

UNITED NATIONS ECONOMIC AND SOCIAL COUNCIL



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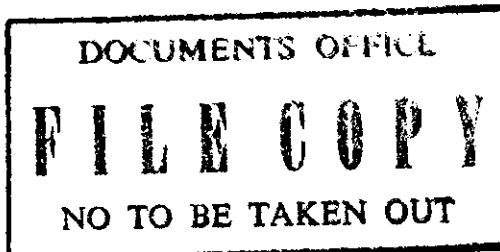
Distr.
GENERAL

E/CN.14/425
8 October 1968

Original: ENGLISH



ECONOMIC COMMISSION FOR AFRICA
Ninth session
Addis Ababa, 3-14 February 1969



ECA TRAINING COURSE FOR MANPOWER PLANNERS AND ADMINISTRATORS OF TRAINING PROGRAMMES

(Nairobi, 8 July - 30 August 1968)

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MINISTER OF LABOUR, KENYA

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ECA TRAINING COURSE FOR MANPOWER PLANNERS
AND ADMINISTRATORS OF TRAINING PROGRAMMES

Nairobi, 8 July - 30 August, 1968

Course Director's Report
by Professor T.M. Yesufu

I. INTRODUCTION

1. In 1967 the United Nations Economic Commission for Africa conducted its first training course for manpower planners and training administrators in Dakar, Senegal. The course was bilingual; but as a result of experiences gained therefrom, it was decided to organize future courses separately for African countries of English and French expression. The present course which was held in Nairobi, Kenya, was meant for countries of English expression, and all the Governments concerned were invited to send participants.

2. The course was intended to provide specialist technical training for senior government officials who had responsibility for, or intended to specialize in manpower and educational planning, or training programming and administration, within the context of overall development planning. It lasted from 8 July until 29 August, 1968.

3. The East African Staff College, Nairobi, acted as host to the course. The College rendered valuable assistance in arranging hotel accommodation, office space, providing in addition, the lecture hall and secretarial services. A bus of the College was put at the disposal of the participants. The Director of the College, Mr. H. Miller-Craig and his Deputy, Mr. R. Roper, were most helpful throughout the course, and arranged, as necessary, for guest lecturers, and for visits by the participants to places and institutions. The Office of the UNDP, Nairobi, helped with the detailed administrative arrangements including the handling of correspondence and the management of the finances of the course.

4. The International Labour Office made available, free of cost to ECA, the services of one of the full-time lecturers, Professor Le Thanh Khoi. The services of the expert on training, Mr. Wilson, were made available by the USAID, Washington. Not only was Mr. Wilson's personal contribution outstanding, but the USAID provided films, demonstration training equipment, and a very large quantity of documents on all aspects of manpower planning, education and training. The Agency also undertook to airmail the documents for the participants to their home countries. The librarian of the University College of Nairobi was kind enough, in the absence of other facilities, to permit the participants to use the college library for reading and study.

5. The participants were welcomed to Nairobi, on the opening day, by the Director of the East African Staff College, Mr. Miller-Craig, who also gave useful tips on various matters ranging from places of interest to visit, to health problems. On the 28th of August, the formal closing session was addressed by the Kenyan Minister of Labour, Hon. E.N. Mwendwa. He stressed the need for more attention to be paid to manpower planning, training, development and effective utilization, and for co-operation among African countries in these matters. A copy of the Minister's speech is annexed to this report (Annex III).

II. THE COURSE PROGRAMME

6. The course was organized in two main parts:

- I. Manpower and Educational Planning.
- II. Training Programming, Co-ordination and Administration.

7. Introductory lectures were provided on the general inter-relationship between manpower and economic development and the main human resources problems confronting developing countries, particularly in Africa, e.g., population, unemployment, manpower inadequacies in terms of quantity and quality, etc.

8. The lectures on Manpower and Educational Planning covered such areas as the nature and use of manpower data, the identification and measurement of manpower requirements, techniques of manpower forecasting and planning, including educational planning.

9. Part II of the course laid emphasis on techniques of training programming and administration, including training policy, its harmonization with overall manpower and economic policies, the assessment of needs, development and implementation of training programmes and institutions, use of audio-visual aids, contents of training courses, etc., as well as the organizational framework for effective training, administration and programming. A copy of the Course Programme is attached as Annex II.

