

EVALUATION REPORT

*THE IMPACT OF PROGRAMS OF THE
EDUCATIONAL OPPORTUNITIES
COUNCIL*

1979 - 1993

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**EVALUATION REPORT OF THE IMPACT OF PROGRAMS
OF THE EDUCATIONAL OPPORTUNITIES COUNCIL 1979 - 1993****1.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS****1.1 Executive Summary**

The EOC is successfully achieving its goal of enhancing research and leadership skills by facilitating tertiary education in response to the human resource needs of a changing South Africa. This is not a static achievement. From 1979 to 1993 and most notably since 1986, South African education has undergone major changes, from very restrictive admission of blacks at white institutions to slight majorities in some fields. The EOC has developed and administered bursary programs, on its own and with donors and partners responding to the education, labor and development environment, anticipating an eventual end to apartheid. The purpose of this evaluation was to assess the impact of EOC's programs to date and from the research data, to gain insights into its future strategies.

Twenty-two donors have provided R 77 million to support tertiary study and research opportunities for 3,875 disadvantaged South Africans (blacks, coloreds and Asians), as of November 1993. A major assumption was that they would then assume decision-making and leadership positions across the spectrum of society and in fields previously closed to blacks. This evaluation of the impact of EOC programs, conducted by an independent investigative team, had the following major findings.

- 1) An alumni/ae pool of 2,287 having completed their studies and two-thirds are in middle and senior level positions where they make decisions pertaining to policies, personnel matters and budgets in their organizations. The vast majority are in their positions because of the qualifications they obtained through their EOC bursaries.
- 2) The EOC's performance has been outstanding in producing black professionals in skills areas which have been identified as critical to South Africa's development and from which disadvantaged South Africans have been traditionally excluded. The latter include engineering, science and business, the former fields add education and various social sciences. While South Africa's internal tertiary education policies have begun to make changes, EOC's programs put blacks in place in time to make a difference for the current transition.
- 3) Unemployment among EOC alumni/ae has been minuscule. However, the amount of time to find employment after completing studies can extend to more than a year and job satisfaction varies. Surprisingly, even though several indicators point to a dearth of black South Africans with science backgrounds, alumni/ae experience long periods in searching for jobs and low decision-making levels and job satisfaction.
- 4) The survey of a 249, or a tenth of EOC alumni/ae, reveals other information useful for the design of not only bursary programs, but other human resource development interventions as well. For example, the majority of EOC alumni/ae have onerous extended family financial obligations. Also, the kinds of problems encountered in searching for jobs and job satisfaction indicate the need for sophisticated career counseling as an integral follow on activity of bursary programs. The rich findings of the survey also strongly suggest a strong, ongoing research function at the EOC to continue to monitor the long-term impact of its programs and to investigate numerous related topics, i.e., the shifts in supply and demand in specialized fields, how to overcome barriers to gender equality in tertiary education and the desirability of realignments from university to technikon education in technical and scientific fields.

The research would also facilitate new and innovative EOC projects that are strongly suggested by changing human resource needs.

- 5) EOC programs have provided positive benefits to South Africa's historically black universities and to government schools on all levels by improving the academic levels of black staff. However, these institutions continue to have major staff development needs suggesting that EOC should develop programs to continue or augment its interventions to date.
- 6) Interviews with EOC funders document efficient performance in program implementation and financial reporting and accountability. Bursars rate EOC administration of programs very highly. The one weak area for donors and bursars appears to be alumni/ae follow-on, especially communication and issues related to job placement.
- 7) The EOC has been accountable and efficient in monitoring and evaluating its programs and expending the resources available to it.
- 8) The EOC's funding base has been largely from foreign governments. In view of the change to an internationally recognized government and the possibility of major changes in donor policies, the EOC should develop its strategic planning and fund development capability on a priority basis. Because of its accomplishments and capabilities, donors should provide such means, as well as long-term general support to ensure that EOC's expertise is institutionalized. The EOC is an important civil society player in the South African education sector.

Founded out of community concerns over the quality of black education in South Africa, the EOC has earned a position as a major education non governmental organization with demonstrated effectiveness. It has established numerous capabilities which it should continue to use to resolve difficult education challenges in the post-apartheid period.

1.2 Major conclusions and recommendations

These are the major conclusions and recommendations of the evaluation study. Detailed findings to justify the conclusions are found in the body of the report.

1.2.1 Gender Equity

Conclusion Overall EOC statistics corroborate the under-representation of women among the alumni/ae survey respondents in the fields of business, engineering (only 5 women out of 107 who had completed SAEP degrees) and law. Also to be added, based on the overall pool, are the fields of science, urban & rural planning/architecture and theology. Women also hold a disproportionately small number of research grants. Women are over-represented in the fields of education, health sciences, psychology and social sciences. In view of the representation of the equitable representation of black women at the secondary and tertiary levels in South Africa, it appears that EOC has not been able to overcome the bias against women in tertiary education that clusters women in diploma studies away from degrees.

Recommendation The EOC should conduct research into the causal factors against parity for women in tertiary education; investigate possible remedies through its selection process; and design other intervention strategies.

1.2.2 Geographical Origin

Conclusion Although EOC has made productive efforts to recruit from rural areas, there is room for improvement. The concern that geographical origin can disadvantage bursary access is unfortunately shown to be true.

Recommendation EOC should immediately examine how it can recruit more effectively from rural areas.

1.2.3 Equity Among Black Sub-groups

Conclusion The EOC has been even handed in awarding bursaries to all of the disadvantaged black groups in South Africa.

1.2.4 Augmentation of South African Tertiary Education & Emphasis on Post-Graduate Degrees

Conclusion EOC bursaries allow black South Africans to augment their tertiary education, most often from a South African historically black university, with an overseas learning experience. EOC's bursary programs have moved increasingly toward master's and doctoral studies in its overseas programs involving shorter periods of study than for first degrees; this is efficient utilization of donor funds because longer, expensive studies for first degrees is done in South Africa.

Recommendation The EOC should continue to emphasize post-graduate degree study abroad except for critical fields which are not available in South Africa.

1.2.5 Need for Advanced Study

Conclusion Advanced study is necessary for many EOC alumni to make headway in their fields or for accreditation purposes; in particular, accounting, economics, the sciences, management and development.

Recommendation The guideline of funding only one degree should be reviewed.

1.2.6 Government Education as a Major Beneficiary

Conclusion Even though most donors did not seek to help the apartheid government, civil servants - especially educators - have been major beneficiaries of EOC programs, putting resources directly into the education system for immediate and eventual benefits (after apartheid structures were removed).

1.2.7 Private Sector as a Major Beneficiary

Conclusion The private sector has been a significant beneficiary of EOC programs.

Recommendation Because of the major benefit they receive from having trained personnel educated through EOC programs, the EOC should improve its liaisons with the private sector in support of its programs. EOC should pinpoint the companies which employ EOC alumni/ae and involve them in program support.

1.2.8 Internships, Job Placement & Recognition of Foreign Qualifications

Conclusions While unemployment does not seem unreasonably high among EOC alumni, about a fifth of respondents took more than 6 months to find employment. The reasons ranged from

the state of the economy to not having the appropriate training to instances of institutionalized racism to problems with recognition of overseas degrees.

Some fields are less easy to find employment: health fields, law, psychology, the sciences, social sciences and urban/rural planning & architecture.

Internships and programs to gain practical experience help with job placement.

Recommendations

- 1) The EOC should provide, as part of its follow-on activities for alumni/ae, job search training in combination with job placement services including liaising with prospective employers and arranging networking activities. EOC should hire a contractor for this service if it is not feasible to manage it directly. This service should be highly professional, including assessment of alumni's strengths and weaknesses and aptitudes.
- 2) The EOC should gather or conduct research on demand for human resources in fields where graduates encounter difficulties finding jobs in order to design appropriate interventions.
- 3) EOC should research the problems of recognition of overseas degrees and prepare brochures for distribution to bursars, for pre-counseling, and for use with the recommended follow on job placement services.
- 4) Wherever possible, internships should be arranged in conjunction with studies.

1.2.9 Decision-making Status of EOC Alumni/ae

Conclusion The majority of EOC alumni/ae are employed in middle and senior level positions in their fields and are decision-makers, therefore achieving the goal of EOC and program donors.

Even though emphasis has been placed on providing bursaries in the fields of engineering and the sciences for blacks, EOC alumni/ae have not attained the highest decision-making positions in these fields, as compared to other fields.

EOC alumni/ae are finding job satisfaction through their professional contribution to their communities and sectors with national importance. Frustrations occur in fields where apartheid institutions dominate such as education.

Recommendation The reasons that graduates in the sciences have not attained decision-making status in higher numbers should be investigated further to determine what supplemental programs or program features might be needed; it would seem that educational qualifications alone are not enough.

1.2.10 Bursary Program Policy Formulation

Conclusion Even though EOC alumni/ae have direct material

benefit from having received a bursary, a large number use their incomes for further studies, and for extended family obligations.

Recommendations

- 1) Regarding the debate among bursary administrators and donors on grants versus loans, a combination package is indicated because of the financial demands on many black South Africans from extended family and to finance advanced study.
- 2) EOC should explore an alumni/ae contributions strategy where they can support the ongoing work of EOC, financially and programmatically.

1.2.11 Need for Pre-Tertiary Career Counseling

Conclusion Career counseling has been inadequate for most EOC bursars and is inadequate for black South Africans generally.

Recommendation Working in consultation with counseling bodies in South Africa (where EOC alumni have leadership roles), EOC should contribute to policy development on counseling services in the school system, based on its extensive experience, such as the findings of its alumni survey.

1.2.12 Assessment of EOC's Performance by Alumni/

Need for an Alumni Affairs Office/Computer Skills As Prerequisite to Tertiary Studies

Conclusion Alumni rate EOC's administration of bursary programs from good to excellent in the majority of cases. Suggestions for improvement center on follow up after completion: job placement, communication and alumni affairs. Computer skills preparation is a need before undertaking bursary programs.

Recommendations

- 1) The alumni services of EOC need improvement with appointment of an effective coordinator, effective liaison with alumni representatives and activities that are responsive to alumni needs, such as networking for professional purposes.
- 2) EOC should investigate if computer training can be provided as part of pre-departure orientation or in another way prior to beginning the bursary.

1.2.13 Black Inroads into New Occupational Fields

Conclusion Blacks are making inroads into occupations and fields where their numbers were negligible previously, such as engineering, physics environmental studies and many sub-specialties.

Recommendation As another area of research, the EOC should identify existing research or initiate it, on the priority fields for black human resource development taking into consideration size of labor market demand, most appropriate training needed and national development needs.

1.2.14 Value of Overseas Study

Conclusion The overseas bursaries were very useful to personal and professional growth, affording exposure to colleagues, ideas, facilities and other resources not available in South Africa.

Recommendation As part of its follow-on activities, the EOC should explore how resources such as overseas professional journals and travel to professional conferences overseas can be

made available to alumni. Assistance for these activities might be possible through follow-on provisions of bursary donors.

1.2.15 Extensive Alumni/ae Involvement in Community Development

Conclusion Most bursary recipients cited their ability to contribute to community development as a primary reason for their job satisfaction. The EOC has been very effective in all of its programs in returning trained blacks to their communities where they are involved in development.

1.2.16 Leadership Development & Career Management

Conclusion Some EOC alumni/ae have been very successful and are moving into leadership positions in their fields with relative ease. Others have taken months to find employment and/or dissatisfied with their work and would benefit from career management counseling services upon completion of their studies and after they've started jobs.

Recommendation As part of its follow-on services, EOC should provide sophisticated career counseling to include an assessment of an individual's work place aptitudes and drawing on a research base of employment trends and job opportunities. Managerially, this service could be subcontracted out by the EOC.

1.2.17 Faculty Development at Historically Black Universities

Conclusion The programs sponsored by various donors through the EOC, especially the South African Education Program and the Faculty Fellowship Program (both for study in the US.) have contributed in a major degree to the development of black faculty at South Africa's historically black universities.

Recommendation To enhance the leadership role the EOC is already playing in staff development program to benefit historically black universities, the EOC should develop a strategy for human resource development at black universities (of both academic and administrative staff), in consultation with university leadership and key donors. For efforts already underway by donors, a role for EOC should be identified based on its capability. The EOC could review the resources of its combined programs for this purpose (i.e., CDFP, SAEP, FFP, and the new honors program).

1.2.18 Additional EOC Research Needs

Conclusions The EOC has made a measurable difference in producing black graduates in fields where they have been under-represented, guided mainly by donor research and the EOC's networking efforts. This and the findings that alumni/ae are moving through increasingly high levels of leadership and decision-making, prove the impact of EOC programs.

Black human resources planning must take consideration of interaction between education and training, the labor market and South African development needs. Given the realities of the apartheid education policies, the interventions undertaken by the EOC and the decisions on program design and fields of study were accurate.

Education and training alone do not always empower blacks to move into leadership and decision-making positions in science and technology fields; focused career counseling and career management are sometimes needed.

Recommendations

- 1) The EOC should develop a research capability to monitor or conduct research on the interaction between human resources planning and education, training, the labor market and development needs. It is a natural outgrowth of this work and an area where EOC could develop a predominant capability. The research should also inform EOC's program development such as new focused bursary programs and provide better career counseling for potential bursars.
- 2) With a critical mass of alumni/ae in certain sectors, the EOC should identify issues where it could convene seminars (many are suggested by this evaluation) to provide leadership in illuminating the issue and possibly lead to interventions. Such topics include: how to overcome barriers to black human resource development in science and technology; how to overcome barriers to achieving gender parity in tertiary education; how affirmative action can facilitate human resource development; policy development on realignments of black tertiary education from universities to technikons.
- 3) As a component of an enlarged research function within EOC, there should be ongoing research on the career progress of EOC alumni/ae, to measure the impact of EOC programs and to provide formative input to existing and new EOC programs.

1.2.19 Program Monitoring, Financial Accountability and Cost/Benefit Analysis

Conclusions The EOC has satisfactorily provided program reports to donors, monitored programs and conducted evaluations. It has maintained regular monitoring statistics; retrieval of data has been hampered at times because of staff turnover.

A definitive cost/benefit analysis cannot be arrived at without resources beyond the parameters of this evaluation. An analysis of the budgets, staff salaries and staffing patterns of EOC indicate, however, that the operation is lean and keeps administration costs at a minimum.

The EOC has been financially accountable to its donors. This has been notwithstanding difficulty in attracting top-level financial personnel because of salary package constraints.

The EOC is to be commended for creating, nurturing and sustaining a black-led organization with black staff which has developed diversified capabilities to undertake its mission of providing advanced study and research opportunities for disadvantaged South Africans.

Recommendations As part of stabilizing itself for new challenges, the EOC should prepare a multi-year plan for institutional support and fund development and seek funding to allow it to attract senior personnel for key posts.

1.3 Priority of decisions to be made on the basis of the evaluation

The findings, conclusions and recommendations in this report have implications for existing EOC programs, program development options and organizational structure and staffing. On April 16, 1994 the Evaluation Team Leader presented the evaluation findings to an EOC Strategic Planning Workshop held at the Telkom Training Centre in Olifantsfontein attended by several EOC board members and EOC senior staff. They were presented with the following actions to make decisions on, based on the Evaluation Report. They decided to take decisions on most of the actions and to reserve decisions on others in order to consult further.

I. Existing bursary programs - policies and procedures

1. The staff should be instructed to investigate how to increase the percentage of women in EOC programs and initiate and report back on appropriate procedures; the board shall determine if a policy change is required, based on the staff report.

4. Staff should investigate the problem of non-recognition of foreign degrees, or related licensing and accreditation problems; prepare a report including recommendations; report to the board on actions to be taken; and prepare a brochure for counselling new EOC bursars and to send to those engaged in study. EOC will consult HSRC and any entity which may replace.
5. The EOC management and staff should do the following and report back to the board: Refine the design of the Alumni Affairs/Public Affairs Office, identify appropriate candidates, identify funds (USAID follow-on funding as a priority) and establish this office, encompassing:
 - a) a newsletter
 - b) networking opportunities, for professional development, as well as to help the community oriented activities of alumni/ae
 - c) sophisticated personal skills assessment and career counselling for EOC alumni/ae
 - d) leadership and career enhancement activities for alumni/ae
 - e) mechanisms for alumni/ae to assist the EOC and its programs.
6. EOC staff should explore with USAID, and other donors, the possibility of providing computer training prior to studies; and providing bursars with computers, and report back.
7. The EOC board and management shall assess if current staff resources are sufficient to efficiently undertake the above or if additional resources are needed.
- II. **New programs and research projects**
 - 1) The EOC should develop a project to investigate timely research topics relevant to current education changes in South Africa. The activities of the project shall include: identification of appropriate personnel, to conduct or supervise commissioned research; networking with involved parties; convening workshop(s) to review research findings and develop policy options; distributing the findings; and, if appropriate, to develop and seek funding for projects resultant through grants or contracts.

The topics to be undertaken in this project are:

- a. Gender inequality in tertiary education in South Africa - causes and solutions.
- b. Black advancement in science and technological fields; an investigation of barriers and solutions.
- c. Pre-tertiary career counselling in South Africa: needs and policy options.
- d. Financing tertiary education in South Africa: finding the balance between grants and loans, partial grants (where do they get the rest of the money?) first and post-graduate degrees. These findings should be immediately applied to the current contract administered by EOC for USAID for degree studies.
- e. Identification of South Africa's priority human resource needs and measuring commensurate black development; shifting emphasis to technikon ed.
- f. Transformation of tertiary education in South Africa: implications for service delivery, servicing national needs, staff development and infrastructure modification
- g. Follow-on studies of the leadership and career advancement of EOC alumni/ae: a case study in leadership development interventions. Subsequent studies should refer to the current study for areas requiring a longitudinal perspective and for areas indicated for further attention.

- 2) All current programs and donor relationships should be reviewed to identify potential new program areas, for grants or contracts. A prime example is to develop a strategy to assist with staff development at historically black universities.

III. Organizational and staffing issues

- 1) The management should be required to review Financial Department functions regarding the filing system and financial reports so that the type of data required by the evaluation be available on a regular basis as part of management information systems. The same applies to program monitoring data. In each instance, a manual should be prepared so that staff turnover does not impede these reports. The board should review the management report.
- 2) The EOC board will develop the rationale, criteria and methodology for expanding the board, to include corporate representation, and other relevant sectors, to enhance public relations, performance, program development and fund raising.
- 3) The EOC board and management shall review the staffing and resources available for program and fund development and make appropriate changes to enhance success in these areas. Consideration should be given to preparation of an institutional development grant proposal to identify these resources if redeployment of current resources is inadequate.

1.4 Description of the evaluation study

The Educational Opportunities Council (EOC) commissioned outside consultants to evaluate the impact of the organization after its first fourteen years of existence (1979-1993). The evaluation was intended to leave the organization empowered to build on its strengths and to identify and correct weak areas. At the time when South Africa is undergoing major political and subtle change, the EOC, like other organizations, felt the need to review its original needs assessment, assess major environmental changes and to chart its direction accordingly.

During the transition period to democratic rule beginning in 1990 to the present some NGOs find themselves closing their doors because funding priorities are changing for donors. EOC Chairperson, Archbishop Desmond Tutu, and the Executive Director, Fr Buti Tlhagale, have been explicit during this transition period that the EOC must systematically develop a strategic plan to guide the EOC into South Africa's new realities. This process has been going on since 1991; this study is part of the process.

The EOC charge to the evaluation consultants was that it wanted an objective assessment of what the organization had accomplished and how well it had performed since it began. The EOC was clear that they wanted the evaluation to provide information to help make decisions as part of its strategic planning.

Therefore, the purpose of the evaluation is to seek answers to four principal issues:

- A. **IMPACT**
To what extent does the organization's work have a positive effect its target group? If the goal of the EOC was to produce black leaders and increase the blacks' skills in criticalfields important to South Africa's development has it done that?
- B. **EFFECTIVENESS**
Is the organization doing the right things? Given the range of choices that could be chosen to accomplish impact has the organization made the best choices?
- C. **EFFICIENCY**

Is the organization doing things right?
 How well has the organization used the resources available to it?

D. NEW DIRECTIONS

What different things if any should the organization do in the future?
 What decisions must be made, how, when?

