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International  
Extension  
College  
REPORT ON A SHORT-TERM PLANNING CONSULTANCY TO THE  
SOUTH AFRICAN EXTENSION UNIT (SAEU)  
ON BEHALF OF THE COMMONWEALTH SECRETARIAT  
2 Y - 3 AUGUST 1992  
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## CONTENTS

10.	
11.	
12.	
13.	
Abbreviations	
Executive Summary	
Background	
Terms of reference	
Programme of activities	
Approach to the study	
SAEU in transition: a continuing role in the frontline states	
The need for SAEU in South Africa	
.1 Educational opportunities for returnees	
.2 Areas of operation	
.3 Mechanisms of implementation	
4 Some recommendations on South Africa	
The relevance of the SAEU curriculum to employment prospects and human resource development	
7.1 Academic courses	
7.2 Vocational courses	
7.3 Some conclusions and recommendations	
Linkages with South African institutions and organisations	
SAEU's longer-term role	
9.1 Abolishing the SAEU?	
9.2 A wider role in South Africa?	
9.3 A wider role with refugees?	
Financial support	
Structure and operations of the SAEU	
Some conclusions and a possible timeframe	
Summary of recommendations	
Acknowledgements	
10	
13	
14	
15	
18	
21	
22	
23	
26	
27	
28	
29	
31	
31	
32	
33	
37	
39	
40	
45	

CONTENTS

Appendix

Appendix

Appendix

Appendix

Appendix

II

III

IV

Individuals and institutions consulted

Documentation

Origins, size and distribution of  
refugees in Eastern and Southern African  
countries (until the end of 1991)

Guidelines for educational assistance  
to refugees (UNHCR, 1992)

Possible timeframe for SAEU developments

## ABBREVIATIONS

ACDSA International Association for Cooperation and Development in Southern Africa  
ANC African National Congress  
CACE Centre for Adult and Continuing Education  
CFTC Commonwealth Fund for Technical Cooperation  
COL Commonwealth of Learning  
GCE General Certificate of Education  
IEB Independent Examination Board (South Africa)  
IEC International Extension College (UK)  
JC Junior Certificate#5f Education  
NCCR National Coordinating Committee for Repatriation  
NGO Non-Governmental Organisation  
OAU Organisation of African Unity  
PAC Pan-Africanist Congress of Azania  
PTA Preferential Trade Area  
SACHED South African Council for Higher Education  
SADCC Southern Africa Development Coordination Conference  
SAIDE South African Institute for Distance Education  
TORS Terms of reference  
UNDP United Nations Development Programme  
UNESCO United Nations Educational, Scientific and Cultural Organisation  
UNETPSA United Nations Education and Training Programme for Southern Africa  
UNHCR United Nations High Commission for refugees  
WUS World University Service

## EXECUTIVE SUMMARY

The South African Extension Unit (SAEU) was established in 1984 to provide education at a distance for South African exiles in the frontline states. With the constitutional process currently underway, and the return of many exiles to South Africa, a need has arisen to review the role of the SAEU in the transition period to a more democratic South Africa, and to consider its longer term future. To support this process, the Commonwealth Secretariat invited Dr Solomon Inquai and Mr John H Thomas of the International Extension College (IEC) to undertake a three week study of the institution and its possible futures. The consultants started their study at the SAEU in Dar es Salaam: Dr Inquai, accompanied by the SAEU Director visited Swaziland and South Africa while Mr Thomas, accompanied by the SAEU Programmes Development Coordinator, visited Uganda, Zambia and Zimbabwe: the consultants then returned to Dar es Salaam for final consultations and the drafting of this report.

After outlining the background terms of reference programme of activities, and the approach to the study, the report first considers the need for continuing SAEU activities in the frontline states (Tanzania, Uganda, Zambia and Zimbabwe). It concludes that, although exact figures are difficult to establish, a substantial minority of South African exiles (and SAEU students) are remaining in the frontline states; and that therefore there is likely to be a continuing role for the SAEU in these countries for at least the next two or three years. The report next turns to the majority of exiles who have returned to South Africa. It concludes that the educational opportunities for returnees are currently very limited; and that therefore there is a case for the SAEU extending its activities into South Africa - particularly in support of former SAEU students who had not completed their studies when they returned home. The report rejects the idea that the SAEU should engage directly in 'mass literacy' and 'basic education' in South Africa - though it does suggest that the SAEU's 'basic' materials should be made available to educational agencies operating in non-formal adult basic education. It is argued that the SAEU should focus mainly on providing secondary education to former SAEU students in the frontline states who have returned to South Africa without completing their studies. In addition, the report suggests that the SAEU should explore the possibility of raising funds in support of vocational training in South Africa. In order to accomplish these ends, the SAEU should (a) work mainly through the Batlagae Trust and the South African Council for Higher Education (SACHED), and (b) appoint an SAEU Representative in

South Africa to act in a coordinating and liaison capacity. The consultants conclude that there is likely to be a need for SAEU activities in South Africa for the next three to five years. The report then turns to the relevance of the SAEU curriculum to employment prospects and human resources development in South Africa. It looks first at the SAEU's 'academic courses' and concludes that their main contribution is an indirect one - enabling students to gain access to higher and technical education opportunities, thus enhancing their prospects of employment and their political contribution to the human resource requirements of a new South Africa. The 'basic' courses are seen mainly as a way of preparing students for 'O' level work. On the secondary course, it is suggested that for the moment the SAEU should continue to use Wolsey Hall materials to prepare students for University of London 'O' and 'A' level GCE examinations; and that this should continue until the proposed SACHED alternative adult curriculum is fully operational. On the question of vocational training, the report recognises its importance but suggests that, in so far as SAEU is involved in this area, it should sponsor courses which either (a) offer clear opportunities for self-employment, or (b) lead to recognised job-related qualifications.

On the question of linkages with South African institutions and organisations, in addition to working through the liberation movements, the Batlagae Trust and SACRED, the report urges the establishment and maintenance of a network of relationships with other relevant funding and implementing agencies in South Africa - including the newly emerging South Africa Institute of Distance Education (SAIDE). The creation of such a network should be a major responsibility of the SAEU's South African Representative. Turning to the longer term role of the SAEU, the report rejects the idea of abolishing the institution once its original purposes have been fulfilled - on the grounds that there is a strong case for maintaining and using the experience and expertise which it has acquired. Two possibilities offer themselves: a more general non-formal distance education role in South Africa: and a role as an enabling agency, working in collaboration with international organisations, government departments and voluntary bodies, to provide distance education to a wider population of refugees, initially in Southern, Central and East Africa. The report argues the case for this second role.

On the question of financial support, the consultants recognise this as a key factor in determining the future role of the SAEU.

They argue that the current funding agencies have a role in supporting SAEU through its transition phase; and suggest some general strategies for exploring new sources of financial support.

Finally, it is recognised that all of these changes have implications for the structure and operation of the SAEU.

Suggestions are put forward for possible new staffing requirements within the organisation; and attention is drawn to the constitutional implications of change in terms of relationships with international agencies and donors, and with the Government of Tanzania - and the effects these will need to have on the composition of the Board of Trustees. In conclusion, the report offers a tentative timeframe within which the process of change might take place; a summary of the main substantive recommendations which have emerged from the study; and an acknowledgement of the generous assistance and support which the consultants received from the Director and staff of the SAEU, from the liberation movements and the UNHCR, and not least from the SAEU'S students and part-time tutors.

1.

#### BACKGROUND

The South African Extension Unit (SAEU) was set up in 1984 on the initiative of the Commonwealth Heads of Government and under the auspices of the Commonwealth Secretariat to provide education at a distance for South African exiles residing in the 'frontline states'. In its initial phase (1984- 87), it developed 'basic' level distance learning materials in English, Mathematics and Agriculture, designed mainly for students who had not completed their primary education. Since 1987, working in collaboration with South African' 5 two major liberation movements, the African National Congress (ANC) and the Pan- Africanist Congress of Azania (PAC), and also through the United Nations High Commission for Refugees (UNHCR), the SAEU has offered its 'basic' education courses, together with secondary courses leading to GCE 'O' and 'A' level examinations purchased from Wolsey Hall in the UK, to South African exiles in Tanzania. Since 1989, it has expanded its distance education provision at 'basic' and secondary levels to South African exiles in other frontline states - Angola, Botswana, Uganda, Zambia and Zimbabwe. More recently, it has also arranged and funded a number of short (4a6 week) vocational training courses designed to enhance exiles' opportunities for employment. Since its establishment it has provided distance education to more than 3,000 South African exiles in the frontline states. With the constitutional process currently underway in South Africa, and with the un- banning of the liberation movements and the return to South Africa of a large number of exiles, there is a need for the SAEU to re- assess its role and consider its possible futures. The questions facing the Unit are succinctly summarized in the 'Background Information' and 'Problem' sections of the job description issued by the Commonwealth Secretariat for this consultancy (CFTC/TAN/BZ):

BACKGROUND INHQRMATIQEWRELEXANT TO\_EBQJECT:

At its meeting in Horogoro in August 1991. the SAEU Board of Trustees examined the possible future role of the Unit on the basis of a paper prepared for the meeting ... It was felt that during the transition period, learners would continue to require SAEU's support until they complete their courses. It was also felt that with the return of exiles to South Africa there was a need to continue support inside South

ii.

Africa for those students who had not completed their courses and to examine the longer term role of SAEU in respect of working inside South Africa. It was suggested that the experience gained by SAEU in handling South African refugees could perhaps be applied to servicing other refugee communities in Southern Africa. Furthermore, it was suggested that the SAEU could appropriately forge working relationships with other educational institutions in Southern Africa particularly in the area of adult education as well as with regional and international institutions (SADCC, PTA and COL).

It may be noted that these considerations find their reflection in the report of the Expert Group on Human Resource Development for Post-Apartheid South Africa endorsed by Heads of Government in their meeting in Harare in October, 1991 (Paras 4.30: 4.32; 5.31 and 5.29).

**PROBLEM:**

The present structure of the SAEU was designed to suit its responsibilities as a distance teaching institution catering for the education and training needs of South African exiles in the Frontline States. To enable it assume effectively its proposed new and expanded roles, SAEU's present structure needs to be reorganised.

In order to ensure the success of the SAEU, a study needs to be carried out to establish the following: needs, size, logistics and feasibility for serving the intended target groups. The study will also assist in the drawing up of a plan for phasing portions of the entire project, highlighting on modalities for acquiring, developing and delivering study materials to various target groups.

iii. Since present sources of finance for the SAEU cannot suffice SAEU'S proposed new and expanded roles, there is a need to:

- a. propose new sources of funding
- b. propose strategies of maintaining the funding

The general aim of the consultancy was therefore to help the Board of Trustees of the SAEU resolve these questions and plan the future role of the Unit, both in the 'transition period' to a more democratic South Africa, and also beyond. To this end, the Commonwealth Secretariat, under the Commonwealth Fund for Technical Cooperation, with the agreement of the SAEU and, the Government of Tanzania, invited Dr Solomon Inquai and Mr John Thomas of the International Extension College in the UK to undertake the consultancy in July/August 1992.

## 2. TERMS OF REFERENCE

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The terms of reference (TORs) for the consultancy were defined as follows:

1. To evaluate the extent of the need for the SAEU activities to be carried out in South Africa during the transition period in the areas of mass literacy, basic and secondary education levels, as well as vocational training for returning exiles, SAEU current students, women and "post 1976 generation."
2. To examine the relevance of the present SAEU curriculum in order to establish whether it enables the returning exiles and "post 1976 generation" to be self-employed, employed by informal or formal sector.
3. To examine the role of the SAEU in preparing South African returning exiles to occupy middle and high level positions in Government departments, local government, private sector and other institutions through intensive and specialized training programmes.
4. To consider possible linkages between the SAEU and the relevant South African institutions/organisations in respect of 1 - 3 above.

5. To assess the possibility of the SAEU being transformed into a Southern African Institution for distance teaching thus enabling it to incorporate in its programmes refugees other than South Africans in the Sub-region.

6. To examine and propose sources for financial support to the SAEU during the transition period and post apartheid era so as to enable it to perform its activities smoothly.

7. To make recommendations as to the structure and operations of the SAEU to enable it fulfil the new tasks required of it.

#### PROGRAMME OF ACTIVITIES

The two consultants started work in Dar es Salaam on 22 July 1992. The first four days (22 - 25 July) involved: courtesy calls on the Chairman of the SAEU board of Trustees, and on Representatives of the ANC, PAC and UNHCR:

briefing and preliminary consultation with the Director and professional staff of the SAEU, and study of SAEU documents; discussion and agreement with SAEU staff on guidelines for the study and finalisation of arrangements and travel plans for visits to South Africa, Swaziland, Uganda, Zambia and Zimbabwe;

On 26 July, Dr Inquai, accompanied by the Director of SAEU (Mrs Elizabeth Ligate) left Dar es Salaam for a tour of Swaziland and South Africa to assess the situation of returnees (particularly former SAEU students) and their educational needs, and to consult with potential collaborating institutions. Meanwhile, Mr Thomas, accompanied by the SAEU's Programmes Development Coordinator (H: Mathias Entahgi) left for a series of visits to Uganda, Zimbabwe and Zambia, to assess the continuing need for SAEU services to South African exiles in those countries and to make preliminary enquiries about the educational needs of other refugees groups.

The consultants and their SAEU counterparts returned to Dar es Salaam on 8 August for a series of final consultations and the drafting of this report.

(note: It was unfortunate that Dr. Inquai and Mrs. Ligate's Visit to South Africa coincided with the ANC '5 week of 'mass action'. This meant that they were unable to visit some of the institutions and agencies that were in their original plan for this tour.)

A full list, of the individuals and institutions consulted is included in Appendix I.

