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PROGRAMME IMPLEMENTATION

IMPLEMENTATION OF DECISIONS ADOPTED BY THE GOVERNING COUNCIL AT PREVIOUS SESSIONS

Role of qualified national personnel in the social and economic development of developing countries

Addendum

Report of the Administrator

Summary

Since the preparation of this report, additional responses to the Administrator's Note Verbale have been received. As of June 4, the following Governments have provided information in accordance with General Assembly resolution 35/80: Byelorussian Soviet Socialist Republic, Denmark, Dominica, Egypt, France, Malaysia, Mexico, Mongolia, Netherlands, Niger, Norway, Oman, Poland, Qatar, Sri Lanka, Turkey, Ukrainian Soviet Socialist Republic, United Arab Emirates and Venezuela.

Summaries of recent responses are provided below as an addendum to Section II - National Experience: Replies of Governments to the Note Verbale.

Denmark

1. As experts and volunteers are provided only on the express request of the recipient governments, it is in principle in the hands of the authorities of these countries to secure that the objectives mentioned in paragraphs 5(a) - 5(e) of resolution 35/80 are fulfilled. In the multi-bilateral co-operation with UN specialized agencies, Danida puts considerable emphasis on the training aspects of their activities.

2. Denmark has constantly given considerable assistance to strengthening the role of qualified personnel in the developing countries' social and economic development through experts, volunteers, scholarships as well as through multi-bilateral assistance. In the field of training and education, Denmark has put emphasis on training of teachers and counterparts and has not accepted placing of experts in purely "gap-filling" positions. In recent years, Danish experts have assisted in establishing a considerable number of technical schools, seminars and expansion of universities, especially in Kenya, Tanzania, India and Mozambique.

3. In the field of scholarships, Danida endeavours to achieve maximum effect by primarily granting scholarships to persons working in the field of training and education. However, only a small number of requests for scholarships come from trainers and educators. A systematic evaluation of Danish bilateral scholarship programme is being instituted. Participants are asked to fill out 2 questionnaires. One at the end of the course about the immediate evaluation of the course and stay in Denmark, the other six months later about the usefulness of the course in relation to the participant's present occupation. Through visits to countries with whom Denmark co-operates on a regular basis, Danida will further evaluate the programme through discussions with local authorities, institutions and participants.

Dominica

4. The training programme in Dominica is largely affected by the economic social and political structure of the island. Owing to adverse economic conditions, Dominica must in the main rely on the support of external agencies for the greater part of its overseas training and these agencies dictate the areas of training that they are prepared to finance.

5. Compulsory education for all children of school age was instituted in Dominica as far back as 1926. Since seven years of primary education does not in itself provide an adequate educational foundation for either specialized training or for life in the modern world, a further two or three years of general education is a highly desirable long-term aim. For this reason a system of Junior Secondary education has been provided which assigns substantial time to the development of differentiated basic skills and knowledge and attitudes related to vocational activities. Another aim is the diversification of the programme and syllabus in secondary schools with a view to ensuring that vocational training is fully integrated therein.

6. Dominica's policy is that the development of primary education must have priority attention on education and on equity grounds as well as from the

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point of view of future supply of skills to the economy. Teacher education is given the highest priority in the programme of education and steps have been taken to increase the number of trained teachers. The Government of Dominica considers that adult education is crucial for the development of the country.

7. A request has been made for technical and financial assistance from external sources to conduct a national literacy survey to assess the magnitude of the literacy problem. The Youth Development Division is providing training for out-of-school youth in the form of continuing education programmes. The scheme involves training for self-employment in handicraft, leathercraft, baking, straw-work, ceramics, brick-making, establishing youth shops and snack bars, organising savings unions and the like.

8. In Dominica, the majority of students at all levels of the school system leave school without entry level job skills, but with justifiable claims to employment opportunities. The question of unemployment and shortage of technical skills has always been a source of concern to the Government of Dominica. Unfortunately, some of the programmes to meet this problem had to be abandoned for lack of funding and as a result of destruction by a hurricane some of the courses at the Clifton Dupigny Technical College, which is the main technical and vocational institution in Dominica, could not be offered.

