

f0 : Thao Mbeki
Director DIA
FROM : Stan Mabizela
DATE : 05/03/92

Dear Comrade Thabo

He : Brief Report on my short attachment to the Foreign and Commonwealth office of Britain

In Britain, a Minister is called (Secretary of State. His deputy is called a Minister of State and his area of work will be clearly designated. The current Secretary of State for Foreign and Commonwealth office is Mr Douglas Hurd. One of the Ministers of State deputising him is Mrs Lynda Chalker. She is responsible inter alia, for Africa and O.D.A. (Overseas Development Administration).

In any British ministry the Secretary of State is the Chief Administrator of his department. In order to fulfil and cope with his administrative responsibilities competently he applies the principle of delegation of duties. The department is divided into Divisions, Sections, Units etc. and this whole administrative structure is headed by a Permanent Under - Secretary. Under him are Assistant Under Secretaries heading the divisions etc etc as the attached structure will show.

The Permanent Under Secretary and the whole of the ministerial personnel are permanent in the literal sense. This applies to the whole of the British Civil Service. The permanence of the British Civil Service has one interesting and attractive aspect about it, namely, that its permanence means that this is a Civil Service which, on the basis of existing laws, would render service to the public irrespective of whether there was a government or not. and irrespective of a change of government.

In Britain the Secretary of State is admirably assisted so that he carries out the duties which devolve on his ministry. First, and depending on the size and responsibilities of his ministry he is given (up to three) deputies called Ministers of State, to assist him. In the case of the Chancellor of the Exchequer, the Chancellor is assisted by Four Ministers of State. The area of work for each Minister of State is always clearly stated or designated. In addition to the ministerial deputies each Secretary of State is assisted from his party with one or two Parliamentary Secretaries.

Finally, he has a Private Secretary. So this is the political array around the Secretary of State. In other words each Minister in the British government is given anything from 1 to 5 people from his party appointed either as Ministers of State or Parliamentary Secretaries. In this way the Secretary of State is enabled to run his department with the political guidance and assistance of his party colleagues. In this manner it becomes relatively easy for him to work out matters of policy on any relevant issue or development relating to his department.

METHOD AND CRITERIA OF RECRUITMENT FOR DIPLOMATIC SERVICE

First, it must be explained that the Civil service in the British Foreign Affairs department is divided into two categories:

- (1) - those who form part of the Home Civil Service
- (2) - those who form what is called the Foreign Civil Service i.e. those serving in the diplomatic missions abroad.

To serve in the British diplomatic service the minimum academic qualification is the Cambridge "A" level certificate. The Foreign Affairs department puts out adverts in the media for so many jobs in the Foreign Affairs department.

They will state that the minimum qualification is the "A" level certificate. Applications are then to come from those who have the "A" level and some who have junior and even senior degrees. This academic disparity led to the emergence or adoption of two streams of training recruits viz:

- (a) - the main stream
- (b) - the fast line (stream)

The main stream consists of those people who have no academic degrees except only "A" level certificate. The fast line consists of people with junior degrees or senior degrees. On being selected to serve in the diplomatic service they are given grades DC 9 and DC 10 grades and are all employed as 3rd Secretaries and are placed on full employment. The main stream, by virtue of their low academic qualifications take a long time to rise in ranking. Whereas the fast line, which at times has people with senior degrees rise very fast rank - wise.

The first three weeks after their successful recruitment is an induction course at the ministry of Foreign Affairs. They are given various Lectures about Foreign Affairs work. These Lectures are done by both officials of the department as well as invited known authorities (e.g. University Professors) in the fields to be covered. At the end of this induction course the recruits are asked to indicate their areas of geographical interest e.g. North America, South America. Japan, China, North Africa etc.

This will enable the department to arrange later for the recruit to be trained in French plus the Language of his geographical interest e.g. if it's South America the recruit must receive language training in Spanish. French is compulsory for everybody and irrespective of choice of geographical areas of interest. After the induction course the recruits are then distributed throughout the sections of the department and are continually moved under careful supervision.

