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8 February 1992

To INTERFUND project partners, organisations in the education sector, donor organisations and NGOS

Dear friends

Please fmd enclosed, for your interest and information, a copy of Education Update - An INTERFUND Briefing on Education in South Africa.

The Update was commissioned by INTERFUND in response to a request from its members to provide an overview of NGO involvement in the non-formal education sector and their role in shaping a post-apartheid education system. The briefing also looks at potential sources

of finance for these NGOs and the role of Northern organisations in supporting initiatives in

the non-formal education sector which is vital to the construction of a more democratic and

equitable system of education.

INTERFUND intends publishing the Update on an annual basis to keep donors, partners and our own constituencies briefed on developments in the sector. We would welcome any comments and suggestions on how the publication might be improved.

Further copies are available on request from the INTERFUND office.

Yours sincerely

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Gf ald Kraak (Information Officer)

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Directors: N. Bontmn (Denmarkl. R Forbes (Canada), u luhnwn (meay) X Maugham (Dt-nnmrkJ ' Fr' . n i n 1 (1 (1

Member Agencies: IBIS Denmark. SAIH Norwuv. World University Servim- lerdaniL 7V d_1 53 d
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Associate Members: Joseph Rowntree Charitable Trust 1L'K1. Rarida Unrncn (Swmhsh SuH' lht
! Children), C 1L) 11.111121 :1 1ly DQVQ lf) P 1 no. n t

Incorporated in the UK as a Charitable company 308 Aberdvn Houset :12 Highhury Grave. L(Jndun NS SEA 1 n 5() 11 l h (:rl1 A I rl (:u

EDUCATION UPDATE

AN INTERFUND BRIEFING ON EDUCATION IN SOUTH AFRICA

December 1992

INTERFUND:

AN ORGANISATIONAL PROFILE

INTERFUND is a consortium of European and Canadian non-governmental organisations (N605) who pool their resources to make a more significant contribution to development through education and training in South Africa. The members of INTERFUND are: World University Service of Canada (WUSC); Ibis (previously WUS Solidarity and Development), Denmark; Norwegian Students and Academics International Assistance F and (SAIH).

In addition INTERFUND has two associate members: Radda Barnen (Swedish Save The Children) and the Joseph Rowntree Charitable Trust (JRCT) in the United Kingdom.

The main donors are the Canadian International Development Agency (CIDA); the Danish International Development Agency (DANIDA); the Norwegian Foreign Ministry; Operasjon Dagsverk (Norway) and the Norsk Undervisningsforbund (Norwegian Teachers, Union).

Through its development assistance programme in South Africa INTERFUND seeks to empower communities disadvantaged by the social and political injustices of apartheid, by promoting greater access to opportunity, resources and skills. In so doing, INTERFUND aims to contribute to the building of a non-racial, nonsexist democracy founded on a strong Civil society and a respect for human rights.

By prioritising support to education and training INTERFUND seeks as the end result of its activity to build the capacity of community-based organisations, and those accountable to them, so that they may play a key role in development.

INTERFUND is incorporated as a charitable company in the United Kingdom and as an external company (not for gain) in South Africa.

INTERFUND - UK

308 Aberdeen House
22 Highbury Grove
London N5 2EA
United Kingdom

Tel: 071-704 0424
Fax: 071-704 0434

INTERFUND - SA

PO. Box 32340
Braamfontein
2017
South Africa

Tel: 01 403 2966
Fax: 011-339 2740

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INTERFUND Policy and Criteria Statement

Education and training are of central importance in South Africa, not only to combat gross inequalities of opportunity, but also to facilitate the processes of participation, democracy and development.

From South Africa: A Country Profile, Comullanrx qurrx

N member 1990

EXECUTIVE SUMMARY

Black education in South Africa is gripped by a crisis characterised by the collapse of schooling, unequal access to resources and the breakdown of a learning culture among students. A post-apartheid government will face severe economic constraints which will make it difficult to commit significantly greater resources to education. Educational reform will have to be linked to economic growth, but in the short to medium term international development aid will be mmhmal overleaf

EXECUTIVE SUMMARY

vital to rebuilding the education system. In particular continued Northern (Imor aid to educational non-governmental organisations (NGOS). These organisations have built up the embryonic structures of a reformed education system. Because of their experience and close links to communities they are appropriate agents for community development.

The state is unlikely to commit funds to NGOS because it favours the privatiszitun of education. Parastatals and the private sector have provided limited and targeted funding to NG0st hut Northern donors remain the most important source of support.

Northern dollofS currently support NGO initiatives in the following areas: education policy research for a future education system; the provision of bursaries to black students; education for adults (in particular literacy); supplementary tuition programmes; new initiatives in technical and science education; vocational guidance; production and enterprise education; educate; programmes which provide organisational skills to NGOs and community-hased organisations; education for political democracy; training of actors in the health sector and education about AIDS.

These are all areas which have been neglected within the formal education sector their perceived roles in the transitional and post-apartheid periods. The NGOS have created a vibrant, alternative, non-formal education sector. They have insights, experience and skills which can be used to shape a post-apartheid education system. The paper also looks at whether and how the state, parastatals, the private sector and Northern donors contribute to the work of the educational NGOs.

The formal education sector:

Some facts and figures

The term formal education sector is used to describe educational institutions financed and administered by the state, including those in the bantustans: primary and secondary schools, teacher-training and technical colleges, technikons and universities. Universities although formally autonomous institutions, are included in this definition because they rely on the state for the bulk of their funds.

The persistence ofraciat discrimination in the provision of education has been documented in detail in a wealth of other studies. It is not our purpose to cover this ground again. On the following pages are a series of pie and bar charts Ofthe main indicators of inequality in the provision of education.

and which are the building blocks of a more democratic, equitable future education system.

BACKGROUND

South Africa Ts education system is in profound crisis. Although greater resources have been committed to black education in recent years, black schools are still under-resourced, subject to racist, inferior curricula and are staffed

ENROLMENT: FORMAL SECTOR SDUCATIONAL INSTITUTIONS
(Excludes state-run adult education centres)
by poorly-trained teachers. They have

Tertiary Institutions

m Secondary schools El Prlrnary schools I Pre-primary been the focus O/ continued political unrest and violence. State repression and the involvement ()fstudents in resistance to apartheid have led to the collapse of schooling and a learning culture in many parts of the country.

Rebuilding the education system will be one of the most pressing tasks of the post-apartheid dispensation. Economic and social progress are tied closely to a functioning education system which addresses the country's development needs.

This paper was commissioned by INTERFUND to look more closely at the efforts of local non-governmental organisations Teacher training colleges

ENROLMENT: TERTIARY INSTITUTIONS

1400!

I Technical Colleges 14 Technikons

U Universities

lions (NGOS) which seek to redress the gaps and inequalities of the state education system (60% of tertiary students are white except in teacher training colleges where the majority

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tem. at their strengths and shortcomings, and

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are African; most white teachers are trained at university.) in

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9 Section One:

Elements of the education crisis

Bantustan/

t farm schools

The present education crisis is the result of the apartheid education system which allocated resources on a discriminatory basis, a situation which persists, despite limited reforms. i

DETS

The system is still structured on racial lines.

There are currently 19 separate education departments: one national and four provincial departments for whites; one each for Indians,

Pupil to teacher ratios
chools

Teacher qualification (%) 1

Secondary school teachers with three years tertiary training 3

1

ET 53 t

1

i and Coloureds, one in each of the ten bantustans, in the Department of National Education, and the i SCHOOLS central governments Department of Education White and Training (DET), responsible for the education of schools of Africans outside the bantustans. The %.

DET is further decentralised into eight fairly 1 o 50 100 autonomous regions. 1 1 Primary school teachers with teachers' diploma T

Although in recent years more state resources have been committed to black education, and White there have been moves to a minimal degree of school; racial integration of schools, parity between 70 8'0 9'0 1:30 resources allocated to black and white education has yet to be achieved.

Education to a level of standard eight (10 years of education) is compulsory in schools administered by the government for white, Indian and i Coloured pupils, but not for African scholars, 1 Whites

either in the bantustans, or under the authority of the DET. Five million Africa children of school-going age did not attend schools in 1991. Of those that gained places 60 per cent are destined to drop out while still in the primary school.

African students face a wide range of further difficulties - a lack of resources such as stationery and textbooks, overcrowded classrooms and inadequate facilities. The township environment in which education takes place is generally one of deprivation and poverty. Students live in overcrowded homes, there is rarely privacy to study, and lighting is often inadequate.

The protest and resistance which swept schools in 1976 and later was a response to a system that prepared most black South Africans for little more than manual labour and turned schools into battlefields where no learning took place. Boycotts of schools and non-participation in classes were amongst the few realities available to students, but had detrimental, longer term effects on attitudes to teaching and learning especially in urban areas. The bureaucratic and authoritarian approach to education by the state has also contributed to the erosion of a learning culture.

Existing curricula enforce a system of learning by rote. Learner-centred methodologies have never been considered. The absence of vocational guidance linking study choices to employment and careers. as well as the sustained economic recession where students enter a market with few job opportunities. has also made study seem pointless to many. Reviving a culture of learning will

therefore be as much of a priority as redressing material
Per capita expenditure - primary school pupils (Rands)

14103

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0 1000 2000 3000 4000 5000

educational inequalities.

One of the most ominous results of the breakdown of the education system has been the emergence of a whole generation of temarginalized youthii - people roughly between the ages of 16 and 30 years - who have obtained no educational qualifications of substance, have effectively been excluded from the system and now form an intensely alienated section ofthe population,largely urban and unemployed. That the talents and human potential of these young people should be wasted is a national calamity. Their frustration and lack of prospects. combined with the great expectations raised by the process ofpolitieal Change, make them an unstable and .volatile group. The increase in levels of violence and crime is clearly linked to the phenomenon of marginalized youth and to the appalling legacy of apartheid educational policy.

