence. The accord collapses within weeks, undermined by U.S. provision of \$300,000 aid to FNLA eleven days after the accord is signed. The Soviets reinforce the MPLA and Cuban advisers arrive. FNLA forces attack the MPLA in the north, aided by Zaire, the U.S. and South Africa. South Africa attacks from Namibia, in league with UNITA.

Within a year, the U.S. supplies \$31.7 million to FNLA and UNITA, while supporting military forces in Zaire aiding the FNLA and encouraging South Africa to invade Angola in support of UNITA.

FNLA unsuccessfully launches major offensive against MPLA in Luanda. South Africa and UNITA attack from the south. Cuban troops are airlifted on November 7, aiding the MPLA in turning back a South African/UNITA drive against Luanda. November 11, the MPLA becomes the government of the nation of Angola. At liberation, Angola is a region divided by ethnic antagonisms cultivated by the Portuguese. Only a tiny minority have received formal education. The majority of Angolans live in rural areas, and the MPLA must broaden its base rurally as well as ethnically.

The MPLA receives substantial military aid from the Soviet Union, as well as aid from China, Yugoslavia and the Scandinavian countries. Angola pursues a Marxist-Leninist approach, but Neto says at liberation that Angola's foreign policy, based on "the principle of total independence observed by the MPLA from the outset, will be one of non-alignment."

The late 1970s - UNITA and South Africa continue attacks in southern Angola. The U.S. continues to aid UNITA, which undertakes a campaign against the general population, for example, through planting mines in farm fields to destroy crop production.

1980 - The MPLA holds provincial elections, selecting a Peoples Assembly, which in turn selects an executive group, headed by a president, Jose Eduardo Dos Santos.

1980 - 1988 - South Africa and UNITA continue joint operations against the MPLA government. The U.S. provides military aid to UNITA, including land and anti-personnel mines and Stinger anti-aircraft missiles. The U.S. develops a military base in Kamina, Zaire to enable shipments to UNITA.

UNITA's military campaign results in cutting food production in Angola to less than 50% of needs, the land mine campaign produces more than 20,000 amputees, the highest amputee population per capita in the world. Displaced people number at least 500,000, totally dependent on relief. Severe malnutrition is rampant; starvation deaths occur. UNICEF estimates in 1987 that in the period 1980-85 the war-related deaths among children and infants in Angola is 150,000.

In the latter half of 1988, South Africa and UNITA suffer military defeats in southern Angola, leading to negotiations. In December, an agreement is reached between Angola, Cuba and South Africa calling for South African withdrawal from Namibia, on Angola's southern border, and elections on November 1, 1989 leading to independence for Namibia. The agreement includes provisions for withdrawal of the Cuban troops from Angola. The Angolan government discusses amnesty for UNITA forces, except for Jonas Savimbi.

1989 - Cuban troops begin withdrawing from Angola.

## Lesson 5: CURRENT SITUATION IN ANGOLA

### Goals and Objectives:

1. The students will understand the geography and natural resources of Angola.
2. The students will understand the current situation of war and famine in Angola.
3. The students will consider the role of the United States and South Africa in Angola.
4. Interested students will choose followup activities.

### Materials needed:

1. The map of SADCC Countries (already distributed, p.12)
2. Student Handout Angola #2 Map of Angola. (.23)
3. Student Handout Angola #3 Profile of Angola. (P.24)
4. Student Handout #4, Flow Chart (already distributed, p.16)

Time Required: One Class period

### Procedure:

1. Locate Angola on the map of SADCC Countries. Identify countries which have common borders with Angola.
2. Distribute Student Handout Angola #2 and look at it in conjunction with the Map of SADCC countries.
  - Ask students to notice geographical features (coast line and borders with other countries, especially South Africa).
  - What transportation links do they see on the map of Angola?
  - Compare to the map of Angola with that of SADCC countries. Where do these railroads lead?
  - Are these rail links essential? Why or why not?
3. Distribute Student Handout Angola #3: Profile of Angola, (p. 24). Using Student Handout #4, Flow chart, (p.16), have the students fill in the appropriate information for Angola. Compare Angola with the United States, Africa and Mozambique. Point out significant differences and similarities. A more detailed exploration of the flow chart will be done in lesson 6. At this point the student should be challenged to think of why there are such differences.



STUDENT HANDOUT ANGOLA #2

MAP OF ANGOLA



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Student Handout Angola # 3: PROFILE OF ANGOLA

