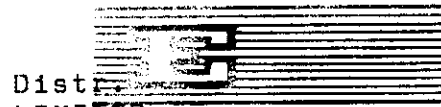


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**REPORT OF THE
SECOND MEETING OF DIRECTORS OF CENTRES
PARTICIPATING IN THE STATISTICAL TRAINING
PROGRAMME FOR AFRICA (STPA)**

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A. ATTENDANCE AND ORGANIZATION OF WORK

1. The second Meeting of Directors of Centres Participating in the Statistical Training Programme for Africa (STPA) was held at ECA headquarters, Addis Ababa from 2 to 6 November 1981. The Meeting was opened by the Deputy Executive Secretary of the Commission.
2. The Directors of the following STPA Centres or their representatives attended the Meeting: Centre européen de formation des statisticiens économistes des pays en voie de développement (CESD), Paris; Department of Statistics, National University of Lesotho, Maseru; Department of Statistics, University College of Botswana, Gaborone; Department of Statistics, University of Ghana, Legon; Department of Statistics, University of Ibadan; Ecole de statistique d'Abidjan; Eastern Africa Statistical Training Centre (EASTC), Dar-es-Salaam; Institut africain et mauricien de statistique et d'économie appliquée (IAMSEA), Kigali; Institut national de statistique et d'économie appliquée (INSEA), Rabat, and Institut national de statistique et d'économie appliquée (ISBEA), Yaoundé. A representative of the Munich Centre for Advanced Training in Applied Statistics for Developing Countries, a centre associated with STPA, was also present.
3. Participants from the following countries attended in their capacity as representatives of users of the Centres: Ethiopia, Kenya, the Congo, Senegal and Zimbabwe.
4. The United Nations Statistical Office, the United Nations Fund for Population Activities (UNFPA) and the United Nations Development Programme (UNDP) were also represented.
5. Representatives of the following bodies also participated as observers: Commonwealth Fund for Technical Co-operation (CFTC), London; Institute for Development Studies (IDS), University of Sussex, Brighton; International Statistical Institute (ISI), Voorburg; Institut national de la statistique et des études économiques (INSEE), Paris; Ministry of Co-operation and Development, Paris, France; Ministry of Economic Co-operation, Bonn, Federal Republic of Germany; Statistical Office of the European Communities, Luxembourg, and the Overseas Development Administration (ODA), London.
6. The following officers were elected: Chairman, Mr. L. Diop, Director of CESD; Vice-Chairman, Mr. S.I.K. Odoom, Head of the Department of Statistics, University of Ghana; Rapporteur, Mr. V.E. Muba, Acting Director of EASTC.

B. AGENDA

7. The following agenda was adopted:
 1. Opening address
 2. Election of officers
 3. Adoption of the agenda and other organizational matters
 4. Progress report on the implementation of STPA
 5. Integration of statistics and its implication for teaching
 6. Consideration of the report of the Working Group on Statistical Organization and Manpower

7. Co-operative development of teaching programmes:
 - (i) Consideration of guide syllabus for middle-level training
 - (ii) Role of centres in training for AHSCP
 - (iii) Programme of workshop/seminars
 - (iv) Exchange of staff
8. Technical and financial assistance
 - (i) Fellowships
 - (ii) Other assistance
9. Present state of research at training centres
10. Dissemination of information on training activities
11. Date and place of next meeting
12. Other business
13. Adoption of the report

C. ACCOUNT OF PROCEEDINGS

Opening address

8. In his opening address, the Deputy Executive Secretary gave a brief account of the historical background to STPA and its objective. STPA had become operational in 1978 following the recommendation of a special Working Group that had examined the problems of shortage of statistical personnel in the region. To achieve the objective of making Africa reasonably self-sufficient in statistical personnel by the end of the 1980s, some centres, designated as centres participating in the STPA, were to be assisted. UNDP had helped to launch the programme started by allocating a sum of 1.3 million United States dollars from its regional component for the period July 1978 to December 1981. Many other agencies had since given direct help to the programme. He thanked all the various agencies for their past help and the continued interest being shown by them as evidenced by their presence at the meeting.

9. He then recalled the deliberations of the first meeting of the directors and drew attention to the fact that, although certain topics would have been covered when reviewing the progress made since last meeting, those items were none the less listed on the agenda for separate consideration. They were:

- (a) Co-operative development of teaching programme;
- (b) Technical and financial assistance
- (c) Dissemination of information on teaching activities.

10. Under co-operative development, the issues which were to be discussed include the role of the STPA centres in training personnel for the African Household Survey Capability Programme (AHSCP), consideration of guide syllabus for middle-level personnel at English- and French-speaking centres, the programme of workshops/seminars and staff exchanges among STPA centres.

11. On the subject of technical and financial assistance, the Deputy Executive Secretary announced that the UNDP had agreed to continue its regional support for the STPA (including special assistance to the Portuguese-speaking African countries) with a sum of \$US2 million for the five-year period January 1982 to December 1986. He thanked the UNDP for its continued support.

12. Although ECA would continue to seek regional support for the programme, he called on the Directors to urge their Governments to make use of their respective indicative planning figures (IPF) for statistical training. That was all the more necessary as the regional funds could not meet the requirements of the region, and secondly because many aspects of STPA were better financed at the country level.

13. He then informed the meeting that the reaction to the request placed before the European Economic Community (EEC) for regional funding of the STPA was not yet known.

Progress Report on the Implementation of STPA (item 4)

14. A representative of the secretariat introduced the item on the basis of document ST/ECA/STPA/DM2/1. STPA had expanded rapidly in the last two years, following a transitional period devoted primarily to organizational questions. Project personnel had been performing their functions for a large part of that period, in spite of some changes, especially with regard to statistical training advisers posts. Nevertheless, the work load was such that it seemed necessary to strengthen the team by recruiting a third statistical training adviser.

15. Assistance to STPA centres had continued, particularly in the form of visiting professors in various specialized fields and fellowships for the training of trainers. Consultation missions had also been sent to various organizations and donor agencies to ascertain the possibilities of their providing assistance to STPA. The development of STPA required the concerted efforts of all bilateral and multilateral assistance bodies interested in statistical training in Africa. The regional component financed by UNDP was, in that context, a mechanism which made it possible to co-ordinate activities and operate in specific areas.

16. The question of special assistance to Portuguese-speaking countries in statistical training had been given all due consideration during the period under review. The countries of the group, at a meeting of their representatives had recommended the regionalization of the Lubango Centre in Angola to train the required middle-level statistical personnel.

17. Finally, the secretariat, in accordance with the recommendation of the first Meeting of Directors of STPA Centres, had prepared a guide syllabus for the training of middle-level statistical personnel in English- and French-speaking countries. Moreover, information on statistical training activities had continued to be disseminated in the STPA News and the Directory of STPA Centres. Those matters would be taken up again under other agenda items.

18. The Meeting commended the secretariat for its work over the past two years in implementing STPA. In view of the increased activities, it strongly hoped that appropriate solutions would be found so that an additional statistical training adviser could be recruited.