Malaysia

9. The most significant development in the field of education during the past decade was the progress made towards the establishment of a national education system in which Bahasa Malaysia was the main medium of instruction. Curricula not only impart skill and knowledge but also values and norms in line with the principles of Rukunegara. Besides having common syllabi and examinations, the curriculum also gives importance to various aspects which contribute towards national unity and a disciplined society. These include religious education for Muslim students, civics, history and geography which gave emphasis to the historical, economic and social development of Malaysia and the Asian region.

10. In recent years, enrolment at all levels of education increased significantly with the expansion of facilities, especially at the tertiary level. In order to gear tertiary education to manpower requirements, efforts were undertaken to increase courses in science and technology at the diploma and degree levels. Enrolment in these courses increased significantly. Thus, enrolment at the primary level increased by 19.5% from 1,679,798 in 1970 to 2,006,760 in 1980. At the secondary level, total enrolment in the Government and Government-aided schools increased from 539,233 in 1970 to 1,067,587 in 1980. To provide and increase the opportunity for students from rural areas to have access to secondary science education, residential science schools were established throughout Peninsular Malaysia. By the end of the decade, there were ten residential science schools with a total enrolment of 6,162.

11. During the decade, skill training programmes were expanded to increase the supply of trained manpower in technical, vocational and commercial fields, the target group being those outside the school system. Training programmes were expanded through the establishment of training institutions and the

introduction of courses in various trades such as automotive, building, woodwork, electrical and electronics, mechanical and printing, relevant to the requirements of trade and industry. Vocational education was conducted at the upper secondary level in subjects such as engineering trades, agriculture, commerce, and home science, leading to the Malaysian Certificate of Vocational Education. During the decade, nine technical and 24 vocational schools were established. Enrolment in technical schools, including those at post-secondary level, increased from 1,973 in 1970 to 5,769 in 1980, while enrolment in vocational schools increased from 2,672 to 11,415 during the same period. Enrolment in tertiary education increased by 235.5% from 11,364 in 1970 to 38,125 in 1980. At the degree and diploma levels, enrolment in science and technical subjects increased by 311.7% from 4,750 in 1970 to 19,555 in 1980, while enrolment in the arts and humanities increased by 156% from 6,224 to 15,985.

12. Many Malaysians, privately as well as sponsored by the Government, pursue studies in overseas institutions. To help parents finance children studying overseas, income tax allowance for children educated abroad was increased from double to quadruple.

Mexico

13. On the basis of the global development plan, the national employment programme, the national education plan and the objectives and strategies of the sectoral development plans, a series of research activities have been defined and carried out to assist in defining and re-orienting education, training instruction and employment policies. To date, evaluation studies are available on the orientation and effectiveness of educational secondary school policies, agricultural education, teacher training, as well as university and technical training. A manpower projection for the year 2000 is being carried out in order to provide a global assessment of the needs for qualified national personnel. Estimates have been made for highly qualified personnel (master, and ph.d levels) which will be required by the Mexican Petroleum Institute and by the Federal Commission of Electricity, both institutions covering two national priority areas.

14. Reforms have been introduced in the agricultural technical training system (SETA), such as: (i) school co-operatives, in which training is provided to students from the Agricultural Technology School (ETA) in production-oriented economic activities of interest to the community; (ii) non-formal education of adults in the rural communities. In Mexico rural development training is given at three distinct levels: (i) training for the production of goods and services; (ii) training for the organization, co-ordination and administrative control of production with a view of ensuring self-sufficiency and commercialization; (iii) economic, political and social education. Reforms introduced in Agriculture require qualified personnel and consequently, Mexico is undertaking considerable efforts to train the required personnel.

15. A large increase in technicians at intermediate and higher levels are also required. Furthermore, Mexico is carrying out extensive vocational training programmes both within enterprises and through various types of vocational training institutions.