As well as unemployed and under-educated youth. inillions of South African adults are faced with huge educationaldeprivation.0ve1' 1Umillion people are estimated to be illiterate: 45 per cent of the adult population are functionally illiterate. The problem. which is particularly grave in the rural areas and homelands, is being compounded every day by the failure of the schools system. In 1991, 5 million African Children of sehool-going age did not attend school. Of those that gained places, 60 per cent are destined to drop out ofprimary school. The unsehooied Children of today will be the illiterate adults of tomorrow.

0 Section Two:

Approaches to the Education Crisis

Reforming the education system: the challenge

The reconstruction of the education sector faces formidable constraints however. In 1992 the state allocated just under one quarter of the general budget to education, which is in line with international standards. Most observers agree that a post-apartheid government will confront an ongoing recession and pressing needs in other areas such as health and housing - which will make it difficult to increase resources to education.

The South African economy has been in decline since the end of the 1970s. The Gross National Product (GNP) grew at a rate of only 0.8 per cent annually from 1965 to 1988. Average population growth rates are approximately 2.5 percent annually. In real terms the South African economy is not growing. Following the trend in Western economics the economy has also in recent years been in sustained recession.

Arrested growth and the international recession are not the only constraints. Primary products, mainly a declining mineral base but also agricultural produce, form the backbone of the South African economy. There has been no renewal of the industrial base through technical innovation as in the advanced industrial countries. Political uncertainty has led to massive capital flight, while new opportunities in Eastern Europe and Asia compete for new investment. Structural unemployment and a narrow skills base have also characterised the economy since the 1970s.

Strategies to reform education therefore need to be linked to those promoting economic growth.

Parties to the negotiations in South Africa have yet to spell out in detail their proposed education policies. The state favours increased privatisation with minimal state intervention. The private sector makes some limited and targeted investment in the education system. The democratic movement has called for close linkage of economic planning and training in the restructuring of the economy with concerted state intervention and the involvement of unions and other bodies to effect this. It has argued that there needs to be increased investment in education and a more equitable distribution of resources. Whether this can be achieved depends on the shape of the post-apartheid economy.

At a time when there is little prospect of substantial economic growth, the fundamental problem for educational planners in South Africa is the lack of available or foreseeable resources to achieve equity in the system. It has been estimated that in order to correct current imbalances in education, social services and housing, government spending would have to increase from 30 per cent to 50 per cent of the Gross Domestic Product (GDP). This increase would cost more than the entire government budget at present. Since this order of public spending is not feasible, government will have to make difficult trade-offs and will of necessity prioritize basic provision of schooling to a minimum standard. But to meet the complex of urgent needs - especially those of marginalized youth and adult learners in impoverished communities - the government will have to act in partnership with the voluntary and community sectors.

Self help, community and NGO schemes will be required to fill the gaps left by the state's stretched resources. The limited resources available from foreign governments will make little dent on the enormous costs of reforming the education sector. In any case these costs should come primarily from South African public funds and from the large multilateral financial institutions. But there will be important smaller-scale programmes in the NGO and

non-formal sector that will merit ongoing support from external sources. Such programmes will target specific needs and disadvantaged groups, will be important sources of innovation and model-testing, will be lower cost and more community-based and will build community institutions which foster both development and democracy.

Actors in the education sector

The state

The state generally favours the introduction of an education system based on privatisation, decentralisation and vocationalisation. This strategy is embodied in two principal policy documents released in 1991: *W*

tional Renewal Strategy and W

South Africa. They documents outline a system where the state's responsibility is limited to the provision of universal education for seven years, after which academic and vocational training would become the responsibility of the community and private sector respectively. State involvement in post-basic education would extend only to the payment of teachers, salaries and the maintenance of standards within broad guidelines. All other matters would be determined by governing bodies of individual schools exercising autonomous control over budgets. In South Africa, where there is a clear correlation between wealth concentration and (racially segregated) residential areas, the inevitable consequence of such a policy would be the reinforcement of existing social cleavages.

Poor (black) communities would continue to receive inadequate education because of their inability to pay for improvements. Education standards in the wealthier (mostly white) sectors of the population, would be enhanced through their ability to pay for high quality education and training. The documents further proposed that senior secondary education would be streamed between academic and vocational education or a combination of the two. The state's commitment to decentralisation has been interpreted by some as a device to allow for the continued application of racist admission policies.

Parastatals

i. The Independent Development Trust (IDT):

In response to calls for a greater allocation of public funds to community development, the government established the IDT in 1994 with an initial injection of R2 billion of state funds. The objectives of the education component of the IDTs programme are to achieve educational parity (eight years of free universal education) and to ensure that

half the children entering the school system complete matric (the final year of secondary education) within the next ten years. In the past year, R430 million rand has been allocated to the following projects:

· R300 million for the provision of 50 000 classrooms over the next four years.

· R70 million for the provision of pre-school education
0 R60 million for literacy and bridging programmes for primary and tertiary students, as well as for teacher upgrading and adult literacy.

The IDT intends channelling a proportion of its funds through NGOs, but was initially hampered by community mistrust of government-related structures. These problems have now been resolved through an agreement between the IDT and NGOs. As a result of the massive backlog in educational resource provision at every level, the IDT's contribution is unlikely to have a long term impact on the quality of education unless integrated into an ongoing programme that is part of a nationally-determined development strategy.

ii. The Development Bank of Southern Africa (DBSA):

The DBSA was established by the state to provide finance for capital projects in the bantustans and commands substantial resources. For this reason the DBSA is widely perceived as an apartheid institution and it suffers from a lack of popular credibility. The Bank is aware of its lack of legitimacy and has recently been nursing an improved relationship with anti-apartheid organisations.

In the education sector, the DBSA concentrates on providing investment loans for infrastructural development in specific areas (tertiary education, teacher training, nursing and technical-commercial colleges at a post-secondary level); it does not provide finance for the running of educational institutions. At present DBSA funds may only be channelled through state-approved bodies, such as bantustan governments, which can provide loan guarantees. Community organisations and the NGOs which service them are thus effectively excluded from receiving DBSA funding.

Private sector

The private sector has been involved in education and training since the 1976 uprising. The Sullivan Code drawn up in the late 1970s in the United States and which advocated socially responsible investment prompted many of the corporate initiatives. The state has encouraged company investment in secondary and tertiary education by attaching tax concessions to such donations. Some of these initiatives have been co-ordinated, while others have been more disparate. Private sector involvement has been an important source of support to educational NGOs. Business actors are now starting to focus on specific areas such as technical training and initiatives in which either the company or its employees have a direct interest.

The Urban Foundation is the principal private sector organisation involved in education. Established in the 1970s as a think tank on urbanisation, the Foundation was initially only involved in housing policy and provision. EDUPOL, its Education Policy and Systems Change Unit, was established in 1991 to carry out education policy research and to facilitate debate and discussion on educational development. The Foundation is also a significant funder of educational organisations.

The Education Foundation is another private sector initiative which plays a networking function in five areas: data gathering, research and publications; the development of models for community colleges; the electrification of DET schools; the development of regional educational forums; and the development of a national education newspaper supplement to complement textbooks.

Several large corporations, such as the insurance giant Liberty Life have invested large sums in educational

development. Specific areas such as early childhood, tertiary level, and science education receive the bulk of private sector support. Only 4 per cent went to primary education in 1989, mainly because there are no tax concessions on donations in this sector.

The private sector is involved in a joint initiative with NGOs - the Joint Education Trust (JET). JET emerged from the Private Sector Initiative by major employers in 1991, and aims to make a contribution of R500 million over three years to three areas: teacher upgrading, youth development, and adult basic education. JET is co-ordinated by the Urban Foundation, with the private sector and community organisations acting as joint trustees with equal status.

The democratic movement

Education has long been a concern of the democratic movement. Through its campaigns against apartheid and more recently as developmental actors, the democratic movement (including NGOs) has accumulated a wealth of experience in alternative educational initiatives. A National Education Conference was convened in March of 1992. It drew up a statement of Principles and Values to inform future education policies. The statement argues that education is a basic human right and a vital element of national development policy. Educational policy needs to be guided by the principles of non-racialism, non-sexism, democracy and the redressing of historical inequalities.

The conference also adopted the following resolutions:

1. The state has a central responsibility for the provision of education and training. Basic education for nine to ten years, and an equivalent level of literacy for adults should be provided. State finance of education should not detract from the need for the private sector, the community and NGOs to play roles in education provision.
2. Education policy and practice should be informed by democratic principles, and should aim to ensure the full and effective participation of all interest groups.

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. A national core curriculum should be devised, with appropriate accreditation, to enable people both to deepen their studies in a specific field and to diversify into different areas of study. It should ensure maximum flexibility, particularly between the formal and non-formal sectors of the education system.

The most significant recent initiative undertaken by the democratic movement has been the National Education Policy Investigation (NEPI). a structure convened by the National Education Co-ordinating Committee (NECC) in 1991 to assist in the formulation of education policy. It comprises various research groups focusing on specific aspects of education.

As noted earlier, trade union, political and community organisations are involved in 11 joint initiative with the private sector. the Joint Education Trust (JET).

Northern donors

Northern donors have traditionally provided support to N008 and have to date refrained from funding formal educational institutions (see below).

NGOs in the non-formal education sector

In the face of state subversion and neglect of black education, a wealth of educational NGOs and projects have emerged from the community to redress the inequalities and gaps in the formal educational sector. Over the years South African NGOs have created a vibrant non-formal education and training sector, spanning a range of activities and policy areas. Even with the small resources available to it, the non-formal education sector has accomplished much innovative work.

