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REPORT OF THE MEETING OF
THE WORKING PARTY
ON MANPOWER AND TRAINING

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REPORT OF THE MEETING OF
THE WORKING PARTY ON MANPOWER AND TRAINING

CHAPTER I - INTRODUCTION

1. The first meeting of the Working Party on Manpower and Training was held in Addis Ababa (Ethiopia) from 26 September through 1 October 1966, in accordance with Commission resolution 128 (VII) which called for the setting up of a number of working parties to consider specific major problems of development on a regular basis.
2. The meeting was organized with the co-operation of the ILO, UNESCO, FAO, WHO and the Organization of African Unity (OAU). It was attended by nine country experts primarily concerned with manpower and educational planning and training administration in six African countries and by the representatives of the ILO, UNESCO, FAO, WHO, OAU, USAID and the German Foundation for Developing Countries. A full list of the participants is contained in Annex II of this report.
3. The meeting was convened in order to review action taken to implement resolutions passed at previous sessions of the Commission, including the recommendations of its standing committees and subsidiary bodies, as well as the decisions of other meetings which have dealt with personnel and training; to evaluate what member States were doing to meet their manpower needs; to formulate proposals for future programmes of action; and to make further recommendations for the consideration of the Commission.
4. To assist the Working Party in its deliberations the Secretariat, in collaboration with the ILO, UNESCO, FAO and WHO, had prepared for its consideration a number of working documents, giving, inter alia, estimates of trained manpower requirements for accelerated development; describing innovations in education and training designed to promote development; and suggesting an organizational framework for assessing current and future manpower requirements and for translating these requirements into training programmes. A list of the documents considered at the meeting is contained in Annex III.

5. In his opening address, which is reproduced in Annex IV of this report, the Executive Secretary of the Economic Commission for Africa, welcomed the participants and in explaining the purpose of the meeting, he stressed that the scarcity of scientific, technical, professional and managerial skills was a major handicap to development efforts in the region. The problem was not only that of a scarcity of high-level manpower of the kind that could often be borrowed or hired from abroad, but also one of acute shortage of middle-level technical personnel which ought to be produced in local institutions. He also drew attention to the growing problem of unemployed school leavers and of idle or under-employed persons in cities. He outlined the task before the Working Party and urged participants to engage in a frank discussion of the problems involved in developing and mobilizing African human resources for development; and that they should also be responsible for propagating in their countries the "message" received at the meeting.

6. H.E. Ato Getahun Tessema, Minister for National Community Development and Social Affairs, on behalf of the Imperial Ethiopian Government, welcomed the participants. In his address to the meeting, which is reproduced as Annex V, he stressed that the major responsibility for development in Africa must squarely rest on African governments and peoples and that as trained manpower provided the prime lever to development, Africa must itself take the necessary action to develop its human resources through education and training. In order to achieve a rational use of the region's human resources each country should initiate action to survey its manpower requirements, assess the manpower implications of specific development projects, take note of the annual increment to its stock of trained personnel and its effective utilization, rationalize its wage structures and incentives to higher productivity, as well as take other appropriate measures to secure the most effective contribution of labour to the national development effort. He observed that manpower surveys were only one aspect of the desired action; it was equally necessary to set up and develop adequate machinery for manpower planning and vocational guidance. For the latter action the co-operation of other government departments, employers and labour unions was essential.

7. In concluding his address the Minister suggested that patience and calculated action were necessary and that in order to find common solutions to the problem of human resources mobilization in Africa, there must be exchange of experience and co-operation.

8. Mr. P.O. Ahimie was elected Chairman of the meeting, Mr. Aly Mohamed Shehata, Vice-Chairman and Mr. H.A. Okulo, Rapporteur. A drafting committee comprising the following five members was also elected:

Mr. P.O. Ahimie (Chairman)	Mr. Aly Mohamed Shehata
Mr. H.A. Okulo	Ato Seifu Demissie
Sayed Khogali El Mubarak	

9. Having adopted the agenda for the meeting, the organization of discussions was discussed and agreement reached on necessary changes to take account of the public holiday falling on 27 September and to ensure that the Working Party would be able to complete its work within the scheduled time.

CHAPTER II

EDUCATION AND TRAINING FOR DEVELOPMENT

10. The discussion was opened by the Representative of UNESCO who pointed out that manpower was being increasingly considered as an input factor in development. Consequently, better utilization, planning and improvement of the manpower through education and training would contribute much to national development. He drew attention to document E/CN.14/WP.6/3 which dealt with recent educational developments and reforms in England, France, Sweden and Eastern Europe and with trends in educational planning in Africa. Attention was also drawn to the addendum to this document and particularly to its two annexes, dealing with the need to relate educational developments more and more to the needs of a scientific and technological age and for higher educational institutions to show leadership in coping with these needs. He pointed out the role of general education in providing a basic background for further education and for vocational training qualifying the individual for specific jobs.
11. The present stage of educational development in Africa was next considered and due reference was made to the educational targets set for Africa in terms of enrolment ratios at the three levels. In the evaluation of this development as analysed in document E/CN.14/WP.6/4, the Representative of UNESCO pointed out that the weak point in the educational structure was secondary education where, of the set target for 1963/64 of 6 per cent adjusted enrolment ratio of the relevant age group, the degree of fulfilment was only 77 per cent. It was therefore necessary for African countries to examine what was happening to enrolment, out-turn and curricula structure in secondary education as a basis for getting adequate resources of future trained high-level manpower.
12. Educational planning was an important element in UNESCO's work programme, and assistance had been given in training African educational planners under UNESCO sponsored programmes at the African Institute for Economic Development and Planning, Dakar, and at the International Institute for Educational Planning, Paris. The type of training provided was one oriented

to the planning of the educational sector within the context of manpower needs. In order to ensure effective educational planning, the manpower planning authority in each country should endeavour to give sufficient guidance to educational planners.

13. On the question of orienting higher education to the needs of a technological age, some people had advocated that there should be an educational revolution in developing countries, along the lines suggested in the addendum to document E/CN.14/WP.6/3. The Representative of UNESCO agreed that the means for such an educational revolution was already at hand and technically feasible through the use of audio-visual aids in combination with space communication. He, however, cautioned that the human factor involved in adopting the means to achieve educational revolution must be duly considered.

14. In summing up he called attention to the following important aspects of the subject for discussion:

- the development of general education and its improvement were important to later training for development;
- science and technology was essential in the development of general education oriented to development needs;
- there was a great need for quantitative and qualitative improvement in secondary educational development;
- the manpower planning authority should provide adequate data for educational planning;
- greater attention should be paid to the role of overseas training in building up national high-level manpower resources;
- consideration should be given to the use of audio-visual aids, preferably in combination with space communication as a means of bringing about educational revolution in Africa.

15. In introducing recent developments in the field of vocational training the Representative of the ILO stressed that it was not sufficient for education and training to be geared to over-all development; it must also be emphasized that it should be subjected to careful planning. One of the

purposes of education and training was to enable people to earn a better living, to adapt themselves to existing vocations and occupations; and to enable individuals to catch up with changing technology. To achieve this objective, training must be oriented to specific occupations and must be adapted to the different levels and types of trainees. If maximum contributions were to be derived from available labour resources, then the potential contribution of women must be developed through training along the same lines as provided for men.

