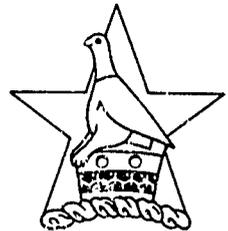


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MANPOWER

**SOUTHERN AFRICAN
DEVELOPMENT COORDINATION
CONFERENCE**



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MANPOWER

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Section One:

STRATEGIES FOR THE NEXT FIVE YEARS

SECTION 1:

INTRODUCTION

- 1.1. At Lusaka in 1980 each country was assigned a specific area to co-ordinate within SADCC. Swaziland was given responsibility for co-ordinating the region's manpower development. To carry out the SADCC objective of manpower development, the Regional Training Council (RTC) was formed in 1981. The Regional Training Council, headquartered in Mbabane, is directly responsible for a range of issues relating to manpower development and utilisation. Thus the formulation and prioritisation of sectoral projects, the availability of accurate data, the issue of functional relationships between technical co-ordinating units, questions of funding, and project implementation, all fall within the mandate of the Regional Training Council.
- 1.2 Cooperation in this area has taken the form of regional development programmes and activities that are complementary to the national activities of the Member countries. In essence, the driving force behind regional co-operation is the realisation of shared problems, shared interests, and a shared commitment to the need for joint action within the region.
- 1.3 The practical reality of meeting these goals on a regional basis poses a unique challenge to the Regional Training Council. For example, past experience has clearly shown that the manpower data-base in each of the nine SADCC member States, differs drastically in its level of comprehensiveness, accessibility, and sophistication. As a result of such differences, the practical day-to-day coordination of regional manpower development programmes is a highly complex and uncertain task.

SECTION 2: THE PRIMARY FOCUS OF THE SADCC MANPOWER PROGRAMME

2.1 Following the Manpower Symposium held in June 1984, it is now accepted that the basic goal of the Regional Training Council should be training to support the activities of the other SADCC sectors. This means that the activities that take place in the Manpower Sector must be complementary to the activities taking place elsewhere within SADCC. The Manpower Sector must reflect fully the needs and requirements of regional cooperation in the fields that SADCC has identified as priorities.

2.2 On the basis of the data currently available to the Regional Training Council we conclude that the major skill requirements of the SADCC region are for the following five categories of manpower:

- a. High Level Managerial Personnel;
- b. High Level Technicians;
- c. Middle Level Technicians;
- d. Artisans;
- e. Instructors for training each of the other categories.

The skill requirements of the region are discussed more fully below.

2.3. For these manpower needs to be met effectively a number of critical factors have been identified which will be incorporated into the Manpower Sector programme over the coming five years. These issues are:

(a) SCHOLARSHIP FUNDING.

It is recognised that the existing sources of finance available within the region are insufficient to train the numbers of skilled personnel required. A major Regional Training Council objective will therefore be to extend the size and scope of the SADCC SCHOLARSHIPS AND TRAINING AWARDS PROGRAMME designed to fund the training of SADCC manpower at SADCC institutions.

(b) LANGUAGE TRAINING

An on-going problem throughout Phase I of the Regional Training Council's programme has been the question of ensuring that courses taught in either English or Portuguese are available to trainees from all SADCC member States. The problem may be solved by combining training programmes in priority areas with language courses. Significant new proposals for language training will be developed and implemented during the next five years.

(c) SCIENTIFIC AND VOCATIONAL TRAINING

The Regional Training Council is concerned that the attention paid to remedying the most urgent and pressing of SADCC's skilled manpower shortages should not preclude measures to strengthen the basis for more broadly based technical and vocational training. Accordingly, the Regional Training Council is committed to regional cooperation in the teaching of scientific, technical and mathematical subjects in the region's secondary schools.

(d) PROJECT DEVELOPMENT

The Regional Training Council will continue to pursue the objectives of encouraging the maximum possible utilisation of the region's existing training facilities. This will be done by facilitating the mobility of students throughout the region by means of the SADCC INVENTORY OF TRAINING RESOURCES, and by identifying national training institutions whose experience and expertise makes them potentially capable of meeting a regional need. Such institutions will become the basis of a SADCC project designed to strengthen the institution to enable a regional training focus to be adopted, in particular by assisting in mobilising resources for physical expansion and broadening of course programmes.