<u>Size:</u>	481,351 sq. miles, almost twice the size of Texas.
<u>Population:</u>	8.7 million (Population of New York City - 7.1 million).
<u>People's Republic of Angola:</u>	Independent since November 11, 1975: former Portuguese colony. Member of the United Nations. President - Jose Eduardo Dos Santos.
<u>Language:</u>	Portuguese. Other main languages: Kimbundu, Kikongo, Umbundu, Chokwe, Kwanyama.
<u>Terrain:</u>	Plateaus on the interior, coastal plain, desert on the southern border.
<u>Climate:</u>	Varies from tropical to arid.
<u>Agriculture:</u>	Coffee, cattle, cassava, corn, sweet potatoes, beans, vegetables, bananas sugar cane, citrus, cotton, sisal.
<u>Rivers:</u>	Congo, Cuanza, Cassai, Cunene, Cubango, Cuando, Zambezi.
<u>Capital:</u>	Luanda. Population: 1.2 million plus.
<u>Exports:</u>	Oil, diamonds, coffee, sisal, fish products. Total value: \$2.25 billion (1984).
<u>Imports:</u>	Industrial and agricultural machinery, vehicles, industrial raw materials, foodstuffs, medical goods. Total value: \$1.003 billion (1984).
<u>Main Trading Partners:</u>	USA, Portugal, France, Sweden, Netherlands, West Germany, USSR, Cuba, East Germany.
<u>General:</u>	Life Expectancy: 42 years (1979) Income per capita: \$302 (1984) Infant mortality (under 5/1000 live births): 325-375.
<u>Adult Literacy:</u>	30%.
<u>Religions:</u>	Christian 70% (Roman Catholic 40-50%; Protestant 14-18%) Traditional 30%.
<u>Education:</u>	Grade school enrollment - 1.25 million High school enrollment - .14 million Higher education enrollment - 2,666 (all 1981)
<u>Resources:</u>	Oil, diamonds, minerals, including iron, manganese, uranium, copper, gold.

## Lesson 6: COMPARISON OF U.S./ AFRICA/ MOZAMBIQUE/ ANGOLA

### Goals and Objectives:

1. Within the framework of the continent of Africa, the student will examine the basic profile of Mozambique, Angola and the United States.
2. The students will examine the historical timeline of Mozambique, Angola and the United States from time of discovery to present day.

### Materials needed:

1. Student Handout # 4: Flow Chart (already distributed, p.16)
2. Student Handout # 5: Historical timeline.(p.26)

### Procedure:

1. The teacher will explore with the students the answers to the following:
  - a. Traditionally, the gross national product (GNP) indicates economic growth. What factors might effect the disparity between Mozambique at \$220.00 per year and the United States at \$17,528?
  - b. What factors might contribute to a decrease in the GNP in Mozambique? (war, famine, refugees).
  - c. From your knowlege of the history of Angola, why do you think infant mortality is so high? (war and disease)
  - d. If you lived in Angola, what would be your monthly salary? (\$18.34) Pretend you are a parent in Angola, how would you spend your salary?
  - e. Since Mozambique and Angola are both in debt, what could the United States do to assist these two countries in developing their own resources? (erase the debt, fund development as the country determines it, etc.)
  - f. The infant mortality in some U.S. cities is the same as Mozambique and Angola. How do you explain this? (poverty, lack of health care, drugs, alcohol, teenage pregnancy, etc.)
2. Distribute Student Handout # 5, Historical Timeline. Discuss with the students the following:
  - a. The United States, Mozambique, and Angola were all discovered in 1400s. Explain the vast differences that occurred in the history of the countries to the present date. (Colonization, War of Independence, wars, assassinations, invasions, destabilization.)
  - b. Why is independence vital to the history of a nation? (U.S., Angola, Mozambique)
  - c. What year did Angola, Mozambique, and United States receive independence?
  - d. What factors influenced the delay of independence in Angola and Mozambique?
  - e. How has South Africa continued to control the economic independence of Angola and Mozambique?
  - f. Why did the original U.S. colonies join forces ?
  - g. Why have the countries of southern Africa joined forces? What is this union called? (Southern Africa Development Coordination Conference)

HISTORICAL FACT	UNITED STATES	MOZAMBIQUE	ANGOLA
DISCOVERY	1492 Christopher Columbus	1497 Vasco de Gamo	1483 Diago Cao, Portuguese
COLONIALISM	1620 Mayflower Compact	16th-19th Century -Portugal rules Mozambique, their land and resources with unlimited power of taxation	16th-19th Century-Portual controls Angola: Slave trade
STRUGGLE FOR INDEPENDENCE	1776-1783 American Revolution	1962 FRELIMO founded 1969 Eduardo Mondlane assassinated 1964 - 1975 War for independence ending 500 years of domination	1910 Partido Reformista de Angola formed in Luanda 1956 MPLA (Popular Movement for Liberation of Angola) formed 1966 UNITA (National Union for Total Independence of Angola) formed
INDEPENDENCE	1787 United States Constitution	June 25, 1975	November 11, 1975 (ending 500 years of domination MPLA become government of most of Angola)
FIRST PRESIDENT	George Washington	Samora Machel (1975-1986) He was assassinated in 1986; Joaquim Chissano becomes second president	1980 Jose Eduardo Dos Santos
POST INDEPENDENCE	1860's: Civil War 1865: 13th Amendment abolished slavery 1870: 14th & 15th amendments citizens rights 1920: 19th amendment - Womens rights 1964: Civil Rights Act	1980 to present: South African backed Renamo continues as "bandits" to destroy people, land and resources -DESTABILIZATION  Results of DESTABILIZATION Famine - ½ the population Displaced people - 3million  May 9, 1979 -Mozambique joins SADC to prevent destabilization and ensure international cooperation within framework of SADC's strategy of economic independence.	1980 to present: South Africa, UNITA supported by United States continues joint operations against MPLA - DESTABILIZATION  Results of Destabilization food production cut by 50% 500,000 displaced Angolans 20,000+ amputees (highest per capita in the world)  May 9, 1979 Angola joins SADC

## Lesson 7: SOUTHERN AFRICA DEVELOPMENT COORDINATION CONFERENCE (SADCC)

### Goals and Objectives:

1. The student will understand what SADCC is, what countries participate, why it was formed, how it operates.
2. The student will investigate South Africa's relationship with SADCC countries.
3. The student will understand the United States response to SADCC