16. Attention was also called to the rapid technological progress taking place in industrially developed countries and the growing expansion in technical education in response to the ever-increasing demand for technicians. Employers were becoming more closely associated with training activities in order to eliminate shortages of skills for their operation. These were some of the recent developments in training which African countries might wish to consider. He, however, warned against the danger of transplanting mechanical training methods and techniques suitable for advanced economies into developing economies without sufficient adaptation to local conditions and the stage of development reached. He also stressed the value of practical training and the orientation of the attitude and training techniques of many technical and vocational teachers in developing countries to the realities and requirements of industries in those countries.

17. Turning to the training strategy developing countries should adopt, the ILO Representative pointed to the confrontation presented by the masses of people needing training in order to improve their standards of living. It was desirable that these people should be trained rapidly and that training methods should have a mass effect through the training of large numbers, as well as intensification effect through the training of persons in key levels and jobs. To achieve rapidity in training, it should not be too specialized.

18. In concluding his introduction he proposed that attention should be given to discussing specific problems and to examining manpower and training needs at all levels.

19. A further introduction to the discussion of agenda item 4 was given by the Representative of the FAO who observed that there was still a great deal to be done in evolving methodology and techniques for manpower planning and training in the field of agriculture. He indicated three broad levels of training requirements for agricultural development: university, intermediate and farmer training levels. He observed that before 1960 there were very few African countries with local facilities for university education in agriculture, but by 1966 some twenty-two faculties were providing undergraduate courses. For middle-level training there had been considerable expansion of facilities and as regards farmer training there had been intensified activity in this field, particularly in East Africa, as a means of obtaining a more rapid application of the results of research.

20. Commenting on the weaknesses in existing agricultural education in Africa he called attention to the following basic problems:

- the need to adapt training to the development needs of Africa;
- the need for essential subjects such as farm management, marketing, extension work, etc., to be studied and taught within the context of the African situation;
- the possible danger of overproduction of certain categories of trained personnel in agriculture and veterinary science in some countries, should the present trend and pattern of output of graduates be continued;
- the different standards and levels of teaching course subjects prevailing, in entry standards and duration of courses, and the need for harmonization;
- the lack of practical experience in the teaching of agricultural education in Africa;
- the need for the status of African university degrees to be built up in the African countries.

21. In discussing education and training within the context of manpower requirements for development, participants briefly reviewed their countries' experiences, highlighting their main educational and training problems and the measures that have been adopted to relate educational and training effort to national development needs. As problems have varied according to local conditions and stage of economic development, the measures applied to their solution have equally varied. Most participants, however, pointed out that existing manpower problems have arisen out of inherited educational structures; the over-emphasis on literary education; the unbalanced distribution of students of higher education in the various fields of study; inadequate enrolment in science and technical courses at the second and third level education; the inadequacy of education at the primary level in terms of fitting the aspirations of recipients to realistic employment opportunities and the shortage of teachers and funds to provide the desired type of training for large numbers of trainable persons. In many countries the main problems were the ever growing difficulties of finding gainful employment for primary school leavers and the mass of other job seekers needing training oriented to occupations in wage employment.

22. In an attempt to cope with the various problems some African governments have adopted new measures calculated to relate the purpose and content of education at all levels to trained manpower requirements. Important among the measures commonly adopted were the deliberate planning of school enrolment by levels and by fields of study at the secondary and higher levels; the diversification of secondary school curricula; the encouragement of technical and science education; the use of government scholarships and bond system to ensure adequate training and employment in fields deemed essential to national development; the central control of overseas training and foreign scholarships. However, there has been varying degrees of success in applying these measures. In some countries, due to the lack of financial resources to meet the cost of their education and the problem of the subsequent creation of wage employment which school leavers would aspire to, it had become necessary to deliberately set an upper limit to the proportion of primary school age population for whom facilities should be provided.

Purposeful Education

23. The purpose education should serve in a developing economy was discussed at length. Many participants agreed that at the present level of economic advance and resources, Africa could hardly afford to expend a large proportion of its limited scarce resources on education for its own sake. Education must serve the purpose of creating the type of skills required for economic and social development. It was therefore necessary that the development of education and its expansion should be planned in relation to anticipated manpower requirements for public and private economic and social activities. It was desirable that developing countries be realistic in setting targets for educational objectives. Programmes should be devised not only to offer training facilities for present and future needs, but also to create sufficient interest in pupils to make use of the facilities.

24. The problem of shortage of intermediate technical personnel with secondary education was also considered. The bottleneck created by shortage of middle-level manpower, participants agreed, was largely the result of insufficient numbers of school leavers with science, technical and practical bias for engagement in agriculture, commerce or industry.

25. Participants pointed to the costs involved in developing really functional type of education. In their considered opinion, the government, the community and employers of labour should join forces in providing education and vocational training capable of enabling the individual to earn a better living and to contribute most effectively to national production.

Young School Leavers

26. A lively discussion centred on primary school education and the problem of growing unemployment among school leavers. It was the consensus of opinion that in African countries the present system of primary education has left school leavers ill-equipped in terms of vocational skill and job attitude to find a place in the economy. By contrast, their illiterate colleagues were more ready to learn some vocation and turn their hands

to any available job. It was therefore desirable that a close examination of national educational systems should be made with a view to producing people at all levels who would be materially productive to the economy.

27. Experiences with various measures already in operation or planned to combat the problem of unemployment among young persons were related by many participants. It was, however, doubtful whether costly farm settlements, national youth service, farm camps and other experiments aimed at getting school leavers back on the land could really achieve the desired result without radical changes in the purpose of education, job attitude and the low social status commonly attached to manual work.

Young Persons with no formal Education

28. The discussion was extended to the mobilization and vocational training of young persons with no formal education and who formed the greater part of the new addition to the labour force. To raise the productivity of this category of job seekers it was particularly necessary that suitable training programmes be devised for them. In this connection, some participants pointed to the valuable contributions illiterate workers were making to the construction industry for example, and the need to explore to the full the potentials for on-the-job practical training. Since the bulk of the productive population in Africa had no formal education, to neglect to provide them some sort of vocational training tailored to specific job performance would mean neglecting a prime lever to economic development.

Training Abroad

29. Participants observed that while studying and training abroad was very valuable for the acquisition of advanced education and training in fields for which local facilities were underdeveloped or unavailable, it involved many problems. The question of brain drain; the need to establish adequate criteria for assessing and equating foreign diplomas; and the risk of trainees returning from foreign countries on completing

their courses and not finding a suitable place in the economy, should be considered. In order to facilitate the tracing of students and trainees in foreign countries and their placing in the national manpower supply pipeline it was desirable that education abroad and foreign scholarships should be utilized only to supplement domestic facilities and should be appropriately co-ordinated with national training programmes.

Wages and Incentives

30. Existing wage structures and systems of remuneration were also observed to constitute a real obstacle to the development of interest and engagement in inadequately remunerated occupations, particularly manual jobs. This was observed to have an influence in shaping attitudes towards training and engagement in certain occupations. In terms of development strategy it was necessary for each country to evolve a system of remuneration which adequately took account of the relative importance of various occupations. African countries ought to examine their present income and wage structures in order to make it attractive enough for people to go into essential occupations. Wage and income planning should be regarded as an essential element of manpower planning.