(e) COMPARABILITY OF EDUCATIONAL CERTIFICATION

The Regional Training Council will continue to study and review the vital question of the comparability of the education qualifications obtained in different institutions within the region. It is accepted that this issue constitutes one of the primary constraints on the mobility of trainees within SADCC and the urgent efforts needed to harmonise and coordinate levels of education certification.

(f) STRENGTHENING OF THE REGION'S MANPOWER DATA-BASE

It is accepted that real improvements in the speed and accuracy with which training needs can be identified and in the planning of all aspects of the human resource development of the region are contingent on **improvements in the compilation and supply of information from the manpower sectors of member States.** The information should cover the existing situation, past trends and projections of future demand and supply of personnel from existing or planned programmes and institutions. This question is explored in greater detail in Section 3 below.

SECTION 3: THE ROLE OF THE REGIONAL TRAINING COUNCIL

- 3.1 The first and most basic task of the Regional Training Council, is to undertake a detailed analysis, project by project, of each planned activity of every SADCC sector in order to assess the manpower requirements demanded by that activity both for effective execution and subsequently, for adequate on-going operation and maintenance. Where possible this should be based on personnel requirement data generated as part of the original project design exercise.
- 3.2 The verification that the supply of some particular skill is inadequate for the proper execution of a key SADCC project leaves unanswered the question of how this training needs to be met. It is well known that there exists within the SADCC region a considerable number of specialized training institutions able to provide instruction in a wide range of specific skill areas and to various levels of qualification. Thus, having identified a particular skill need, the Regional Training Council must evaluate whether the institutional capability exists within the region to produce the necessary skills. This task of matching identified training needs with the training resources that are already available within the region is an essential part of the task of the Regional Training Council.
- 3.3 If appropriate training programmes exist within an established institution, the issue becomes one of facilitating, through scholarship funding, the mobility of students from one SADCC country to another. If a suitable training programme does not exist, while institutions within the region do provide training in the relevant field, but not tailored exactly to the needs of this particular project, then the Regional Training Council may choose to identify a SADCC project to

strengthen one or more of the institutions concerned. If appropriate training does not exist in the region the alternatives are either to send trainees outside the region or to embark upon a project to make the kind of training required generally available within SADCC either through a regional institution or through a national one specifically designed to provide places for students from other SADCC member States.

3.4 If the Regional Training Council is to be effective in matching training needs with training resources within the SADCC region, the Council must maintain a fully comprehensive data-base on available training facilities within all nine SADCC member States. These facilities will be of four kinds. First, national training facilities. Second, basically national institutions with built in provisions for a multi country student body and consultation with other user states on programme and curriculum. Third, existing regional training facilities. Fourth, SADCC Manpower and Training Projects executed either by the Regional Training Council itself or by one of the other technical co-ordinating units.

3.5 It is clear that certain skills will be more urgently required by SADCC than others. In a situation of limited resources, it will not be possible to implement training projects to provide the manpower required to meet the region's full range of identified skill needs. The Regional Training Council accepts, therefore, the need to rank identified training requirements in order of priority. This question of prioritisation is discussed more fully below.

3.6 The pace of change within the SADCC region has already been referred to. As SADCC projects are executed, so the aggregate manpower requirements of the region will change. As training programmes are mounted and generate skilled personnel, the stocks of skills available to the region will change both quantitatively and qualitatively. It is essential, therefore, that the Regional Training Council should regard its task of identifying regional training needs, not as an exercise to be undertaken once only, but as an on-going process to be revised and updated as often as resources will allow. To do this it is clear that the machinery available to the Regional Training Council will require considerable strengthening and will need to be fed by a regular flow of information from member States and Sectoral Coordinating units.