10. While lecturers provided a theoretical framework for the discussion of concepts and problems, the emphasis of the course was on application, and every effort was directed towards developing the aptitudes of the participants as planners, and as human resource and training strategists. For this purpose, lectures were handled in as informal a manner as possible, with participants being encouraged at all stages to take part and relate the course to their own backgrounds and problems. In order to ensure such full participation, one third of the formal course hours was devoted daily to seminars or panel discussions; all the mornings of the Saturdays during the second half of the course, as well as the final week, were devoted exclusively to syndicate work.

11. Individual reading and assignments were given, but the location of the library, and shortage of reading material, made close supervision by the experts difficult. In the circumstances, more emphasis was placed on joint projects for the preparation of seminar topics and for syndicate work. For the presentation of each seminar paper, a participant was elected chairman who conducted the proceedings. The experts, on the other hand, directed the panel discussions and workshops in respect of topics within their areas of competence. All seminars and discussions were specifically related to lectures and the main problem areas and difficulties encountered by the participants. As much as possible some of the topics suggested originally by ECA were used as a supplementation. In this respect it is pertinent to note that ECA's suggested topics for syndicate work were modified mainly because they would have required the participants to develop operational manuals in the various fields of manpower planning, training and development. The preparation of meaningful operational manuals was considered to be highly technical and time-consuming; and the participants were certainly not sufficiently expert, nor were the facilities in terms of documents, etc., adequate. Accordingly, syndicate work was directed principally to identification of basic manpower and human resources problems, in African countries, and the formulation of policies and strategies to meet these problems. In the event, three syndicate topics were chosen for their current and general importance, as follows:

- (1) The Population Problem in African Economic Development:
A Programme of Action.
- (2) Education and Training Strategy for Economic Development:
The Role of Incentives.
- (3) The Employment Objective in Economic Development in Relation
to the Solution of the Problem of Unemployment in African Countries.

12. The syndicate papers are attached for inclusion among the course papers to be published.

13. Although the course outline was arranged and dealt with in two main parts (as already indicated) there was a continuous emphasis on the need to see and deal with human resources problems in the broad. Accordingly, the continuous inter-relationship between economic, manpower, education and training policies, the interaction on one another of programmes in these areas, and the need for close co-operation between the various relevant agencies were, therefore, continually stressed.

14. The original programme drawn up at ECA provided for lectures and group work in the mornings and early afternoons, and for library work in the evenings. This had to be adjusted as no library and study facilities were available at the East African Staff College. The University Library which it was later arranged to be used, was located far from the College and from the hotel where the participants resided; and above all, it was open during the afternoons only from 2.30 p.m. - 5 p.m. It was therefore decided to give lectures and have seminars and discussions from 8.30 a.m. - 1.15 p.m. daily, and for participants to go to the library in the afternoons, and on Saturday mornings. There were no facilities (reading or quiet room, etc.) in the hotel and participants were particularly handicapped by lack of adequate reading material, until the last three weeks when Mr. Wilson brought a large quantity of documents from the USAID in Washington. In other respects, the allocation of time between lectures, seminars, discussions and syndicates proved very effective, due flexibility being allowed for at every stage.

III. COURSE PARTICIPANTS AND RESOURCE PERSONNEL

Trainees

15. Altogether eleven trainees were nominated and participated from nine countries. The countries concerned were: Ethiopia, Kenya, Lesotho, Libya, Nigeria, Sierra Leone, Sudan, Somalia, and Swaziland. They all enjoyed ECA Fellowship status, but the two nominees from Kenya participated at no cost (in terms of subsistence or travel expenses) to ECA.

Two trainees were also nominated by the Government of Ethiopia. A list of all the participants, together with their countries of origin, and official positions is attached as Annex II.

16. It will be observed that in terms of the coverage of the course, the job experiences of the participants was quite wide and included manpower planners, statisticians, an engineer, as well as officials from Ministries of Labour and those concerned with educational planning. The most obvious omission was that none of the participants was directly concerned with training programming, co-ordination, or administration. Economic development planners as such, were also not represented.