19. The question of the training of trainers was discussed at length. Some participants felt that training was hampered by the lack of qualified candidates. Others maintained that one of the major problems lay in the inadequate status of teaching staff. A related problem was the rigidity of civil service regulations. In some countries, such regulations contained a list of training establishments recognized by the State for the purpose of joining the various branches of the civil service, which limited training possibilities. Moreover, the legal status of STPA Centres often precluded the recruitment of qualified Africans interested in teaching when they were not nationals of host countries. It was suggested that the secretariat should draw the attention of authorities to those problems during missions to countries in order to find appropriate solutions. The question of the deployment of graduates after training was also raised and, if possible, an over-all solution should be found in the context of STPA. The Meeting considered in general that, instead of adopting ad hoc solutions, medium- and long-term planning should be carried out with respect to the training of trainers for the STPA centres.
20. Some participants regretted that there was no information on the procedure for requesting STPA scholarships for the training of trainers. The secretariat reminded them of the procedure and suggested that it should be included in the next issue of STPA News.
21. Many participants agreed that in future steps should be taken to establish a structure for the training of trainers in Africa. They were referring to an economic solution that would be better adapted to conditions in Africa and would ensure that the candidates trained would actually be used. Some STPA centres were about to strengthen their activities in that area. In that context, there were plans in the long term to relocate CESD, the only STPA centre located outside the region, to Africa. It was suggested that the French-speaking centres in particular might train certified ingénieurs statisticiens-économistes as trainers by means of organized and supervised field research which would be incorporated into the centres' curricula. Such research might lead to the doctorat du troisieme cycle. The hope was expressed that financing for that type of trainer training might be considered favourably within the context of STPA.
22. It was felt that the training of trainers in Africa could be supplemented by short-term training outside the region. Some STPA centres had already adopted such a policy. Some participants mentioned the lack of information concerning such training possibilities. The secretariat stated that it intended to distribute information on the courses provided by training institutions outside Africa. The representative of the Munich Centre provided information on the Centre's activities and the available documentation pertaining to them. One participant requested that a directory should be prepared of all centres which might train trainers.
23. As concerned visiting lecturers, emphasis was placed on the difficulties involved in identifying candidates and in the recruitment process. First, ECA received applications from the STPA centres for visiting lecturers. It then contacted possible candidates to ascertain their interest and availability and to obtain their particulars. After that, ECA sent the

names and particulars of the candidates to the centres concerned for their approval. ECA then made offers to the selected candidates who, following their acceptance, had to receive clearance from their employers. It was only at that time that ECA issued the travel authorization and the instructions for the payment of the daily subsistence allowance. It was mentioned that CESD, in collaboration with INSEE, had been of great assistance in identifying candidates for the French-speaking centres. It was suggested that the centres themselves should, in so far as possible, submit to ECA the names and addresses of those lecturers they wished to host. The representative of ODA informed the Meeting that there was a directory of consultants in the United Kingdom which might facilitate the identification of visiting professors from that country. The secretariat asked to be sent copies of the directory as well as similar directories from other countries. The Meeting was also informed of the existence of a directory of African statisticians, produced by ECA, which had been of great help in identifying African consultants. With a view to speeding up the recruitment process, the secretariat recommended that requesting centres should rapidly inform the Commission by cable whether or not they accepted the proposed candidates.

24. One participant remarked that it was difficult to make requests for visiting lecturers in advance because such requests were made when his centre encounters problems of resources. The secretariat noted that requests from that centre for assistance in certain specific areas were received at regular intervals. It was therefore suggested that the centre should appraise the Commission in advance of foreseeable needs, with the understanding that exceptional requests would be taken into consideration within the limits of available resources.

25. The Meeting recommended that the secretariat should draw up a questionnaire on the annual needs of the STPA centres for fellowships for the training of trainers and visiting lecturers. The questionnaire would be sent to the various centres, which would then complete them and return them to ECA. It would be assumed that those centres that did not return their questionnaires within two months would have no requests in those areas.

26. The Meeting also requested that taking into account the rapidly increasing demands for statisticians, the secretariat should update the 1977 study on the evaluation of statistical training needs. The secretariat noted that that was already included in its programme of work. The 1977 figures were revised periodically and still constituted a reasonable base for carrying out work on implementing STPA. The results of the new survey would make it possible to make any necessary adjustments.

27. The representative of EASTC stated that EEC had indicated its willingness to finance part of the construction programme of his centre.

28. The representative of Senegal stated that the College de statistique of the Ecole nationale d'économie appliquée de Dakar would begin during the current year to offer regional services by training ingénieurs des travaux statistiques for the countries of the Sahel. The centre asked for assistance in the form of visiting lecturers and fellowships for the training of trainers.

29. Comments were made on the possibility of links between the STPA centres and universities located outside Africa with a good reputation in the area of statistics as distinct from the concept of Associate Centres, which was discussed elsewhere in the report. The ISI representative reported that certain universities in the United Kingdom and quite possibly elsewhere, had begun to develop links of that type. The details varied but one possibility was that a student registered for an M.Sc. in his home (e.g. African) university might spend part of his time in the other centre. It was noted that, of course, the details of such links need to be carefully worked out.

Integration of Statistics and its Implications for Teaching (item 5)

30. In introducing the background document entitled "The Integration of Statistics and its Implication for Teaching" (ST/ECA/STPA/DM2/2) the secretariat referred to the problem of communication among statisticians. There existed a communication gap at both the national and the international level. Reference was also made to the conclusion of the Conference of Commonwealth Statisticians that the education system of most countries did not produce persons with the right training for work in government statistical offices. Two issues which had been discussed at length in the international context were also raised for discussion in relation to the African situation. They related to methods of training statisticians and specialization, and their relationships to the communication gap. Various options for bridging the gap were outlined.

31. In the discussion which followed it was stressed that the problem was not so much with specialization but with the methods of training. It was recalled that in the East African subregion those questions had been examined in detail before and the present course content of the Eastern African Statistical Training Centre had taken into account the need for the integration of statistics. The trainees of the centre had been found to be useful not only in statistical offices but in other institutions where they had worked. At the university level, the Institute of Statistics and Applied Economics (ISAE) at Makerere University had instituted a degree known as B.Stat which took into account the main elements of integration. That made it possible for the institute to have two course, the B.Sc for the academically inclined and the B.Stat for the professional trainee. It was suggested that in looking at the problem of integration the experiment at ISAE should be studied. In that connexion, the secretariat indicated that an evaluation of the ISAE experiment should be undertaken before any proposal to extend it to other institutions could be considered. The available evidence did not support the view that by merely emphasising applications in syllabuses and using tutors with limited practical experience, the institutions produced an "integrated" or "professional" statistician. The Meeting was however informed that in evaluating the B.Stat course at ISAE, it should be noted that the intake for the course was almost totally confined to in-service trainees with a length of working experience in national statistical services and also some of the teaching staff hitherto had had operational working experience. Furthermore the national statistical services of the subregion had found statisticians who had undergone B.Stat course to be very useful.

32. The Meeting considered that integration was desirable but that it could be achieved more effectively by improvements in the methods of training which produced a proper mix of theory, methods and applications. However it was stressed that experience on the job could not be replaced by any kind of formal training, but such training could minimize the period spent on training on the job. There was also the need for changes in course content at some of the centres especially if integration implied that training of statisticians who were adaptable to all areas of application and all kinds of working situations. It was, however, considered inappropriate to feature a large collection of official statistics in the syllabus since they did not generally help in attaining the objectives of integration. The secretariat pointed out that most African training centres featured courses in official statistics in one form or another. For example, the University of Ibadan offered at the undergraduate level a course on "official statistics" and, at the Master's degree level, a course on "Topics in the methodology of official statistics". The University of Ghana was considering similar arrangements in its statistics programme.

33. The Meeting also noted that the stage at which specialization usually took place at African training centres did not affect integration. Students usually specialized the M.Sc. or higher levels.

34. Stress was laid on the period of apprenticeship either as part of a degree programme or outside it. That period could be as long as one year. References were made to existing arrangements both in the English- and French-speaking institutes relating to attachments to statistical institutions during training. The secretariat pointed out however that there was need for proper direction of those programmes of attachment. The experience in many cases had been that, without proper guidance from the institutes, the period of attachment turned out to be largely wasted.