In the current period of negotiations and transition, the non-formal sector is setting the agenda of policy deliberations for a post-apartheid education system by identifying needs, formulating policy options and establishing models for the future. Given the limits on any future state's resources and its ability to meet community expectations in the education field, it can be expected that the non-formal sector will have a significant role to play long into the future.

While most of their support has come from Northern NGOs and government donors. there has been some concern that Northern donors will diminish support to the NGO sector in South Africa once constitutional negotiations have led to the establishment of an interim government, in favour of bilateral government-to-government support. NGOs have a vital role to play as facilitators of development - particularly development which empowers communities. They have close links to communities. are responsive to community needs, and they have extensive experience in the sectors they serve. Continued Northern donor support is vital in consolidating work already done, sustaining development and contributing to the building of a democratic society.

6 Section Three:

Education and training initiatives in South Africa

This document goes (m to look at the areas in which educational NGOs are predominantly active:

1. Education policy research and advocacy

2. Student financing

Literacy and adult basic education

Educational access and support

. Science and technical education

Production and enterprise education

Careers and vocational guidance

. Early childhood education and care:

Educare programmes

9. Organisational development

1(1). Education for democratic participation

. Health and AIDS education

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It explores the activities of NGOs, their aims and objectives, their access to resources, and how they see their roles in the future.

Education policy research and advocacy

The failure of the government's education policies has led

to the emergence of NGOS which formulate alternative education policy. There are currently four education policy research units (EPUs) based at universities, as well as several organisations not directly connected with universities. It should also be noted that policy formulation is also implicit in, the work undertaken by a wide range of other education NGOS. The formally constituted EPUS are:

1. University of Natal - Durban concentrates on issues such as the effects of violence on education, desegregation and regional issues;
2. University of the Witwatersrand focuses on national macro-education policy. the relationship between education and the labour market. governance and control (i.e. the relationships between communities and their schools), curricula and textbooks. and delivery systems;
3. University of Durban Westville concentrates on macro-economics and general education policy;
4. University of the Western Cape (unit established in 1991) co-operating with the University of Fort Hare (unit still in its formative stages) both focus on post-secondary education. including formal tertiary education. The EPUs are centrally involved in the National Education Policy Investigation (NEPI). which is examining different policy options for a post-apartheid education system. NEPI is the product of discussions between the EPUs. as well as the National Education Co-ordinating Committee; Research on Education in South Africa (RESA) located in London; and the Midlands Education Development Unit (MEDU) located in Pietermaritzburg. NEPI concentrates on policy option analysis and aims to provide assessments from which interest groups and the post-apartheid state. will be able to make informed policy choices. It is broken down into 12 research groups or commissions. each focusing on a specific area within education.

The long term objective of the policy work is the production of high quality. high impact research on education. The immediate aim is to assist in the development of policy options for a post- apartheid education system. The broad objectives of policy research are not expected to change in the medium to long term, but the specifics of research will change in response to the challenges thrown up by the process of transition.

The policy debates relate to five areas:

1. sources of finance
2. the democratisation of existing institutions
3. issues of governance and control in a future education system, as well as the relationship between the different tiers of education
4. skills requirements for the future: technical, managerial and administrative
5. a unified qualifications system integrating education and training

Despite the high level of activity, some areas of policy research are being neglected including the field of primary education. A reason for this is that pressures for change have come mainly from secondary schools and the early childhood educare sector. NEPI has not established a separate research commission to investigate primary education, but it is a component of other commissions work.

Some of the units involved in policy research are co-funded by the universities and external donors, while others are solely reliant on external NGOs and donors. Little or no support comes from the state or the private sector - which has launched its own policy initiative: EDUPOL, through the Urban Foundation. Continued external donor support therefore remains crucial to the continued work of the EPUs and NEPI.

Rationalisation in the education policy sector is well advanced and there is little duplication of services. INTERFUND supports the national network of education policy units, the National Education Policy Initiative (NEPI), and the education monitoring activities of the National Education Co-ordinating Committee (NECC). Important policy concerns are: the promotion of regional and national co-ordination; fostering effective policy formulation, not just research; ensuring community participation in policy development; and support to effective advocacy work.

Student Financing

Tertiary institutions have recently come under growing pressure to change their demographic profiles: black people generally, and African people specifically, are under-represented at every level at most universities - from students to academic, technical and administrative staff (except at the historically black universities, which enjoy fewer resources and often still reflect the values of apartheid education).

The poor quality of primary and secondary education for blacks means that only just over one third qualify for university entrance exams. Those that do face prohibitive costs. According to the Johannesburg Weekly Mail, the average student at the University of the Witwatersrand paid R10, 000 a year (all inclusive) for a Bachelorsdegree in 1990, while the University of Natal sets the figure at R50, 000 for a three year degree - an amount which could buy a house. Over 15,000 students, most at the historically black universities, currently face exclusion as a result of their inability to pay their fees.

A number of NGOs have been formed which attempt to provide finance for students at tertiary institutions who have been disadvantaged through apartheid policies.

Some of these were church initiatives, while others were more closely associated with the democratic movement.

Seventeen of these organisations were recently brought together in the umbrella Bursary Council of South Africa (BCSA).

NGO bursary providers are increasingly targeting bursaries for specific economic and human resource needs, in contrast to their previous emphasis on support for general study in areas such as the humanities and social sciences. This has led to increased support for technical education, usually through technikons.

Funds for NGOs providing bursaries have come mainly

from foreign governments, and a small amount from loan recovery. Many of the organisations in the BCSA received the bulk of their funds from the Kagiso Trust, the local funding agency established to channel a portion of European Community aid to South African NGOs.

From 1993 Kagiso Trust funds for bursaries together with those of the IDT will be centralised in the newly-formed Tertiary Education Fund (TEF). Funds will be made available directly to universities who will select students for support. Under the proposed system 60 percent of the TEF grant made to individual students will be in the form of a bursary, with the remaining 40 per cent as a repayable loan.

Areas which have been identified for support include maths and science, law, and medical-related education. The establishment of the TEF has been controversial. The criticisms include:

' the Viability of providing bursaries with a loan component. In other parts of the world default rates of up to 60 per cent on loan repayments have led to the rapid depletion of similar funds, and in South Africa organisations which have introduced loan retrieval systems have experienced great difficulty in recouping funds.

The model on which the proposed system is based has, however, been successfully applied in Australia and may work more effectively than its critics believe.

' proposals that loan recovery be facilitated through the income tax system. In order to implement such a system, the current tax system would have to be substantially overhauled, and there is some opposition to direct state intervention in loan retrieval schemes.

- the process by which the TEF was established. Some organisations feel that there was inadequate consultation over the creation of the Fund. Consultation in South Africa is, however, a complex and difficult process - lengthy and bureaucratic procedures amongst all interested parties might have tied up funds for an extensive period.

' concern that study at certain institutions, particularly teachers training colleges, may be excluded from support because of existing state funding. Both the Kagiso Trust and the IDT have indicated that they favour support to the colleges although future funding may prioritise student teachers of specific subjects, specifically maths, science, biology and geography. Students

being trained as primary school teachers may also be targeted for support.

' fears that the large, liberal, predominantly white universities will receive a disproportionate amount of funds because the granting of bursaries by the TEF is to be dependent upon the implementation of adequate academic support programmes. which are generally only found at the liberal universities. But it is possible that TEF support to the historically black universities will include funds designated for the establishment of academic development programmes.

' the decision to provide financing for disadvantaged students directly to universities Universities - which are currently having their state subsidies cut - could be tempted to lower admission criteria in order to secure bursary funds from the TEF. Students who would not usually have been admitted, and who then fail, would be saddled with loan repayments. Some critics argue that high admission criteria have served to make South African universities enclaves of white privilege. and that an alternative approach would be to lower criteria while at the same time strengthening teaching and academic support to students.

' eoneerns relating to the implementation of affirmative action policies. Bursary NGOs feel that they were in a position to implement affirmative action because their diversity and specific concerns allowed them to target neglected groups such as women and people from rural areas.

The current restructuring of bursary provision has led to uncertainty in the field of student financing. Bursary NGOs are seeking assurances that students mid-way through their studies will receive support until the completion of their courses once the TEF is established and are calling for more consultation before further changes take place.

Part-time students in distance education institutions, such as the University of South Africa (UNISA) are the most neglected in terms of bursary provision. UNISA and Vista University (a decentralised institution with campuses in most of the large black townships) are the only two universities which have a majority of women students. and the difficulties these students experience are reflected in their high failure rates. Many organisations are reluctant to fund part-time students. claiming that they should eovertheirownexpensemesthrough employmentflihis view ignores South At'rieais very high unemployment rates.

Rural and women students are also generally neglected. While funds for bursaries from large domestic and foreign donors will be concentrated in the Tl'ZF. other NGOs have argued that they still have a role in targeting disadvantaged groups and providing support for specific skills needed for N(jo capacity building which will not be catered for by larger institutions. In doing so they will relv on Northern donor support, outside of TEF channels. I

INTERFUND supports student-financing programmes through the Student Services Centre in Cape Town. However in line with general INTERFUND policy and the emergence of national student-financing schemes, INTERFUND will no longer fund general bursary provision. Student financing, in co-operation with the Student Services Centre, will focus on specific development and organisational skills training for N603 and community-based organisations.

Literacy and adult basic education

During the era of formal apartheid, millions of black South Africans received inadequate or no basic education and a large number of adult Africans are functionally illiterate. illiteracy and low skill levels have come to characterise the South African labour force.