1.5 Description of the audiences to whom the evaluation report is addressed

It was assumed that the various stakeholders in the EOC would want to know how the organization has performed, what difference it has made and how it should continue to operate. Their relationship to and expectations of the EOC are not necessarily the same. The stakeholders include:

- # the EOC Board (National and Regional);
- # the EOC management and staff;
- # Funders;
- # Universities and technikons in South Africa and abroad;
- # Students;
- # Alumni/ae;
- # Organizations associated with the operation of EOC programs e.g. the Institute for International Education in New York; Aurora Associates in Washington, DC. South African institutions nominating potential bursary recipients; educational policy making bodies including the government; other bursary administration and similarly concerned organizations in South Africa;
- # administrators at feeder schools to EOC programs, especially guidance counsellors;
- # and the general community of indirectly involved South Africans such as parents of prospective bursars and prospective bursars themselves;

Copies or summaries of the report should be sent directly to those directly involved with the EOC (Board members, funders, universities and technikons involved with the EOC, alumni, associated organizations). For the broader EOC public, copies should be available for reading at the EOC's offices. There should be a general public presentation of the findings upon completion.

1.6 Evaluation design

The evaluators determined that in order to assess the impact of EOC programs it would be necessary to explore these questions:

1. What has been achieved?
2. How does this compare with stated objectives?
3. How were achievements monitored against objectives?
4. What strengths and weaknesses can be observed?
5. What difference did the program make to target group?
6. What cost/benefit ratios exist, and are they reasonable?
7. What information/statistics/analytical data are collected and what management information do they provide for the evaluation?
8. Is the model described so that it might be replicated and does it have potential for replication?
9. How can the program and administration be improved?
10. What systems and processes are required to improve?
11. What are the key environmental factors which impact on EOC programs: political, economic and social changes; changes in grantmaking; changes in human resource needs; changes in bursary allocation processes; changes in numbers of study places available, etc.

The evaluation approach was to use the outside consultants as both experts and as facilitators. In the first instance, because some members of the consultant team had expertise derived from having managed the same type of organization as the EOC, they knew the issues involved and they would be able to make assessments based on available information. Many evaluations stop there, with judgments made by the evaluators. However, because there is a strong element of charting new directions in this evaluation, the evaluators could also perform a facilitative role as they talk to the various stakeholders in the EOC.

The evaluation approach combined quantitative and qualitative research methods.

For the qualitative aspects, which deals mainly with EOC's impact on human resource development in South Africa, there is a naturalistic approach, as espoused by theorists such as Yvonne S. Lincoln and Egon G. Guba in *Naturalistic Enquiry*. This is a methodology which emphasizes interaction between investigators and subjects working together to identify and test hypotheses. Discussions and interviews lead to conclusions; repetitive information reinforces tentative hypotheses. The evaluation is diachronic - concerned with the historical development of the program - because of the socio-political context of EOC programs.

There were periodic sessions with the EOC to develop the evaluation approach and review preliminary findings before coming to final conclusions. As well, interviews with various stakeholders were repeated to clarify issues. By consulting informants during the draft stages of the report, it was felt that any errors of factual information would be eliminated. A critique of the evaluation proposal provided by a primary funder of the evaluation, the Carnegie Corporation, was very constructive. This is an example of feedback from stakeholders of the EOC in the design of the evaluation.

1.7 Major evaluation design considerations

The EOC programs were designed as interventions in a system of social engineering with few equals in human history. The special circumstances of South Africa suggested a number of design considerations:

a. The special problem of South Africa and many intervening variables

Numerous variables come into play when looking at programs designed to have an impact on South Africa's human resource development not the least of which are institutional racism, the international and local economic climate and the personal characteristics which shape a person's career mobility. To adequately address so many variables, the evaluation design includes research into the overall problems of human resource development in South Africa as part of the environmental analysis of the report. Subsequently, this research informed construction of the survey of EOC alumni/ae.

b. Definition of the meaning of impact in education and training projects

In simple terms one can say that the major objective of EOC programs was to provide black South Africans with tertiary education and that the indicator of success would be the completion of studies.

Yet, to seriously look at success in developing a leadership cadre and overcoming black skills deficiencies, for a bursar to obtain a degree would not be the ultimate indicator of success though it is one indicator.

More meaningful measurement of impact dictated the need to look at how bursary recipients had performed after attaining their degree and relating their career

development to the many variables that a) affect black advancement in South Africa and b) that affect leadership and the development of decision makers in the society.

These issues would also be addressed by focusing not only on the beneficiaries but also focusing on change in the institutions where they are located, especially historically black universities (HBUs).

c. Data availability

There were possible problems connected with the base line data: The EOC data base was collected with the objective of program management and to a lesser extent program monitoring and evaluation. The EOC later recognized that this and changed its data base collection procedures. The base line data and the data generated from this study will be valuable in longitudinal studies of EOC alumni/ae to be conducted in later years.

1.8 Evaluation Methodology

After looking at the evaluation design considerations listed above it was determined that the evaluation will consist of the following components:

- a. an extensive survey of the alumni/ae of EOC programs using indicators targeted to the objectives of the programs
- b. case studies of the individual alumni/ae to personalize and further illuminate the survey findings
- c. an analysis of all EOC internal monitoring data to correlate with program objectives
- d. research on the major environmental issues which impact a black human resource development intervention in South Africa; to include literature and statistics on the fields where black South Africans are under-represented
- e. selected institutional analyses to examine the impact of EOC alumni/ae on historically black universities
- f. an examination of EOC program performance structures
- g. a financial and cost benefit analysis of EOC operations to determine how efficiently resources made available to the organization have been used.

1.9 The evaluation team

The EOC contracted a consultant, Gayla Cook, to conduct the evaluation. She functioned as the team leader to co-ordinate the overall effort and compile and present findings. Ms Cook has been a consultant in South Africa for over three years. She had worked with the EOC over this period, having evaluated one of its programs, participating in strategic planning exercises and preparing program materials. This experience provided her with a background on the organization which enabled a minimal start-up period for the evaluation. Previously, in the United States Ms Cook was Executive Vice President of the National Council of Negro Women, in charge of the International Division and served on the Executive Council of Interaction, a major association of American and international organizations involved in international development and relief work. She has worked in a technical assistance or funding basis with African PVOs in West, East and Southern Africa. She has also managed programs funded by and been involved in evaluations by the United States Agency for International Development. These experiences afforded her capability in the organizational development, financial and community benefit issues entailed in the EOC evaluation.

The second senior researcher was Getti Mercorio. He assisted in: refining the evaluation methodology; conducting interviews; analyzing findings; and preparing sections of the evaluation report. Mr Mercorio has had hands-on experience in bursary administration as General Secretary of the Catholic Educational Aid Program (CAEP) based in Cape Town. More

recently he was Executive Director of the Education Information Center, a counseling organization in Johannesburg. In addition, he has acted as a consultant in the areas of organizational development and program evaluation to several South African organizations affording him a comprehensive perspective of bursary and supplementary education programs, vocational guidance and human resource development.

The third senior researcher on the team was Dr Rumilla V. Naran. Dr Naran teaches at the Department of Psychology at the University of Western Cape. She specializes in program evaluations and designs workshops in the subject for universities and community groups in various parts of South Africa. She was involved in the technical design, survey work and analysis of numerous evaluations in the United States, where she completed her doctorate in social welfare of the University of California and in South Africa. She designed the survey instrument in consultation with Ms. Cook, refined and tested it; she supervised the data entry and tabulation process and commented on the report compilation.

Raj Padayachy of Development Agency Support Services (DEVASS) was well suited to conduct to financial analysis. An accountant, he had served as a consultant on various aspects of financial management and accounting to the EOC and was well versed in the details of the organizations financial affairs.

Interviews were carried out by the senior researchers as well as five interviewers who covered all the regions of South Africa. The interviewers were Lee Randall, Chilton D. Khoza, Dr. Kikaya Bin Karubi, Mtomizani Xipu and Dr. Ndoro Vera. They also conducted interviews with personnel at historically black universities and prepared reports on their findings.

1.10. Constraints

The initial period of time to undertake the evaluation (four months) was not unreasonable. There were some concerns that the scope of evaluation, to include a financial and cost benefit analysis from a point of view of the amount of resources required to cover this aspect thoroughly. However it was determined that to the extent that existing monetary information was available and that a financial management analysis had already been undertaken, that the data necessary for the evaluation could be obtained.

However problems arose with data gathering and internal monitoring data, causing a hiatus in completion of the evaluation. The EOC was involved in updating its database of alumni during the alumni survey for this evaluation which caused some delays. Also, staff changes in EOC at the time caused delays in retrieving internal program monitoring data. This caused delays in the schedule, compounded by schedule adjustments that the evaluation team leader had to make.

2.0 BACKGROUND INFORMATION

2.1 Origin, goals and objectives of the EOC

The Educational Opportunities Council was established in 1979 in the midst of the complex South African struggle for liberation from apartheid and minority domination.

Working in the midst of wide scale repression, the trustees, a group of community leaders and educationists, developed a program to prepare black South Africans to assume professional leadership. Also, to enhance the skills of communities leaders.

The black human resource deficit was, and remains, vast. Key areas in which qualified black South Africans were needed were identifies as education, housing, agriculture, business, academia, health, science and technology.

The alumni/ae would start to make a difference as soon as they completed their studies and entered the working world. They would be role models for youth and play a constructive role in the community. All the while they would be further developing skills and experience that would be critical in the new South Africa.

2.2 Intervention strategies and indicators of success

The EOC decided that the legacy of Bantu education, in which blacks were provided minimum skills and knowledge, could be redressed by providing tertiary education and research opportunities abroad. Later, when South African universities began to open to blacks, the EOC began to issue bursaries for blacks at South African universities.

The major sponsor of EOC bursaries, the United States Agency for International Development, based its policy of major intervention in the education sector of South Africa on the following reasons, cited from a 1990 document which reaffirmed earlier policy:

- o The recognition that there are not yet sufficient numbers of black professionals and technicians to assume leadership roles in a post-apartheid South Africa;
- o The need for a broad range of skilled professionals and technicians. As manpower information, presented later in this document, will show, tertiary education is a demand of the labor market;
- o The historic denial of access by blacks to quality education and to higher education in particular, requiring a huge investment in education in order to partially compensate for the lack of opportunity;
- o The evidence that South Africa's political and economic success relies on black professionals and technicians as rapid change opens institutional doors and portends the opportunity to assume leadership roles; and
- o The fact that South African society places a high value on tertiary education making academic credentials a necessity to obtain access to power.

The same document went on to assert that the donor's emphasis would be given "to management and leadership with a focus on the following fields of study, compatible with human resources requirements:

Business administration including marketing, finance and transportation management;

Agricultural administration;

Management of research and development including engineering, architecture, automated information systems, and natural and life sciences;

Health administration;

Education administration;

Public administration, including regional and town planning and local government."

Participants in the bursary programs funded by USAID were to be selected using Leadership Development criteria including:

- o Evidence of distinction in a professional or technical field;
- o Recognition by peers for their leadership roles at work or in the community;
- o Participation in efforts to promote a nonracial democratic South Africa;
- o Academic merit;
- o First degree;
- o Plans for community service after training;
- o Gender (40% women at a minimum);
- o Five years of work experience.

The main indicator of the efficacy of long-term training was to be that:

"Bursars have returned to South Africa, have assumed appropriate professional and technical positions and have become actively involved in community-based structures."

Apart from variations in the focal fields and whether the bursaries were for graduate or undergraduate study, the objectives and verifiable indicators of the other major donors were similar.

The tumultuous announcements of 2 February 1990 found the EOC, after a period of 11 years, with a substantial program. By 1993 the EOC had produced 2,274 black alumni/ae. The agency had developed and established focused programs for specialized areas of study -ultimately

growing to thirteen different educational programs for study and research both abroad and in South Africa.

Twenty-two different donors have provided about R77 million to support tertiary study and research opportunities for disadvantaged South Africans. There is a detailed break out of the grant amount and purpose for each donor grant in the appendix. The financial analysis section summarizes EOC's grant commitments.

3.0 RESULTS OF THE SURVEY OF EOC ALUMNI/AE

3.1 Summary of this Section

The impact of the effectiveness of the EOC is measured by the extent to which bursars achieve tertiary qualifications in fields and study areas where blacks were under-represented and become decision-makers in those fields on behalf of progress. The donors' assumption was that armed with skills in the right fields, black South Africans would influence the key sectors of the country's development as a democratic society evolved.

A survey was conducted of a tenth of EOC alumni/ae, selecting a fairly representative sample. The survey found that many are in or on a path to decision-making positions in key sectors of South Africa: business, the development sector, government, academia and media. They are meaningfully involved in many issues critical to South Africa's transition to democracy: human rights law, urban redevelopment, educational reform, grassroots development.

Most EOC alumni/ae are satisfied with their work, feeling that they are making a difference in South Africa. A large majority have been employed on the basis of their skills and education, not affirmative action policies.

Significantly, though EOC programs have made an impact in the number of blacks in two fields where blacks have been most under-represented, the sciences and engineering, their impact on decision-making is most negligible in these fields. Job satisfaction and material remuneration is most elusive, among all EOC alumni/ae, for those who have majored in the sciences. EOC engineering graduates have found material gain and satisfying positions, but seldom on the decision-making level.

Women have comprised 33% of EOC bursars, less than some donor's goal but on par with black women's representation nationally in tertiary education. Parity in higher level education has been elusive. EOC's British and American bursary schemes in particular have made progress in selecting women for nontraditional fields, recruiting high proportions of women into study in the science, engineering and business fields.

In a society where most blacks have struggled to survive and only a fraction earned as much as whites, EOC alumni/ae have competitive compensation packages, make significant contributions to their extended family and further their own studies. Few are unemployed though a sizable minority take many months to find employment upon completing their studies. They have not forgotten the reasons they were awarded bursaries: most are involved in community development work, professionally or voluntarily.

The impact of the efforts of EOC and its donors is evident. Later studies will verify the trends revealed in this study. New program features and additional research, addressing strategies to enhance black involvement in particularly resistant fields, such as the sciences and to achieve greater parity for women, are indicated to consolidate donor investment and the impressive intervention in black human resource development made by EOC's programs.

3.2 Survey Methodology

The survey was conducted of 249 alumni/ae from the various EOC programs in July, August and November 1993. The hiatus was to allow the EOC to update its data base of alumni. An attempt was made to select respondents to represent the overall composition of EOC alumni/ae in terms of: gender; age; region of origin; urban, rural or peri-urban origin; field of study; and racial classification.

This was a sample "of convenience" because the representative nature of the sampling was affected by the number of contactable telephone numbers available in EOC records. Shortly before the July/August surveys the EOC had hired new staff and began an intensive effort to update its alumni/ae records. Although respondents were interviewed in all parts of the country, there were disproportionately more contactable addresses and telephone numbers in the Transvaal region than in other regions. Because of the economic predominance of the PWV region, bursary recipients who had applied from another region of the country frequently come to the PWV¹ region to find jobs after completing their studies.

Racial classification was a research item because discrimination among black subgroups was a prominent feature of apartheid. Inasmuch as the evaluation focuses mainly on career development, information about socio-economic achievement as connected to subgroup background could be useful in identifying any persisting patterns of discrimination. All EOC donors had specified that the purpose of bursary programs were to empower disadvantaged black South Africans. For some donors, black is defined as Africans, Coloreds and Asians, to use the South African terminology.

Following extensive discussions with EOC management to focus the investigation on the career development of alumni/ae, the senior researchers developed the main indicators to investigate and the questionnaire. A team of interviewers then conducted in person and telephone interviews in all regions of the country.

The 12-page questionnaire, requiring about an hour to conduct, asked questions eliciting both specific and open-ended answers. The six areas the questionnaire covered were:

- 1) **Personal information** verifying contact information, about marital status, age, racial classification, place of origin and current place of domicile;
- 2) **The EOC program section** asked about the place of study, degree earned, field of study, duration of study, if there had been an internship or practical experience, degrees earned prior to and following EOC study specifying the type of institution, other bursary sources, and the number of years of relevant work experience prior to the EOC bursary;
- 3) **Employment questions** encompassed current employer and job title, cumulative years of work experience, type of employer, job mobility, job satisfaction, unemployment, level of employment, decision-making at work, salary and benefits, home ownership, financial contributions to extended family, and if affirmative action and staff development featured at work;
- 4) **The EOC Opportunity and Career Advancement section** explored how the degree obtained through the EOC degree influenced their employment, what career choice counseling had been available, a rating of services provided by the EOC, and ratings of specific areas of professional careers to assess the impact of the EOC sponsored program;

- 5) **South Africa's Human Resources.** This section probed how unique the respondent was in terms of race, gender, position and qualifications at his or her work place.
- 6) **Community Participation** looked into the types and level of involvement of alumni/ae in civic and professional activities.

A special effort was made to reach alumni/ae of the programs which had not been evaluated previously: the British Undergraduate Fellowship Scheme, the Faculty Fellowship Program, the Canadian sponsored South African Education and Training Fellowships, the Free University of Amsterdam fellowships and the Church Leadership Program.

The following table shows the alumni pool for each program of the EOC and the sample size for that particular program.

Table 1 EOC EVALUATION INTERVIEW SAMPLE				
PROGRAM TITLE	Alumni Pool	Survey Sample*	% of Alumni	% of Sample
SOUTH AFRICAN EDUCATION PROGRAM (USA)	1,287	128	55	52
SOUTH AFRICAN SCHOLARSHIP PROGRAM (SA)**	499	52	21	21
BRITISH UNDERGRADUATE FELLOWSHIP SCHEME (UK)	107	16	5	7
CAREER DEVELOPMENT FELLOWSHIP PROGRAM (USA)	238	22	10	9
FACULTY FELLOWSHIP PROGRAM (USA)	60	14	3	6
SOUTH AFRICAN EDUCATION & TRAINING FELLOWSHIP (CANADA)	43	8	2	3
FREE UNIVERSITY OF AMSTERDAM FELLOWSHIP (NETHERLANDS)	16	5	.7	2
WATERFORD (SWAZILAND)***	32	-	1	-
CHURCH LEADERSHIP PROGRAM	42	4	2	2
TOTAL	2 287	249	10.8% overall	

* As of October 1993
 ** Includes the South African Legal Services and Legal Education Project sponsored by American legal firms for postgraduate study for the LLB degree at South African universities.
 ***Not sampled because this program is for "A" level studies, not tertiary level studies.

3.3 Personal Information

3.3.1 Geographical Origin

Although the EOC makes a concerted effort to recruit bursars from rural areas where opportunities can be severely limited, the pull of urbanization is inexorable. The place of origin of respondents was urban for 72% of respondents, rural for 23% and peri-urban for 5% of respondents. This contrasts sharply with their current domicile which was 91% urban, 6%

rural and 3% peri-urban. The South African population is 60% urban, 6% peri-urban and 33% rural.¹

These figures show that even if people are recruited from rural areas, they are likely to be attracted to urban areas after completing their studies.

Conclusion

Although EOC has made productive efforts to recruit from rural areas, there is room for improvement. The concern that geographical origin can disadvantage bursary access is unfortunately shown to be true.

Recommendation

EOC should immediately examine how it can recruit more effectively from rural areas.

3.3.2 Age

While generally youthful, the range of ages of EOC bursary recipients reflects the diversity of purposes of EOC programs from first degrees through mid-career and institutional development programs. The majority of respondents or 127, received their EOC bursary at the age of 27 years or younger.

Bursars are younger in the degree programs than in the non-degree programs. The degree granting programs include SAEP, SASP, BRUFS, SAETP, and FUA. FFP and CLP provide for either degrees or research fellowships. CDFP is non-degree granting. Upon receipt of their bursary, the majority of SAEP/US bursars were 28 years or younger. For the internal SAEP/SA program the majority of recipients were 21 years or younger. For BRUFS, they were the youngest: most started when they were 18 years or younger. This may be accounted for by the fact that BRUFS originally included a provision for participants to complete "A" level studies in the United Kingdom. An exception to the youthful profile of the degree granting programs was the Netherlands programs where the bursary recipients were all above 30 years.

The programs with the most age diversity was SAEP with respondents in all age groups from their twenties through their fifties, the largest number being in their thirties. SAEP had a concentration of respondents in their twenties. As would be expected for a mid-career development program, the alumni/ae of CDFP tend to be in their thirties, forties and fifties. Similarly the faculty FFP had older respondents - in their thirties, forties and the oldest completed the program at the age of 60. Similarly, the Church Leadership Program had an older profile.

The extreme difficulties that many black South Africans have faced in obtaining their basic schooling means that people obtaining second and even first degrees may be older than white South Africans. EOC has shown that age discrimination is not a barrier to receiving a bursary. Although the EOC has been very lenient in adhering to age limits for programs, Pearson K. Gqulu, Professor at Fort Hare University (SAEP), feels that they should be even more lenient. He says that regarding the maximum age of 47 for admittance to SAEP, "...the question of age must not be looked at in isolation. Candidate selection interviewers should also look at how long the applicant has been involved in the career field and the applicant's contribution to the community."