### Materials needed:

1. Student handout # 3, Map of SADCC member states (already distributed, p.12)
2. Student handout # 6, Fact Sheet: SADCC (pp28-29)
3. Access to an encyclopedia or order 5 minute video, "Africa" (see p.35)

Time Required: One class period

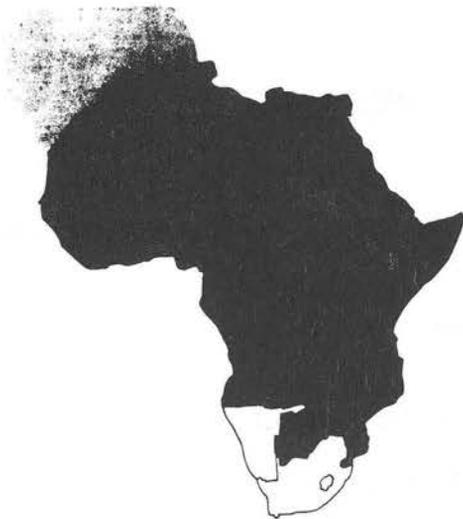
### Procedure:

1. Using student handout # 3, Map of SADCC member states (already distributed), have the students identify SADCC countries and their geographical relation to South Africa.
2. Divide the class into nine groups assigning one SADCC country to each group. Using an encyclopedia have the groups find the size, population, type of government and natural resources for their country. While the class is doing this prepare a chart on the blackboard listing the nine SADCC countries horizontally and the information vertically. Have students fill in this chart.

COUNTRY	SIZE	POPULATION	TYPE OF GOVERNMENT	NATURAL RESOURCES
ANGOLA				
BOTSWANA				
LESOTHO				
MALAWI				
MOZAMBIQUE				
TANZANIA				
SWAZILAND				
ZAMBIA				
ZIMBABWE				

3. Distribute handout # 6. Discuss what SADCC is, its objectives, history, etc. Ask the students:
  - Why was it important for SADCC countries to unite?
  - What are some pros and cons of SADCC?
  - Why are these countries seen as a threat to South Africa? When you are threatened how do you feel? How do you react? What would ease the threat?
  - If you lived in one of the SADCC countries, would you support your country being a member?
  - How has South Africa reacted to SADCC?
  - How did England react to the united colonies?
  - How does the United States react to SADCC?
  - How could the U.S. destroy SADCC? What would this do to/for South Africa?

# FACT SHEET



## SADCC: The Southern African Development Coordination Conference

### What is SADCC?

The Southern African Development Coordination Conference (SADCC) (pronounced "saddick") is **an association of nine majority-ruled states of southern Africa. Through regional cooperation SADCC works to accelerate economic growth, improve the living conditions of the people of southern Africa, and reduce the dependence of member states on South Africa.** SADCC is primarily an economic grouping of states with a variety of ideologies, and which have contacts with countries from all blocs. It seeks cooperation and support from the international community as a whole.

### Who is SADCC?

The Member States of SADCC are:

**Angola\***  
**Botswana\***  
**Lesotho**  
**Malawi**  
**Mozambique\***  
**Swaziland**  
**Tanzania\***  
**Zambia\***  
**Zimbabwe\***

The liberation movements of southern Africa recognized by the Organization of African Unity (the African National Congress, the Pan-African Congress and the South West Africa People's Organization) are invited to SADCC Summit meetings as observers.

### What Are the Objectives of SADCC?

- The reduction of economic dependence, particularly on the Republic of South Africa;



- The forging of links between member states in order to create genuine and equitable regional integration;
- The mobilization of resources to promote the implementation of national, interstate and regional policies;
- Concerted action to secure international cooperation within the framework of SADCC's strategy of economic liberation.

At the inaugural meeting of SADCC, President Kenneth Kaunda of Zambia said:

Let us now face the economic challenge. Let us form a powerful front against poverty and all of its offshoots of hunger, ignorance, disease, crime and exploitation of man by man. Let us form an African

Movement to wage a militant struggle against poverty. Let this Summit be our workshop for sharpening our tools, forging new weapons, working out a new strategy and tactics for fighting poverty and improving the quality of life of our peoples.

## When Did SADCC Begin?

In **May 1979** the Foreign Ministers of the **Front Line States\*** met in Botswana to discuss economic cooperation. In **July 1979**, a conference was convened at Arusha, Tanzania, to consider economic policies and objectives and it was agreed to invite the other majority-ruled countries in southern Africa to participate in drawing up a regional plan for the development of southern Africa. **SADCC was formally launched by the Lusaka Declaration, Southern Africa: Toward Economic Liberation** which was adopted by the Lusaka Summit of the nine majority-ruled countries of southern Africa in **April 1980**. The Summit also adopted a Program of Action covering food and agriculture, industry, manpower development, and energy. **The Heads of State identified transport and communications as the main priority for SADCC cooperation.**

## How Does SADCC Work?

**SADCC makes decisions by consensus**, depending on discussions between heads of state (the Summit) or ministers (the Council of Ministers) to reach agreement on priorities and programs which will be of benefit to the region and to the member states.

