



APPENDIX 1

List of Recommendations

(shown in bold type in main text)

The Transition Period

Priority Areas

1. The priority areas which are strategically relevant to social transformation in the transition period are those occupational positions which will play a crucial administrative and catalytic role in transforming and replacing the existing central and local government structures. These include:
 - public administration including central services such as economic and fiscal management, legal and judicial services, the police, army and security services and positions in technical services such as educational staff and management, diplomatic staff, transport and communication officials and the social development sector;
 - local government structures including all essential services. (Para 4.6)
2. Other priority areas for support in the transition period are:
 - non-governmental and community based organisations;
 - trade unions;
 - training of teachers;
 - support for returning exiles and released political prisoners; and
 - key professional positions in the private sector. (Para 4.7)

Public Administration

3. There is a need for a restructuring of the civil service with a view to creating unitary structures and ensuring that black South Africans take senior jobs in government, both at the central and local level. (Para 4.9)
4. Specific targets should be set for black advancement in public administration during the transition period, particularly for increasing the number of blacks in top management positions. A realistic target would be that of the 3,000 top civil service positions, at least 600 should be filled by blacks as soon as possible. The total cost of the proposed crash programme would amount to £3.6 million. (Para 4.10)
5. A priority will need to be the integration of the existing Bantustan and other administrative structures into an effective and efficient non-racial administration. (Para 4.18)
6. The challenge in the transition period will be to ensure that the selection

and training of local government administration is undertaken on a non-racial basis with a view to encouraging black participation. (Para 4.19)

7. Civic associations include many individuals who would benefit from crash training programmes in local administration, accompanied by work experience in local government and community development in Commonwealth countries. (Para 4.20)

Non-Governmental and Community-based Organisations

8. There is an urgent and immediate need for education and training courses aimed at technical administrative, research and management skills of personnel working in non-governmental and community organisations. (Para 4.22)

Trade Unions

9. There is a need to support education/training programmes undertaken through or in co-operation with the trade unions including workers' education programmes aimed at the shopfloor and rural labour. (Para 4.23)

Training Teachers

10. An immediate start can be made:
 - All teacher training facilities must be desegregated, improved in quality and responsible to a unified administration. Beyond that, it may still be necessary to establish new teacher training colleges and no existing colleges should be closed at this time.
 - An ambitious programme of in-service teacher upgrading should be launched especially in key subjects like maths, sciences and the teaching of English. This should be done in co-operation with the South African Democratic Teachers' Union, SADTU.
 - The salary differentials between white and black teachers and males and females should be equalised in order to attract more qualified personnel.
 - Initiatives such as special summer courses for both pupils and teachers and short-term training to allow senior students to act as part-time teaching assistants should be considered.
 - Special programmes could be provided for head teachers and the school inspectorate.
 - There must also be stronger links between teacher training colleges and their local communities so that students have greater exposure to the needs of local children.
 - Teacher up-grading should also include training in gender-aware classroom practices. Technical assistance should be given to provide a gender input to teacher upgrading courses (including any distance learning packages developed). Similarly, curriculum assessment and reform should promote gender neutrality in school textbooks.

- A conscious effort must be made to promote non-racial practices at the classroom level. (Para 4.27)

Returning Exiles and Released Prisoners

11. Training and placements of returning exiles should be undertaken both inside South Africa and elsewhere, especially in the region, with the assistance of existing institutions and organisations such as the universities, churches and trade unions and with the active help of the corporate sector. There will also need to be substantial repatriation programmes with support from bilateral and multilateral sources (such as UNHCR), accompanied by immediate training for those managing such programmes. (Para 4.28)

Structures for Human Resource Development

12. As South Africa prepares itself for non-racial and democratic rule, the absolute urgency to put into place programmes meeting the priority needs must be stressed. This will entail developing:
 - The institutions and organisations which will begin the process of displacing the institutional order and which may serve as instruments of social transformation in the post-apartheid period. These include those in the formal sector (universities, technikons etc) as well as in the non-formal sector (community organisations, trade unions, corporate training institutions etc).
 - The trained personnel capable of building these institutions and organisations. (Para 4.33)

Institution Building

13. It is proposed that institutional support should accompany training or bursary programmes according to the following guidelines:
 - (i) Institutions, or elements within them which have committed themselves to redressing inequalities and to co-operation with the communities and which offer relevant courses, should be given priority funding and support for training programmes in the specified areas.
 - (ii) Black universities, technikons and colleges more especially fall within this category and should be supported by strengthening their capacity to carry out training programmes.
 - (iii) Centres/units and/or departments in other colleges and universities (including Afrikaans language colleges and universities) may also be supported for the relevant training courses provided they have redefined their roles. (Para 4.49)
14. Funding should not overlook the fact that the most developed centres are normally situated in the predominantly white universities and colleges which must use their standing to help transform themselves. (Para 4.50)
15. Particular relevance should be attached to arrangements whereby

institutions in the formal sector have collaborated with community organisations to develop joint projects. (Para 4.51)

16. Where appropriate, units/centres covering similar or related fields should be encouraged to collaborate. (Para 4.52)
17. Research in relation to human resource needs, education and training, is woefully lacking and should be encouraged particularly through existing research units. (Para 4.53)
18. Given the diversity of non-formal sector organisations, it may be necessary to agree on more structured mechanisms for dealing with, in particular, more ambitious project proposals. One possibility could be to work more closely with an organisation such as the Centre for the Development of Human Resources (CDHR) or any similar body. (Para 4.54)
19. In view of the change in circumstances and in order to accelerate the movement of black South Africans into key positions, the time is ripe for selective institutional linkages to be developed between appropriate institutions in South Africa and their counterparts in the Commonwealth. (Para 4.55)

Programmes Meeting Priority Needs

20. The types of programmes aiming at meeting the priority needs of the transition period which should be initiated as soon as possible include the following:
 - intensive/training programmes for particular occupational groups linked with high level work experience placements in government departments, private sector institutions and other organisations;
 - bursaries targeted at key professions within the public and private sector;
 - specialised, intensive training courses (especially leadership skills, training of trainers);
 - study visits, exchanges and networking with Commonwealth countries;
 - support for particular institutions, for example by staff development and attachment of technical experts, as well as other forms of material assistance. (Para 4.58)
21. There is now a need to effect a change in previous policy by supporting training and placements within South Africa. (Para 4.59)
22. There remains a need for training in specially tailored courses and placements outside South Africa. (Para 4.60)

The Post Apartheid Period

Strategy for Post-Apartheid

23. If the widespread poverty and deprivation created under apartheid in both rural and urban areas, as shown by the Carnegie Inquiry into Poverty and Development in South Africa, is to be redressed, it is of considerable

importance that a broad-based approach to human resource development evolves. This should focus on an economic strategy designed to tackle poverty, create new jobs and provide basic services for education, health, housing and welfare. (Para 5.2)

24. This Report has highlighted a number of occupations where there are persistent labour shortages; these include key areas such as engineering, information technology, management and accountancy and key scientific professions. The training of black professionals together with institution-building, particularly for public administration, which is a high priority of the transition period, will therefore need to continue as a top priority into the post-apartheid period. (Para 5.3)

Education For Reconstruction

25. A co-ordinated approach to school and enterprise level training could ensure that students receive a general grounding in science, in technology, as well as an applied knowledge of industry. (Para 5.9)
26. It is necessary that all workers must have the prospect and opportunity of acquiring occupational qualifications. (Para 5.10)
27. The training of technicians and engineers should also combine theoretical education with practical, on the job training. (Para 5.11)
28. In the South African context, given the history of Bantu education, the following strategies are necessary:
 - equalisation of earning opportunities for all sections of the population, especially by improving access to and the quality of education and training and by eliminating qualitative differences which exist between black and white in terms of skills and expertise;
 - affirmative action for access to formal education to ensure equality of training and education;
 - the attainment of a single, desegregated school system providing compulsory education at the primary and secondary levels. (Para 5.13)
29. Priorities include:
 - the radical improvement of farm schools for Africans in rural areas;
 - a re-examination and rewriting of primary and secondary school curricula and use of local teaching materials;
 - the development of pre-school and parental support schemes. (Para 5.15)
30. Drawing on the experience of other countries, some policy guidelines on STME can be suggested:
 - (i) The value and importance of STME for individual and national development should be publicized.
 - (ii) It is necessary to include a technology component in the curriculum.
 - (iii) Adequate resources have to be made available for teaching STME.
 - (iv) Maximum opportunity must be given to everyone to develop his/her full potential.