¹ . Calculated from Urban Foundation figures in the Race Relations Survey 1992/93, SAIRR, Johannesburg, 1993.

3.3.3 Gender

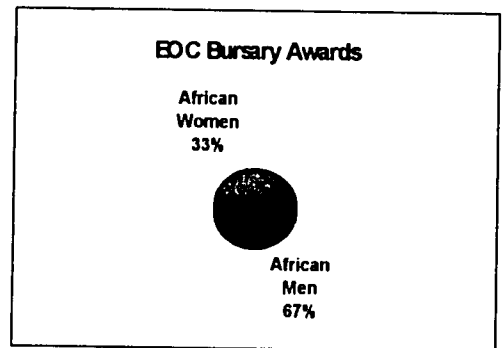
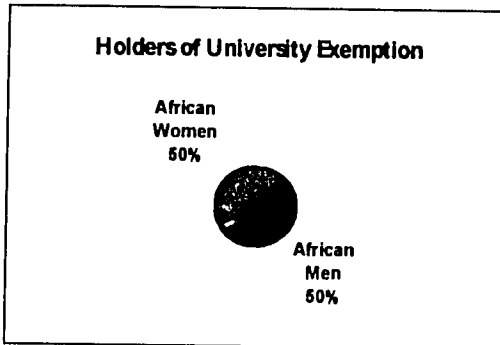
Overall, 33% of EOC bursars are women. Table 2 shows the gender ratio for each EOC program.

Gender Ratio of EOC Programs	% Males	% Females
SA Education Program (USA)	66	34
SA Scholarship Program (RSA)	64	36
British Undergraduate Fellowship Scheme	73	27
Career Development Fellowship Program	57	43
Faculty Fellowship Program	79	21
S A Education & Training Fellowships (Canada)	65	35
Free University of Amsterdam Fellowships	75	25
Church Leadership Program	90	10
OVERALL RATIO	67	33

Gender equality has been a concern for some of EOC's donors. For the United States Agency for International Development (USAID), the Project Paper for the Support to Tertiary Education Project (STEP), under which funds are provided to EOC, refers to a quota of 40% for women. The statistics demonstrate, however, that with the notable exception of CDFP, parity for women is not being approached, nor is the quota. These findings are disturbing when one considers that among the pool of blacks eligible for tertiary educations, females outnumber males. The numbers of African boys and girls attending school from entry level is about the same, until Standard 2 when girls begin to steadily outnumber boys. By Standard 6 here are many more girls than boys attending school and this pattern continues through to Standard 10 and in universities. The patterns for coloreds and Indians is similar to that of whites, with males outnumbering females. (The ANC Women's League Policy Division, *Status of South African Women: A sourcebook in tables and graphs*, Marshalltown, 1993)

For all blacks, roughly even numbers of men and women earn matric exemptions and at South African tertiary level education, among blacks, women represent 51%. More African women, however, pursue only a diploma at tertiary level, rather than bachelor's, master's and doctorate degrees. Relative to African men in 1990, women earned: 62% of the diplomas; 33% of the bachelor's; 33% of the master's; and 41% of the doctorates. (Calitz, J. M., unpublished data cited in "A Comparative Education Profile of the Population Groups in South Africa" compiled by J. P. Spangenberg, Center for Information Analysis, Development Bank of Southern Africa, 1991),

It would appear, therefore, that EOC has not been able to overcome the bias which exists in South Africa, which selects against the pool of qualified women available to proceed to tertiary degree studies. It cannot be attributed to a bias among women against overseas travel because the largest program is now the local program.



Insofar as attainment levels, the respondents were evenly represented at the doctoral level in terms of gender; there were twice as many men as women earning masters degrees and honors; and there were a third more men earning bachelors degrees.

The statistics above leading up to tertiary education in South Africa indicate that women have the same potential as men to earn advanced degrees if they are given the opportunity. Available statistics show that for SASP, the drop out rate was 25% for women as compared to 32% for men. In BRUFS it was less than 2% as compared to 5% for men.

Among respondents, women were disproportionately represented in the major fields of the arts, education, health, psychology and science (only slightly so). The fields where women respondents were mostly strongly represented were health (70%), education, psychology and social sciences, each 42%. They were proportionately under-represented in business, engineering, law. The under-representation of women was most severe in the fields of engineering and law. Men comprise 100% of the participants in the engineering field, 85% of the participants in law, 71.9% of the participants in business and 58% of the participants in the social science, science and art fields.

The fields of study for women have been a concern of EOC donors. A USAID document stated, "The attention to women, however, must continue in order to ensure that women elect fields of study based on their abilities and interests and do not automatically select fields of study that traditionally belong to women. These fields include, but are not limited to nursing, education and social work. Women still fail to consider less traditional fields and the program will fall short of its social responsibility if it does not counsel women regarding career options and support them in their pursuit of non-traditional occupations."

For a definitive picture, one must look at EOC's overall program statistics on fields of study and gender.

PERCENTAGE OF WOMEN BURSARS BY FIELD OF STUDY (Compare to 33% overall)							
Study Field	ALL	SAEP	SASP	BRUFS	CDFP	FUA	SAETF
BUSINESS	33	28	38	39	22	na	100
EDUCATION	41	47	34	na	49	0	50
ENGINEERING	5	1	7	0	na	na	0
HEALTH SCI.	49	60	41	na	77	na	na
LAW	20	14	23	na	na	na	na
PSYCHOLOGY	59	60	na	na	67	0	0
SCIENCE	27	25	27	48	26	33	20
SOCIAL SCI.	45	43	47	32	49	57	47
U.R.P.& ARCH.	19	23	17	0	na	na	na
RESEARCH	18	17	22	0	na	na	na
IB DIPLOMA	53						
THEOLOGY	10						
UNKNOWN	18	17	22	0	na	na	na

Compiled from 1991 statistics of all programs.

The overall statistics for EOC bursars largely confirm the findings of the survey of alumni and shows further that women are under-represented in receiving research fellowships and in pursuing theology studies.

BRUFS has been among the most successful of the bursary programs in selecting women for nontraditional occupations.

When one looks at figures for girls and boys taking Standard 10 subjects, girls are under-represented compared to boys in the physical sciences and mathematics, but not nearly to the degree that they are under-represented in EOC programs.

Conclusion

Overall EOC statistics corroborate the under-representation of women among survey respondents in the fields of business, engineering (only 5 women out of 107 who had completed SAEP degrees) and law. Also to be added, based on the overall pool, are the fields of science, urban & rural planning/architecture and theology. Women also hold a disproportionately small number of research grants. Women are over-represented in the fields of education, health sciences, psychology and social sciences. In view of the representation of the equitable representation of black women at the secondary and tertiary levels in South Africa, it appears that EOC has not been able to overcome the bias against women in tertiary education that clusters women in diploma studies away from degrees.

3.3.4 Marital Status

Amongst the overall pool of respondents 49% were married and 47% were single; 1.8% were divorced and 0.9% were widowed. As to be expected because of the younger profile, respondents from SASP were more often single (67.3%) than were respondents from SAEP (41.49%). Also, SASP started in 1986 as compared to 1979 for SAEP; thus SASP alumni are more recently graduated. Similarly, because of their younger ages, all of the BRUFS respondents were single.

In terms of field of study and the marital status of participants, keeping in mind that the survey refers to their current marital status, respondents in the education field were more likely to be married at 66% whereas respondents in the engineering field are the least likely to be married at 38%. Perhaps this attributable to the fact that most engineering participants were younger African males who had not yet married. The only other field with an unusually number of single respondents was those who had majored in science with 59% of respondents being single.

3.3.5 Racial Classification

The EOC does not keep baseline data according to racial classification. A full analysis of black subgroup statistics could be constructed from EOC's records using names and photographs to draw conclusions. There have been anecdotal concerns expressed by coloreds that they are under-represented in EOC's selections, while one African respondent felt that more coloreds should be selected by the EOC.

In South Africa, the proportions of blacks among the subgroups are 87% African, 3% Asian and 10% colored. The racial composition of the respondent pool was 77% Africans, 13% Asians, 9% coloreds, to use the terms propagated under apartheid government policies. One percent of respondents termed themselves as "others," stating they were opposed to the South African racial classification system, even though it was explained that it was for the purposes of investigating any ongoing patterns of discrimination.

Assuming that the sample survey is representative, it is the Asian subgroup which may have received a disproportionately high share of EOC bursaries. Data which shows that Asians have the best matriculation results among the black subgroups and their schools are not frequently disrupted and are better equipped. Available research shows that there is strong family motivation and support for academic achievement; the negative aspect is a higher rate of suicide for Asians among black groups when young people do not achieve. It is not surprising that they are more competitive during selection for bursaries. And, because the EOC adheres to the definition of "black" defined by the United States Agency for International Development, and by "progressive" groups in South Africa, black encompasses Africans, coloreds and Indians.

Affirmative action selection among the black subgroups is a sensitive subject. Interviewers found, for example, that to use the term "black" during interviewing caused the respondents to seek clarification. The question had to do with how many blacks had the same position or qualifications as the respondent at his or her place of work. In making the qualification, some respondents wanted to clarify that blacks held similar jobs, but that they were coloreds or Asians, not Africans. In other instances, coloreds indicated an insinuation of discrimination against them in favor of Africans in the name of affirmative action.

In the SAEP program 79% of respondents were Africans, 14% were Asians, 6% were Coloreds and 1% were "others." In the SASP program 79% were Africans, 10% were Asians, 11% were coloreds. In BRUFS, 100% of respondents were Africans. In CDFP 82% were Africans, 5% were others. In the FFP, 36% were Africans, 36% were Asians and 28% were coloreds. In the SAETF 66% were Africans, 17% were Asians and 17% were coloreds.

All participants in the FUA program are coloreds. There was one person from each racial group among those interviewed from the CLP.

Traditionally there has been an under-representation of Africans, as compared to Asians and coloreds in fields that relate to business, science and architecture in South Africa and then an under-representation of all these black groups as compared to whites. The EOC selection process has reversed this anomaly insofar as the representation of Africans in the field of business, engineering and science. The percentage of Africans who studied engineering and science was higher than their proportions representation in the survey and about on par for those studying business. In the case of engineering 81% of participants were Africans, in the science field 79% and in business 73% (75%/14%/10% were these proportions among respondents). Asians showed proportionately higher representation in the fields of the arts (slightly), business, health, law and URP&A; they were proportionately less represented in the fields of education psychology, science and social sciences. Coloreds were clustered in the science, social sciences, arts and URP&A fields and under-represented in the other fields.

Conclusion

The EOC has been even handed in awarding bursaries to all of the disadvantaged black groups in South Africa.

3.4 The EOC Program

3.4.1 Duration of study/Field and level of study

The number of years respondents held an EOC bursary ranged from 1 to 5 for the majority. There were four cases where respondents received bursaries for more than five years. Twenty percent had a bursary for one year, 27 had a bursary for two years, 13% had a bursary for three years, 23% had a bursary for four years and 6% had bursaries for five years. BRUFS bursars were most likely to have scholarships for five years; this is because they had done "A" levels and bachelors degrees.

The years of study correspond with field of study where all BRUFS alumni have completed honors and bachelor's degrees; most SASP alumni (94%) have completed bachelor's or honors degrees with only 2% completing masters degrees. In SAEP, 6% completed doctoral degrees and 60% completed masters degrees compared to 32% completing masters degrees. Most of the Canadian alumni earned masters degrees (67%).

For the respondents, the largest proportion, or 44%, completed honors or bachelor's degrees, while 36% completed masters degrees and 3% completed doctoral degrees. Fourteen percent completed fellowships and 3% termed their studies as "other" which usually indicated diploma level studies. These relatively equal numbers of first degrees as compared to advanced degrees does not reflect the degree breakdown from program to program. SAEP, for example, places more emphasis on advanced degrees, and has done so increasingly in recent years.

Respondents studied in many different countries with different major studies offerings and slight variations in the precise names for degrees. Respondents reported 58 different major subjects. These were classified within the 11 fields of study used by EOC for record keeping. For example, the field of science would include those whose majors were listed as: mathematics, physics, polymer science, botany, chemistry, and biology. The field of business includes the majors listed as: business administration; human resource management; industrial relations; mediation & negotiation; management; and accounting. The category "Other" would include interdisciplinary and newer fields listed as: project management in development; environment; and policy. There is a problem, to be addressed in future surveys, of the precise classifications for various majors. Some economics majors, for example, indicated this as a business degree while others indicated it as a social science degree. Also, within EOC's own

classification system, at one point arts is not indicated as a field of study. A journalism major might indicate this under "other." Yet when asked their field of study, a sizable number - 14% - described their major as being in the arts field. This included those who had studied literature, linguistics and communications.

The largest number of surveyed alumni/ae studied in the fields of education and sciences followed by the arts, social science, law, and architecture.

The table which follows shows the field of study of the survey respondents as compared to the field of study of EOC bursary holders overall.

FIELD OF STUDY	Survey %	Bursars' Overall
Business	15	14
Education	15	17
Engineering	6	8
Health	5	7
Law	6	4
Psychology	3	2
Science	17	20
Social Science	8	22
Architecture	2	1
Others and unknown (includes arts)	19	5

Prior to their EOC bursaries, most respondents had studied at other institutions. The majority - 53% had studied at black institutions in South Africa, compared to 13% who had studied at predominantly white institutions and 11% who had studied at both.

Conclusion

EOC bursaries allow black South Africans to augment their tertiary education, most often at a South African historically black university, with an overseas learning experience. EOC's bursary programs have moved increasingly toward master's and doctoral studies in its overseas programs involving shorter periods of study than for first degrees; this is efficient utilization of donor funds because longer, expensive studies for first degrees is done in South Africa.

Recommendation

The EOC should continue to emphasize post-graduate degree study abroad except for critical fields which are not available in South Africa.

3.4.2 Continuation of studies after EOC

The respondents were asked whether they continued their studies after their EOC bursary. This information was then analyzed according to the field of major subject and the bursary source. For future planning, it is instructive to note that some fields have a higher tendency for further studies than others. For example, 75% of those who received a degree in accountancy, auditing or finance went on to pursue further studies. Perhaps this indicates further requirements for accreditation within the South African system. Other majors where more than 60% of respondents recorded further studies included: economics; math & physics; chemistry and bio-chemistry; science; and management or development.

Continued studies was reported by 47% or nearly half of respondents; many continue their studies while employed. They listed their sources of funding for further studies as the United Nations, employers and universities where they were studying, although most personally funded their advanced study.

Alumni from SASP (52% of all SASP alumni) and CDFP (71%), were most likely to pursue further studies after their EOC bursary. This is logical because SASP has the largest number of bursars working on a first degree. Because CDFP is a non-degree program it seems that alumni are inspired to pursue a degree. SAEP and BRUFS had about the same number of alumni (44%) who went on to do further studies.

Conclusion

Advanced study is necessary for many EOC alumni to make headway in their fields or for accreditation purposes; in particular, accounting, economics, the sciences, management and development.

Recommendation

The guideline of funding only one degree should be reviewed.

3.4.3 Internships and practical work experiences

A little less than a third of respondents (32%) reported that they had a practical work or internship experience as part of their EOC sponsored studies. The majority of those who reported an internship experience also said that it was useful in obtaining employment later.

Respondents were just as likely to have had a practical experience or internship if they studied in the USA as in South Africa or the United Kingdom, 41%, 45% and 43% respectively of alumni from each country. As would be expected for participants in the CDFP, which is built around the concept of university work combined with practical experience, they had the highest incidence of internships among alumni at 50%. Only 1 out of the 6 SAETF (Canada) respondents reported a practical application experience. The number of respondents who replied concerning this topic who had been in the Netherlands and CLP program was too small to draw conclusions.

The fields where respondents were more likely to have had a practical experience or internship, were the arts (58%); engineering (46%); health 66%; law 43%; psychology 50%; science 48%; and architecture 66%.

Conclusion

The findings that nearly half of respondents continued their studies after EOC and that those who reported an internship experience said it was useful in obtaining employment later, raises the question of if a basic degree is sufficient for satisfying employment or not. This is

especially true of one speaks of the EOC program objectives of affecting decision-making in sectors in South Africa, not for alumni/ae to simply get jobs.

Recommendation

EOC should design follow-on activities for people still in the pipe-line, to enhance the value of their degree studies. Greater use of the Africare Internship program is one option. Other options should be explored as well.

3.5 Employment

The EOC alumni/ae interviewed were employed in a range of occupations, including these position titles: lecturer, rector, accountant, engineer, NGO administrator, project manager, chemical analyst, computer analyst, librarian, pharmacist, marketing manager. The positions given by respondents are listed in the appendix. It is interesting to note that the largest single group was lecturer, indicated by 56 respondents. This is an indication of the impact of EOC programs on tertiary education in South Africa.

3.5.1 Before and after work experience

Most respondents had little work experience before they undertook their EOC studies: about a third had no work experience at all. Another third had six years work experience or less. This contrasts with their alumni status, where by the time of the survey, only 19, or 8% had less than a year or no work experience, constituting new graduates.

Before their EOC bursaries, only 15% of respondents had more than ten years work experience. There were 10 respondents (in the fellowship programs) who had more than twenty years work experience before starting, and have now reached 30-odd years of work experience. This reflects one of the findings of the EOC when it designed its fellowship programs: that there were mid-career black South Africans who had not had opportunities for further study.

One field where people were likely to have records of work experience longer than eight years most consistently was the education field.

3.5.2 Type of employer & employment mobility

The largest employer of EOC alumni/ae was the government with 40% of respondents. In response to this question, respondents could describe themselves as employed by government, or as academics. As all the academics work at government controlled institutions, they are included here in government employed respondents. The academics constituted 22% of the total respondents who worked for government, with others comprising 18%. When combined with the 12% employed in parastatals this meant that government or government related organizations employed 52% of alumni/ae. This was followed by the private sector which employed 27% of respondents, 8% reporting employment by NGOs, 1% (3 respondents) reporting self-employment, 4% who were unemployed and 8% involved in internships or further study where they described the question about employment as not applicable.

Development Bank of Southern Africa. A large number of teachers and principals are alumni; work for the Department of Education and Training and its counterparts in the homelands (where the majority of black South Africans live). They are employed by major corporations including Anglo-American, Wesbank, AECL and prominent advertising agencies. They hold positions at many national and international NGOs such as Africare, Lawyers for Human Rights and the Education Information Center.

Fourteen percent of respondents reported that they worked for black owned businesses. Upon examining interview forms, however, many respondents called a homeland or historically black university black-owned. They also included unions which were predominantly black - the South African Clothing and Textile Union (SACTU) and the National Union of Public Service workers - or black-led NGOs such as The Family Institute, EOC and Africare. There were only four self-owned or black-owned law firms or businesses.

It is ironic that the government, the architect of apartheid policy has been a prime beneficiary of EOC programs, while donors wanted to redress the discriminatory practices of apartheid. Most donors, most notably the United States government, specified through the Comprehensive Anti-Apartheid Act of 1986 that the South African government could not receive any aid funds. It is important to note, however, that most government employees are educationists at all levels, mainly serving black students, and are highly motivated to redress the effects of apartheid.

That many of the respondents have recently completed studies or taken up employment is reflected in the fact that 49% have been employed in their present jobs for 2 years or less. A significant percentage, two-thirds of respondents, have been employed for 5 years or less in their current positions. Because they are older programs and provide bursaries to wider age groups, the highest numbers of respondents with more than ten years work experience are found in SAEP, FFP and CDFP.

A high proportion - 41% of those surveyed - returned to their former employment when they completed their EOC studies. This probably reflects the large number employed in governmental education institutions who were able to take study leave.

The older the respondent when he or she finished their studies the more likely he/she was to return to their former employer. Very few respondents who completed their studies in their twenties returned to their former employers; of course, many people were formerly students. In their early thirties more did not return to their former employer than those who did with the exception of those who had the agreement to return as part of the approval to study. In the second half of their thirties more respondents returned to their former employer and by the time respondents were in their forties and fifties they return to their former employ almost without exception.

The respondents were stable insofar as continuous employment. Ninety percent had less than two job changes throughout their work life.

Conclusions

- 1) Even though most donors did not seek to help the apartheid government, civil servants - especially educators - have been major beneficiaries of EOC programs, putting resources directly into the education system for immediate and eventual benefits (after apartheid structures were removed).
- 2) The private sector has been a significant beneficiary of EOC programs: 27% of respondents work in the private sector.