#### 4. APPROACH TO THE STUDY

The discussion and recommendations which follow are based on the following main sources of information:

- a. Background documentation (see Appendix II)
- b. Consultation and discussion with the Director and professional staff of the SAEU. (It should be noted that the staff of the SAEU have already devoted considerable thought to the questions addressed in this report).
- c. Consultations with ANC, PAC and UNHCR representatives in Tanzania, Uganda, Zambia and Zimbabwe; and also with SAEU Coordinators, part-time tutors and students in each of those countries.
- d. Consultations with a range of individuals and institutions in Swaziland and South Africa - notably International Association for Cooperation and Development in Southern Africa (ACODA: African National Congress (ARC); Batlagae Trust; Centre for Adult and Continuing Education (CACE); Peninsular Technikon; South African Council for Higher Education (SACRED); South African Institute for Distance Education (SAIDE) Southern African Development Coordination Conference (SADCC).

In reporting, we have generally followed the order of the terms of reference.

# SAEU IN TRANSITION: A CONTINUING ROLE IN THE FRONTLINE STATES

Although not specified in the terms of reference, we felt it appropriate to assess the continuing need for SAEU services in the frontline states during the period of transition to a more democratic South Africa.

Consultations with representatives of the ANC, PAC and UNHCR in Tanzania, Uganda, Zambia and Zimbabwe, and with SAEU Coordinators, part-time tutors and students in each of those countries, suggest the following:

A substantial number of South African exiles have returned home - repatriated either by the ANC, or through the voluntary repatriation schemes of the UNCR, or independently (e.g. with support from parents or family). However, it is extremely difficult to be precise about the exact numbers involved - either for exiles in general, or for SAEU students in particular.

It is possible to obtain some figures for UNHCR repatriations: but it is much more difficult to obtain reliable figures from the liberation movements - in part for security reasons. Nor were we able to obtain figures for the number of exiles who had returned to South Africa independently.

The situation is further complicated by the fact that a significant number of exiles who are repatriated to South Africa find conditions there sufficiently difficult that very soon they return to their country of exile, or to one of the other frontline states. (For instance, the UNHCR in Harare estimates that as many as 40% of returnees come back to Zimbabwe within a relatively short time). The main reasons given for this are: problems of accommodation, difficulties in finding employment or opportunities for further education, and the limited level of support available from the National Coordinating Committee for Repatriation (NCCR) - which, in any case, is due to cease operation fairly soon.

In addition, it is reported that a significant number of new exiles from South Africa are arriving in the frontline states on a regular basis - mainly fleeing the violence in the townships or seeking opportunities for education.

In short, whereas it was assumed some months ago that there would be a fairly rapid return of exiles to South Africa, the situation now is much less clear. The ANC, PAC and UNHCR are not in a position to give exact numbers: but they are all agreed that while a substantial number of exiles have returned to South Africa, a significant minority are likely to remain in exile in the frontline states until the political situation in South Africa improves, and until there is an improvement in the prospects for accommodation, employment and further education. What is true of the exile population in general is perhaps particularly true of SAEU students - who seem acutely aware of the need to secure educational qualifications which will lead either to employment or further education if they are to survive in the present socio-economic climate in South Africa.

In its Interim Report of SAEU Activities for 1991/92 (Contract No. 91 7-5071-31), the SAEU observes (p.1) that 'a group of 700 SAEU students (had) repatriated to South Africa' but that although 700 is the number recorded by the SAEU, there are others who have gone back to South Africa notifying neither Hovements' officials nor revealing their intentions to the SAEU, although some do inform the SAEU of their repatriation after being in South Africa for some time ... However, it is estimated that by the end of 1992 there will still be 1300 SAEU students remaining in exile.

Our investigations suggest that this estimate is probably fairly accurate. SAEU Coordinators report the following numbers of currently registered students - though the number of fully active students may be less:

Tanzania 550

Uganda 600 9

Zimbabwe 150

Zambia 70

Total 1370 T

(Note: The SAEU programmes in Angola and Botswana are no longer in operation.)

Further, most SAEU Coordinators indicate that they are still receiving new registration at a fairly regular rate - though of

course some registered students may still return to South Africa, or may have returned already.

In addition, SAEU Coordinators and part-time tutors report a new urgency in seeking educational qualifications and a higher level of motivation from students - which they see as a response to feedback from South Africa or the difficulties of obtaining employment or access to higher or technical/vocational education without formal educational qualifications.

In the light of this evidence, and in view of repeated requests from ANC, PAC and UNHCR representatives, we feel the SAEU has an obligation to continue to fulfil its original objectives and to provide continuing support for its students who remain in exile in the frontline states. Recognising that many of these students have only recently entered the programme, we would therefore recommend:

- that the SAEU should continue its programmes in Tanzania, Uganda, Zambia and Zimbabwe for at least the next two or three years;
- that this provision should be kept under careful review in the light of developments in South Africa and the movement of students to and from the frontline states;
- that the programmes should be phased out, when it becomes apparent that it is no longer possible to provide cost-effective distance education to a limited number of students.

We do not feel we are in a position to specify exact criteria for cost-effectiveness in this situation: but we would expect the SAEU to be able to justify continued expenditures in the frontline states in the light of the income which it can generate and its developing initiatives in other areas (discussed below).

Although strictly outside our terms of reference, we would also urge the SAEU:

- to make every effort to supply students with individual copies of the study materials for their courses;
- to encourage SAEU, Coordinators and part-time tutors to promote the use of the study materials as self-instructional distance learning materials, and to discourage their use as resource materials supporting the

occasional face-to-face tutorial sessions (In this we endorse Recommendation No. 6 of the SAEU's internal evaluation report, Progress and Effectiveness of SAEU'S Programme in Ignzania: 1286 - 1990 (August 1991); to continue, as far as funding allows, its programmes of tutor training and development of students' study skills, and also to continue regular monitoring and evaluation visits;

to consider the practicability of moving towards a more 'paced' approach to its distance education programmes - in which students in a particular subject would start courses together and proceed at a regular pace through the material in the syllabus (we recognise the practical difficulties of this given the movement of students. But we feel it would enable the students to study more effectively; it would allow tutors to plan and make better use of the face-to-face sessions; and would immediately contribute to a high success rate in examinations);

to encourage the establishment where possible of 'resource centres' which could centralise additional learning materials (e.g. scarce textbooks and other study aids), provide a supportive study environment for SAEU students working on self-instructional materials, and facilitate peer-group learning.

We feel that these measures would enhance the effectiveness of SAEU'S programmes and contribute to more effective learning on the part of its students.

6.

#### THE NEED FOR SAEU IN SOUTH AFRICA

Although a significant number of SAEU students are remaining in exile, a substantial group (probably a majority) have returned to South Africa. The questions explored in this section (see terms of reference - item 1) are to what extent and in what ways should the SAEU continue to support the education of returnees in South Africa; and how wide should be the scope of its activities. We look first at the educational opportunities currently available to returnees in South Africa; then at the areas of operation in which we feel the SAEU might make a contribution; and finally at the mechanisms through which the institution might operate.

#### Educational opportunities for returnees

The evidence from our consultations in South Africa suggest the following:

4 Although a small minority of returnees may find places within the conventional sector of education in South Africa, the rigidities of the present system are such that for the vast majority of returnees this will not offer a realistic or acceptable route to continuing their education.

a Further, there is no publicly supported system of adult education into which the returnees can be absorbed.

a There are a number of well-established traditional correspondence colleges offering a wide range of courses with which students could register, but the general view is that:

(a) these are expensive;

(b) they offer little or no face-to-face tutorial support;

(c) although no formal statistics are available, they tend to be characterised by high drop-out and incompleteness rates.

(d) As was suggested in the previous section, levels of unemployment are such that returnees are unlikely to be able to afford these courses; and even if they could the courses themselves (particularly in terms of the lack of student support services) are unlikely to be appropriate to their needs.

SACHED is planning the development of an alternative adult secondary education system at a distance. But we understand that these courses are unlikely to be available for at least another three years. The scheme has a number of hurdles to overcome - among them the development of an alternative curriculum that is acceptable to the Independent Examination Board (IEB) and the Universities and Technikons as an equivalent to that offered through conventional institutions.

In the immediate future, therefore, the opportunities for returnees (including former SAEU students) to continue their education in South Africa are extremely limited; and although a number of initiatives are being developed to meet the situation, a radical change is unlikely to take place until there is a major reform of educational provision in a new and more democratic South Africa. For this reason, we believe the SAEU has a role to play in South Africa. The key question is therefore: given its experience and resources, what should be the scope of its activities?

## 6.2 Areas of operation

TOR-1 identifies a number of areas in which the SAEU might operate in South Africa during the transition period to a post-apartheid society:

- mass literacy;
- basic and secondary education levels;
- vocational training for returning exiles, SAEU current students, women and the 'post-1976 generation'.

These areas reflect the enormous task of educational reform facing the new South Africa. The size and complexity of this task are well spelled out in Beyond Apartheid: human resources in South Africa the report

Committee of Enquiry into the Education of the South African People (Gove and others in Barre (London: Commonwealth Secretariat, 1991).

In addressing the possible role of SAEU in the task of reconstruction, we are concerned that the institution should build on the experience and expertise it has developed since the mid-1980s; and that it should focus its efforts and resources on the priority areas which it is best equipped to serve. The experience and expertise of the organisation lie mainly in the areas of:

- the development, production and revision of 'basic' level distance education materials:
- the identification and selection of appropriate secondary level (GCE 'O' and 'A' level) materials for distance education:

\_ close collaboration with funding agencies, and with implementing agencies in a position to administer distance education programmes (notably the ANC, PAC and UNHCR);

- the support of implementing agencies through the provision of funds, distance education materials, training and supervision, monitoring and evaluation.

In recent years, the SAEU has been working mainly in the area of secondary education at a distance. It is estimated that about 80% of SAEU students are working towards GCE examinations, mainly at 'O' level. Most recently, it has also undertaken a number of initiatives, in collaboration with various providing agencies, in commissioning, planning and funding a number of tailor-made vocational training courses provided on a face-to-face basis.

It is with this profile of the SAEU that we approach the question of the areas in which the SAEU is likely to make its most effective contribution in South Africa.

(a) Mass literacy: We recognise the vital importance of this area in building a post-apartheid South Africa: for instance, it is estimated that more than 50% of black South Africans are non-literate. However, this; is an area in which the SAEU has neither experience nor expertise; and in any case it is not an area which lends itself easily to distance education techniques. We would, therefore, suggest that this is not an area to which the SAEU should give priority. It should be left to other agencies in South Africa which have specialist skills and resources to address the task. A number of initiatives are already being taken in this area ie.g. the Literacy Cooperation Link in the Western Cape, and the Centre for Continuing Education (CCE) in the Peninsular Technikon). Ultimately, however, we believe the size of the problem is such that it can only be tackled through a major government initiative.

(b) Basic and secondary education: This is the area on which we believe the SAEU should concentrate. It is this area in which the organisation has developed substantial expertise and in which it is likely to make its most effective contribution.

(c)

17

Given the inadequacies of the Bantu education system, the demand for basic and secondary education is enormous. Clearly, the SAEU cannot meet the whole of this demand. We therefore believe it should focus its efforts on former SAEU students who started their studies in exile, have not yet completed them, and wish to do so through the SAEU. There is abundant evidence of the demand for the continuation of such a service in South Africa - both from the education departments of the liberation movements, and from the students themselves. Efforts or specific target groups: in particular, on

The extent to which the SAEU can provide such a service will of course depend on the resources to which it has access; and we would strongly encourage donor agencies to support this aspect of the SAEU's work.

As far as the provision of 'basic' courses are concerned, we would suggest that the main role of the SAEU should be the provision of distance education materials. It already has very useful courses in English, Mathematics and Agriculture, which could be made available to local organisations in South Africa which wish to use them. There may also be a case for acquiring or developing additional materials in 'Basic Science' - a point to which we shall return later. At the secondary level, we believe that the SAEU should continue to operate essentially as it has been doing in the frontline states - i.e. working in close collaboration with local agencies who are in a position to implement and administer its courses, providing them with course materials, funds for tutorial support, training, monitoring and evaluation. We turn to the mechanisms through which this might be accomplished in the next section (section 6.3).

Vocational training for returning exiles and SAEU current students and women and 'Post-1976 generation': Again, there is no doubt of the tremendous need for vocational training at various levels in South Africa: see Beyond Apartheid (1991), especially chapters 4 and 5. In addition, the demand for such training was very apparent in our discussion - both in the frontline states and in South Africa. It is also relevant that the SAEU has recently acquired experience in identifying areas of need and in responding, in collaboration with other institutions, by the provision of tailor-made vocational courses.

however, the ability of the SAEU to continue to work in this area in South Africa will depend very much on its ability to raise funds. Vocational courses on a face-to-face basis are expensive to run; and can only be offered to a limited number of students. We would therefore encourage the SAEU to continue to explore the possibilities of acquiring and perhaps adapting distance education materials in support of vocational education and training. We shall return to this question later in the section on the relevance of the SAEU curriculum to the employment prospects of its students (section 7.2).

In so far as the SAEU continues its involvement in vocational education and training in South Africa, as with secondary education, we would suggest that it focuses, initially at least, on the needs of its former students in the frontline states. The organisation will no doubt be subject to pressures and demands from other groups for support - for example, other returnees and more generally from women and the 'post-1976 generation'. Without underestimating the pressing needs of these wider groups, we feel it would be unrealistic for the SAEU with its limited resources to attempt to respond to them. We also feel it would be unrealistic for the SAEU with its limited resources to attempt to respond to them. We also feel that spreading its net too widely could also dilute and make less effective its effort in the areas in which it has real strength and expertise. In the first instance, therefore, we would recommend that it focuses its attentions on its former students from the frontline states.

#### Mechanism of implementation

There are two main problems which the SAEU faces in extending its activities to its former students who have returned to South Africa:

- 4 establishing contact with former students who on their return have been dispersed throughout South Africa;
- 4 establishing contact with relevant organisation through which it can set up, administer and support a network of study centres and recruit a cadre of part-time tutors.

The SAEU has already gone a long way to resolving these problems in principle - though if the scheme is to move forward it will need to be translated into practical agreements and working relationships.