(v) Teachers and their professional organisation, need to be encouraged to become active participants in the planning and development of education. (Para 5.17)

31. Several priority areas are already apparent from the transition. An overall objective must be to substantially increase the number of tertiary level black, and especially African, students and to achieve full desegregation of all tertiary institutions. Another priority task is to upgrade standards at predominantly black institutions, including those in the Bantustans. (Para 5.19)
32. The tertiary sector should moreover be restructured so as to achieve a better balance between universities and other tertiary institutions including, specifically, the technikons. In this context, there is moreover a need for a major expansion of technical education in South Africa. (Para 5.20)
33. The existing selection procedures for students should be revised together with the provision of special bursary support and/or waiver of fees in the pursuit of affirmative action. (Para 5.21)
34. To give students the necessary support, academic support or development programmes should be improved and strengthened; in particular, remedial and bridging programmes between school and university could be encouraged. (Para 5.22)
35. As part of the overall strategy, closer links need to be developed between the different tertiary institutions, between them and their local communities, and with corresponding institutions in Commonwealth countries. (Para 5.23)

Mass Literacy Programmes and Adult Education

36. Given the present low levels of black literacy and numeracy, human resource strategies must focus on the provision of mass adult education programmes. Wherever possible, such programmes should be linked to incentives and career paths and be undertaken at the place of employment with the active involvement of employers and especially trade unions. (Para 5.24)
37. Particular support must be given to millions of young adults who, as a result of Bantu education, the schools' boycott and the current education crisis, have received inadequate schooling. (Para 5.26)
38. A parallel programme could be put in place through women's organisations, NGOs or church communities. (Para 5.27)
39. Distance education and correspondence courses have a central role providing mass adult education. With the changing situation in South Africa, the appropriate distance learning institutions would benefit from links with the Commonwealth of Learning (COL) which brings together distance teaching institutions in many countries as well as with relevant regional distance learning institutions. (Para 5.29)
40. Many different community-based organisations are operating at grass-roots level, providing literacy, numeracy and basic level education and their work should be given every support. (Para 5.30)

41. The SAEU is exploring possible linkages with groups inside South Africa which, like SACHED, are involved in adult education and distance learning and efforts to redirect its work inside the country should be encouraged. There may accordingly be room for a major new initiative in the area of distance education, aimed at addressing the needs of the 'post-1976 generation'. (Para 5.31)

Training in Productive Skills

42. Companies should provide training to employees that emphasises problem-solving and a willingness to learn and financial support to workers wanting to undertake further training. The Government should consider providing financial, tax-related support, and technical back-up for in-house company training, and co-ordinating a skills pool that would assist skilled workers to find placements, and companies to find the skilled workers that they need. (Para 5.34)
43. A future national training policy should entail a restructured National Manpower Commission, a National Training Board and contain clear guidelines for the funding of Industrial Training Boards. The link between training and adult basic education, especially literacy programmes, should be emphasised. (Para 5.35)
44. A new approach to vocational training includes the following:
- it should be linked to broad skills bands determined at industry level, and the acquisition of skills should be related to pay increase;
 - it should provide all workers with an alternative career path moving from broad general skills to specialisation;
 - it should be modular and competency based within an integrated national framework;
 - paid time off should apply to both training and general education where this will allow advancement to higher levels of skill;
 - strategies need to be developed to ensure that the special problems that women workers face are adequately addressed. (Para 5.36)
45. Encouragement should be given to ensure that a new Code of Practice on training is agreed by South African companies complying with the principles listed above and facilitating voluntary acceptance of change following the abolition of apartheid. This Code should make reference to the relevant ILO standards. (Para 5.37)
46. Help should be provided to strengthen and possibly develop new institutions and practices which assist companies to develop the skills of black employees at all levels. (Para 5.38)
47. Trade unions should also be encouraged and given support in developing their own mass programmes for skills upgrading of black workers. (Para 5.39)
48. Assistance should be given to joint groups of employers, trade unions, and educationists, to undertake study visits to Commonwealth countries such as India, Zimbabwe, Nigeria and Kenya. (Para 5.40)

49. The achievement of an agreed policy on training in productive skills between unions, employers and the Government should be encouraged. (Para 5.41)

Enterprise Development

50. The development of black, especially African enterprise, will be an important factor in the move towards a non-racial South Africa and should be supported. (Para 5.42)
51. There are a variety of state institutions, banks, foreign agencies, and domestic organisations which provide financial assistance to the small business sector and efforts must be made to ensure that this not only reaches, but consciously targets African business. (Para 5.44)
52. Educational programmes should co-operate with the existing literacy and adult education projects to assist small entrepreneurs. (Para 5.45)
53. It is advisable to embark on a comprehensive survey of both the skills and educational profile of this sector. (Para 5.46)
54. To pave the way for the increased entry of Africans into the business world, Africans will have to be given preferential treatment - for example, privileged access to shares in privatised enterprises. (Para 5.48)

Cooperatives and Community Organisations

55. To encourage grass-roots development, assistance should be given to the formation of appropriate community-based institutions including co-operative development corporations and locally-based development agencies. (Para 5.52)
56. Rural development training centres will need to be established. (Para 5.53)
57. Training programmes should focus on skills for middle-level NGO personnel who can build up capacity at the grass roots. (Para 5.55)

Addressing Gender Issues

58. In all the above programmes, the gender issue should be an important factor in designing programmes so that they address the needs of women. (Para 5.56)

The Regional Context

Human Resource Implications

59. Given the historical effects of South African economic dominance in the region, particular attention will need to be paid to the implications of labour migration and the brain-drain, for the countries in the region. (Para 6.16)

Transition and Post-Apartheid

60. In the transition period, the human resource structures in SADC countries, especially regional institutions like ESAMI, Pan-African

Institute for Development (PAID) and Mananga Agricultural Management Centre (MAMC), or the Commonwealth's Youth Centre in Lusaka, should be used to the maximum to facilitate the training of the priority personnel required for South Africa's transition as identified in Chapter 4. (Para 6.20)

61. South Africa itself can learn a lot from the experience of neighbouring countries, for example in respect of integrating opposing security forces or creating a non-racial civil service. There should accordingly be a programme for study visits and work experience attachments to other countries in the region. In some circumstances, skilled personnel and technical experts from the region could be attached for short periods to South African institutions and organisations to assist institution-building during the transition. (Para 6.21)
62. The Commonwealth Secretariat, in association with the UNDP and the ILO and other donors, should take an initiative in calling a meeting of the appropriate regional training institutions to discuss the human resource implications of post-apartheid on their respective training programmes and ways of assisting South Africa during the transition. (Para 6.22)

Mobilising International Resources

Existing Support for Victims of Apartheid

63. Co-funding and co-operation, which in the case of the CFTC involves working with a range of different organisations, in particular UNETPSA, maximises resources and encourages donor co-ordination; it therefore should be further developed, drawing direction from the recommendations outlined in this Report. (Para 7.8)
64. There are therefore important opportunities for collaboration between the official Commonwealth and NGOs active in this field which should be encouraged and supported. (Para 7.11)

Resources Required for the Transition

65. The short term training programme is the most urgent need for the transition to a democratic South Africa. It is estimated that the cost of this programme, covering some 18,000 trainees, will be about £60 million. Of this total, £3.6 million will be needed to provide high-level training to blacks in 600 key positions in government, which will constitute a crash programme for breaking down the apartheid structures in government. (Para 7.18)