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Mongolia

16. The training of national personnel constitutes one of the key issues of development because of the high illiteracy rate in developing countries as well as shortage of professionals to meet elementary requirements of a socio-economic development. Indeed, the International Development Strategy for the Third United Nations Development Decade stresses that "the absence or shortage of trained and qualified national personnel often limits the capacity of developing countries to take full advantage of existing or potential development opportunities". It is necessary to underline in this regard that lack of a well-organized system of education and training of national personnel in developing countries is a direct consequence of colonialism. Furthermore, there are still forces which hinder the independent national policy in the field of qualified personnel training. Under these circumstances the study and consideration in the United Nations of human resources development, as one of the priorities of social and economic development of the developing countries, is urgent and most appropriate. It will help developing countries to gain much useful knowledge from the experience of states which have established an intergrated system of education and training of qualified personnel.

17. Mongolia has made a historic leap from the medieval ages to contemporary civilization through profound socio-economic transformations over the last 60 years, despite incredible difficulties related to age-old backwardness. Today, Mongolia has achieved nation-wide literacy, has a far-flung network of general schools, children's pre-school and out-of-school centres, specialized secondary educational establishments, vocational training schools and higher educational institutions.

18. One out of every four citizens in Mongolia is now studying in an educational institution. There are 141 higher educational establishments, 113 specialized secondary educational establishments, 133 vocational training schools and 2377 secondary schools. Eighty-four per cent of the whole population of the age of 12 and over have an education of some type with 44 per cent of them having some higher and secondary education.

19. The most important feature of the way the system of education and training is organized is its close connection with the eradication of illiteracy. The eradication of illiteracy was essential to the social and economic development of the country. By the end of 1970s, universal compulsory education for school-age children and partial secondary education was achieved. The accelerated rates of growth of the national economy and cultural development as well as the need for wide application of scientific and technological achievements now call for further refinement of the system of education and qualified personnel training.

20. To this end, annual and long-term national plans of training qualified personnel in Mongolia have been developed with the following characteristics:

- (a) they constitute an integral part of national economic and cultural development plans;
 - (b) their scientific nature are expressed in the fact that they are drawn up on the basis of and taking into account the over-all labour
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resources of the country; specific needs of the national economy in qualified personnel; maintaining a balance among specific sections of the national system of education;

- (c) they affirm the national character of the system of national education and training of personnel;
- (d) they represent an important instrument of exercising the rights and obligations of the population in the field of education and culture, provided by the Constitution and other laws;
- (e) they promote the implementation of the principles of national system of education and training of qualified personnel;
- (f) they provide the opportunity of improving consistently the material conditions of the teaching staff as well as their qualifications.

Norway

21. As a matter of principle the Norwegian Government holds the view that basic education should be primarily the responsibility of developing countries themselves. Nevertheless, the Norwegian Government has, given substantial financial contributions to the construction of school-buildings, introduction of improved plans of education in developing countries and has offered technical assistance through specialists in the field of education. Furthermore, Norway is also granting scholarships for studies in their respective home countries.

22. In order to promote the further qualification of educational personnel and improve the standard of education, Norway grants on a permanent basis scholarships to university and other teachers from developing countries who want to study abroad. In fields other than research, where a certain element of internationality is needed in order to create a fruitful national environment, the Norwegian Agency for International Development. (NORAD) aims at utilizing the greater part of its funds for the educational sector inside the developing countries.

Oman

23. The Government of Oman considers education the basis of its development programme. The decade of the seventies has seen remarkable progress in this field:

a. In 1970 the total number of pupils in the primary, intermediate and secondary levels amounted to 6,941 (5,805 boys and 1,136 girls). This figure has reached 95,376 in 1980 (65,289 boys and 30,087 girls) of which 83,703 are in the primary level, 10,177 in the intermediate and 1,274 in the secondary levels. The total number of schools increased from 16 to 370 during the decade.

b. Adult literacy centers were started in 1972/74. This year, 24 centers were set up, with 2,429 students. In 1980, the number of centers had reached 186 (129 for men and 57 for women) with a total number of 6,044 adults.

c. Adult continued education has also been developed and in 1979/80 it counted 4,379 students distributed in 119 centers.

d. Higher education is presently organized through fellowships in Arab and/or Western countries. The total number of fellowships increased from 273 (213 men, 60 women) in 1973/74 to 813 (639 men and 174 women) in 1979/1980.

e. Finally, training of teachers and officials of the Ministry of Education is organized both through fellowships abroad and through organized training on-the-job.

