

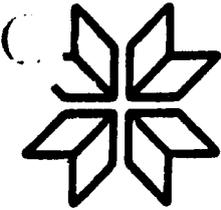
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9. ABSTRACT This paper identifies refugees and exiles (both students and non-students) who can provide a pool of talent and manpower available to an independent Zimbabwe and Namibia. Southern Africa has seen considerable movement of refugees in recent years, particularly from areas dominated by white minority governments. By mid-1976, the United Nation High Commission for Refugees (UNHCR) reported 25,000 Zimbabwean refugees in Mozambique. An estimated 2,500 refugees from Zimbabwe, Namibia, and South Africa have asked for asylum in Botswana. Highly educated persons from Southern Africa can be found on the faculties of a number of universities in West and East Africa. There is an assumption that the dispersed academic talent will return to an independent country, in many instances. Refugees from Southern Africa are also found in Zambia, Swaziland, Lesotho, Benin, the Gambia, Ghana, the Ivory Coast, Liberia, Mali, Nigeria, Niger, Sierra Leone, Togo and Upper Volta. The UNHCR is a cooperative agency depending on the cooperation of governments of the host countries and missions or other voluntary agencies with which the host countries may wish to work. Institutions providing education for Namibians preparing for the independence of their country include the U.N. Institute for Namibia in Lusaka and Nkumbi International College in Zambia. Alumni listings indicate that 306 Zimbabwe and 46 Namibian students have earned diplomas, certificates, or degrees in economics, business, biology, education, chemistry, agriculture, public administration, medicine, mathematics, law, social work, industrial arts, and other academic disciplines. The emphasis of training for refugees has been on literacy, secondary education, and higher education, with little organized effort to develop persons trained in the skilled			
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trades. There is an urgent need for training programs in these skills which are not now available to African workers in Zimbabwe and Namibia.

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Education for Human Development

OCCASIONAL PAPER NO. 8

FINAL REPORT

THE EDUCATION OF REFUGEES
IN ZIMBABWE AND NAMIBIA

by

Mabel M. Smythe

January 20, 1977
Subcontract AID/afr-C-1254 for African-
American Scholars Council Inc.
and the Agency for International
Development

THE EDUCATION OF REFUGEES
IN ZIMBABWE AND NAMIBIA

This section focuses on the identification of refugees and exiles (both students and non-students) who can provide a pool of talent and manpower available to an independent Zimbabwe and Namibia. It relies heavily upon the work of Dr. Mabel Symthe of the Phelps-Stokes Fund and the on going training of the African American Institute. ^{1/}

Southern African has seen considerable movement of refugees in recent years, particularly from areas dominated by white minority governments.

Refugees in Mozambique, Botswana and Zambia. After the end of the Portuguese colonization, voluntary repatriation of refugees from Guinea-Bissau, Mozambique and (to a lesser extent) Angola reduced one source of concern, but 1975 saw an increase in refugees from Zimbabwe, Namibia, and South Africa. A group of some 15,000 fled from Zimbabwe into Mozambique; by mid-1976 the United Nations High Commission for Refugees reported 25,000 Zimbabwean refugees there, and estimates 30,000 as of this writing. Individual refugees from all three have asked for asylum in Botswana, which held an estimated 2,500 at the end of 1975. ^{2/}

^{1/} Dr. Mabel Symthe travelled extensively in Africa, and parts of Southern Africa in order to develop data and resources for her report to the Scholars Council concerning the problems of training and education in Southern Africa.

^{2/} U.N. General Assembly, Report on UNHCR Activities in 1975-1976 and Proposed Voluntary Funds Programme and Budget for 1977, A/AC. 96/526. 16 August 1976 pg. 31.

Resettlement opportunities for refugees in other African countries have been very limited. Highly educated persons from Southern Africa can be found on the faculties of a number of universities in West and East Africa; it is reported that a Zimbabwean, Nathan Shamuyarira, is the Dean of the University of Dar-es-Salaam. But such arrangements are frequently viewed as temporary, rather than as "settlement"; there is an assumption that the dispersed academic talent will, in many instances, return to an independent country.

Zambia is strategically located for receiving refugees from Zimbabwe and Namibia as well as South Africans escaping via Botswana, not to mention those from Zaire and Angola; Lusaka is a point of major concentration. The U.N. High Commissioner for Refugees reported in August of 1976 that Zambia had a refugee population of 36,000. 3,400 Namibians were refugees in Zambia at the end of 1975.^{1/}

In 1974 some 600 South African refugees were in Zambia, and at the end of 1975, 500.

