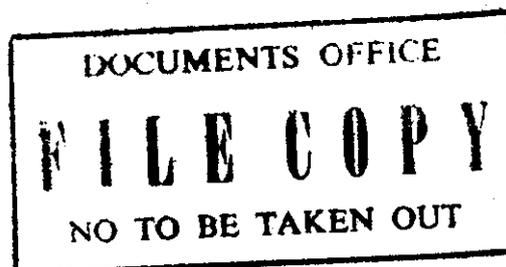




ECONOMIC COMMISSION FOR AFRICA



REPORT ON  
INTEGRATED TRAINING COURSE FOR MANPOWER PLANNERS AND  
ADMINISTRATORS OF NATIONAL TRAINING PROGRAMMES

(Dakar, Senegal, 17 July to 8 September 1967)

Introduction

1. In accordance with its work programme for the biennium 1967-1968, the Economic Commission for Africa (ECA) in collaboration with the African Institute for Economic Development and Planning (IDEP) and with the assistance of the International Labour Organisation (ILO), United Nations Educational, Scientific and Cultural Organization (UNESCO), Food and Agricultural Organization (FAO), World Health Organization (WHO), United Nations Industrial Development Organization (UNIDO) and the Agency for International Development (USAID) conducted its first Integrated Training Course for Manpower Planners and Administrators of National Training Programmes at Dakar (Senegal) from 17 July to 8 September 1967.

2. The objective of the course was to provide specialist technical training for senior government officials with responsibility for, or wishing to specialize in, either manpower and educational planning or

training programming and co-ordination, within the context of overall development planning. The course was designed to provide post-graduate training in the approaches, techniques, and methodology of identifying, collecting, and analyzing basic data needed for manpower planning, as well as the identification and measurement of manpower and training requirements. It also considered the operating functions of manpower and training programming, and the organizational structures and procedures for these functions.

3. In pursuit of these objectives sixteen African participants, representing an equal number of African nations were exposed to the thinking of 12 lecturers drawn from a variety of international organizations and academic bodies. All sixteen trainees received full fellowships provided from BTAO resources.

4. Mr. Stanley Greene, ECA Regional Adviser in Manpower Planning was Course Director and Professor Willis E. Giese of IDEP, Dakar, served as Co-Director.

5. An outline of the course programme as well as the lists of participants and course lecturers are contained in Annexes I to III.

#### Organizational and administrative problems

6. A number of organizational and administrative problems were encountered in the course of implementing the programme. Some of these problems were peculiar to local circumstances and facilities. The Course Director's lack of French acted as serious handicap to his well-meaning effort. This handicap was somehow rather frustrating to him as he was confronted with some two-thirds of the participants who were exclusively French-speaking as well as with unfamiliar conference services.

7. The course was bilingual and IDEP provided the translation facilities. The effectiveness of this system of communication was seriously affected by

the usual difficulties resulting from mechanical breakdowns, disconcerting interruptions, losses in language subtlety, loss of lecturers' personality, etc. Apparently other failures were superimposed on the interpretation difficulties as both English- and French-speaking participants complained of "understanding nothing" of some of the alien tongue lectures.

8. Difficulties also arose from inadequacies in classroom and housing accommodations, transportation and per diem allowance. Participants found the Dakar University dormitory facilities unsatisfactory to their taste. Because of shortages in IDEP classroom facilities as other courses began session, the manpower planning course had to be relocated some miles away in the midst of the session for some three weeks. This caused serious inconveniences.

9. In order to secure some measure of uniformity in the payment of per diem to participants in IDEP's own courses and those of the courses of other Organizations held at IDEP an understanding was reached with IDEP requiring that participants in the manpower planning course should receive \$11.00 as subsistence allowance. Although board and lodging in the University hostel were heavily subsidized, the modest allowance paid turned out to be a major factor in participants' dissatisfaction with the course.

10. IDEP helped with the typing, translation and reproduction of course materials as far as its resources could be stretched. The hope that lecturers would turn in their lecture summaries in advance of the course was not realized. This created a "crash operation" in secretarial service, rendering it impossible to distribute course materials to participants on a timely basis.

11. Some of these local difficulties would have been less damaging to the morale of both participants and the Course Director if the Co-Director who was locally based had been more enthusiastic in ensuring the success of the course and in giving a really effective helping hand as a keyman in an administration charged with the running of the course.