SECTION 4: PROJECT IMPLEMENTATION CRITERIA

4.1 A review of all SADCC projects was undertaken to assess the priority that should be assigned to their manpower requirements. The criteria developed to identify specific priority projects were as follows:

- A sectoral project with significant personnel requirements has been funded and is in the process of being implemented.
- A similar project has secured funding and awaits implementation at a specific time.
- The sectoral project in question is not only significant in itself and within its sectoral programme but also its accomplishment would have a positive impact on the ability to advance other sectoral programmes and projects.
- A SADCC sector for co-ordinated action has identified personnel constraints which limit the effectiveness of existing institutions and enterprises and or make them excessively dependent on foreign personnel.
- The skills required for a particular project are also important to other projects and to ongoing institutions and enterprises throughout its own sector and in other SADCC sectors.

4.2 Using the above criteria several intersectoral relationships emerged. In particular, there was a high degree of correlation within the agriculture sector and between the food security and the industry sectors. In essence, this exercise illustrated that certain SADCC projects and sectors had a high degree of interrelation with other SADCC projects and sectors. This enables us to conclude that the skills required to implement such projects may in fact constitute the required skills for a range of projects in a variety of sectors. Furthermore, the stronger the inter-relationships between a particular project and other SADCC projects, the greater the necessity of ensuring that the project is successfully executed. Thus the degree to which the outcome of other projects depends upon the successful execution of any particular project became, in our analysis, a significant criterion for prioritising all SADCC projects.

- 4.3 The higher the priority ranking of a SADCC project, the greater the urgency in ensuring that that project's manpower requirements can be met. At this stage in the development of Regional Training Council's analytical methodology, however, it has been decided to simplify the ranking of projects by assigning each project to one of two categories: top priority projects and other projects.

SECTION 5: MANPOWER REQUIREMENTS

- 5.1 To assist the Regional Training Council to assess SADCC's manpower requirements, a survey was undertaken of all SADCC's sectoral programmes. Three important conclusions emerge from the data obtained from this survey. The first is that systematic analysis of the manpower requirements of SADCC projects, both for the execution phase and for the operation and maintenance phase, has been undertaken only in a small minority of cases. This is a serious deficiency to which we hope those responsible for initial preparation of future projects will pay adequate attention. Consequently, while the major skill shortages affecting the programmes of the various sectors are well known at a general level, detailed information about the manpower requirements of individual projects and how these requirements relate to the national manpower situation in specific countries is not at this time available. Second, there was a lack of clarity concerning the assignment of responsibility to obtain data of this nature. Thus, while there was a clear appreciation of the importance in theory of manpower shortages and their impact on project execution, there was very little conception of the concrete measures needed to supply the information that would enable specific manpower shortages to be identified. Third, there were clear indications that projects were being proposed without regard to the likely constraints on execution, operation and maintenance that would be posed by manpower shortages.
- 5.2 With these conclusions in mind, it must be stressed that the analysis contained in this strategy paper represents the initial steps only towards a fully articulated manpower planning mechanism for the SADCC region. In this sense the conclusions of this paper, in so far as they apply to specific skill requirements and specific training needs, must be regarded as interim conclusions which will be subject to continual review and reappraisal as more detailed and comprehensive data becomes available. As a framework, this paper in-

evitably offers conclusions at a fairly high level of aggregation. We believe, however, that the broad areas of skill needs have been identified sufficiently accurately and are sufficiently well supported by the evidence of the survey data, to provide unequivocal guidelines for the activities of the Manpower Sector for the coming five years.

5.3 The following is an initial list of critical manpower shortages that emerged when the data was reviewed:

Civil engineering technicians;

Electrical engineering technicians;

Mechanical engineering technicians;

Mining engineering Technicians;

Teachers and trainers from primary to university level, especially in scientific, technical and vocational areas;

Production managers;

General Managers;

Auditors, Accountants and Book-keepers;

Computing machine operators;

Transport and communications supervisors;

Transport conductors;

Telephone and telegraph operators;

Farm managers and supervisors;

Farm machinery operators;

Metal and chemical processors;

Machinery and electrical fitters, machine assemblers and precision instrument makers;

Plumbers, welders, sheet metal and structural metal preparers and erectors, bricklayers, carpenters and other construction workers;

Material-handling and related equipment operators;

Transport equipment operators.