Refugees in Swaziland are reported in 1976 to be almost entirely from South Africa. There were 50 at the end of 1975, when the total for Botswana, Lesotho and Swaziland was given as approximately 2,750, with 2,500 reported for Botswana and 200 for Lesotho.^{2/}

^{1/} U.N. General Assembly. Report on UNHCR Activities in 1975-1976 and Proposed Voluntary Funds Programme and Budget for 1977. 16 August 1976. A/AC. 96/526 pg. 31

^{2/} Ibid pg. 7

At the end of 1975 there were an estimated 4,000 refugees of various origins in Benin, the Gambia, Ghana, the Ivory Coast, Liberia, Mali, Nigeria, Niger, Sierra Leone, Togo and Upper Volta. The total number represents no change over the previous year since new arrivals from Namibia and Zimbabwe were offset by the departure of refugees from other countries. No figures are available on the number of refugees by country of origin. ^{1/}

As a matter of personal observation, the author can report that the faculties of several West African universities ^{2/} visited in October and November, 1976 included members from Southern Africa.

Refugee training and educational assistance. The UNHCR, a cooperative agency, depends on the cooperation of governments of the host countries and missions or other voluntary agencies with which the host countries may wish to work. In practice, these include such instrumentalities as the Botswana Council for Refugees (established in 1974), Lutheran World Federation, Swaziland Refugee Committee, Tanganyika Christian Refugee Service, Zambia Christian Refugee Service. ^{3/}

^{1/} U.N. General Assembly. Report on UNHCR Activities in 1975-1976 and Proposed Voluntary Funds Programme and Budget for 1977. 16 August 1976. A/AC. 96/526 pg. 31

^{2/} Op cit pg. 64. UNHCR Activities in 75-76.

^{3/} U.N. General Assembly. Report of the U.N. High Commissioner for Refugees. Thirtieth Session, 31 March 1975/Supplement No. 12 (A/10012) pg. 26.

The American Friends Service Committee, the African Student Aid Fund, and the African-American Institute are additional American voluntary agencies which have for years had a role in providing or facilitating vocational training or educational programs for refugees and others.

While complete and precise data are not available from all agencies concerned with refugee education, the following fragments indicate something of current efforts.

Role of the UN Institute for Namibia. The U.N. Institute for Namibia in Lusaka, a program sponsored by the United Nations for five years to provide education for Namibians preparing for the independence of their country, has now enrolled approximately 150 students. Expectations of expanding the student body to 1500 and of developing a nucleus for a future university in Namibia were articulated on November 23, 1976, by Sean McBride, U.N. Commissioner for Namibia.^{1/}

Nkumbi International College in Zambia is another educational institution providing post-primary education to refugees from Southern Africa; 34.1 percent of its 270 students fall in that category. Its latest available figures (August, 1974) showed 6 Namibian and 38 Zimbabwean students enrolled.

The United Nations Trust Fund for South Africa provides funds to UNHCR for assistance to South African refugees.

^{1/} Briefing on Namibia, Russell Office Bldg., U.S. Senate, Washington, D.C.

The High Commissioner's Education Account, special trust funds, and donations by governments and voluntary agencies also help to finance educational programs.

African-American Institute Listing of Alumni. The African-American Institute tally of students who have completed academic studies under its ASPAU, AFGRAD, SASP, SAREP, SATP, and other programs indicates that 306 Zimbabwe and 46 Namibian students have earned diplomas, certificates, or degrees through its efforts. 1/

The pool of Zimbabweans thus trained includes 29 economists, 19 engineers, 19 in business and business administration (not including 9 in accounting and 2 each in data processing and commercial/secretarial studies), 19 in education, 15 in biological sciences, 14 in chemistry, 11 in other sciences, 10 in agriculture (including agronomy and animal husbandry), 10 in public administration, 9 in medical allied fields (including public health), 7 each in medicine and mathematics, and others in law, social work, industrial arts, broadcast technology, library science, home economics, and urban planning, as well as a variety of other academic disciplines. In six cases one person earned more than one degree or certificate, thus overstating the talent pool by slightly under two percent.