Course programme

Design and components

12. The overall design of the programme called for four basic parts:
- (i) an introductory week covering the principles, philosophy, goals, historical prospective, and theoretical implications of planning as related to human resources, social, and economic development, and education and training;
  - (ii) four weeks devoted to the techniques of human resources planning including items on data collection and analysis, identification and measurement of manpower requirements, employment policies, educational implication of manpower requirements, and the approaches and methodology in the assessment of manpower and training requirements for education, health, agriculture, industry and public administration;
  - (iii) three weeks in which to present techniques of training co-ordination and programming, covering organizational framework, training policies, priorities, and strategy, the principles and techniques in formulating national training programmes, training requirements in the public service, manpower data collection and analysis for national registers of high-level manpower potentials and guidance and employment service mechanisms;
  - (iv) the final two weeks set aside for individual "work projects" applying manpower planning and training programming techniques.

Modifications of planned programme

13. In practice the general programme conformed closely to the original design. However, due to unavoidable circumstances or because it was considered advantageous (sometimes a combination of both) some modifications were made in the programme details.

14. The lectures and seminars planned for public administration had to be dropped because of the failure of the lecturer to appear. Some of the library periods of the first week had to be curtailed since the majority of the trainees did not arrive until the second day and the missed first-day's lecture work had to be absorbed into the afternoon library periods. Some of the work planned for the fifth week spilled over into the sixth. Less time than anticipated was devoted to lectures on "Techniques of Training" while the surplus time thus made available was used to give lectures on a "Case Study of Manpower Planning in Mali". Similarly, some work took more time than planned and some seminar and library periods had to be sacrificed. Other timing adjustments had to be made from time to time as might be expected due to unforeseen holidays, etc. The most serious changes were caused by the last moment withdrawal of the principal lecturer for Part II of the course programme during the seventh and eighth weeks.

15. This necessitated the introduction of a rush substitute. Not certain which of the topics the substitute could adequately cover, the Course Director held a weekend meeting prior to the seventh and eighth week sessions with the other two scheduled lecturers (the ILO representative and the substitute lecturer) to review the remaining programme and to see if it could all be covered and if reassignments were necessary. As it turned out some of the preassigned lectures could not be covered by the substitute and the Course Director had to cover these subjects.

#### Work projects

16. Another course modification deemed desirable because of the withdrawal of the principal lecturer for Part II of the course programme, was the absorption of the "work projects" scheduled for the ninth and tenth weeks into the latter weeks of the course. The absence of this lecturer deprived the course of French-speaking supervision for the "work projects". This programme realignment also seemed desirable for other viewpoints:

- (i) the trainees were dismayed at the length of the course;

(ii) moving the "project" into the latter weeks of the course helped "beef" it up because:

- (a) many periods were freed during the latter weeks due mainly to the failure of "visiting experts" to appear,
- (b) a number of topics during these weeks were covered in less time than was allocated to them in the original schedule.

17. The course programme had more than sufficient time allocation for the work projects. Consequently, the programme modification was effective because it met the desires of the majority of the trainees, since it integrated the projects into the programme, and gave the trainees a more interesting programme "mix".

18. Prior to work starting on the project assignments the Course Director requested the submission of project outlines. These were reviewed and commented on. The bulk of the projects dealt with various aspects of manpower planning and forecasting in the participants' home countries. Some few dealt with training programming and strategy. The majority of the projects were completed and submitted in time to be given an individual review. A number of them were used as class reports and the participants were given an opportunity to discuss and criticize the methodology, strategy proposed, and conclusions reached. This proved to be a very effective and helpful learning method as the subject-matter was more relevant and revealing than the theoretical considerations of many of the lectures.

#### Lecturers

19. The voluntary nature of the lecturers' appointments was not conducive to the exercise of tight control. Moreover, the fact that the teaching staff was not organized into a fixed-term team, but was instead spliced together sequentially, with visiting lecturers arriving but a day or two prior to their assignments, made the assignments somewhat inflexible.

Since the lecturers were unaware of what went on before, or of trainees' capabilities, and were given rather broad topic outlines as guidance for the preparation of their lectures, there tended to be some overlap, especially in their introductory remarks and generalizations.

#### Closing session

20. At the closing session the Course Director addressed the group and distributed Course Completion Diplomas. It was a pleasant, warm, and effective occasion. In his address he reminded them that although they had completed the course, it was only a beginning, a small step forward; their real work was only to begin when they applied their new knowledge. Moreover, one could not expect to apply and find everything in the course relevant presently and to remember that the future, though unknown, could certainly hold great promise for Africa, their countries, and themselves.