SECTION 6: TRAINING OPTIONS FOR SADCC

- 6.1 The experience of the SADCC region appears to be that shortages exist at all levels of skill. However, the indications are that the most critical shortages are at the level of sub-professional, technician level, skilled manpower. At present we can speculate that the capacity of the labour market in the SADCC region to absorb high level professional personnel is limited. Experience with donor-funded aid projects has shown that unless high level personnel are adequately supported at the sub-professional and artisan levels, the effectiveness with which projects can be executed is severely impaired. The Regional Training Council has therefore assigned a high priority to the training of sub-professional skilled manpower at technician level.
- 6.2 The response of the Regional Training Council is to identify four kinds of training. These four kinds of training cover the spectrum of training activities normally undertaken by training institutions and constitute a means of ensuring that the training needed to generate particular kinds and levels of skills is supplied as quickly as possible and at the least possible cost. The four kinds of training that have been identified are 1) Ad Hoc Training; 2) Regular Training; 3) Foundation Training; 4) Retraining/Upgrading Training.

Ad Hoc Training

- 6.3 Ad Hoc Training programmes are designed to meet a particular identified skill need as rapidly as possible. This means that the scope of such training is inevitably limited. The full range of subjects in a normal syllabus may not be covered, and the skills learned by trainees are tailored very closely to the needs of a specific project, enterprise or employment market. Accordingly, the structure of such courses must be exceedingly flexible regarding instruction methods, hours and circumstances of study, the use of advanced instructional materials, and in their close relation to the job situation of trainees. The results of our

needs assessment survey indicate that certain critical skills are in extremely short supply and that their continued absence may pose serious constraints on the development of important SADCC projects. Given the lead time normally required to train professional and sub-professional manpower, it is essential that ad hoc training programmes of one kind or another be developed to increase the supply of those critical skills.

Regular Training

- 6.4 Regular Training programmes are the normal ongoing activities of the majority of SADCC training institutions. Regular Training programmes are geared to the production of skilled manpower with generally accepted levels of educational certification. They are rarely designed with a particular employment situation in mind. Rather, they are designed to provide a general exposure to a particular area of skill. Graduates from regular programmes are typically flexible in the employment market for which they are qualified. The time involved in regular training means that the production of skilled manpower using such training programmes can, typically, be long. In addition, our experience is that, with few exceptions, training strategies, teaching methods, and instructional materials tend to be conventional.

However, in certain SADCC member States some specialized training institutions have been organised on a somewhat more flexible and more employer related basis. These institutions appear to be primarily at technician and sub-professional level, to have a substantial number of their students sponsored by enterprises or departments with whom they already have experience and to associate a number of present or potential employers (e.g. financial institutions, textile enterprises) with programme design and evaluation and sometimes with management and institutional financial support. This has in some cases apparently led to training seen as more relevant by employers and trainees without sacrifice of breadth and flexibility and has also permitted greater flexibility in admitting students whose gaps in foundation education were substituted for by experience gained on the job.

The Regional Training Council believes that a complete review of the pedagogy of Regular Training should be undertaken during the next five years. In this respect the experience with specialised technician and sub-professional training institutions - usually associated with groups of employers and often outside the standard Ministry of Education secondary school stream - requires particular attention and evaluation. However, it is appreciated that a major overhaul of the entire training system of SADCC is too vast an undertaking to be contemplated in anything other than the very long term.

Foundation Training

- 6.5 A widespread problem impacting on the training systems of most of the SAPCC members States is the shortage of appropriately qualified candidates for high level or sub-professional training. It is clear that the school systems in many SADCC countries are experiencing difficulty in producing sufficient numbers of adequately qualified graduates at secondary school certificate or matriculation level in scientific, technical, vocational and mathematical subjects. In at least some cases this relates to a severe shortage of qualified teachers in these subjects and/or to inadequate laboratories, workshops, equipment and material, necessary for the teaching and learning of their practical and applied aspects.

It was indicated above that ad hoc training was a response to an emergency situation. The Regional Training Council's strategy, therefore, includes a component designed to resolve this emergency situation in the medium to long term. It is accepted that without an increase in Regular Training the crisis of SADCC's skilled manpower supply will continue. However, our analysis indicates that an expansion of regular training for SADCC, will be constrained by the supply of the qualified candidates able to pursue such training courses. The Regional Training Council will, therefore, strengthen those aspects of the school system which have as their output students with basic qualifications in science, technical subjects and mathematics.