An Enhanced Commonwealth Programme

66. The current Commonwealth programmes, such as the multilateral Nassau Fellowships Scheme should be built on and have their scope broadened, by making available financial resources for an Enhanced Commonwealth Programme for the purposes set out in this Report. It is accordingly

proposed that the Enhanced Multilateral Commonwealth Programme should amount to at least £5 million annually over a minimum period of 3 years (out of a total requirement of £60 million) and focus on the priority needs of the transition period. (Para 7.20)

67. To deal with the expanded multilateral programme, the operational capacity of the Secretariat will need to be reviewed. In particular the undertaking of a substantial programme inside South Africa will, if it is to be properly implemented and monitored, require an operational presence inside the country. (Para 7.21)
68. In addition to an Enhanced Commonwealth Programme there should be significant financial and logistical support for the programmes of the non-governmental sector, in particular, those offered through the Skills for South Africa Network. This should entail support for intensive training courses and work placements in both developed and developing Commonwealth countries and in South Africa itself, together with funding to strengthen the administrative capacities of the network. The Commonwealth Foundation and the Commonwealth Professional Associations should review their existing mandates to ensure that they contribute effectively to post-apartheid human resource development in accordance with the recommendations of this Report. (Para 7.22)
69. This Report, in addition to supporting an expanded multilateral Commonwealth programme, places great emphasis on the co-ordination of existing bilateral pledges and technical assistance programmes. The Commonwealth Secretariat should take appropriate action to encourage effective co-ordination of Commonwealth programmes. (Para 7.23)

International Donor Response

70. It is recommended that the Commonwealth Secretary-General, with the explicit support of Commonwealth Heads of Government at their Harare Meeting, takes an initiative in immediately convening a formal donor's conference on post-apartheid human resource development. (Para 7.27)
71. The aim should be to mobilise additional international resources, which will at least need to be in the order of £60 million, to meet the priority needs of the transition period and lay the foundations for post-apartheid human resource development in accordance with the strategies proposed in this Report. (Para 7.28)



APPENDIX 2

Abbreviations

AAC	Anglo-American Corporation
ACU	Association of Commonwealth Universities
AET	Africa Educational Trust
AHI	Afrikaans Handels Institute
AIDAB	Australian International Development Assistance Bureau
AMTIESA	Association of Management International Training Institutions
ANC	African National Congress
BIFSA	Building Industries Federation of South Africa
CAST	Civic Association of Southern Transvaal
CAPA	Commonwealth Association of Polytechnics in Africa
CCAWUSA	Commercial, Catering and Allied Workers Union of South Africa
CDHR	Centre for Development of Human Resources
CFTC	Commonwealth Fund for Technical Co-operation
CFMSA	Commonwealth Committee of Foreign Ministers on Southern Africa
CIDA	Canadian International Development Agency
COL	Commonwealth of Learning
COSATU	Congress of South African Trade Unions
CRIC	Careers Research and Information Centre
CTUC	Commonwealth Trade Union Council
CWIU	Chemical Workers Industrial Union
CYP	Commonwealth Youth Programme
DET	Department of Education and Training (South Africa)
EDCC	Education Charter Campaign
EDI	Economic Development Institute (World Bank)
ERS	Education Renewal Strategy
EOC	Educational Opportunities Council
ESAMI	Eastern and Southern African Management Institute
FABCOS	Foundation for African Business and Consumer Services

FAWU	Food and Allied Workers Union
FTP	Fellowships and Training Programme
GDP	Gross Domestic Product
HLP	High Level Personnel
ICFTU	International Confederation of Free Trade Unions
IDRC	International Development Research Centre
IIE	Institute of International Education
INTERFUND	International Fundraising Consortium
LACOM	Labour and Community Education Project
MEDUNSA	Medical University of South Africa
MLP	Middle Level Personnel
NACTU	National Council of Trade Unions of South Africa
NAFCOC	National African Federated Chamber of Commerce and Industry
NASASA	National Association of Stokvels of South Africa
NBCU	National Black Consumer Union
NCCR	National Co-ordinating Committee for Repatriation
NECC	National Education Co-ordinating Committee
NEPI	National Education Policy Investigation
NFS	Nassau Fellowships Scheme
NGO	Non Governmental Organisation
NMC	National Manpower Commission
NPPHC	National Progressive Primary Health Care Network
NUM	National Union of Mineworkers
NUMSA	National Union of Metalworkers
ODA	Overseas Development Administration (Britain)
OFS	Orange Free State
PAC	Pan-Africanist Congress
PRISEC	Private Sector Education Council
PWV	Pretoria-Witwatersrand-Vereeniging Region
RESA	Research on Education in South Africa
RSA	Republic of South Africa
RTC	Regional Training Council (SADCC)
SAAEP	Southern African Advanced Education Project
SABTA	Southern African Black Taxi Association
SACBC	Southern African Catholic Bishops Conference
SACC	South African Council of Churches
SACTED	South African Council for Higher Education
SACOB	South African Chamber of Business

SACTWU	South African Clothing and Textile Workers Union
SADCC	Southern African Development Co-ordination Conference
SADF	South African Defence Force
SADTU	Southern African Democratic Teachers Union
SAETF	Southern Africa Education Trust Fund
SAEU	South African Extension Unit
SAP	South African Police
STME	Science, Technology and Mathematics Education
SOMAFCO	Solomon Mahlangu Freedom College
TBVC	Transkei, Bophutatswana, Venda and Ciskei
TCDC	Technical Co-operation Among Developing Countries
TIDF	Transvaal Interim Development Forum
TPA	Transvaal Provincial Administration
TVL	Transvaal
UCT	University of Cape Town
UNETPSA	United Nations Educational and Training Programme for Southern Africa
UNISA	University of South Africa
UWC	University of Western Cape
WITED	Women in Technical Education
WUS	World University Service



APPENDIX 3

Terms of Reference

At the request of the Commonwealth Committee of Foreign Ministers on Southern Africa (CFMSA) the Expert Group was constituted by the Commonwealth Secretary-General in August 1990, with the following terms of reference:

- provision of a concise overview of the current participation of blacks at the higher skill levels in the labour market and expected future requirements as progress is made towards a non-racial democracy;
- identification of priority sectors for advanced education and high-level training, including work experience, and with due consideration given to the role and participation of women;
- recommendations to the CFMSA on the policies of and possible actions by the Commonwealth in these areas;
- ideas on how to mobilise greater support throughout the Commonwealth and the international community to meet the human resource needs of a post-apartheid society; and
- examination of the role of appropriate institutions for human resource development inside South Africa and of priority ways of assisting such institutions.

The Group held meetings in London, November 1990; Ottawa, April 1991; and London, June 1991. It commissioned a series of detailed studies, solicited views across a broad spectrum of South African opinion and held discussions with a number of South African organisations. An Interim Report was presented to and endorsed by the CFMSA in February 1991.



APPENDIX 4

Commissioned Studies and Submissions

The Expert Group commissioned a number of studies, many of which were funded by the Commonwealth Fund for Technical Co-operation. In addition, several South African organisations made submissions to the Expert Group. The commissioned studies and submissions have been published and are available on request from the Commonwealth Secretariat.

Commissioned Studies

Overview of Current Situation and Skills Profile:

- (a) Economic and Demographic Trends in the South African Economy, Aurret Van Heerden.
- (b) Primary and Secondary Education in South Africa, Fellowships and Training Programme, CFTC with advice from RESA.
- (c) Tertiary Education and Training Needs for Post-Apartheid South Africa, Nicola Swainson.

Education and Training:

- (a) Issues in Education and Training in South Africa, Elaine Unterhalter and Professor Harold Wolpe.
- (b) Human Resource Development in Post-Apartheid South Africa, M K Bacchus.

Formal and Non-Formal Structures of Human Resources Development for a Post-Apartheid South Africa, David Johnson, Elaine Unterhalter and Professor Harold Wolpe.

Corporate Sector, Patrick Wintour.

The Training Needs of Returning South African Exiles, Nicola Swainson (co-sponsored by International Labour Organisation).