Poland

24. Education and the upgrading of national personnel from developing countries is an important element in the overall pattern of Poland's economic and scientific relations with those countries for thirty years. The last six years saw a definite development of Poland's co-operation with the developing countries in the area of higher education. Within the period 1975-1981, the total number of students from the developing countries in Poland increased 2.5 times, from 684 in 1975 to 2,292 in 1981. Similarly, the geographical range of the assistance offered by Poland extended considerably. The assistance provided by Poland to the developing countries in the field of personnel training results mainly from the implementation of agreements on cultural, scientific and technological co-operation between Poland and these countries.

25. As concerns Polish national experience, programmes implemented in Poland in the first years after World War II concentrated on reconstruction, nationalization and democratization of education. It also provided for universalization of elementary education, free instruction and a change in the social composition of students in all types of schools. Particularly important changes in national school system took place in 1948, when traditional grammar schools were replaced by the seven-year elementary schools and four-year general secondary schools. In 1949, vocational education became subordinated to the Central Office of Vocational Training with the task of training workers and technicians necessary for the new economic policies. The Office introduced a new system of vocational training in June 1951. The system provided for three levels of vocational education:

- (1) schools of vocational training;
- (2) basic vocational schools preparing qualified workers;
- (3) secondary vocational schools preparing technicians.

Sri Lanka

26. During the last twelve years Sri Lanka has attempted to cater to all types of training needs in the industrial and commercial sector within the capacity of its physical and human facilities. To this end, Sri Lanka has arranged, in co-operation with ILO and other UN Agencies and other aid donor agencies, to train national consultants and send them abroad on fellowships to obtain higher qualifications. This additional expertise has been disseminated through national training programmes, seminars and workshops to achieve a multiplier effect.

27. A foremost example is the National Institute of Business Management established in August 1968 as a Sri Lanka Government/ILO Project. This institute was incorporated as the National Institute of Business Management in December 1976 and functions as a corporate body under the Ministry of Industries and Scientific Affairs from 1st January 1977 with the following broad objectives:

- (a) to train and educate managerial and supervisory staff of industrial and commercial undertakings of the public and private sector and other persons in modern management and productivity, and to award certificates and diplomas, in connection therewith;
- (b) to make available to the Government and the country the services of a group of specialists, in the various functional areas of management for advice, consultancy and special assignments;
- (c) to assist Government and private organisations to improve productivity, establish performance standards, determine rational monetary compensation systems and evolve appropriate programmes for human relations;
- (d) to actively co-operate with other organisations groups and individuals in management training, research and related activities in Sri Lanka and abroad;
- (e) to disseminate information on the functions and activities of the Institute to the public and relevant institutions;
- (f) to train and educate workers for creative participation in management and appreciation of organisations, functions and problems;
- (g) to represent the Institute before appropriate national and international bodies and conferences;
- (h) to undertake research and to gather data on aspects of management and relevant socio-economic phenomena for a better appreciation of environmental context;
- (i) to provide a forum for critical appraisal and modification of management and organisation theories for application in the special circumstances of Sri Lanka;
- (j) to sponsor and hold conferences and seminars and publish books, journals and magazines in connection with management and productivity with the assistance of approved national or international organisations where necessary;
- (k) to co-ordinate and liaise with approved management and productivity bodies in Sri Lanka and other countries.