Educational Developments Abroad

31. Participants took due notice of recent developments and reforms in the educational systems of more developed countries in their bid to relate their education and training programmes to the manpower requirements of a technological and industrial age. These innovations were sufficient signpost for the developing countries of Africa to start thinking fast on how best to achieve educational revolution aimed at accelerating the pace of social and economic development, through adequate supply of trained manpower. It was agreed that they by their own initiatives must work out the modus operandi for such a revolution and the techniques for its implementation must be suitably adapted to local conditions and stage of development.

CHAPTER III

MANPOWER FOR ACCELERATED DEVELOPMENT IN AFRICA

32. The discussion of manpower for accelerated development in Africa was introduced by the secretariat which pointed out that the main objective in discussing the subject was to draw attention to the need for African countries to develop adequate resources of trained manpower for achieving accelerated economic and social advance. Six main aspects of the subject were outlined for close examination. These were:

- the need to have fairly accurate notions of the quantity, quality and type of trained manpower required for implementing development projects, and the development and use of appropriate methodology for manpower planning;
- concern over the widening gap between the demand for trained personnel and its supply;
- the growing scarcity of specialized skills as development and exploitation of natural resources got into rapid stride;
- the acute shortage of middle and higher-level technical and professional personnel for development in such major sectors as agriculture, industry and education, a shortage that has become a real development bottleneck;
- the need for African countries to evolve adequate training strategy and policy and manpower and educational planning techniques to cope with the prevailing manpower problem;
- an evaluation of the potentials of formal institutions and on-the-job training facilities to cope with assessed manpower requirements.

33. Attention was also drawn to documents E/CN.14/WP.6/4, E/CN.14/LU/ECOP/9 and E/CN.14/INR/113 in which estimates of high-level manpower requirements on regional and sub-regional levels in Africa were attempted and indications given of the magnitude of anticipated shortfall in manpower supply in relation to future demand by specific categories of

trained personnel. Although the estimates were regarded as tentative, they were intended to give broad indications of manpower trends in the region. Consequently, national action through manpower surveys and estimates of future requirements was necessary in order to relate these trends to local conditions.

34. In introducing manpower requirements for agricultural development the Representative of the FAO elaborated on the methodology and techniques being evolved for estimating agricultural manpower need. He emphasized the need for manpower assessment to be regarded as a continuing process and for techniques to be refined. As in other development sectors, the major handicap to making realistic estimates for agricultural development was the lack of basic data.

35. In the health field the Representative of the WHO pointed out in his introduction that health manpower problems in most African countries arose out of inadequacy in secondary school education. There was still over-dependence on the use of expatriate personnel and persons trained abroad and there were too few doctors and specialists trained locally to work within the society in which they lived.

36. In order to ensure an adequate supply of health personnel and a proper professional balance in skills, comprehensive health manpower surveys should be undertaken by Member States.

Manpower Assessment

37. Participants made brief statements on their countries' experiences, their problems and the methods and measures they have adopted in coping with the challenge of evolving a rational basis for working out their current and future manpower requirements by levels of personnel and types of skills. There was a full discussion on the general methodology suitable for African conditions and the type of data required for the exercise. It was generally agreed that manpower surveys and assessment should be a continuing operation and that perspective manpower forecasting over a period of 15 - 20 years was needed in order to provide educational planners with useful guidelines for formulating educational and training programmes adequately related to development objectives.

38. Manpower planning should be supported by adequate data and information and by socio-economic surveys if it was to be meaningful. Manpower analysis should be properly recognized as an essential element in overall development planning. Consequently, manpower consideration should not be regarded as a residual factor; rather manpower for project implementation should be taken into account from the start of project conception since the launching of certain projects depended mainly upon available trained manpower resources.
39. A clear distinction between short- and long-term manpower requirements was made. For the short-term, manpower needs would consist mainly of what is required to fill existing vacancies, whereas in terms of long-term requirements, estimates should truly reflect the desired future pattern of structural change in national economy.
40. A number of difficulties were pointed out in the efforts being made to determine future trained manpower requirements. These problems involved the translation of the training requirements of various categories and types of personnel into operational training programmes; how to determine the manpower content of different development projects by levels and types of skills; and when a country should start training nationals in highly specialized skills.
41. The shortfall in the supply of trained personnel was examined in relation to local training facilities. It was suggested by some participants that African universities did not provide facilities for training in many specialized fields. A closer look at university faculties would reveal that often they already offered teaching in a large number of the subjects which would be required for such specialist training. What was needed was to make it possible for students to combine these in order to take a number of new specialist courses. Appropriate government authorities should therefore advise universities as to what subject specializations were critical for development.

42. In order to cope with the anticipated shortfall in skills essential to rapid development, national training programmes should be substantially expanded, crash programmes developed and orders of training priorities established in relation to over-all development needs. Local institutions could play a major role by providing new courses specially geared to development needs.

43. It was clearly pointed out that requirements in specialized fields did not imply the setting up of new faculties in every country to provide the needed training; what was required was planned training, so that the required specialized skills could be available at the desired time. As every specialized field of training was not relevant to the development needs of every country, intra-African co-operation was needed to develop and utilize certain specialized training facilities. At the same time, each country would need to decide what training should be done locally or abroad and at what levels.

44. Sectoral manpower requirements were considered largely in terms of health, agricultural and industrial development. In considering appropriate methodology for making sectoral estimates some interest was expressed in international standards and ratios of certain professional and technical cadres which could be adapted to the situation in developing countries. It was felt desirable that international agencies should give sufficient operational guidelines that could be adjusted to local conditions in making estimates of sectoral manpower requirements.

45. The importance of proper wage structure and incentives in inducing training and employment in certain essential occupations, earlier considered under agenda item 4, was further emphasized. Since motivational factors largely influenced job attitudes and occupational choice, motivational and socio-economic factors should be considered in manpower planning. With regard to health personnel, consideration was given to the problem of the seeming reluctance of young doctors to work in rural communities, partly due to the lack of material inducements and social amenities. In this connection, it was suggested that African countries might consider evolving an obligatory national service of a given number of years for young doctors to serve in rural communities.

46. It was pointed out that the value of practical training on the job and through study tours and attachment to industries and establishments at home and abroad should not be under-estimated and the potentials of this type of training should be fully exploited. It was noted that some African countries were not taking the fullest advantage of government contracts awarded to foreign firms to get nationals to acquire practical experience and supplementary training on development projects.

47. The role of employers in assisting with manpower training was examined. It was felt that the assessment of future trained manpower requirements which should take account of the needs of new and unforeseen industries could not be based solely on the expressed needs of existing employers. It was very necessary however that employers should bear a substantial burden of the cost of training skilled manpower and that governments should encourage and assist such direct participation. Attention was called to the need for employers to develop training facilities on a co-operative basis as in some Latin American countries and to the advisability of government developing additional institutional facilities for technical education with funds derived by such methods as pay-roll tax on employers.

48. The failure or reluctance of thousands of African students overseas to change courses and train in desired fields of national priority or to return home on completing their courses was attributed to a variety of factors, including the failure on the part of government to present to them realistically the challenges and opportunities at home; conventionalism and bureaucracy in recruitment and placement procedures; insufficient cultivation of the interest of students by government; inherited colonial structures giving prestige and higher pay to graduates in classics and less for those in science and technology; and financial factors. In order to retrieve these students into national productive activities, positive action was needed by government to attract these students to train in essential fields and with a little outlay many of them could be induced to change courses, finish their training in good time and return home for employment.