Recommendations

- 1) Because of the major benefit they receive from having trained personnel educated through EOC programs, the EOC should improve its liaisons with the private sector in support of its programs; EOC should pinpoint the companies which employ EOC alumni/ae.

3.5.3 Unemployment and length of time seeking employment

At the Education Opportunities Council-United States Agency for International Development/10th Anniversary Conference Celebration held in October 1993 the difficulties of searching for jobs upon completion of EOC bursaries was a frequent complaint. Because alumni/ae were so vocal about this problem, the evaluation expert delayed the final evaluation to manually examine this issue in the interview forms; this added to the delay in completing this evaluation due to additional time needed for compilation of alumni/ae statistics and the need to conduct additional interviews.

Initially, only 2% of respondents indicated that they were unemployed. Upon closer examination of respondents answers, however, some were employed in part-time, low-paying temporary positions while looking for jobs or similar situations. "On my return to South Africa, I asked the EOC to help me find a job. The help offered was not very helpful," said Thembakazi Noluthando Malil, who returned from the US with a BSc in Chemistry. She then decided to pursue further studies. The problem of job placement was echoed by many alumni, including Noxolo Nyameka Hewana, a SASP graduate in psychology and anthropology living in Port Elizabeth who was still unemployed after 20 months.

The actual unemployment among respondents was 4%. While being unemployed must be particularly frustrating for a person who has completed a long study course and who expects immediate employment, the figure of 4% is in no way comparable to the more than 40% unemployment for the general population.

Searching for employment was not an issue for 55% of respondents who either returned to their previous employer, continued their studies or found employment even before returning home. For the 45% who sought jobs, however, some found that their new skills were not a ticket to immediate employment. Of this pool of 111 respondents who went job hunting, 36% found employment within a month. It took up to six months for 43% of respondents to find jobs. It took up to a year for 14% of respondents to find work and for 6% of the 111 it took more than a year to find work. For some alumni the problem was recognition of the degree they had earned overseas. Said P. Zwane of Kwa Thema, who earned a BSc in the US, "EOC must help students to evaluate their degree so that they can increase their chances of finding employment in South Africa. It costs R105 to have your degree evaluated in Pretoria. Where do you find the money when you're unemployed?"

Florence Nzombizodwa (BSc Health BRUFS) agreed, "EOC needs to work on evaluation of degrees and the problem of degrees not recognized in South Africa." Ntombekhaya Dayimani of Port Elizabeth maintained that the reason for some unsuccessful employment applications in the professions was the lack of clear guidelines for overseas qualifications. Dayimani earned a BSc in pharmacy in the US; the health field appeared to be one where evaluation of foreign degrees is problematic. Reasons alumni were given for unsuccessful employment applications included: no positions due to the recession; they were overqualified; and they were qualified academically but lacking in experience. Some perceived racial bias.

Those who had done internships usually found them useful in obtaining employment. Solomon Bonginkosi Ngubane (SAEP), physics graduate, now a Project Leader with First National Bank, did an internship with Texaco organized by Africare. "It was a hands on opportunity to work with interrelated research and production. They subsequently referred recommended me to Caltex, their affiliated company in South Africa."

Among disciplines, those who found jobs the fastest - within a month - were graduates who had majored in the arts, business, education and engineering. It took longer for graduates to find jobs who had majored in health fields, law, psychology, the sciences, social sciences and urban/rural planning & architecture.

All five of the most chronically unemployed had no work experience. The longest unemployed, who had majored in psychology and anthropology, lived in Port Elizabeth, an

economically depressed area, and had lodged 45 unsuccessful applications over a 20-month period. The problem of finding a job in the economically depressed South African economy is illustrated by an EOC alumnus, also from Port Elizabeth, trained as a chemist who took 18 months before becoming happily employed.

All of the unemployed held bachelor's degrees.

In terms of employment before EOC studies, 63% of respondents were employed and 31.1% were school leavers or students. Only 3.2% reported that they were unemployed before taking up EOC studies.

Although some might argue that up to 6 months is not an unreasonable length of time for highly educated, though specially skilled person to find work, if one extrapolates from the overall EOC bursars pool of 3875, over 700 could find themselves in a situation of looking for work for more than 6 months. Because of the hiatus between interviews for the evaluation and finalizing the report, some respondents who reported being unemployed were recontacted after 6 months. Most had found employment but there were exceptions because these had been unemployed the longest. One suspects that there were problems specific to some individuals involved, not generalizable to all alumni.

Conclusions

- 1) While unemployment does not seem unreasonably high among EOC alumni, about a fifth of respondents took more than 6 months to find employment. The reasons ranged from the state of the economy to not having the appropriate training to instances of institutionalized racism to problems with recognition of overseas degrees.
- 2) Some fields are less easy to find employment: health fields, law, psychology, the sciences, social sciences and urban/rural planning & architecture.
- 3) Internships and programs to gain practical experience help with job placement.

Recommendations

- 1) The EOC should provide, as part of its follow-on activities for alumni/ae, job search training in combination with job placement services including liaising with prospective employers and arranging networking activities. EOC should hire a contractor for this service if it is not feasible to manage it directly. This service should be highly professional, including assessment of alumni's strengths and weaknesses and aptitudes.
- 2) The EOC should gather or conduct research on demand for human resources in fields where graduates encounter difficulties finding jobs in order to design appropriate interventions.
- 3) EOC should research the problems of recognition of overseas degrees and prepare brochures for distribution to bursars, for pre-counselling, and for use with the recommended follow on job placement services.
- 4) Wherever possible, internships should be arranged in conjunction with studies.

3.5.4 Job Status, decision making and satisfaction

The fields where the EOC bursary seem to have made the greatest difference in the ability of the respondents to return to a position senior to the one they held before were the fields of education, health, law and psychology.

More than two-thirds of respondents described themselves as employed in middle or senior level positions, 35% for each level. Fifty-five percent described themselves as decision makers at work. However, interviewers' assessments put the percentage at 41%. SAEP had the highest proportion of senior level respondents (40%) among the degree granting programs, followed by SASP (24%), the FUA, then SAETF. Most BRUFS alumni (667%) described themselves as junior level as compared to only 14% of SAEP alumni. The fact that SAEP started before the other programs - in 1979 - accounts for the fact that 82% of the respondents held either senior level or middle level positions, compared to only 54% for SASP and 33% for BRUFS. This may also be attributable to the prestige given to an American degree and the fact that the SASP respondents are younger because the program is newer. Similarly participants in BRUFS were seldom judged to be decision makers; this may be attributable to their youth, a similar situation with participants in the Canadian program.

Engineering and science, the two fields where EOC has sought to make the most change by allocating bursaries, had the lowest proportion of alumni occupying senior positions (13% and 11% respectively). The fields with the highest incidences of senior positions were the arts (42%), business (45%), law (73%) and social sciences (65%). Education and health had 35% and 39% respectively of respondents in senior positions.

As can be expected, because they are mid-career programs, CDFP, FFP and CLP had high proportions of senior and middle level respondents: 81%, 99% and 67% respectively.

On a scale of 1 to 6, from low to high, 50% of respondents (the majority of those who were not newly employed) rated their contribution to decision making at the high half of the scale. This includes staffers who, while they do not consider themselves ultimate decision-makers on issues like personnel, budgets and policy overall, make important decisions within their own area of work, ie regarding clients, or staff that they supervise, or about scientific assessments they must make.

Those judged by the interviewers to be effective decision makers were more often in their thirties and forties than in their twenties which is commensurate with higher level of responsibilities. Men were more likely to be decision makers (54% of men responding) as opposed to women (37% of women responding). Among the black subgroups, Asians were more likely to be decision makers than were Africans or coloreds.

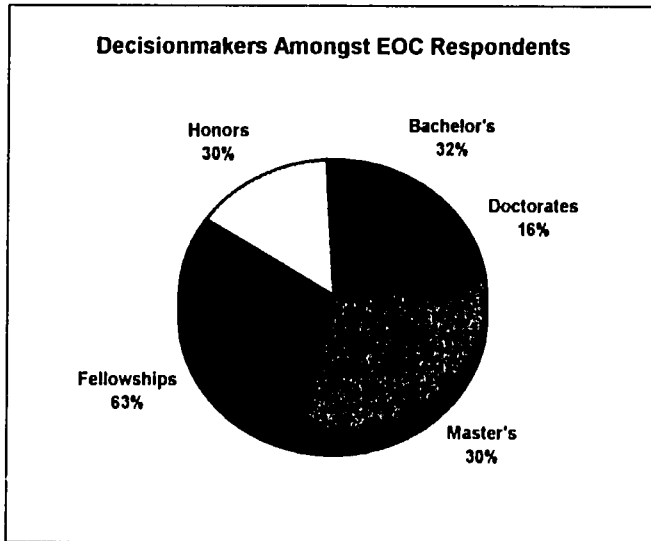
The majority of respondents of all of the programs' respondents judged themselves decisions-makers with the exception of BRUFS' graduates. The interviewers corroborated this assessment with the exception of SAEP where interviewer felt only half of the 54% who judged themselves decision-makers really were. FFP had the highest number of decision-makers at 86%.

The large proportion of decision makers were those who have majored in the arts, education, law, psychology and the social sciences. They were less likely to be decision makers if they were in the fields of business, engineering, health, science and architecture.

Engineering and science, the two fields where EOC has sought to make significant change in high level black human resources, had the lowest proportion of decision-makers, only 33% for the engineering field and 35% for the sciences. This compares with greater than 50% for those who majored in the arts (61%), business (58%), education (71%), health (69%), law (67%), psychology (50%) and social sciences (65%).

Where respondents were asked to rate on a scale of 1 to 6, their contribution to decision making in their work place, the fields with the highest scores, in decreasing order were education, law, psychology and health, the social sciences and the arts.

Decision makers were to be found in the highest proportion among participants who have received master's degree (61%) and those who had participated in fellowship programs (63%) see graph. Only 16% of those who have received doctoral degrees were judged to be decision makers, only 30% of those who had received honors degrees, and only 32% of those who had received bachelor's.



There was a large number who classified their degrees received as "Other" - 55% were judged to be decision makers.

In rating the contribution they make to decisions at their work place, those in their twenties contributed less to decision making than respondents who were in their thirties. Twice as many respondents in their thirties contributed to decision making at work as those in their twenties. Yet it is instructive to note that of the total number of people who reported that they made higher level contributions to decision making at their place of work, a quarter were in their twenties. This might indicate that a cadre of people who will be significant decision makers as their careers progress were getting a good start up the career ladder.

Most EOC alumni (77%) were satisfied with their professional positions. Sixty-three percent rated their satisfaction above moderate. The most frequent reasons cited for job satisfaction were that they were making a contribution to the development of their communities or the country and that they were appropriately applying their skills and education. This finding affirms the selection criteria of people concerned about contributing to South Africa and possessing leadership potential.

The direct connection between the EOC intervention strategy of providing bursaries to blacks and their attainment levels is affirmed by the statistic that for 62% their qualification earned through their EOC bursary influenced their appointment to their position.

"I am doing something I've always wanted to do. I utilize my skills, academic and professional," says Henry Mashele (SAEP), physics and applied mathematics graduate, Pretoria-Kwandebele manager of the Science Education Project. "The level at which I'm working is highly commensurate with my EOC sponsored qualifications. I'm sure I would not have been promoted within a year were it not for my EOC studies. I had exactly the qualifications needed."

However, those in the teaching profession have sometimes faced frustration when they have returned from abroad to be stymied by the apartheid education system. Says Johannes Phuthego Tsheola (SAEP), DET teacher, "I came back with the desire to share knowledge with students, but they are not interested. Classrooms are very disorganized. There's no professional development in the system."

Adds Thabo Emmanuel Masheane (SASP), DET Principal in Phuthaditjaba, "I am not using all I learned in the U.S., especially insofar as educational technology because of lack of materials."

Conclusion

The majority of EOC alumni/ae are employed in middle and senior level positions in their fields and are decision-makers, therefore achieving the goal of program donors.

Even though emphasis has been placed on providing bursaries in the fields of engineering and the sciences for blacks, EOC alumni/ae have not attained the highest decision-making positions in these fields, as compared to other fields.

EOC alumni/ae are finding job satisfaction through their professional contribution to their communities and sectors with national importance. Frustrations occur in fields where apartheid institutions dominate such as education.

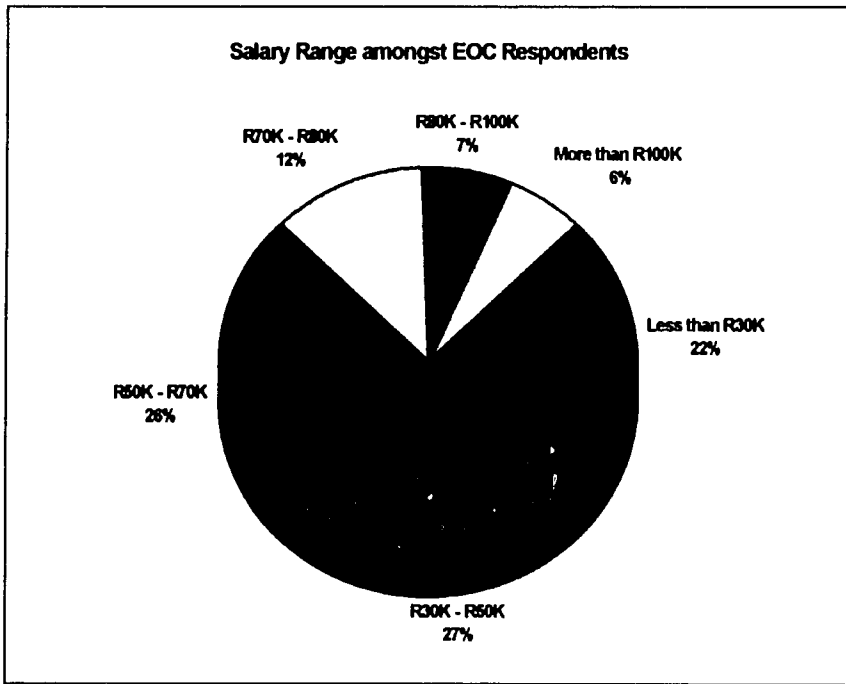
Recommendation

The reasons that graduates in the sciences have not attained decision-making status in higher numbers should be investigated further to determine what supplemental programs or program features might be needed; it would seem that educational qualifications alone are not enough.

3.5.5 Financial Status

More than half of respondents earned R50 000 or more and 78% had staff benefits packages which included some combination of a housing subsidy, company car, travelling allowance, annual bonus, pension fund, medical aid scheme, group life assurance or free personal and professional indemnity cover.

The above income figure becomes even more significant when compared with the earnings of EOC alumni/ae before receipt of their bursary. Only 15% earned more than R50 000. A significant number, nearly a third, had no income because they were students previously. Accordingly, a little over half had benefits related to employment prior to their EOC studies.



The graph shows the income spread of the EOC alumni/ae who were surveyed.

The income figures relative to bursary source parallel the job status data above, SAEP, with the most middle and senior positions, had the highest income levels in the degree granting programs. FFP alumni had similarly high salaries. CDFP salaries were nowhere comparable to FFP as a fellowship program; this is probably attributable to the fact that many CDFP participants work for NGOs.

Among the black subgroups, Asian respondents had a higher percentage (64.7%) earning more than R50,000 than Africans and coloreds, both about 53%.

Another indicator of material status is ownership of a home. Prior to receiving an EOC bursary, only a little over a quarter, 26% of respondents owned a home. For two-thirds of that number, the value of their home was less than R100 000. After completing EOC studies, at the time the survey was conducted, the percentage of respondents owning a home had increased to 54% and the majority of those owning homes reported that their home was worth more than R100 000.

In most housing markets one might suspect that increases in value might be attributable to rising home values. Because of the formerly segregated home patterns in South Africa, and the recent abolition of the Group Areas Act, allowing free housing access, increased value is probably attributable to acquisition of more valuable homes. Interviews confirmed that many recent graduates had been able to move into areas which were previously available only to whites.

Colored respondents had a higher level of home ownership than Asians or Africans prior to receiving the EOC bursaries. After the bursaries, home ownership was about par among all

the groups, meaning that home ownership levels for Africans and Asians increased more than for coloreds.

A question which has arisen in South Africa is whether the recipients of bursaries should receive loans rather than grants. In this regard it is instructive to note that a very large percentage of respondents reported that they devoted a significant percentage of their income to extended family obligations, that is family members apart from their own spouse or children. Obligations of from 5% to 50% of their income was reported by 58% of respondents, before they undertook their EOC sponsored studies.

After completing their EOC studies, the percentage of respondents contributing to their extended family increased: 77% reported that they contributed to extended family obligations, as compared to 60% who said that they contributed to extend family obligations before their EOC studies. Keeping in mind that respondents earned more after completing their studies than before, 52.6% reported allocating from 1 to 40% of their salary to extended family obligations after completing their EOC studies. The most frequently cited percentage - 10% of income - was reported by 24% of respondents.

SAEP, CDFP, FFP and FUA respondents were most likely to provide support to their extended families, respectively 71%, 82%, 92% and 80% of respondents in each program.

In terms of income to extended family there is was no differentiation among racial classification insofar as their likelihood to contribute to the extended family obligations; Africans, Asians and coloreds were all likely to make contributions to their extended family to more or less the same degree: Asians contributed slightly more among the respondents. Nor did the marital status make a difference: people who were married were slightly more likely to contribute to their extended family as those who were single. Nor did it matter the income level: people who were earning R30 000 per year or less were as just as likely proportionately to contribute to their extended family as those earning R50 000 to R70 000 per annum. Those who were earning more than R70 000 per annum were slightly more likely to be contributing to their extended family.

Conclusion Even though EOC alumni/ae have direct material benefit from having received a bursary, a large number use their incomes for further studies, and for extended family obligations.

Recommendations

- Regarding the debate among bursary administrators and donors on grants versus loans, a combination package is indicated because of the financial demands on many black South Africans from extended family and to finance advanced study.
- EOC should explore an alumni/ae contributions strategy where they can support the ongoing work of EOC.

3.5.6 The relation of income and field of study

The highest remuneration packages were reported by alumni/ae who had majored in the fields of engineering, the arts, psychology and business. Those fields showed the largest percentage recipients who are earning R50 000 to more than R100 000 per year. The field with the highest compensation was engineering with 100% of respondents earning more than R50 000 and 57%, the highest of all fields, earning more than R70,000 per annum.

Other fields have fewer people earning R50 000 or more. In the education field only 37% of respondents earned R50 000 or more, in the science field only 46% earned the same amount and in the health field only 39% earned that much, making it the field with the lowest number of people earning R50 000 or more. This might be attributable to the fact that most of those

in the health field were in the nursing profession so that even with advanced degrees, as a field dominated by women, and predominantly public sector, it is a low paid field.

Similarly, in the education field, a field with one of the largest number of participants, a large number of respondents are clustered in the income categories R50 000 or less. Education had the largest percentage of respondents earning R30 000 or less per year.

The highest income category insofar as peak remuneration was business where 19% of respondents reported earning more than R100 000 per year. The field of business also had a substantial concentration of respondents making R50 000 per year or less. In other words, those who majored in business had the widest range of income potential amongst all respondents.

The engineering field had the second highest peak remuneration with 14.3% of respondents earning more than R100,000 per year.

3.5.7 Job Satisfaction

It is instructive to note the reasons that respondents gave for job satisfaction or lack of satisfaction:

good job satisfaction and flexibility was cited by 8% of respondents;

upward mobility and career prospects were cited by 15% of respondents;

good staff relations was cited by 13% of respondents;

human relations and recognition was the reason that 16% gave for being well satisfied with their job;

skills development and opportunity to gain experience was the reason that 25.1% gave for their job satisfaction.

28% cited the contribution to their profession, community, decision making or leadership as the reason that they were well satisfied with their position;

a high number (26%) said that their job was challenging, exciting, stimulating or an interesting work environment as the reason why they were well satisfied with their position.

It is noteworthy that the last two points rated way beyond salary, job security and benefits (3% of respondents) as the reason for respondents being well satisfied with their job.

The most significant finding as to why respondents were satisfied with their job was that 31.5% said that it enabled them to contribute to community development, or to development of the sector that they were involved in.

A whopping 37.4% were satisfied with their job because they were able to directly apply their knowledge, skills or expertise.

Reasons for lack of satisfaction included lack of opportunity to apply knowledge, skills or expertise (12%); poor salary and work conditions (6%); reached maximum salary or ability to contribute (5%); ideology, culture, discrimination or political factor (5%); personal potential or ambition not fulfilled (12%); lack of affirmative action (3%); lack of resources, heavy workload and responsibilities (15%); and interpersonal relations (2%).