An education and training strategy is needed to develop

both literacy and the productive skills of adults and adolescents who have fallen out of the formal schooling system. The aims of such a strategy would be twofold:

- political: there is a direct connection between politics and literacy. Most political information is circulated in written form and an inability to read means that people are not aware of contemporary issues and are not in a position to make informed political decisions;

' economic: the manufacturing sector is being targeted as the powerhouse for future growth. New skills are needed if the domestic economy is to compete in an increasingly technically innovative international economy. Skills upgrading is an urgent priority for large employers who hope to be able to take advantage of the opportunities offered by the opening of international markets to South African products. The crippling unemployment levels in South Africa have led to an over-emphasis on the informal sector as a source of income for people excluded from formal employment.

The informal sector is unlikely to play a dynamic role in income generation until the people who work in it have skills with which to become more productive and competitive.

Accurate statistics on literacy are difficult to obtain, but it has been estimated that 45 per cent of the adult population is illiterate. While a further quarter for whom English is a second language do not have the functional literacy skills which enable them to cope with a modern monetarised society. Illiteracy often follows gender and urban/rural divisions, with illiteracy levels far higher in the rural areas. Failure to address these problems will perpetuate existing social cleavages.

Despite the range of actors involved in providing literacy training for black adults, less than 1.1 per cent of illiterate people enrol in adult literacy courses, while less than one quarter of these people complete such courses. Of the people receiving literacy training, approximately five per cent are involved in church-based programmes, 5 per cent in programmes run by NGOs, 40-45 per cent in programmes run by the state through the BET and the rest in programmes run by industry, usually within individual companies. Some universities have also started literacy initiatives.

The state has increasingly abandoned its responsibilities for adult education and literacy. Between 1988 and 1990 the number of adult education centres declined from 390

to 258, with a corresponding decline in the number of teachers, most of whom were employed on a part-time basis. The number of literacy students in official institutions has declined by almost one quarter, and the state is providing training for less than 0.45 per cent of illiterate people.

Progressive NGOS have recognised the link between political mobilisation and literacy and have prioritised the field for some time. NGOs are, however, not coping with the scale of the problem: it has been estimated that less than 2, 000 students participate in their programmes.

There are also many commercial literacy agencies, most of whom are involved in developing materials for the private sector. Industry tends to run its own programmes.

Trade unions have urged companies to provide literacy training for their employees. Church-based or mission initiatives have also prioritised literacy for many years, and they run some of the largest literacy programmes.

Certain areas within literacy provision are being neglected. One of these is mother-tongue literacy. Literacy has traditionally been provided in English. English is also the language of the market place and this has reduced people's desire to become literate in vernacular languages. It is extremely difficult for adult learners who are not literate in their mother tongue to become literate in a second language. There are also cultural implications.

Affirmation of identity is undermined if people are not literate in their own language.

The work undertaken by literacy organisations takes many forms from tutoring to materials development. The English Literacy Programme, for example, aims to produce high quality, low-cost literacy materials on a mass scale. Their newspaper, Active Voice, is currently distributed independently but will soon to be included as a supplement to the New Nation, a progressive, independent weekly newspaper, which will give it wide circulation. Finance for literacy projects initially came primarily from foreign donors, but the recent prioritisation of the field by the IDT has made funding available for large-scale literacy organisations. Small NGOs which do not operate on a large scale may find it increasingly difficult to secure support. Self-generation of funds and income-retrieval by literacy organisations will always be hampered by the poverty of their target groups. If funding from traditional sources dries up, local sources, particularly the private sector, will need to play a larger role. The JET, discussed earlier, is seen as an important initiative in this regard. There was initially little communication between the various literacy organisations. Duplication of services has never really been a concern - the size of the problem is far too great - but lessons learnt by one organisation were often not shared with others. In order to facilitate networking and co-operation amongst literacy organisations the National Literacy Co-operation (NLC) was established, in which 44 organisations are involved. A second literacy organisation, the South African Association for Literacy and Adult Education (SAALAE) has also emerged formed by people who felt that the NLC is too closely associated with the African National Congress (ANC) and Congress of South African Trade Unions (COSATU).

The NLC has been assessing the very limited impact that NGOs have had on literacy in South Africa. NEPI has also engaged in research around literacy and basic adult education and is generating useful material on the issue.

Current debates concern the need to develop a national literacy and adult education system which should eventually be integrated into a national education programme.

Challenges facing adult learners in South Africa relate not only to literacy, but also to gaining a basic education once literacy has been mastered. The COSATU Human Resources Committee is involved in policy formulation

concerning the types of education and training that need to be provided in order for workers to play a more dynamic role in production and in union organisation. The Committee agrees with leading educationalists that the problem lies not only in the absence of skills, but also the lack of potential for skills upgrading. The education system has failed to provide the necessary platform of background learning skills to enable workers to benefit from anything more than limited, job-specific training.

The COSATU group has observed that the training provided by employers for workers is job- or even task-specific and that no certification is provided for the little training that is available. Unions are very rarely consulted on the content of training courses and future needs are rarely taken into account when devising training programmes. These factors point to the fact that what little training is taking place is often ineffective and too specific to empower workers. There are few, if any, skills training courses for unemployed people. Changes and developments in technology will thus often leave unemployed people behind and make it that much more difficult to find work.

COSATU has devised a set of principles for an effective adult education system. Some of these are:

- . a single national system of adult basic education
- ' adult basic education courses must link up with other educational and training opportunities and job creation projects
- ' workers must have the right to paid time-off for education and training

0 the knowledge and skills that workers already have must be recognised

- trade unions must be involved in the planning and running of adult basic education programmes.

The unions argue that employers and the state must provide the resources for basic adult education programmes which should be open to the wider community. They have called for a recognised national system of training and pay for basic adult education trainers. One large national NGO which has been involved in a range of adult education initiatives for several years is the SACHED Trust. SACHED recently evaluated its programme and decided to prioritise the field of adult education, scaling down its involvement in other areas. SACHED plans to:

1, initiate the training of adult educators to operate at a basic level. Women and rural areas are to be specifically targeted.

2. implement a training programme for distance educators to support the field of distance education which is currently receiving very little support.
3. continue to provide support for the formal sector. In this field SACHED will not focus on basic education but on secondary level support.

There are hopes that a post-apartheid state will become involved in the fields of adult education and literacy, but it is not clear whether it will have the resources to do so effectively. The fact that much of the expertise gained in the field is to be found in NGOs has also given rise to the view that it would be more appropriate for the state to sub contract programmes to NGOs.

Funders have focused on literacy and basic adult education as a crucial area. Improved literacy levels would facilitate both human resource development and community empowerment. Increased access to written information would strengthen mass-based organisations, develop their capacities and enhance the productive capacity of workers. At the same time it has become apparent that there are only limited gains to be made through small learner-centred initiatives. The Latin American experience, which has shown that economics of scale (mass programmes for mass provision of literacy) are possible in literacy work. points to the need for state involvement to deal with the sheer magnitude of the challenge.

These considerations have led funders to re-examine where their contribution would be most effective. Support of delivery systems and materials development, which could feed into the work of the future state-backed programmes appears to be where the most gains are to be made. Policy work, as well as networks for information sharing and materials distribution. should also be prioritised by donors.

INTERFUND supports a range of adult basic education programmes. Through SACHED Trust and others a "training of trainerst approach is promoted. In the field of adult literacy, efforts are focused on development of a regional programme in the Eastern Cape/Border/Transkei.

Educational access and support programmes

A range of organisations have emerged which aim to supplement the inadequate education received by African secondary school students Many of these programmes were initiated after the 1976 uprising and have come to be known as Supplementary Tuition Programmes (STPs).

STPs typically provide additional tuition to supplement lessons given in classrooms in formal institutions. Some specialise in a single subject, others provide a range of subjects.

Many of these programmes were initially aimed at students, but they have shifted their focus to include teachers in an attempt to upgrade teacher training skills. The poor training which black teachers have traditionally received in segregated training institutions and the employment in schools of under-qualified staff has made the upgrading of teachers skills a priority.

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Programmes have recently started to focus on teachers, and students at the same time, combining assistance to students with on-the-job teacher upgrading.

Objectives in the short term are the retraining of teachers and the support of students in the system. In the long term STPs hope that the role they are currently playing will be assumed by the state; they would cease to exists in their current form. In the future, they hope to contribute in the areas where the state will have difficulty providing support, such as life and study skills for marginalised youth.

STPs reach only a small proportion of all school students and have not made a significant impact on the quality of schooling. There are, however, few alternative vehicles for student support and it would be inappropriate to

discontinue support to these programmes. Attempts have been made to maximise the impact of STPs through the use of alternative methods such as study groups, with one or a few members attending the STP and passing on information to the other group members. This approach grew out of the slogan: 'Each One Teach One' adopted by the Congress of South African Students (COSAS) in the early 1980s. The state played a major role in preventing the successful implementation of this approach because it was associated with opposition groups like the NECC. The lack of experience of group-work and analytical skills amongst students also contributed to the failure of this system. One response to these problems has been the establishment of resource centres by some STPs where students can meet and study together with support from trained staff.

The need for a more programmatic approach to supplementary education has been identified. STPs emerged in response to needs within individual communities and were thus often isolated from other groups and broader developments. Several regional initiatives have been undertaken to bring STPs in an area together in discussion forums to share experiences and to investigate the more efficient use of resources. One such forum is the Education Service Organisations Forum in the Pretoria-Witwatersrand-Vaal (PWV) area which comprises about 45 organisations and which meets monthly to discuss specific issues. The lack of co-ordination in the field has in the past led to some duplication of services, but moves to make more efficient use of resources are under way. The need to re-create a learning culture is an important issue for STPs. The shift from student to teacher support is also generating challenges to the field because of the absence of specialists in teacher upgrading. STPs are largely concentrated in the urban centres and the townships which serve them. They tend to be under-represented in rural areas and bantustans.