17. The participants were a highly responsible group who displayed tremendous enthusiasm and interest in the course. Apparently, only one had not been to University, but he was of outstanding intelligence and experience and more than held his own throughout the course. They all responded magnificently to all aspects of the training and displayed a high sense of humour, discipline and initiative. In spite of the bad weather and high rate of susceptibility to colds among staff and participants, not more than six man-days were lost through absences. There were no drop-outs or withdrawals except in respect of the supplementary nomination of the Kenya Government, Mr. Ngugi. He joined the course on 15 July and withdrew on 15 August; but his acceptance at the course had been subject to an understanding to this effect. Mr. Musa from Somalia was at one stage recalled by his Government, but the recall was later cancelled.

18. Participants were required, as a condition to attending the course, to submit reports on various aspects of economic, manpower, educational and training situations in their own countries. These provided some useful background for relating lectures, seminars and discussions to actual prevailing conditions. The reports were reproduced and circulated and will be included in the course proceedings.

19. Reference has already been made to individual, seminar and syndicate work. In the light of prevailing conditions, it is considered that the overall performance of the trainees was very good in these respects. The absence of reading material, except in the University Library (itself poorly stocked in respect of the relevant reading material) constituted a serious handicap; but the ingenuity of the staff personnel and the participants went a long way to minimize the problems. Contributions during group discussions were most encouraging. The response to the lectures in the field of training was, however, generally less enthusiastic. But this was partly due perhaps (as already pointed out) to the fact that no participant had experience in this field.

Resource Personnel

20. The Course Director and Professor Le Thanh Khoi were on the course throughout its duration. Mr. Robert Wilson of USAID, Washington joined the course in the last three weeks. Mr. E.R. Rado and Dr. W. Rogers of the University College, Nairobi gave lectures on aspects of Educational Planning and Problems. There was no doubt that all lecturers had worked hard in preparing their courses. The lectures were mimeographed and distributed as considered appropriate either before or immediately after delivery. The only exception in this respect was Mr. Rado, whose lectures notes were not received up to the time of writing. It is urged that he be requested to submit these for inclusion in the course records and proceedings.

21. Two guest speakers, Mr. D. Anderson and Mr. G.N. Griffin delivered lectures (Mr. Anderson two, and Mr. Griffin one lecture) respectively on the "Harambee Secondary Schools" in Kenya and "Youth Service Organization". The former provided example of effective community effort in

meeting education and training requirements for junior and middle-level manpower, and the lecture on Youth Service Organization demonstrated how the enthusiasm of youth can be canalized and harnessed for national development. These lectures were highly relevant to the theme of the whole course, and were highly appreciated.

22. Mr. S.I. Edokpayi, Head of the Manpower and Training Section of ECA was at the course for the first three weeks and assisted with seminars and group discussions. Mr. Zikry, the newly appointed ECA Regional Adviser on Manpower, joined the course in the last three weeks. He delivered two lectures and participated in other activities as well.

23. The small size of the resource personnel made team work easy; and both Professor Le Thanh Khoi and Mr. Wilson co-operated magnificently with each other and with the Director to ensure the success of the course. This team work and co-operation was most essential in view of the fact that some of the persons originally proposed for the course (e.g., Dr. Sokol) failed to turn up. All lecturers were either resident in African countries or had had long experience in African problems in their respective fields. All lectures, syndicates, workshops, etc., were therefore fully oriented to the African background, although care was taken at all stages to draw from the experiences of other continents where these were considered relevant.

IV. PROJECT EVALUATION

24. In spite of the failure of some resource personnel to turn up, every effort was made to cover all aspects of the course as originally planned. All the staff and trainees are agreed that the course was most successful. To some extent, this was undoubtedly due to the small size of the group which enabled individual attention to be given to each participant and his country's problems. The fact that the course was monolingual reduced the problems of communication to the barest minimum as the need for interpretation of technical texts was thus obviated. No doubt, the insistence also of ECA on high calibre candidates has paid good dividends in this instance. Two evaluation sessions were held with the participants and they were full of praise for the way the course was handled and that it enabled them to acquire, above all, techniques for dealing with their practical problems. Here it must be said that in this respect seminars, workshops and group discussions and assignments provided the most useful tool for inculcating the requisite skills and techniques.

25. As already indicated, library facilities and arrangements were most inadequate. The situation could have been mitigated by the supply of reading texts and materials by the lecturers. But the ECA made no financial provision to enable such documents to be transported; and the Course Director, for example, had to return all the documents he intended to bring to the course, at the airport, owing to luggage weight limitation. Course materials, therefore, hardly existed until the sixth week when the USAID air freighted large quantities of documents, films, etc., which were used (and most effectively too) by Mr. Wilson.