3.6 The EOC Opportunity and Career Advancement

3.6.1 Career Counselling

Regarding career choice, an overwhelming majority (77%) reported they had no career counselling prior to their interaction with EOC. This is an appalling commentary on guidance counselling at schools serving blacks in South Africa. For those who had counselling, two-thirds said it was helpful.

Some alumni feel that the EOC's counselling services should be made available more widely. "EOC should target youngsters with career guidance and utilize the alumni/ae experiences more," said Bahle Dawn Goba (BA, Finance and MBA), now an Exports Projects Co-ordinator for BMW (SA).

Conclusion

Career counselling has been inadequate for most EOC bursars and is inadequate for black South Africans generally.

Recommendation

Working in consultation with counselling bodies in South Africa (where EOC alumni have leadership roles), EOC should contribute to policy development on counselling services in the school system, based on its extensive experience, such as the findings of its alumni survey on career choices and the dearth of black guidance counsellors nationwide.

3.6.2 Career advancement and "affirmative action"

In the area of job structuring and career advancement, an overwhelming majority (72%) reported that they had a job description, reported that they had staff development (67%) and that supervision or staff development had helped them in their career (54%).

Only 33% reported the existence of an affirmative action policy that they knew of at their place of employment, while 40% reported that there was none, and 14% were not sure.

However, only 25% of respondents observed any black advancement in their organization as opposed to 21% who felt that there was no black advancement in their organization. Whether or not there was an affirmative action policy, 51% of respondents reported that they have not been employed in respect of any affirmative action policy and another 30% were either not sure or felt it was not applicable. Only 10% of respondents felt they have been employed in terms of any affirmative action policy.

Matsobane Matlwa (MBA, accounting, SAEP) is one of the few exceptions among alumni - someone hired because of affirmative action. At his employer, an accounting firm specializing in the banking industry, the first black board member had insisted that blacks be hired - Matlwa was qualified and got the job.

3.6.3 The career development impact of the EOC Bursary

Did the EOC training make a difference in the current position of EOC alumni/ae? The majority (59%) reported that it did, while only 17% reported that it did not, the remaining feeling that the question was not applicable.

Respondents were asked to rate the change in skills level due to the study or research opportunity made possible by the EOC in the United States, the Netherlands, the United Kingdom, or at a South African University. They were queried about 17 different competency and perceptual areas: public speaking, self-confidence, assertiveness, leadership, writing skills, time management, ability to obtain employment, job promotion potential, higher salary potential, field of expertise knowledge, communication, organizational skills, ability to organize and lead meetings, interpersonal skills, planning skills, financial management skills, and self-image.

In the overwhelming majority of cases, respondents reported a moderate or high contribution to their development in each area as a result of their EOC opportunity. Respondents were

given the options of 1 for no contribution, 2 for slight contribution, 3 for moderate contribution and 4 for high contribution,

Skills improvement areas in which more than 70% of respondents reported moderate or high contributions to their growth were self-confidence, public speaking, assertiveness, field of expertise knowledge, communication skills, writing skills, leadership, organizational skills, interpersonal skills and planning skills. Assertiveness and self-confidence were the most highly ranked by all.

3.6.4 Private consultancy opportunities

A third of respondents are involved on some kind of private consultancy work in addition to their full-time employment. Whether they were involved in private consulting work probably or not, the majority of respondents felt that there was good to high demand for consultancy work in their fields. Some respondents employed in private industry made their skills available for community causes on a gratis basis.

3.6.5 Assessment of EOC Services

When asked their assessment of the services provided by the EOC during the time they received their bursary on the scale of 1 to 7 the vast majority, or 83%, rated EOC services at the upper end of the scale from good to excellent. During the interviews many respondents expressed their gratitude for the opportunity afforded to them by the EOC. Many said their overseas study had changed their lives. The infrequent criticisms related to items over which EOC has little control: no financial provisions to take family members overseas.

The strongest criticisms of EOC was from the vocal minority who wanted job placement assistance, covered earlier in this section, and criticism over the lack of follow through and communication after bursars return home. They also had constructive suggestions about changes in the features and provisions of the bursary programs so that participants could enhance their performance.

The need for better communication was cited by many respondents, including Michael Mbuzeli Matibe, Monde Mayekiso, Faith Mayemele, Mark Anthony Abrahams, Stanley Bongwe and others. Many maintained that an alumni office could help: "Funds are needed for seminars for alumni affairs. This needs a coordinator. People want to see things happen before they join in," said Camagwini "Ponds" Mdaka (SAEP), currently a Project Leader at the Development Bank of Southern Africa.

Gabusele Caroline Gumbi (SAEP), a lecturer at the University of the North, pointed out "Computer skills were so necessary and we did not have them. As part of the orientation students could be made aware of this and possibly given a basic course." FFP alumni echoed this need, pointing out that even as university staff, they may not have computer skills.

Conclusion Alumni rate EOC's administration of bursary programs from good to excellent in the majority of cases. Suggestions for improvement center on follow up after completion: job placement, communication and alumni affairs. Computer skills preparation is a need before undertaking bursary programs.

Recommendations

The alumni services of EOC need improvement with appointment of an effective coordinator, effective liaison with alumni representatives and activities that are responsive to alumni needs, such as networking for professional purposes.

EOC should investigate if computer training can be provided as part of pre-departure orientation or in another way prior to beginning the bursary.

3.7 South Africa's Human Resource Needs

The survey asked a number of questions which sought to ascertain the numerical relationships of professionals with the same qualifications as the respondents at their place of employment and how many were non-whites or women. The responses varied widely because respondents were not always sure of all of the people with similar qualifications in their place of employment.

Even though not all respondents could answer with precise numbers and percentages, in many cases the respondents were the only ones of their profession or one of a small number. For example, many were less than a tenth in their place of employment in their profession. Similarly in most cases they were unique insofar as their qualifications in their place of employment. When this was not the case was when they were one of the predominating professions where blacks predominate in South Africa such as teachers, social workers and nurses. However, even in these field, often the possession of a Masters degree, put them in a unique category.

In addition, in the majority of cases the respondents were in a minority racially being a black in their employment environment. Again, unless they were in a segregated environment, such as a teacher at a black school or a nurse at a black hospital, very typical in South Africa's historically segregated facilities arrangements, respondents were frequently to be found as one of the few blacks in a mainly white environment. In the case of black women this is even more frequently the case.

An attempt was made to identify the number of black people in the same field nationally but in the majority of cases people were not aware of the national human resource pool of blacks in their particular field.

Where they could specify numbers or had an idea of the number of blacks in their field, the historical exclusion of blacks from most professional fields was underscored. Zola Vuyiswa Ngendane (SAEP), who earned a Master's degree in guidance and counselling in the US, estimated that there were only 30 black guidance counselors nationally in South Africa.

Professor Vernon Jali, Chair of the School of Pharmacy at the University of the North, estimates that there are between 120 and 150 black pharmacists nationwide.

Conclusion Blacks are making inroads into occupations and fields where their numbers were negligible previously.

Recommendation As another area of research, the EOC should identify existing research or initiate it, on the priority fields for black human resource development.

3.8 Professional participation

The majority of respondents, 56%, reported that they were members of a professional body. However only 27% reported that they were a member of a black professional body.

An overseas study's experience was significant in networking with 56% of respondents reporting that they network with people from other countries. The highest inclination to network was shown in the fields of business, science and social sciences. Apart from social reasons, networking was to stay abreast of developments in their field. Those who had been overseas missed professional conferences, journals and technical facilities not available in South Africa.

Conclusion The overseas bursaries were very useful to personal and professional growth, affording exposure to colleagues, ideas, facilities and other resources not available in South Africa.

Recommendation As part of its follow on activities, the EOC should explore how resources such as overseas professional journals and travel to professional conferences overseas can be made available to alumni. Assistance for these activities might be possible through follow-on provisions of bursary donors.

3.9 Community Participation

The majority or 52.5% of respondents reported that they were members of community structures. Networking with other EOC alumni/ae was reported by 62.6% of respondents although most of them reported that this networking was informal rather than formal. The nature of EOC networking frequently had to do with work in the community, such as tutoring students preparing for matriculation exams.

The types of community involvement listed by respondents included religious, civic, political and educational organizations. They were fairly balanced in serving in membership and leadership capacities.

Respondents who were married were more likely to be members of a community group than those who are singles. Interestingly, respondents with doctoral degrees and masters degrees were more likely than those with honors degree and bachelors degrees to be participants in community organizations. Those with fellowships also had a high community participation rate. This was to be expected because the Career Development Fellowship Program is designed to select for community participation after completion. There was no disparity among fields insofar as community participation with the exception of those lower community participation which included engineers and architects, who had lower community participation rates.

Drawing on an earlier section, it is significant that a third of respondents reported that their satisfaction with their jobs had to do with their ability to contribute to community development. This applied to a wide range of ages from the youngest respondents completing their bursaries through to the oldest.

Conclusion

The bursary recipients who were shown to cite the importance of community development as reason for their job satisfaction most often were participants in the career development fellowship program. This correlates with the fact that the intention to return and plough back is one of the main selection or criteria of CDFP. EOC has been very effective in all of its programs, in returning trained blacks to their communities where they are involved in development.

3.10 Overall conclusion to this section

At times the finds of one section of the survey findings overlap or relate to another section. In the summary of conclusions and recommendation found in section one, they are grouped where appropriate.

The findings of the survey point to the desirability of ongoing research on the career development of EOC alumni/ae. They constitute a rich pool of experiences to examine human resource development in South Africa and the impact of tertiary education. The changing program focus from external bursaries to internal bursaries will change the demographics of

alumni/ae in the future in favor of alumni/ae of local institutions. Younger alumni/ae will have progressed further in their careers.

Recommendation As a component of an enlarged research function within EOC, there should be ongoing research on the career progress of EOC alumni/ae, to measure the impact of EOC programs and to provide formative input to existing and new EOC programs.

4.0 CASE STUDIES

While the previous section uses statistics to indicate that EOC program alumni/ae have made progress along their career paths, their impact on national life will only be seen over a period of years, through individual's careers and their impact in institutions. This section provides case studies of individuals and a key South African institution, historically black universities.

4.1 Case Studies of Individuals

The details and phases of the working lives of alumni have unfolded according to individuals. Inasmuch as all EOC are subject to sometimes conflicting overarching forces in South African society -historical racism, a stagnant economy, professional structures dominated by white males resistant to newcomers, a push by some companies to hire blacks, geographical employment supply/demand differences - case studies give the flavor of the variety of career progress experiences of EOC alumni/ae.

KAISER NYATSUMBA is someone who was at the right place at the right time with the right qualifications. He knew what he wanted and at the time when things were starting to change for blacks in some industries was when he was looking for a job, even before he completed his bachelor's degree majoring in english and journalism at Georgetown University in the U.S. in 1987 through the SAEP. He's had one job, as political correspondent for *The Star*, the largest English language daily circulation (240,000) newspaper in South Africa, and at 29 years old has become an influential commentator. He rates his job satisfaction the highest, works under minimal supervision and makes decisions about what is most newsworthy to cover each day. The degree earned through the EOC was instrumental in his appointment; and the internship he served at the *Washington Post* in the U.S. Only 20 of the 100 reports at *The Star*, he states, are black, of which only 4 are women. An affirmative action policy has been introduced since he began his employment.

PETER THUNYSMA is not nearly as satisfied with his career in South African academia. He is a Professor of Black Literature at the University of the Witwatersrand with over two decades of work experience. He spent 6 months at Rutgers University in 1988 on a research fellowship through the FFP. As one of 5 black professors, constituting .1% of the Wits faculty, he maintains that the university is not interested in black advancement.

GERTRUDE STONE lives in Soweto and works for Sales House, a large South African department store chain as a Trainee Planner. It took her one year to find a job after returning from the U.K. in 1992 where she had completed her "A" levels and earned a bachelor's degree in accounting from Essex University. She did computer studies on her own after returning home. She feels it's too soon to say if she'll be satisfied with her job; as a trainee she makes no decisions.

DOMINIC SEWELA estimates that there are about 400 black engineers in South Africa. (EOC has educated about 40% of them.) He spent no time looking for a job: he was recruited from the U.S. where he was studying chemical engineering at Tuskegee Institute, a historically black university in Alabama through the SAEP. In the 4 years since his return he changed jobs to move from Durban to Johannesburg and at the age of 28 is Process Engineer for Sasol Oil. He is only moderately satisfied with his job, though he makes decisions affecting the running of the refinery, because he is "not satisfied with career development possibilities and there

is no clear affirmative action policy." He entered engineering out of political convictions gained as a youth that blacks had to take control of the economy; he remains involved in local civic and political work.

MBONGELENI JUSTICE KHOZA came from and lives in a peri-urban community of Durban. Through EOC's SASP (for 2 years of his degree) he studied chemistry and mathematics at the Qwaqwa campus of the University of the North, an historically black South African university. As a Production Foreman for Nestle Escort, it took him three months to find a job upon completion of his studies: companies wanted experience people. His employer wanted a person with a Bachelor of Science degree and was willing to train him. He rates his satisfaction with his work on the low end of the scale because of conditions of work, unsatisfactory benefits and salary although he makes decisions for the 20 people he supervises. He is also unhappy with what he perceives as racism; he is the only black person in his professional category and unique insofar as his educational qualifications, black or white. He helps school kids with mathematics on a voluntary basis. The community wants him to teach mathematics but the salary is not good enough; "Even the principal comes to me for help."

THOLUMUZI NGWENYA is a Strategy Planner for DMB&B, a major South African advertising agency. After he returned from the U.S. with his bachelor's in chemical engineering from Princeton University (SAEP) nine years ago, while working as an engineer he decided that he wasn't going to be satisfied in the field and earned an MBA from the University of the Witwatersrand. These two degrees were in addition to the BSc that he already had from the University of Zululand prior to his US studies. He is approached by headhunters frequently. He is highly paid, has considerable influence within his company and work sphere and his only job satisfaction concern has to do with wanting to be paid more because of his highly specialized area of expertise. He says, "There's a bidding war because a small pool of qualified people are in high demand. Organizations like the EOC must put resources into education from primary through high school, not just at the tertiary level."

NTOMBIZODWA FLORENCE MALAZA works for an NGO in an area unrelated to her BSc in dietetics and nutrition earned at Robert Gordon University in Scotland through the BRUFS. She took the job after 10 months of searching and about 15 unsuccessful job applications. The reasons given included: she was not registered with the South African Board of Dieticians; she held a degree instead of a diploma; and she did not have relevant experience. The interviewer perceived that this young woman had yet to take a real first step toward her career goals.

TREVOR VAN LOUW is a Head of Department at Elsie's River Secondary School in Cape Town. He has worked there for 15 years, before and after the master's degree earned in pedagogy, psychology and multi-cultural education at the Free University of Amsterdam. He derives little satisfaction from his work because his research in the Netherlands geared him toward teacher training; because of budget and staffing cut-backs, there have been no posts available. He has hopes for the future, however, when a new government will put more resources into education. He feels that shorter programs, of 1-2 months duration are needed in the Netherlands, so that South Africans can take advantage of the superior library facilities.

DENNIS ZIMU was among the earlier graduates of EOC, completing his Master of Science degree in project management in development in 1984 at the Arthur D. Little Management Education Institute in Boston through SAEP. When he received his bursary he was a lecturer at the University of Zululand. For the past three years he's been at the Development Bank of Southern Africa, a parastatal, as Division Manager/Entrepreneurial Development. He made the job change because he wanted to apply his development expertise to practical problems. Achieving that goal makes job satisfaction very high for Zimu. Although there are occasional frustrations, he asserts, "I'm making a positive contribution to uplifting my people. I'm bringing a black perspective to decision-making at a major development institution in the

country." He makes policy, program and operational decisions that affect numerous development agencies they work with and ultimately, hundreds of South African entrepreneurs. He says that the Development Bank is in the process of developing an affirmative action policy and feels that the system has demanded higher qualifications for blacks than whites for the same positions. About 20% of the senior middle management level positions like his are black at DBSA; at least 4 of these 9 managers were EOC bursars.

ANESH KRISHNA RAMLUGAN of Lenasia, outside Johannesburg, earned a bachelor's degree (SASP) at the University of the Witwatersrand and then got a job with the House of Delegates as a teacher. He is greatly satisfied with his work because he is making a contribution to the country and has the possibility of changing children's lives. He has continued his studies using his own resources.

PHARASI MATHABO had worked for six years before studying for a master's degree in computer science at McMaster University in Canada through SAETF. She found a job within a month after returning home at Intertech Systems as an analyst/programmer. She is employed at a mid-management level, making decisions about her projects which involve her immediate work team. She is well satisfied with her work and would like to move up to a more senior management level. She is the only black person, and the only black woman among her eight peers at the company. She states, "EOC should concentrate on getting people out of the country, especially people with first degrees. You gain a better perspective of your own field because South Africa has limited academic and technical intercourse with other countries."

4.2 Case Studies of Historically Black Universities

At this stage, historically black universities in South Africa are the institutions perhaps most directly affected by a critical mass of EOC graduates: about 300 of EOC's graduates have returned to these institutions. In the survey of alumni/ae, 56 were lecturers and 3 were rectors, of which only a minuscule number are at white institutions. Interviews, and in some cases group discussions were held at the Universities of Venda; the North; Transkei; Boputhatswana; Durban/Westville; and Fort Hare. Interviews were conducted with faculty members from all of the historically black universities in South Africa.

University of the North Administrators at the UNIN feel that EOC bursary programs make a major contribution to staff development and reduce the time usually requires to develop staff by about 18 months because they complete their degrees faster when they go to the U.S., thus saving time and money. This is advantageous, they say, because of the increasing student population and the desirability of developing more skilled black staff as quickly as possible. They feel that the overseas experience contributes qualitatively to the university through the broadness of course work and improved teacher/lecturer rapport with students, as well as to the marketability of the university.

According to Mr Maltajie, the strength of post-graduate study in America is the exposure of lecturers "to higher American standards of teaching." He said that 85% of black graduates were not accepted at white universities in the mid-80s but that the trend is beginning to change. This, he said, could partly be attributed to EOC sponsored staff development. The major routes for staff development are the EOC and the Fulbright Program. He said that 30% of black staff have advanced their studies through either EOC or the Fulbright Program.

Professor Jali and Vice Principal Malatjie both feel that staff development is essential to changing the negative perceptions of black universities as "Bush Colleges," carrying with it a derogatory connotation of inferior education. They feel that black universities are subject to a vicious cycle of lack of funds, high teacher/student ratios and budget shortages. Leadership at black universities continue to be dominated at white staff in some areas.

Staff development, they feel, has been an initiative of individuals, not of university policy. They both felt strongly that the EOC has an important role to play in shaping staff development programs at black universities.

The following table indicating the qualifications of academic staff at UNIN by sex and race underscores the need for black staff development.

	<i>White</i>		<i>Colored</i>		<i>Asian</i>		<i>Black</i>	
	M	F	M	F	M	F	M	F
Doctorate	45	4	-	-	1	-	10	2
Master's	22	10	-	-	-	1	47	11
Honors	23	8	1	-	-	-	49	14
TOTAL	90	22	1	-	1	1	96	27

University of Fort Hare The interviewer compiled a composite report from four faculty members interviewed at the Fort Hare. They felt strongly that the policy of sponsorship of one degree only by EOC should be reviewed. They applauded the opportunities provided by the EOC but felt that towards the objective of developing high level black human resources at black universities, they should be assisted with continuing for doctorates after obtaining their master's degrees.

Capacity building has been a major commitment of the new management at Fort Hare for black staff, both academic and administrative. (EOC has provided for training in university administration through the Career Development Fellowship Program.) The staff statistics are as shown on the following table; they underscore the imbalances between qualifications of white and black staff.

LEVEL	White	Colored	Asian	African
Junior Lecturer	9	3	2	21
Lecturer	36	1	6	55
Senior Lecturer	40	-	1	31
Assoc. Professor	3	1	-	9
Professor	29	1	1	5
TOTAL	495	6	10	121

Although SAEP and FFP had not been the only source of post-graduate study for Fort Hare faculty, interviewers felt that EOC alumni/ae made a notable contribution to the university by serving on crucial committees and through their involvement in several outreach programs in the community.

An opinion was expressed that post-graduate study in America is more focused than in South Africa because it is based on course work, thus improving mastery of the content of a

discipline. Earning a degree was also faster through EOC programs than through local graduate study (frequently conducted part-time), thereby enabling faculty members to return and be of greater service to the university and community faster. In addition, the opportunity to meet other student from other countries improved faculty members' international horizons.