35. With respect to the question of the implication of the proposed re-orientation in course content, the Meeting referred to the practice in some institutes whereby some of the lectures were given by a practising statistician from government and other statistical institutions. In addition lecturers took part in surveys or other statistical activities carried out by government statistical offices or other agencies.

36. It was also stressed that in any kind of arrangements the aim of training statisticians was to meet country needs and that, to that end, different kinds of syllabuses and different options would be needed. The practice of students selecting universities or courses not appropriate to their needs was highlighted. The centres were urged to play a more positive role in guiding students who were recommended for training by them under the "training of trainers" scheme. Sandwich courses were also suggested as a way of acquiring the necessary practical experience.

37. In conclusion, the Meeting stressed that Africans should not regard themselves merely as users of imported techniques. There should be an attempt to look at the needs of African countries and to relate the statistical techniques to the relevant theory to meet those needs.

The course content at each level should therefore take into account all relevant issues bearing in mind that the needs of today might be different from those at the end of the century. Thus, not only there was need for periodic reviews of syllabuses but ^{also} centres should be encouraged to allow their teachers to update their expertise continuously.

Consideration of the report of the Working Group on Statistical Organization and Manpower (item 6)

38. The representative of the secretariat explained the main conclusions of the Working Group held the previous week. Some of the issues, including the reorientation of training courses to meet actual requirements in respect of statistical personnel, had already been examined in connexion with the integration of statistics. The Meeting then decided to confine its discussion to three main issues: regionalization, EDP and research.

39. On the question of regionalization, a careful examination was made of current proposals to make African statistical centres more regional in character. It was felt that a more precise meaning and purpose of regionalization was needed. ECA noted that regionalization involved the establishment of institutional arrangements which helped to meet national needs through optimal use of centres within a country and outside the country.

40. To that end, two kinds of institutional arrangement could be identified. Firstly there was the situation in which national Centres offered training facilities to other countries, which was the case with most STPA member centres at present. Secondly there could be a form of arrangement when two or more countries jointly financed the running of a particular centre. It was the second of those options that had been the subject of recent proposals and concerned centres such as EASTC and ISAE. Those centres had been established with UNDP support and such support had not been withdrawn or was in the process of being withdrawn. The Governments of the countries in which such centres were located were either obliged in terms of project agreement to take over the financial obligations or unable to fund the operations of such centres adequately so as to enable them to continue to operate and render facilities on a regional basis as originally intended and desired. Hence the problem and the need to restructure the operational arrangements.

41. A number of directors attending the meeting described their own situations with respect to regionalization. All centres were providing regional services but, in other respects, there was considerable variation among centres. From that it was further concluded that, even within the context of an over-all plan for regionalization, it would be necessary to make special arrangements for each individual centre. Examples were given of centres established from the outset as regional centres from external sources. When such external sources were withdrawn the centres became national centres but still continued to offer regional services. The Meeting therefore felt that, in examining the problem, cognizance should be taken of those fact.

42. The Meeting acknowledged that a move towards fuller regionalisation of certain centres could have a number of distinct advantages. One was the preference expressed by donor agencies for assisting regional rather than national projects. In that connexion the Meeting welcomed a statement by the EEC representative in support of regionalisation and was pleased to note that assistance would be given to the Dar-es-Salaam centre in developing its infrastructure.

43. Other advantages included the possibility of enlarging some centres to make them more cost-effective, so that the resulting concentration of training activities led to better services for user countries which could afford their own centres. Regional centres would also be a convenient means of introducing new kinds of training facilities. The case of the Eastern African subregion was cited as an example of one where for many years the regionalisation sentiment had been very strong.

44. While supporting a move towards fuller regionalisation, the Meeting felt that there were some attendant dangers and that arrangements would have to be worked out carefully over a long period. The first requirement in converting any centre to regional status was a clear commitment to its support and use by several countries. Such a commitment involved financial obligations and it must be clearly demonstrated that they were being met before external support could be expected. Recent experience had shown that a considerable amount of time was needed in negotiating the joint sponsorship of centres in the region and in obtaining external assistance. The Meeting believed that careful attention had to be given to all such questions if efforts to regionalise individual centres were to prove successful. Against that, it was observed that the more traditional arrangement under which national centres provided regional services had in fact not resulted in too many financial problems as far as those national centres were concerned.

45. In the shorter term greater regionalisation was believed to be a means of achieving the necessary increase in the output of STPA centres, despite staffing problems. It was noted that in the longer term the need for regionalisation might diminish as more countries developed their own statistical training facilities particularly at the middle level.

46. The meeting examined the question of selecting centres for participation in a more fully regionalised programme and emphasised that the number involved should be fairly small. In addition it felt that the total number of centres participating in STPA should not be allowed to proliferate. It concluded that a plan for the development of statistical training is needed for the continent as a whole to ensure that efforts towards regionalisation are rational and effective.

47. The role of ECA and STPA was considered in relation to the regionalisation proposals and it was noted that significant information and co-ordination services would be required. ECA would have to assume the leadership in formulating a comprehensive plan and must also have a strong influence in the selection of participating centres. In Connexion with the latter it was proposed that a set of criteria should be established and some suggestions were made, taking cognizance of de jure and de facts status of centres respectively.

48. The United Nations Statistical Office indicated that it would support regionalization if required to do so. The proposals had some advantages but there were related funding problems and caution was needed. The effort to regionalise training of statisticians in Africa should not hastily supplant well-established national centres.

49. With regard to data processing, the Meeting fully appreciated current problems and believed that they may be contributing to the delays in publishing official statistics and the data collected more directly through surveys, etc. Nevertheless it was stressed that computers must be accepted as an essential factor in the processing and dissemination of data in Africa, particularly now that cheaper equipment was becoming available, and that it was necessary to learn how to use those facilities effectively. Within that context some manual processing supported by suitable equipment would continue to have a role to play.

50. Current data processing problems were attributed to difficulties in making appropriate organizational arrangements within statistical services, the rapid change in technology which lead to problems in selecting effective processing methods and lack of experience in using the techniques. It was noted that, in solving those problems, an effort had to be made to imposed the discipline required by new data processing arrangements.

51. The representative of INSEA informed the Meeting about the absence of students from other French-speaking African countries in the two computer science divisions of his Centre (adjoints techniques programmeurs and ingénieurs analystes). He expressed the wish that fuller use should be made of the facilities at INSEA.

52. A third topic considered by the meeting was research. There was full agreement with the preceding working group that research is a necessary activity of national statistical services but it was emphasised that their work in this area must be co-ordinated with the related activities of universities. Formal arrangements for this purpose are necessary to ensure continuity.

Co-operative Development of Teaching Programmes (item 7)

(1) Consideration of guide syllabus for middle-level training

53. The secretariat introduced this item by recalling the recommendation of the last Meeting of Directors that guide syllabus for middle-level training should be prepared. After the adoption of that recommendation, two consultants, one for the French-language centres and the other for the English-language centres, were invited to prepare draft syllabuses for the two educational systems bearing in mind possible language problems and the different educational systems of the two language groups.

54. The main objective of the exercise was to produce a guide syllabus taking into consideration:

- (a) Existing syllabuses;
- (b) Intra-language group differences;
- (c) Inter-language group differences;
- (d) Duties to be performed by the trainees

- (e) Possibility of standardization in terms of terminology and quality of training; and
- (f) Possibility of an integrated programme for both language groups

55. The Consultant for the French-language centres introduced document ST/ECA/STPA/DM2/3.1, on the guide syllabus for the training of middle-level statistical personnel in French-speaking African countries.

56. He said that the document had been produced after a careful examination of available syllabuses at ECA, visits to some centres and statistical offices. His own previous experience as both a trainer and user had also been helpful in the exercise.