49. The question of intra-African co-operation in the development and utilization of training facilities at the secondary and higher levels and in technical and vocational training was considered. Note was taken of the activities of the secretariats of the OAU and the ECA in their efforts to make an inventory of training facilities in Africa with a view to promoting intra-African co-operation and the general development of the region. In this connection, it was emphasized that it would be desirable to have a pool of African experts which could be created out of students whose higher training overseas has not found appropriate job opportunities in their home countries and who could serve in other African States. The Working Party therefore urged a more effective co-operation between the ECA and OAU in taking concerted action in this important field of fostering intra-African co-operation in training and in the development of a pool of African experts.

CHAPTER IV

ORGANIZATIONAL FRAMEWORK FOR MANPOWER PLANNING

50. In introducing discussion on the organizational framework for manpower planning and training co-ordination, the secretariat drew attention to earlier discussions under items 4 and 5 of the agenda which fully justified a consideration of appropriate machinery to plan the mobilization and development of available human resources.

51. Document E/CN.14/WP.6/5 was presented and attention drawn to the main issues and suggestions summarized therein. In particular, the secretariat drew attention to the unsatisfactory manpower planning action or lack of action prevailing in most member States, and the need for appropriate country action to evolve an organizational framework suitable to local requirements. It was necessary to consider ways of securing external assistance, both from multilateral and bilateral sources for undertaking manpower surveys, establishing and developing manpower planning machinery and for training nationals in essential fields.

52. In the light of country experiences, the Working Party was asked to give consideration to the form and functions of a manpower planning machinery its staff requirements, its working relationship with other governmental machinery and to ways of resolving the administrative and technical bottlenecks which commonly handicap its effective operation.

53. With regard to training, attention was drawn to the need for each country to evolve its international training policy to guide administrative measures for tracing students studying or training abroad and to the necessity for integrating training abroad with local training programmes. In this connection, participants were informed very briefly of the progress so far made on an ECA/UNESCO experimental survey aimed at securing basic information on Africans studying and training abroad with a view to evolving an informed basis for planning further action in this field, and to explore the practicability of African countries undertaking similar surveys by themselves on a continuing basis. The need to develop vocational guidance service in schools was also emphasized.

54. In the discussions that followed, participants briefly reviewed the organizational structures they were employing for manpower planning, their constitution, functions, relation with other governmental bodies and the problems encountered in their operation. Although structures and degrees of responsibility varied from country to country, the organizational framework in each case was adjusted to assigned tasks and existing local conditions.

Location of machinery

55. The location of the central machinery for manpower planning was considered at length. Whether manpower responsibility should be located within the Ministry of Economic Planning or the Ministry responsible for education and training or anywhere else depended on local conditions. It was, however, questionable whether manpower planning could have effective results when the different functions within the over-all process was split between governmental agencies. It was agreed that whatever the location decided on for the planning machinery and the concentration or dispersal of functions, efforts should be made at both policy and technical levels to achieve maximum co-ordination of functions and there should be adequate administrative provisions for ensuring the desired co-ordination.

56. Participants expressed concern about the effectiveness of manpower planning machinery in influencing the implementation of its decisions and policy directives. It was agreed that effective follow-up action was desirable to ensure that executive action was in accordance with policy measures aimed at ameliorating the manpower situation. It was also observed that a proper recognition of the role of manpower planning could prevent wastage arising from a possible lack of executive and administrative capacity for plan implementation. In this connection, the closest co-ordination of follow-up action with the national employment services was therefore necessary.

Training Co-ordination

57. To achieve a realistic matching of trainees to job possibilities, it was desirable that national training programmes, whether public or private-sponsored, should be co-ordinated at a central level. It was, however, observed that intractable problems were frequently involved in attempts to keep contact with what was happening in the private sector and to influence the activities of higher educational institutions.

58. As information on nationals training abroad could best be obtained for the purpose of planning through the establishment of national registers of students, the Working Party urged that member States should endeavour to establish such registers and that the ECA and other agencies should consider assisting African countries in that endeavour. It was also desirable that an all-African roster of highly specialized trained manpower whose consultative services could be made available to needy African States, should be established through the initiative of the ECA and the OAU working in close collaboration.

59. The personnel requirements and the training of nationals to man central machinery for manpower planning were considered in some detail. A major problem was that of finding competent personnel for research, surveys, vocational guidance service and for other technical functions. The Working Party felt that external assistance in training nationals to acquire the necessary skills would be a most welcome investment.

60. In concluding discussions on the subject of item 6 of the agenda, the Working Party felt that the technical assistance of international organizations could be directed to encourage and assist African Governments to establish and develop the necessary organizational framework for assessing their current and future manpower requirements and to co-ordinate their training programmes within the context of education and training for development.

CHAPTER V

MANAGEMENT DEVELOPMENT IN AFRICA

61. The Representative of the ILO introduced discussion on management development in Africa. He reviewed the importance and role of management and productivity in development, stressing that as economic development advanced the role of managers and entrepreneurs became more important. The part so far played by the ILO in promoting management development and productivity in Africa was described to illustrate action being taken in a number of countries. With regard to training programme, he emphasized the need to adjust training courses to local needs and conditions. However, the real problem was to complement theoretical training with practical experience and to get participants of training courses to apply the new techniques they acquired during formal training.
62. It was emphasized that management development concerned both public and private administration. The importance of establishing the necessary infrastructure for management development was also pointed out. However, local conditions have to be assessed first in order to avoid wasting resources. In order to further promote management development at all levels, it was advisable to assess existing training facilities and to determine what additional contributions would be required from the specialized agencies in support of national effort.
63. In view of the importance of increasing the productivity level of all activities directed to achieving rapid socio-economic development, he drew attention to the need for management and productivity centres in Africa to offer consultative services to local industries, to carry out pilot projects with a view to demonstrating to local entrepreneurs the advantages of modern management techniques, and to undertake research into local conditions and the adaptation of new techniques thereto. Finally, he considered the problems facing indigenous African small-scale entrepreneurs and suggested some practical ways of improving their managerial skills.

64. The secretariat introduced the working paper E/CN.14/WP.6/6 and the attention of participants was drawn to the need to train small entrepreneurs; the inadequacy of management training facilities in Africa; the need to develop common training courses for executives and top management personnel in both public and private enterprises; the value of orientation courses in management techniques for senior civil servants and the possibility of universities providing such courses at national or multinational levels.
65. Participants reviewed their countries' experiences and the problems they have encountered in attempts to develop an indigenous management cadre at all levels. A key problem, many participants pointed out, was the lack of adequate opportunities for Africans to acquire management training on the job.
66. The duplication and under-utilization of facilities for training in management and public administration in many African countries were also considered. In this connection, it was pointed out that for higher management development, the division between the needs of management personnel in the public service and those of the private enterprises was not only unrealistic of the needs of the day but also wasteful of resources. It was therefore desirable that joint training courses should be organized for higher management personnel for all sectors of the economy.
67. It was agreed that management courses should reflect the needs of users and the prevailing local conditions. In this regard course materials should be enriched with local research findings which management development and productivity centres could provide.
68. The process for building young managers into experienced top managers was considered and reference was made to the selection process and on-the-job training of university graduates by leading employers in developed countries. Africa could learn from the successful results of this approach.