Retraining/Upgrading Training

- 6.6 The Regional Training Council recognises that emergency training produces skilled manpower able to perform a limited range of functions effectively in a particular employment situation. The same often ap-

plies to personnel performing artisanal and technical jobs who have had no professional and limited foundation training but have learned by experience significant although limited, skills on the job in a specific work context.

The point has been made that SADCC's employment situation and, therefore, its skill requirements are changing rapidly. The Regional Training Council accepts that programmes of ad hoc training must be complemented by programmes of retraining whereby skilled individuals who acquired their skills through ad hoc training programmes and/or by on the job experience without formal training can be upgraded to the level of skilled individuals who acquire their skills through regular training programmes. We believe that the provision of such retraining programmes is something for the longer rather than the shorter run. However, it is essential to incorporate this aspect into the design of our strategy and to demonstrate that there is an awareness within the region of this particular need. Further, the deferral of specific retraining/upgrading training implies that at artisanal and technical level regular training programmes should be more flexible in accepting on the job experience certified by employers together with a basic knowledge entrance examination as an alternative to the normal foundation education credentials which such candidates usually do not have.

SECTION 7: TRAINING TARGETS

- 7.1 The Regional Training Council is convinced of the importance of establishing explicit targets for the activities contained in its Phase II programme. Such targets should, ideally, consist of the numbers of trained personnel it is intended to produce, the numbers of students who should gain entry into courses listed in the Training Inventory, the number, capacity, enrollment, topical coverage, staffing, and professional levels of training institutions and programmes, and other such objective indications of the progress made by the Manpower Sector.
- 7.2 At this present stage, however, information on the region's manpower requirements is neither sufficiently detailed, nor sufficiently accurate to enable numbers of trained personnel to be identified with any degree of precision especially in detail and at the sub-

professional, artisan, technician level. It has been decided, therefore, to defer the setting of targets for the new programme until this exercise can be undertaken in a more realistic and meaningful manner than is presently the case.

- 7.3 The need for specific targets is, however, recognised and it is envisaged that the question will be tackled as soon as the quality of the data-base permits.

SECTION 8: REVIEW OF THE REGIONAL TRAINING COUNCIL'S EXISTING PROGRAMME

- 8.1 In the light of the modified criteria for prioritising manpower and training projects proposed in this paper, it was felt essential to re-examine the existing activities of the Regional Training Council and to rank them on the same basis as the Training Council's future activities. Thus, the nine projects in the area of the Training of Teacher Educators (SMS/4/P/1 - SMS/4/P/9) are to be given top priority together with the ten projects in the area of Manpower Information Systems (SMS/6/P/1 - SMS/6/P/10). The first group are directly relevant to strengthening foundation education whose weakness - particularly in respect to mathematical, scientific and technical subjects - limits the expansion of technician, sub-professional and professional training. Therefore teacher educator training is critical to increasing the supply of qualified personnel available to all of the priority projects in the SADCC programme of action. With respect to Manpower Information systems the recurrent problems in collecting adequate data to identify specific and general personnel requirements, flows of trainees and institutional capacity demonstrate very clearly how important and how urgent the development and operating of ongoing systems to collect, classify, project, update and analyse information in respect to personnel requirements, supply, flows and training programmes.

Projects in the area of Training of Health Manpower, however, now fall into the second priority category. This is not because Health is unimportant, because member States health services are not limited in quality and quantity by shortages of trained personnel nor because the specific training programmes proposed fail to relate to alleviating these shortages. Rather, these projects do not relate to specific ongoing or about to

be implemented projects or sectors within the SADCC Programme of Action. Because in the SADCC context health services are seen as a sector where national action and coordination through specialised regional and broader institutions are appropriate.