57. He then gave the principal objectives born in mind in producing the syllabus, which were aimed at fostering the development of students with aptitude for mathematics and those with a practical turn of mind. They were to prepare well informed statistical workers; to train efficient and productive administrators; and to devise a flexible programme that could prepare the ground for the more capable students to acquire higher training.

58. The agents techniques syllabus was presented under the following subject matter groups:

- (a) General studies: comprising mathematics, numerical computation, French, English, economics, geography
- (b) Basic statistics comprising statistical preparation and descriptive statistics
- (c) Economics and computer sciences:
 - Business accounting
 - General economics
 - National accounts
 - General computer processing
- (d) Applied statistics:
 - Demography
 - External trade
 - Price statistics
 - Industrial statistics
 - Labour statistics
 - Agricultural statistics
 - Transport statistics
 - Public finance and accounting
- (e) Practical application:
 - a four week internship programme

The duration of the programme was one year.

59. For the adjoints techniques syllabus which would be studied in two years, the subject matter grouping was essentially the same as for the agents techniques syllabus, the standard of course being higher.

60. Bearing in mind the possible administrative duties of trainees at that level and other pertinent points, some topics had been added under appropriate subject groupings. They included statistical organization and preparation, notions of civil and commercial law, statistical analysis, survey theory and practice, development and planning.
61. A representative of the secretariat introduced document ST/ECA/STPA/DM2/3.2 containing the guide syllabus for subdegree training in statistics in English-speaking African countries.
62. Taking as a benchmark the programme of the Eastern Africa Statistical Training Centre (EASTC) Dar-es-Salaam, the programmes of many other centres had been examined. The final syllabus was a blend of ideas from the various sources.
63. The objectives at both the certificate and the diploma level remained essentially the same as for the French-language programme.
64. The certificate syllabus had as its core subjects
- (a) Economics
 - Micro-economics
 - Macro-economics
 - Applied economics including economic geography
 - (b) Mathematics
 - (c) Statistics
 - Statistical theory and methods
 - Applied statistics with general official statistics and various areas of application such as agricultural statistics, national accounts, etc.
 - (d) Practicals
 - (e) Field project involving a survey on a selected topic
65. The course was expected to be completed in a year with entrants having some O-level background and experience in statistical office.
66. The diploma syllabus which was at a higher level than the certificate syllabus contained the same subject groupings.
67. Apart from the higher standard, more options were included in the areas of application under applied statistics plus organization and supervision of statistical work. The programme could be undertaken either as a two- or three-year course after school or as a one- or two-year follow up to the certificate course.
68. After the presentation of the syllabuses, the secretariat drew attention to the main issues on which some positive recommendations were expected to arise from the discussion. They were :
- (a) Terminology;
 - (b) Core subjects to be offered and their relative weighting;
 - (c) Other subjects to be offered;
 - (d) Integration of the two language systems;

(e) Location of training at the level in question whether within a University or not;

(f) The problem and nature of apprenticeship/internship;

(g) Implications of an agreed syllabus for career prospects and future training of products of the middle-level training;

(h) Format to be adopted in the final presentation of recommended guide.

69. Subject to some suggestions on possible improvement of the proposed syllabuses, the syllabuses were by and large found acceptable to the Meeting.

70. Among the points on which the Meeting wanted some clarification and modifications, if necessary, were:

(a) Time (hours) allocation to the different topics particularly in the English-speaking programme;

(b) Some trimming of the number of applied statistics options which presented the essential spirit without an unduly unwieldy list of excessive length;

(c) Inclusion of sociology;

(d) Inclusion of some elements of tax systems under economics;

(e) Addition of comparative evaluation of available softwares and computer languages;

(f) Need to consider training of computing staff per se as distinct from training of statisticians with knowledge of data processing.

71. On the main issues the following conclusions were drawn:

(a) The terminology used at present could continue as long as no confusion arose;

(b) Economics, statistics and mathematics were agreed as the core subjects, subject to the observations already made on matters of details;

(c) Studies in sociology were considered essential and should be included; French should be introduced in the English-language centres; some elements of commercial and business law as contained in the French-language programme seemed desirable;

(d) Interlanguage group integration was considered ideal but could be evolved only cautiously with time. For the time being ECA should make a start by identifying common areas where integration could be more easily and realistically achieved;

(e) The general view is that location would depend on the prevailing circumstances in each country;

(f) With regard to apprenticeship/internship, the proposals in the guide for acquiring practical skill through projects, field work or direct attachment to offices were accepted.

(g) Concerning implications for career prospects and further training, it was agreed that flexible syllabuses such as the proposed ones which made further training possible should be adopted.

(h) In terms of presentation, the French-language format should be followed, with the necessary adaptation.

72. Finally it was the view of the Meeting that any syllabus adopted should be adhered to as much as possible when teaching particularly to ensure that users had confidence in the products of the programme.

(ii) Statistical training for AHSCP

73. In introducing the paper on statistical training for African Household Survey Capability Programme (AHSCP) (ST/ECA/STPA/DM2/4), representative of the secretariat pointed out that AHSCP was a big challenge for African countries designed to build up a durable capability for conducting household surveys on a permanent and continuing basis and thus to meet a large part of data needs for planning and policy making. The success of the programme depended on the availability of a large number of professional, sub-professional and other statistical personnel with various types of expertise, skill and training. In that regard the centres participating in STPA could play an important role.

74. He then summarised the suggestions made in the paper. At the professional level the centres could organise two types of formal training courses for AHSCP, i.e., general and specialised. The general course would concentrate mainly on survey organization from the point of view of the objectives of AHSCP. The specialized courses could cover specific topics such as survey management, survey methodology, individual subject fields like economic statistics, agricultural statistics, labour statistics, etc, cartography, computer programming and systems analysis. In addition the centres could organize refresher courses and workshop sessions on household surveys for professionals engaged in that kind of work. For sub-professionals, in-service training, either at the centres or at national statistical offices, through practical project work was suggested.

75. In the course of the discussions several participants pointed out that the present syllabuses of the centres covered some of the subject-fields coming under AHSCP and in some cases the practical work assignments related to household surveys. Additional details were also provided by some of the participants. For example, the University of Botswana has started a special one-year course on survey research methods. The University of Ibadan ran summer courses on sample survey techniques and methodology. The centres at Abidjan and Yaounde had hosted two seminars on household surveys and agricultural statistics respectively organized by the Munich Centre. The Munich Centre intended to run two four-month courses in 1982 on household statistics, in English and French respectively. In the United Kingdom the University of East Anglia offered a course on census cartography and the University of Kent one on agricultural statistics.

76. Several participants identified areas where training was specially called for in the context of AHSCP. The areas mentioned were agricultural statistics, electronic data processing and systems analysis, cartography, geography, accounts and report writing. With regard to cartography, it was mentioned that an ability to read and interpret maps was essential for middle level staff and at professional level ability to co-ordinate various sources of cartographic information and maps was needed. It was stated in that context that conditions varied from country to country and in matters of training a flexible approach should be maintained.

77. The general opinion of the participants was that the regular courses offered by the centres at present at middle and under-graduate level were adequate for the personnel required for AHSCP, although the number turned out might not be sufficient. The main deficiency was in giving a practical orientation towards the type of work required for AHSCP. In that context several participants emphasised the need for organizing refresher courses and workshops at the regional or country level. It was suggested that the workshops should be specially structured to concentrate on specific topics. The courses organized by the Munich Centres on the African continent were also commended. The representative of CFTC mentioned that his agency would be interested in assisting financially in the organisation of training workshops in developing Commonwealth countries.