**The implementation of SADCC programs is decentralized.** Each member state coordinates the work of SADCC in particular areas, for example: transport and communications (Mozambique), food security (Zimbabwe), agricultural research (Botswana), fisheries, wildlife and forestry (Malawi), soil and water conservation (Lesotho), manpower development (Swaziland), industrial development (Tanzania), energy conservation and development (Angola), and mining (Zambia).

Although SADCC has mobilized some local resources for projects, it has had to seek funding—about \$5 billion a year—from the international community. **It organizes an annual conference with donors** at which priorities and projects are presented. SADCC has been open to discussion, suggestion and criticism, but has sought to limit the extent to which donors may impose their own priorities.

## SADCC and South Africa?

SADCC is a threat to South Africa's plans to dominate southern Africa, and a rejection of its apartheid-led "con-

stellation of southern African states." South Africa seeks to profit by forcing its neighbors, especially land-locked Zimbabwe, Zambia and Botswana, to use its transportation routes and to trade with it. SADCC, however, envisions that its members will obtain goods, services and transportation from one another, breaking their forced dependence on South Africa and curtailing South Africa's profits and domination. South Africa has felt threatened, also, by the prospect that economically viable majority-ruled states on its borders will weaken its ability to maintain apartheid.

"The economic success of the countries represented . . . will have an epoch making impact within South Africa and will certainly deal a mortal blow to the policy of apartheid. Our success is important to the people of South Africa and, therefore, to the liberation of the entire continent." (President Kenneth Kaunda, Lusaka, 4/1/80)

**South Africa has responded to SADCC's peaceful efforts with military and economic attacks.** South Africa is attempting to cripple development, self-reliance, and interdependence and to perpetuate its domination of commerce, finance, manufacturing and transportation. **Estimated losses to member states, as a result of South African destabilization, total \$17 billion** for the period 1980-1986. South African, mercenary and surrogate forces (UNITA in Angola, Renamo in Mozambique) have sabotaged road, rail, pipeline and port facilities. Schools and clinics have been destroyed. Attacks have forced the abandonment of essential health, relief and rural development projects. A million people have been forced to flee their homes. Thousands have been killed, maimed and wounded.

## SADCC and the United States?

In general, the U.S. response to SADCC, particularly under the "Reagan doctrine," has been based on perceptions of Soviet intentions to dominate southern Africa and has been designed "to stop the spread of communism." U.S. policy is defined, also, in light of existing economic interests in South Africa. The U.S. has sought to involve South Africa in regional economic development and has opposed SADCC's reduction of dependence on South Africa and its condemnation of South African destabilization. **U.S. support for SADCC projects has been a small \$30 million annually. However, while funding SADCC, the U.S. has also provided \$15 million in military aid to UNITA and contributed to its attacks in Angola.** The vital Angolan Benguela railway, which figures largely in SADCC's plans for a regional transportation system, has been sabotaged repeatedly by UNITA. **The U.S. has restricted its aid to SADCC, for example, refusing to allow Angola, Mozambique and Tanzania to benefit from a grant for sorghum development.**

\*The six Frontline States form a political grouping which overlaps but is not synonymous with SADCC. Frontline States are starred in the list in column one of the front page.

## Lesson Eight: CALL TO ACTION

### Goals and Objectives:

1. The students will write a letter or visit their congressperson as an action and response to the previous lessons.
2. The students will report back to the class by bringing the report of the visit or letters from the respective congressperson back to the class for discussion or bulletin display.

### Material Needed:

1. Paper, envelopes and stamps supplied by teacher or students to facilitate the ACTION
2. Student Handout #6: Quotes from South Africa or order an audio-visual.
3. List of local Congresspeople (available in local library).

Time Required: One class period.

### Procedure: (Select one or two)

1. Prior to this lesson, the teacher and/or students should call their congressperson to request their voting record in the area of South Africa, in particular Angola and Mozambique.
2. The information received from the congresspersons should be duplicated for letter writing or for role-playing to be used as preparation for a visit to the congressperson. The teacher and students should decide on the best strategy for ACTION.
3. The teacher should distribute the Student Handout QUOTES #6 of southern African quotes to be used in role-playing and/or letter writing, or have students view section of audio-visual.
4. Role-play between student acting as congressperson and students. Students should use the voting record of the congressperson for their support of Angola and Mozambique or request an explanation as to why they are voting against these two newly independent nations. The students should refer back to Lesson 7 and ask pertinent questions about SADCC.
5. Have the students write a letter to their congressperson and/or senator stating their support for SADCC and urging U.S.government to increase aid to these countries. The addresses are:

The Honorable \_\_\_\_\_  
United States Senate  
Washington, D.C. 20510

The Honorable \_\_\_\_\_  
United States House of Representatives  
Washington, D.C. 20515

6. Have students write a letter to Coretta King and/or Janet Mondlane (wife of Eduardo) asking how she sees her husband's dreams for a more just society continuing today.

Mrs. Coretta King  
M.L. King Center for Social Change  
449 Auburn Ave. NE  
Atlanta, GA 30312  
(404) 524 1956

Janet Mondlane  
Mozambique Red Cross  
205 Rua Antonio Jose Delmeida  
Maputo, Mozambique

## Student Handout #6: QUOTES FROM SOUTH AFRICA

On April 2, 1986, Nobel Peace Prize recipient Bishop Desmond Tutu endorsed sanctions on South Africa, stating: "Our children are dying. Our land is burning and bleeding, and so I call on the international community to apply punitive sanctions against this government to help us establish a new South Africa, nonracial, democratic, participatory and just. This is a nonviolent strategy to help us do so."