69. The need to develop a multinational approach to management development was considered important since it was necessary to start giving thought to building up management personnel with the understanding of the requirements of economic co-operation within the framework of a regional or sub-regional common market and also the need to build up a cadre of indigenous personnel to manage multinational development projects and industries.

70. Some attention was devoted to considering the need to promote management consultancy services in order to assist indigenous entrepreneurs that have already taken the steps to launch industrial enterprises. It was agreed that this type of service was urgently needed and that management development centres and institutes, including development corporations and banks, should be actively engaged in this field.

71. The training needs of small- and middle-scale indigenous entrepreneurs was discussed at some length. It was necessary to develop indigenous managerial talents in order to build up a virile pool of managers who could hold their own in a competitive market fed with mass-produced goods and from which future middle- and higher-level managers could emerge.

72. Requirements of teachers to man management development and productivity centres and business schools in developing countries, particularly in the African region were considered. Since in African countries experienced, indigenous, high-level managers were very few it was considered desirable that the United Nations family of organizations should give thought to providing more facilities for producing teachers to man the management development institutes which the developing countries might require.

CHAPTER VI

PROPOSALS FOR FUTURE WORK PROGRAMME

73. The ECA draft programme of work and priorities for 1967-1968 in the field of manpower and training was presented to the Working Party by the secretariat. It was explained that action would be taken in three main areas, namely, the identification and assessment of manpower and training requirements; assistance to member States in the provision of training facilities and in stimulating demand for training; and the organization of training courses in identified areas of urgent needs. The various projects planned to be implemented during the next biennium were briefly explained and special attention was drawn to the annual training courses planned for African manpower planners and administrators of national training programmes.

74. The Working Party took note of the various projects aimed at promoting manpower planning and the training of Africans and it endorsed the proposed work programme, subject to whatever recommendations it might finally approve.

75. With regard to the future programme of activities and follow-up action by the Working Party, it was decided that the necessary facilities should be made available to it so that it could undertake:

- (a) Annual Seminars for manpower planners and administrators of national training;
- (b) Study Tours in Africa for manpower planners and administrators of national training.

CHAPTER VII

RECOMMENDATIONS

Education as a factor in Economic Development

A. Action by African Governments

1. Considering that only a small proportion of those passing through primary education is likely to proceed to higher levels of education or training, the Working Party recommends that the curricula in primary education should be re-examined in the light of manpower needs and with a view to adjusting the aspirations of school leavers to realistic employment opportunities in the economy. To this end Governments should also consider appropriate modifications in the curricula of teacher training institutions.
2. Although the desirability of achieving universal, free primary education is recognized, it is recommended, in view of the experience in some of the African countries, that Governments should not feel impelled to achieve this goal too rapidly at the expense of other national priorities of economic development.^{1/}
3. It should be recognized that a high proportion of those actually producing goods and services in Africa receive little or no formal education. It is therefore recommended that Governments should give more attention to the need for raising their productivity through some form of training. The role of adult education and youth services should be recognized in such matters.
4. Taking into consideration the bottleneck created by shortage of middle-level manpower in most African countries, resulting from insufficient numbers of secondary school leavers with science, technical and practical background, it is recommended that Governments should take positive action to increase the number of secondary school students with science and technical background.

^{1/} The UNESCO Representative asked for it to be recorded that in his view the consideration of this subject belonged more properly to a Conference of African Ministers of Education. He therefore expressed reservation on the relevance of this recommendation.

5. The relative proportions of student in the humanities on the one hand, and in science and technology on the other, are inconsistent with Africa's requirements from the point of view of economic development. It is therefore recommended that Governments should take steps to ensure that enrolment in various faculties of universities reflects the manpower needs in the African region.

6. In order that the optimum utilization of all available national resources may be directed towards meeting the manpower requirements of the economy, it is recommended that Governments should take steps to ensure that opportunities for education and training abroad are utilized only as a supplement to local facilities.

B. Action by International Organizations

7. It is recommended that the Economic Commission for Africa should actively pursue, in consultation and collaboration with UNESCO and other interested agencies, the implementation of the following recommendations among others, set out in the Third Report of the United Nations Advisory Committee on the Application of Science and Technology to Developing Countries, as they relate to Africa:

- (a) The establishment or reinforcement of centres for the publication of the necessary teaching material on science and technology of a fundamental character in appropriate languages, including local ones.
- (b) The establishment or reinforcement of national teacher-training centres.
- (c) The construction or enlargement of secondary national establishments, regional schools for accelerated training for teachers and schools of normal type.
- (d) The setting up of centres for the scientific and teaching equipment of primary and secondary establishments.
- (e) The establishment or reinforcement of universities of high standard and technological institutes;

(f) The granting of fellowships annually for nationals of the developing countries for the training of research workers and teaching staff in higher education and higher technical education;

(g) The extension of the criteria of the Special Fund, so that projects for the establishment or reinforcement, in the developing countries, of faculties of science and research institutions may be included among those which it supports.

8. It was felt that there was a need for the establishment of an African Regional Centre for Educational Research and Technology. It was therefore recommended that, in consultation with UNESCO and other appropriate agencies, the ECA should urgently promote the necessary preliminary studies and if proved to be feasible, pursue the rapid implementation of this project.

Manpower Planning

A. Action by African Governments

9. In view of the importance of the role of manpower in economic development, it is recommended that every country in Africa should establish an appropriate machinery charged with responsibility for the assessment and planning of manpower. Such a machinery should make provision for ensuring the co-ordination of efforts and strategy in the areas of human resources development and mobilization, including co-ordination of all scholarship awards, establishment of vocational guidance services, etc. It should preferably be placed in close association with the national planning agency and if possible, at the highest level of government. The ECA, in consultation with the appropriate bodies, should give assistance to Governments, on request, in establishing, developing or reviewing such national machinery.

10. In view of the fact that one of the pressing problems facing African countries is the shortage of skilled manpower in critical occupations, it is recommended that every African country should undertake, as a matter of high priority, comprehensive surveys of its current and future requirements of trained manpower needed in both the public and the private sectors. Such surveys should attempt to quantify requirements by occupational categories and types of skills in all economic sectors and serve as a guide for educational and training plans.

11. As a basis for formulating future training programmes and utilizing trained manpower more effectively, African countries should establish and maintain registers or other appropriate machinery indicating their actual and potential resources of high-level manpower. In this connection, the ECA should assist member States, on request, in establishing and developing such registers.

12. It is recommended that given the inevitable shortage of trained manpower for many years to come, more attention should be paid to:

- (a) better utilization of scarce manpower already available;
- (b) up-grading of existing manpower or intensive short training courses;
- (c) temporary assistance of expatriate specialized manpower which could be hired on the principle of its gradual phasing out;
- (d) expanding programmes of training nationals in skills essential to economic development.

B. Action by International Organizations

13. It is further recommended that the ECA should, in association with the appropriate bodies, provide member Governments, on request, with the necessary assistance for conducting manpower surveys and for the establishment and development of national registers of high-level manpower resources.

14. In this connection, the attention of the ECA is drawn to the urgent need for the specialized agencies, in continuing their studies of manpower resources, to pay particular attention to evolving methodology for the more reliable estimation of trained manpower requirements - short-term and long-term, quantitative and qualitative, covering both the public and private sectors, - and to the relationship of this work to over-all development and educational planning. Further research into the sociological, psychological and environmental aspects of manpower planning and employment policies should also be considered.