78. The secretariat summarised the various points of discussions and expressed the view that, although the existing middle-level courses offered by the centres were adequate, the same could not be said about professional courses. The professional statisticians coming out of centres did not exactly know how to use the tools. Therefore, it was necessary to have a proper mixture of theory, methods and application in the professional courses. An example was given in regard to the analysis of survey data. At present the statisticians lacked capability for in-depth analysis of data, although they could carry out routine analysis. In particular, AHSCP envisaged inter-linking the results of different surveys. Highly sophisticated techniques of analysis were needed for that and the centres should cater to such requirements.

79. The secretariat pointed out that survey statisticians often lacked a forum to take their actual problems for solution. Therefore, training workshops and in-service training could be organized specifically to fill that need. Another alternative, as in the case of WFS, was to have a central place where the survey data could be taken and expert advice would be available for handling such data. In general, the centres participating in STPA should not just limit themselves to the training of personnel. They should reach out to the national statistical offices, concern themselves with the many survey problems which arose and offer their expertise and services to solve such problems.

(iii) Workshop and seminar programmes, 1982-1983

80. The item was introduced by a representative of the secretariat and mention was made of the need to know the workshop and seminar programmes and to distribute them to the region's training centres and statistical services. The objective was to have a permanent training system so that skills could be kept constantly up to date. The Meeting was then informed of the workshop and seminar programmes for 1982 and 1983 of those training institutes which had responded to ECA's request.

81. The representatives of the various training institutes were requested to provide the Meeting with all necessary details concerning their workshop, seminar and short-term course programmes for 1982 and 1983 so that STPA could compile them in a publication to be distributed throughout the region. The need was stressed for African training centres to give consideration to developing co-operation in organizing workshop and seminars.

82. The Deputy Director of the Ecole de statistique d'Abidjan spoke about the seminar on agricultural surveys that his school had organized with assistance from the Munich Centre and noted that participants had expressed great interest in the organization of such activities in Africa. He expressed the hope that many such activities would be organized in the region and said that the school was willing to serve as a venue and to collaborate in the organization of workshops and seminars in the future.

83. The Director of CESD described the workshops and seminars that had been organized by the Centre. The goal of the refresher training on statistical data processing financed by the French Ministry of Co-operation and Development was not to train computer scientists but to provide statisticians working in statistical offices with the data processing knowledge necessary to ensure an effective dialogue with computer scientists. He also mentioned the difficulties in financing scholarships for participation in the refresher training, as a result of which the training had never had a full complement of participants. In 1980, the Centre had organized, with European centres for advanced training and donor agencies such as EEC, ODA and the French Ministry of Co-operation, a meeting to exchange views and experiences and to avoid any overlap in their training activities. In 1981, at the request of several African training centres, a workshop on the training of ingénieurs des travaux statistiques had been held at the Centre. The workshop had been used essentially for an in-depth exchange of views for the purpose of ensuring that ingénieurs des travaux statistiques were continually brought into line with the needs of their countries. This workshop had been financed by EEC and the French Ministry of Co-operation and Development. It had adopted a series of recommendations which would be implemented as from 1982 with technical assistance from CESD and INSEE Co-operation Office and financial support from EEC and the French Ministry of Co-operation and Development.

84. Several participants deemed the information on the workshops and seminars very useful and consequently requested STPA to reproduce and distribute it widely.

85. The representative of INSEA at Rabat said that his institute's workshop and seminar programmes, which had been submitted to participants, were an integral part of the Institute's curriculum. INSEA had not yet undertaken such training activities for outsiders because of problems of financing, but it was prepared to provide any assistance in the organization of such workshops and seminars, especially on sampling techniques, provided that financing could be found.

86. The Meeting felt that the suggestion of the representative of INSEA on the possible organization of workshops on sampling techniques was very interesting in the context of the African Household Survey Capability Programme (AHSCP). STPA was asked to participate in the organization of such a workshop.

87. The Director of IAMSEA at Kigali agreed that it was valuable to organize workshops and seminars. The Institute would set up such bodies as soon as it was in a position to do so.

88. EASTC at Dar-es-Salaam was in the process of setting up workshop and seminar programmes and would inform STPA of them in due courses.

89. The CFTC representative stated that STPA could help to identify the seminars and workshops which might be of interest to the region. The experience of third world countries of other regions in the organization of workshops and seminars could be helpful. CFTC was prepared to respond positively to requests for organizational facilities. Nevertheless, requests for financial assistance should originate with the Directors of the training centres. He also noted that such workshops could extend their scope to subjects dealing with the development of statistical information needed for development plans which were increasingly being used with an extensive level of geographic disaggregation.

90. It was noted that the Overseas Development Administration would also consider bilateral technical assistance for seminars and workshops by providing the services of lecturers or other experts. It would be helpful if requests for assistance were made as well in advance as possible.

91. In conclusion, the secretariat was requested to distribute to participants as soon as possible the document which served as the basis for that item, in spite of the fragmentary nature of the information it contained, and to continue efforts to complete and circulate such information.

(iv) Exchange of staff

92. A representative of the secretariat introduced the item by recalling the opening address of the Deputy Executive Secretary who had drawn attention to the need to make optimal use of limited resources within the region particularly in terms of the staff available in the region.

93. One way of doing so was by exchanging staff among centres. That practice was already applied informally, especially among the French-speaking centres. Recently, through STPA, the practice had started in the English-speaking centres.

94. From the experience so far, it had become necessary to find a way of formalizing such arrangements.

95. One possibility was to have an advance list of staff from various centres including non-STPA centres who might be available to undertake assignments at other centres. Such a list would contain information on the available staff, time of availability, area of interest etc. An example was given of the case of a staff member from a non-STPA centre who had been sent to an STPA centre. Eventually it was hoped that a list of possible consultants could be drawn up and updated periodically.

96. The Meeting felt that was a welcome development and should be implemented. In view of the processes that had to be gone through in most centres before staff could be released, the need for early planning on the part of Directors was emphasized. To that end, Directors were to send the necessary information to the secretariat as soon as possible.

Technical and financial assistance (item 8)

- (i) Fellowships
- (ii) Other assistance

97. The Meeting agreed that the two subitems should be discussed simultaneously. It was also agreed that the discussion should be based on:

- (a) Document ST/ECA/STPA/DM2/5
- (b) An oral statement from the secretariat on the mission by ECA to certain bilateral and multilateral agencies and institutions on the subject of STPA, with special reference to the proposals made by ECA to EEC for regional funding of certain aspects of STPA.
- (c) Oral statements made by certain bilateral and multilateral agencies describing their technical assistance programmes and procedures that should be followed for requesting technical assistance.

98. In introducing document ST/ECA/STPA/DM2/5, a representative of the secretariat stated that it consisted of two separate parts. Part A provided summaries of issues arising in the training of statistical personnel in general and part B contained a description of technical assistance for training statisticians and programmers that were available from funds provided by the regular budget of the United Nations, UNDP and UNFPA.

99. The Meeting was informed that the issues discussed in part A were summaries of the views of ECA, other regional commissions and specialized agencies of the United Nations. Those views were documented so as to enable the Meeting to know the views of other parts of the United Nations system concerned with training of statistical personnel, and in fields of statistics other than those for which the United Nations had responsibility.

100. Part B of the document presented the facilities and provisions available for training statisticians and programmers. They were:

(a) Interregional and regional advisers who were available to undertake missions to national statistical offices to advise on specific issues arising out of everyday life in those offices and who in the process of such missions imparted technical know-how to counterpart staff.