26. The participants expressed strong views about the status level of the candidates selected for the course. For the most part, they were third or second level senior staff of Governments. They were emphatic in their recommendation (with which the Director and other staff fully agree) that urgent effort should be made to attract more senior personnel (including persons of Permanent Secretary grades) to training courses

of this nature. The value of previous and current training courses appeared to be seriously diminished because the efforts of manpower and educational planners and trainers, (of the calibre normally attending the training courses) often tended to be frustrated by unsympathetic reception or ignorance on the part of the top policy makers and planners in Government.

27. The need to broaden the selection of those attending the courses was also obvious, in view of the wide ramifications and implications of manpower and educational planning processes. Thus each country ought to be enabled and required to send not less than two persons to these courses, chosen from among departments responsible for manpower and educational planning. Preferably, general economic development planners should also attend the course.

28. Ad hoc courses of this nature have proved very useful for training development planners in manpower, education and training. In terms of content and objectives of the course, the period of eight weeks is considered the most appropriate, although one or two participants expressed the view either that it was too long, or too short. On the whole, however, the paucity of research and of teaching and training material adapted to the needs of African countries in this field, drew attention to the urgent need for the establishment of two or three centres or institutions of international status (but preferably associated with selected Universities) that will devote full time to African manpower, education and training problems within the context of overall development. Apart from developing co-ordinated research and teaching materials in these fields, the institutions could act as the centres for continuous training of the relevant categories of planners and policy makers in their regions.

29. The level of allowances paid to participants was adequate, but it is felt that for the prices charged a better hotel could have been arranged. The rooms in the hotel where the participants stayed were most unsuited to reading and study. The very cold climate in Nairobi throughout the period of the course took a heavy toll among the staff and trainees in terms of sickness. The East African Staff College had no library worth speaking of, nor could accommodation be provided there for study. All

things considered, therefore, it is felt that a better location could have been chosen for the course.

30. No extra-curricular activities of any sort were formally arranged, and the participants had to be left to their own devices. Nor even one cocktail party was given in their honour, nor were they invited to any party whatsoever. On one afternoon, they visited the UNESCO conference on education which was held in Nairobi, but the session was of little value in terms of the course. The participants visited Mombasa over a week-end at their own expense. ECA made allowance for only one field trip in their budget, and the occasion was used to visit the Kenya Institute of Administration and the Nairobi Game Park. Apparently there was a severe budgetary limitation on the part of ECA.

V. RECOMMENDATIONS

31. In the light of the foregoing, the following recommendations are put forward for the consideration of the Economic Commission for Africa.

- (1) Course location should in future be chosen with due consideration of the weather and the health of participants.
- (2) Courses should for the time being continue to be organized separately for the French- and English-speaking African countries.
- (3) ECA should in co-operation with USAID, build up an adequate library of training documents, films and other equipment in the areas of manpower, education and training. Arrangements should ensure that they are despatched and made available at training courses. Recommended background reading lists should be sent to participants before they come to the course.
- (4) ECA should make financial provision to enable course participants and lecturers to carry documents to and from courses in excess of normal baggage allowance, up to a limit of ten kilos.
- (5) Case studies based on African or similar experience should be commissioned by ECA on various aspects of manpower, education and training, and these should be made available at future training courses as a means of making them more concrete and practical.
- (6) The effectiveness of those who have received training on this and similar courses, depends incalculably on receptivity of the new ideas and techniques on the part of general economic development planners and the most senior Government officials concerned with policy issues. ECA should therefore:
 - (a) ensure participation of economic planners jointly with manpower and educational planners on courses of this nature;
 - (b) arrange short conferences (of a week or ten days' duration) annually for top civil servants (Permanent Secretaries and their deputies) to "sell" the idea of manpower planning within the context of development planning.

- (7) Financial provisions should always be made to enable field trips and visits to local Ministries, agencies and institutions dealing with matters or projects related to the course.
- (8) While end-of-course tests should be avoided, lecturers should be encouraged during the course to devise 'ad hoc' tests for evaluating progress of the trainees.
- (9) ECA should devise a 'follow-up' system as a means of evaluating the on-the-job value of the courses provided. This should take the form, amongst others, of:
 - (a) refresher courses for participants, one or two years after the initial courses;
 - (b) suitably devised questionnaires which can be analysed and studied;
 - (c) supplying ex participants with follow-up documents, periodicals, etc.
- (10) ECA should seek the co-operation of other international bodies, such as USAID, to establish regional centres concerned specifically with manpower and training problems, which will conduct research and develop teaching and training material on a continuing basis in these areas, and provide facilities for courses for training manpower and education planners and administrators. The centres should preferably be located in carefully selected Universities.