Human Resource Implications of the Introduction of New Technology in South Africa, David Kaplan.

Overview of African Countries' Strategies in Tackling Problems of Science Technology and Mathematics Education, Marianne Nganunu (co-sponsored by United Nations Educational Scientific Organisation).

The Educational and Economic Position of Women in South Africa:

Gender Issues and the Role of Training Needs of Women in the Formal and Non-Formal Sector, M Ramphela.

African Small Business and the Informal Sector in South Africa, Sipho Pityana.

Overview of Co-operative Development in South Africa and Skills and Institutional Requirements, Georgina Jaffee.

Regional Implications for Post-Apartheid, G M Malahleha.

Mobilising Commonwealth and International Action, Fellowships and Training Programme.

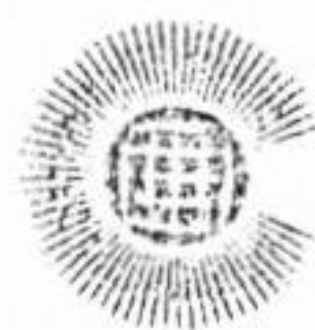
The Role of Trade Unions in Human Resource Development, Commonwealth Trade Union Council (CTUC), Congress of South African Trade Unions (COSATU), National Council of Trade Unions (NACTU).

Submissions

- Congress of South African Trade Unions
- Educational Opportunities Council
- Kagiso Trust
- National African Federated Chamber of Commerce and Industry
- National Education Co-ordination Committee
- National Progressive Primary Healthcare Network
- South African Council of Churches
- South African Committee for Higher Education

In addition, relevant information and documentation was received from a wide range of organisations.

Appreciation is expressed to all consultants who prepared the commissioned studies. Particular gratitude is due to Professor Harold Wolpe (Research on Education in South Africa) and Mr Aurret Van Heerden (International Labour Organisation), for their contribution to this Report.



APPENDIX 5

South African Organisations Contacted

The following organisations were contacted either by written correspondence or by consultants undertaking commissioned studies.

Tertiary Sector Institutions

1. University of Western Cape
2. University of Natal
3. University of Cape Town
4. University of Witwatersrand
5. University of the North
6. University of Fort Hare
7. Durban Westville University
8. Stellenbosch University
9. University of Natal (Pietermaritzburg)
10. Peninsular Technikon
11. Setlogelo Technikon
12. Rand Afrikaans University
13. Technikon of South Africa
14. Centre for Developing Business
15. University of South Africa
16. Medical University of South Africa
17. Rand College of Education
18. University of Port Elizabeth
19. University of Venda
20. Rhodes University
21. University of Orange Free State

The above included contacts with particular departments or units, e.g. Education Policy Units (EPU).

Church Organisations

22. South African Council of Churches
23. Southern African Catholic Bishops Conference
24. Anglican Diocese of Johannesburg

Educational/Developmental Organisations

25. National Education Co-ordination Committee
26. Educational Development Trust
27. South African Committee for Higher Education
28. Educational Opportunities Council
29. Programme for Technical Education
30. Careers Research and Information Centre
31. National Education Policy Investigation
32. Centre for the Development of Human Resources
33. Community-Based Development Programme (Wits University)

Professional Bodies

34. Association of Black Accountants
35. Black Management Forum
36. National Progressive Primary Healthcare Network
37. South African Democratic Teachers' Union

Trade Unions

38. Congress of South African Trade Unions
39. National Council of Trade Unions

Business

40. South African Chamber of Business
41. Southern Transvaal African Chamber of Commerce
42. Anglo-American Corporation of South Africa
43. Consultative Business Movement
44. National African Federated Chamber of Commerce and Industry
45. Foundation for African Business and Consumer Services
46. British Petroleum
47. Eskom
48. First National Bank
48. Genmin
50. Iscor
51. Kleinwort Benson
52. Lever Brothers (Unilever)
53. Liptons (Unilever)
54. Munich Re
55. Nampak
56. Nestle
57. Shell
58. Van Den Berghs (Unilever)
59. Wilson Rowntree

60. Woodworth
61. Chamber of Mines
62. Private Sector Education Council
63. Independent Business Enrichment Centre
64. Mobil Foundation

Other Organisations

65. Kagiso Trust
66. Economic Trends Project
67. Get Ahead Foundation
68. Urban Foundation
69. Centre for the Study of Violence
70. Planact
71. South African Internship Foundation

In addition to the above a range of other organisations were written to and informed about the work of the Expert Group; informal contacts were moreover made with several other organisations/institutions.

The following organisations made presentations to the Expert Group.

Ottawa, April 1991

1. Congress of South African Trade Unions
(Mr Jay Naidoo, General Secretary; Ms Adrienne Bird)
2. Educational Opportunities Council
(Mr Buti Tlhagale, Executive Director)
3. Kagiso Trust
(Mr Eric Molobi, General Secretary)
4. National African Federated Chamber of Commerce and Industry
(Mr Mofasi Lekota, Executive Director)
5. National Education Co-ordination Committee
(Mr Monde Tulwana, National Chairman)
6. National Progressive Primary Healthcare Network
(Dr Manto Tshabalala, National Co-ordinator)
7. South African Council of Churches
(Mrs Sophie Mazibuko, Senior Staff Member)
8. South African Committee for Higher Education
(Mr Enver Motlale, Representative)

London, June 1991

9. Anglo-American Corporation
(Mr John Drysdale, Manager, Human Resources)
10. Consultative Business Movement
(Mr Arie Van Der Zwan, Director, Southern Life Association Ltd)

The Expert Group is most grateful to the above organisations for their valuable contribution to its work.

60. Woolworth
61. Chamber of Mines
62. Private Sector Education Council
63. Independent Business Enrichment Centre
64. Mobil Foundation

Other Organisations

65. Kagiso Trust
66. Economic Trends Project
67. Get Ahead Foundation
68. Urban Foundation
69. Centre for the Study of Violence
70. Planact
71. South African Internship Foundation

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The following organisations made presentations to the Expert Group.

Ottawa, April 1991

1. Congress of South African Trade Unions
(Mr Jay Naidoo, General Secretary; Ms Adrienne Bird)
2. Educational Opportunities Council
(Mr Buti Tlhagale, Executive Director)
3. Kagiso Trust
(Mr Eric Molobi, General Secretary)
4. National African Federated Chamber of Commerce and Industry
(Mr Mofasi Lekota, Executive Director)
5. National Education Co-ordination Committee
(Mr Monde Tulwana, National Chairman)
6. National Progressive Primary Healthcare Network
(Dr Manto Tshabalala, National Co-ordinator)
7. South African Council of Churches
(Mrs Sophie Mazibuko, Senior Staff Member)
8. South African Committee for Higher Education
(Mr Enver Motala, Representative)

London, June 1991

9. Anglo-American Corporation
(Mr John Drysdale, Manager, Human Resources)
10. Consultative Business Movement
(Mr Arie Van Der Zwan, Director, Southern Life Association Ltd)

The Expert Group is most grateful to the above organisations for their valuable contribution to its work.



APPENDIX 5

South African Organisations Contacted

The following organisations were contacted either by written correspondence or by consultants undertaking commissioned studies.

Tertiary Sector Institutions

1. University of Western Cape
2. University of Natal
3. University of Cape Town
4. University of Witwatersrand
5. University of the North
6. University of Fort Hare
7. Durban Westville University
8. Stellenbosch University
9. University of Natal (Pietermaritzburg)
10. Peninsular Technikon
11. Setlogelo Technikon
12. Rand Afrikaans University
13. Technikon of South Africa
14. Centre for Developing Business
15. University of South Africa
16. Medical University of South Africa
17. Rand College of Education
18. University of Port Elizabeth
19. University of Venda
20. Rhodes University
21. University of Orange Free State

The above included contacts with particular departments or units, e.g. Education Policy Units (EPU).