According to the Cardinal of Mozambique Alexandre Cardinal Dos Santos, RENAMO has killed and kidnapped priests and sisters. "Everyone in Mozambique knows at least five people who have been affected" (by the killings and kidnappings), said a staff member of the Mozambican Christian Council. The Archbishop also asked for continued support through the Churches and that American people get politically involved in U.S. policy. He tells us, "You can help us by telling your congressperson to stop supporting South Africa. If the big powers want to stop the war, the war will stop."

The Roman Catholic Bishops of Angola state: "Hunger has come to the point of menacing the people of Angola as it has done in the great epidemics of history. We find a population that is undernourished, open to the attack of disease, and aggravated by the absence of the most rudimentary drugs."

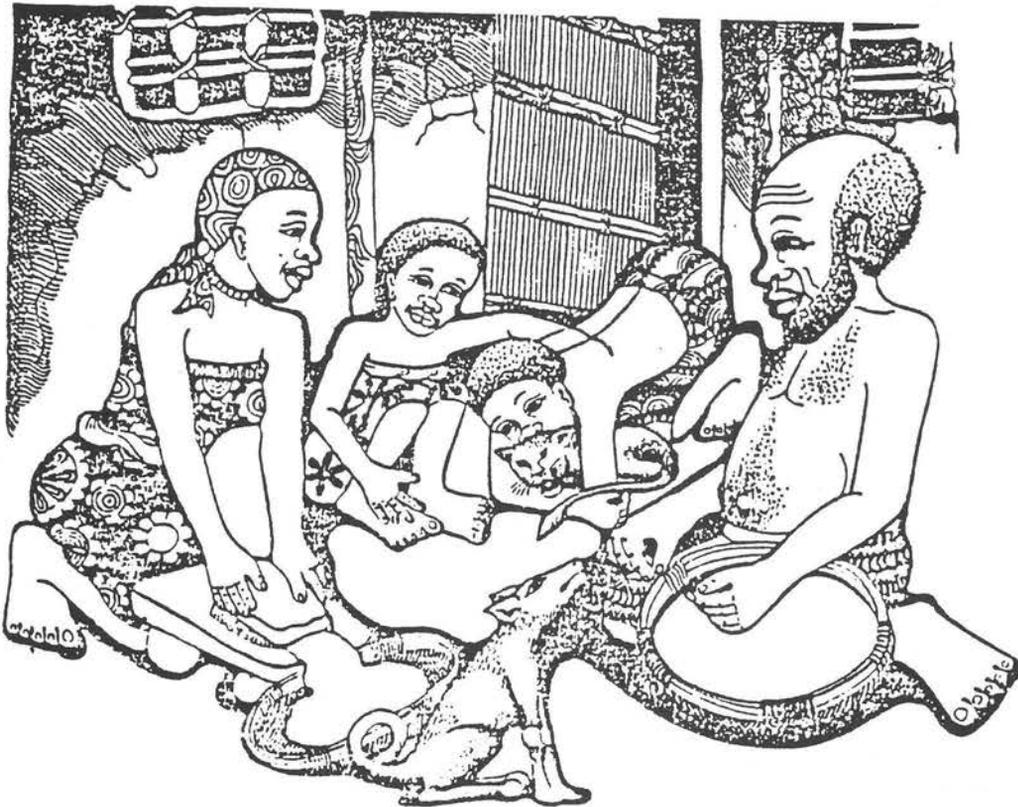
The United Methodist Church in Angola urges us to "pressure our government to end any collaboration with South Africa by opposing South Africa's policy of destabilization of governments in neighboring countries, opposing covert and overt support to insurgent groups in Angola as blatant intervention in its sovereignty, and encouraging the U.S. and the People's Republic of Angola to engage in diplomatic discussion which lead to mutual recognition."

## GLOSSARY

African National Congress	South African liberation movement founded in 1912 to struggle for a free and just South Africa. Banned by the government and forced underground in 1961.
Afrikaans	A dialect of the Dutch language spoken by Afrikaners in South Africa.
Afrikaners	White South Africans of Dutch descent who established the apartheid system. They are approximately 60% of the white population
Apartheid (a-PART-hate)	South Africa's system of legalized racism. Apartheid denies all civil and human rights to the black majority and ensures the supremacy of whites.
Banning	Form of house arrest by which the government silences its critics. Banned individuals cannot be published or quoted and their movements are restrained.
Bantustans	Name for barren wastelands making up only 13% of South Africa's land, which the South African government has declared the only places where Africans can live.
Black Consciousness Movement	A movement banned by South African government which stresses pride in the African heritage. It insists that blacks must take the initiative in their struggle for freedom.
Black Spot	Land in rural areas occupied by blacks in 'white only' areas.
Black Township	The 'blacks only' part of urban areas in South Africa. They are far from jobs, overcrowded with poor housing, little electricity or plumbing and no sewage system.
Divestment	The withdrawal of funds from corporations and banks which support apartheid by doing business in South Africa.
Forced Removals	South African police drag blacks off their land and bulldoze communities declared to be 'white' areas.
Frelimo	Front for the Liberation of Mozambique. Governing party in Mozambique which freed it from Portuguese rule in 1975.
Frontline States	Countries neighboring South Africa which present a united front against apartheid: Angola (an-GO-lah), Botswana (boat-SWA-nah), Mozambique (mow-zam-BEEK), Tanzania (tan-zah-NEE-ah), Zambia (ZAM-bee-ah) and Zimbabwe (zim-BOB-way).
Homeland	South African government's term for portions of land designated for blacks; bantustan.