Training

A. Action by African Governments

15. It is recommended that, whenever possible, arrangements should be made for African counterparts to understudy expatriate personnel engaged in various development projects. In this connection, consideration should be given to the association of African students with the execution of such projects as part of their training.

16. In view of the great cost involved in vocational and technical training and the limited resources available to African countries, it is considered appropriate that employers who utilize the bulk of such trained personnel should contribute to their training. It is therefore recommended that all employers should, through apprenticeship schemes, in-service training and compulsory financial contribution, when necessary, to the setting-up and maintenance of appropriate training arrangements, help to meet the cost of vocational and technical training.

B. Action by International Organizations

17. The ECA and the OAU, in association with the specialized agencies, are requested to carry out systematic inventories of training facilities within Africa, with a view to promoting inter-African co-operation in the utilization and development of these facilities. In this context, the ECA should approach the agencies, both multinational and bilateral, which provide financial assistance to Africans, with a view to encouraging them to make funds available for the training of Africans in other African countries. The ECA is requested to report to the next meeting of the Working Party.

18. In view of their lack of adequate resources, African Governments should be encouraged to make full use of the training facilities available in Africa and to support the setting up and development of regional institutes. It is therefore recommended that the ECA and the OAU, in consultation with the United Nations specialized agencies and other interested organizations, should take the necessary steps to achieve this end.

19. It is recommended that the ECA, in association with other appropriate bodies, should provide training courses in two fields of urgent needs:

- (a) the training of African manpower planners and administrators of national training programmes, and
- (b) training in project evaluation.

20. It is recommended that the ECA and the OAU should co-operate in establishing an all-African roster of highly specialized manpower whose consultant services would be available to member States needing their services through the good offices of either organizations.

Management Development

A. Action by African Governments

21. The Working Party recognizes the urgent need in Africa for management development and training at all levels. It therefore recommends that African countries should undertake a comprehensive evaluation of their existing management training facilities and needs with a view to improve these facilities, where necessary.

22. The Working Party considers that the existence of separate training for business managers and public administrators is undersirable. It therefore recommends that institutions which offer courses for either of these categories of personnel should endeavour to devise courses of a common nature for them. The assistance of the ECA, in collaboration with the appropriate United Nations specialized agencies, should be sought if necessary, in developing such courses.

23. The Working Party considers it of great importance that indigenous businessmen should have access to advice and assistance in the areas of project design and management improvement. It therefore recommends that Governments should consider the establishment of appropriate institutions to give such advice.

B. Action by International Organizations

24. It is recommended that the ECA, in collaboration with the appropriate specialized agencies, should facilitate research in the field of management training and give appropriate assistance for its development in the African region.

25. In view of the importance of raising national productivity, especially in Africa, it is recommended that the ECA, in consultation and collaboration with the appropriate specialized agencies, should seek means of extending and intensifying work in this field.

Income and Employment Policy

Action by African Governments

26. African Governments should develop their employment policies with a view to ensuring that their manpower and training plans are not frustrated by insufficient employment opportunities at the time when those trained become available in the labour market.

27. In view of the reluctance of persons to undertake training and work in certain occupations which are considered vital for economic development, every possible inducement should be used to direct the flow of labour into the appropriate occupations. In this respect, it is recommended that Governments should examine their existing wage structures with a view to adjusting them in favour of such occupational skills that are in great demand and for which there exist great shortages.

ANNEX II - ANNEXE II

LIST OF PARTICIPANTS

LISTE DES PARTICIPANTS

I. Country Experts/Experts nationaux

ETHIOPIA/ETHIOPIE	Ato Seifu Demissie	Chief, Vocational Training Section Ministry of National Community Development and Social Affairs P.O. Box 2056 Addis Ababa
KENYA	Mr. Davidson K. Ngini (Principal)	Assistant Director of Personnel P.O. Box 30050 Nairobi
	Mr. B.H. Ogola (Alternate)	Planning Officer Ministry of Planning and Development P.O. Box 30561 Nairobi
NIGERIA	Mr. P.O. Ahimie (Principal)	Secretary National Manpower Board Ministry of Economic Development Lagos
	Mr. S.O. Odesanya (Alternate)	Assistant Adviser on Teacher Training Ministry of Education Lagos
SUDAN/SOUDAN	Mr. Khogali El Mubarak	Deputy Commissioner of Labour Department of Labour Khartoum
TANZANIA/TANZANIE	Mr. H.A. Okulo	Senior Manpower Planning Officer Ministry of Economic Affairs and Development Planning Dar-es-Salaam
UAR/RAU	Mr. Aly Mohammed Shehata	Under-Secretary of State Ministry of Labour Cairo
	Mr. Mokhtar Youssef Elzeini (Alternate)	Under-Secretary of State Productivity and Vocational Training Ministry of Industry Cairo

II. United Nations Organization - Specialized Agencies
Organisation des Nations Unies - Institutions spécialisées

FAO	Mr. R. Rowat	Agricultural Education Specialist FAO, Rome Spécialiste de l'enseignement agricole FAO, Rome
ILO/OIT	Mr. P.A. Feldheim	ILO Regional Manpower Adviser Office of the ILO, Addis Ababa Conseiller régional en main-d'oeuvre Bureau de l'OIT, Addis-Abéba
	Mr. C.E.A. Noah	Deputy Director/Directeur adjoint Office of the ILO/Bureau de l'OIT Addis Ababa/ Addis-Abéba
UNESCO	Mr. Alan J.A. Elliott	Chief, Division of International Relations and Exchanges, UNESCO, Paris Chef de la Division des Relations et Echanges internationaux, UNESCO, Paris
WHO/OMS	Dr. Hugh B.L. Russell	WHO Liaison Officer with ECA P.O. Box 3050, Addis Ababa Chargé de Liaison avec la CEA P.O. Box 3050, Addis-Abéba

III. Organization of African Unity/Organisation de l'Unité africaine

Mr. Hizikiel Isaac	Economic and Social Affairs Officer OAU, Addis Ababa Chargé des Affaires économiques et sociales, OUA, Addis-Abéba
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IV. Other Organizations (Observers)/Autres organisations (observateurs)

German Foundation for Developing Countries
Fondation allemande pour les pays en voie de développement

Dipl. Ing. Karl Stuetzle	Director/Directeur German Foundation for Developing Countries/ Fondation allemande pour les pays en voie de développement, Mannheim
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USAID

Mr. Jake Harschbarger	Training Officer/Chargé de la Formation USAID Addis Ababa/USAID Addis-Abéba
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V. Secretariat/Secrétariat

R.K.A. Gardiner	Executive Secretary/Secrétaire exécutif
A.F. Ewing	Special Adviser to the Executive Secretary/Conseiller spécial auprès du Secrétaire exécutif
A. Sylla	Secretary to the Commission/Secrétaire de la Commission
J.H. Mensah	Head, Division of Economic co-operation/Chef de la Division de la Coopération économique
S.I. Edokpayi	Training Officer/Chargé de la Formation
C.E.A. Lardner	Head, Natural Resources and Transport Division/Chef de la Division des Ressources naturelles et des Transports
M.M. Levy	Consultant
Tilahun Wubneh	Transport Section/Section des Transports
A. Sundralingam	Industry Division/Division de l'Industrie
J. K. ssongo	Secretary of the Commission's Office/Bureau du Secrétaire de la Commission
Haile Selassie Belai	Joint ECA/FAO Agricultural Division/Division mixte CEA/FAO de l'Agriculture