ANNEX I

OUTLINE OF COURSE PROGRAMME^{1/}

PART I. TECHNIQUES OF MANPOWER AND EDUCATIONAL PLANNING

I.1 Introduction: Human Resources and Development

- the role of the total population and of particular social groups
- population distribution and area development
- active male and female population and dependency burden in development efforts
- social factors in development - attitudes, beliefs, motivations, social barriers, social environment, etc.
- labour quality and development - the effect of health, nutrition, education and training
- unemployment and under-employment and resource utilization
- employment policies in human resources utilization - employment creation and intensification and the choice of technology
- wages and income structures in employment development and cultivation of attitudes towards particular occupations
- inter-dependence between human resources and other factors of development
- manpower and educational planning within the framework of overall development planning

I.2 Manpower Planning Data

- what data?
- data collection and analysis
- evaluation and classification of employment and manpower data
- data storage and retrieval
- uses of available data

^{1/} This is an indicative outline for the course; the precise lecture and seminar topics to be offered by course lecturers will normally be related to the scope of this outline.

- manpower surveys - what additional information and data to look for and from whom; formulation of manpower survey questionnaires and their content; organization and execution of surveys; practical problems; publicity for co-operation; training of survey officers, etc.
- labour classification methods - the ISCO and the ISIC and their adaptation to local occupational nomenclature

I.3 Identification and Measurement of Manpower Requirements

- manpower consideration in development planning
- approaches, methods and techniques of identifying and assessing manpower requirements, global, sectoral, particular occupations and projects
- principles of job analysis and evaluation
- identification and evaluation of employment potentials, overall and by sectors of economic activities
- skill "mix" in the labour force and use of relative ratios of labour categories (Engineers/Technicians/Skilled operatives, etc.)

I.4 Manpower Programming Techniques

- methods and techniques for manpower projection and forecasting - input - output tables; manpower coefficients in given industries; labour efficiency index; target setting; progressive estimation; evaluation of forecasts
- labour participation rates and estimation of wastage in labour force supply
- employment creation and employment policy in relation to potential labour supply
- construction and use of manpower planning models
- phasing of manpower programmes
- techniques of balancing manpower demand and supply (overall and by sectors)

- use of rolling inventory and annual manpower balancing
- integration of manpower programmes in overall development plans

I.5 Techniques and Approaches in Educational Planning in Relation to Manpower Requirements

- manpower base for long-term educational planning
- approaches - socio-cultural consideration; education and training requirements of the labour force; educational implications of manpower programmes
- techniques of educational planning - essential data; forecasting pupil enrolment and teacher requirements; planning of particular educational levels and types and their integration into unified and balanced educational system; resource allocation, manpower requirements and development in particular educational levels; inter-relationship between the content and quality of education and manpower requirements; long- and short-term educational programmes; costs-benefits analysis; balancing educational supply within levels and spatiality

I.6 Organizational Framework for Manpower Planning

- manpower planning functions and organizational and institutional requirements; location, relationship and inter-dependence between manpower planning machinery and the national planning agencies and other agencies involved in human resources development and utilization; co-ordination of manpower planning action; decentralized and centralized manpower planning functions and problems of technical co-ordination; staffing requirements, etc.

PART II. TECHNIQUES OF EDUCATIONAL AND TRAINING PROGRAMMING

II.1 Training Policy and Priority

- objectives and priorities in educational and training programmes
- assessing training needs in relation to manpower resources and requirements for national development effort

- orientation of educational and training programmes to manpower needs
- setting training priorities and formulating national training policy
- evolving strategy for action
- use of direct and indirect means and incentives in promoting national training policy and priorities
- wage policy in training and manpower utilization
- progressive evaluation of training policy, priority and strategy
- co-ordination and planning the utilization of external training facilities
- policy harmonization regarding intra-African collaboration in utilizing specialized training facilities