8.2 With regard to the other components of the Regional Training Council's present programme, both the SADCC Inventory of Training Resources and the SADCC Scholarships and Training Awards Programme have been assigned top priority. The Inventory of Training Resources is crucial for two reasons. Its completion and regular updating is necessary to identify what capacity exists to meet specific requirements and what institutions exist which can form the basis for increasing, diversifying and broadening that capacity. Equally, the Inventory is an essential tool to making possible exchange of students so that SADCC member States can make co-ordinated use of the region's specialised training capacity much of which (especially at the technical, sub-professional level identified above as the most crucial area of personnel shortages) is largely unknown outside the state or states in which it is located. Scholarship and training awards are self evidently important because of urgent and large requirements, limited national and regional training capacity and the time required to expand that capacity and the need to acquire access to places at educational and training institutions in co-operating countries outside our region initially.

Similarly, the two remaining studies from Phase 1: SMS2, The Study of Training for the Mining Sector and SMS9: The Study of Distance Teaching for the SADCC Region are top priority activities. Mining is a Sector in which a programme of action and projects are now nearing the funding and implementation stage. Personnel requirements are clearly of central importance to the effective implementation of that programme and those projects. Further, especially at the artisanal, technician and sub-professional levels there are clear interrelationships among the requirements of the Mining Sector and of other sectors - notably Manufacturing, Energy and Transport and Communications.

Distance Teaching has been proven to be a valuable tool for training at all levels - including that of teacher educators. It is seen as particularly important in the context of SADC member States who face severe shortages of trained teachers (and thus the need to make their skills available as widely as possible) and have numerous potential trainees whose location or present occupation makes their attendance at full time, normal training institutions impractical. Distance education can be a tool toward overcoming both of these barriers to prompt expansion of access to training.

Section II

STATUS OF PROJECTS

MANPOWER

NOTES

1. Projects are numbered as follows:

Manpower studies are numbered SMS 1, SMS 2, etc.

Projects arising out of those studies are numbered in order to indicate the original study plus a project serial number e.g. SMS/4/P/2 and so on.

Projects which did not arise from studies are numbered SMP 1 and SMP 2, etc.

2. Budgets have been converted to US Dollars using the exchange rates prevailing May 1985.

3. The following footnotes have been used:

- (a) approximate budget;
- (b) budget under revision;
- (c) budget for 1st phase of project only;
- (d) no budget figure available;
- (e) funds allocated from the RTC Technical Support Grant.

SECTOR: MANPOWER DEVELOPMENT (1)

Project No.	Project Title	Estimated Cost US\$ million		Secured Financ. US\$ million	Funding under negotiation + US\$ million	Comments on: Financing Status Action
		Total	Foreign			
SMS 1	Study of Training for the Sugar Industry	0.041	0.041	0.041	-	Financed by EEC. Study commenced November 1983, consultant's draft final report submitted to RTC January 1985. Report considered at Technical Experts Meeting in March 1985 and due to be tabled at RTC meeting scheduled August, 1985.
SMS 2	Study of Technical Training for the Mining Sector	0.1	0.1	-	0.1	Terms of Reference approved in 1981. Agreement in principle to finance the study reached with EEC in January 1984. Negotiations proceeding.
SMS 3	Study of Health Manpower Training	0.1 ^(a)	0.1	0.1	-	Study financed and implemented by NORAD. Final report submitted to RTC January 1983. 47 projects identified and accepted by SADCC. 29 ranked priority 1 and 18 ranked priority 2.
SMS/3/P/2	Regional Training of nurse tutors at the Department of Post-Basic Nursing, Harare	6.22	-	-	6.22	Financing under negotiation with NORAD. Revised project document to be submitted to donor June 1985.
SMS/3/P/6	Regional Training of Medical Doctors at the University of Zimbabwe Medical School	2.032	2.032	-	2.032	Financing under negotiation with NORAD.
SMS/3/P/9	Regional Training of Medical Specialists at the University of Zimbabwe Medical School	0.6	0.6	-	0.6	Financing under negotiation with NORAD.
SMS/3/P/17	Regional Training of Laboratory Technologists at the University of Zimbabwe	5.96	-	-	5.96	Financing under negotiation with NORAD. Revised project document to be tabled at August 1985 RTC Meeting.
SMS/3/P/18	Establishment of a Regional Resource Centre for the Training of Medical Laboratory Technician Staff at the University of Zimbabwe.	2.03	-	-	2.03	Financing under negotiation with NORAD. Revised project document to be tabled at August 1985 RTC Meeting.