VI. Interpreters/Interprètes

D. Barrack (Miss/Mlle)
D. Bunesco (Mrs./Mme)
C. Mardon (Miss/Mlle)
J. Wisman

ANNEX III - ANNEXE III

LIST OF DOCUMENTS - LISTE DES DOCUMENTS

- E/CN.14/WP.6/1 Manpower and Training: National Machinery for Manpower Planning and Administration of Training, by the Secretariat.
Main-d'oeuvre et formation: organisme national de planification de la main-d'oeuvre et d'administration de la formation, document du secrétariat.
- E/CN.14/WP.6/2 Provisional Agenda.
Ordre du jour provisoire.
- E/CN.14/WP.6/2/Rev.1 Revised Provisional Agenda.
Ordre du jour provisoire révisé.
- E/CN.14/WP.6/3
E/CN.14/WP.6/3/Add.1 Recent Developments in Education and Training, by the Secretariat with contributions from UNESCO.
Education et formation: évolution récente, document préparé par le secrétariat en collaboration avec l'UNESCO.
- E/CN.14/WP.6/4 Trained Manpower for Accelerated Development in Africa, by the Secretariat in association with the ILO and UNESCO.
La main-d'oeuvre qualifiée nécessaire au développement accéléré en Afrique, document préparé par le secrétariat avec le concours de l'OIT et de l'UNESCO.
- E/CN.14/WP.6/5 Manpower Planning and Training Machinery in Africa, by the Secretariat with contributions from UNESCO.
Organismes de planification et de formation de la main-d'oeuvre, document préparé par le secrétariat avec le concours de l'UNESCO.
- E/CN.14/WP.6/6 Management Development in Africa, by the Secretariat and the ILO.
Perfectionnement des cadres dirigeants en Afrique, document préparé par le secrétariat et le BIT.
- E/CN.14/WP.6/7
and/et Corr.1 Manpower Requirements for Agricultural Development In Africa, by FAO.
La main-d'oeuvre nécessaire au développement agricole en Afrique, document de la FAO.

- E/CN.14/WP.6/8 Agricultural Education in Africa: the Origin, Purpose and Work of the FAO Special Programme for Education and Training in Africa, by FAO.
L'enseignement agricole en Afrique: origines, objectifs et activités du programme spécial d'éducation et de formation en Afrique, document de la FAO.
- E/CN.14/WP.6/9 Administrative Problems of Technical Co-ordination in Manpower Planning, by the ILO.
Problèmes administratifs de coordination technique dans la planification de la main-d'oeuvre, document du BIT.
- E/CN.14/WP.6/10 ILO Vocational Training Activities in Africa, by the ILO.
Activités de l'OIT en Afrique dans le domaine de la formation professionnelle, document du BIT.
- E/CN.14/WP.6/11 ILO Activities in Africa in the field of Manpower Planning and Organization, by the ILO.
Activités de l'OIT en Afrique dans le domaine de l'organisation et de la planification de la main-d'oeuvre, document du BIT.
- E/CN.14/WP.6/12 Statement by the Executive Secretary.
Discours du Secrétaire exécutif.
- E/CN.14/WP.6/13 Recent Developments in Education and Training of Health Personnel and WHO Interests in Health Manpower in Africa, by WHO.
Evolution récente du problème de la formation du personnel sanitaire en Afrique et action de l'OMS dans ce domaine.
- E/CN.14/WP.6/14 ILO Activities in the Field of Productivity and Management Development and the Promotion of Small-Scale and Artisan Industries, by ILO.
Activités de l'OIT dans les domaines de la productivité, du perfectionnement des cadres dirigeants et du développement des petites industries et de l'artisanat, document du BIT.
- E/CN.14/WP.6/INF/1 Information for the use of Participants.
Renseignements à l'usage des participants.

- E/CN.14/WP.6/INF/2 List of Participants.
Liste des Participants.
- E/CN.14/WP.6/INF/3 List of Documents.
Liste des documents.
- E/CN.14/INR/113 Trained Manpower Requirements for Accelerated
Economic Development in the West African Sub-region,
by the Secretariat, in association with the ILO.
Les besoins de main-d'oeuvre qualifiée liés au
développement économique accéléré de la sous-région
de l'Afrique de l'ouest, document préparé par le
secrétariat en collaboration avec l'OIT.
- E/CN.14/LU/ECOP/9 Trained Manpower Requirements for Accelerated
Economic Growth in the East African Sub-region,
by the Secretariat.
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croissance économique accélérée dans la sous-région
de l'Afrique de l'est, document du secrétariat.
- E/CN.14/AS/IV/8 Aspects of Planning to meet Manpower Requirements
in connection with Industrialization, by the ILO.
La planification et les besoins de main-d'oeuvre
dans le contexte de l'industrialisation, document
du BIT.
- E/CN.14/AS/IV/9 Some Aspects of Manpower Requirements and the Training
of Technical and Managerial Personnel for Industrial
Development, by the Secretariat.
- E/CN.14/343/Rev.1-
E/4004 Annual Report of ECA for 1964/65, Part V.
Rapport annuel de la CEA pour la période 1964/65,
cinquième partie.
- E/CN.14/DOC/2/Rev.1 Resolutions adopted by the Commission and Action
taken thereupon.
Résolutions adoptées par la Commission et suite
qui leur a été donnée.

ANNEX IV

STATEMENT BY THE EXECUTIVE SECRETARY

1. It gives me great pleasure to welcome you to this first meeting of the ECA Working Party on Manpower and Training. More and more, governments in the African region are coming to realize that economic development is not only a matter of finding the right amounts of capital; it also calls for the right amounts - and the right varieties - of skills. It is for this reason that ECA has accorded to training a very high priority in its work programmes.
2. It is a regrettable fact that the scarcity of scientific, technical, professional and managerial skills is a major handicap to development efforts in our region at all levels. We know, for example, of ambitious development plans which have produced disappointing results, not so much because of flaws in the plans themselves, but largely because the countries simply did not have the right kind of personnel to evaluate projects in a realistic manner, or to execute them efficiently.
3. The problem is not only one of a scarcity of high-level manpower of the kind that can normally be borrowed or hired from abroad; but we are also desperately short of the middle-level technical personnel which we could very well be producing from our own institutions. There is an apparent paradox in this situation: while we are suffering a genuine manpower shortage, we have only to look around us to see growing numbers of school leavers, idle or under-employed, in all our major urban areas. But what seems a paradox may well turn into a tragedy, for these people are, for the most part, unemployable, because they have acquired none of the skills that would fit them for a part in the economic transformation of their society.
4. Nothing that the Economic Commission for Africa or the various Specialized Agencies of the United Nations can do to help in the promotion of manpower development and mobilization in Africa can be fruitful without the closest co-operation by African Governments themselves. This is the background against which this Working Party meeting has been convened. We see it as a good opportunity for country experts as well as representatives of the Specialized Agencies to exchange views on their experiences

in tackling manpower problems, and to come to some conclusions on the most appropriate techniques for dealing with the particular problems of the African region.

5. Resolution 125 of the seventh session of ECA called on both the secretariat and member States to give increased attention to training in general and, in particular, to manpower planning as an integral element in over-all development planning. We are enjoined to maintain close links with all multilateral and bilateral organizations capable of assisting African countries in translating their national manpower requirements into training programmes.