(b) An interregional project designed to train national computer staff either through regional workshop courses, national courses or at headquarters in the use of software packages developed by United Nations to help countries to process their population census and survey data;

(c) A project designed to train young statisticians and programmers in another developing country within the region financed from the regular budget of the United Nations. This was essentially "apprenticeship" type training of short duration and specifically designed to improve the practical skills of the trainees;

(d) Fellowships and study tours included in country projects which were funded either by UNDP or UNFPA for training national counterpart staff so that they could continue work in the statistical area that had been established, improved or strengthened during the period of the project.

101. The secretariat also called the attention of the Meeting to national in-service training schemes operated by certain countries in the region and designed especially to train the middle-level staff of national statistical offices.

102. Finally the secretariat explained that UNDP and UNFPA were the two primary sources from which the United Nations obtained funding for its technical assistance programme and referred to the procedures by which technical assistance funds could be secured from these sources.

103. The secretariat then suggested that, in view of the reduction in the total amount of funds now available for supporting the improvement of statistics, the Meeting might wish to discuss, priority fields of statistics in which training should concentrate and what should be done to increase the volume of technical assistance funds available for statistical training.

104. The secretariat made a statement regarding the outcome of its mission to certain bilateral and multilateral agencies to seek technical and financial support. In particular, it explained that the outcome of its request for assistance for the STPA programme which had been submitted to EEC with the support of the ECA Conference of Ministers and the ACP Council of Ministers and which had been fully discussed and explained to the EEC secretariat was still unknown. The secretariat explained fully the method used in submitting the proposals, the content of the proposals and the action taken to allay the doubts and fears of EEC.

105. In reply the representative of SOEC/EEC stated that the Commission and member countries wished to stress the importance and contribution of STPA on several counts (initial formulation of needs, sensitization of States, initial activities). However, a definite change could be observed in the content of STPA. From a common fund for scholarship contributions it had developed into a global framework for the training of statisticians in Africa. That change made considerable adjustments necessary.

106. The request for contributions to the STPA common fund was not compatible with the machineries of the Community or the member countries. To surmount the administrative difficulties and meet the requirements of the adaptation of STPA, member countries and the Commission of the European Communities proposed that the following steps should be taken:

(a) The process for granting fellowships should be improved by having States agree to request fellowships falling within a predetermined range for a period of one to three years. In return, European sources of financing would try to facilitate and speed up the process. That procedure would constitute a genuine beginning of fellowship planning;

(b) The needs for statisticians should be reconsidered on the basis of the result of:

(i) a qualitative and quantitative survey dealing with global needs for statisticians at different levels, the needs of official statistical services, the capacities and needs of the training centres and financing and budgetary machineries;

(ii) An analysis of the information collected that would make it possible to update STPA by setting out the commitments of the various partners (sources of financing, countries concerned) in their respective areas (fellowships, status and carriers).

107. The study should bring together ECA, EEC and its member countries and the ACP secretariat. EEC might undertake one part of the study and ECA assistance would be welcomed. The study should be completed in approximately one and a half years from the present time.

108. The secretariat reiterated its position that all that had been done so far had been on the advice of the Commission through consultations. Hence the central issue was one of asking the group of countries concerned to take a political decision on the principle of a regional request for funding fellowships, staffing, equipment etc... It was only after the Commission had agreed to that principle that further detailed work would be called for. That had been done through the two resolutions already referred to. On the issue of control of funds, the secretariat made it clear that it was entirely up to EEC to decide on the modus operandi of any funds it might agree to spend on STPA and there was no question of a common fund.

109. Many participants contributed their views to the discussion especially with regard to the STPA proposals submitted to EEC. The meeting later adopted the following motion:

"The second Meeting of Directors of Centres Participating in the Statistical Training Programme for Africa (STPA) was held at Addis Ababa, Ethiopia, from 2 to 6 November 1981 and considered, under agenda item 8, problems relating to technical and financial assistance for statistical training in Africa. Statements were made by a representative of the ECA secretariat and by a representative of the Commission of the European Communities on the status of the regional request submitted to EEC by the ACP secretariat for financing statistical training for African countries.

"The statements brought to light some difficulties being encountered in the consideration of the request.

"Considering the attention which should be given to the problem and recalling the support of the ECA Conference of Ministers and the Council of Ministers of the ACP countries for the request made by the ECA secretariat, the Meeting of the Directors of Centres Participating in STPA requests the secretariat of ECA to take, without delay, necessary steps to surmount these difficulties with a view to finding a just solution to the problem of regional financing of statistical training in Africa.

"The Meeting would like the project to be financed as soon as possible in the framework of the Lome II Convention.

"Considering further the scope and urgency of needs of the centres participating in STPA, the Meeting requests that, pending a satisfactory solution to the problem of regional financing of statistical training, all necessary steps should be taken by the parties concerned so that the technical and financial assistance now received by the training centres will be continued and, if possible, increased".

110. Certain bilateral and multilateral agencies made statements explaining their technical assistance in statistics programmes and their procedures for obtaining such assistance.

111. The representative of the Government of the Federal Republic of Germany emphasized its support for the STPA programme directly or indirectly. There were three main channels through which his country's technical assistance programme in statistics was handled. They were the Munich Training centre; through EEC funds, to which the Federal Republic of Germany contributed between 25 and 30 per cent; and through Universities in the country which offered scholarships that included statistics, economics and mathematics to developing countries.

112. In addition to those channels the Federal Republic of Germany also provided assistance to a few statisticians from national statistical offices of developing countries to obtain practical training in the national statistical offices of the Federal Republic of Germany.

113. He was unable to state what the size of his country's future contribution would be because the federal budget had yet to be approved. He however believed the Munich training centre would carry out the various seminars described under another agenda item. The Government of the Federal Republic of Germany intended to send one long-term and some short-term data processing advisers to ECA to support AHSCP.

114. He pledged continued support for STPA but cautioned that the recipient countries also had to show continued support for the programme.

115. The representative of the Commonwealth Fund for Technical Cooperation (CFTC) explained the connexion of the Fund with the Commonwealth Secretariat. The Fund sponsored the training of statisticians and also offered long- and short-term expert technical assistance and consultants to advise in the form of his own services to countries of the Commonwealth. He however made it clear that the Fund's activities did not extend to the provision of hardware.

116. Requests for sponsorship for training in its various forms e.g. in-service training, formal education, workshops and seminars, etc. and for technical assistance should be addressed to the Managing Director of CFTC and deposited with the CFTC contact agency within the country concerned while the latter could be made in an ordinary letter form, requests for sponsorships for training and education needed to be submitted on pre-specified proformas. Requests for consultant advice might be submitted directly by a simple letter to CFTC in London without being routed through the contact agency.

117. He emphasized that the government department or agency in the country originating the request for technical assistance and/or education and training sponsorship should take the initiative to secure priority for such requests within the context of its CFTC country programme.

118. Regional institutions were excepted from that rule. They could submit their requests directly to CFTC without routing them through the contact agency in the country in which such a regional institution happened to be located. Although CFTC's operations were limited compared with certain bilateral and multilateral agencies, that was compensated for by feasibility and turn around time in CFTC's operational procedures.

119. The representative of the United Kingdom stated that technical assistance in statistics as administered through the Overseas Development Administration was provided primarily within the framework and over-all limits of the technical co-operation agreements with individual countries. That policy ensures that aid granted reflected the priorities of the recipient countries.

120. The technical assistance in statistics provided by ODA covered the provision of both long- and short-term experts, fellowships for training in statistics and data processing and other assignments. ODA, in addition, co-operated with regional bodies such as ESCAP and ECA by providing lecturers and other training support at all levels.

121. He made a detailed statement about workshops and courses arranged by Universities and Institutes in the United Kingdom. Where special training requirements were needed, ODA would be prepared to discuss the development of new courses with suitable institutions.