SECTOR: MANPOWER DEVELOPMENT (2)

Project No.	Project Title	Estimated Cost US\$ million		Secured Financ. US\$ Million	Funding under negotiation + US\$ million	Comments on: Financing Status Action
		Total	Foreign			
SMS/3/P/43	Establishment of a Regional Ophthalmic Opticians Training Programme in Malawi	0.04 ^(a)	0.04	0.04	-	Financing under negotiation with ODA. Pre-feasibility consultancy fielded May 1985 and due to be completed September 1985.
SMS 4	Study of the Training of Teacher Educators	0.10	0.10	0.10	-	Study financed and implemented by SIDA and completed in September 1983. Nine projects were identified.
SMS/4/P/1	Regional training of Senior Secondary School teachers in Agricultural Education (B.Sc. in Agric. Ed.) at the Faculty of Agriculture, UNISWA, Luyengo, Swaziland.	1.13	-	-	-	Presented at Lusaka.
SMS/4/P/2	Extension of the Science Pre-Entry Programme in Botswana, Lesotho and Swaziland to SADC countries not presently served by the programme.	5.78	-	-	-	Presented at Lusaka.
SMS/4/P/3	Expansion of the B.Ed. (Technical Teaching) programme at the University of Malawi Polytechnic to facilitate participation of students from SADC member countries.	0.356	-	-	0.356	Under negotiation with ODA. Agreement reached on the fielding of a feasibility consultancy to draft a complete project proposal.
SMS/4/P/4	Extension of the Lesotho/Ireland Technical Education Support Project LNTTC, presently producing Secondary School Technical Teachers in Basic Handicrafts in Lesotho.	0.96	-	-	-	Presented at Lusaka.

SECTOR: MANPOWER DEVELOPMENT (3)

Project No.	Project Title	Estimated Cost US\$ million		Secured Financ. US\$ million	Funding under negotiation + US\$ million	Comments on: Financing Status Action
		Total	Foreign			
SMS/4/P/5	Strengthening of the Institute of Industrial Pedagogy in Nampula Province, Mozambique, in order for this institution to better serve the needs of Mozambique in producing Technical Teachers, and also to function as a scholarship institution for training of Technical Teachers in other SADCC member States, in particular Angola.	1.99	-	-	-	Presented at Lusaka.
SMS/4/P/6	Regional training of Teacher Educators in a combined project between the Belvedere Teachers' College and the Faculty of Education at the University of Zimbabwe.	(b)	-	-	-	Presented at Lusaka.
SMS/4/P/7	Development, on a regional basis, of textbooks, teaching manuals and other teaching materials in Mathematics, Science, Agricultural Education, Basic Crafts and Home Economics for use at Teacher Training Institutions in the SADCC region.	0.2 per subject	0.2	-	-	Presented at Lusaka
SMS/4/P/8	Development of an Educational Network and Resource Centre for Teacher Education in the SADCC region.	(b)	-	-	-	Presented at Lusaka.

SECTOR: HANPOWER DEVELOPMENT (4)

Project No.	Project Title	Estimated Cost US\$ million		Secured Financ. US\$ million	Funding under negotiation + US\$ million	Comments on: Financing Status Action
		Total	Foreign			
SMS/4/P/9	In-service training and Personnel Development of School Leaders, Teacher Educators, Supervisory and Inspectorate personnel in the field of management and leadership.	0.743	0.743	-	-	Presented at Lusaka.
SMS 5	Study of the comparability of educational levels within the SADCC region.	0.2 ^(a)	0.2	0.2	-	Study funded and implemented by USAID and Portugal. Report submitted to the RTC May 1983. A technical expert meeting to appraise the report is scheduled for December 1985.
SMS 6	Study of regional employment and manpower information systems.	0.1 ^(a)	0.1	0.1	-	Study funded and implemented by ILO/SATEP. 13 projects identified.
SMS/6/P/1	A series of conferences and workshops of regional EMI experts to harmonize and standardize concepts, definitions, terminology and measures of regional labour force and manpower phenomena.	0.159 ^(c)	0.159	-	-	Presented at Lusaka.
SMS/6/P/2	A series of national manpower surveys that have a common design and methodological approach.	0.2 ^(c)	0.2	-	-	Presented at Lusaka.
SMS/6/P/3	A series of national surveys of assess labour utilisation in the rural subsistence sector.	0.2 ^(c)	0.2	-	-	Presented at Lusaka.
SMS/6/P/4	A series of national surveys to assess unemployment and under employment.	0.2 ^(c)	0.2	-	-	Presented at Lusaka.