Church Organisations

22. South African Council of Churches
23. Southern African Catholic Bishops Conference
24. Anglican Diocese of Johannesburg

Educational/Developmental Organisations

25. National Education Co-ordination Committee
26. Educational Development Trust
27. South African Committee for Higher Education
28. Educational Opportunities Council
29. Programme for Technical Education
30. Careers Research and Information Centre
31. National Education Policy Investigation
32. Centre for the Development of Human Resources
33. Community-Based Development Programme (Wits University)

Professional Bodies

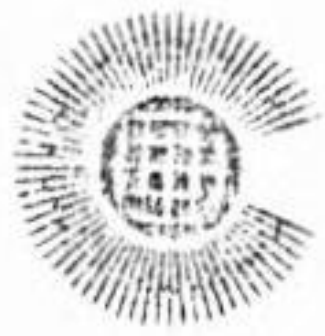
34. Association of Black Accountants
35. Black Management Forum
36. National Progressive Primary Healthcare Network
37. South African Democratic Teachers' Union

Trade Unions

38. Congress of South African Trade Unions
39. National Council of Trade Unions

Business

40. South African Chamber of Business
41. Southern Transvaal African Chamber of Commerce
42. Anglo-American Corporation of South Africa
43. Consultative Business Movement
44. National African Federated Chamber of Commerce and Industry
45. Foundation for African Business and Consumer Services
46. British Petroleum
47. Eskom
48. First National Bank
48. Genmin
50. Iscor
51. Kleinwort Benson
52. Lever Brothers (Unilever)
53. Liptons (Unilever)
54. Munich Re
55. Nampak
56. Nestle
57. Shell
58. Van Den Berghs (Unilever)
59. Wilson Rowntree



APPENDIX 4

Commissioned Studies and Submissions

The Expert Group commissioned a number of studies, many of which were funded by the Commonwealth Fund for Technical Co-operation. In addition, several South African organisations made submissions to the Expert Group. The commissioned studies and submissions have been published and are available on request from the Commonwealth Secretariat.

Commissioned Studies

Overview of Current Situation and Skills Profile:

- (a) Economic and Demographic Trends in the South African Economy, Aurret Van Heerden.
- (b) Primary and Secondary Education in South Africa, Fellowships and Training Programme, CFTC with advice from RESA.
- (c) Tertiary Education and Training Needs for Post-Apartheid South Africa, Nicola Swainson.

Education and Training:

- (a) Issues in Education and Training in South Africa, Elaine Unterhalter and Professor Harold Wolpe.
- (b) Human Resource Development in Post-Apartheid South Africa, M K Bacchus.

Formal and Non-Formal Structures of Human Resources Development for a Post-Apartheid South Africa, David Johnson, Elaine Unterhalter and Professor Harold Wolpe.

Corporate Sector, Patrick Wintour.

The Training Needs of Returning South African Exiles, Nicola Swainson (co-sponsored by International Labour Organisation).

Human Resource Implications of the Introduction of New Technology in South Africa, David Kaplan.

Overview of African Countries' Strategies in Tackling Problems of Science Technology and Mathematics Education, Marianne Nganuni (co-sponsored by United Nations Educational Scientific Organisation).

The Educational and Economic Position of Women in South Africa:

Gender Issues and the Role of Training Needs of Women in the Formal and Non-Formal Sector, M Ramphela.

African Small Business and the Informal Sector in South Africa, Sipho Pityana.

Overview of Co-operative Development in South Africa and Skills and Institutional Requirements, Georgina Jaffee.

Regional Implications for Post-Apartheid, G M Malahleha.

Mobilising Commonwealth and International Action, Fellowships and Training Programme.

The Role of Trade Unions in Human Resource Development, Commonwealth Trade Union Council (CTUC), Congress of South African Trade Unions (COSATU), National Council of Trade Unions (NACTU).

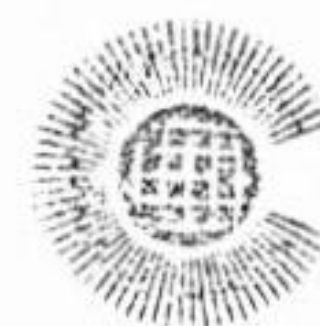
Submissions

- Congress of South African Trade Unions
- Educational Opportunities Council
- Kagiso Trust
- National African Federated Chamber of Commerce and Industry
- National Education Co-ordination Committee
- National Progressive Primary Healthcare Network
- South African Council of Churches
- South African Committee for Higher Education

In addition, relevant information and documentation was received from a wide range of organisations.

Appreciation is expressed to all consultants who prepared the commissioned studies. Particular gratitude is due to Professor Harold Wolpe (Research on Education in South Africa) and Mr Aurret Van Heerden (International Labour Organisation), for their contribution to this Report.

SACTWU	South African Clothing and Textile Workers Union
SADCC	Southern African Development Co-ordination Conference
SADF	South African Defence Force
SADTU	Southern African Democratic Teachers Union
SAETF	Southern Africa Education Trust Fund
SAEU	South African Extension Unit
SAP	South African Police
STME	Science, Technology and Mathematics Education
SOMAFCO	Solomon Mahlangu Freedom College
TBVC	Transkei, Bophutatswana, Venda and Ciskei
TCDC	Technical Co-operation Among Developing Countries
TIDF	Transvaal Interim Development Forum
TPA	Transvaal Provincial Administration
TVL	Transvaal
UCT	University of Cape Town
UNETPSA	United Nations Educational and Training Programme for Southern Africa
UNISA	University of South Africa
UWC	University of Western Cape
WITED	Women in Technical Education
WUS	World University Service



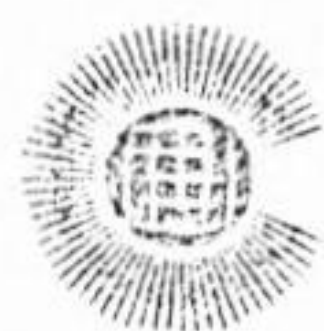
APPENDIX 3

Terms of Reference

At the request of the Commonwealth Committee of Foreign Ministers on Southern Africa (CFMSA) the Expert Group was constituted by the Commonwealth Secretary-General in August 1990, with the following terms of reference:

- provision of a concise overview of the current participation of blacks at the higher skill levels in the labour market and expected future requirements as progress is made towards a non-racial democracy;
- identification of priority sectors for advanced education and high-level training, including work experience, and with due consideration given to the role and participation of women;
- recommendations to the CFMSA on the policies of and possible actions by the Commonwealth in these areas;
- ideas on how to mobilise greater support throughout the Commonwealth and the international community to meet the human resource needs of a post-apartheid society; and
- examination of the role of appropriate institutions for human resource development inside South Africa and of priority ways of assisting such institutions.

The Group held meetings in London, November 1990; Ottawa, April 1991; and London, June 1991. It commissioned a series of detailed studies, solicited views across a broad spectrum of South African opinion and held discussions with a number of South African organisations. An Interim Report was presented to and endorsed by the CFMSA in February 1991.