122. With regard to the recently announced cuts in public expenditure in the United Kingdom, although assistance in statistics might be affected, some country programme, for example Zimbabwe's programme, was being expanded. Nevertheless, it was important to note that the volume of United Kingdom aid in statistics was dependent on the priority given to statistics by recipient countries.

123. The representative of ISI explained that, since it had no significant financial resources, it was mainly concerned with the benefits that could be gained by bringing experienced statisticians from all parts of the world into contact in order to discuss statistical questions. However ISI also engaged in certain co-operative activities with other bodies, notably in the World Fertility Survey programme and the International Statistical Education Centre in Calcutta.

124. ISI had an Education and Training Committee, which worked mainly through its four task forces. Two task forces were of immediate interest to the present Meeting, one dealing with international statistical training centres (a definitive list of them was available) and the other with training at university, professional and middle levels.

125. ISI would welcome approaches and suggestions for its activities, particularly in connexion with the two task forces and especially from training institutions and national statistical offices.

126. The representative of the French Ministry of Cooperation and Development stated that French support to the statistical training programme for the academic year 1980/81 had consisted of the mobilization of 6,300,000 French francs (315 million CFA francs), half of which had been used to recruit 14 professors in the four schools of the French-speaking countries. She explained that the training of trainers was certainly one of the measures which would make it possible to increase financial aid in other forms. One hundred and eighty fellowships for training in economics had been awarded, 50 to 60 of them for the training of statisticians.

127. Approximately one quarter of the funds had been disbursed for the acquisition of books for school libraries and students and for the installation of computer equipment in two schools. Assistance had been given in the organization of seminars, the development of teaching materials and the conduct by students of practical field surveys.

128. In 1982 assistance to statistical training might also cover in-service training, as requested by some Governments. Several types of aid were implemented through ongoing collaboration with INSEE.

129. The representative of INSEE explained that his institute executed programmes decided and financed by the Ministry of Co-operation and Development and the Ministry of External Affairs. That through its advisory service, it served in a technical capacity for the two ministries.

It provided long-and short-term statistical experts and consultancies to countries and arranged for fellowship training and study tours of fellows from developing countries. Its programme covered about 25 countries and gave high priority to training of statisticians.

130. The French co-operation and development policy was expected to be re-oriented and strengthened within the coming months and years. More resources would be devoted with priority being given to less developed countries and the actions likely to reinforce countries' self-reliance.

131. On the basis of that last principle it was hoped that the actions concerning training and particularly training of trainers would probably be strengthened. It was also hoped that whatever would help countries to assess the over-all economic, financial and social situation would receive some priority and therefore co-operation in statistics, national accounts, forecasting and planning should be strengthened. The activities undertaken in past years in training statisticians would continue and be strengthened and assistance would continue to be extended to training institutions.

132. From now on the following additional assistance was being given to training centres:

- (a) Aid to computing training (equipment, trainers, pedagogics).
- (b) Aid to practical training during field surveys or during the courses;
- (c) Mounting together new pedagogic tools (case studies, simulation documentation);
- (d) Development of exchanges among training centres.

133. France would continue to provide aid to the centres which organised permanent and refresher training (CEPEF, Munich Centre, CESD...) preferably by organizing training in the interested countries.

134. New orientations would be examined in conjunction with the countries concerned:

- (a) Close co-ordination and co-operation in statistical activities undertaken by the members of EEC and eventually setting up common co-operation activity to be managed by the statistical office of the European Communities
- (b) Undertaking activities for in-service training giving greater consideration to national teams able to master certain fields or techniques according to the experience of INSEE in Latin America. National accounts would be a subject of priority but the dissemination, statistical co-ordination and the setting up of inter-administrative information systems based on computing would be considered;
- (c) Training of middle-level (certificate) staff in the countries and in national statistical offices.

135. Two participants indicated that areas of priority training of statisticians for which they would like assistance are:

(a) Strengthening of their reference libraries either through donations or by payment in local currencies because the institutions lacked foreign exchange;

(b) Establishment or improvement of the training institutions' statistical laboratories by provision of desk calculators, a mini or micro computer and other statistical tools;

(c) Scholarships to attach trainers to other training institutions so as to widen their teaching knowledge and experience.

136. The secretariat indicated that those matters would be taken up with appropriate authorities. However that ECA was not a funding agency and was unable to state the reaction of the funding agencies to those requests.

137. As regards ways whereby the amount available for training statisticians could be increased, the secretariat emphasized that it was the responsibility of statisticians to ensure that the outputs of their discipline were so attractive and important so as to serve not only the long-term needs but the everyday needs of the Government in its endeavours to improve the daily life of its citizens.

Present State of Research at Training Centres (item 9)

138. A representative of the secretariat recalled the discussion of the Working Group on Statistical Organization and Manpower under agenda item 5. In the said discussion, attention had been drawn to the conclusion of the Working Group on the need for applied research and indepth analysis in statistical offices and closer collaboration with training and research centres.

139. In view of the obvious role that such Centres could play in the efforts of not only the statistical offices but also other agencies, it was relevant to have an indication of the type and nature of research work undertaken in those centres and the extent of collaboration with other national and private agencies.

140. In order to be able to see how the totality of the activities of the centres had a bearing on national development, a broad if not seriously academic view of research was desirable. In that respect activities could be considered under the following headings

- (a) Student projects either at subdegree or degree levels
- (b) Student postgraduate research
- (c) Staff research (individual or collective)
- (d) Other activities such as consultancies etc.
- (e) Problems militating against research

141. From the submissions from the centres represented, it became clear that all the centres were actively involved in student projects of relevance to national needs and in most cases undertaken in collaboration or consultation with the Government or other agencies. However by the nature of those projects, financing them was becoming a serious problem.

142. The projects generally were of two types (a) those carried out by students for a short period of time during their course and (b) those done on a longer basis varying from three to six months and in some cases involving attachment to ministries during the field work. The latter situation, normally for the more senior students, usually ended with writing a report or thesis which was defended before a panel.

143. At the postgraduate level where research in the traditional sense was done, not all centres were yet in a position to operate. The main reasons were that (a) centres operated primarily in terms of middle-level training and, (b) where degree programmes existed, the necessary facilities including inadequate staff were lacking.

144. Research by staff members as distinct from supervision of student projects as of now did not appear to feature prominently in some centres. However efforts were made at a few centres either through individual staff members or in a co-operative way involving staff members from within the statistics centre and workers from outside the centre.

145. The directors gave examples of the work that had been done in their centres, the mode of financing and plans for the future. Highlights of the example were the following:

a) Ghana

(i) Student studies in official statistics which have been found useful by the department.

(ii) Co-operative study on community health problems with the medical school.

(iii) A survey on the nature and scope of poverty by the Institute of Statistics and Economic Research which was a component of the Ghana centre.

b) Ibadan

(i) A large number of students projects in the areas of official statistics and other aspects of statistics had been undertaken. They would eventually be documented.

(ii) Studies in the improvement and development of techniques used in continuous surveys.

(iii) Studies in statistical problems of intercropping experiments and an agricultural survey work involving intercropping.

(iv) Forecasting model for the Nigerian economy in collaboration with the department of economics.

c) Abidjan

The initiation into research at the Ecole de statistique d'Abidjan concerned the following areas, demography, computer science, collection and establishment of economic and social statistics of various public, parastatal and private agencies. The initiation took the form of case studies and internships.

The pertinent results were reviewed, corrected and improved by the permanent lecturing staff and published in the revue of the school entitled "Etude et recherche".

d) Yaounde

Studies in various areas of official statistics involving, collection, processing and analysis of data an example of the work on housing was given.