#### Course evaluation

##### Participants

21. Participants' class involvement, measured in terms of attendance and punctuality, was near perfect. They were intensely concerned with the adequacy of the lectures, took copious notes, and requested the lecture documentation repeatedly. They were well disciplined, observed proper classroom decorum, responded enthusiastically and were stimulated frequently to active discussion. In regard to the fulfilment of assignments, there was some misgivings earlier in the course due to the failure to turn in written work. This later turned out to be an incorrect estimation, for the great majority of all assignments, including the "work project", were later completed with dispatch and with generally quite satisfactory results.

22. In some cases there proved to be an ironic failure of matching of participants and subject matter. (Ironic in the sense that the course subject "manpower planning" addressed itself basically to the matching of future manpower supply and demand). One cause was the very nature of the wide breadth and scope of the course. It would be difficult indeed

except at the very highest levels of government to find anyone dealing directly with all aspects of the programme. That is, the world of work is highly specialized and particular, whereas the course (like most other courses) handled topics in a more general "broad brush" approach. The other cause was the granting of admission to some, clearly unqualified candidates. Some of the less qualified participants, in terms of interests, talents and educational level, out of boredom or disinterest, were disruptive class influences. Similarly, this also was true of those too highly qualified for the course.

23. The course also suffered somewhat from the fact that most of the participants were all old hands at "course" business and they made invidious comparisons. The "other" courses gave more per diem, offered parties and free refreshments, book allowances, transportation, etc. Born of these disappointments, the trainees took out their frustrations in public displays of bad temper on occasion.

#### Lecturers

24. The lecturers were all sincere, conscientious, dedicated men. Of course as in all fields of endeavour there are men who are better suited than others. Some, perhaps because of their agencies' late recruitment, were not as well prepared as they might have been. But overall, every last one seemed very concerned with the basic premise of the course, i.e. to help prepare skilled technicians to advance Africa's cause.

#### Programme

25. The programme was considered by some lecturers and most of the trainees as overambitious or "overprogrammed". The participants were almost unanimous in their views that the course was too long. This presented a number of problems, morale and homesickness, not the least of them, a flagging of interest towards the end and anxiety concerning the work piling up back at their home offices.

26. Part of the cause of these views was the combining into one course of the two originally planned courses (manpower planning and training programming). The course planner wisely argues that these two aspects are but two sides of the same coin - manpower planning and translation of manpower programmes into training programmes - and as such require the different specialists to understand each others' language and approaches. However, in the less enlightened view of the participants (who were recruited from one or the other discipline - some from neither), they considered topics covering the "other" discipline as uninteresting and irrelevant. Perhaps in the long run the combining of the courses will have the desired effects despite the trainees' objections.

27. The other main objection of the trainees was that the lecturers engaged in too many generalizations. They felt, as experienced workers in the field who had coped with the problems, that the philosophic basis in the lectures could be dispensed with since that was behind them. They were now facing up to the practical detailed implementation of the principles and wanted more emphasis on that aspect. However, when the lecturers spoke in very specific terms, the participants found it immaterial in cases where the details and lessons were drawn from the experiences of non-African nations.

ANNEX I

INTEGRATED TRAINING COURSE FOR MANPOWER PLANNERS AND  
ADMINISTRATORS OF NATIONAL TRAINING PROGRAMMES

IDEF, Dakar, 17 July to 8 September 1967

OUTLINE OF COURSE PROGRAMME  
(as planned)

I. General Introduction

1. Human Resources and Development.
2. Comprehensive Planning for Accelerated Development.
3. Social Development Planning within the context of overall development planning.
4. Education and Training for Development.

Part I - Techniques of Human Resources Planning

- II.
  1. Data Collection and Analysis.
  2. Identification and Measurement of Manpower Requirements.
- III.
  1. Manpower Programming Techniques.
  2. Employment Policies in Manpower Planning.
  3. The Educational Implications of Manpower Requirements.
- IV.
  1. Education to fulfil Technical and Vocational Training Requirements.

Approaches, Methodology and Techniques in the Assessment of Manpower and Training Requirements in Main Fields of Activities.

2. Educational Planning.
3. Health Development
- V.
  1. Agricultural and Rural Development.
  2. Industrial Development.
  3. Employment Services.
  4. Public Administration and Implementation of Manpower and Training Programmes.

Part II - Techniques of Training Co-ordination and Programming

- VI. 1. Organizational Framework for Human Resources Planning.  
2. Training Policy.  
3. Training Priorities and Strategy.  
4. Principles and Techniques in Formulating National Training Programmes within the Context of Manpower Requirements for Overall Development.
- VII. 1. Organizational Framework for the Administration of National Training Programmes.  
2. Training Requirements in the Public Service.  
3. Manpower Data Collection and Analysis for National Registers.
- VIII. 1. National Register of High-level Manpower.  
2. National Vocational Guidance Service.  
3. Employment Service Mechanisms.