APPENDIX 2

Abbreviations

AAC	Anglo-American Corporation
ACU	Association of Commonwealth Universities
AET	Africa Educational Trust
AHI	Afrikaans Handels Institute
AIDAB	Australian International Development Assistance Bureau
AMTIESA	Association of Management International Training Institutions
ANC	African National Congress
BIFSA	Building Industries Federation of South Africa
CAST	Civic Association of Southern Transvaal
CAPA	Commonwealth Association of Polytechnics in Africa
CCAWUSA	Commercial, Catering and Allied Workers Union of South Africa
CDHR	Centre for Development of Human Resources
CFTC	Commonwealth Fund for Technical Co-operation
CFMSA	Commonwealth Committee of Foreign Ministers on Southern Africa
CIDA	Canadian International Development Agency
COL	Commonwealth of Learning
COSATU	Congress of South African Trade Unions
CRIC	Careers Research and Information Centre
CTUC	Commonwealth Trade Union Council
CWIU	Chemical Workers Industrial Union
CYP	Commonwealth Youth Programme
DET	Department of Education and Training (South Africa)
EDCC	Education Charter Campaign
EDI	Economic Development Institute (World Bank)
ERS	Education Renewal Strategy
EOC	Educational Opportunities Council
ESAMI	Eastern and Southern African Management Institute
FABCOS	Foundation for African Business and Consumer Services

FAWU	Food and Allied Workers Union
FTP	Fellowships and Training Programme
GDP	Gross Domestic Product
HLP	High Level Personnel
ICFTU	International Confederation of Free Trade Unions
IDRC	International Development Research Centre
IIE	Institute of International Education
INTERFUND	International Fundraising Consortium
LACOM	Labour and Community Education Project
MEDUNSA	Medical University of South Africa
MLP	Middle Level Personnel
NACTU	National Council of Trade Unions of South Africa
NAFCOC	National African Federated Chamber of Commerce and Industry
NASASA	National Association of Stokvels of South Africa
NBCU	National Black Consumer Union
NCCR	National Co-ordinating Committee for Repatriation
NECC	National Education Co-ordinating Committee
NEPI	National Education Policy Investigation
NFS	Nassau Fellowships Scheme
NGO	Non Governmental Organisation
NMC	National Manpower Commission
NPPHC	National Progressive Primary Health Care Network
NUM	National Union of Mineworkers
NUMSA	National Union of Metalworkers
ODA	Overseas Development Administration (Britain)
OFS	Orange Free State
PAC	Pan-Africanist Congress
PRISEC	Private Sector Education Council
PWV	Pretoria-Witwatersrand-Vereeniging Region
RESA	Research on Education in South Africa
RSA	Republic of South Africa
RTC	Regional Training Council (SADCC)
SAAEP	Southern African Advanced Education Project
SABTA	Southern African Black Taxi Association
SACBC	Southern African Catholic Bishops Conference
SACC	South African Council of Churches
SACTED	South African Council for Higher Education
SACOB	South African Chamber of Business

Institute for Development (PAID) and Mananga Agricultural Management Centre (MAMC), or the Commonwealth's Youth Centre in Lusaka, should be used to the maximum to facilitate the training of the priority personnel required for South Africa's transition as identified in Chapter 4. (Para 6.20)

61. South Africa itself can learn a lot from the experience of neighbouring countries, for example in respect of integrating opposing security forces or creating a non-racial civil service. There should accordingly be a programme for study visits and work experience attachments to other countries in the region. In some circumstances, skilled personnel and technical experts from the region could be attached for short periods to South African institutions and organisations to assist institution-building during the transition. (Para 6.21)
62. The Commonwealth Secretariat, in association with the UNDP and the ILO and other donors, should take an initiative in calling a meeting of the appropriate regional training institutions to discuss the human resource implications of post-apartheid on their respective training programmes and ways of assisting South Africa during the transition. (Para 6.22)

Mobilising International Resources

Existing Support for Victims of Apartheid

63. Co-funding and co-operation, which in the case of the CFTC involves working with a range of different organisations, in particular UNETPSA, maximises resources and encourages donor co-ordination; it therefore should be further developed, drawing direction from the recommendations outlined in this Report. (Para 7.8)
64. There are therefore important opportunities for collaboration between the official Commonwealth and NGOs active in this field which should be encouraged and supported. (Para 7.11)

Resources Required for the Transition

65. The short term training programme is the most urgent need for the transition to a democratic South Africa. It is estimated that the cost of this programme, covering some 18,000 trainees, will be about £60 million. Of this total, £3.6 million will be needed to provide high-level training to blacks in 600 key positions in government, which will constitute a crash programme for breaking down the apartheid structures in government. (Para 7.18)

An Enhanced Commonwealth Programme

66. The current Commonwealth programmes, such as the multilateral Nassau Fellowships Scheme should be built on and have their scope broadened, by making available financial resources for an Enhanced Commonwealth Programme for the purposes set out in this Report. It is accordingly

proposed that the Enhanced Multilateral Commonwealth Programme should amount to at least £5 million annually over a minimum period of 3 years (out of a total requirement of £60 million) and focus on the priority needs of the transition period. (Para 7.20)

67. To deal with the expanded multilateral programme, the operational capacity of the Secretariat will need to be reviewed. In particular the undertaking of a substantial programme inside South Africa will, if it is to be properly implemented and monitored, require an operational presence inside the country. (Para 7.21)
68. In addition to an Enhanced Commonwealth Programme there should be significant financial and logistical support for the programmes of the non-governmental sector, in particular, those offered through the Skills for South Africa Network. This should entail support for intensive training courses and work placements in both developed and developing Commonwealth countries and in South Africa itself, together with funding to strengthen the administrative capacities of the network. The Commonwealth Foundation and the Commonwealth Professional Associations should review their existing mandates to ensure that they contribute effectively to post-apartheid human resource development in accordance with the recommendations of this Report. (Para 7.22)
69. This Report, in addition to supporting an expanded multilateral Commonwealth programme, places great emphasis on the co-ordination of existing bilateral pledges and technical assistance programmes. The Commonwealth Secretariat should take appropriate action to encourage effective co-ordination of Commonwealth programmes. (Para 7.23)

International Donor Response

70. It is recommended that the Commonwealth Secretary-General, with the explicit support of Commonwealth Heads of Government at their Harare Meeting, takes an initiative in immediately convening a formal donor's conference on post-apartheid human resource development. (Para 7.27)
71. The aim should be to mobilise additional international resources, which will at least need to be in the order of £60 million, to meet the priority needs of the transition period and lay the foundations for post-apartheid human resource development in accordance with the strategies proposed in this Report. (Para 7.28)

41. The SAEU is exploring possible linkages with groups inside South Africa which, like SACHED, are involved in adult education and distance learning and efforts to redirect its work inside the country should be encouraged. There may accordingly be room for a major new initiative in the area of distance education, aimed at addressing the needs of the 'post-1976 generation'. (Para 5.31)

Training in Productive Skills

42. Companies should provide training to employees that emphasises problem-solving and a willingness to learn and financial support to workers wanting to undertake further training. The Government should consider providing financial, tax-related support, and technical back-up for in-house company training, and co-ordinating a skills pool that would assist skilled workers to find placements, and companies to find the skilled workers that they need. (Para 5.34)
43. A future national training policy should entail a restructured National Manpower Commission, a National Training Board and contain clear guidelines for the funding of Industrial Training Boards. The link between training and adult basic education, especially literacy programmes, should be emphasised. (Para 5.35)
44. A new approach to vocational training includes the following:
- it should be linked to broad skills bands determined at industry level, and the acquisition of skills should be related to pay increase;
 - it should provide all workers with an alternative career path moving from broad general skills to specialisation;
 - it should be modular and competency based within an integrated national framework;
 - paid time off should apply to both training and general education where this will allow advancement to higher levels of skill;
 - strategies need to be developed to ensure that the special problems that women workers face are adequately addressed. (Para 5.36)
45. Encouragement should be given to ensure that a new Code of Practice on training is agreed by South African companies complying with the principles listed above and facilitating voluntary acceptance of change following the abolition of apartheid. This Code should make reference to the relevant ILO standards. (Para 5.37)
46. Help should be provided to strengthen and possibly develop new institutions and practices which assist companies to develop the skills of black employees at all levels. (Para 5.38)
47. Trade unions should also be encouraged and given support in developing their own mass programmes for skills upgrading of black workers. (Para 5.39)
48. Assistance should be given to joint groups of employers, trade unions, and educationists, to undertake study visits to Commonwealth countries such as India, Zimbabwe, Nigeria and Kenya. (Para 5.40)

49. The achievement of an agreed policy on training in productive skills between unions, employers and the Government should be encouraged. (Para 5.41)

Enterprise Development

50. The development of black, especially African enterprise, will be an important factor in the move towards a non-racial South Africa and should be supported. (Para 5.42)
51. There are a variety of state institutions, banks, foreign agencies, and domestic organisations which provide financial assistance to the small business sector and efforts must be made to ensure that this not only reaches, but consciously targets African business. (Para 5.44)
52. Educational programmes should co-operate with the existing literacy and adult education projects to assist small entrepreneurs. (Para 5.45)
53. It is advisable to embark on a comprehensive survey of both the skills and educational profile of this sector. (Para 5.46)
54. To pave the way for the increased entry of Africans into the business world, Africans will have to be given preferential treatment – for example, privileged access to shares in privatised enterprises. (Para 5.48)