6. This meeting is also to review action taken to implement resolutions passed at previous sessions of the Commission, including the recommendations of its standing committees, and sub-committees, as well as decisions of other meetings which have dealt with personnel and training. In addition, we would wish you to evaluate what each member State is doing to satisfy its needs; and to formulate proposals for future programmes.

7. To assist you in your work, the secretariat, in collaboration with ILO, UNESCO, FAO and WHO, has prepared a number of working papers which give, inter alia, estimates of trained manpower requirements for accelerated development, describe innovations in education designed to promote development; and suggest an organizational framework for assessing current and future manpower requirements and for translating these requirements into training programmes.

8. I should like to stress that the findings and conclusions of these papers are to be regarded not as giving final answers to manpower problems but rather as a point of departure for your discussions; we would hope that on this basis and using your country experiences and expert knowledge you will be able to work out specific solutions and techniques appropriate to the conditions prevailing in the continent.

9. Secondly, the secretariat will present for your examination its current and future work programmes and priorities in the field of manpower and training; in the light of your experiences of the problems and needs

of your countries we hope you will offer recommendations which will assist us in the final preparation of the programme for the consideration of the Commission at its eighth session in Lagos next February.

10. Thirdly, I should like to draw your attention to pages 81 - 95 of document E/CN.14/DOC/2/Rev.1. There you will find summarized all resolutions on training adopted by the Commission and the action that has been taken to implement those resolutions. From your study of this paper we anticipate further recommendations on lines which the secretariat may follow in the future.

11. Finally, on the basis of your conclusions on the various studies which you now have before you, you may wish to draw up a programme of activities and future follow-up action within the terms of reference laid down for the Working Party.

12. Needless to say, the responsibilities of the Working Party do not begin and end with this meeting here. We should like to see our country experts spreading the "message" received here, and propagating in their own and in other African countries the various techniques needed for manpower planning. This is one way of bringing more African countries to a realization of the need to relate their educational plans to their manpower requirements for economic development.

13. Above all, what we wish to see are operational solutions to our problems; the ECA secretariat therefore hopes that participants, whether country experts or representatives of the specialized agencies, will be able to engage here in a frank, meaningful, and specific dialogue, even if this occasionally involves some deviations from the official views of the agency or authority which they represent.

14. You will see from document E/CN.14/WP.6/3, "Recent Developments in Education and Training", that certain industrialized countries of Europe are becoming increasingly concerned over the possibility that shortages of trained manpower may jeopardize their industrial leadership and their own efforts to raise standards of living. To meet this danger, they have already begun to reform their systems of education to bring them into line with the economic imperatives of today.

15. There is a lesson here for African countries: we can no longer bank on being able to meet our own shortages of skills from Europe's surplus, for the surplus is dwindling fast. Africa must therefore help herself by starting right now to plan for her future supply of scientific, technical and managerial personnel, not forgetting the intermediate staff which is an essential part of the manpower pyramid.

16. Gentlemen, there is one thing we must not lose sight of. . Even if we start immediately, we shall still have started late. The kind of skills needed, say, for industrial management are not acquired overnight. Starting with the twelve-year-old in secondary school today, we shall still need six years of secondary education, four of university or higher technical training, and perhaps ten years of experience in his field, if we are to produce someone capable of holding his own with his counterparts all over the world. And nothing less than this will do: economic development is essentially a competitive business. This is the sort of down-to-earth consideration which should be in the minds of all those concerned with the planning of African economic development in 1966.

17. But even this is not the end of the battle: equal care has to be devoted to broadening the base of the manpower structure, and this means broadening the base of the educational structure in all our countries.

18. I now commend to you the central theme of this meeting, "Education and Manpower for Accelerated Development". We of the secretariat hope that you will give due attention to ways of rectifying known weaknesses and omissions in our educational systems in terms of their capacity - or rather their incapacity - to produce the skills essential for development. Equally, we hope you will deal with the need for each country to take stock of its current and future requirements of essential trained personnel, and to formulate appropriate training and manpower programmes. Due regard should also be had to ways of securing intra-African collaboration in developing and utilizing training institutions.

19. Before concluding I should like to take this opportunity to ask the representatives of ILO, UNESCO, FAO and WHO to extend to their respective Organizations my deep appreciation and personal gratitude for their abundant co-operation with ECA in the preparations for this meeting.

ANNEX V

OPENING ADDRESS BY H.E. ATO GETAHUN TESSEMA, MINISTER OF
NATIONAL COMMUNITY DEVELOPMENT AND SOCIAL AFFAIRS,
ADDIS ABABA, ETHIOPIA

Excellencies

Distinguished Delegates and Experts

Ladies and Gentlemen,

1. It is indeed a great pleasure for me to have been invited to say a few words on the occasion of the opening of the ECA Working Party on Manpower and Training. I understand that this meeting is going to mark the first in a series of such meetings, in an attempt to explore appropriate ways and means by which the problem of African manpower and training could be tackled.
2. Perhaps I should start by mentioning the fact that we developing nations of the world today are not left entirely to ourselves in solving our problems of economic development. Although the greater responsibility of developing ourselves must rest on us, it is encouraging to note the growing international action and mutual co-operation as instruments of easing the pain of development. One among such positive instruments of international action is the United Nations Economic Commission for Africa. Since its inception, the Economic Commission for Africa has taken quite a number of concrete steps by which the socio-economic conditions of Africa can be improved to the direct and over-all benefit of the peoples of Africa. In the furtherance of its noble objective, it gives us one more line of contentment to see the ECA forming a Working Party on Manpower and Training on which this meeting is organized, which my government fully supports.
3. Today, the ECA Working Party on Manpower and Training in collaboration with the specialized agencies of the United Nations, is bringing to our careful attention its findings on the most common problem facing the economic

and social development of the continent of Africa - the question of human resources. The manpower field as one of the functions of economic development not only provides a more common ground for the exchange of ideas, but is also the prime mover of economic and social development in as much as it is responsible for stirring the other factors of production. That is why it has rightly been believed that the hope for accelerated economic and social growth in Africa will depend primarily on its manpower resources.

4. We know for sure that Africa lacks no natural resources needed for embarking on any scale of economic activities. This is also true as far as the quantity of African human resources is concerned. What is lacking is an adequate number of African talent to properly exploit those abundant resources. Thus, properly planned education and training seems to be the only way out in solving these shortages. In this connection the ECA secretariat's expressed view on the meaning of manpower planning which says that manpower planning is "an attempt first to measure the available manpower resources, and then to influence by various means their distribution between different sectors of the economy so as to achieve a balance between supply and demand of available human resources and to maximize the national product over a given period", is no doubt appropriate.

5. Consequently, the attempt to reach at any rational use of our human resources must of necessity start with the survey of African potential manpower. On the other hand, we must realize that the assessment and determination of the existing human resources in Africa cannot be an easy task. Lack of national experts to carry out the survey including the necessary data to determine present and future needs such as the manpower contents of the different jobs by categories of occupation, the potential annual increment of trained personnel by types of trained manpower producing institutions and levels of skills, the population structure by age and sex and the annual increment to the stock of active population, the wage structure and systems of incentives for higher productivity-are, I must say, some of the stumbling blocks of no small measure. Nevertheless, we in Africa, under the present stage of our development, cannot afford to wait until we are able to acquire or have completely acquired this information.