Since Namibians were fewer, their pool is less diverse. They suffered somewhat more terminations (25%, as compared with 13%) without completing their study programs and earned a smaller proportion of degrees (44%) than did the Zimbabweans (79%). Nevertheless, the programs produced 6 educators,

1/ See TABLES II Ide for delineation of the training program and student enrollment under the auspices of the AAI.

4 economists, 4 in business and business administration (not including 2 in accounting and 2 in commercial/secretarial studies), 3 in animal husbandry, 2 in biological sciences, 2 in journalism, and others in broadcast technology, electronics and mechanics, medical allied fields, and public administration, as well as in studies of lower priority in economic development.

Programs of training and education for manpower requirements.

Identifying the number of persons from Zimbabwe or Namibia trained in specific fields is exceedingly difficult. However, some programs can be identified and a sense of the resources for training can be generated. The following are examples:

1. The African Student Aid Fund, a division of the Phelps-Stokes Fund, offers emergency assistance to individual undergraduate applicants from Africa who have already successfully completed at least a year of study towards a bachelor's degree in an American college or university. Its grants are typically small (supplementary in nature). The Fund does not generally specify fields of study nor require refugee status; however, a new program for students from Southern Africa will give preference to those whose studies are in fields of relatively high priority in terms of economic development.

2. The UNITAR (United Nations Institute for Training and Research) program has made a useful contribution to the training of diplomatic representatives from developing countries. Because it has dealt generally with newcomers to

missions in New York and Geneva, it typically serves member nations, rather than not-yet-independent territories; however, UNITAR is able to mount especially planned courses wherever they may be needed. Davidson Nichol, Director of UNITAR and Under Secretary of the United Nations, is said to be sympathetic to the need; and a course for Namibian and Zimbabwean potential diplomats could be held at a convenient site in Southern Africa at relatively low cost. ^{1/}

Manpower/womanpower pool. What constitutes the manpower/womanpower pool for Zimbabwe and Namibia is difficult to identify, especially since we have no accounting of those trained in the United Kingdom or Europe. According to the African-American Institute report, 49 percent of Zimbabweans and 42 percent of Namibians trained under their auspices have returned to Africa.^{2/} AAI reports twelve African universities and Institutes on whose staffs they serve. Presumably a substantial number of Zimbabweans and Namibians who are now working in other African countries would be available for suitable employment at home as Africanization of the government and the economy progresses. Similarly, trained persons who have achieved a somewhat precarious accommodation in the United States or the United Kingdom are likely to be responsive to employment opportunities in a transitional or

^{1/} Conversation with Gordon Hawkins, Director of Training, United Nations Institute for Training and Research, Dec. 1, 1976.

^{2/} The information on AAI programs was obtained from AAI personnel and is valid to November 1, 1976. Commentary pg. 2.

Independent Zimbabwe or Namibia. The AAI experience supports this presumption.^{1/}

The AAI tally does not include unsponsored students who have over the years obtained scholarships through individual institutions or from missionaries, Peace Corps Volunteers, or other personal contacts. Many of these have managed by their own efforts or the help of the Phelps Stokes Fund and its African Student Aid Fund to obtain degrees or useful training.

Our inquiries into training for refugees suggests that the emphasis has been on literacy, secondary education, and higher education, with little organized effort to develop persons trained in the skilled trades. Accordingly, the pool of trained electricians, plumbers, carpenters, mechanics, glaziers, electronics specialists and others in a great variety of technical fields must be expanded as quickly as possible. There is an urgent need for training programs in these skills, not now available to African workers in Zimbabwe and Namibia. In view of the fact that literacy is not a prerequisite for a high level of competence in a number of these, the opportunity is all the more significant.

Proposed approach to the skilled personnel problem. Working with existing Institutions wherever possible, AID efforts to assist the advance in economic development of Zimbabwe and

^{1/} The information on AAI programs was obtained from AAI personnel and is valid to Nov. 1, 1976. Commentary pg. 2 .