At the end of the first year the recruits are placed at the London School of Economics where they study the necessary subjects in International Relations i.e. International Relations, International Law, International Trade and Finance, French, the Language of geographical interest etc - they are at this university for a year. At the end of the 2nd year they are then sent to a college, institute or academy in the geographical area of interest they indicated to further their studies with emphasis on the language of geographical interest.

At the end of that year they are then attached to the British embassy or High Commission in that country and promoted to the rank of 2nd Secretary DC 7 in grade. At this point the formal training is complete. In other words the British diplomatic training - 3 years in all - is both informal and formal, and for the formal part they make use of existing institutions in Britain and abroad. They have no diplomatic school of training of their own. Any intake in the diplomatic field is always and invariably influenced by the number of vacancies in this service.

IMMEDIATE PLANS FOR DIPLOMATIC TRAINING FOR THE ANC

During my stay in London I probed possibilities for diplomatic training through various contacts. For this work I even travelled to France i.e. Paris in the last week of my stay in London. In Paris we went to see the Principal and her officials Viz. Madame Helen Mazeran of the International Institute of Public Administration. I went there with Patrick Wintor of SAAAEP.

(1) The overall result was an agreement on the part of this institution to take 15 of our candidates for a specially tailored intensive diplomatic course of 6 weeks in Paris.

(h) Then I met Professor Ayad of the London Polytechnic Diplomatic Academy together with his counterparts from Birmingham University. This was per appointment. At the end of the talks the Polytechnic and Birmingham University representatives agreed to put up a specially tailored course for our people over a period of 10 weeks. It is similar to the one offered in Paris but they insisted that the minimum period for their course is 10 weeks. This course has been given to many other countries.

As a starting date they propose 27th April 1992. O.D.A. is part of the Foreign and Commonwealth office and during my attachment I had lengthy discussions with them on their work both in the commonwealth and countries outside the commonwealth. I probed the possibility of their funding of our students for diplomatic studies in England. I got the impression that there would be no problem provided the matter was approached in the same way as our course at the Civil Service College.

Finally, I went to the Commonwealth Secretariat at Marlborough House to discuss the issue of the training of our people in diplomacy. I indicated to them that both the French and the British made it clear to us that whilst they would be glad to help in the theoretical part of training our people they will not be able to assist us in the practical attachment of our people in their Foreign Affairs departments after completing the theoretical part.

The Commonwealth officials were happy about our drawing their attention to this issue and assured us that they would assume full responsibility for: 13 - 4 weeks practical attachment of our people in the Foreign Affairs departments of Commonwealth countries. The officials involved were Mr Carl Wright who heads the Southern Africa desk and Dr Linton.

I recommend strongly that the issue of diplomatic training be given urgent attention. I am attaching a letter from Dr Ayad of the London Polytechnic Diplomatic Academy confirming their readiness to train our people as well as a date on which to begin the course in London and Birmingham. With regard to the French Academy which has offered 15 spaces they are awaiting confirmation from us that we are sending the 15 candidates. This can be done through Patrick Winter of SAAAEP.

I cannot write about all the areas of my attachment at the British Foreign and Commonwealth Secretariat - it would be too voluminous a report. But I wish to confirm that I have learnt a lot and, hopefully, I will be of more help to the department and to the ANC.

With thanks

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2 March 1992 L O N D O N

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Dear Mr Mabizela

RE: DIPLOMA TIC TRAINING FOR ANN REPRESENTATIVES

Further to our discussion on Friday 21 February, I am writing to nnnfirm that? U: wnnlr'l ha plnanad tn nrganise a ten-week study programme in Diplomacy: Practice, Procedures and Dynamics (details attached) for a group of forty ANC Representatives.

It is proposed to commence the course on EITHER Monday 27 April 1992 and finish on Friday 3 July, OR Monday 5 October and finish on Friday 11 December 1992.

The tuition fees for a group of forty students will be \$72,000. The cost covers course materials, cultural and educational trips in the UK and one week in Brussels but excluding accommodation. However, students may be accommodated at PCL Halls of Residence or adjacent convenlenc accommoaatlon at a cosc o: :3: per week, per student, provided confirmation is received by 30 March 1992 for an April start or 29 May 1992 for an October start.