The effort which the SAEU has already made is most clearly reflected in the brief report of Mrs Joyce Sifuba, SAEU goordinator in Zimbabwe (now Chief Representative of the PAC in Harare), on her visit to South Africa in January - February 1992; and in the detailed report of the Director of SAEU on her follow-up visit in April 1992. The Specific objectives of the Director's visit were to:

a visit institutions and organisations visited by Mrs Sifuba and others to firm up proposals and structures for continuing to offer education and training opportunities;

a identify Mstructures of operations and establish patterns of stUdy centres and support services

s sort out mechanisms of establishing contacts as well as identify students

4 get information on the institutions/organisations that handle GCE examinations

a make preparations for launching a puoneering study centre

4 establish a firm rapport with the Liberation Movements as well as the donors

The main outcome of the visit, as far as this discussion is concerned, was the setting up of a SAEU Coordinating Committee, consisting inte; alia of representatives of the liberation movements; SACRED, and the Batlagae Trust, as well as the SAEU. The Committee met on 9 April 1992 and agreed on a short-term plan of action, with specified responsibilities as follows:

i. AZAPO to prepare a political statement in newspapers on behalf of ANC and PAC Ton former SAEU students1 through advertisement in newspapers:

ii. Batlagae to collect data (on former SAEU students) through advertisement in newspapers;

- iii. Batlagae to process data;
- iv. SACHED to identify and train tutors;
- v. SAEU to inform those in exile about agreements made in this meeting.
- vi. SAEU to inform those in exile about agreements made in this meeting.

Deadlines for the various activities were also agreed; and the arrangements were formally confirmed the following day with a commitment from SACHED 'to identify and train tutors nationally; also to provide study centres wherever possible'. (See Egllow-up Visit to South Aizigg by the \$529 ' ct Mrs N Li ate from l t l A r' 19 - especially pp. 11 - 17)

We would endorse the SAEU's approach to contacting and registering returned students through the Batlagae Trust; and setting up study centres and identifying and training part-time tutors through SACRED - which already has a national network of study centres located in the major urban areas to which most former SAEU students are likely to return. However, we would also note that both of these organisations are understaffed and overstretched - a fact that was probably responsible for the slippage of the deadlines agreed at the 9 April meeting. For this reason, we would suggest that, if the programme in South Africa is to be developed, it will be necessary to have a full-time member of the SAEU staff (with office facilities and at least part-time secretarial support) based in Johannesburg. This person would:

- act as the representative of the SAEU in South Africa;
- liaise with the Batlagae Trust in the location and registration of students;
- liaise with SACHED in the setting up of study centres; the identification, appointment and training of part-time tutors; the distribution of materials; the registration of students for examinations; and the monitoring and evaluation of the programme;
- establish and sustain links with relevant educational organisations and potential local donors in South Africa;

- explore possibilities in the provision of vocational training courses:

\_ advise the Director of the SAEU on the development of ltS programme for returnees in South Africa.

Such an appointment would of course have substantial financial implications for the SAEU which the Board of Trustees would need to consider carefully. But without such an appointment, it seems unlikely that the SAEU could initiate and sustain an effective follow-up programme for its former students who have returned to South Africa. If the SAEU decides to go ahead with its programme in South Africa, we would suggest that the Johannesburg Representative should be in post as soon as possible, and not later than 1 January 1993. Otherwise there is a danger that the momentum created by the April meetings will be lost and contacting former students will become even more difficult.

So far, we understand that this response to the newspaper advertisement for former students has been somewhat disappointing. If the programme is to go ahead, we would encourage the SAEU, in collaboration with the ANC, the Batlagae Trust and other relevant organisations, to continue making every effort (through a range of different media) to contact and register former students. It will also be important that the liberation movements and SAEU Coordinators in the frontline states are in a position to give clear instructions to political returnees on how they can re-establish contact with the SAEU in South Africa. However, we do not underestimate the difficulty of these tasks. (Note: The SAEU already has registration forms which are given to returnees before departure; and these students are followed-up by letter.)

Finally, we could expect these activities in South Africa to be necessary for at least three to five years - or until SACHED'S alternative adult secondary curriculum is fully operational.

Some recommendations on South Africa

In the light of the above discussion, we would put forward the following recommendations:

1 That the SAEU should proceed with its plans to extend its services to South Africa;

4 That in doing so it should build upon the experience and expertise it has acquired in the frontline states;

5 That 'it should not attempt to make a direct contribution in the area of 'mass literacy':

6 That it should not involve itself directly in the revision of 'basic' 'vel' education - but that it should make 'its' 'a' 'even' materials available to other educational and social welfare agencies who may wish to use them;

7 That the AUE should 'not' 'be' 'instructed' 'to' 'offer' 'courses' 'to' 'former' 'SAUE' 'students' 'who' 'have' 'returned' 'from' 'exile' 'in' 'the' 'frontline' 'states' 'to' 'South' 'Africa' 'without' 'completing' 'their' 'secondary' 'education':

8 That if it decides to do so, the AUE should continue to work in close collaboration with the liberation movements and mainly through the Eastgate Trust and SACRED:

9 That if it decides to do so, the AUE should appoint a Representative Liaison Person based in South Africa, preferably Johan esbur, with appropriate office facilities and secretarial support.

10 That if it decides to do so, the AUE should coordinate its activities with the 'that' 'it' 'should' 'recognise' 'the' 'substantial' 'financial' 'commitment' 'that' 'this' 'would' 'involve' 'and' 'that' 'if' 'possible' 'this' 'should' 'be' 'in' 'post' 'by' 'January' '1993':

11 That one of the responsibilities of the above post would be to explore the possibility, within the resources available, of suggesting vocational training courses for former AUE students in South Africa:

12 That the AUE should think of its commitment to its South African programme in terms of at least three to five years - but that it should be phased out once SACRED's alternative adult curriculum is fully operational. '

13 4 That one of the responsibilities of the above post would be to explore the possibility, within the resources available, of suggesting vocational training courses for former AUE students in South Africa:

14 4 That the AUE should think of its commitment to its South African programme in terms of at least three to five years - but that it should be phased out once SACRED's alternative adult curriculum is fully operational. '

#### 7. THE RELEVANCE OF THE AUE CURRICULUM TO EMPLOYMENT PROSPECTS AND HUMAN RESOURCE DEVELOPMENT

In this section we review the questions raised by terms of reference 2 and 3. Both of these TORs raise the question of the link between the AUE's distance education

activities, the employment prospects of returning exiles, and their potential contribution to the restructuring of post-apartheid South Africa.

It should be recognised that the main thrust of the SAEU's education programme since its establishment has been to support exiles in completing their primary and secondary level education, in part to improve their immediate employment prospects, but also to enable them to undertake tertiary level education (either in their country of exile, overseas, or in South Africa) which will enable them eventually to enter middle and higher level jobs and professions. In this sense, the major role of the SAEU has been to make an indirect, though no less important, contribution to returnees' job prospects and South Africa's future human resource needs. More recently, the SAEU has turned its attention more directly to vocational training courses. We shall consider the SAEU's academic programmes first: and then its more recent vocational courses.

#### 7.1 Academic courses

(a) 'Easic' courses: In its earliest days (1984-87) the SAEU concentrated its resources on developing 'basic' level distance education materials in English, Mathematics and Agriculture, designed to help students complete their primary level education and prepare them for secondary education. These courses consisted of printed materials with audio-cassette support and were to be used in the context of occasional face-to-face tuition. Since 1987, these materials have been extensively revised and improved.

However, since then, the basic level materials have also been less used by students. It is now estimated that only 20% of SAEU students are following basic level courses. Several explanations are advanced for this. One is simply that the need for courses at this level has gradually diminished. However, there are also suggestions from tutors that many students see the 'basic' courses as too low level and elementary. Some of these tutors also suggest that this is a pity - since a rummer of students are entering '0' level courses without adequate preparations. In some cases, tutors report using the 'basic' courses informally for remedial purposes. One suggestion was also made that the 'image' of the 'basic' courses might be improved if they were given a new name \_ e.g. 'foundation' COUI'SES .

(b)

24

In talking to tutors and students in the frontline states, we felt that these 'basic' (or 'foundation'?) courses still have an important part to play in preparing students for their '0' level work. We would encourage SAEU Coordinators and tutors (as many of them already do) to make a careful assessment of students' preparations for '0' level work; and where they think it appropriate, to recommend preparatory work on the basic/foundation courses in English and Mathematics. (It seems that the Agriculture course is very little used since most of the exiles come from urban environments and do not see themselves as potential farmers!) -

A number of Coordinators and tutors also indicated the need for a 'Basic Science' or 'Integrated Science' course to accompany the English and Mathematics courses. We would endorse this. However, we think it unlikely that the SAEU will have sufficient resources in the next five years to develop a Science course of its own: and would therefore encourage the Ugit to explore the possibilities of adopting or adapting an existing Introductory Science Course.

We feel that a 'foundation' package of English, Mathematics and Science Courses (with Agriculture as an optional extra for rural areas) could well be very attractive to non-formal educational agencies in South Africa - if the proposals on basic education in section 6.2 are followed up. And in the longer term, such a package could also be of great value to basic adult education for a wider refugee audience. (We shall return to this question later.)

Secondary courses: Since 1987 the SAEU has been offering secondary courses using correspondence materials purchased from Wolsey Hall in the UK and leading to GCE '0' level and 'A' level examinations of the University of London Examination Board. Most of the students registered within SAEU have been following '0' level courses. It is estimated that currently less than 10% of SAEU secondary students are pursuing 'A' level courses.

In our consultations in South Africa and the frontline states, two main questions arose about the SAEU's secondary programme:

4 In view of the fact that many students (e.g. in Zimbabwe) wished to take Cambridge Examinations (which they felt were less demanding in some

subjects) or were taking local JC or GCE examinations (as in Zambia), was it still appropriate to be using Wolsey Hall materials leading to University of London examinations?

4 In view of the fact that GCE 'O' level was not regarded as the equivalent of the South African 'Matric', and would not therefore gain students entry into higher or technical education, would it be better to prepare students for the South African 'Matric' rather than GCE 'O' level examinations?

On the first question, we have made enquiries to see whether it is possible to obtain good quality distance education materials preparing students for Cambridge GCE examinations. So far we have not discovered any. We would therefore advise the SAEU Coordinator and tutors in Zimbabwe to encourage students to use the Wolsey Hall materials (when they are available) and to prepare for the London examinations; or if the students insist on entry for Cambridge examinations, we would suggest the tutors compare the syllabuses carefully and advise students on how to use the Wolsey Hall materials most effectively. In Zambia, we were assured by tutors that the Zambian and London syllabuses were sufficiently similar that the use of Wolsey Hall materials was not a problem.

On the second question, we were advised in South Africa that no suitable distance education materials were HtE available in preparation for the 'Matric' examinations; and therefore, for the moment, and until SACHED's alternative adult curriculum has been developed and formally accepted, the SAEU should stay with Wolsey Hall/University of London materials. However, this also implies that SAEU

Coordinators and tutors should make it clear to students that while 'O' levels may gain their entry to some professional courses e.g. Institution of Chartered Secretaries (ICS) or the Association of Certified and - and Chartered Accountants (ACCA) if they wish to go on to university or technikon, they need to continue their studies to 'A' level.

For the moment therefore, and probably until the approval of the new SACHED curriculum, we would advise the SAEU to continue to use Wolsey Hall/University of

London 'O' and 'A' level materials; and to encourage a higher proportion of students to continue their studies to 'A' level. We would also draw attention once again to the general suggestions about the management of secondary courses mentioned at the end of Section 5 above.

#### Vocational courses

It is clear from our discussions that there is a substantial demand and need for vocational training both among exiles in the frontline states, and among returnees to South Africa. It is also reported that the awareness of this need within the exile community is increasing as information on job prospects in South Africa filters back from returnees.

The SAEU has been responding to this need by arranging and funding through existing educational organisations a series of short (4-6 week) vocational courses in the frontline states, designed to offer opportunities for self-employment or to provide basic job-related skills. Courses have been offered in such areas as:

- Tie and dye/batik
- Word processing
- Motor mechanics
- Welding
- Electrical installation
- Business administration

Students seem to be generally appreciative of these courses: but there is also a strong demand for longer vocational courses leading to recognised professional qualifications. The view was frequently expressed (particularly in Uganda) that, however interesting and useful the existing short courses, students need a 'Certificate' if they are to obtain jobs, and certificates generally come from longer courses.

The problem with these longer courses is that they are generally expensive - not only in terms of tutor/instructor time, but also in terms of the equipment and materials they require. We doubt whether the SAEU will be in a position to support them on a substantial scale, particularly in view of the new demands for SAEU activities in South Africa. We therefore still feel that SAEU's main contribution to

its students' employment prospects and the human resource needs of South Africa will be in the area of providing secondary education at a distance - which can provide success to further professional and job-related courses at tertiary level. The SAEU should therefore continue to give first priority to its secondary programme. If additional funds are available, they should be invested in vocational courses: but as far as possible these should provide clear opportunities either for self-employment (as with the 'tie and dye' course), or provide recognised professional/trade qualifications (as with the Word Processing course). Courses in general job-related skills, not leading to certification, are likely to be less useful to exiles and returnees in obtaining jobs. One interesting vocational programme which was observed in South Africa is that offered by the Peninsular Technikon in the Western Cape. This institution is offering a six-month access course to 112 returnees which, if they pass their examinations, will allow them to enter full-time education at this technikon. The Peninsular Technikon is willing to cooperate with the SAEU to accommodate other returnees with 'O' levels in the scheme, provided funds are available. There may well be other institutions in South Africa willing to offer similar 'access' courses to 'O' level returnees - if the SAEU is in a position to raise (perhaps from commercial/industrial foundations to South Africa) the necessary funds for the project.

Some conclusions and recommendations

Our general conclusion, therefore, is that the SAEU's main contribution in terms of improving the job prospects of its students, and responding to the human resource needs of South Africa, is an indirect one. By offering a range of secondary courses leading to recognised GCE 'O' and 'A' level qualifications, it enables its students to gain access to further education and professional training, and therefore to qualify themselves for occupations which will contribute significantly to the building of a new South Africa.