Cooperatives and Community Organisations

55. To encourage grass-roots development, assistance should be given to the formation of appropriate community-based institutions including co-operative development corporations and locally-based development agencies. (Para 5.52)
56. Rural development training centres will need to be established. (Para 5.53)
57. Training programmes should focus on skills for middle-level NGO personnel who can build up capacity at the grass roots. (Para 5.55)

Addressing Gender Issues

58. In all the above programmes, the gender issue should be an important factor in designing programmes so that they address the needs of women. (Para 5.56)

The Regional Context

Human Resource Implications

59. Given the historical effects of South African economic dominance in the region, particular attention will need to be paid to the implications of labour migration and the brain-drain, for the countries in the region. (Para 6.16)

Transition and Post-Apartheid

60. In the transition period, the human resource structures in SADCC countries, especially regional institutions like ESAMI, Pan-African

importance that a broad-based approach to human resource development evolves. This should focus on an economic strategy designed to tackle poverty, create new jobs and provide basic services for education, health, housing and welfare. (Para 5.2)

24. This Report has highlighted a number of occupations where there are persistent labour shortages; these include key areas such as engineering, information technology, management and accountancy and key scientific professions. The training of black professionals together with institution-building, particularly for public administration, which is a high priority of the transition period, will therefore need to continue as a top priority into the post-apartheid period. (Para 5.3)

Education For Reconstruction

25. A co-ordinated approach to school and enterprise level training could ensure that students receive a general grounding in science, in technology, as well as an applied knowledge of industry. (Para 5.9)
26. It is necessary that all workers must have the prospect and opportunity of acquiring occupational qualifications. (Para 5.10)
27. The training of technicians and engineers should also combine theoretical education with practical, on the job training. (Para 5.11)
28. In the South African context, given the history of Bantu education, the following strategies are necessary:
 - equalisation of earning opportunities for all sections of the population, especially by improving access to and the quality of education and training and by eliminating qualitative differences which exist between black and white in terms of skills and expertise;
 - affirmative action for access to formal education to ensure equality of training and education;
 - the attainment of a single, desegregated school system providing compulsory education at the primary and secondary levels. (Para 5.13)
29. Priorities include:
 - the radical improvement of farm schools for Africans in rural areas;
 - a re-examination and rewriting of primary and secondary school curricula and use of local teaching materials;
 - the development of pre-school and parental support schemes. (Para 5.15)
30. Drawing on the experience of other countries, some policy guidelines on STME can be suggested:
 - (i) The value and importance of STME for individual and national development should be publicized.
 - (ii) It is necessary to include a technology component in the curriculum.
 - (iii) Adequate resources have to be made available for teaching STME.
 - (iv) Maximum opportunity must be given to everyone to develop his/her full potential.

- (v) Teachers and their professional organisation, need to be encouraged to become active participants in the planning and development of education. (Para 5.17)

31. Several priority areas are already apparent from the transition. An overall objective must be to substantially increase the number of tertiary level black, and especially African, students and to achieve full desegregation of all tertiary institutions. Another priority task is to upgrade standards at predominantly black institutions, including those in the Bantustans. (Para 5.19)
32. The tertiary sector should moreover be restructured so as to achieve a better balance between universities and other tertiary institutions including, specifically, the technikons. In this context, there is moreover a need for a major expansion of technical education in South Africa. (Para 5.20)
33. The existing selection procedures for students should be revised together with the provision of special bursary support and/or waiver of fees in the pursuit of affirmative action. (Para 5.21)
34. To give students the necessary support, academic support or development programmes should be improved and strengthened; in particular, remedial and bridging programmes between school and university could be encouraged. (Para 5.22)
35. As part of the overall strategy, closer links need to be developed between the different tertiary institutions, between them and their local communities, and with corresponding institutions in Commonwealth countries. (Para 5.23)

Mass Literacy Programmes and Adult Education

36. Given the present low levels of black literacy and numeracy, human resource strategies must focus on the provision of mass adult education programmes. Wherever possible, such programmes should be linked to incentives and career paths and be undertaken at the place of employment with the active involvement of employers and especially trade unions. (Para 5.24)
37. Particular support must be given to millions of young adults who, as a result of Bantu education, the schools' boycott and the current education crisis, have received inadequate schooling. (Para 5.26)
38. A parallel programme could be put in place through women's organisations, NGOs or church communities. (Para 5.27)
39. Distance education and correspondence courses have a central role providing mass adult education. With the changing situation in South Africa, the appropriate distance learning institutions would benefit from links with the Commonwealth of Learning (COL) which brings together distance teaching institutions in many countries as well as with relevant regional distance learning institutions. (Para 5.29)
40. Many different community-based organisations are operating at grass-roots level, providing literacy, numeracy and basic level education and their work should be given every support. (Para 5.30)

- A conscious effort must be made to promote non-racial practices at the classroom level. (Para 4.27)

Returning Exiles and Released Prisoners

11. Training and placements of returning exiles should be undertaken both inside South Africa and elsewhere, especially in the region, with the assistance of existing institutions and organisations such as the universities, churches and trade unions and with the active help of the corporate sector. There will also need to be substantial repatriation programmes with support from bilateral and multilateral sources (such as UNHCR), accompanied by immediate training for those managing such programmes. (Para 4.28)

Structures for Human Resource Development

12. As South Africa prepares itself for non-racial and democratic rule, the absolute urgency to put into place programmes meeting the priority needs must be stressed. This will entail developing:
 - The institutions and organisations which will begin the process of displacing the institutional order and which may serve as instruments of social transformation in the post-apartheid period. These include those in the formal sector (universities, technikons etc) as well as in the non-formal sector (community organisations, trade unions, corporate training institutions etc).
 - The trained personnel capable of building these institutions and organisations. (Para 4.33)

Institution Building

13. It is proposed that institutional support should accompany training or bursary programmes according to the following guidelines:
 - (i) Institutions, or elements within them which have committed themselves to redressing inequalities and to co-operation with the communities and which offer relevant courses, should be given priority funding and support for training programmes in the specified areas.
 - (ii) Black universities, technikons and colleges more especially fall within this category and should be supported by strengthening their capacity to carry out training programmes.
 - (iii) Centres/units and/or departments in other colleges and universities (including Afrikaans language colleges and universities) may also be supported for the relevant training courses provided they have redefined their roles. (Para 4.49)
14. Funding should not overlook the fact that the most developed centres are normally situated in the predominantly white universities and colleges which must use their standing to help transform themselves. (Para 4.50)
15. Particular relevance should be attached to arrangements whereby

institutions in the formal sector have collaborated with community organisations to develop joint projects. (Para 4.51)

16. Where appropriate, units/centres covering similar or related fields should be encouraged to collaborate. (Para 4.52)
17. Research in relation to human resource needs, education and training, is woefully lacking and should be encouraged particularly through existing research units. (Para 4.53)
18. Given the diversity of non-formal sector organisations, it may be necessary to agree on more structured mechanisms for dealing with, in particular, more ambitious project proposals. One possibility could be to work more closely with an organisation such as the Centre for the Development of Human Resources (CDHR) or any similar body. (Para 4.54)
19. In view of the change in circumstances and in order to accelerate the movement of black South Africans into key positions, the time is ripe for selective institutional linkages to be developed between appropriate institutions in South Africa and their counterparts in the Commonwealth. (Para 4.55)

Programmes Meeting Priority Needs

20. The types of programmes aiming at meeting the priority needs of the transition period which should be initiated as soon as possible include the following:
 - intensive/training programmes for particular occupational groups linked with high level work experience placements in government departments, private sector institutions and other organisations;
 - bursaries targeted at key professions within the public and private sector;
 - specialised, intensive training courses (especially leadership skills, training of trainers);
 - study visits, exchanges and networking with Commonwealth countries;
 - support for particular institutions, for example by staff development and attachment of technical experts, as well as other forms of material assistance. (Para 4.58)
21. There is now a need to effect a change in previous policy by supporting training and placements within South Africa. (Para 4.59)
22. There remains a need for training in specially tailored courses and placements outside South Africa. (Para 4.60)