Lesotho (leh-SOO-too)	A small country completely surrounded by South Africa.
Liberation Movements	Movements in southern Africa which are dedicated to fight for justice and political freedom.
Migrant Laborers	Those forced to leave their families in rural bantustans and find employment in urban centers of 'white' South Africa.
MPLA	Popular Movement for the Liberation of Angola; the governing party in Angola which freed it from Portuguese rule in 1975.
MNR (Renamo)	Mozambique National Resistance. A South Africa supported terrorist group infamous for atrocities against innocent people.
Namibia (nah-MIB-ee-ah)	The country (formerly South West Africa) which South Africa's military has occupied since 1915.
National Party	The ruling party in South Africa led by Afrikaners. It came to power in 1948 on a platform of white supremacy, legalized apartheid and stripped blacks of all rights.
Nkomati Peace Accord	A non-aggression pact between Mozambique and South Africa signed at their border of Nkomati 3/16/84. It forbids Mozambique to support militarily the ANC and PAC. However, South Africa has not carried out its promise to end support for the MNR.
Pan Africanist Congress (PAC)	South African liberation movement founded in 1959 based on black nationalism. Banned by the government in 1961.
Passbook	A document all blacks must carry at all times. Failure to carry a passbook results in arrest and jail for blacks. Whites are not required have one.
Pass Laws/Influx Control	Laws which control the movement of blacks. These laws forbid blacks to live in 'white' areas and help the government control workers.
Pretoria	Capital city of white South Africa. Also refers to South African government.
Race Classification	Apartheid laws divide South Africans into four racial groups: AFRICANS - people of African descent (72% of the population), COLORED - people of mixed race (9% of the population), WHITES - people of European descent (16% of the population), and ASIANS - mostly persons of Indian descent ( about 3% of the population).
Sharpeville Massacre	On March 21, 1960, the police shot and killed 69 blacks who were peacefully demonstrating against the pass laws.
Southern African Development Coordinations Conference (SADCC pronounced saddick)	An association of nine majority ruled states of southern Africa, created to accelerate the economic growth, improve living conditions of the people of southern Africa and reduce the dependency of member states on South African.

- Soweto Black township outside of Johannesburg. Over 2 million blacks live in this impoverished township.
- Soweto Uprising On June 16, 1976, South African police shot students in Soweto who were peacefully demonstrating against apartheid education. This began a series of protests and clashes with police around the country; over 600 people were killed.
- Subsistence Farming Raising only enough food to meet basic needs. Most people who live in bantustans cannot grow enough food to maintain good health.
- Sullivan Principles A 'fair employment code' for US businesses operating in South Africa, started by Rev. Leon Sullivan in 1976 while he was on the Board of General Motors. The code is used by the corporations to hide their support for apartheid.
- Swaziland (SWA-zee-land) A small, land-locked nation between South Africa and Mozambique.
- UNITA National Union for the Total Independence of Angola. A South Africa-supported group created to overthrow and destabilize the government of Angola.



## AUDIO - VISUALS

You can book an audio-visual through the Church World Service Film Library by phoning or writing. Please write or call in the title, format of the A.V., show date, and an alternative title. Book as early as possible.

Address is: Church World Service/CROP  
Box 968  
2806 Phillips Street  
Elkhart, In. 46515 (219) 264-3102

Church World Service is the relief, development and refugee assistance arm of the thrity-two member communions of the National Council of Churches in the U.S.A.

Killing a Dream: VHS -33 min. (Anders Nilsson and Gunilla Aakesson, 1986) A history of Mozambique's post-independence hopefulness, and the South African backed war of terrorism it now faces. Victims of MNR attacks talk about what has happened to them and their families.

Mozambique: The Struggle for Survival - VHS - 57 min. (Bob and Amy Coen, 1987) A comprehensive portrait of the crisis in Mozambique -- the terrorist raids by the South African backed MNR, the famine situations, the need to maintain transport routes, etc. The film traces Mozambique's history from its colonization by the Portuguese 400 years ago, through independence and the death of President Samora Machel to the situation today.

Mozambique Appeal: VHS - 13 min. (Church World Service, 1988) Footage of Mozambique is combined with interviews with Anglican Bishop Dinis Sengulane of Mozambique, and agronomist Mark van Koeving, a survivor of the MNR's massacre at Homoine during July, 1987. CWS response to the famine situation, via its partnership with the Christian Council of Mozambique, is highlighted.

The Africans: 9 part, each 55 minutes. (BBC and WETA, 1986) Ali Mazuri's broad look at the peoples of Africa, their history and culture from an African perspective. The stand-alone segments are titled: The Nature of a Continent, Legacy of Lifestyles, New Gods, Tools of Exploitation, New Conflicts, In Search of Stability, A Garden of Eden in Decay, Clash of Cultures, and Global Africa.

Witness to Apartheid: VHS -36 min. (Sharon Sopher/Kevin Harris, 1986) Victims of police terrorism - those who dare tell their stories. Nominated for an Academy Award, in 1986.

Africa: VHS - 5 min. (Church World Services). Overview of southern Africa.