SECTOR: MANPOWER DEVELOPMENT (5)

Project No.	Project Title	Estimated Cost US\$ million		Secured Financ. US\$ million	Funding under negotiation + US\$ million	Comments on: Financing Status Action
		Total	Foreign			
SMS/6/P/5	A series of national surveys to assess the relevance of education and training to available job opportunities.	0.06 ^(c)	0.06	-	0.06	Under negotiation with the Federal Republic of Germany.
SMS/6/P/6	The establishment of a regional data-processing, analysis and storage department.	0.06 ^(c)	0.06	-	-	Presented at Lusaka.
SMS/6/P/7	The financing of technical assistance of 1 to 3 months from the more advanced systems within the region to the less advanced systems.	0.15	0.15	-	-	Presented at Lusaka.
SMS/6/P/8	The financing of short-term attachments of professional and sub-professional staff to gain further experience or on-the-job training by working with other or more advanced systems than their own.	0.15	0.15	-	-	Presented at Lusaka.
SMS/6/P/9	The establishment of a Department of Manpower Studies at a university within the region to train professional and middle-level manpower personnel and to operate as a regional learning resources centre to assist other institutions or agencies run training programmes.	1.674	1.674	-	-	Presented at Lusaka.

SECTOR: MANPOWER DEVELOPMENT (6)

Project No.	Project Title	Estimated Cost US\$ million		Secured Financ. US\$ million	Funding under negotiation + US\$ million	Comments on: Financing Status Action
		Total	Foreign			
SMS/6/P/10	The financing of a series of work-shops for heads and sub-heads of regional EMI agencies on the management of employment and manpower information systems.	0.179	0.179	-	-	Presented at Lusaka.
SMS 7	Study of management and public administration training.	0.25 ^(a)	0.25	0.25	-	Study funded by USAID using team of US and SADCC consultants. Final report due June 1985, to be tabled at August 1985 RTC meeting.
SMS 8	Study of the criteria for success of regional training programmes.	0.15 ^(a)	0.15	0.15	-	Study financed by USAID and EEC. Consultants' final report submitted to RTC October 1983.
SMS 9	Study of distance education for the SADCC region.	0.15	0.15	0.10 ^(e)	0.05	Under negotiation with CFTC as co-financing partner. Funds also allocated from RTC Technical Support Grant.
SMP 1	Zambian Air Services Training Institute.	(b)	-	-	-	Project development under discussion with SATCC.
SMP 2	Munanga Agricultural Management Centre.	0.71	0.71	0.71	-	Project financed by EEC and under implementation. Second management development programme for SADCC trainees due to start 10 June, 1985.
SMP 3	Management Training at the Institute of Development Management.	(d)	-	-	-	Under negotiation with Canada.
SMP 4	SADCC Inventory of Regional Training Programmes.	0.71	0.71	0.71 ^(e)	-	Funding allocated from the RTC Technical Support Grant. Data collection underway. First meeting of SADCC trainers scheduled for December 1985.

SECTOR: MANPOWER DEVELOPMENT (7)

Project No.	Project Title	Estimated Cost US\$ million		Secured Financ. US\$ million	Funding under negotiation + US\$ million	Comments on: Financing Status Action
		Total	Foreign			
SMP 5	SADCC Scholarships and Training Awards Programme.	(d)	-	-	-	20 awards from India; 50 awards from ODA.
SMP 6	RTC Technical Support Grant.	1.558	1.4	1.558	-	Financed by USAID. Grant agreement signed June 1984, project implementation scheduled for June 1985.
Total		34.332	9.848	3.149	14.566	