Part III - Applied Manpower Planning and Training Programming

- IX-X. Supervised individual and group assignments based on research work projects related to either Part I or Part II of the course programme.

ANNEX II

INTEGRATED TRAINING COURSE FOR MANPOWER PLANNERS AND  
ADMINISTRATORS OF NATIONAL TRAINING PROGRAMMES

LIST OF PARTICIPANTS

<u>Name</u>	<u>Country</u>	<u>Job title</u>
1. MANSOURI SLIMANE	ALGERIE	Administrateur Civil - Direction Générale du Plan, Palais du Gouvernement - Alger
2. ALPHONSE BITSINDOU	CONGO (B)	Chef de la Division du Plan
3. JEAN AMOUSSOU	DAHOMEY	Directeur des Ressources Humaines
4. JEAN-PIERRE BELLEKA	CENTRAFRIQUE	Inspecteur du Travail et des Lois Sociales, Ministère de la Fonction Publique et du Travail - B.P. 66 - Bangui
5. SANGANOKO ZOUMANA	IVORY COAST	Administrateur des services financiers - B.P. 5894 - Abidjan
6. GEORGES BESSALA	CAMEROUN	Administrateur Civil, Chef du Service de l'Assistance Technique et des Ressources Humaines - Direction du Plan et de la Coopération technique - Yaoundé
7. EDWARD ROGERS	LIBERIA	Sr. Statistician, Department of Planning and Economic Affairs - Monrovia
8. KONE ISSA	MALI	Adjoint Technique Administratif, Division Planification des Ressources Humaines, Service du Plan - Koulouba
9. SERGE FANCHETTE	MAURITIUS	Educations Officer
10. OUAHID ABDELKADER	MOROCCO	Responsable de la Section Emigration au Service de la Main d'Oeuvre, Ministère du Travail - Tanger
11. F.I. ODUAH	NIGERIA	Administrative Officer
12. J.P. KOROMA	SIERRA LEONE	Administrative Officer, Establishment Secretary's Office, Departmental Building - Freetown

	<u>Name</u>	<u>Country</u>	<u>Job title</u>
13.	FOUAD ABDEL GADIR EL AGABANY	SUDAN	Manpower Officer
14.	HEZEKIEL SIOHP MAMBA	SWAZILAND	Training Officer, Prime Minister's Office, Mbabane
15.	FRANCIS S. MENSAH	TOGO	Inspecteur du Travail et des Lois Sociales
16.	SILEYE MAMADOU DIA (Course auditor representing Senegalese Government)	SENEGAL	Attaché à la Direction de la planification de la main- d'oeuvre au Ministère de l'enseignement technique et de la formation des cadres

ANNEX III

INTEGRATED TRAINING COURSE FOR MANPOWER PLANNERS AND  
ADMINISTRATORS OF NATIONAL TRAINING PROGRAMMES

LIST OF LECTURERS

(Full name and association)

1. Prof. TISANI M. YESUFU      Dean, School of Social Studies, University of Lagos, Nigeria
2. Dr. WILLIS E. GIESE      IDEP, Dakar, Senegal
3. Mr. ADRIAN ZIDERMAN      Lecturer in Economics, Queen Mary College, University of London; Consultant, Unit for Economic and Statistical Studies on Higher Education, London School of Economics
4. Dr. LE THANH KHOI      Lecturer, Institute of Economic and Social Development (University of Paris), ILO Expert, Paris, France
5. Mr. KENNETH F. SMART      Acting Director, Regional Grouping for Educational Planning (UNESCO), Dakar, B.P. 3311, Senegal
6. Mr. MARION COULON      Inspecteur Général, Conseiller Pédagogique au Ministère de l'Education Nationale et de la Culture, Brussels, Belgium
7. Dr. JAMES DEENY      Chief of the Unit of Senior Staff Training, WHO, Geneva
8. Prof. SAMIR AMIN      Lecturer, National Accounting, c/o IDEP, P.O. Box 3186, Dakar, Senegal
9. Prof. FERGUS B. WILSON      FAO Lecturer, Chief, Agricultural Education Branch, Rural Institutions and Services Division, Via delle Terme di Caracalla, Rome
10. Prof. SANFORD COHEN      Professor of Economics, University of New Mexico, Albuquerque, USA, and UNIDO Representative
11. Mr. ROBERT A. WILSON      International Training Specialist, Labour Affairs Office, USAID, Washington, D.C. 20523, USA
12. Mr. VOISIN      Associate FAO Lecturer, Rome
13. Mr. STANLEY GREENE      ECA Regional Adviser and Course Director.

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