More specifically, we would recommend:

4 that the SAEU place more emphasis on the role of its 'basic' courses in preparing students for 'O' level work:

4 that the attractiveness of the 'basic' courses might be enhanced if they were re-named 'foundation' courses;

4 that consideration be given to the acquisition/adaptation of a 'foundation' level Science course:

4 that the package of 'foundation' level courses be made available to educational agencies working in the area of non-formal adult basic education;

4 that the SAEU's secondary programme continue to rely mainly on the Wolsey Hall GCE 'O' and 'A' level materials leading to a University of London Examination Board qualification, both for students in the frontline states and in South Africa; and that this should continue until the alternative adult secondary qualifications being developed by SACHED is fully operational:

4 that the SAEU make clear to its students the need to proceed beyond 'O' level to 'A' level if they wish to follow higher or technical education courses in South Africa;

4 that if funds are available, the SAEU continue its experiments in the provision of short vocational training courses; but that as far as possible these should lead either to clear opportunities for self-employment or to recognised job-related qualifications;

4 that further explorations should be undertaken in South Africa in terms of the availability and sources of support for 'access' courses which would enable 'O' level students to enter full-time or technical education.

LINKAGES WITH SOUTH AFRICAN INSTITUTIONS AND ORGANISATIONS  
We have already emphasised in this report the SAEU's basic mode of operation:

it working in close cooperation with its main sponsor and funding agency - the Commonwealth Secretariat - and

more recently with the United Nations Development Programme (UNDP), United Nations Education and Training Programme for Southern Africa (UNETPSA), and the European Community;

is working in close collaboration with and through the main South African liberation movements (ANC and PAC) and the UNHCR.

We have also stressed the need to maintain and strengthen these links as the SAEU continues its work in the frontline states and extends its activities into South Africa.

The SAEU's work in South Africa will also involve establishing a new network of relationships with both funding and implementing agencies. As we indicated in Section 6.3 above, the SAEU has already initiated this process - particularly in terms of implementing agencies; and, as we suggested, we feel that working mainly through the Batlagae Trust (which has special responsibilities for returnees) and SACRED (which is a well-established organisation, with relevant experience in distance education, and a national network of study centres) is the right way to proceed. In addition, it will be useful to establish and develop close links with the newly emerging South African Institute of Distance Education (SAIDE) whose initial conference the Director of SAEU will be attending in September 1992.

There are a large number of other relevant institutions and organisations in South Africa with whom it will be profitable for SAEU to establish links. A useful list of these is given in Appendix 5 pp. 126-129 of the Beyond Apartheid report cited earlier. It will be one of the most important roles of the suggested SAEU South African Representative (see above, Section 6.3) to establish and maintain links with these bodies - particularly in terms of raising funds to support SAEU's South African activities. (We shall return to this question later.)

#### SABU'S LONGER TERM ROLE

Item 5 of the terms of reference raises questions about the longer-term future role of the SAEU and in particular about 'the possibility of the SAEU being transformed into a Southern African Institution for distance teaching thus enabling it to incorporate in its programmes refugees other than South Africans in the sub-regions'.

So far in this report we have suggested  
 t that for at least the next two to three years the SAEU  
 is likely to have a continuing role in the frontline  
 states; and  
 a that for at least three to five years the SAEU will  
 have a role to play with former students from the  
 frontline states who have returned to South Africa,  
 and possibly with other returnees.

However, we must assume that eventually these rules will be  
 fulfilled and the need for them diminished. We must assume  
 that:

t most exiles will eventually return to South Africa;  
 w returnees will gradually be absorbed into a re-  
 organised and re-structured education and training  
 system;

What then should be the role (if any) of the SAEU?

It seemed to us there are at least three longer-term  
 logical possibilities that need to be examined:

s that with the return of exiles and the re-absorbtion  
 of returnees into a reformed education and training  
 system, there will no longer be a role for the SAEU,  
 and that the organisation should therefore be  
 abolished;

s that once its original purposes have been fulfilled,  
 the SAEU could take on a more general role in non-  
 formal distance education for adults within South  
 Africa - thus continuing the 'South African' aspect of  
 its original role;

t that, alternatively, once its original purposes have  
 been fulfilled, it could draw on its experience in  
 working with refugees, and take on a mere general tole  
 in proViding distance education serVices to a wider  
 range of refugees within Southern Africa - or more  
 enerally within Africa as a whole - thqs emphasizing  
 he 'refugee' aspect of its original brief.

In what follows we consider each of these possibilities in  
 turn. (Logically, the second and third possibilities above  
 could be combined: but we discount this as an option since  
 we would regard it as too diffuse a role for a Single  
 organisation.)

### Abolishing the SAEU

Abolition of the SAEU, in say five years time, or when its original purposes in the frontline states and their extension into South Africa have been completed, is clearly one of the logical options available. The arguments in favour of this would be that the original purposes of the organisation had been fulfilled; that it no longer had a role to play; and that it should therefore be abolished. We would however regard this as an unfortunate and undesirable solution - on the grounds that the SAEU has built up a unique body of experience and expertise in working with South African refugees; that it would be a pity if this were dispersed and lost; and that the experience and expertise could profitably be employed and developed in other areas. We therefore reject this abolition option.

### A wider role in South Africa?

The second option - the possibility of transforming the SAEU into a more general non-formal distance education institution operating in South Africa - has already been considered by the SAEU staff and discussed in general terms by the Board of Trustees. The arguments in favour of this option are rooted mainly in the massive need for educational opportunities in South Africa to redress the inequities of the Bantu education system and the educational disadvantages of the 'post-1976' or so-called 'lost generation'. These are powerful arguments. There will undoubtedly be a tremendous need for additional education opportunities in a new South Africa - and distance education will clearly have an important part to play. However, we do not feel that this is an appropriate role for SAEU to play. Our main reasons for this are that

t The SAEU is essentially a Tanzanian institution: it is based in Dar es Salaam, and its staff is entirely Tanzanian.

t To fulfil a more general distance education role in South Africa it would clearly need to be based in that country.

t It is unlikely that the present staff of the SAEU (who embody its experience and expertise) would wish to move en masse to South Africa: and in any case, as a 'foreign' organisation albeit with Commonwealth and liberation movement support), as presently staffed it would not necessarily be acceptable in South Africa.

Therefore, the necessary move to South Africa would essentially involve the transfer of the name rather than the accumulated experience and expertise; and the organisation would in effect have to be re-built and re-established.

For these reasons, we do not regard the second option as a viable one; and we would therefore reject it.

A wider role with refugees?

We regard the third option - a wider role with refugees in Southern Africa, or more generally within the continent as a whole - as the most attractive, and the one that for the longer term we would endorse.

Based on our consultations with officials of the UNHCR and others, our arguments in support of this position would be briefly as follows:

i

In addition to South African exiles, there is a very large body of refugees and displaced people in South Africa and in Africa more generally.

For an indication of the numbers, origin and distribution of refugees in Eastern and Southern Africa, see Appendix III attached.

Although some efforts are made to provide education for these refugees by international organisations, receiving governments and voluntary agencies, most of these are directed towards providing conventional school based education for children and scholarship support for tertiary education; relatively little attention is paid to the non-formal education and training needs of adults to enable them to cope better with their refugee situation, or to prepare for repatriation; and within this area, relatively little use is made of the potential of distance education. There is therefore a great need for an initiating and coordinating agency - which could provide specialist information on distance education for refugees, and on the materials available and how they might be used; which could work in close collaboration with international organisations, government departments and

voluntary agencies, to deliver such educational programmes; and which could offer appropriate advice, training research, monitoring and evaluation in this area.

t The SAEU is uniquely equipped to fulfil such a role within the African context. It has the experience, expertise, track-record and credibility to establish itself in this field and to deliver a much needed, BIYipg: Mgeegver, it is an efficiently managed organisation with a very creditable record of accountability, and a small but highly motivated and experienced staff who could form the nucleus of the new organisation.

We would therefore recommend:

t 'th 10 erm -w en 't i 'nal ob ' at ons to outh A rica xiles and retu e s e essentia l ulfilled EU 5 0 use ' nowledge a d s i ls to this bene it gfe a wiger retugee bgdy, initially in Southern, Central and East Afzica, and pgssibly mgege genegally for the Atzigan Qontinen .

Such a change of role would obviously have a number of constitutional, organisational and financial implications which we shall turn to briefly later. It should perhaps also be noted that, whereas this is a longer term plan for the SAEU, if it is to be effective, the preparations for it need to start in the short and medium term \_ ie, within the next few years. Again we shall touch on this later.

(Ngte: As background and support to this section, we attach as Appendix IV a copy of recently revised 'Guidelines for Educational Assistance to Refugees' issued by the UNHCR in May/June 1992. Particular attention should be paid to Segtigh III Subsections C and D; and Sections IV and V on ihter- agency collaboration and implementation. We believe this UNHCR document underlines and strengthens the case for . the establishment of a specialised initiating and coordinating agency of the type which we are proposing as a future role for the SAEU.)

#### FINANCIAL SUPPORT

Item 6 of the terms of reference ask us to 'examine and propose sources for financial support to the SAEU during the transition period and post apartheid era so as to enable it to perform its activities smoothly.'

We were not in a position to examine SAEU finances in detail, nor were we requested to by our terms of reference. It is also not possible for us to predict in detail how funding agencies are likely to respond to SAEU proposals for funding the range of activities discussed above. We can only therefore put forward fairly general ideas on potential sources of financial support.

Initially, when the SAEU was founded, it was wholly funded by the Commonwealth Secretariat through the Commonwealth Fund for Technical Assistance (CFTC). More recently, it has been co-funded by the CFTC, UNDP, UNETPSA and the European Community.

In the medium to longer term, as its role and functions change, the SAEU will need to seek new sources of funding; and we shall say a word about this shortly. However, in the short term, while proposals for new funding are being researched, prepared, discussed and presented (a process which could take several years) we feel that the SAEU should turn to its original and current funding agencies to seek continuing and increased support:

- e to sustain the substantial level of activity which needs to be maintained in the frontline states; and
- i to enable the SAEU to extend its activities to South Africa in support of its students who have returned home without completing their course of studies.

The SAEU should also seek from its current funding agencies special additional support to facilitate (over the next few years) its transition to a set of new roles and functions.

We believe the SAEU has a strong case for such support:

- t Our consultations have shown that there will certainly be a continuing need in the frontline states for the next two or three years; we feel the SAEU has a moral and practical obligation to respond to this need; and that it has shown itself to be sufficiently efficient and effective to justify continuing and if possible increased financial support.

- t As we have indicated above, we believe there is a strong case for the extension of its activities into South Africa in support of its former students in the frontline states. However, such an extension will be demanding in financial terms - not least in terms of

the cost of making a new appointment of a South African Representative/Liaison officer, providing secretarial and office facilities, and supporting the travel and subsistence that the role will necessarily involve if it is to be effective. In addition to which are the usual costs of providing materials, part-time tutorial support, training (in collaboration with SACRED), monitoring and evaluation. We would therefore recommend:

that as a matter of urgency the following be detailed estimates of its financial needs over the next two to three years. governing its continued activities in the 13 frontline states and the initial costs of the \$' expenditure of its general Attigian activities:

The item at the submittal of these estimates to be dealt with

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(  
detailed target. of the type argued in this report.  
in a thorough analysis of the steps to its current co-  
with regard to agencies,  
We would further recommend:

W

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/w

that with regard to the engagement of its work to South Africa. in continuing collaboration with the migration over the next 12 months and the HCR the SA

information approaches to other international agencies. national government aid agencies. and non-governmental organisations (NGOs). It would be of great importance by or for a reason or 'target'

Among the organisations which might be approached are, as an illustration, the following:

At the international level:

- United Nations Educational Scientific and Cultural Organisation (UNESCO)

- United Nations Development Programme (UNDP)

At the national level:

- Overseas Development Administration (ODA)

- Canadian International Development Agency (CIDA)

- Swedish International Development Authority (SIDA)
- other national development agencies

Among the NGOs:

- Action Aid
- Christian Aid
- Oxford Committee for Famine Relief (OXFAM)
- World University Service (HUS)
- other appropriate NGOs

In addition we would recommend:

that in the case of the South African  
 representatives and in consultation with the  
 Trust and SACEED) to private commercial and industrial  
 foundations who support educational activities.

We would also recommend that in connection with its longer  
 term transition to a more general role in support of  
 distance education for a wider refugee community, initially  
 in Southern Africa:

that the SAEU make a special appeal to its current  
 feasibility study of extending its activities to one  
 or two donors to provide grants for initial research and a  
 or two selected refugee populations - eg refugees from  
 Mozambique and/or from one of the French-speaking  
 groups of refugees in Tanzania.

that this approach be made in close consultation and  
 collaboration with the UNHCR. appropriate government  
 departments and voluntary agencies.

As we have suggested, in the longer term, the SAEU will need  
 to generate new sources of funding. Again, the  
 international and national aid agencies, and NGOs  
 illustrated above could be approached - first informally,  
 and then with more formal proposals. In general, we would  
 recommend:

to the 15 found the new role in the field  
 the distance education sector 'ect-specific and  
 presented in close consultation and collaboration with  
 appropriate government departments and voluntary  
 agencies.

#### STRUCTURE AND OPERATIONS OF THE SAEU

The last of our terms of reference asks us to 'make  
 recommendations as to the structure and operations of the  
 SAEU to enable it to fulfil the new tasks required of it?  
 Most of the recommendations are already implied in our  
 discussion of the way in which we feel the SAEU should  
 develop. Here we will recapitulate and summarise the main  
 points, and add some new ideas on staffing).

In terms of the SAEU's continuing short-term role in the  
 frontline states, we are satisfied that the current  
 structure and operations are adequate. Obviously, they  
 could be improved with additional funding and more  
 personnel: but basically we believe the system to be sound.  
 With the move into South Africa, our major recommendation  
 is the appointment of an additional staff member to serve  
 as SAEU Representative Liaison Officer in South Africa;  
 probably based within SACHED in Johannesburg, and with  
 appropriate secretarial support and office facilities. Here  
 consideration should also be given to the question of this  
 officer's transportation needs - though this, together with  
 secretarial and office support, needs to be worked out in  
 consultation with SACHED.

It may also be that with the extension of its activities  
 into South Africa, the SAEU may need additional support  
 (based in Dar es Salaam) in the area of finance and  
 accounting. This is something SAEU will need to review and  
 consider.