Namibia are likely to be most useful if they give priority to support for skills development for both literate and non-literate sectors of the population. One model for such skills development is the training center, e.g.:

- (1) Trades and crafts centers as part of the overall development plan, to train plumbers, electricians, mechanics, carpenters, roofers, road builders, and others in the construction trades.
- (2) Centers for training office workers: file clerks, secretaries, typists, bookkeepers, vital statistics workers, telephone operators, mimeographers, office managers, etc.
- (3) Electrical and electronic equipment maintenance centers, with skills ranging from simple rewiring to diagnosis and correction of malfunctions in such complex equipment as refrigerators, elevators, air conditioners, radio and television, etc.
- (4) Paramedical training centers for practical nurses, midwives, laboratory technicians, dental technicians, first aid specialists, dispensary aides, community medical social workers, and others.
- (5) Literacy centers to increase the pool of those who can read simple directions, safety signs, and the like.
- (6) Agricultural development centers to provide instruction in agronomy, animal husbandry, erosion control, irrigation, crop rotation, food preservation and storage, cooperative marketing, etc.
- (7) Home and community management centers to provide instruction and guidance in food preservation, nutrition, child care, sanitation, community organization, family planning, waste disposal, care of the aged, cooperative action, and literacy.
- (8) Centers in which traditional community leaders can gain insight into changes in opportunities for their constituents and consider courses of action.

In addition to the centers, which would offer information and training to the masses of people, special programs to develop persons with high level skills (master plumbers and other craftsmen, for example) or in fields requiring an educational base would be useful, e.g.:

- (1) A training school for the administration of justice could educate policemen, court officers, and civil servants concerned with the processes of law. Instruction in the common law, such concepts as reformation and equality before the law, the functions of courts, the basis for the prison system, crime prevention, record keeping, crime detection, the relevance of law to business and personal relationships, etc. could prepare persons for a variety of law enforcement positions.
- (2) A program of supervised business placement would make it possible for persons with a modest amount of education to learn through on-the-job experience how to function as salespersons, stock clerks, cashiers, airline reservation clerks, ticket agents, bank tellers, mail order processors, dispatchers, foremen and women, etc.
- (3) Those with more education and with training in business procedures (perhaps at an office training center or polytechnic) could develop as accountants, investment counselors, department supervisors, managers, and other executives through a business internship. Building managers, sales managers, bank loan officers could work with an intern-assistant constantly observing and sharing an increasing number and level of tasks. It is likely that Zimbabwe and Namibia, like other young countries, will motivate Africanization through tax or other advantages to businesses which hire local black citizens, so the arrangement should not be difficult to set up.
- (4) In view of the extraordinary social mobility ahead for a great many African workers, a program in social engineering could be of a considerable value. It might be associated with a university or the Institute for Namibia; or it could be a new department attached to a polytechnic or teacher training Institution. It would prepare social workers, group leaders, school guidance counselors, or community counselors to understand and interpret the impact of social change on the individual, the family, and the community: it would also train the students to know what legal and community resources are available, volunteer organizations and their functions, and opportunities for cooperative solutions to social problems.

The above suggestions indicate some possible approaches to human resources development. The overall objective to take training to the people in a variety of communities so that the city does not become the sole avenue to opportunity. The centers are designed to fulfill development needs by

taking people as they are and giving them training appropriate to their educational preparation, moving them from where they are toward where they would like to be with as little waste effort as possible.

Table I ^{1/}

ZIMBABWEAN AND NAMIBIAN REFUGEES/EXILES

NUMBER OF ZIMBABWEAN REFUGEES/EXILES	LOCATION	NUMBER OF NAMIBIAN REFUGEES/EXILES	LOCATION
30,000 - Refugees*	Mozambique ^{1/}	185 refugees of which 85 are being processed for resettlement	Botswana ^{1/}
An undetermined number out of a total refugee population of 36,000 with 34,350 accounted for	Zambia	3,400 - Refugees	Zambia
An undetermined number out of a total refugee population of 2,500 with 1,935 accounted for	Botswana	An undetermined num- ber out of a total refugee population of 510,000 with 508,000 accounted for	Zaire
An undetermined number out of a total refugee population of 4,000	West Africa	An undetermined num- ber out of a total refugee population of 4,000	West Africa
500 with an estimated 275 completing train- ing programs	U.S. ^{2/}	40 (including students)	U.S. ^{2/}

^{1/} U.N. General Assembly. Report on UNHCR Assistance Activities in 1975-76 and Proposed Voluntary Funds Programme and Budget for 1977. 16 August 1976. A/AC.96/526. *A refugee is defined as a person who is outside his country of nationality and has well founded fear of persecution for reasons of race, ideology, religion, etc.

^{2/} The information on AAI programs was obtained from AAI personnel and is valid to Nov. 1, 1976. Commentary page 2.