Problems anticipated by STPs include uncertainty over continued sources of funding, as well as the shortage of tutors trained to teach maths and science. In-service training for teachers is a sector which is bound to grow and donors might prioritise projects which provide teacher training in strategic areas, such as science and vocational training.

As well as supplementary tuition programmes, INTERFUND supports a range of educational access and support pro-

grammes including: teacher upgrading work, education resource centres, newspaper educational supplements, bridging programmes and community college initiatives. This area remains a central focus of INTEHFUND activity, with an emphasis on model testing, organisational growth and capacity building.

Science and technical education

The need for a comprehensive plan to develop South Africals human resources in harmony with its economic needs has been recognised by a wide range of groups.

The most important gaps are in the areas of science and technical education. Until the early 1980s skilled jobs were reserved for whites under the policy of job reservation and the practice of importing skilled white immigrants. In 1990 the head of the ANC's Education

Department described the state of science and technical education as a set of lhorror statistics. The poor cognitive training which characterises education for Africans, means that students often experience difficulty applying scientific concepts. This is a handicap to South Africa's economic development, particularly since new technology is seen as one of the key mechanisms for revitalising South African industry.

A recent survey commissioned by the Science Education Project (SEP) indicated that there are 76 education projects nationally which include maths and science as one of their areas of focus (this would include STPs offering science and maths). There are, however, few national projects which address the area of science education exclusively.

Two of these are SEP, which focuses on junior secondary students, and the Urban Foundationis Primary Science Project (PSP), which caters for primary scholars. Other national organisations which offer science education are the Teacher Opportunity Programme (TOPS), although its main area of concern is English. and the Programme for Technological Careers (PROTEC) an independent career development programme which provides supplementary tuition and support for students. There are also several regionally-based Science Education Centres.

Corporations such as Shell South Africa have been involved in the establishment of science projects, as have university science faculties and the Centres for Continuing Education. Recently the University of the Witwatersrand established a College of Science which aims to provide a bridging programme for disadvantaged students. The Goldfields mining group has established a Widely-used resource centre, while the Chamber of Mines is involved in initiatives to provide educational support to trainee science teachers. Certain educational publishers active in the field are presently in the process of testing science materials in vernacular languages.

The dominant approach to science education focuses on teacher-upgrading, also known as In-Service Education Training (INSET). In addition to INSET, other innovative approaches to science education are being used. SEP uses a science kit housed in a strong wooden box containing all the equipment needed to undertake the experiments prescribed in the school syllabus. The kits do not need electricity or running water. (Experiments are usu-

ally not even attempted in most schools due to the lack of resources and facilities.) This approach gives meaning to the organisations slogan of ldoing scieneei. PSP applies a group-work teaching methodology which encourages pupil participation. It has also introduced a boxed set of equipment

Science education in farm schools is one of the areas which is being neglected. SEP was for many years prevented from operating in DET schools and it has therefore developed an extensive rural network for junior secondary students in the bantustans. (SEP and PSP

recently concluded agreements with the DET giving them access to all DET schools nationally.)

Science educators face a range of problems, including the lack of basic facilities at schools and the size of classes. The latter problem is more acute in primary schools:

approximately half the students in DET schools are in the first four-year period of their education (Sub A - Standard Two). The upgrading of teachers' skills is affected by the difficulties associated with changing the teaching styles of educators who were inadequately trained and whose pedagogy is based more on control than on empowerment.

Another problem is that of official accreditation: the benefits associated with INSET courses are remote if teachers who complete them do not receive any official recognition for completing them.

Networking and co-ordination in the area of science education are starting to take place. The Science Education Forum is a group of interested parties meeting at regular intervals in Johannesburg and there are similar structures in other major centres. Concerted efforts also need to be made to involve practising professionals such as engineers, in the upgrading of science education.

Science education organisations see a clearly defined role for themselves in the future. Pressures on the post-apartheid state to provide universal basic education means that specialist areas may be left to NGOs. The new state may have to sub-contract certain key tasks, such as curriculum development, to organisations with relevant experience.

Funding for science education projects has mainly come from the private sector, and the IDT has also recently prioritised the field for support. All the major players have recently received IDT grants. Some foreign governments have also provided support to science education.

INTERFUND supports teacher upgrading, curriculum and materials development, and multi-media education work in the field of science and technical education. Key partners are the Science Education Project and Handspring Science Education Project. INTERFUND also supports access courses for entry of under-qualified candidates to formal technical education.

Careers and vocational guidance

The formal education sector does not currently provide adequate vocational and careers guidance. The number of posts for vocational guidance instructors has been re-

duced and those that do exist are generally occupied by inappropriately-qualified teachers for whom there is no other work. A post-apartheid state is unlikely to have the capacity to implement an extensive vocational guidance programme. Vocational guidance NGOs will thus continue to exist and will require financial support in the longer term.

The inadequacies of the formal education system include a failure to provide

- information on specific subjects and the career paths they make available. This is demonstrated by the number of students who take subjects like Biblical Studies as "soft options" and who are consequently excluded from careers which require maths and science.

- ' information on bursaries, loans and other sources of finance for study.

- ' study and life skills

A variety of organisations has emerged which attempt to provide the information and skills to make informed career choices. The main vocational guidance NGOs are the Education Information Centre (EIC) in Johannesburg; the Careers Research and Information Centre (CRIC), in Cape Town; the Career Information Centre (CIC) in Durban; as well as several locally-based careers centres, for example in Soweto and Tembisa. Some resource centres also offer information and advice on study and career options.

These organisations see their role as providing information to school-leavers and long-term unemployed people, as well as specific groups such as women and rural people. Teachers, community workers, community-based organisations (CBOs) and service and resource organisations use their facilities.

Most neglected in terms of careers guidance are rural areas. Vocational guidance NGOs have implemented some rural outreach programmes and these promise to become an important resource for rural communities.

There are currently three approaches to vocational guidance. The first is the use of Mobile Resource Units which are run by travelling field-workers using sets of accessible, informative literature. The second approach is to tap into existing development-related networks and to utilise them to identify needs. A third approach is the transformation of advice offices into community-based centres for multiple-service provision. Vocational guidance in such a context is just one of the services offered, utilising information generated by the vocational guidance NGOs.

Vocational guidance organisations are largely funded by foreign NGOs with some support coming from local corporate sources. Attempts are being made to secure IDT funding. Current projections suggest that the IDT funding may be in the region of R30 million over a period of three years.

There has been extensive networking amongst vocational guidance organisations, and a national organisation has been formed. The South African Vocational Guidance and Educational Association (SAVGEA) was launched

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in July of 1990 and sees its role as the co-ordination of the activities of its members (the Education Information Centre (EIC), Careers Information Centre (CIC), Careers Research and Information Centre (CRIC), the various careers centres and approximately 15 grassroots projects).

It aims to assess the impact of the present economic and educational crisis on the work and study opportunities of youth. The organisation is already influential and has the potential to grow rapidly. The existence of SAVGEA has meant that there is little, if any, duplication of services in this field.

Among the problems vocational NGOs face is that they

are staffed by lay people with only informal training. Accreditation systems will have to be devised which recognise their experience and it has been suggested that the British National Vocational Qualifications be used. A further concern for vocational guidance organisations is their lack of lobbying capacity. Vocational guidance needs to be put on the development agenda, and structures for doing so need to be established.

INTERFUND supports NGOs associated with the South African Guidance and Education Association (SA VGEA) as well as smaller community-based guidance centres. Policy concerns are: promoting regional and national co-ordination; fostering policy formulation and advocacy work; integration of personal development with careers guidance approaches; practical linkages to job placement and entry into the workforce; and extension of organisational capacity in rural and remote areas.

Production and enterprise education

South Africa's critically high levels of unemployment have created an awareness of the need for training programmes which provide skills that can be used in income-generation.

Production or vocational education integrates academic learning with productive work. The state focused on vocational training in its 'Education Renewal Strategy' and aims to implement skills and technical training through its technikons and technical colleges. The private sector is sponsoring several trades training programmes, some in association with church and community organisations. NGOs have also recognised the need to train people in skills that allow them to obtain employment in the formal sector or to become self-employed in sustainable enterprises. The Education with Production system pioneered in Zimbabwe and used by the Botswana Brigades are models for some South African NGOS.

One vocational training initiative is the Khupuka Skills Training and Employment Programme (K-STEP) in Durban which targets both unemployed returned exiles and other people who are seen as victims of apartheid. The programme seeks to integrate them back into South African society through a strong emphasis on self-reliance and job creation and aims to establish a pilot centre which will generate satellite centres where the skills acquired during training can be implemented.

Vocational education is a controversial area. Critics argue that these programmes are too often seen as a substitute for a good basic education. Other criticisms are that the training received in state institutions is not geared to the needs of industry and that employers often have to retrain graduates. Since NGO training programmes are not accredited the qualifications of their students are rarely recognised, which prevents them from studying further. The failure of the formal economy to provide jobs has led to an emphasis by the state and business on the informal sector as a source of income. As few black South Africans are equipped with advanced financial and marketing skills, the informal sector is currently limited to street vending or service provision in areas such as hairdressing or taxis. NGOs and the state have undertaken a range of initiatives which aim to provide absent skills, while vocational guidance organisations, including SAVGEA, are trying to develop guidance programmes in enterprise and entrepreneurship training.

The Small Business Development Corporation (SBDC), a parastatal criticised for its previous focus on sophisticated white-owned small businesses, has set up an Entrepreneurship Development Section, providing a range of training opportunities and support programmes for micro-enterprises. Perceptions of the SBDC vary from region to region: in some areas it is playing a significant role, while in others it is still distrusted as a state institution. The National African Federated Chamber of Commerce (NAFCOC) is also increasingly involving itself in support to small black-owned businesses.