In the longer term, if SAEU moves towards a more general  
 refugee distance education initiating and support agency  
 role, this will have significant implication in terms of  
 staffing. So far, the SAEU has conducted all its  
 professional activities in English. If however it starts  
 to work with other groups of refugees in South Africa, it  
 will very soon need to recruit staff, not only with skills  
 in distance education, but also with language skills in at  
 least Portuguese and French, and possibly in other

vernacular languages. The appointment of such staff should clearly be included within project proposals. More generally, however, in preparing such proposals, the SAEU will probably need to develop a research section. To some extent this role could be carried out by existing staff members: but as long as the continuing commitments to the frontline states and the developments in South Africa are there, the amount of time available to existing staff members will be limited. The SAEU should therefore probably think in terms of at least one further appointment in the next year or so - namely a research and development officer who could coordinate research, planning and project proposal development. This also implies a more general training need for the SAEU professional staff - in particular, training on project planning and development and presentation of project proposals.

If we look ahead therefore to the SAEU as it might be in three or four years time, we might consider an expanded organisation which would basically have the same structure as it has now - but with the addition of:

- a South African Representative/Liaison Officer (based in South Africa):
- a Research and Development Officer working on the preparation, planning and development of new projects;
- one or two Distance Education/Language specialists, working on specific projects;
- a Finance/Accounting Officer;
- with appropriate secretarial and clerical support.

If the SAEU also develops its role as a resource and information centre for refugee distance education, to which might be added the ideas of a regular bulletin or newsletter, one could also conceive of a specialist role for:

- a Resource and Information Officer, who might also deal with external relations and continuing liaison with outside bodies.

As we suggested earlier, in addition to these staffing and structural changes, the constitutional status of the SAEU (and possibly its title?) would need to change. Once the organisation ceased to be working mainly in this area of

South Africa exile and returnees distance education, then the composition of its Board of Trustees would need to be changed, as would its constitutional relationship with the Government of Tanzania. The Government of Tanzania, the UNHCR and the major donor agencies would still need to be represented on the Board of Trustees; but the organisation would also need a new major sponsor which might be SADCC/PTA or the Organisation of Africa Unity (OAU).

At this stage, all of these ideas are speculative. The SAEU Board of Trustees needs to consider and Clarify the direction in which it feels the organisation should move. Relations with current funding agencies need to be clarified and confirmed; and potential new sources of funding need to be explored and tested. Development can only take place if there is agreement on goals and objectives, and if the necessary funding becomes available.

In terms of a formal recommendation, therefore, we would suggest: '

t t the SAEU see 5 under careful review 'its structure and staffing needs as outlined in Section 1

#### SOME CONCLUSIONS AND A POSSIBLE TIMEFRAME

In thinking about the possible future of the SAEU, we have found it useful to think in terms of short-term, medium-term and longer-term planning.

t In the short-term, say the next two to three years, the SAEU would continue its original role in the frontline states, and begin to establish its new role in following up its students in South Africa. Meanwhile, it would also begin preliminary planning for longer-term changes in the role of the organisation.

i In the medium term, say three to five years, the emphasis would shift from the SAEU'S activities in the frontline states, which would gradually be phased out, to its work with returnees in South Africa. Meanwhile, the planning for the transition to its new role would be intensified.

t In the longer term, say over five years or more, the SAEU's role would have moved away from its original commitment to South Africa exiles and returnees and would focus on making the educational needs of a wider body of refugees in South Africa and beyond through distance education.

These three phases clearly overlap. While services in the frontline states continue, the structure and operation of the SAEU in South Africa develops. As the South African operation becomes firmly established, it is assumed that the work in the frontline states will gradually diminish. Once the main emphasis has shifted to South Africa, then the planning for the longer term future of the organisation intensifies.

Throughout the process, there is continuity. The SAEU remains an enabling organisation which provides distance education to refugees, exiles and returnees, working in close collaboration with international organisation, aid agencies, government departments and voluntary bodies. But there is also change: there is a shift from exiles to returnees, from South Africa to a wider body of refugees and displaced person. The changes also have implications for the constitution, structure and staffing of the organisation.

Sponsorship and funding moves from the Commonwealth Secretariat to other sponsoring and funding agencies. As new roles and functions are developed a new staffing pattern is established. But the fundamental purpose of the organisation is the same \_ to use the techniques of distance education to increase access to educational opportunity for deprived and disadvantaged groups. The SAEU would change and develop - but it would grow organically, building on its past achievements and applying its knowledge and skills to new areas. From our consultations in South Africa and the frontline states, this seems to us a credible and valuable plan for the future.

A possible timeframe for the developments is attached in Appendix V.

#### SUMMARY OF RECOMMENDATIONS

In conclusion, we would put forward the following recommendations for consideration:

On SAEU r mmes i e frontline states

(1) That the SAEU should continue its programmes in Tanzania, Uganda, Zambia and Zimbabwe for at least the next two or three years.

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That this provision should be kept under careful review in the light of developments in South Africa and the movement of students to and from the frontline states. That the programme should be phased out when it becomes apparent that it is no longer possible to provide cost-effective distance education to a limited number of students.

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That the SAEU should proceed with its plans to extend its services to South Africa.

That in doing so the SAEU build on the experience and expertise it has acquired in the frontline states.

That the SAEU should not attempt to make a direct contribution in the area of 'mass literacy'.

That the SAEU should not involve itself directly in the provision of (basic' level education; but that it should make its 'basic' level materials available to other educational and social welfare agencies who may wish to use them;

That the SAEU should, in the first instance, focus primarily on the provision of secondary education courses to former SAEU students who have returned from exile in the frontline states to South Africa without completing their secondary education.

That the SAEU should continue to work in close collaboration with the liberation movements and mainly through the Batlagae Trust and SACHED.

That if it decides to proceed with this programme, the SAEU should appoint a Representative/Liaison Officer based in South Africa (probably Johannesburg), with appropriate office facilities and secretarial support, to coordinate the activities there; that it should recognise the substantial financial commitment that this would involve; and if possible this person should be in post by January 1992.,

That one of the responsibilities of the SAEU Representative/Liaison Officer in South Africa should be to explore the possibility, within the resources available, of supporting vocational training courses for former SAEU students in South Africa.

(12) That the SAEU should think of its commitment to its South African programme in terms of at least three to five years - but that it should be phased out once SACHED's alternative adult curriculum is fully operational.

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(13) That the SAEU place more emphasis on the role of its 'ba51c' courses in preparing students for GCE 'O' level work.

(14) That the attractiveness of the 'basic' courses might be enhanced if they were renamed 'foundation' courses.

(15) That consideration be given to the acquisition/adaptation of a 'basic/foundation' level course in science. --

(16) That the package of 'basic/foundation' courses be made available to educational agencies working in the area of non-formal adult basic education.

(17) That the SAEU's secondary programme continue to rely mainly on the Wolsey Hall GCE 'O' and 'A' level materials leading to a University of London Examination Board qualification, both for students in the frontline states and in South Africa; and that this should continue until the alternative adult secondary qualification being developed by SACHED is fully operational.

(18) That if funds are available, the SAEU continue its experiments in the provision of short vocational training courses; but that as far as possible these should lead either to clear opportunities for self-employment or to recognised job-related qualifications.

(19) That further explorations should be taken in South Africa in terms of the availability and sources of support for 'access' courses which would enable 'O' level students to enter full-time higher or technical education.

03 linkages with South African institutions and organisations;

(20) That in addition to continuing its links with the liberation movements, and establishing close working relationships with the Batlagae Trust and SACHED (see

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recommendation 9 above), the SAEU should foster links with other institutions and organisations involved in the \_ provision of nonuformal adult education, particularly through distance learning - including SAIDE and a number of organisations listed in Appendix 5 of the Eeygng Agggtheig report (pp. 126 - 129).

That the SAEU should establish links with both funding and implementing agencies.

That one of the key roles of the SAEU

Representative/Liaison Officer in South Africa (see recommendations 10 and 11 above) should be research, establish and maintain a network of relationships with relevant organisations.

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That in the longer term, once the SAEU's original purposes have been accomplished, the organisation should not be abolished; but rather that its experience and expertise should be applied in other areas.

That the SAEU should not seek to develop for itself a longer term role providing non-formal distance education for adults in South Africa.

That, in the longer term, when its original obligations to South African exiles and returnees are essentially fulfilled, the SAEU should use its knowledge and skills to the benefit of a wider refugee body, initially in Southern, Central and East Africa, and possibly more generally for the African continent.

That, more specifically, the SAEU should seek to develop a longer term role as an initiating, enabling and coordinating agency in distance education for refugees:

- working in close collaboration with international organisations, government departments and voluntary bodies:

- providing specialist information and advice on the materials available and how they might be adapted and used;

- offering a resource centre, research, training, supervision, monitoring and evaluation.

(27) That in developing this longer term role, the SAEU should be aware of the constitutional, organisational and financial implications that it would involve; and the need for careful long-term preparations.

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(28) That as a matter of urgency the SAEU prepare detailed estimates of its financial needs over the next two or three years, covering its continuing activities in the frontline states, and the initial costs of the establishment of its South African activities - in particular the establishment of a South African Representative/Liaison Officer with office facilities and access to transport.

(29) That the SAEU submit these estimates, together with a detailed rationale for support, through its Board of Trustees to its original and current funding agencies.

(30) That with regard to this extension of its work to South Africa, in continuing collaboration with the liberation movements (ANC and PAC) and the UNHCR, the SAEU also make informal approaches to other international institutions, national government aid agencies and NGO's followed up if appropriate by more formal approaches for assistance.

(31) That, in connection with its South African activities, special attention be paid (via the SAEU South African Representative, and in consultation with the Batlagae Trust and SACRED) to the raising of funds from private commercial and industrial foundations who support non-formal educational activity in South Africa.

(32) That the SAEU make a special appeal to its current donors to provide funds for initial research and a feasibility study of extending its activities to one or two selected refugee populations - e.g. refugees from Mozambique and/or from one of the French-speaking groups of refugees in Tanzania; and that this approach be made in close consultation and collaboration with the UNHCR, appropriate government departments and voluntary agencies.

(33) That more generally, in the longer term, proposals for funding the new role in general refugee distance education be project-specific and presented in close consultation and collaboration with appropriate government departments and voluntary agencies.

On the structures and operations of the sggg:

(34) That- in general terms, the SAEU and its Board of Trustees keep under careful review its structure and staffing needs as its role and functions change.

(35) That yore specifically, as the future direction of the SAEU is defihed; in addition to the appointment of the South African Representative/Liaison Officer, conSideration should be given to the need for the following new appointments:

- a Finance and Accounting Officer:
- specialistdistanceeducationstaffwithpmticular language skills:
- a Research and Development Officer:
- a Resource and Information Officer.

(36) That training should also be given to existing staff in project design, development, management and evaluation; and in the preparation and presentation of project proposals.

(37) That the SAEU and its Board of Trustees should consider the constitutional implications of the SAEU's changing role - in terms of its possible need for a new sponsoring organisation, its relationships with donor agencies and the Government of Tanzania, and the consequent implications for the composition of the Board of Trustees.

#### ACKNOWLEDGEMENTS

We would like to express our sincere thanks to the Director and Staff of the SAEU for their kindness, courtesy and cooperation during the consultancy. We would also like to thank the Officials of the ANC, PAC and the UNHCR, who gave us so generously of their time and hospitality; and also the many other individuals and institutions who helped us with their knowledge and judgement. Finally, we would like to thank the part-time tutors and students whom we met and who discussed their teaching and learning with us. We wish them all well - as we do the SAEU.

27 August 1992

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APPENDIX I INDIVIDUALS AND INSTITUTIONS CONSULTED  
south Airica (31 July - 5 August)  
Ms. Carla van de Spuy ACODA  
Mr. Mohamed Tickly Batlagae Trust  
Cde. Lindiwe Mabandla Deputy Head, Department Of  
Education, ANC  
Ms. Tandiwe Ngengebula SACRED  
Ms. Evelyn Nonyongo SACHED  
Ms. Hizana Hativana . CACE  
Ms. Pethu Serote \_CACE  
Mr. Samuel Isaac Peninsular Technikon  
Mr. Brian O' Connel Peninsular Technikon  
(Distance Education)  
Mr. Henry Ludoki Peninsular Technikon  
Mr. David Adler SAIDE  
Mrs Pamela Rauback SAIDE  
Swgzilggd (28 July)  
Ms. E. S. Nkabula SADCC  
Mr. J.P. Himko SADCC  
Igggggig (22 - 25 July; 10 - 11 August)  
Mrs. Elizabeth Ligate ' Director, SAEU  
Mrs. Mathias Mntangi Programmes Development Coordinator  
SAEU  
Mrs. Margaret Kolta Programme Officer, SAEU  
MS. Martha Juarez Deputy Representative, UNCHCR,  
Tanzania  
Meeting with SAEU students and part\_time tutors  
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Courtesy calls were also paid on:

Chairman of the SAEU Board of Trustees

Chief Representative, ANC, Tanzania

Chief Representative, PAC, Tanzania

Uganda (27 - 29 July)

Cde. Kingston Umbule Education Officer, ANC and Acting

SAEU Coordinator, Uganda

Cde. Neil Zumana Education Officer, ANC and Acting

SAEU Coordinator, Uganda

Cde. Peter Kabindwe Education Department, ANC HQ,

Johannesburg

Mr. Abebe Deputy Chief Representative, UNHCR,

Uganda "W

Dr. Anthony Okech Director, Centre for Continuing

Education (CCE), Makerere

University

Dr. Julius Ordurkene Adult and Distance Education

Specialist, Centre for Continuing

Education, Makerere University

Mr. Jacob Bruentgen Chief Technical Adviser, Ministry

of Labour and Social Welfare,

Directorate of Industrial Training,

Kampala

Mr. Ian Smith Director, Action Aid - Uganda

Mr. Barry Sessnan Consultant BLT, Department of

Languages, School of Education,

Makerere University

Meeting with SAEU students and part-time tutors.