Cry Freedom: (1987) Award winning film about South Africa. Available from Church World Service or a local video store.

## OTHERS

Mozambique - The Scene of the Crime: American Friends Service Committee, Southern Africa Program, 1501 Cherry Street, Philadelphia, PA 19102. (215) 241 - 7169.

What Do We know about Africa? Outreach Program, African Studies Center, Boston University, 270 Bay State Road, Boston, MA 02215, (617) 353-7303. (\$60.00)

## INFORMATION SOURCES ON MOZAMBIQUE

Ian Bray, Chiculacuala: Life on the Frontline. OXFAM (UK), 1987. Photoessay, a Mozambican on the border with South Africa and Zimbabwe. \$7.50 from OXFAM (America), 115 Broadway, Boston, MA 02116.

Children of the Front Line: The Impact of Apartheid, Destabilization and Warfare on Children in southern and South Africa. A report for UNICEF. 65 pp. Very useful resource. \$5.. from UNICEF, 866 United Nations Plaza, New York, NY 10017.

Carole Collins: Voices from Apartheid's Other War: South Africa's Agression Against its Neighbors. AFSC 1987. 16 pp testimony, photographs. \$3.00 from AFSC, 1501 Cherry St. Philadelphia, PA 19102.

Crisis in Mozambique. OXFAM (America), 1987. 8 page pamphlet, good background on war and development. Free (cost of postage in bulk) from OXFAM (America), 115 Broadway, Boston, MA 02116.

Lina Magaia, Dumba Nenu: Tales of Peasant Tragedy in Mozambique. \$6.95 from Africa World press, Box 1892, Trenton, NJ 08608. Powerful personal stories of MNR atrocities by Mozambican journalist.

Julian Quan, Mozambique: A Cry for Peace. OXFAM (UK), 1987. 35 pp, large format, well documented, well illustrated. \$5.95 from OXFAM (America), 115 Broadway, Boston, MA 02116.

Rural Terrorism at Work. Two page flier from Washington Office on Africa Educational Fund, 110 Maryland Ave., NE, Washington, D.C. 20002.

The War in Mozambique: A Testimony of Terror. Brief pamphlet based on testimony collected in January 1987 by Ruth Brandon Minter. From Africa Committee, National Council of Churches, 475 Riverside Dr., #612, New York, NY 10115.

### BOOKS

Joseph Hanlon, Apartheid's Second Front; South Africa's War Against its Neighbors Penquin Books, 1986. 124 pp. \$4.95. Most widely available brief summary of South Africa's war against its neighbors; should be available in bookstore.

Joseph Hanlon, Beggar Your Neighbors: Apartheid Power in Southern Africa. Bloomington, Indiana, Indiana University Press, 1986.

Allen and Barbara Isaacman, Mozambique: From Colonialism to Revolution. \$6.00 from MSN, 343 S. Dearborn #601, Chicago, IL 60604.

John Saul, ed., A Difficult Road: The Transition to Socialism in Mozambique. \$13.00 from MSN, 343 S. Dearborn #601 Chicago, IL 60604.

## INFORMATION SOURCES ON ANGOLA

Angola: Politics, Economics and Society. Keith Somerville. Frances Pinter (London): Lynne Rienner Publishers Inc. Bolder, Colorado. 1986.

Area Handbook for Angola. Foreign Area Studies, American University. U.S. Government Printing Office. 1967.

Children on the Front Line. UNICEF 1987.

Destabilizing Angola: South America's War and U.S. Policy. Dr. Cherri Waters. Washington Office on Africa Educational Fund and the Center for International Relations. December, 1986.

Disaster Assistance in Angola. Hearings of the Subcommittee on International Relations, U.S. House of Representatives. November 5, 1975; February 26 and March 10, 1976.

From Crisis to Catastrophe. U.S. Committee on Refugees. 1987.

Protest and Resistance in Angola and Brazil. Edited by Ronald H. Chilcote. University of California Press. 1972.

World News Map Of The Week: General Learning Corporation, Curriculum Innovations Group, 60 Revere Drive, Northbrook, IL 60062-1563.

## ADDITIONAL RESOURCES

### Sources for Data/Organizations:

Africa Faith and Justice Network, P.O. Box 29378, Washington, D.C. 20017.  
(202) 834 - 3412.

Africa Research & Publications Project, P.O. Box 1892, Trenton, NJ 08608.  
(609) 392 - 7370.

Africa News, Box 3851, Durham, NC 27701 (919) 286 - 0747.

Africa Resource Center, 464 19 st., Oakland, CA. 94612 (415) 763 - 8011.

African Institute of Human Rights, 43 Boulevard Pinet Laprada, Dakar.

African-American Institute, 833 United Nations Plaza, New York, NY 10017  
(212) 872 - 0521.

Africa World Press, P.O. Box 1892, Trenton, NJ 08607 (609) 695 - 3766.

American Friends Service Committee Southern Africa Program, 1501 Cherry St.  
Philadelphia, PA 19102. (215) 241 - 7169.

Anti-Apartheid Hotline. Washington, D.C. (202) 546 - 0408.

Anti-Apartheid Hotline New Jersey. (201) 636 - 9200.

Artists and Athletes Against Apartheid, 545 Eighth St., SE, Suite 200,  
Washington, D.C. 20003. (202) 547 - 2550.

Association of Concerned African Scholars. P.O. Box 791, East Lansing, MI 48823.