For a range of reasons, NGOs have been relatively slow to support the income-generating sector. Support initially went to co-operatives, many of which failed to achieve viability and were overly-dependent on donors. Donors are now targeting projects run on more professional and productive lines. This has created a need for training in managerial and related skills.

One initiative which aims to provide support to emerging enterprises is the Independent Business Enrichment Centre (IBEC) in the Eastern Cape which runs training programmes for entrepreneurs from disadvantaged communities. IBEC also undertakes to provide credit facilities.

INTEHFUND supports small enterprise and management skills training, consultancy and resources for small enterprise and education-with-production pilot initiatives. Policy concerns in the field are: promoting strong links between enterprise education and provision of credit facilities and viable marketing strategies; building production education programmes on a firm basic/academic skills base; development of accreditation and job placement schemes; and emergence of effective careers guidance programmes geared to enterprise and production.

Early childhood education and care

The first six years of children's lives are crucial in their development. They rapidly learn social behaviour, and acquire linguistic and numeracy skills. The provision of 13

early childhood education and care (educare) assists in the development of cognitive and other skills and has long term-effects on scholastic achievement. It has been proved that disadvantaged children benefit greatly from educare and educationalists are increasingly calling for effective educare programmes as a strategy to help disadvantaged children cope better with schooling.

Seventeen percent of South Africa's population and 19 per cent of the African population are under six years of age. Only between 7 and 8 per cent of South Africa's estimated 7 million children receive any form of educare provision.

It has traditionally been government policy that it is not

the state's role, nor is it realistic, to offer comprehensive provision of educate services at state expense. It is unlikely that this position will change, as a post-apartheid government will probably not have the resources to extend existing services. Registered centres generally receive larger subsidies. But registration imposes minimum standards which are so high that few black centres can meet them so that white children receive R4,66 and black children between 20 and 60 cents per child per day (1990 figures).

Many educate initiatives emerged during the 1970s and 1980s. These have taken three different forms:

- Projects which deal directly with children.
- Agencies involved in assisting communities to establish and manage educate centres, as well as providing training for personnel and assisting in the provision of resources.

- Professional associations constituted to play an advocacy and lobbying role. They also provide an organisational home to individuals working in the field and undertake to protect and promote the interests of educate workers in both agencies and projects.

The official body, the South African Association for Early Childhood Educare (SAAECE), attempts to play such a role. The National Interim Working Committee (NIWC) was formed to draw progressive educate workers together and is associated with the programme of the NECC. The SAAECE and the NIWC have recently been involved in talks about forming one organisation and a single structure may soon emerge.

Until recently, educate was not a priority for development and support agencies and most support was directed at projects in secondary education. The initiatives which emerged survived because they were supported by their communities. Since resources are so scarce and there is so little state funding, educate programmes are generally real grassroots initiatives which have emerged organically from their communities. They are largely autonomous and regionally based which has made them sensitive to local issues. Most subscribe to democratic principles.

The agencies which have emerged to service these programmes are also generally responsive to community needs.

The most significant development in the funding of the educate sector is the decision by the DIT to earmark R70 million for educate projects. The organisational form to

disburse these funds has been a contentious subject and a final mechanism was only reached after lengthy consultation. It was initially decided to constitute two parallel organisations: a National Educare Trust and a National Educare Council which would administer and disburse the funds respectively. This proposal was later changed: regional structures will administer funds and, working within strictly defined criteria, will allocate them to the various projects in their regions. A National Forum is also to be established to play a co-ordinating and networking role.

The LDT funding is to be applied over three years. It is to benefit children directly, so there is no provision for the training of educare workers. An effort is being made to target rural and other marginalised communities, but the relative scarcity of educare projects in these areas, and the fact that the LDT package emphasises running costs over startup and capital costs may make it difficult to put such a commitment into practice, and could compound the present urban bias. While the scale of the funding may seem large, it will be diluted among a large number of projects. In the Transvaal, for example, assuming that all existing projects receive support, they would each receive only approximately R2,300 per year each (using a simple breakdown).

Funding for educare projects comes from organisations such as Kindernothilfe, African Self Help, the Bernard van Leer Foundation, Radda Barnen (Swedish Save the Children Fund) in co-operation with INTERFUND, World Vision and the Urban Foundation, as well as other NGOs, such as the Kagiso Trust, which is increasingly involving itself in educare funding. Major international NGOs such as OXFAM, NOVIB and Hivos do not have extensive commitments to educare in South Africa. UNICEF and the National Children's Rights Campaign have commissioned an analysis of the status of educare in the country and Liberty Life is financing two full-time researchers from the Centre for Continuing Education at the University of the Witwatersrand to examine the issue.

There are also major corporate funders in educare including the Energos Foundation (Mobil), the Liberty Life Foundation and the Shell Foundation. These organisations have criteria which are not dissimilar to those of the NGOs and they also prioritise training for educare workers.

Scarcity of funds has led to competition for resources, as well as inter-organisational rivalries among educare NGOs. However, often as a result of donor considerations, many organisations have come to co-operate with each other on a regional and local level. Regional co-ordination structures are operating effectively and are playing a dynamic role in a range of areas, including training and materials development. Networking has become a firmly entrenched principle amongst educare organisations and overlap and wastage have all but been eliminated.

Developmentally, educare is an important field. It provides a useful starting point for broader community involvement in development projects, particularly in programmes which focus on women and rural development. But educare in South Africa has a long way to go. The training most often requested from the agencies is for basic first-level training, while the area of materials

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development, particularly in African languages, has only recently begun to be tackled. Malnutrition is a reality in many areas of South Africa and very few donors are prepared to fund food costs for educare programmes. The cost of children's health care is also rarely covered by donors. Funding and the general scarcity of resources remain the biggest problem for educare organisations, with staff often called upon to spend much of their time

fundraising.

In co-operation with Radda Barnen (Swedish Save the Children), INTERFUND supports teacher training, curriculum development, organisational development and networking activities in the field of early childhood education. Organisational development programmes

The organisations of civil society will play a critical role in the transformation of South Africa, as this paper has argued, as facilitators of development. Strengthening the capacity of NGOs to play this role has been identified as a crucial need.

The legacy of poor education and training coupled with the past state policy of repressing representative organisations compromises the organisational effectiveness of these non-governmental and community-based organisations. Regardless of the objectives of specific organisations, there are common deficiencies in their abilities to represent their constituencies: skills shortages resulting in ineffective use of scarce resources and the non-completion of specific tasks and objectives.

A study was completed by the Human Awareness Programme early in 1992 to evaluate the training needs of NGOs. It found that the areas needing attention in order of priority were:

1. Office and administration skills (including computer literacy)
2. Financial planning, management and administration
3. Leadership skills
4. Management
5. Internal communications
6. Educating skills
7. Content-specific education (education relating to one specific subject)

Other areas needing attention were project and co-operative management (including rural projects); media production; conflict management; community and general communication; networking; research; and non-sexist and life-skills education. Specialists in the field have also argued that there is a need for organisations to start developing a theoretical understanding of organisational management and to formalise their role as employers.

INTERFUND supports a range of capacity-building initiatives addressing these needs across the country. Some of these initiatives were established to play an organisational training role, while many existing NGOs have been forced to become training organisations (TOs) in response to the scarcity of training resources. The Rural Advice Centre, for example, has undertaken an organisa-

tional development role in response to the lack of specialist organisations with the capacity to service rural areas. TOS are attempting to develop a national strategy for training; many participate in the National Development Forum (NDF). The sub-committee of the NDF dealing with organisational development and training was recently formed and has therefore yet to develop a national programme.

The NDF currently serves as the main base for networking and co-ordination of TOS. It plans to convene a conference to review developments, and there are moves to rationalise the limited amount of duplication by TOS. There is a need for an organisation to play a formal networking and liaison role. The Development Resources Centre in Johannesburg aims to fill this gap and to provide some of the resources necessary to facilitate co-ordination.

The immediate problem facing TOS is the pressure on them. Political transition has seen a dramatic increase in the demand for the services they provide as NGOs explore the possibilities for development. Donor agencies have also become stricter about the reporting obligations of the organisations they support and require a more professional approach by NGOs and CBOs, prompting a need for more coherent administrative and financial management skills. Many NGOs are now employers with large staffs. The formalisation of the relationship between these organisations and their employees has given rise to a need for personnel management skills which are not generally present.

The post-apartheid state may utilise the services of TOS as it constructs a new administration. Organisations in South Africa will also need new negotiating and management skills to engage effectively with large development players such as the World Bank and the IMF. An investment in organisational development and training is thus an investment in the development of a democratic South Africa. TOS have concluded that they need to expand their capacity urgently and are attempting to do so without falling into the traps that rapid organisational expansion often present.

The need to follow up short training courses with further input has also been identified as an essential component of making training effective, but this is difficult to achieve when services are already so over-subscribed.

TOS are facing a number of other challenges. The first of these is the spectre of a possible cut in funding. TOS are thus attempting to move towards greater self-sufficiency. User fees will play a part in this process, as will the expansion of their Client base. Future clients may include the welfare sector under a post-apartheid dispensation.

There are also plans to manage operations on a more commercial basis, with funds provided by donors such as INTERFUND serving as a float to help poorer organisations pay for services delivered. An expansion into the publication of relevant short booklets has been undertaken to assist with income generation. Another challenge is the fact that many commercial firms are active in the field of organisational development with whom NGOs may have to compete. NGOs enjoy legitimacy among communities. They are familiar with the South African context, particularly the realities of life in the townships and rural areas and they are able to translate this under-

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standing into accessible training programmes tailored to the needs of CBOs. These features make them better qualified to play a development role than their commercial rivals. The major TOS are based in the PWV area and Cape Town and are thus experiencing difficulty in serving rural organisations - those most in need of their support. NGOs and CBOs are increasingly recognising that the most effective way to build their capacities is to incorpo-

rate training programmes into their ongoing activities. This highlights the need for support which provides qualified training personnel to be involved with NGOS on an ongoing basis.