The one shortcoming of study in America, they felt, was to be found in the inability of most graduates to pursue field research on topics relevant to African conditions, due to limited funding to conduct research in South Africa while pursuing post-graduate work overseas.

Capacity building for black universities, they maintained, must include administrators. Among the skills to be developed were fundraising and alumni affairs, to avoid dependence on "handouts from the government."

Universities have a mission to produce future leaders and should be involved at every level of the transition to democratic rule. Academics would assist negotiations, they said, through research and the development of meaningful paradigms. In addition, they said, they should revamp their curricula to provide for courses dealing with "new" areas including: environmental protection, adequate and functional housing, adult basic literacy and modern African languages.

University of Transkei Four faculty members, one of them a senior administrator, were the informants. They all felt there was a lack of leadership on direly needed capacity building for the university: the absence of a rector was a main cause. The problems they cited faced by UNITRA were similar to those at the other black universities: inadequate funding; understaffing, a restless staff and dissatisfied student body. Faculty disaffection related to the lack of leadership, inadequate staff development funds and the continuing legacy of white dominance in many areas as a legacy of apartheid. They referred to the continuing need to upgrade black staff as indicated by the table that follows.

POSITION	BLACKS*	WHITES
Junior Lecturer	30	3
Lecturer	121	18
Senior Lecturer	48	7
Associate Professor	17	7
Professor	19	15
TOTAL	215	50

* "Black" includes coloreds, Indians and Africans.

University of Bophuthatswana Advocate Andrew Mohohlo, Legal Advisor and Personal Assistant to the Vice Chancellor, Carl Mayeza, Director of Internships and Mary Kau, Head of the Department of Nursing Sciences, are all EOC alumni/ae. They spoke in terms of how EOC's programs have helped to gradually transform South Africa's black universities from apartheid institutions designed to provide blacks with an inferior education to institutions that can compete nationally and internationally.

Mary Tau maintained that nursing students from UNIBO compete favorably with students from other universities locally and abroad. She maintained that she can compete as an associate professor with anybody else; she serves in the International Nurses Association and represents Africa and the Middle East. She attributes this growing competence to the fact that a great number of staff at the black universities have now been exposed to the best universities in the world through EOC and other programs. EOC graduates with master's degrees have gone

on to work on doctorates when they returned to UNIBO. She emphasized the importance of other skills learned while on EOC bursaries, such as proposal writing, and the networking opportunities. Through her EOC studies Kau made contact with the Kellogg Foundation and has been able to secure funding for her projects.

Carl Mayeza cites various indicators of the growing competence of black universities. Professors from Claremont Graduate School host seminars at UNIBO and send journals and books for faculty and students. Together with other EOC alumni from UNIBO and other historically black institutions, Mayeza is active in the New Public Administration Initiative that designs new curricula for public administration. A project is in progress in rural areas to build schools, conceived and implemented by EOC alumni at UNIBO.

They expressed a similar opinion to those at other universities that EOC has been playing a critical role in staff development that could not be matched through locally available study.

Conclusions

- Some EOC alumni/ae have been very successful and are moving into leadership positions in their fields.
- Some EOC alumni/ae would benefit from career management counselling services upon completion of their studies.
- The programs sponsored by various donors through the EOC have contributed in a major degree to the development of black faculty at South Africa's historically black universities.

Recommendations

As part of its follow on services, EOC should provide sophisticated career counselling to include an assessment of an individual's work place aptitudes and drawing on a research base of employment trends and job opportunities. Managerially, this service could be subcontracted out by the EOC.

- To enhance the leadership role the EOC is already playing in developing innovative staff development programs which benefit historically black universities, the EOC should develop a strategy for human resource development at black universities (of both academic and administrative staff), in consultation with university leadership and key donors. For efforts already underway, a role for EOC should be identified based on its capability. The EOC could review the resources of its combined programs for this purpose (ie, CDFP, SAEP, FFP, and the new honors program).

5.0 ENVIRONMENTAL ISSUES: SHIFTING SCENARIOS IN HUMAN RESOURCES IN SOUTH AFRICA

Inevitably major changes in political circumstances result in changes in grantmaking.

Within the foreseeable future international donor agencies will be able to interact bilaterally with a legitimate South African government. The Comprehensive Anti-Apartheid Amendment (CAAA), which precluded the funding of the government and government-subsidized institutions like universities and technikons, while still in force, is likely to be lifted soon.

Three and a half years into the transition period, with an election date for a transitional government set for nine months hence, the EOC wanted to identify which fields of study remained a priority, which new areas had emerged and how it could use its well established systems and infrastructure to make further targeted interventions to address the wide array of human resource needs of the emerging democratic South Africa.

In order to assess its achievements in training black South Africans in priority fields and any shift in needs, it is necessary to review the major issues involved in human resource development in South Africa.

5.1 The Black Deficit

The EOC designed its program to address the complex problems created by history of racial discrimination in South Africa. To what extent did it develop black skills and which areas? It is also useful to measure this against numbers of graduates and diplomates yielded nationally.

In addition the economy has long been stagnant, unemployment is high and growing numbers of young black people are both out-of-school and out-of-work.

The realities of the legacy of apartheid are grim. The parastatal Foundation for Research Development in its annual report for 1991 (4) concurred that the nature of skills shortages was racially skewed, and presently 90% of the country's scientific and technological skills were drawn from the white segment of the population.

Similar patterns existed in the commercial professions. In November 1991 there were only 45 African chartered accountants, compared with a total number of 13 000 accountants, according to the auditing firm Arthur Anderson (5).

The number of degrees, diplomas and certificates awarded to black Africans has remained low. The following statistics, which exclude the TBVC areas, are provided by the South African Central Statistical Service:

**NUMBER OF FIRST BACHELOR'S DEGREES ACCORDING TO FIELD OF STUDY
AND POPULATION GROUP - 1980, 1986 & 1989**

Field of Study	Whites	Coloreds	Asians	Blacks	Total
Natural Sciences					
1980	3,160	70	127	87	3,444
1986	3,653	133	192	166	4,144
1989	3,881	162	313	249	4,605
Human Sciences					
1980	5,738	359	465	572	7,134
1986	5,898	738	805	1,648	9,089
1989	6,535	939	659	2,674	10,803
Medicine & Related Fields					
1980	1,298	30	77	103	1,508
1986	1,415	61	141	347	1,964
1987	1,548	100	211	578	2,437
Commerce & Admin					
1980	2,021	42	146	75	2,284
1986	3,392	107	162	213	3,874
1989	4,400	142	309	353	5,204

(Source : Sheppard C.J. et al 'Education statistics according to development region 1980, 1986 and 1989', HSRC, December 1992)

A comparison of the number of first bachelors degree according to field of study and population group highlights the gulf of racial disparity in all fields.

DEGREES, DIPLOMAS AND CERTIFICATES AWARDED TO BLACKS BY SPECIALIZATION AREA FOR THE YEARS 1988 AND 1990

Specialization Area	Technikons		Universities	
	1988	1990	1988	1990
Agriculture and renewable natural resources	6	12	22	11
Architecture and environmental design	8	31	7	17
Arts, visual and performing	0	3	20	21
Business, commerce and management sciences	51	104	267	275
Communication	2	7	32	19
Computer science and data processing	4	18	16	21
Education	1	28	4,414	5,434
Engineering and engineering technology	131	193	29	193
Health care & health science	60	205	533	755
Home economics	2	10	9	2
Industrial art., trades & technology	4	3	0	0
Languages, linguistics & literature	0	6	616	811
Law	0	0	306	298
Libraries and museums	0	2	45	35
Life & physical sciences	22	56	115	162
Mathematical sciences	2	9	58	58
Philosophy, religion, theology	0	5	176	244
Physical and health education	0	4	2	6
Psychology	0	3	241	254
Public admin & social services	6	101	258	224
Social sciences	1	26	504	639
Totals	300	826	7,670	9,321

(Sources : South African Statistics, 1990 & 1992, Pretoria, Central Statistical Service)

It is useful to compare the EOC priority fields of study to the official reality of the racial distribution South Africans by occupation.

RACIAL DISTRIBUTION BY OCCUPATION - 1991

Occupation	Whites	Coloreds	Asians	Blacks	Total
Education					
Teacher	60,107	35,081	11,599	139,184	245,980
Housing					
Architecture	1,370	39	9	4	1,422
Quantity surveyor	2,164	55	140	45	2,404
Town planner	713	11	6	10	740
Surveyor	261	26	24	58	369
Agriculture					
Agriculturalist	1,818	12	19	649	2,498
Agronomist	211	0	2	23	236
Forester	187	27	0	2	216
Horticulturalist	874	8	15	19	916
Business					
Public accountant	7,803	90	268	211	8,372
Management account	13,131	486	746	616	14,979
Articled clerk	6,663	169	310	278	7,420
Academia					
University faculty	10,622	410	417	893	12,342
Technikon,teacher training faculty	8,122	803	345	1,800	11,070
Health					
Doctor	21,511	687	2,586	1,576	26,360
Dentist	4,194	173	258	450	5,075
Pharmacist	4,354	51	247	77	4,729
Physiotherapist	1,738	383	119	471	2,713
Radiographer	2,541	404	247	699	3,891
Veterinary sciences	1,330	3	9	136	1,478
Science					
Astronomer	4	0	0	0	4
Biochemist	113	7	0	0	120
Biologist	26	0	0	0	26
Biophysicist	4	0	0	0	4
Chemist	1,526	72	175	96	1,869
Computer analyst	6,373	340	405	186	7,304
Computer programmer	5,433	427	573	223	6,656
Engineer	15,151	141	183	204	15,679
Geologist	1,488	5	12	42	1,547
Mathematical	1,361	128	16	79	1,584
Metallurgist	1,379	3	14	17	1,413
Physicist	289	6	2	5	302
Technology					
Engineering technician	27,665	1,507	1,171	1,553	31,896
Agricultural, forestry & food technologists	245	22	14	28	309
Biological science technologists	617	46	111	176	950
Natural sciences technologists	173	9	15	20	217
Physical science technologists	230	23	32	17	302
Public Administrator					
Director General	155	0	0	11	166
Director/deputy	4,952	27	33	57	5,069
Executive official	223	4	6	18	251
Govt administrator	827	21	3	224	1,075

(Source : Manpower Survey, 1991, Occupational Information, Central Statistical Service, March 1993)

5.2 Some challenges for policy makers

The question which besets policy planners in human resources development therefore is not whether there is a need to address the legacy of discrimination situation in South Africa, but rather what should be done, how, where and with which resources.

There is clearly a need for human resources planning, and here the "interaction between education and training and the labor market is especially important" (Barker, Manpower Development for Economic Recovery, 1992).(6)

The exercise is made considerably more complex by the fact that human resources development has an ambiguous relationship to economic growth. If the economy were to recover by a particular degree there would be a certain percentage skills shortage in most job fields. However, should the economy continue to stagnate or even to decline its capacity to absorb any skills will be limited.

Human resource planners are left thus with some key choices, including whether to risk training people for whom there may be no jobs, or alternatively to wait until the economy recovers and import skills from other countries. These questions are also affected by two key factors emerging from the rapidly changing South African political scene.

In the first place there is an immediate need for human resources development in terms of affirmative action. There is an urgent need for black professionals in almost every field, and it seems therefore likely that the economy will be able to absorb any qualified black professionals. Merely in terms of the public service an immediate need for qualified black public administrators exists. There is also a pressing need to develop more black professionals, although it would be appropriate to attempt to target their training in terms of skills shortages identified in South Africa.

Secondly the reconstruction of South Africa will undoubtedly be a national priority despite the state of the national and global economies. Areas of reconstruction will almost certainly include housing, educational and health infrastructure, tourism and other public works. This too will need skilled people.

5.3 The Current Economic Situation

The South African economy is stagnant. With a background of global recession the more immediate economic effects of grand apartheid have ravaged the economic base of the country.

Among many indicators cited in the 1992/3 Survey of Race Relations (7) are :

The number of people employed on all mines is declining. The number dropped by 5% from 1990 to 1991, according to the Department of Mineral and Energy Affairs (p63).

Construction declined by 5.6% and manufacturing by 5.1% from June 1981 to June 1991, according to the National Manpower Commission (p169).

The absorption rate of the formal economy was declining by 10% each year according to the Chief Economist of the Small Business Development Corporation, Dr Edwin Basson (p63)

Only 3-4% of new job seekers would find work in 1993, compared to 7% in 1992 according to an economist at SACOB, Mr Keith Lockwood (p63).

It is significant to note that despite the economic decline the EOC alumni/ae (excluding those who had returned to full-time studies) had a low unemployment rate of less than 4%.

5.4 **Affirmative Action or Black Advancement in South Africa- Difficulties Encountered on Entering the Working World**

The new black graduates, both those returning to the country and those who studied here, also encountered affirmative action programmes, or the lack of them, when they looked for appropriate jobs and career paths. Some titles of the South African management science literature of the mid-1980's illustrate the complex difficulties facing newly qualified black professionals in the hitherto solely white world of professionals and managers: *The Integration of the Black Manager into South African Organizations* (1), *Organizational and Social Obstacles to Black Advancement* (2) and *Planning and Implementing a Black Advancement Program* (3).

One of the most challenging issues facing the EOC's newly graduated alumni/ae was entering the white-dominated professional world. The rarity of black professionals, the unpreparedness of the corporate world to absorb them and the history of racism and discrimination in employment practices all contributed to creating an inhospitable environment. A brief overview of the complex situation faced by many EOC alumni/ae provides a context against which to evaluate their success.

There are several terms commonly used in South Africa to describe the planned entry of black people into previously white-dominated organizations. These terms are often used interchangeably and include: black advancement, equal opportunity and affirmative action. Black people entering the South Africa working world with high level skills and qualifications are significantly affected by the degree to which the employer organization has explicitly prepared the organization, its structure and staff to recruit, appoint, orientate and provide ongoing supervision and support to black staff.

"Having taken a stand on its position in relation to black advancement, the organization should then attempt to formulate logical and efficacious strategies for the development of their black manpower. ... Organizations must, by means, of manpower planning, deliberately establish targets and plans for black advancement. Organizations should also formulate clear strategies for the identification of training needs and for management development." (Human & Hofmeyr:1985) (8)

Throughout the 1980s the number of black professionals appointed to management positions remained low. Of the top 21 companies in South Africa in 1991, 2.2% of the managers and 1.1% of senior managers were African, while 3.3% were Indian and 2.6% colored. (School of Business Leadership, UNISA, July 1991) (9)

Referring to this disappointing record, Schlemmer commented that while "most of the successes achieved have been in specialized positions in which being black is functional for the performance of the particular role, such as positions in personnel, industrial relations or in sales concentrating on the market for blacks ... successes in appointments to line management are rare." (Schlemmer:1986) (10)

The removal of political barriers, particularly discriminatory legislation, does not appear to be in itself sufficient to redress the effects of generations of legislated subjugation - inferior and inadequate education, housing, health care and many other injustices.

Moerdyk (11) quotes United States President Lyndon B. Johnson's famous statement with regard to affirmative action:

'You do not take a person who, for years, has been hobbled by chains and liberate him, bring him up to the starting line of a race and then say, 'You are free to compete with all others', and still justly believe that you have been completely fair.'

He concludes that, given the history of racial discrimination in South Africa, to "be treated fairly, people may have to be treated differently". Among the factors that could facilitate the successful entry of black people he identified the need for the employer organization to adopt a clear policy for black advancement, to plan its implementation and to monitor its progress. There is significant agreement in the South African literature that for black advancement in the work place to occur employer organizations need to operationalize their stated commitments to affirmative action.

Charoux typifies this process of integrating black managers as having three key interlinked parts : the Pre-entry Phase in which the organization prepares to integrate black people

meaningfully, the Entry Phase in which candidates are recruited and appointed, and the Post-entry Phase in which their training needs and ongoing performance are monitored. (Charoux, 1986)

Clearly, however, when employer organizations fail to make careful, fair and realistic plans to give substance to their stated policies on the equality of opportunity or their commitment to affirmative action, the real advancement of black people is difficult to achieve.

Many of the EOC alumni/ae interviewed were rather skeptical about affirmative action programmes, noting that there were very few really senior black people in their work places. Two respondents, both qualified engineers, remarked that as trainees they were on a perpetual training course, and that they thus did not get a chance to do the work for which they were employed. There may be some useful insights into the lack of effectiveness of many affirmative action programmes. Very few of EOC alumni/ae interviewed in the survey described in Section 3 worked in black-owned enterprises, indicating that control of most formal employment opportunities is still firmly in white hands.)

5.5 Vocational or Career Guidance

Another key issue confronting training programmes for disadvantaged South Africans is the almost complete lack of vocational guidance for African high school pupils, and the inadequate and inappropriate provision to Indian and so-called Colored pupils.

Many high school students select general subjects for their final examinations, not only because they are often unaware of the importance of mathematics and science, but also because few schools have adequate sufficiently trained teaching staff in these subjects.

The real result is that in 1992 a mere 10.3% of African high school pupils matriculated with a university exemption and maths and science. For those with general subjects the choices for further study are narrowed into non-professional areas such as Arts degrees majoring in languages and Biblical Studies. The 1992 overall African pass rate of 43.8% was less than half of that of white high school pupils. The tiny number of university exemption passes results in competition for university and technikon admission taking place on a very uneven playing field.

Those with maths and science, the prime target group for any bursary granting organization, are frequently recruited by large corporations, inevitably for training in scientific disciplines.

In reality neither of these groups receive any form of vocational or career guidance. They have no access to information about the world of work and generally a lack knowledge of the options they might have. "The result is very often that the black school leaver makes bad career decisions with disastrous consequences" (Charoux) 11

Few EOC alumni/ae were exposed to any form of career and vocational guidance. Many alumni/ae reported on the influence of role models in the community, although a number stated that they had no idea of the range of possible career options facing them. A number also reported having followed fields of study because these were the only areas for which they were qualified for admission and could find a scholarship or bursary.

A number of BRUFS alumnae who had received good counselling were from the Inanda Seminary in Natal, a rural Catholic school of some fame. Ellen Kuzwayo is an alumna.

5.6 Human Resources Needs for a Democratic South Africa

Despite the present economic bleakness predictions about future skills shortages have been widely made. Among these predictions cited by the SAIRR (12) were :

- * By the year 2000 there will be a shortage of 500 000 skilled workers, including managers and professional occupations, although there would be a surplus of 2.4 million unskilled workers, according to the Executive Director of the Education Foundation, Mr Johan van Zijl (p622)
- * A 2% annual economic growth rate would spark a short of artisans which would throttle the upswing in the economy, according to Dr Willie Rautenbach, University of Stellenbosch (p582)
- * An anticipated shortage of between 3 and 6% for engineers once SA emerged from the recession. This would require the importation of skills, according to Peter Thompson, President of the SA Association for Consulting Engineers (p64)
- * By 2002 an additional 132 000 teachers will be required, according to the Research Institute for Education Planning (p52)
- * By the year 2000 an additional 500 000 managers would be needed, according to Johan Brummer of Damelin College (p184)
- * 200 to 300 accountants were needed each year in South Africa, according to Sam Abrahams of Arthur Anderson (p581)

While no shortages were experienced during 1991 as a result of economic stagnation, the National Manpower Commission identified the following areas in which there might be critical shortages of skills in the long term :

Computer Science : systems analyst and software systems engineer
Engineers : chemical, electrical, electronic, mechanical and transport
Technicians : electronic and instrumentation
Technologists : chemical and instrumentation

General : chartered accountant, chemist, mathematical related occupations, metallurgist, town and regional planner and veterinary professions

Artisans : diesel mechanic, electrician, lithographer and millwright

Clearly the EOC has sought to have impact in fields in which there are officially acknowledged shortages of skilled personnel. When these shortages are viewed against the racially unequal distribution of skills, the appropriateness of EOC's priority fields is overwhelmingly confirmed. A number of alumni interviewed (and interestingly they were all men) supported scholarships and bursaries particularly for study at the technikon level - indicating that their experience had shown them that technikon diplomates were job ready, and achieved well in the work place.

5.7 Directions for Human Resources Development

Two recent studies on directions that might productively address the human resources deficit were reviewed as part of the evaluation. - the Commonwealth Expert Group report of 1991 and recently released findings (March 1993) of RESA on Scholarships for South African Students in the United Kingdom.

Both studies are relevant to the future of scholarship-granting in for disadvantaged black South Africans, and thus have implications for the development of the EOC program.