Episcopal Churchpeople for a Free Southern Africa, 339 Lafayette St.,  
New York, NY 10012, (212) 477 - 0066.

Interfaith Center on Corporate Responsibility, 475 Riverside Dr., New York, NY 10115.  
(212) 870 - 2294.

International Defense and Aid Fund for Southern Africa, P.O. Box 17,  
Cambridge, MA. 02238

Lawyers' Committee for Civil Rights Under Law, Southern Africa Project,  
1400 Eye St. NW, Washington, D.C. 20005 (202) 371 - 1212.

National Council of Churches/Africa Office, 475 Riverside Dr. Room 612,  
New York, NY 10115, (212) 870 - 2695.  
New World Resource Center, 1476 W. Irving Park Rd., Chicago, IL 60613. (312) 348-3370.  
Sechaba Cultural Group of the African National Congress of South Africa.  
801 Second Ave. Rm 405, New York, NY 10017 (212) 490 - 3487.  
Stop Banking on Apartheid, Dept. of Human Rights, 942 Market St., Rm 709,  
San Francisco, CA 94102, (415) 433 - 6056.  
United Nations Centre Against Apartheid, c/o United Nations Secretariat,  
New York, NY 10017, (212) 754 - 6674.  
Washington Office on Africa Educational Fund. 110 Maryland Ave. NE, Washington, DC  
20002 (202) 546 - 7961.

#### BOOKS

Boesak, Allan, and Leonard Sweetman. Black and Reformed: Apartheid, Liberations, and The Calvinist Tradition. Maryknoll, NY: Orbis Books, 1985.

Booth, Alan R. Swaziland: Tradition and Change in Southern African Kingdom. Boulder, CO.: Westview Press, 1983.

Carter, Gwendolen M., and Patrick O'Meara, ed. African Independence: The First Twenty Five Years. Bloomington: Indiana University Press, 1985.

Danaher, Kevin. In Whose Interest? A Guide to U.S. - South Africa Relations. Institute for Policy Studies, 1901 Q St. NE, Washington, D.C. 20009, 1984. Analyzes immorality of apartheid and Reagan's constructive engagement policy.

de Gruchy, John W. The Church Struggle in South Africa. Grand Rapids, MI William B. Eerdmans Publishing Co., 1979.

The Kairos Document: Challenge to the Church: A Theological Comment on the Political Crisis in South Africa. National Council of Churches/Africa office, 475 Riverside Dr., New York, NY 10115.

Lelyveld, Joseph. Move Your Shadow: South Africa, Black and White. Times Books, 1985. Powerful look at life in South Africa and its pervasive racial policy by New York Times correspondent.

McCuen, Gary. The Apartheid Reader. GEM Publications, 1986. Examines the realities of apartheid, internal resistance and political change, corporate divestment, and the relationship between the U.S. and South Africa.

Mandela, Nelson. The Struggle is My Life. New York: Pathfinder Press, 1986. Nelson Mandela, the freedom fighter of the ANC who has been imprisoned by the apartheid regime for over twenty years, collects his writings, speeches, prison account and relative historical documents.

Mathabane, Mark. Kaffir Boy. New York: MacMillan Publishing Co., 1986. Black youth, who has since moved to the U.S., describes what it is like to grow up in a township.

Omond, Roger. The Apartheid Handbook. New York: Penguin Books, 1986. A guide to South Africa's everyday racial policies.

Ozgur, Ozdemir A. Apartheid: The United Nations and Peaceful Change in South Africa. Dobbs Ferry, NY, Transnational Publishers, 1982.

Sjollema, Baldwin. Isolating Apartheid. Geneva: World Council of Churches, 1982.

Southall, Roger. South Africa's Transkei: The Political Economy of an "Independent" Bantustan. Monthly Review Press, 1983.

Tutu, Desmond. Hope and Suffering. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1984. Winner of the 1984 Nobel Peace Prize, Bishop Tutu offers a glimpse of his moral war against the un-Christian system of apartheid.

Walshe, Peter. Church Versus State in South Africa: The Case of the Christian Institute. Maryknoll and London: Orbis Books and C. Hurst & Co., 1983.

## EVALUATION

Please let us hear from you. Questions of particular interest are:

1. Which lessons were most helpful to you? \_\_\_\_\_  
\_\_\_\_\_

2. With whom was this curriculum used? \_\_\_\_\_  
\_\_\_\_\_

3. How might the curriculum be improved? \_\_\_\_\_  
\_\_\_\_\_

4. Were the format, content, and length appropriate to the needs and age level of your group?

Format	_____
Content	_____
Length	_____

5. Was the presentation of two African countries helpful? \_\_\_\_\_ Explain.  
\_\_\_\_\_

6. Was the comparison with the United States helpful? \_\_\_\_\_ Explain  
\_\_\_\_\_

7. Was it helpful to compare the continent of Africa and Angola, Mozambique and the United States? \_\_\_\_\_

8. What comparisons, conclusions were the students able to make based on the materials presented and their own experience? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. For your future needs in teaching Africa, what topics, other countries, etc. would you be interested in exploring? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please send your response to:

Marie Varley  
Church World Service  
22 Oakland Terrace  
Newark, New Jersey 07106  
(201) 375-1531

or

Sister Marion Hughes  
Box 531  
Maryknoll, New York 10545  
(914) 941-7575