INTERFUND supports training projects for NGOs and community organisations which form part of the emerging national NGO training network. Also assisted are new university-based certificated courses in the field of development issues and administration. Policy concerns are: promotion of regionally and nationally co-ordinated programmes; fostering services which respond to the demands of user groups; establishment of a corps of organisational development trainers; extension of services to rural and remote community organisations; and creation of effective financing mechanisms for N60 and community-based training.

Education for democratic participation

The period following the 1990 reforms has been characterised by an unprecedented level of violence between contending political groupings. The tensions provoked by the violence together with state corruption, decades of repression and press censorship, the almost total absence of a democratic tradition and the clandestine manner in which opposition groups were forced to operate have contributed to a lack of democratic practice and tolerance of opposing political views.

Political groups and NGOs have identified the need for education around democratic practice and participation and an even more urgent need for education about conflict resolution. Current initiatives to provide training for democracy are operating at three levels:

- training for skills and understanding of democratic practice. A variety of organisations are active in this field, with church groupings playing a leading role.

- ' citizenship training, which focuses on how to organise effectively, and which concentrates on the process of organisation, is currently being provided by three organisations: the Institute for a Democratic Alternative for South Africa (IDASA), the Institute for Multi-Party Democracy (MPD) and the Matla Trust. The groups most interested in such training are the civic associations.

- ' organisational and personal skills training which focuses on skills development either within organisations or for individuals. Conflict-resolution and dispute-resolution training would fall within this category. A leading player in this field is the Independent Mediation Services of South Africa (IMSSA) which

has been applying experience gained in industrial relations to a wider setting. The structures established under the National Peace Accord, particularly the National Peace Committee, have been playing a crucial role and have facilitated a certain degree of networking and co-ordination. There are many organisations active in this area, using many different types of training. Education for democracy is inevitably a controversial area, with many of the organisations involved subscribing to a particular political orientation. There are only a few effective progressive organisations active in the field. Key players in the future will continue to be the churches, particularly the Catholic Bishops Conference and IDASA. The Black Sash will also continue to be important, in applying its monitoring experience to the process of democratisation. Some organisations have advocated that for education for democracy to be effective it should be taught in schools.

INTERFUND supports education and training for organisations in the areas of conflict resolution, mediation and negotiations skills, and legal and human rights. In co-operation with the Joseph Rowntree Charitable Trust, INTERFUND implements a special programme focusing on peace, justice and reconciliation. Key partners are: the National Peace Secretariat, The Independent Mediation Service a! South Africa, Centre for Intergroup Studies, the Community Dispute Resolution Trust, Independent Projects Trust and the Legal Education Action Project. Policy concerns are: conflict resolution training is a first priority in the prevailing atmosphere of political violence; promoting greater co-ordination among the various actors; and fostering a culture of tolerance and participation at all levels.

Health and AIDS education

South African health services are stratified along racial lines. The white population enjoys services that are among the best in the world, usually provided by the private sector through medical aid societies, while the black population makes use of under-resourced and inadequate services provided by the state. Total health care expenditure in 1992 will be approximately R18-20 billion, but half of this will be spent in the private sector which serves only 20 per cent of the population - mostly white, and a tiny section of the organised working class. The inadequacy of health services means that health care has become another area of struggle between opposition groupings and the state. While senior officials at the National Department of Health and Population Development have committed themselves to de-racialising the system, the bureaucracy is generally conservative and often racist. In contrast to the range of professional associations which have colluded actively or passively with apartheid, a range of NGOs have emerged which play an oppositional role. Five of these organisations, including the National Medical and Dental Association (NAMDA), South African Health Workers Congress (SAHWCO) and the Organisation for Appropriate Social Services in South Africa (OASSA), recently formed the South African Health and Social Services Organisation

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(SAHSSO), which will organise and mobilise health care and welfare workers to demand changes to the existing system. The Progressive Primary Healthcare Network (PPHCN) comprises organisations committed to the development of an appropriate primary health care system for South Africa, as opposed to the current expensive and elitist approach. There are also a range of university-associated bodies involved in health service research and policy development, notably the Centre for the Study of Health Policy based at the University of the Witwatersrand. INTERFUND and other donors support initiatives which aim to provide skills in primary health care, often using

the community health care worker model, mostly in the rural areas. Problems encountered by these projects often relate to the skills shortages amongst trainees and the lack of back-up and support services. An example of other initiatives supported by donors is the Alexandra Health Centre, which provides services to 200, 000 people, as well as training to staff and community members in primary health care. Donors also provide bursaries for medical-related degrees as well as support in the fields of policy formulation and research.

One particular issue which is receiving increased attention is that of (Acquired Immuno-Deficiency Syndrome) AIDS. Although the full extent of the AIDS pandemic has yet to manifest itself in South Africa, it is clear that infection levels are high and will continue to escalate unless urgent preventative steps are taken. Studies in 1989 estimated that between 45, 000 and 63, 000 black South Africans aged 15 - 49 years were infected with the disease, and that the figure would rise to between 317, 000 and 446, 000 by the end of 1991. It is estimated that HIV will level off by 2005, with about one-fifth of the total population infected. Most of these people will die within ten years of contracting HIV.

International experience has shown that AIDS prevention information needs to be factually consistent and clear. However the mixed, misguided and inaccurate campaigns undertaken by the South African state have caused confusion, fear and ignorance. The sensibilities of the conservative white population have informed the state's campaign around AIDS, which has promoted single-partner relationships and focused on morality. Objections have been lodged against the few campaigns that expressly promote safe sex. The state has been most ineffective in education aimed specifically at the youth. The DET has prevented any outside organisations from dealing with the issue in their schools during school time. A DET circular stated that the aim of their AIDS programme is to support high moral standards, chastity, and the ideal sexual relationship: one man with one woman and material distributed in DET schools reflects this.

A few state-linked structures have been effective: for example the Johannesburg City Council's Health Department has earned itself a reputation as pro-active and has a group of counsellors who engage with the public at many levels. There are also a number of official AIDS Training and Information Centres which have attempted to decentralise AIDS education and training. Several initiatives have attempted to distance themselves from local authorities and the state in an attempt to foster credibility. Several NGOs which tackle the problems caused by AIDS

and the deficiencies of the states programme have emerged. These have largely been dependent on foreign donors for their support. AIDS education programmes by NGOs have been marked by their creativity and innovation, with techniques such as the use of puppet shows proving to be effective. Violence and social instability are hampering the work of these organisations, as is the undeveloped state of sex education in South Africa. There are also very few such initiatives.

Trade unions and political organisations have also been involved in campaigns around AIDS. The Fourth International Conference on Health and Welfare in 1990 adopted the Maputo Declaration, which calls for community-based AIDS education campaigns with the involvement of credible political leadership and an end to legislation which discriminates against those groups hardest hit by the epidemic: gay men, prostitutes and migrant labourers. Unions have argued that HIVwL workers have been discriminated against and have prioritised education around the issue.

The present government is likely to continue experiencing difficulties in dealing with AIDS. Any information or service it provides will always be mistrusted. NGOs have shown that they respond more quickly and are more innovative than government departments and that they reach the most marginalised communities more effectively. They are currently understaffed, under-resourced and unable to cope with the scale of the problem, but are building up a formidable body of knowledge and experience which will make their future work easier. Funders should prioritise N GO programmes which focus on information provision, particularly for young people both to prevent further infections and to provide support for people with AIDS.

INTERFUND supports community health education work, emphasising preventative primary health care and training of health policy researchers and formulators. Policy concerns are: development of primary health care skills and models for both urban and rural settings; facilitation of alternative policy formulation; and support to effective and community-based AIDS education programmes.

CONCLUDING REMARKS

Following the profound political changes initiated in 1990, South Africa is in the midst of an exciting but hazardous transitional phase. As the process of dismantling the legal institutions of apartheid continues and the negotiations process advances, new opportunities have emerged for education and development work. It has become possible at last to start redressing the massive social and economic injustices of apartheid. The sheer enormity of this task is daunting. So too are the significant obstacles which still lie in the way.

Perhaps the most immediate obstacle to development anti-democratisation in South Africa is the appalling proliferation of societal violence which picked up further

momentum in 1992. A cycle of conflict and instability has been established in the black community which may be difficult to break in the foreseeable future. The implications of this for prospects of sustainable education, training or development work among the disadvantaged community could be long term and adverse. As a result INTERFUND has expanded its support to mediation, negotiations and conflict-resolution training. We are encouraging all donors to prioritise support which promotes the process of conflict resolution.

Another barrier to development in South Africa is the undemocratic and "statist" approach which has prevailed for so long on the part of the major national agencies and actors. South Africa has suffered for decades under a

regime that engaged in highly centralist projects of social engineering. Remote and insensitive bureaucracies have simply imposed their schemes on the poor and the voiceless. The state went to great lengths to suppress independent community organisations and self-expression, especially in the black community.

Despite the political changes which have taken place and the possibility of an interim government in the next year, the legacy of past statist and undemocratic approaches to development will take time to erode. Democratic organisations in South Africa, including the ANC, have increasingly emphasized the role of a strong civil society in both democratisation and development. In any society NGOs are key building blocks of civil society and constitute a vital source of creativity, innovation and community advocacy and criticism.

In South Africa many NGOs and community service organisations have, through years of anti-apartheid support work, established strong bonds of trust and co-operation with community-based organisations. By contrast, the state, parastatals and business, due to their complicity in apartheid, lack legitimacy in the eyes of the communities they now wish to develop. Arguably, even when a political settlement helps to narrow this legitimacy gap, the main capabilities of the state and business actors will be as macro-policy makers and as managers of the national economy and infrastructure. State and business bureaucracies will be slow to change and they will have limited capacity to assume a role as grassroots development agents.