Uganda (5 - 6 August)

Eularia Z Chilala Education Counsellor, Refugee

Services (Zambia) UNHCR, Lusaka,

, and SAEU Coordinator

Cde. Japhet Ndolvu Chief Representative, ANC, Zambia

HIS .

Cde. Gavin Lobelo Education Officer, ANC and SAEU  
Coordinator

Mr. Mwaba Commissioner for Refugees, Zambia  
Meeting with SAEU students and part-time tutors  
mm (31 July - 3 August)

Cde. Joyce Sifuba Chief Representative, PAC Zimbabwe  
and SAEU Coordinator

Ms. Rachel Repatriation Officer/Clerk, UNHCR,  
Harare

Attendance at weekend school and meeting with SAEU students and  
part time tutors.

## APPENDIX II DOCUMENTATION

In connection with the consultancy, the following documents were consulted:

College of Business Education, Dar es Salaam, Department of Special Courses and Industrial Liaison, A Report on South African University Course conducted in the College

business Education African 20 October 5 December 1991 (February 1992 - mimeo)

Commonwealth Secretariat, Beyond Apartheid: Human Resources in 2 New South Africa - the Report of a Commonwealth Expert Group prepared for the Head of Government Meeting in Harare (London: Commonwealth Secretariat, 1991)

Mayo, J. South African Extension Unit (Tanzania) - draft chapter for the Ford/Rockefeller IEC Evaluation, February 1992 (Cambridge: IEC - forthcoming)

SAEU, Progress and Effectiveness of SAEU's Programme in Tanzania: 1925 - 1992 (Dar es Salaam: SAEU, August 1991 - mimeo)

SAEU, Election Results Meeting at the SAEU -

Summary. 12 February 1991 (Dar es Salaam: SAEU, 1991 - mimeo)

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SAEU, 8329: 93 the summary of institutions in gggt D Atzigge Enjghed the extensive of the Society

'of' Organization. (Dar es Salaam: SAEU, March 1992 - mimeo)

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at 1190 bzg, (Dar es Salaam: SAEU, 1991 - mimeo)

SAEU, Follow-up visit to 202th Aigiga bthhe\_2AEy Director Mrs 19 1992

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SAEU, gggu's Three year onjgted Plan of Action. 129212 - 1294425. (Dar es Salaam: SAEU, 1992)

SAEU, Intgzm gggrt of: 25EU Activities for 1991(92\_Lgontzact No: 21 7 - 5071 - 31)! July 1992.

UNHCR, guideline for: edggatignal asgggtgnge to gggugeg. (Geneva: UNHCR 1992)

UNHCR, M on refugees in African countries (1991)  
515g. reports prepared by SAEU Coordinators in Zambia  
Zimbabwe (August 1992)  
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 A-TO: All UNHCR Representatives, Conespondents and Changes de Mission,  
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 DE-FROM: Gerald Waller, Controller  
 Division of Programmes, Support, Budget and Finance  
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 DATE: 30 June 1992  
 owEr-suamcr: uidelin f r ucati n21 'danc to Refuo  
 1. Please find attached the dowment "Guidelines for Educational  
 Assistance to Refugees', prepamd by the PTSS/Education Unit.  
 2. The purpose of these Guideline; is to summarize information to  
 assist all people responsible for the provision of education to refugees.  
 3. Your attention is drawn to the fact that this document is a revision  
 of the earlier one which has been in use since 1983, and that it has the  
 following new elements:  
 (3) Under Section 11: Policy, a subsection on the education for  
 rerumees has been included, detailing what should be done, in the  
 education sector, before and after the repatriation of a refugee  
 caseload.  
 (b) Under Section III: Types of Education, subsection: A. Primary  
 Education, the following new elements have been included to  
 facilitate the work of planning and delivering educational  
 assistance:  
 (i) general planning,  
 (ij) needs assessment,  
 (iii) formulation of a Strategy,  
 (iv) choice of curriculum,  
 (v) preparation of a plan of action.  
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(c) Under the same Section, a new submtion, C. Special EducaLion, has been included, with Ihc following sub-ilcms:

- (i) corrtspndcncc cours-cs,
- (ij) distance education,
- (iii) education for childrrn Wit
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(d) The sub-sscdon on Non-formaj EducaLion has been cnlanged and now includes the following items:

- (i) foreign language uaining/culmral on'cmmion,
- ('u') utcracy training in the mother language,
- (iii) vocational skills uajning,
- (iv) prc-school/day cart,
- (v) Icachcr uaining/orianaLion/scm
- (vi) other education activilics.

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1. Education is a human right. The education of refugees, as any other need, is the responsibility of the government in the country of asylum. In cases where the appropriate authorities are not in a position to fulfil this responsibility, then UNHCR will endeavour to identify other sources of assistance. Where these are not available, or are insufficient, UNHCR may, within the policy limits set out below, render essential educational assistance to eligible and needy refugees. Primary education should be made available to all refugees. Educational assistance at post-primary levels, i.e. lower secondary, higher secondary and tertiary levels, as well as assistance for apprenticeship and non-formal education, will be provided as part of the search for a durable solution for the refugee group or refugee concerned.

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2. In principle, all refugees who are of concern to the High Commissioner are eligible for UNHCR educational assistance. Such assistance will no longer be provided once the circumstances in connection with which the applicant has been recognized as a refugee cease to exist, or when a durable solution has been attained. However, in situations where refugees have already commenced a course of study and they subsequently cease to be refugees in accordance with Article I, Section C of the Convention Relating to the Status of Refugees, they may continue to be assisted only until completion of the cycle of studies on which they are currently enrolled.

3. To be eligible for financial assistance for education, a refugee must lack any other source of essential and adequate funding for the education required.

4. The quality of education for refugees should be as high as that for nationals of the same age. Where education is of a high standard in the refugees' country of origin, and the possibility of voluntary repatriation is foreseen, the higher standard should be adopted. UNHCR should not, in any situations, perpetuate low standards of education, but, instead, encourage improvement in both host country and refugee education.

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5. When planning educational assistance to groups and/or individual refugees, assistance should first be sought from national or other sources. If UNHCR resources will fill gaps and supplement needs which cannot be met through other channels. In particular, educational projects promoted and financed by other UN agencies in the region should be identified and efforts should be made to include refugees amongst the beneficiaries of their projects.

6. The countries where educational assistance may be rendered will be determined by the availability of eligible and needy refugee applicants and the availability of facilities. It is normally expected that in industrialized settlements).

#### C. LANGUAGE OF EDUCATION

8. Education should be in the language of the country of intended durable solution. Where refugees do not speak the language of the country of intended durable solution, they may be assisted by UNHCR in learning it.

9. Education must also be relevant to the particular needs and situation of refugees. It should support refugees maintaining their own language and culture as well as facilitate their understanding of the asylum country.

10. The language of instruction, particularly for primary education, requires careful consideration. Given that children learn better and more quickly in their mother tongue, it is strongly recommended to use it as the primary medium of instruction, particularly in the early grades. When prospects for local integration or resettlement justify learning a second language, it can be introduced initially as a subject and gradually become the medium of instruction.

#### D. UCA ON OR RETURN'EES

11. Before departure of the refugees, basic information on the opportunities existing in the returnee's country should be provided. Special training and skills programmes oriented towards unskilled repatriates may be introduced in the country of asylum, to prepare and facilitate the reintegration of returnees.

12. Skilled refugees should be encouraged to participate in the organization of tasks required by the repatriation and the reception phases, expanding their knowledge and skills to their communities of origin).

13. To ensure the smooth reintegration of children, sendees and teachers into the educational system, local schools of the districts of return should be informed of the characteristics of the expected migrant population (number of school age children, number of students, by level/field of study, number of teachers and Men, percentage of females, etc...)\_

courses were interrupted.

17. During the initial phase, UNHCR may participate, with Governmental and Non-governmental agencies, in the formulation, implementation, monitoring and evaluation of the educational programmes. Field Offices would then support the transfer of responsibilities for the development of education and learning environment, to Government, local authorities, UN and other humanitarian organizations, in order to progressively phase out UNHCR participation.

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18. According to Article 22 (1) of the Convention Relating to the Status of Refugees, 'the Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education'. UNHCR will make every effort to ensure that all refugees concerned benefit from elementary education, including at a minimum literacy and numeracy, in accordance with the policy and practice of the country of asylum as modified by the legitimate needs and aspirations of the refugee group.

19. The programmes for educational assistance at primary levels are financed under the General programme.

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20. Field Offices must make provision for primary education through ensuring access of refugee children to local schools or through establishing separate schools.

21. The proportion of refugee children having access to full primary education should be as great as that of national children living in the same areas. Field Offices, after consulting with the refugees, should pursue collaborative efforts with governments, international organizations and NGOs to expand access to primary education for both refugee children and nationals having the same 3.11335.

22. When: host governments do not have the capacity to provide the personnel and resources needed by refugees, UNHCR will seek to identify the necessary resources, and, in coordination with the refugee community and other responsible partners, ensure that the children have access to education of acceptable quality and relevance. -

23. When: no other sources of assistance are available, UNHCR will intervene to make available funds for school equipment, materials and educational supplies, teachers' salaries, construction and maintenance of school buildings, running costs. Primary education provided to refugees should normally be in accordance with the system of the country of asylum.

24. Field offices must ensure that the design and implementation of education services facilitates the participation of refugee girls. Female teachers and separate facilities may help increase girls' participation.

25. Education must be relevant to the particular needs and suggestions of refugee children, and coordinated with other sectors of assistance (health, nutrition, sanitation, logistics, construction, adult education and skills training programmes, etc...) -

(b) Emergency Assessment

26. This includes the gathering and analysis of information and identification of the demands for priority attention of the refugee community. In emergency situations, the assessment must be: -

possible stage using methods that emphasize quick results.

27. In all situations, the assessment should involve:

- consultations with authorities and educationalists of the host country, and with staff of UN bodies and NGOs already present in the country;
- meetings with refugee leaders, parents and qualified teachers;
- direct observation of life in the refugee setting.

28. The gathering and analysis of information should, at the least, include the following:

- availability of a suitable curriculum,
- estimated number, by sex, of school-age children (normally 6-15),
- number, by sex, of trained teachers among the refugees, and others who might be willing to perform jobs as 'untrained teachers'

and:

- suitable school site(s),

materials for school activities.

- requirements for procurement, and

- educational facilities available for the refugee community, and their capacity, if appropriate, to absorb refugee children;

Other relevant information, and

(C) W

29. The degree of detail of the sub-ateo , -- - -

, , , \_ ) Rtl1 depend on the aemal SlUlllOnl

First, it must be decided which of the following options is the most feasible:

- the establishment of a separate refugee eds

- a combination of the refugee education

system of the host country,

- full: integration of school-going refugee children into host country

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the educational

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30. The main criteria for selecting an option: z: 25 egexlize to 232-:

prevailing situation of the refugee camp, where possible, to the envisaged durable solution), the linguistic, cultural and ethnic similarities between the refugees and the host population, and the policy of the host government on education for refugee children. ' E

31. The next issues to consider are the number of children that will have access to the primary school programme and how the capacity for enrolment can be increased, the extent to which the available resource can meet current and future demands, the need to provide teachers and administrative staff, and the standards of the education programme.

(d) guidance of curriculum

32. The choice of a curriculum for refugee primary education will depend on the policy of the host government and the legitimate rights and aspirations of the refugees. In general, the choice is between the curriculum of the refugees' country of origin or the adoption of the host country curriculum. In some situations, a combined curriculum may be possible.

33. Where none of these options is feasible, development of a new curriculum ought to be considered. The first step will normally be to look into the possibility to adapt and enrich an existing curriculum, including textbooks and materials;

other teaching/learning materials, to the needs of the host country.

34. When there is no other solution than to develop a new curriculum,

advice of PTSS and UNHCR Headquarters will be sought before a decision is taken at the field level.

V

(6) Wm

35. In all circumstances, the plan should include specific objective: precise descriptions of all actions, and a schedule for implementation and completion of the activities, as well as the distribution of responsibilities to be taken among all those directly involved.

36. In the event of a change of circumstances, the plan should be specifically geared to preparing CP/1/P, 2: -;:"\_-' :;t;:' : reruge: te;:'rs and administrators, for the reintegration of refugees into the host country of origin.

37, Where local integration is the durable solution the education programme should, when necessary, be modified to pregnant children for continuation of LhCU' education in the education sysze. of the host COUUU'V. Plans Will also have to be made, and negotiated ujith the host authorities, fbr :ontintied \_employment and career possibilities for rtfuoee teachers zmd admimstrative staff. a

)8. When raenluneju in a Ithird counzrv is 11"..:  
)roviding language and orientation courses should b:  
tdvisable to find out what programmes the receiving co  
efugees to acquaint them with the new circumstances.

0!- . : is also  
tnes .ight provide for

9. lh those situations where UNHCR plans tie pissing our of a.  
ducational asSistance programme, this mu5t be nrcoared and negotiated to  
;nsure the continuation of necessary financial and prof: sional support.

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,0\_ Fmancxal support 10 105:. .

.e given through payment for prozzszar. cz' :e.-:;:..r..

umiture and, ifnecessaxy, building taunts,

i. EDUCATION ABOVE PRIMARY t

1. Article 22 (2) of the Convention Relating to the Sszms of Refugees states  
tat "the Contracting States shall accord to refugees treatment as favourable  
5 possible, and, in any event, not less fax'oumbi: chest that 3::orded to  
Liens generally in the same circumsuhccs, with aspect to education Other  
tan elementary education and, in particular, as regards access to Studies, the  
:ognition of foreign school certificates, diplomas and degrees, the remission  
ffees and charges and the awahd of scholarships".

2. The purpose of educational assismice rendered by UIUACR to eligible and  
:edy refugees at the post-pn'mary level is tO increase the refugees' pOtential  
)r employment and csonomic independence and to assist towards integration in  
16 country of residence or, where this is no: feasible, the atquiment ot'  
nother durable solution.

3. Ailailabiljty of comprehensive c213 on th: hqs: :cqntiws 2:13:53 :\_:r.-.-:efs  
ld employment legislation, as wen as deals. or cdusational opmwgmues, ts  
itaJ for realistic counselling of refugees in mgr: to Fields of study.  
ield Offices Will compile such (1.23 and guxd: refuge: students a:aordingly,  
:an'ng in mind the modvation 13' ability 0t the mvtzvtcu? rerugee. as trill  
i the employment possibilities to which refugees have access.