Nominated ANC representatives will be enrolled on the PCL Post urauuace terclrlcace ln 5peclal bcuay lulplomatlc achLeS).

Thnrnfmrn, they "me?- have a Unimnreity anrrnn nr nqn'lvalent in relevant experience such as representing the ANC in other countries.

Please do not hebiLQLc Lu uuulauL m: if you require further information.

I look forward to hearing from you.

Yours sincerely

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Director

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school of local and Policy science-
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Diplomacy: Practice, Procedures and Dynamics

27 April - 3 July 1992

OR

5 October - 11 December 1992

AIHS

1. To introduce students to the dynamics Of diplomacy as
an exercise of political influence which comprises
strategies, tactics and techniques.

2. To develop the student's ability to evaluate the context of
international relations and international relations which
diplomacy takes place.

3. To analyse the processes of policy formulation with special
reference to foreign policy formulation and implementation,
including alternative models of how policy evolves. t

4. To explore the processes of negotiation within the
framework of the "paradigm of influence" in international
diplomacy and to enhance the students's understanding of
the different cultural contexts in which these negotiations
occur.

5. To examine the impact of the post Cold War Third World
Countries with emphasis on Africa, and the emerging
pattern of diplomacy.

6. To help develop the basic skills necessary for the practice
of diplomacy, especially analysis, bargaining and
persuasion.

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AIR 1. The essentials of modern diplomatic methods and practice.
The role of 'generalist' diplomat in the light of technological
advances. Diplomacy in conditions of omity to the point of
rupture of diplomatic relations; diplomatic and consular law and
practice; diplomatic privilege and immunity; Diplomatic
political system, diplomacy and protocol.

LIH_21 The main features of international political and
economic organisation with emphasis on the EC and SADC; aspects
of LME world economy ULQBL (Lzude, development, aid, foreign
investment, dependency phenomena). International diplomacy and the
role of diplomatic missions in promoting trade and business;
diplomacy and cultural exchange. Diplomacy of human rights.

hxx 3, Paradigms of decision-making: Alternative models of policy-making. The role of pressure groups. The impact of certain domestic and global issues, such as pollution, defence. refugees, trade, aid, shipping and air services, on external relations.

5:: 4. Diplomatic negotiaticn and international bargaining, theory and practice; multilateral diplomacy, conference negotiation, shuttle and coercive diplomacy. Problems of cross-cultural communication.

;n_g\$ Shifting world alliances and strategic groups. The role of the CAD and the Commonwealth. Ethnic and territorial disputes.

AI; g. The indispensable skills of diplomacy: assessment, analysis, reporting, recording, advocacy and communication skills. Diplomatic discourse, diplomatic mission: and the media (TV and radio interviews). The management of diplometio nieeione; Starting a new embassy; legal and administrative procedures. Material documentary requirements for the proper conduct of its activities. Staff selection, training and team-building. Problems of integration into and establishing effective relations with an established diplomatic community. International Technology. Definitions: Information technology, computers, hardware and software. Application of internetion technology within diplomatic missions and government departnente Design, selection and implementation.

TEACHING XETRODS

The more academically-based, knowledge-oriented part of the course (Aihis 1-5) will be taught by lectures, supplemented with increasing frequency during the course by seminars in which students will be asked to prepare papers on specific topics. Every opportunity will be taken to draw on the particular expertise of members of the student group. The formal lectures will be supplemented by guest speakers from government departments, senior members of the London Diplomatic Corps and Heads of International Organisations.

The skills-orientated component of the course (Aim 6) will be partly based on analysis and discussion, eg, looking at examples of good and bad communication, written and audio-visual. Much emphasis, however, will also be laid on the practice of these skills, by means of workshops and simulations, which give students the chance to develop their written, spoken and presentation skills, and the powers of analysis which underpin them.

Cultural and educational visits will be organised within the UK and the European Community.

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An oral presentation (20 marks), an essay of 2000 words (20 marks) and one three hours final examination (60 marks).