II.22 Training Programming

- assessing training requirements by type of training and fields of activities
- programming training effort to meet manpower requirements over short- and long-term periods
- choice of training methods and types of training
- techniques for translating manpower programmes into training programmes
- job analysis and evaluation in the formulation of training courses
- assessing the adequacy of local training facilities
- the dovetailing of training abroad with local training facilities
- costs-benefits consideration

II.3 Implementation of Training Programmes

- phasing and timing of implementation
- formal training in institutions, practical training in industry and the need for complementarity

- the role of private and public establishments in providing job-oriented training
- collective efforts of private employers in the training of industrial labour (Latin America example)
- the use of audio-visual aids, programmed instructions, correspondence courses, mobile courses, etc. in training larger numbers to acquire new skills

II.4 Organizational Framework for Training Co-ordination

- policy and technical branches of a national machinery for training co-ordination and their respective functions
- relationship or integration with the manpower planning organization and with the agency for overall development planning
- organizational requirements for collaboration among private employers and relationship with the national agency for training co-ordination
- National Vocational Guidance Service
- Employment Service Mechanisms

PART III. APPLIED ~~MANPOWER~~ PLANNING AND TRAINING PROGRAMMING

Syndicates: small working groups to consider specific issues and projects and to produce draft reports for discussion in full seminars.

ANNEX II

LIST OF PARTICIPANTS AND RESOURCE PERSONNEL

I. STAFF MEMBERS

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ANNEX III

CLOSING ADDRESS BY THE HON. E.N. MWENDWA, MINISTER OF LABOUR, KENYA

Mr. Chairman, Ladies and Gentlemen,

I am very pleased to address you today and to share some of my thoughts on manpower planning and training programming with you.

In their scramble for Africa our foreign rulers have brainwashed us to believe that we are different from each other. Consequently we have developed unwarranted suspicions which have tended to perpetuate the divisive forces between us. If we are to break these artificial barriers we must remove these suspicions through mutual understanding. I am informed that you have been here for eight weeks. Considering how rare such opportunities for meeting are this is a relatively long time. It is my sincere hope that during your stay together you have managed to promote better understanding with participants from other parts of Africa and also to contribute towards the cause of African unity.

Needless to say the subject of your course is a very important one, particularly for developing countries like ours. I believe it is now generally accepted that manpower planning is an integral and indeed, essential part of overall economic planning. But this has not always been so. It is, in fact, a comparatively recent development and one which came about largely as a result of fuller awareness of the conditions prevailing in developing countries.

Working on the accepted theory of the "vicious circle of poverty" economists argued that it was lack of capital that led to low productivity, resulting in lower real incomes and, in consequence, lower purchasing power and saving capacity. This, in turn, meant a lower rate of capital formation, thus completing the "vicious circle". Experience, however, has proved that the supply of unlimited capital does not in itself create development and that skilled manpower is an essential component of the development process. As Professor Kuznets has put it in his Processes

and Problems of Industrialization in Under-Developed Countries, "the major capital stock of an industrially advanced country is not in its physical equipment; it is the body of knowledge amassed from tested findings and the capacity and training of the population to use this knowledge effectively".

Nowadays it is an accepted fact that capital, albeit very important, is only one of the factors of production. To become fully effective it has to be combined with such other factors as labour and skill. The fact that the Economic Commission for Africa and the East African Staff College have devoted so much time, energy and expense to the course that you have just completed is ample evidence of the importance attached to the development of manpower as an essential component in the process of development.

Your course, ladies and gentlemen, is particularly appropriate in the African setting in which we are faced with widespread unemployment coupled with a critical shortage of skilled manpower. This anomalous situation is a direct product of our colonial system which failed miserably in the development of human resources. The popular pattern was, as you know, to educate and train only a small percentage of the population to fill some posts both in the public and the private sectors of the economy, then leave the rest of the posts for the colonial masters. When our countries became independent, we inherited this heavy dependence on expatriate skill.

Needless to remind you no nation can claim to be truly independent if it relies on expatriate skill for its development. This, in essence, means that if our independence is to become meaningful we are duty-bound not only to make the best use of the available trained manpower but also to devise appropriate training programmes for preparing our citizens for full participation in the development of our economies.