Table IIa ^{1/}

ZIMBABWEAN AND NAMIBIAN STUDENTS

NUMBER OF ZIMBABWEAN STUDENTS	LOCATION OF STUDY	NUMBER OF NAMIBIAN STUDENTS	LOCATION OF STUDY
United Nations Education and Training Programme for Southern Africa ^{1/}		United Nations Education and Training Programme for Southern Africa ^{1/}	
7	Botswana	9	Canada (1b, 8c)
6	Canada	6	Congo
2	Ethiopia	2	Egypt (1b)
5	Ghana	2	Germany (b)
6	India	21	Ghana (2b)
5	Kenya	25	Kenya
36	Lesotho (includes 2 scholarships of the government of Lesotho as a voluntary contribution to the programme)	1	Losotho

^{1/} U.N. General Assembly, United Nations Education and Training Programme for Southern Africa. Report of the Secretary General. Covering the period from 1 Nov. 1975 to 22 Oct. 1976. A/31/268. (Students currently enrolled in education institutions).

^{b/} Scholarships provided by the U.N. Fund for Namibia.

^{c/} Scholarships of the Government of Canada as a voluntary contribution to the programme.

Table IIb ^{1/}

ZIMBABWEAN AND NAMIBIAN STUDENTS

NUMBER OF ZIMBABWEAN STUDENTS	LOCATION OF STUDY	NUMBER OF NAMIBIAN STUDENTS	LOCATION OF STUDY
UNETPSA Continued:		UNETPSA Continued:	
3	Liberia	1	Liberia (b)
3	Mauritius	6	Mauritius
1	Netherlands	49	Nigeria
38	Nigeria (includes 10 scholarships financed under special arrangement with UNDP)	1	Papua New Guinea (b)
		3	Sweden (2b)
90	Sierra Leone	2	Switzerland (b)
2	Switzerland	1	U.K. (b)
1	Sweden	29	U.S. (2b)
10	Uganda	5	Zambia (1b)
		<u>163</u> Total	

^{1/} U.N. General Assembly, United Nations Education and Training Programme for Southern Africa. Report of the Secretary General. Covering the period from 1 Nov. 1975 to 22 Oct. 1976. A/31/268 (Students currently enrolled in education institutions)

^{b/} Scholarships provided by the U.S. Fund for Namibian.

Table IIc 1/

ZIMBABWEAN AND NAMIBIAN STUDENTS

NUMBER OF ZIMBABWEAN STUDENTS		LOCATION OF STUDY	NUMBER OF NAMIBIAN STUDENTS		LOCATION OF STUDY
UNETPSA Continued:			UNETPSA Continued:		
20		U.K.	Total		
2		Tanzania	<u>Scholarships</u>	<u>Awards Completed</u>	
47		U.S.	70/71	67	3
79		Zambia	71/72	78	9
<u>363</u>	Total		72/73	81	21
	<u>Total</u>		73/74	73	25
	<u>Scholarships</u>	<u>Awards Completed</u>	74/75	157	11
70/71	111	37	75/76	163	30
71/72	148	45			
72/73	191	41			
73/74	268	59			
74/75	389	52			
75/76	363	66			

1/ U.N. General Assembly, United Nations Education and Training Programme for Southern Africa. Report of the Secretary General. Covering the period from 1 Nov. 1975 to 22 Oct. 1976. A/31/268. Scholarship student recipients and completors.



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The African-American Institute

African Graduate Fellowship Program (AFGRAD): Fellowships are offered annually for postgraduate study in fields directly related to participating African countries' economic development priorities and universities' staff development needs. The fellowships are tenable in the United States for one academic year and are renewable subject to satisfactory academic progress until the approved degree is obtained. Nationals of African countries who possess a bachelor's degree (second class honors or higher), licence (mention assez bien or higher), or an equivalent qualification may apply. Candidates are, in every case, nominated by their governments. On completion of the degree objective, fellows are expected to return to their home country in Africa. The financial provisions include tuition and fees, round trip travel, and an allowance for maintenance, books, and personal needs. When necessary, English language training is also provided. There are no allowances for dependents of fellows. Applications are generally considered in October and November for awards which commence the following academic year.

Southern African Training Programs for Zimbabwe, Namibia and South Africa (SATP): The Southern African Training Programs of the African-American Institute were developed in response to the critical need to expand the high level training opportunities for African nationals from Zimbabwe, Namibia and South Africa. Under the Southern African Training Programs, awards are available for study at the university level and in post-secondary technical and vocational institutions. These awards will be offered in fields of study identified as priority development needs and will be tenable in the United States and in Africa. Individuals placed in the United States will be required to return to Africa upon completion of their study programs.