In consequence the NGOs and CBOs have a special role in present and future education and development programmes for South Africa. These groups are INTERFUND's partners. The desired end result of INTERFUND programming is the empowerment of community-based organisations and their disadvantaged constituencies. The primary means to this end will be the South African NGOs.

However, to meet this challenge and the enormous demands that are made on them by the community, the South African NGOs need to develop their own capabilities and skills base. Having devoted much of their past efforts to crisis management and urgent humanitarian needs, the NGOs lack experience in longer term programme planning and delivery. They also suffer from specific skills gaps and a general shortage of trained black personnel.

Education and training programmes geared to NGO capacity building will have the distinct advantage of targeting community and NGO activists, many of whom have been central in the struggle against apartheid. As a group, these people have a wealth of experience and leadership potential, but many are themselves victims of apartheid education. Training schemes linked to organisational and community needs and not simply to individual advancement, offer opportunities to maximise impact and multiplier benefits. thus achieving a better return on scarce donor resources.

In this paper we have tried to provide an overview of the education crisis in South Africa which represents a further fundamental barrier to national development. We have sought to describe the involvement of NGOS in addressing some of the inequalities and omissions of the formal education system and the nature and extent of donor support for their activities. We have also attempted to explain why NGOs and community-based programmes will play a crucial role through the current transition period and well into the future.

Development actors face an enormous challenge in re-building a formal and non-formal education system that meets the aspirations of all South Africans. The partnership that has been established over the past decades between the overseas aid community and the South African NGOS is needed now more than ever. As an important part of the external response to the education crisis. continued financial and capacity-building support for the NGOs - beyond the transition to a more democratic era - should be targeted as a matter of urgency.

THE INTERFUND DEVELOPMENT

ASSISTANCE PROGRAMME:

POLICY AND CRITERIA STATEMENT JULY 1992

1. Mission Statement: Intertundts Development and Operational Objectives

Through its development assistance programme in South Africa. INTERFUND seeks to empower communities disadvantaged by the social and political injustices of apartheid. INTERFUND works to achieve this by promoting greater community access to opportunity. resources and skills.

In so doing, INTERFUND aims to contribute to the building of a non-racial, non-sexist democracy founded on a strong civil society and respect for human rights. Other social goals include: the growth of productive capacity; economic development with equity; and a fuller realisation of South Africa's human potential.

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In pursuit of these development goals, INTERFUND's immediate objectives are as follows:

- ' to support skills transfer, training and education programmes that promote the growth of strong South African NGOs (non-governmental organisations) active in the field of community-based development;

- ' as the end result of INTERFUND's activity, to build the capacity of community-based organisations, and those accountable to them, so that they may play a key role in development;

- ' within its general mandate and area of specialisation, to assist programmes that advance respect for human rights and further the processes of democratisation and conflict resolution;

- to raise awareness in other countries of South African development issues through lobbying, information and networking activities; and to build international cooperation in order to address South African development needs.

2. Project Support Policy and Criteria

INTERFUND has worked in South Africa since 1986 and has developed a functional specialisation in the area of

education and training. Its partners in South Africa are primarily non-government service or resource organisations addressing the needs of grassroot communities.

INTERFUND support to education and training initiatives is designed to enhance the organisational effectiveness of the NGOs and their community partners.

The notion of partnership with South African organisations is important to INTERFUND. Funding commitments are made on the basis of agreed objectives and activities. Legal agreements are signed with all recipients of support, outlining the mutual purposes and obligations of the parties. Within the limitations posed by obvious differences in resources and roles between the parties, INTERFUND tries to act in a spirit of joint venture? Structured liaison and consultation with project partners is built into all levels of INTERFUND work.

Criteria for INTERFUND's support programme reflect its commitment to development, social justice and democracy. Projects assisted are non-governmental and non-religious. They operate in an accountable way, promoting democratic practice and principles.

As a general rule, INTERFUND prefers to fund on a co-financing basis with other donors. Contributions are attached to distinct training and training-related components of project budgets and work plans.

Other considerations for project appraisal and support are:

- whether the project addresses itself to underlying causes, rather than the relief of symptoms;
- the project's potential as a model capable of being reproduced elsewhere;
- evidence of clearly stated objectives, and of a sound

planning and feasibility process involving the relevant actors and beneficiaries, especially the community; ability to administer funds in an accountable and cost effective way; viability of the project in financial, administrative and development terms; competence to implement the project and achieve objectives; this entails an appraisal of the projects skills base and training needs; evidence of community support for the project and involvement of the target group(s) in its planning and accountability structures; commitment to coordination and networking with other organisations active in the same region and sector; sustainability of the project in terms of: prospects for longer term resources and finance from South African sources; leadership, management and local skills development; and compatibility with the social and physical environment; commitment to gender sensitivity, skills transfer and affirmative action; priority is given to initiatives addressing the issues of peace, community conflict resolution and education for democratic participation; special consideration is given to projects of benefit to deprived rural or peri-urban communities.

At present, INTERFUND supports programmes in the following sectors:

organisational development and training
conflict resolution and education for democratic participation
education policy research and advocacy
educational access and support programmes
careers and vocational guidance
educational media and media training
science education
early childhood education programmes
adult literacy, mainly in the E. Cape/Transkei region
production and enterprise education
urban and housing programmes
land and land reform issues
community health
rural and community development
gender awareness programmes

3. Elements of the Project Proposal

Project proposals to INTERFUND should comprise the following elements:

background of the project and its context. statement of the problem being addressed, and documentation of a preliminary needs assessment; a statement of long term development objectives, more immediate operational goals, and key assumptions of the project planners; clearly defined target groups and anticipated numbers of beneficiaries (direct and indirect); a short summary of the projects planning process and structure; a brief outline of the project's organisational, management and decision-making structures; an outline of personnel and staffing requirements, credentials of project personnel, and in-house training needs; a description of general strategy and methodology for achieving the desired outcomes of the project, including:
the strategy for community participation;
the strategy for involving women and addressing gender issues;
the strategy for skills transfer, staff training and affirmative action;

the strategy for coordination and networking with other organisations in the projects field of work and region;

where appropriate, the strategy for ensuring sustainability in relation to the environment a detailed work plan, outlining proposed activities, the schedule for implementation, and the timetable for achievement of results;

a project budget, divided under different expenditure headings, reflecting any allowance made for inflation in the case of multi-year proposals, and indicating what component is being presented for INTERFUND consideration;

a description of financial management structures and procedures, and copies of the most recent audited financial statements (if the responsible organization is already operational);

a description of the required resources (or ти inputsh) -- financial, personnel and otherwise -- as well as anticipated results (or ти outputsii) and benefits;

an analysis of anticipated problems and significant external factors or variables that may affect the success of the project;

a clear listing of anticipated local and foreign contributions, financial and otherwise, as well as an analysis

of how the project will be sustained over the course of its anticipated lifespan (especially after the discontinuation of foreign support);

procedures for project evaluation, monitoring and review -- measuring performance in relation to stated goals and strategies;

:1 description of the essential "indicators" or signposts that will be used to measure progress in meeting stated objectives (including any means to verify progress in quantitative or qualitative terms).

4. What INTERFUND does not support

Generally, INTERFUND:

does not fund on the basis of budgets consisting only, or mainly of recurrent, core or running costs;

does not support budgets for capital and building projects;

does not support the organisational or running costs of civic organizations, trade unions, religious, youth, student or women's groups;

does not fund large and well established Charities or welfare organisations nor does it make grants on the basis of general appeals;

does not make grants only for the purpose of meeting unforeseen or emergency budgetary shortfalls;

does not fund formal schools and educational institutions, including general university or college funding;

does not make grants for purely academic or medical research;

does not provide individual educational bursaries nor does it fund general educational bursary funds;

does not assist welfare programmes and social care programmes which should be a state responsibility;

does not fund work aimed primarily at meeting the needs of elderly people, mentally or physically disabled people or people who are mentally ill;

does not provide grants for travel and conference attendance;

does not fund sport programmes or projects;

does not fund advice offices;

does not fund projects which are in the functional or institutional (including non-governmental, church and trade union channels, etc);

does not support work in the performing or visual arts.

(except where these are an intrinsic component of an eligible education or training programme)

does not support museums or conservation activities;

does not fund projects outside of South Africa.

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5. Application and Conditions of Grants

(General Programme)

Projects apply or re-apply annually. Multi-year projections and budgets are required. The deadline for annual budget submission is early October for the following calendar year. Targets for fundraising and support are approved by the Management Committee of INTERFUND, usually in January of each year. Project partners sign legally binding agreements with INTERFUND, stipulating the purpose and conditions of support.

INTERFUND operates on a yearly project funding and reporting cycle, running from July to June. From 1993, project financial transfers will be made in two six-monthly instalments. The second transfer will be processed only if outstanding reporting obligations are up to date.

Project grants must be acknowledged in writing to INTERFUND, specifying the amount realised in Rands.

Partners are required to submit annual and half-yearly reports on progress and expenditure. Included in reporting requirements are annual audited financial statements, verified by Chartered accountants and reflecting all INTERFUND contributions as separate items in the accounts.

Partners are requested to submit copies of any management letters from project auditors which accompany audited statements. This is a Clear requirement where any problems or irregularities arise in connection with the annual accounts.

CONTACTADDRESS:

INTERFUND

PO. Box 32340

Braamfontein 2017

Johannesburg, 1

South Africa i

Tel: (127-11) 403 2966 y

Fax: (427-1 1) 339 2740 1