The Post Apartheid Period

Strategy for Post-Apartheid

23. If the widespread poverty and deprivation created under apartheid in both rural and urban areas, as shown by the Carnegie Inquiry into Poverty and Development in South Africa, is to be redressed, it is of considerable



APPENDIX 1

List of Recommendations

(shown in bold type in main text)

The Transition Period

Priority Areas

1. The priority areas which are strategically relevant to social transformation in the transition period are those occupational positions which will play a crucial administrative and catalytic role in transforming and replacing the existing central and local government structures. These include:
 - public administration including central services such as economic and fiscal management, legal and judicial services, the police, army and security services and positions in technical services such as educational staff and management, diplomatic staff, transport and communication officials and the social development sector;
 - local government structures including all essential services. (Para 4.6)
2. Other priority areas for support in the transition period are:
 - non-governmental and community based organisations;
 - trade unions;
 - training of teachers;
 - support for returning exiles and released political prisoners; and
 - key professional positions in the private sector. (Para 4.7)

Public Administration

3. There is a need for a restructuring of the civil service with a view to creating unitary structures and ensuring that black South Africans take senior jobs in government, both at the central and local level. (Para 4.9)
4. Specific targets should be set for black advancement in public administration during the transition period, particularly for increasing the number of blacks in top management positions. A realistic target would be that of the 3,000 top civil service positions, at least 600 should be filled by blacks as soon as possible. The total cost of the proposed crash programme would amount to £3.6 million. (Para 4.10)
5. A priority will need to be the integration of the existing Bantustan and other administrative structures into an effective and efficient non-racial administration. (Para 4.18)
6. The challenge in the transition period will be to ensure that the selection

and training of local government administration is undertaken on a non-racial basis with a view to encouraging black participation. (Para 4.19)

7. Civic associations include many individuals who would benefit from crash training programmes in local administration, accompanied by work experience in local government and community development in Commonwealth countries. (Para 4.20)

Non-Governmental and Community-based Organisations

8. There is an urgent and immediate need for education and training courses aimed at technical administrative, research and management skills of personnel working in non-governmental and community organisations. (Para 4.22)

Trade Unions

9. There is a need to support education/training programmes undertaken through or in co-operation with the trade unions including workers' education programmes aimed at the shopfloor and rural labour. (Para 4.23)

Training Teachers

10. An immediate start can be made:
 - All teacher training facilities must be desegregated, improved in quality and responsible to a unified administration. Beyond that, it may still be necessary to establish new teacher training colleges and no existing colleges should be closed at this time.
 - An ambitious programme of in-service teacher upgrading should be launched especially in key subjects like maths, sciences and the teaching of English. This should be done in co-operation with the South African Democratic Teachers' Union, SADTU.
 - The salary differentials between white and black teachers and males and females should be equalised in order to attract more qualified personnel.
 - Initiatives such as special summer courses for both pupils and teachers and short-term training to allow senior students to act as part-time teaching assistants should be considered.
 - Special programmes could be provided for head teachers and the school inspectorate.
 - There must also be stronger links between teacher training colleges and their local communities so that students have greater exposure to the needs of local children.
 - Teacher up-grading should also include training in gender-aware classroom practices. Technical assistance should be given to provide a gender input to teacher upgrading courses (including any distance learning packages developed). Similarly, curriculum assessment and reform should promote gender neutrality in school textbooks.

These would include public administration including central services such as economic and fiscal management, legal and judicial services and positions in technical services such as educational management.

Other areas of priority include non-governmental and community-based organisations, training of teachers, key professional positions in the private sector.

It is important to us that black people who for years have been disadvantaged, should be empowered with appropriate skills so that there can be a capacity to efficiently manage the transition phase as well as the South Africa after apartheid. No doubt this is a very large picture of the sort of assistance we need during this period. It might well be that UNESCO has both the experience and expertise to provide help both materially and in other ways. Our view would be to be selective in the process of training that we require by confining the training programme in the key areas of priority to a select number of individuals that the ANC would nominate.

To concretise the programme of assistance what we would require in the first instance would be that a UNESCO team or consultants do a situation analysis of the actual needs.

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P.S.

We attach a list of recommendations from the Commonwealth Special Commission on Human Resources for South Africa during the transition period and beyond - as appendix A

discontinued.

PROJECTIONS FOR FUTURE ASSISTANCE WITHIN THE COUNTRY

Over the years the ANC has received considerable assistance through UNESCO and it is the wish of the leadership of the ANC that that association with UNESCO should be continued.

With the changed circumstances of the ANC within the country we would like to reflect on the kind of priorities that the ANC now has regarding educational development and training.

In the first instance there is the question of returning exiles many of whom are in need of training both in terms of continued formal schooling, as well as needs for training in technical and other fields so that the chances of employability of returnees can be enhanced. This would involve either setting up of development projects with a training emphasis in the sorts of skills that would target both self-employment as well as employment in the non-formal sector. Some would be enrolled in Technikons, (whose equivalent in other countries are polytechnics) while others would be trained in other training agencies run by the private sector, such as Chamdor.

There is also a much larger picture. A special Commission set up by the Commonwealth in one of its recommendations makes the following comment:

"The priority areas which are strategically relevant to social transformation in the transition period are those occupational positions which will play a crucial administrative and catalytic role in transforming and replacing the existing central and local government structures."

Zimbabwe, Kenya, Nigeria and Namibia over and above the existing provisions of ANC/86/006.

The same would apply in respect of ANC/92/001 covering post-secondary education. Once again the old project ANC/86/002 was oversubscribed in 1991 especially, which fact would seem to argue for a continuation of this project into the new cycle 1992-1997.

OTHER IMPLICATIONS OF EXISTING SITUATION

ANC/86/003

This has been one of the biggest projects that UNESCO has been involved in with the ANC, involving the provision of material assistance to SOMAFSCO. The initial projections had been that, this institution would still continue for some time. Then the unbanning of the ANC and its relocation inside South Africa happened and the original time table had to be revised and a new decision taken to phase out SOMAFSCO over a period of two-five years. As it happened even this time-table had to be changed as well. With the decision therefore by the National Executive Committee of the ANC to close the institution and hand it over to the Tanzanian Government by February or March 1992, this means that there is no continuation of project ANC/86/003, regrettably.

ANC/86/004

This project again was supportive to SOMAFSCO in so far as it provided a mechanism of orientation for South African students coming to Somafco. Again in view of the decision taken to phase out Somafco sooner than was previously planned this project has had to be

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UNESCO TRIPARTITE MEETING

The African National Congress recognises that the cycle for the last project contracts that UNESCO implemented for the ANC is now coming to an end and that therefore there is a need to make projections about areas of priority in terms assistance by UNESCO for the coming five-year cycle.

The unbanning of the ANC and the subsequent relocation of the ANC headquarters in Johannesburg has set in motion processes that in many ways threaten the element of continuity of some of the projects. We shall have occasion to reflect on this when we discuss ANC projects, 86/003 and 86/004. In spite of the fact that the process of repatriation of many of the people who were part of the exile community has begun, there still appears to be a need to continue some of the programmes, especially projects like ANC/86/002 covering post-secondary education in Europe and Africa, as well as ANC/86/006.

The repatriation programme is likely to take long, particularly in respect of comrades who were part of the army of the ANC and their dependants. This involves quite a number of comrades in places like Uganda, who obviously need to continue their studies while waiting for the indemnity process. Apart from that group there are dependants of comrades now in Mozambique, Zimbabwe, Zambia, and Swaziland.

This would in fact mean that under the new cycle the new project document ANC/92/002 covering primary and secondary students would have to be extended to cover educational assistance in Uganda,

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