5.7.1 Report of the Commonwealth Expert Group : Beyond Apartheid - Human Resources in a New South Africa

The key findings and recommendations of the Expert Group were arranged in terms of the transition and post-apartheid periods.

The Transition Period

The group predicted that during the transition as well as post-apartheid period the legacy of the old apartheid structures would continue to impose constraints on a restructured democratic political system.

In the transition period, the priority areas were those which were strategically relevant to social transformation. These were especially occupational positions which would play a crucial role in transforming and replacing the existing central and local government structures.

These would include :

- * Public administration particularly central services such as economic and fiscal management, judicial and legal services, the police, army and security services, and positions in technical services such as educational staff and management, diplomatic staff, transport and communication officials and the social development sectors.
- * Local government structures including all essential services.

The Expert Group found that at present, over 96 per cent of top management jobs in public administration were filled by whites. A new civil service culture in South Africa could only be created if specific targets were set for black advancement in these top management positions during the transition period.

Other priority areas identified for support during the transition are :

- * non-governmental and community-based organization;
- * trade unions;
- * training of teachers;
- * support for returning exiles and released political prisoners
- * key professional positions in the private sector

The strategy proposed for the transition entailed developing:

- * institutions and organizations which will start to displace the institutional order and social structures constructed under apartheid, thereby assisting transformation;
- * trained personnel capable of advancing such institutions and organizations

Targeted institutional support should accompany training and bursary programmes according to carefully defined guidelines, with a particular emphasis on the supporting the development of predominantly black institutions and organizations.

The Expert Group recommended that the following modes of assistance were urgently required during the transition :

- * intensive training programmes for particular occupational groups linked with work experience attachments in government departments, private sector institutions and other organizations;
- * bursaries targeted at key professions within the public and private sector;
- * specialized, intensive training courses (especially for leadership skills, training of trainers);
- * study visits, exchanges and networking with Commonwealth countries
- * support for particular institutions, for example by staff development and attachment of technical experts as well as other forms of material assistance.

The Post-Apartheid Period

Human resource development in South Africa must be based on an economic strategy to tackle poverty, create new jobs and provide basic services for education, health, housing and welfare.

The training of black professionals, together with institution-building, particularly for public administration, would continue to be a top priority well into the post-apartheid period.

Reducing racial and gender imbalances will require major efforts, involving a whole-scale restructuring of the existing education system at primary, secondary and tertiary levels. It would also entail major education reforms, for example, in respect of the teaching of science, technology and mathematics education in schools.

All the above programmes should be designed also to address the needs of women.

Women

The Expert Group found that women constitute about 36 per cent of the work force in South Africa, excluding TBVC areas. African women were almost absent from the highest paid professions and under-represented elsewhere, apart from primary school teachers and nursing. Women were a majority in the service sector and clerical and sales sector.

In this regard there is evidence that EOC has implemented a clear policy with regard to its selection of women. There is an average of 34% participation of women across the EOC programmes.

With regard to high school studies, the percentage of African girls studying languages is much higher than any of the other groups. Fewer girls study life and physical sciences than boys, and boys study fewer social science subjects than girls, with African girls enrolling the most in these subjects.

The effect of this on the EOC is twofold. Not only are there many more young males who qualify for EOC assistance, but also the males far outnumber females in the fields of engineering, science, planning and architecture and business.

The Commonwealth study recommended that gender issues should be addressed to achieve a non-sexist public administration. Special measures should be undertaken to ensure the participation of substantial numbers of women, particularly black women, in public service training. This would suggest that the EOC should take particular note of gender imbalances in the selection of students to study public administration and government.

5.7.2 RESA : Scholarships for South African Students in the United Kingdom. Views on policy for the 1990s.

The study very recent study was based on an analysis of 55 interviews conducted chiefly in South Africa with representatives of tertiary level institutions (universities, technikons and colleges of education) and organizations (representing teachers, students, the education sector, trade unions, business, professionals and some political parties) concerned with the development of education in a post-apartheid South Africa.

The findings of the study were that in the short term - defined as the next five years - there was a continued need for scholarship provision for South Africans abroad. In the medium term the relation of any scholarship program to a needs analysis for the country was stressed by a number of representatives interviewed.

All institutions and organizations felt postgraduate courses should be prioritized for scholarships in Europe and the USA, but at the same time scholarships for this level of study should also be provided in South Africa. While representatives of organizations also favored tailor-made courses being run in South Africa and abroad in specific areas, there was only minimal support for this from institutions.

Respondents identified a number of subject areas they felt should be prioritized for scholarship provision abroad. Chief amongst these were courses in public administration, education (particularly management and policy studies), natural sciences, applied sciences and engineering. The reasons given for selecting these courses were that they were in areas in which there were gaps in provision, and there was an urgent need for training in these areas given the human resource needs of a post-apartheid society. Either courses did not exist or insufficient places were available for black students.

This finding again supports the EOC choice of priority fields required to address the black human resources deficit. There also indications that the limiting of scholarships abroad to post-graduate students only may be both appropriate and cost-effective.

5.8 Barriers to Black Progress in Sciences and Technical Careers

The job dissatisfaction expressed by a number of EOC science diplomates prompted the evaluators to consult with Dr. Dwight Triegaardt, Director of the Science Education Program (SEP) and David Kramer of the Program for Technological Careers (PROTEC). SEP improves the skills of science teachers. PROTEC provides tutoring and counselling support for black youth during their secondary education, through tertiary to on-the-job counselling. Both organizations monitor research and human resource trends in industry and academia. Between the two they provided they corroborated problems with black career advancement in the sciences and cited the following reasons, briefly stated.

- 1) Many South African companies sponsor students for tertiary studies and focus their career development efforts on their bursars to the exclusion of graduates who come in "cold."
- 2) Black science graduates require more than technical skills to advance. Often they lack "work place" knowledge and techniques.
- 3) Scientific and technological education require major realignment in South Africa. Apart from shifts from university education to technikons, a spectrum of stakeholders (in industry, teaching, research) feel that there must be a joint effort to reform scientific and technical education and professional development.
- 4) Academic scientific research is skewed against black researchers because of institutionalized apartheid-era structures controlling funding.

Both Triegaardt and Kramer suggested that the EOC could play a constructive facilitative role in addressing these issues.

Conclusions

The EOC has made a measurable difference in producing black graduates in fields where they have been under-represented, guided mainly by donor research and the EOC's networking efforts. This and the findings that alumni/ae are moving through increasingly high levels of leadership and decision-making, prove the impact of EOC programs.

Black human resources planning must take consideration of interaction between education and training, the labor market and South African development needs. Given the realities of the apartheid education policies, the interventions undertaken by the EOC and the decisions on program design and fields of study were accurate.

Education and training alone do not always empower blacks to move into leadership and decision-making positions in science and technology fields; focused career counselling and career management are sometimes needed.

Recommendations

The EOC should develop a research capability to monitor or conduct research on the interaction between human resources planning and education, training, the labor market and development needs. It is a natural outgrowth of this work and an area where EOC could develop a predominant capability. The research should also inform EOC's program development such as new focused bursary programs and provide better career counselling for potential bursars.

With a critical mass of alumni/ae in certain sectors, the EOC should identify issues where it could convene seminars (many are suggested by this evaluation) to provide leadership in illuminating the issue and possibly lead to interventions. Such topics include: how to overcome barriers to black human resource development in science and technology; how to overcome barriers to achieving gender parity in tertiary education; how affirmative action can facilitate human resource development; policy development on realignments of black tertiary education from universities to technikons.

5.9 New EOC Program Directions

The EOC has been responsive to South Africa's emerging human resource needs and developed new programs, mainly involving short-term training; there have also been adjustments in existing programs. This is consistent with the policies of donors such as USAID. Among the programs which EOC has developed during the period of transition in South Africa are the following.

- 1) The US Scholarship Program was modified so that beginning in 1994 there were no undergraduate participants, in line with USAID policy.
- 2) Research Fellowships for Master's Degree Studies for Junior Faculty at HBUs
- 3) Training for Public Service in the New South Africa - The program was developed collaboratively with HBUs. Pilot training sessions have been held while potential donors are sought.
- 4) Macro-Economics Training Program - This is a short-term training program for civil servants in the various regions of SA. The two year program was funded by USAID and the first pilot training project was held in Bloemfontein in March 1994.

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6.0 EOC OPERATIONS EFFICIENCY

6.1 EOC Program Reporting, Monitoring & Evaluation

Since its inception EOC has instituted reporting mechanisms for the monitoring of the outcomes of its programs. Statistical data is collected and collated regularly, and particular trends are highlighted. These detailed reports are presented to the EOC National Council and the funders of individual programmes, and provide an empirical basis for the monitoring of the outcomes of the EOC's activities.

A review of the annual reporting cycle documents of the EOC indicates that the data collected and displayed has become progressively more detailed, and over time the number of aspects monitored and analyzed has increased, enhancing transparency of results. Both data for the current year and cumulative results are collected and updated. The most recent documentation produced by the EOC includes the tabulation of the following data :

- Summary of participants on programs
- Breakdown according to sponsor
- Breakdown by gender and year of grant start
- Current status of participants on each program
- Current status by gender
- Current breakdown according to region of origin
- Alumni/ae breakdown according to region of origin
- Breakdown according to field of study
- Alumni/ae breakdown according to field of study
- Field of study by level of study - undergraduate or graduate
- Alumni/ae by field of study by level of study - undergraduate or graduate
- Breakdown according to level of study - bachelor's, master's and doctoral
- Breakdown of gender according to level of study

The reporting system thus allows for ready auditing of the gender and regional distribution of students, academic progress of students, as well as the allocation of bursaries in particular fields of study at junior, middle or senior levels. The data provides a sound basis for the analysis of trends and deviations from them.

In addition, a number of components of the EOC program have been evaluated by external independent consultants. The evaluations of program - particularly SAEP and CDFP - provide both summative analyses of past program performance and formative recommendations for adjustment, refinements and further development in the delivery of scholarships to disadvantaged black South Africans.

The program evaluations were in accord that the EOC was responding to a clearly identified need for educational opportunities for black South Africans. The reports indicated also that students had high success rates, few dropped out and alumni/ae described heightened

feelings of confidence, assertiveness and positive self image. Evaluative interviews with alumni/ae also yielded largely positive trends regarding their employability and enhanced capacity in the work place.

Several evaluation studies contributed to the development of new and the refinement of existing EOC programs. The evaluation conducted by Creative Associates was instrumental in the establishment of the Career Development Fellowship Program. The effectiveness of the CDFP was established by an independent consultant in late 1991. This finding was confirmed by a further study conducted by an EOC Board Member and a senior representative of the Institute of International Education, who made suggestions for additional refinements to include institutional and group nominations as an organizational capacity building intervention.

The administrative policies, systems and procedures of the EOC were extensively studied during 1990 and resulted in recommendations to enhance and improve organizational functioning.

Evaluation studies reviewed in this study include the following :

1. CDFP - Adapting a Highly Effective Initiative to Changing Needs (January 1992) Daniels (EOC) and Carmichael (IIE)
2. Evaluation of the Career Development Fellowship Program of the EOC (November 1991) Cook
3. Internal Effectiveness of the EOC Vol 1 (August 1990) Evaluation of Organizational Systems Radford, Glaser Associates
4. Internal Effectiveness of the EOC Vol 2 (August 1990) Perceptions of the Climate within the EOC Radford, Glaser Associates
5. Training for Disadvantaged South Africans : Review and Design Vol 1 (July 1989) Creative Associates Vol 1 is a review of program experience to date
6. Training for Disadvantaged South Africans : Review and Design Vol 2 (July 1989) Creative Associates Vol 2 provides design options for future programmes
7. South African Education Program (November 1985) Ladd"

Interviews with EOC's major donors indicated that program and financial reporting had been timely and accurate. In-person interviews or replies to written questions were provided by: Mr. David Evans, Director of Education and Training, United States Agency for International Development/SA

Dr. John D. Gerhart, Director of the Office for South Africa and Namibia, The Ford Foundation

Mr. George Gibbons, Foundation Director, Equal Opportunity Foundation

Mr. Itoh and Ms. Masako Osado, Association for the Promotion of International Cooperation, also known as the Southern Africa Trade Association, representing Japanese donors

Mr. Richard Timms, Director, British Council/SA.

6.2 Financial Administration & Reporting

Donor commitments to the EOC dating from 1982 have been compiled on the following page. The EOC has produced regular audited financial statements. A schedule of the details and purpose of each donor contribution is provided in the appendices.

In preparing the financial analysis, it was found that although there were continuous financial records and reports, the filing (or lack thereof) was such that a protracted period was required by the financial analyst to compile the materials provided here.

The EOC management has periodically commissioned financial management assessments. The last such assessment was conducted in early 1993 by Development Agency Support Services (DEVASS), a firm of financial management consultants with extensive practical experience in financial management within NGOs.

The recommendations of the consultants related to backlogs in financial procedures and reports which accumulated and then had to be brought up to date with additional accounting personnel, usually at the time of audits. The consultants' recommendations centered on the need for adjustments in the financial organizational structure, most specifically the need to hire a very senior level financial director.

The market place for the type of personnel recommended by the consultants has been such that an appropriate financial director has been out of reach in terms of salary. This is a perennial problem of NGOs: highly skilled financial and personnel are not attracted by the short-term funding cycles of NGOs and good personnel are hired away by better offers. In 1992 the EOC commissioned a study of salaries and found that many salaries required adjustment upward which was only partially possible through renegotiations with donor organizations. Traditionally, donors are resistant to increases in administration costs for bursaries. The restraints in paying competitive staff salaries in turn relates to staff turnover, which adversely affects continuity in program administration. For example, highly skilled computer staff are in high demand; the EOC has had several changes in the staff member who provide back-up for the organizations computer operations. A staff turnover delayed generation of program statistics necessary for this report.

Usually the EOC has been able to overcome the effects of staff turnover, but at times the impact is seen in "bottle necks" in program activities. However, deadlines for taking entrance exams, reviewing applications, scheduling selection panels and informing bursary recipients are relentless and EOC sometimes makes extremely high demands of staff.

The high assessment given by alumni/ae and donors or EOC administration indicate that though the organization faces these restraints, it has been able to maintain acceptable standards of operation to the outside world.

EOC SCHEDULE OF GRANT COMMITMENTS: 1982 - 1996

6.3 Cost/Benefit Analysis

The attached analyses of bursary and administration cost detail how funds are expended by EOC. The figures break out:

- overhead costs
- application solicitation costs
- selection costs
- bursary administration costs.

For the local program, after providing for application and selection costs, administration costs come to 15.7% of the total bursary, the remaining 84.3% being direct bursary costs: R11,060 direct costs versus R2,050 for administration.

For SAEP and CDFP, the same comparison cannot be made because tuition is usually on a waiver basis in the U.S.

Also, the EOC raises funds from different sources to pay for airfare, tuition, selection, orientation and overhead.

EDUCATIONAL OPPORTUNITIES COUNCIL RATIO ANALYSIS - 1991/1992 AND 1992/93

	Total	1991/92				1992/93				
		Executive	SASP	SAEP	Support Serve	Total	Executive	SASP	SAEP	Support Serve
Audit Fee	25,000				25,000	21,019				21,019
Advertising	Average - SASP 27,000:80% Average - SAEP 3,300:20%									
	25,712		20,570	5,142		34,200		27,360	6,840	
Bank Charges	26,353				26,353	15,925				15,925
Conference Fees	9,223	9,223				10,179	10,179			
Consultants	218,429		16,000	4,000	198,429	97,703		16,000	4,000	77,703
Depreciation	5,60,20,15 174,621	8,730	104,772	34,925	26,194	165,099	8,254	99,059	33,019	24,767
Other expenses	5,60,20,15 85,901	4,296	51,541	17,180	12,884	102,493	5,125	61,495	20,498	15,375
Interest on Bank overdraft	865				865	10,168	275			9,893
Motor Vehicle Insurance	12,576	12,576				28,736	8,620	12,069	8,047	
Postage, Printing & Stationery	5,60,20,15 167,245	8,362	100,347	33,450	25,086	233,643	11,682	140,186	46,729	35,045
Rent	318,668	44,613	58,787	47,800	127,468	195,139	27,319	60,493	29,271	78,056
Salaries	1,734,835	367,785	511,776	343,497	511,777	1,456,399	308,756	429,637	288,367	429,633
Selection Expenses	20-80 48,064		38,451	9,613		41,193		32,955	8,238	
Staff Dev	6,491				6,491	8,237				8,237
Telephone & Telex	96,154	9,615	48,077	26,923	11,539	107,966	10,797	53,983	30,230	12,956
Travel	142,067	28,413	85,240	28,414		206,657	41,331		41,331	123,995
Prog Admin Costs	26% 3,092,204	493,613	1,075,561	550,944	972,086	26% 2,734,756	432,333	974,568	599,234	728,616
Dept Cost as a % of total Prog Admin Costs	100	15	35	18	32	100	16	36	22	26
Total Prog Costs	74% <u>8,748,457</u>					74% <u>7,811,122</u>				
Total Costs	100% <u>11,840,661</u>					100% <u>10,545,879</u>				
Dept costs as a % of total Prog costs		5.6	12.2		11.1		5.5	12.5		9.3

IMPACT OF PROGRAMS OF THE EOC

SASP EFFICIENCY RATIOS

SASP handles anything between 20,000 & 35,000 applications per annum Advertising selection takes approximately 3 months Approx 1,500 p.a is invited to interview

SASP 3 months cost	268,890		248,642
Add 60% of 3 months executive cost	74,041		64,850
	-----		-----
cost of processing approx 27,000 applications	342,931		308,492
cost per application	13		11
cost of inviting approx 1,500 interviewees	230		205
cost of selecting approx 200 successful applicants	1,715		1,542
cost of administering approx 800 bursaries	806,670		730,926
cost per bursary			
100% of 9 month SASP costs	1,008		913
cost of admin 800 bursaries, SASP plus other costs	2,052		1,735
SASP	806,670	(See above for working)	730,926
Support 60%	583,251		437,169
Exec	251,743	60% of 493613 - 74041	220,492
	-----		-----
	1,641,664		1,388,587

EDUCATIONAL OPPORTUNITIES COUNCIL RATIO ANALYSIS - 1991/1992 AND 1992/93

	1991/92					1992/93				
	Total	Executive	SASP	SAEP	Support Serve	Total	Executive	SASP	SAEP	Support Serve
OVERHEAD RATE										
Average Bursary		11,000	84.3%			85%		9,800		
All inclusive costs of administering 500 bursaries		2,050	15.7%			15%		1,730		
		<u>13,050</u>	<u>100%</u>			<u>100%</u>		<u>11,530</u>		
SAEP/CDFP EFFICIENCY RATIOS										
SAEP/CDFP handles anything from between 3,000-5,500 applications per annum, which results in approx 500 interviewees being selected. Of these approx 170 p.a. are eventually placed in an overseas University.										
Cost per application										
100% SAEP cost			550,944					599,234		
20% of 4 months exec cost			32,907					28,822		
			<u>583,851</u>					<u>628,056</u>		
Cost per applicant 4,250			137					147		
cost to arrive at approx 500 interviewees (per interviewee)			1,167					1,256		
cost to arrive at approx 170 candidates			3,434					3,694		
All inclusive cost of arriving at approx 170 candidates cost per above			583,851					628,055		
20% cost of support			194,417		4,578			145,723		4,551
			<u>778,268</u>					<u>773,779</u>		

NOTES

- 1991/92 financials of EOC represents 15 months of activity. In order to make a meaningful comparison with 1992/93 financials expenditure was adjusted on a prudency basis (1992/93 representing 12 months)
- The student numbers, estimates of time related to activity/costs have been arrived at through discussions with various staff involved in the activity as well as the perusal of various reports.

Conclusions

The EOC has satisfactorily provided program reports to donors, monitored programs and conducted evaluations. It has maintained regular monitoring statistics; retrieval of data has been hampered at times because of staff turnover.

A definitive cost/benefit analysis cannot be arrived at without resources beyond the parameters of this evaluation. An analysis of the budgets, staff salaries and staffing patterns of EOC indicate, however, that the operation is lean and keeps administration costs at a minimum.

The EOC has been financially accountable to its donors. This has been notwithstanding difficulty in attracting top-level financial personnel because of salary package constraints.

The EOC is to be commended for creating, nurturing and sustaining a black-led organization with black staff which has developed diversified capabilities to undertake its mission of providing advanced study and research opportunities for disadvantaged South Africans. According to David Evans and Dipolelo Ngatane, Education Division Chief and Education Officer respectively of USAID/SA, the EOC has been the foremost example of the Agency's strategic objective of promoting black human resources and institutional capability.