The need for accurate manpower planning with a view to achieving full utilization of the available trained manpower is obvious. As you have spent so much time on this subject I will not attempt to venture a layman's opinion in a field which is inundated with experts. All that

I would like to emphasize is that effective manpower planning must relate education and training to the needs of the country. The colonial system which was notorious for producing white collar workers at the expense of trained agricultural workers and artisans is a good example of poor manpower planning in developing countries. As a result of this lack of imagination, if I may describe it as such, we have many workless white collars and a critical shortage of trained agricultural workers and artisans.

Equipped with the tools of manpower planning, as you are, I strongly commend this and other manpower problems for your immediate attention. As developing countries, we cannot afford the luxury of underutilizing such a valuable development asset as manpower. Indeed, I must urge you to devote yourselves faithfully to the cause of promoting a rational development and utilization of your countries' human resources. By so doing, you will be playing your full part in the development of your respective economies, a duty which every citizen is expected to fulfil.

At this juncture, I think it is appropriate that I should mention some of the factors which tend to interfere with proper utilization of trained manpower. One of our post-independence failures has been the high turnover of personnel from one job to another both in the public and the private sectors of our economies. As a result of this high turnover some potentially good officers have lacked the continuity and experience which would qualify them for more responsible posts. This, in actual fact, is tantamount to underutilization of trained manpower. I am not suggesting for one moment that labour mobility should be restricted. What I am proposing is that in our developing countries unnecessary labour mobility should be checked as it leads to underutilization of trained manpower.

Another factor which I would like to refer to is undue emphasis on experience. In our developing countries we must adopt the dynamic attitude which stipulates that hard work and determination can substitute for experience. In the private sectors of our economies, in particular,

one often finds potentially good and capable Africans denied the opportunity of filling senior posts owing to lack of experience. Such attitudes must disappear. In our own country experience has proved conclusively that given the opportunity our young men and women can achieve what would have required years of experience under normal circumstances. The truth of the matter is that we are living under abnormal times and that we must make a determined effort to accept this fact. If we fail to do so, we shall obviously not be in keeping with the times.

Another factor that I would like to draw your attention to is tribalism and nepotism which invariably interfere with proper utilization of our trained manpower. Where these hideous monsters show their ugly heads the country is bound to stagnate or develop at a much slower pace than what it is capable of. These, my fellow Africans, are pests which must be eradicated mercilessly and completely.

I would be failing in my duty if I did not mention the danger of isolation from the masses. Very often trained manpower which invariably enjoys much better benefits than the rest of the society tends to isolate itself from the rest of the community. Consequently, it lives detached lives which are completely severed from and unrelated to the rest of the community. This is a serious mistake which must be avoided at all cost. As the trained manpower let us not forget that we owe a great debt to society which has sacrificed a great deal for our education and training. Let us not live in an ivory tower but rather accept our part as leaders and teachers in the community. Our good example will, no doubt, inspire others to even greater heights of achievement.

As this juncture let me make a few comments on education and training which is an integral part of effective manpower planning. During the colonial regime from which Africa has suffered more than any other continent we were made to feel, and even believe, that we were inferior human beings created when the Almighty God was tired and disinterested. Consequently, we developed a slavish and subjective mentality. It is my ardent conviction that one of our most important duties in the post-colonial era is to eradicate this mentality. We must train our people at all levels

to appreciate the fact that they are as good as any other human beings and to project the African personality at all times. By so doing, we shall certainly restore the lost glory of our own beloved Continent.

Another important factor to be borne in mind when devising our educational and training programmes is the need for relating our standards to our countries' needs. Very often our students are denied jobs just because they do not have foreign qualifications. Worse still some of the requirements for such qualifications are completely unrelated to the needs of our countries. Such stipulations are a relic of our colonial past. The sooner we establish our own standards the better for our independent status.

Ladies and gentlemen, I must remind you that you have a very important role to play in the development of this continent. If you tackle manpower planning effectively and with imagination we shall succeed in transforming our untrained and unproductive masses into productive factors of our development process. We shall also succeed in overcoming our trained manpower shortages within the shortest possible time and in ceasing to rely on expatriate skill.

Ladies and gentlemen, I hope you have found your stay in Nairobi both interesting and productive. Under normal circumstances we describe Nairobi as the city in the sun. On account of unexpected atmospheric interferences, however, we were unable to offer you this distinguished feature of our city. Let me wish you safe return journeys to your respective countries and hope that you will come back to Nairobi at a better season.

Thank you.