1. In view of the present economic situations L": many of the countries  
Jsting refugees, and the scarcity of :mplo\_xm::t cur. 2;: 7.3217115, LTCEZCR ztig  
- - I I . .ma "h"h-) h: J'a-v nh v.) 4'- :

nphasize to prospective bencticmries mi. L.u\_,/O...;...-e e. s- -e 3 ,J\_ o

Udy in which they can acquire skills in short supply. It is gznsmi)

mpted that these fall mainly within the vocational trades,

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45- 'The provxsxon of educational facilities such as buildings and equipment in  
postprimary ICVCI may be considered on a case-by-case basis, taking into  
account the 'same criteria as (has: set out above for primary education  
of DOELS 101; Will be based on the direct benefits to the students and the  
effectiveness of funds. The construction of a curriculum is a 21 S(x'vndgn;  
31 cvcls Will not normally be within the scope of the assurance provided  
46. Assistance at secondary levels is funded at: 2%: (33mm! PIHCIIHHHILT x1!  
0: \_ . . . . . i .

postsecondary/primary education programs are funded under the: Mugs;  
,, Education Account, which is a Special Programme.

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C. \$ \_PECIAL, EDUCATION

'7 (3) W153;

3! 47. 5 possible method of surmounting the absence of appropriate facilities  
'to guide candidates towards correspondence courses, a system in which printed  
materials are sent out, usually through the mail service, to the students who  
work on their own. Field Offices can exploit the flexibility of small groups  
undertaking specific correspondence courses with backup support from a local  
tutor. As with any other forms of educational assistance, the usefulness of  
the proposed qualification in assisting the twncician's to achieve  
Jswalf-sufficiency/employment must be ascertained before embarking on such  
programmes.

V

I (b) Distance; justify

"48. Distance education is particularly useful in situations when: large  
numbers of widely scattered students need to be trained, and when teachers and  
learners are in different places. Students learn through, a combination of:-  
printed materials and other media (audio/video cassettes and Hi-Fi), either  
on their own or in groups. Most programmes include face-to-face learning sessions  
with locally appointed tutors.

(C) Milwinder-C\_\_hild\_\_rv. niithmcigljz-tdi

49. Specialist advice must always be sought in all aspects (if SIMVill  
education for children with learning difficulties that can involve: hearing;  
sensory deficit (such as vision or hearing impairment), mental: physical  
disabilities or emotional disturbances. (to ensure support and to live  
participation by the parents, each other rarely if at all in the (to 'x'clopnlz'm 01'  
specific programmes should be considered:

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(f)

iig;

g (d) Education for m' H;

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'950. In promoting equal cQucaLionaJ OppOfIL;T.i'.L:S for boys and girls. du: e\$respea must be pad to socxal, cultural and religious customs of the refugees sand tbc hqs2 country. Traditional education for girls usually emphasizes 3domespc 510115. Planners of educaLion should, however, be careful no: solely Kto rcmforcc this type of girls' education when the objective reality show's 98that refugee women engage actively in a range of activities and professions ,5 both wahin and beyond Lhc refugee settlements.

A

the enrolment of girls; women a: ho perform: gr x"

b! . . . -

51. Appomtmcnt of female teachers m the 7""1"; 5:20015 can help 10 m:nzas:

\_. . . .e. .;l ICE: in ;:::11:1;:::u:a::,

health, planmg, engineering, e :.

car. prunij: .-::.-..;:: :v E: :x:oJ:1:.

452. Special provisions over an above average requirements should be made to accommodate Lhc nwds of female smdems. Tnese provisions will var) from situation to situation but may include: speciai buildings and appointment of jfcngalc staff in those areas where segregation of the sexes is required by m: )fcommunjty, provision of appropriate clothing and separate mar) facilities.

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p. b'ON-FOKMAL EDUCA'HON

pa;

1953. Nou-formal educazion comprises of courses and other acdvixies thmugh :which participants gain bowledge and skills. but which do nOL lead (0 mcognizcd diplomas or certificates. Such raining is normally provided to .assist refugees to become self-supponing.

'54. Refugee community members can Lhemselves be directly involved in the "provision of non-formal education. Selected resource persons can provide x-1.nstmc:tion in native Language, pracutal s::;ls and imdizzorzal culture. Those involved in development acu'vhjes relax. to: exzttble. IO healzh care. 'putriu'on, sanitation or vocatiow skills taming, should be acm'ely QHxncorpoxawd as specialized inmaors or assistants in specinc leammg activities or school pmjeczs.

55. According Lo the UNHCR standard cLassifxxtion (belS). exazzzples 01 t\_wpcs of non-formal cducau'on which can be provided mum: :

)3 r (i) Foreign Language Training / Cuirurc! Orterticrions

Field Offices mus: give panicular 4:37.30: :0 me :nzegmmn o

3 refugees and provide courses an" :r\_-;:::..::: h:3;i:::g than: within 112-.-

0'3 social and cultural envimmment of m: hon comm; When prospcus

.1 for local integration or resettlement jusufy learning a foreign language, it could be Lnuoduced as far as possible.

(ii) LJ'Ieracy Training afozr'uzr Langmgq: ' . \_

Where refugees are able to amend n:nond smools, some SPCCIEI

proxision may be necessary to enablelzhefuuto relax. 1'nd beeorzxc

literate in, Lhe'u mother tongue. 2: :1 ::::rs YTOTtT that or (ft:

asylum country.

(iii) Vocah'qnal/Sb'lb Trcjru'ng;

Spixle (3011585. .apprendeeshjp acuvmes and shon-lerm

Ummng programmes WLU be encouraged to provide refugee with useful skills thal could give them a chance (0 fmd a suitable job. Areas of training should be based. on a thorough examination of possibilities for employment wilhm the country of senJement, resettlement or repamau'on.

(iv) Prc-Sdzool /Day Care:

In .camps/seulcmems, pre-schooI/day :33 acu'x'ities should be pmvxdod through the injLialjves and the efx'ons of refugees themiselvcs. For urban amas, Lhese facilities will only be provided for smglc parent households engaged in employment aCIjVitiCS.

(v) Teacher Training/On'auanhon/Scnu'nar, etc...-

If a sufficient number of refugee teachers. are not available, Field Offices shquld develop teacher u-ainmg programmes. Placement of teachers :1: existing training courses providing additional tochnical/methodological on'enLau'on to teachers should be considered. Short crash courses, u'hjd: is a form of pm-sen'ice training Lhat takes place immediately before appointment in a weaning job,- is often an effective means (0 provide Lhe most basic to untinncd mehers, especially in emergency situations.

In-servicc training can also be offered (0 practising teachers. A teacher training programme should normaJJy contain some advice 10 the teachers on how to identify and deal "with children in need of special education.

(vi) OtherhEducac'on Acnh'n'ex

Recreational activities (traditional musk, C:m:e and Other ans), cultural spom/cvems, refresher/summer courses, remedial or special education for handicapped and other winerable gmups, could . be provided. Such measures as hmhh, hygiene and famin education V should also be developed to promote Lhe health and physical security of refugee families.

56. Non-formal education programmes are fuuhced fmm the General Programme.

E. SCHOLARSHIP ASSISTANCE

57.. This form of assistance is generally tender for fulJ-u'me smdies leading to a recognized certificate or award at the lower Jecondary, mighcr secondary or rem'ary levels. UNHCR does not normally provide educauonal assistance at the post-gmduaLe level.

58. The proportion of refugees assisted by UXHCR s?:\_o'.3rshi\_:f :! (h: pow primary level Will be apprommately equal 10 Liens; n. l'n:-.;s' smelled eat the respective levels in the coumry ex astylurn 1:13???) assurzng 2:121 LXHCR does not provide more for refugees than 15 available for nauonals.

.W-omv.-\_\_---.-

(a) Eligible institutions

59. The quality of the institutions when: benefit:::;:tes may enrol will be assessed by Field Offices to ensure that the education:::trainih2 provided will indeed enhance the beneficiary's chances of : glauemf Prospective candidates will be informed at which schools ceurs:s 52:. sponsored.

60. It is considered advisable that the number of institutions approved be limited to ensure the possibility of thorough monitoring and control. This should not exclude schools outside the capital (the placing of refugee students in provincial institutions can assist in preventing an influx to cities).

61. Should a need exist for a large-scale assessment::: of training institutions to which refugees are sponsored, Field Offices can request Headquarters for UNESCO or other appropriate consultancies to assist in : .: process.

(b) Eligible candidates

62. As only a very small percentage of the IOL's refugee population will benefit from scholarships, great care must be taken in the selection of the candidates. '

63. The refugee status of candidates must be determined before educational assistance can be provided.

64. Candidates will complete an 'Application :1 : Educational assistance' (HCR/FORM/EDJ provided by UNHCR Offices), preferably in the presence of the interviewer. Financial need must be determined: candidates whose families or employers have the ability to pay, or who can identify another source of funds, should not be included among the beneficiary's of UBECR educational assistance projects.

65. The age of candidates for academic training is an important factor. The normal ages for first level secondary school are: 11-17 years; those for second level secondary, 15-20; and those for university, 18-25. Although it is recognized that refugees may have had to interrupt their studies due to circumstances arising from their status, and although it is understood that each case should be considered on its merits, it is not advisable in academic training to divert substantially from the above except for very valid reasons. However, the age factor plays a less important role in vocational training.

' ' H .n at .-1 1 F3. 2;; \_-na\_x ?nx 1. I 2,: ' . ' .

66. Individuals will not be granted admission; \_\_\_\_\_.7...t... sung.) 07 m\_bqsu of being admitted to schools; the amounts 3:23:12; T.:I.-Z:Z.'0L;T.J 3.33 ttzotmtton ' :ssesse;

as well as the quality of the school, must be -

67. 'The previous academic performance of the refugee applicant must clearly indicate his/her ability to undertake and benefit from the 6595mm or training' for which scholarship assistance is being requested. Verification of the level of previous education can be achieved through

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promoted 10 the next level/grade. Candidate  
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(/1  
(i) the presentation of ceninAA-tes 2.1: c:::: :222'.;::::;1::;1:-::: '  
I'or infommzzon 110:2:  
(u) in the absence of these documents a mqu :15  
nd advisable) or counlr\_.  
The country of origin (if at all possible  
of previous study;  
(111) an assessment of the individual's level of knowledge. if none of 131-:  
above-mentioned information is available For such assessment. 1111-:  
assurance of education officials or Specialists m2 5:: requestred,  
68. The plan of study of the prth-Ji'. :::.s'. b: 23.111511: in 1:12:21) .  
orientation, duration, c051 and empIO)me:: :: s:L'-s::31:ien:\_' prospects upon  
completion.  
(C) SW  
69.. The level of benefits to be provided to refu2 x5 assisted through UNHCR  
projects should be in line with scholarships provided through national or 011121  
recognized channels in the country of asylum. When discrepancies exist. UNHCR  
assistance should be brought into line so as to avoid discrimination or  
unnecessary expense. Scholarship assistance may be provided to cover one or  
more of the following items:  
' -tuition,  
-boardandlodging,  
-book\_s and school supplies  
-uniforms,  
- living (and holiday) allowance,  
-localtransport,  
-medical costs.  
70. Every effort will be made to ensure 1115; in: education provided is :11:  
most economical available, i.e. of a high quality, in a reputable institution  
and at a reasonable cost.  
71. It is recommended that a 'fact sheet" be signed by every Student receiving  
scholarship assistance. This fact sheet should state the financial  
entitlements and conditions of the scholarship (for which course, institution.  
and duration of study). It should also state that failure to comply with 111:  
conditions will lead to cancellation of the scholarship.  
(d) n W 1' hianhi a (Nance  
7:2.- UNHCR scholarship assistance will be awarded for one year 21.3 11111e.  
Renewal of scholarships will be dependent on the beneficiary's 511: cess 1:1 burn  
5 iii) Cr: RCJLPSJ to 32511:: 1:71:  
, V  
the UNHCR Field Office '11? 1135 certified m\_!s. Failure: (o be pronounced "31.1!  
normally mean withdrawal of UNHCR 55179-35575: 25515::lee. oni'. 1:1 1 1 115111.110;  
weighty extenuating factors if' scholarshp: p5 : r7312; Su: h n:ncxg. 31:3:  
failure may only occur once in the course of 511.11:  
(:1

73. Changes of courses and/or institution by a refugee should not be authorized, except in special cases and only after prior consultation with the Field Office. Any unauthorized change will result in the withdrawal of scholarship assistance.

(6) W

74. Refugees will be awarded scholarship assistance to undertake studies to the point of acquisition of the skills necessary to enable the beneficiary to find employment. In the case of university studies, this will be to first degree level only. Where such studies involve an essential further (one year) course in order to enable the beneficiary to pursue an intended profession, the case will be submitted in advance to UNHCR Headquarters for specific permission.

75. If a particularly gifted refugee student is identified for studies, counselling should be offered to assist the refugee to identify a career plan which would permit such studies to be undertaken, possibly through schemes other than UNHCR's, for example an employer's sponsorship or through the refugee's own efforts. The possibility of UNHCR funding postgraduate studies will not normally be open for consideration and, in no event, without prior Headquarters' approval.

(0 Educational placement outside country; of 'special' cases

76. Scholarship assistance is offered to refugees in order to help them towards a durable solution and, since most commonly the appropriate durable solution will be found in the country of asylum, the practice of placing students outside the country of asylum for study purposes will be followed only in exceptional circumstances. Such placement will be reserved for:

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(i) cases where refugees are not permitted access to national institutions;

(ii) cases of refugees who had ahead of time (before fleeing the country of origin, viz. 20 years or more) to acquire proficiency in the language of the country or 'asylum to study at the required level and for whom placement in another country can be found in accordance with the guidelines;

(iii) where facilities do not exist where it is not appropriate or possible for UNHCR to assist in that provision.