Recommendations

As part of stabilizing itself for new challenges, the EOC should prepare a multi-year plan for institutional support and fund development and seek funding to allow it to attract senior personnel for key posts.

APPENDICES

- A. Alumni/ae Occupations and Titles & Employers
- B. List of Alumni/ae Interviewed
- C. Schedule of Sponsors: dates, purposes and amounts of grants
- D. Documentation Reviewed for the Evaluation
- E. Alumni/ae Survey Questionnaire

ALUMINI/AE OCCUPATIONS

POSITION

Accountant (4)
 Analyst (6)
 Attorney (4)
 Business Administrator/Director/Manager (2)
 Business Consultant/Economist (5)
 Chemical Analyst/Chemist (3)
 Computer Consultant/Analyst (3)
 Engineer (6)
 Journalist, Correspondent (2)
 Lecturer (56)
 Librarian/Resource Person (3)
 Manager/Business, Media (12)
 Marketing Manager/Officer (4)
 Media/Communication (4)
 NGO Administrator (5)
 Nurse, Occupational therapist (4)
 Personnel/Coordinator (6)
 Pharmacist (3)
 Planner (1)
 Project Manager/Director/Leader/Coordinator (17)
 Psychologist (3)
 Rector (3)
 Researcher (3)
 School Administrator (1)
 School Administrator/Principal/Deputy (7)
 Self-employed/Director of own Business (3)
 Social Worker/Community Worker (6)

Student/Internship (8)
 Teacher/Education Officer (23)
 University Administrator (2)

TITLES & EMPLOYERS

Accountant, Spar Food Store
 Acting Head, Department of Didactics, UNIN
 Administrative Trainee, ISM
 Analyst, Lennox Chemicals
 Assistant Director, SA Dept of Foreign Affairs
 Associate Professor of Law, UWC
 Attorney
 Business Consultant SELF-EMP
 Candidate attorney
 Capital Procurement Officer, Goldfields of SA LTD
 Chief Professional Nurse, Ga-Rankuwa Hospitals
 Community Affairs Mgr, Engen
 Computer programmer, Unilever
 Control System Engineer (Assistant), Lever Brothers
 Coordinator of Education & Health Safety and Environment,
 National Union of Public Service Workers
 Cytotechnologist, Van Drimmeling Laboratory
 Deputy Principal, Efata School for the Blind and Deaf
 Director, SHARE (NGO)
 Divisional Manager/Human Resources Development, DBSA
 Economist, Industrial Development Corporation
 Engineer, Eskom

Head of Black languages Dept., Vista University (Soweto)
 Head of Commerce Dept., Umgali College

TITLES & EMPLOYERS

Head of Dental Services, Bophuthatswana
 Head of Department of Education, UNITRA
 Head of Dept, Nursing Sciences, UNIBO
 Head of Dept, Wits Mental Health
 Head of Library Sciences, Venda Government
 Hydraulics Engineer SELF-EMP
 Financial Analyst, ISM
 Information and Library Officer, British Council
 Inspector of Psychological Services, Dept. of Education & Training
 Lecturer, Microbiology
 Legal Advisor & Personal Assistant to the Vice Chancellor, UNIBO
 Manager, Corporate Relations, SABC
 Manager in Projects/Mass Markets, First National Bank
 Manager of Operations research, Standard Bank
 Market Development Officer, PFG Building Glass
 Materials developer, OLSET
 Money Market Dealer, Johannesburg
 Consolidated Investment Company
 National director of Litigations, Lawyers for Human Rights
 Occupational Therapist, TPA Hospital Services, (200 black out of
 Ordained minister & community worker

IMPACT OF PROGRAMS OF THE EOC

70

Packaging Buying Assistant, VanDenBurgh & Jurgen
Partner, Cheadle Thomson & Haysom Attorneys
Personnel Assistant, BEVCAN (Division of Nampak)
Personnel & Training Officer, Edgars Group
Pharmacist, Glaxo
Pharmacist
Political Correspondent, The Star
Priests
Principal, DET
Program Assistant, Educational Opportunities Council
Program Manager, human resources development, Africare
Project Coordinator, Centre for Human Rights
Project Leader, DBSA
Project Leader, First National Bank
Public Health Administrator Trainee, Witwatersrand University
Quality Control chemist, Caltex, LMP
Rector, Mfuzuma College of Education
Rector, University of Zululand
Remedial teacher
Sales Representative, Pfizer Laboratory
Senior Accountant, Deloitte & Touche
Senior Advertising Manager, The Sowetan
Senior Controller, Financial Services Board
Senior Lecturer
Senior Lecturer, Soweto College of Education
Senior Research Scientist, AECI
Social Worker, CPA Community Services
Strategic Planning Trainee, Standard Bank
Strategy Planner, D'Arcy Matsius Benton & Bowles

Systems Analyst, ISIS Information Systems
Systems engineer, ISM
Teachers, DET, Gugulethu, Tembisa, all over
Teachers, Principals, Deputy principals, DET
Technical management Trainee, South African Breweries
Trainee Accountant, Coopers & Lybrand
TV Producer, SABC
Vice Dean of Faculty, UNITRA
Vice Dean of Faculty, Economic Sciences & Senior Lecturer, UNITRA
Village Administrator, SOS Children's Village Administrator

Evaluation of the Impact of the Educational Opportunities Council

Instructions to Interviewer

THE QUESTIONS ARE ANSWERED ON THE QUESTIONNAIRE BY MEANS OF A CROSS OVER THE FIGURE IN THE BLOCK WHICH CORRESPONDS TO THE ANSWER GIVEN BY RESPONDENT.



SECTION 1 PERSONAL INFORMATION

- 1.1. Respondent Number 1-4
- 1.2. Date
- 1.3. Interviewer
- 1.4. Type of Interview
- Conducted in Person.....
- Conducted By Telephone
- 1.5. Last Name*

1
2

[* IF NAME WAS DIFFERENT WHEN YOU WERE AN EOC BURSARY RECIPIENT, PLEASE INDICATE IT IN THE FOLLOWING SPACE.

.....

- 1.6. First Name/s.....
- 1.7. Home Address
- 1.8. Mailing Address.....
- 1.9. Daytime Telephone.....
- 1.10. A/H Telephone.....

1.11. Sex

- Male
- Female

1
2

5

1.12. What is your racial classification?

- African
- Asian
- Coloured
- Other [Specify] _____

1
2
3
4

6

1.13. What is your marital status?

- Married
- Separated
- Single
- Divorced
- Widowed

1
2
3
4
5

7

1.14. What is your age? _____ Years		8-9
1.15. How many dependents do you have? _____		10-11
1.16. What is your place of origin?		
Urban	1 2	12
Rural		
1.17. Present domicile?		
Urban	1 2	13
Rural		

**SECTION 2
EOC PROGRAM**

2.1. Bursary Source		
(USA)(SAEP)	1 2 3 4 5 6 7 8 9	14
(RSA)(SAEP)		
(UK)(BRUFS)		
(USA)(CDFP)		
(USA)(FFP)		
(CANADA)(SAETF)		
(NETHERLANDS)(FUA)		
WATERFORD(SWAZILAND)		
(USA)(CLP)		
2.2. Age at the time you received EOC Bursary Years		15-16
2.3. Age at the time you received your degree..... Years		17-18
2.4. Number of Years EOC Bursary Received..... Years		19
2.5. Period of Study (EOC) 19..... to 19.....		20-21
2.6. Name of Educational Institution (EOC)		
.....		22-23
2.7. Location of Educational Institution (EOC)		
.....		24-25
2.8. Major(EOC)		26-27
2.9. What degree did you received(EOC)?		
Ph. D	1 2 3 4 5 6	28
Masters		
Honours		
Bachelors		
Fellowship		
Other[SPECIFY] _____		

2.10. Field of Study (EOC)

Arts	1	29-30
Business	2	
Education	3	
Engineering	4	
Health	5	
Law	6	
Psychology	7	
Science	8	
Social Science	9	
Urban/Regional Planning&Architecture	10	
Other (SPECIFY)	11	

2.11. Degree Prior to EOC Bursary

PhD	1	31
Masters	2	
Honours	3	
Bachelors	4	
Fellowship	5	
Other(SPECIFY) _____	6	
Not Applicable	7	

2.12. Did you continue with your studies after EOC-sponsored degree?

Yes	1	32
No	2	
Not Applicable	3	

2.13. If Yes to previous question did you receive further funding?

Yes	1	33
No	2	
Not Applicable	3	

[SPECIFY FUNDING DETAILS. AMOUNT. TIME. PERIOD. INSTITUTION/S]

2.14. Institution at which you studied prior to EOC Bursary

Black Institution in South Africa (SPECIFY _____)	1	34
White Institution in South Africa (SPECIFY _____)	2	
Institution in Another Country (SPECIFY _____)	3	
Not Applicable	4	

2.15. How many years of relevant work experience did you have prior to EOC-sponsored studies?Years 35-36

73

**SECTION 3
EMPLOYMENT**

3.1 How many years of overall work experience do you have? Years 37-38

3.2. What type of employment are you in? 39

- | | | |
|------------------------------|---|--|
| Government | 1 | |
| Parastatal | 2 | |
| Private Sector | 3 | |
| NGO | 4 | |
| Self-employed | 5 | |
| Unemployed | 6 | |
| Not Applicable[SPECIFY]..... | 7 | |

3.3. How long are you working in your present job? Years 40-41

3.4. Did you return to your previous place of employment after EOC-sponsored studies?

- | | | |
|----------------|---|----|
| Yes | 1 | |
| No | 2 | 42 |
| Not Applicable | 3 | |

3.5. If Yes to previous question at what level did you return to previous place of employment?

- | | | |
|---------------------------------------|---|----|
| Same level as before | 1 | |
| Senior position to previous job | 2 | 43 |
| Found a new job | 3 | |
| Unemployed | 4 | |
| Returned to further full-time studies | 5 | |
| Not Applicable | 6 | |

3.6. If Yes, I returned to my previous place of employment
[SPECIFY REASONS FOR DOING SO]

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

3.7. If No, I did not return to my previous place of employment
[SPECIFY REASONS FOR NOT DOING SO]

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

74

3.8. How satisfied are you that you are working in a position for which you have trained? [CHECK WITH AN X ON RELEVANT NUMBER]

1	2	3	4	5	6	7
Little satisfaction				Great Satisfaction		

3.9. Please list reasons for your rating of work satisfaction 45-46
 [Instructions to Interviewer EACH POSITIVE 2 POINTS, NEUTRAL 1 POINT, NEGATIVE/UNEMPLOYED 0 POINTS]

- Reasons for rating of work satisfaction. Points(GIVEN BY INTERVIEWER)
- 1.....
 - 2.....
 - 3.....
 - 4.....
 - 5.....
 - 6.....
 - 7.....
 - 8.....
 - 9.....
 - 10.....

TOTAL NUMBER OF POINTS

3.10. Are you employed in a black-owned business?

Yes	1	47	
No			2
Not Applicable			3

3.11. Are you unemployed

Yes	1	48	
No			2
Not Applicable			3

3.12. If yes, how long have you been unemployed?..... Years 49-50

3.13. How many unsuccessful job applications have you made?..... 51-52

3.14. State reasons given for your job application/s being unsuccessful.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

3.15. Give your reason/s for why YOU consider your job application/s have being unsuccessful

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

3.16 How many job changes have you made?..... 53

3.17. What were the reasons for your job changes?
.....
.....
.....

3.18. At what level are you employed?

Senior Level

1

 54
Middle Level

2

Junior Level

3

Not Applicable

4

3.19. Are you a decision-maker at work?

Yes

1

 55
No

2

Contribute to decision -making

3

Not Applicable

4

3.20. Please indicate the type/types of decisions you have made.

Policies or structural changes in your company

1

 56
Hiring, firing or evaluation of personnel

2

Personnel policies

3

How funds are spent, departmentally or overall

4

How the organisation raises funds or receives its income

5

Almost all of the above

6

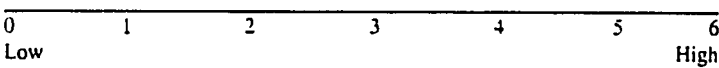
Other [SPECIFY]

7

Not Applicable

8

3.21. How would you rate your contribution to decision-making at your place of employment? 57



3.22. What type/s of decisions have you contributed to at your place of employment?.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

3.23. How many people are affected by decisions you make/or decisions you contribute to at your place of employment? 58-59

3.24. What is your present salary?

Less than R30 000 pa

1

 60
R30 000 to 50 000 pa

2

R50 000 to 70 000 pa

3

R70 000 to 80 000 pa

4

R80 000 to 100 000 pa

5

more than R100 000 pa

6

3.25. What staff benefits do you receive?

Housing subsidy	1	61
Company car	2	
Travelling allowance	3	
Annual bonus	4	
Pension fund	5	
Medical aid scheme	6	
Group life assurance	7	
Free personal & professional indemnity cover	8	
Other {SPECIFY}	9	

3.26. What was your salary prior to EOC-sponsored studies

Less than R30 000 pa	1	62
R30 000 to 50 000 pa	2	
R50 000 to 70 000 pa	3	
R70 000 to 80 000 pa	4	
R80 000 to 100 000 pa	5	
more than R100 000 pa	6	

3.27. What staff benefits did you receive prior to EOC-sponsored studies?

Housing subsidy	1	63
Company car	2	
Travelling allowance	3	
Annual bonus	4	
Pension fund	5	
Medical aid scheme	6	
Group life assurance	7	
Free personal & professional indemnity cover	8	
Other {SPECIFY}	9	

3.28. Did you own a home prior to EOC-sponsored studies?

Yes	1	64
No	2	

3.29. If Yes, to the previous question what was the value of your home?

Less than R50 000	1	65
R50 000 to 100 000	2	
R100 000 to 250 000	3	
More than R250 000	4	
I did not own a home	5	

3.30. Do you own a home now?

Yes	1	66
No	2	
I Owned a home prior to EOC-sponsored studies	3	

3.31. If Yes, what is the value of your home?

Less than R50 000	1	67
R50 000 to 100 000	2	
R100 000 to 250 000	3	
More than R250 000	4	
Same home as prior to EOC-sponsored studies	5	
I do not own a home	6	

3.32. Did you contribute part of your monthly income to extended family obligations prior to EOC-sponsored studies?

Yes	1	68
No	2	

3.33. If Yes to previous question, what percentage of monthly income was contributed to extended family obligations prior to EOC-sponsored studies?.....percent 69-70

3.34. Do you presently contribute part of your monthly income to extended family obligations?

Yes	1	71
No	2	

3.35. If Yes to previous question, what percentage of monthly income is presently contributed to extended family obligations? percent 72-73

3.36. Do you have a clear up-to-date job description?

Yes	1	74
No	2	

3.37. Is there regular supervision/staff development at your place of employment?

Yes	1	75
No	2	

3.38. Has supervision/staff development helped you to develop your professional skills?

Yes	1	76
No	2	
Not Applicable	3	

3.39. Does your employer organisation have a written affirmative action policy?

Yes	1	77
No	2	
Not Sure	3	

3.40. If Yes to the previous question has the affirmative action policy resulted in the career advancement of blacks in the organisation?

Yes	1	78
No	2	
Not Sure	3	

3.41. Are you employed in terms of an affirmative action policy?

Yes	1	79
No	2	
Not Sure	3	
Not Applicable	4	

**SECTION 4
EOC FELLOWSHIP AND JOB ADVANCEMENT**

4.1. What was your employment status when you started your EOC-sponsored studies?

Employed	1	1
Unemployed	2	
School leaver/Student	3	
Resigned to take up studies	4	
Other	5	

4.2 Did you seek/are seeking employment after completing your studies?

Yes	1	2
No	2	

4.3. If Yes to the previous question, how long did it take you to find a job after completing your studies?.....Months 3-5

4.4. If you are unemployed how long are you seeking employment?.....Months 6-8

4.5. Did your EOC-sponsored qualifications influence/enable you to be appointed?

Yes

1
2
3

 9

No

Not Applicable

4.6. If Yes to the previous question explain how EOC-sponsored studies influenced/enabled your appointment.
.....
.....

4.7. Looking back did you receive any counselling on the appropriate field of study for you or SA's priority occupational needs?

Yes

1
2

 10

No

4.8. Did you find the counselling helpful?

Yes

1
2
3

 11

No

Not Applicable

4.9. If Yes to the previous question please provide details of the counselling you received.
.....
.....

4.10. If No to the previous question, where should you have received such counselling?
.....
.....

4.11. Rate the services provided by EOC during the period of your bursary? 12

1 2 3 4 5 6 7
Poor service Excellent service

4.12. Indicate the area/a in which you feel EOC service provision could have been improved.
.....
.....

4.13. Rate the extent to which your EOC degree/program contributed to your development and career by marking one of the four possible responses to each item.

	No contribution	Slight contribution	Moderate contribution	High contribution	
Public Speaking	1	2	3	4	13
Self-confidence	1	2	3	4	14
Assertiveness	1	2	3	4	15
Leadership	1	2	3	4	16
Writing skills	1	2	3	4	17
Time management	1	2	3	4	18
Obtain employment	1	2	3	4	19
Job Promotion	1	2	3	4	20
Higher salary	1	2	3	4	21
Leadership	1	2	3	4	22
Communication	1	2	3	4	23
Organisational skills	1	2	3	4	24
Organise & lead meetings	1	2	3	4	25
Interpersonal skills	1	2	3	4	26
Planning skills	1	2	3	4	27
Financial management skills	1	2	3	4	28

4.14. Do you use your expertise and skill/s in private consultancy work in addition to full-time employment? 29

1
2
3
4

Yes
 No
 I am considering private consultancy work.
 I am self-employed

4.15. Rate the demand/possible demand for your expertise and skill/s for private consultancy work. 30

1	2	3	4	5	6	7
Low						High

**SECTION 5
 SOUTH AFRICA'S HUMAN RESOURCES**

5.1. How many people are in the same profession as yourself at your place of employment?
 [NUMBER AND PERCENTAGE] N=% 31-33

5.2. How many people in the same profession as yourself at your place of employment have your qualification ?
 [NUMBER AND PERCENTAGE] N=.....% 34-36

5.3. How many people in the same profession as yourself at your place of employment are black?
 [NUMBER AND PERCENTAGE] N=% 37-39

5.4. How many people in the same profession as yourself and having your qualification at your place of employment are black?
 [NUMBER AND PERCENTAGE] N=% 40-42

5.5. How many people in the same profession as yourself at your place of employment are women?
 [NUMBER AND PERCENTAGE] N=% 43-45

5.6. How many people in the same profession as yourself at your place of employment are black women?
 [NUMBER AND PERCENTAGE] N=% 46-48

5.7. How many people in the same profession as yourself and having your qualification at your place of employment are women?
 [NUMBER AND PERCENTAGE] N=% 49-51

5.8. How many people in the same profession as yourself and having your qualification at your place of employment are black women?
 [NUMBER AND PERCENTAGE] N=.....% 52-54

5.9. How many black people are there in your particular field nationally? N=..... 55-57

5.10. Is alumnus a member of a professional body? 58

1
2
3

Yes
 No
 There is no professional body

5.11. Is alumnus a member of a black-based professional body? 59

1
2
3

Yes
 No
 There is no black-based professional body

5.12. If Yes to the previous question how does alumnus/a participate in the body

5.13. List in order of priority the fields of black human resource deficit in South Africa.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

**SECTION 6
COMMUNITY PARTICIPATION**

6.1. Does the alumnus/a belong to a community structure/s?

- Yes 1 60
 No 2

6.2. If Yes to the previous question answer the following questions:

What are the community structure/s to which you belong?
 [LIST THE ORGANISATION/S. INDICATE YOUR POSITION/S. INDICATE THE NUMBER OF EOC ALUMNI IN THE ORGANISATION/S]

	ORGANISATION	POSITION	No. of EOC ALUMNI
1.....			
2.....			
3.....			
4.....			
5.....			
6.....			
7.....			
8.....			
9.....			
10.....			

6.3. Do you network with other EOC alumni

- Yes 1 61
 No 2

6.4. Indicate the type of networking between yourself and other EOC alumni.

- Informal 1 62
 Formal 2
 Both informal and formal; 3
 Not applicable 4

6.5. Reason/s why you network with EOC alumni.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

6.6. Do you network with people from other countries you met during your EOC-sponsored studies

Yes
No
Not Applicable

1
2
3

63

[SPECIFY COUNTRY. REASONS FOR NETWORKING. FREQUENCY OF CONTACT]

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