Awards will be given to individuals whose fields of study conform to the developmental priorities and objectives of their liberation movements. Emphasis will be given to training in agriculture, education, public health and population, rural development, administration and management, and economic planning.

Southern African Student Program (SASP): A modest number of awards each year are made to qualified candidates from the minority-ruled countries of southern Africa. These scholarships are for a maximum duration of two years to pursue specialized training or a masters degree at an educational institution in the United States. Awards may cover all expenses including international transportation. Candidates' proposed training must be directly relevant to future employment in Africa. Preference is given to candidates applying from independent Africa who need further training not readily available in Africa. Applications will be accepted from candidates outside Africa who have demonstrated strong academic ability and a keen commitment to work in Africa.

Southern African Refugee Education Project (SAREP): Study grants are available to qualified candidates who are refugees from the minority-ruled countries of southern Africa. These awards are available for study programs in Africa at the university level or in postsecondary technical/vocational institutions. Special consideration for these awards will be given to individuals in fields of study related to priority manpower requirements in Africa. Applicants should have the academic qualifications required to undertake the courses in which they are interested and should preferably have already gained admission to an educational institution.

Human Resources Development Program for Angola, Mozambique, Guinea-Bissau, Cape Verde, Sao Tomé and Príncipe (HRDP): Development-related training grants are provided to candidates from the former Portuguese colonies in Africa for study at the postsecondary level in Africa or in the United States. These grants are for technical training or for university studies. Appropriate language training will be provided when necessary. Awards will be made in fields of study reflecting priority economic development manpower needs of the new countries. All candidates are nominated by their governments.

African Educators Travel Program: Short-term travel grants of up to sixty days provide an opportunity for African scholars, educational administrators, and educationists from Commonwealth-member African nations to broaden their professional perspectives through visits to North America and other African countries. Grantees visit American universities, research centers, schools and other related facilities, as well as attend major conferences or seminars in their fields of interest.

Starr Foundation African Scholarship Program: These awards provide for masters degree training in the United States in the field of actuarial science for candidates from selected African countries. Practical training experience is provided during long vacation periods, and students have the opportunity to sit the professional qualification examinations of the Society of Actuaries.

Further information on the above programs may be obtained from African-American Institute program representatives in 21 African countries, from relevant African ministries or universities, or from the AAI headquarters in the United States:

African-American Institute
833 United Nations Plaza
New York, New York 10017
U.S.A.

Ronald E. Springwater
July, 1976

Table II d 1/
ZIMBABWEAN AND NAMIBIAN STUDENTS

NUMBER OF ZIMBABWEAN STUDENTS	LOCATION OF STUDY	NUMBER OF NAMIBIAN STUDENTS	LOCATION OF STUDY
African-American Institute Programs <u>1/</u> (Current Enrollments)		African-American Institute Programs <u>1/</u> (Current Enrollments)	
	<u>SATP</u>		<u>SATP</u>
28	U.S.	1	U.S.
3	Africa		<u>SAREP</u>
	<u>SAREP</u>	1	Africa
19	Africa		<u>SASP</u>
	<u>SASP</u>	3	U.S.
13	U.S.		
<u>63</u>	Total current enrollments U.S. and Africa	<u>5</u>	Total current enrollments U.S. and Africa

1/ Students enrolled in U.S. and Africa educational institutions. The information on AAI programs was obtained from AAI personnel and is valid to Nov. 1, 1976.

Table IIe ^{1/}

ZIMBABWEAN AND NAMIBIAN STUDENTS

NUMBER OF ZIMBABWEAN STUDENTS	LOCATION OF STUDY	NUMBER OF NAMIBIAN STUDENTS	LOCATION OF STUDY
African-American Institute (Completed Scholarships)		African-American Institute (Completed Scholarships)	
306	U.S. and Africa	46	U.S. and Africa
250-275	Secondary training at Nkumbi International College and Kurasini International Education Centre	250-275	Secondary training at Nkumbi International College and Kurasini International Education Centre

^{1/} Students who have completed their studies in the U.S. and Africa. The information on AAI programs was obtained from AAI personnel and is valid to Nov. 1, 1976.