77. In cases falling under (i), (ii) or (iii) above, the self-sufficiency plans of the candidate must be considered feasible by the UNHCR Field Office in the country of asylum. The placement outside the country of asylum should so far as possible be within the same region or continent.

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78' It, 5 5309eg recommended that refugee students Who seek LKHCR  
educational assistance outside their country. 5:31-47: :kithozz'. 72:5: sciaian:  
and obtaining the approval of the URECREK: '51:: L". 1'22: mums. shouhi  
not be granted such assistance.

G)W

79, Travel assistance covers fares and related expenses for students coming  
and from countries of study. This assistance is rendered to those Stud-EHVS 7a.:  
will benefit from a UNHCR scholarship. For those sponsored by X605 or Drr-Itt:  
sources who, due to shortage of funds. :a::: :23 175-3.! :0515. .25.: :17  
students offered scholarships by the government via the country \_' 0! Study. L'NHCR  
may exceptionally pay.

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80. Requests for travel assistance should be addressed to UNHCR Headquarters  
at least one month before the student's scheduled departure. Travel should be  
at the most economical rate. In the :25: of air transport, special  
arrangements should be sought with airline companies for low-cost refugee  
student travel. '

81. UNHCR scholarship and related travel assistance is provided to  
students, and will not be extended to cover seedlings' expenses.

82. Before sending any refugee student to another country for Study purposes  
the UNHCR Office in the country of asylum should have written confirmation of  
the course of studies from the UNHCR (or UNDP) office in the proposed country  
of Study. Authorization will be given upon confirmation that placement has  
been secured at an educational institution and, where relevant, can be funded  
under the receiving UNHCR country's scholarship programme or any source other  
than UNHCR.

83. Students must be in possession of a valid passport and visa;  
clauses which, unless it comes clear resettlement possibilities, 2:11 3'  
return to country of asylum upon completion of Studies.

84. Students should be provided with an attestation that they are travelling  
for Study purposes under the auspices of UNHCR, together with written evidence  
of acceptance at the educational institution.

85. The sending country should provide  
copied to Headquarters, of the estimated  
names of students travelling, at 55.51 to  
necessary arrangements. More time should be \_  
to be obtained by the Field Office in the study country.

86. Any stop-overs en route made necessary by the timing of connecting flights  
should be coordinated with the UNHCR or L37)? offices concerned and Students  
provided with relevant information such as the UNHCR/UTCDP telephonenumbers and  
addresses in the transit countries. The relevant L'XHCR or UNDP offices need to  
be advised in good time, in order to prevent problems with immigration: sent:

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and to provide students with overnight meals .....  
economical rates.

87. Travel assistance, to be funded from Hmdquaners' projcct administered by the Pmmmc and Technical Support Section, may include the: foUowing

(i) travel fara: these are generally onc-way economy air tickets,

If p0351blc at student rates, for going to or mmming (mm lh:

country ofstudy;

(ii) p(e-travcl apcndirurc: passport photos, airpon taxes, vaccin-

.sv .atxon costs, purchase of luggage: if nwdcd, entry and rttum visas;

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(iii) incidcnml apuuu incuntd on Lhc joumcy. Thesc normally will

not exceed USS 50 per smdsnt;

(iv) transit cost: for necessary SlOp-OVCFS, where relevant.

88. UNHCR should pursue collaborative efforts with governments, international organizations and non-govcmmtal organizations to expand access to education for refugees. Within a coordinated pamersMp, UNHCR has the role of mediator and several other important rtspensibiljtics, panjcularly in rtLau'on IO ncsds assessment, mobilization of complcmcnuxy mlncm anj ozhsr msourccs, and moniton'ng and evaluation.

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(a) cgmrascg

89. UNHCR can consult the United Nations Educational. Scientifxc and Cultural Organization (UNESCO) on all manirs pcmning 10 CCCSQZEQIILJ assismncc to refugees. UNESCO also providcs Associate Expens (o L'XE'ECR. and, upon mqpcsz. may fund consultancies to a;sc55, plan and evaluate. L'NHCR cducauonaJ assistance progrmmmtx.

(b) gm. 'ETPSA

90. With the United Nations Educational and Training Pm-ggmme for Southern Africa (UNETPSA), then: exists a division Hot" mspolnsbzlxcus 9n educanongl assistance to Southern Afn'can rtfugccs. UNHCR vszVrSsE-onstols Jor mar education up to complction of lower secondary and L'IlePsA Ior any smdws beyond that level.

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g; - (C) Spggahzed A0: encicg  
1,; 3,391. The International Labour Offxccc (11.0) 1712;. provid: gins: 3:2: :0ns::lmn:i:5  
:55- r. on the development IO\_I' vocational Uaimng pmgrmtmes 1:. lh: :mploymcm of  
;- HE mmgw- . ID addmon, ILO rtndcrs 255231336 for training to rcmguw  
92;. , It affiliated wah (be SouLbcm African Liberation Movemcms.  
3?; - DI; I  
z. \_ r. 92. 30mg: UN Specialized Agcncics, such as 1.5: World Intellectual Propcny  
.3; . ' "xi Orgmuon (WIPO) and the World Meteorologinl Organmtion (R'MO). prox'idc  
ff ' ' ,2 fcllowshxps to refugee srudans.  
3-2: , 11.2.:  
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g; B. 'ON-GOVERNMESTAL ORGASWZATIONS  
s3;- \_ \_  
533%, 3.193.. NGOs are fmqucmly Lhc unplcmcnung pannsrs for UIxHCR's education  
51'. 'En;projocsts. Furthermore, many NGOs provide their own scholmhip assistance (0  
r3.  
fz'rcfugecs. To ayoid duplication of scholarship assismcc to individuals and (0  
3 .  
:15; cnsurc .smndardmxjop of scholarship mxcs providad IO rufugccs. close  
35, ? consultaun and coordmaljon of effort between UNHCR and NGOs an essential.  
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5,.. ?'aJu  
g3: x3  
:33. 57-:7- .3:  
\$73:- 52," ((-5 SEQIIQN V t DTPLEKfEATAWQi'  
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Q51, . z c '  
??9' \_ . '3 94. Project Submissions, monitoring and rimming. Will be camcd out in  
Wz-w. 3-.accordancc with the guidelines contained in Chepmr 4 (Rtx'ision 2) of the L'XHCR  
6:2,";- Manual. 17165:: guidelines requim, inzsr 2133. than 1'3: each project covsring  
5-933 . an Education Sator/Actixjty, Lb; I\_'0U .aing \$37.31;: 1:37:15 cull 3b: susnnucd  
5:2". in order to provxdc summanzcd sumsucal woman: on rtrugcs sdunzzon:  
\$3., . .  
23". - EDI : for Pmnary Educauon,  
237': - EDZ : for Secondary Education,  
La - EDS : for Post-Socondan' Education,  
g3. - El34 : for Non-fonnaJ Education.  
9!  
95. Funhcrmont, in order to gather information for audit or Icchnical  
assessment purposes on secondary and post-sccondar) s holarships assismncc.  
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the lists of beneficlian'cs will be maintained or. form :1,  
implementing agency. These lists 2:212 '93 5;.szgr..\_i: \_ \_  
permanently updated, and will save for me pn'pamuon ox gencml rcpomng.  
'Ihcy will be made rtadily available whenever mqucstcd by UNHCR for audn or  
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E technical assessment purposes. It is Field Offices' rtspomblhty (0 cnsurc  
:2 that Lhcy coincide with information provided on forms FD? and/or ED;  
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96. r-Fonns EDI, EDZ, ED3 and E134 will b6 completed by Lhc implementing agencies at the: Jub-projccr level and submincd 10 the relevant Field Offxccc 2 month; afIcr the commencement of the school year. 'Ihcy win by compxlcd :11 the prQ/CCI level by the Field Offices and submincd 10 USHCR Haadquancrs. 3 months after the commencement of the school yw. Tn: Education Unit at UNHCR Headquarters is msponsibl c for loading 131:5: C22. into 1h: Educution Databasc. The principal aim of this Education Riponmg System is 10 :apxurc summan'ud infomalion rtlat'mg (O UNHCR :d::3li0r.11 assistanx. ch'clop counuy profiles on global education, and pram: this information in varmus statistical formaLs. -

97. Sample forms and detailed programming 'msrmcuons can be found in Chapter 4 (Revision 2) of the UNHCR ManuaJ, rmErrncs Appendix 5 and pamgmph 17.4(3) of Appendix 7.

98. In addition, monitoring reports on education should Like into account performance indicators such as ilhxeracy rates. edutztionzl azuinmem, general enrolment ratio (GER), nucmion or \$251.29: 731:. Sin:c cducation should be viewed as a long-term investment, (.3 nEREIiv-c component of (11: reports should also comment on the quality of education and outsmding needs, identifying the. reasons for failures in the planned achievements. Recommendations for Lbc purpose of improving mahods, rten'cm'mg objectives, 'and jmplcmcmg contcu'vc actions should be considcmd.

## APPENDIX V POSSIBLE TIMEFRAME FOR SAEU DEVELOPMENTS

Inmgdiats\_tgghg (remainder of 1992)

1. Following discussion with the Board of Trustees, prepare detailed development plan and cost estimates or:

(a) continued work in the frontline states over the next 2 - 3 years;

(b) establishing SAEU Representative and office facilities in South Africa, and initial programme development;

(c) preliminary research on longer term role in providing distance education to a wider range of refugees.

2. Discuss development plan and cost estimates with current donors, and seek short term (2 - 3 years)/transitional financial support.

3. Confirm and formalise arrangements for collaboration with Batlagae Trust and SACRED in South Africa.

4. Make preliminary approaches to international, national, private and voluntary funding and sponsoring bodies for medium (3 - 5 years) and longer term support.

Xgal\_z (1993)

Assuming funds are available:

Ergntling Statgg

1. Continue programme for South African exiles:

(a) providing materials, (b) providing tutorial support, and (c) monitoring and evaluation.

gouth Atrica

2. Appoint SAEU Representative/Liaison Officer in South Africa and set up office facilities via SACHED.

3. Contact SAEU students via Batlagae Trust.

4. Establish initial study centres via SACHED.

1/5

5. Appoint SABU Coordinators and part-time tutors via SACRED, and provide orientation and training.
6. Launch SAEU programme for exiles who have returned to South Africa without completing their studies.
7. Seek new sources of funding for South Africa activities from .international, national private and voluntary agencies.

Bgtgggeg

8. Undertake initial research (nu educational needs of selected refugee group(s) and the potential of distance education.
9. Establish contact with potential collaboration and funding agencies - especially UNHCR, v SADCC/PTA, relevant government departments and voluntary bodies.
10. Prepare proposal for feasibility study of longer term refugee distance education role and submit to funding agencies.

Xeez\_z (1994)

Assuming financial support is available:

0 ' e t

1. Continue programme for South African exiles in frontline states.
2. Conduct a review of the continuing need for distance education for exiles in the frontline states. (If there is insufficient demand, the programme should be phased out at the end of 1994.)

SQQED Afzica

3. Consolidate and expand distance education programme for returnees \_ maintaining collaboration with liberation movements, Batlagae Trust and SACHED.
4. Maintain links with existing funding agencies and seek new sources of financial support for South African activities.

Beiugeee

5. Appoint Research and Development Officer to coordinate new projects for a wider range of refugees.
6. Conduct feasibility study of providing distance education for selected group(s) of refugees.
7. Evaluate results of feasibility study and prepare project proposal(s) for a 2 - 3 year pilot project in refugee distance education.
8. Hold donor conference on 'Distance Education for Refugees' and submit project proposals to potential donor.
9. Start process of negotiating new constitutional status for SAEU with SADCC/PTA, Government of Tanzania, UNHCR, and major donor agencies. 7

lea: (1995)

Assuming funds are available:

Engntline. etateg

1. If there is sufficient demand, continue the provision of distance education for exiles.
2. Review and evaluate the programme.  
(note: it is assumed that the programme in the frontline states will be phased out at the end of 1995.)

S ut Afr'ca

3. Continue programme in South Africa for returnees as in Year 2 (1994).
  4. Seek continued and new funding for the South African programme.
- e u s
5. Appoint Distance Education/Language Specialist(s) for pilot project in distance education for selected refugee group(s).

6. Start preparatory phase of pilot project - identifying and adapting or \_adapting suitable materials; and recruiting and training part-time facilitators/tutors.
7. Monitor and formatively evaluate preparatory phase of project.
8. Maintain links with donors and seek funds for the continuation and expansion of the project.
9. Continue re-definition of constitutional status of SAEU with SADCC/PTA, UNHCR, Government of Tanzania and major donors.

XQOI 1 (1996)

Assuming sufficient funds are available:

e - ate

(Egtg: it is assumed that the programme for South African exiles in the frontline states will have been phased out by 1996.)

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1. Continue programme in South Africa as in Years 2 and 3 (1994/95).

2. Review the continuing need for SAEU support for returnees. If the demand for distance education is insufficient or uneconomic, phase out the South.African programme.

3. If there is still a substantial demand, continue to seek funding.support for the programme.

e ee

4. Launch 2 year pilot programme in distance education for selected group(s) of refugees.

5. Monitor and formatively evaluate project.

6. Prepare plans and project proposals for establishing a Resource and Information Centre on Distance Education for Refugees (RICDER) - including the appointment of a SAEU Resource and Information Officer.

agencies for

3&5 (1997)

Assuming funds are available:

1. If there is sufficient demand for SAEU services to returnees, continue programme in South Africa

2. Review and evaluate the continuing need for SAEU services to returnees in South Africa

(Egg: it is assumed the SAEU's activities in South Africa will be phased out by the end of 1997.)

8%

3. Continue pilot project or select group(s) of refugees and conduct 8-10% evaluation.

4. Prepare proposals for expanded general refugee programme and submit to potential donors

5. Appoint Resource and Information Officer and establish Resource and Information Centre on Distance Education for Refugees.

6. Prepare plans and proposals for Distance Education for Refugees newsletter/journal and submit to funding agencies

7. Finalise negotiations on new constitutional status (and title?) for SAEU

Conduct a general summative evaluation of SAEU'S transition from organisation providing distance education for South African exiles to a new role in facilitating distance education for a wider range of refugees.

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