With the introduction of the ingenieur programme, the centre hoped to become more research-oriented.

e) Kigali

Surveys on (i) cost of foodstuff in Kigali, (ii) salary structure, (iii) level of consumption, (iv) household characteristics. The applied economic centre played a role in those endeavours.

With the recent decision of the centre's Governing Council to give support for the improvement of research methodology and co-ordination of research activities, it would be possible in the future to lay emphasis on more specific issues.

The uncertainty regarding the financial support of the French Government Ministry of Co-operation and Development had led to the suspension of some activities.

f) Rabat

Among the various projects undertaken were research on (i) demography, (ii) consumption studies, (iii) public financing, (iv) retail prices, (v) fertility surveys and (vi) international migration.

The results of those studies were published in the Institute's Bulletin.

g) CESD

The main objective of CESD was to train, in statistics and economics, high-level statistical personnel for developing countries. However, the students could benefit from initiation into research during the third year of their study at the centre. That initiation could be done within workshops during the third year, during the preparation of a DEA (Diplôme d'études approfondies), within the framework of agreements signed with some universities in Paris or, on a more limited basis, within the research unit of ENSAE which could receive each year two or three former students of ENSAE or CESD. In other respects, CESD undertook, through external consultants, studies and research activities which related among other things to:

(a) Establishment of teaching materials: course manuals, case studies, simulation.

(b) Economic and statistical studies, e.g. the study on relationships between economic growth and natural resources in Africa and that on the co-ordination of the implementation of the project on international comparison of prices in seven French-speaking African countries, project financed by EEC.

h) EASTC

Surveys were carried out mainly for training purposes in data collection processing and analysis.

With improvement in the staff capability of the centre efforts would be directed to work on the improvement of teaching materials and intercountry studies.

i) UBS (Gaborone)

Although work was seriously hampered by an acute staff shortage, some studies particularly aiming at complementing the efforts of the statistical office were undertaken. They covered living conditions and forecasts of the labour force.

146. In its submission, IDS mentioned its close association with research work in Africa through

- (a) The provision of visiting fellows to the Institute;
- (b) The implementation of specific research projects in the continent;
- (c) Systems application to support research activities.

147. Some examples of research work in social life profiles, the International comparison project and measuring depletion of national resources were given.

148. The representative of Zimbabwe informed the Meeting that although his office was being reorganized, studies were currently being undertaken with other ministries: e.g. the Ministry of Labour and Social Services on physical disability surveys, and the Ministry of Manpower Planning and Development on the assessment of the country's supply of skilled and "semi-skilled" workers. In the office itself plans were at an advanced stage for the implementation of family budget surveys which would, for the first time, cover both rural and urban areas.

151. The ODA representative noted that the Working Group on Statistical Organization and Manpower had stressed in its report the need for applied research in the region. He emphasized that co-ordinated and well structured methodological studies carried out by students could produce important and useful results. He however cautioned that inappropriate methodology in students' projects could waste resources.

152. The Senegalese representative sounded a note of caution on the concept of research. In her view student projects which did not involve any serious original work should not be put on the same pedestal as the usual, if more restricted, academic (original) research.

153. In conclusion the secretariat explained that given the range and levels of training at the various centres, projects which contributed to the development of the nation had to be included in the present discussion. It was hoped that, with time, some well documented account of all activities would be available.

Dissemination of Information on Training Activities (item 10)

154. The secretariat introduced this item by referring to document ST/ECA/STPA/DN2/8, entitled "Dissemination of information on training activities".

155. The Meeting was reminded of the deliberations of the Working Group on Statistical Organization and Manpower. The Working Group had felt that, given the available training facilities in the region and in view of the need for short-term specialised training courses for serving officers, advantage would still have to be taken of training facilities outside the region. To that end, information on such facilities would be needed.

156. Guided by the highly successful programme at the Munich Centre, an attempt was made to identify other centres that could perform such a role.

157. After consultations with various government agencies, an initial list of such centres had been compiled in document ST/ECA/STPA/DN2/8.

158. The secretariat emphasized that the list was only an initial one and was by no means exhaustive. Future events would determine if and when it was necessary to add to the list.

159. The secretariat reminded the meeting that document ST/ECA/STPA/Dm2/7, "Directory of Statistical Training Centres participating in the Statistical Programme for Africa (STPA)". It was a mere revision of an earlier version incorporating comments received from centres.

160. The directory was generally acceptable to the Meeting. Some directors however had a few corrections to make. It was agreed that such corrections should be communicated to the secretariat.

161. Particular attention was moreover drawn to the need for EASTC to highlight the composition of its Advisory Board. That Centre and the Makerere Centre should also indicate the breakdown of students by countries to emphasize their regional character.

162. Concerning the STPA News, the secretariat informed the Meeting that the objective of the News was to provide concise up-to-date and easily accessible information about STPA in general on a regular and more frequent basis than the Directory.

163. As that was a new development since the last Meeting of the Directors, the secretariat thought fit to inform the directors of it and to seek their views on the policy guiding the publication of the News particularly in the areas of (a) general objective (b) frequency of publication, (c) mailing list and (d) format.

164. The meeting saw the publication of the STPA News as a most welcome development. The following suggestions for improvement were made.

(a) Inclusion of news about staff changes at the centres

(b) Up-dated resume of research work highlighting results of national importance and the co-operative or collaborative role of national statistical offices and related bodies

(c) Publications emanating from research work

(d) Addition of Ministries/Directorates of Personnel and Manpower in civil/public service machinery and Ministries/Directorates of external finance in Governments in the mailing list.

165. The representative of ISI informed the Meeting of the activities of the Institute and particularly of the existence of an Educational Newsletter. A brief write up about STPA and the present Meeting would feature in the next issue of the Newsletter.

Date and place of the next meeting (item 11)

166. The Meeting decided that it would next convene during the first fortnight of November 1983. The Directors of centres would consult with the competent authorities regarding the venue and would forward any offers to host the meeting to ECA.

Other business (item 12)

167. A representative of the secretariat stressed that it was necessary to measure the progress achieved in the *de facto* or *de jure* regionalization of the STPA centres, which involved notably the services provided to other countries in the region. The directors were therefore urged to publicize their centres more widely, particularly by sending to potential user countries each year a circular letter detailing the conditions and procedures for admission to their centres.

168. Several participants wanted to know what provisions were being made concerning future operations in the context of the regional element of STPA financed by UNDP and requested that those provisions should take into consideration the issues discussed during the Meeting. The secretariat replied that the project document concerning the regional element would be revised within the limits of the \$US2 million allocated by UNDP for the 1982-1986 programme. The revised project document would take the conclusions of the Meeting into consideration and, once signed, would be sent to all Members States of ECA and Directors of centres for their information.

169. The Meeting did not feel that it should discuss the criteria for the distribution of fellowships in the framework of the regional request submitted to EEC because of the current state of negotiations.

Adoption of the report (item 13)

170. The Working Group adopted the report as amended during its discussions for transmission to the Joint Conference of African Planners, Statisticians and Demographers.

ANNEX RELATING TO THE ECA-EEC DISCUSSIONS
ON THE STPA

1. The representatives of ECA and EEC met in accordance with the wishes expressed by the second Meeting of Directors of Centres Participating in STPA during the discussion on the agenda item 8.
2. The lack of understanding and difficulties encountered during the different stages of the presentation of the STPA request to EEC could be removed.
3. As a result the concerned parties will act in order to implement.
 - (a) The suggested process to improve the award of fellowships (commitments of the countries on a number of requests and actions by the donors to facilitate the awarding according to the various existing possibilities)
 - (b) The joint study (ECA, EEC, EEC member countries and ACP secretariats) resulting in a definition of the possible actions and responsibilities of each party.