Turkey

28. In accordance with the Turkish Constitution, the existing domestic laws, the Charter of Universal Human Rights and International Law, all citizens enjoy the right to education without any regard to race, sex, religious beliefs or social status. In accordance with the Treaty of Lausanne and the relevant domestic laws, minorities of Turkish citizenship can complete their primary education in their mother tongues and in their own schools. Turkey has made great progress in the elimination of illiteracy. Although 87% of all children in the compulsory education age are provided with school facilities, today 37% of the population still remains illiterate.

29. In accordance with the Turkish Constitution, education is under the control and supervision of the state. Although it is possible to open private schools in Turkey at the primary and secondary levels, these schools are also subject to Government control. The work related to the opening and closing of the schools, financing of the educational system, implementation of programmes and the setting of priorities are undertaken by various agencies under the control and with the knowledge of the Government.

30. Five years of primary education are compulsory and free for all Turkish citizens. However, the Ministry of National Education has decided to increase this period to 8 years and has established a programme to this effect in some selected provinces and schools on an experimental basis.

Ukrainian Soviet Socialist Republic

31. In accordance with the Constitution of the USSR and the Constitution of the Ukrainian SSR, all Ukrainians have equal rights in the field of education, irrespective of their race, nationality, sex, religion or social status. This right is ensured by the provision of free education, by the institution of universal compulsory secondary education, and by the broad development of vocational, specialized secondary, and higher education, in which instruction is oriented towards practical activity and production. The State provides grants and benefits for pupils and students, and issues school textbooks free of charge.

32. The training of national personnel in the Ukraine is carried out on a planned basis, with due regard to the broad requirements of industry, construction, agriculture, science, culture and other sectors of the economy. An important role in the preparation of qualified personnel is performed by the State system of vocational training as an integral part of public education. Since the system was first instituted, more than 8 million skilled workers have been trained for 640 occupations in all sectors of the economy. Vocational schools are divided into secondary and technical streams. Admission to the secondary vocational school is granted on the basis of eight classes of general schooling. The technical schools require 10 years of general schooling and work-oriented instruction in inter-school industrial training centres. Schools dispensing day-time vocational training also operate evening departments, whose primary role is to provide planned and organized training for workers employed in industry.

33. The experience acquired in the Ukraine passed on to other newly independent States through specialists in economics, science and culture. Moreover, nationals of developing countries study in higher education institutions of the Ukraine and specialists receiving industrial training or retraining on international courses provided in the Ukraine. Some 11,000 specialists in various fields have already been trained for 100 developing countries. More than 13,000 students, including graduates, freshmen, students at technical colleges and vocational schools, who are nationals of developing countries are at present studying in the Ukraine.

United Arab Emirates

34. The UAE makes education available to all school-age children; primary education is compulsory. All education is free of charge including free school-books, stationery, food and transportation. Quantitatively, education has risen from 129 schools with 1416 classrooms in 1972-73 to 362 schools with 5212 classrooms in 1980-81. The number of students during same period rose from 43,428 to 141,424. Technical education for agriculture, industry, trade is being encouraged and graduates of such schools are offered a starting salary which is 25 to 50% higher than that of graduates of general education schools.

35. Adult literacy programmes are set up with a view of bringing education level of adults to secondary level. These programmes also cover personnel in the oil companies, armed forces, police and prisons. Adult literacy centres rose from 43 with 228 classrooms in 1972-73 to 103 centres with 651 classrooms in 1980-81, with number of participants rising from 6,083 to 14,217 during the same period.

36. The Ministry of Education finances higher education which is not available locally, including in fields of specialization required by development planning. The UAE has taken various measures to offer training programmes within the country as well as abroad by sending officials on educational and training missions dealing with various fields of specialization. These include:

- (i) seminars for Arab social developmental planning organized by the General Secretariat of the League of Arab States and UNICEF in March 1976;
- (ii) Training course for researchers on development planning methods in UAE in co-operation with the Arab Planning Institute in Kuwait;
- (iii) Training course on preparation and implementation of state budget in association with the Arab Planning Institute in Kuwait;
- (iv) Workshop on Oil and Social Change in Arab Nations organized by the Arab Organization of Administration Studies and Arab Planning Institute in Kuwait;
- (v) First technical meeting for Arab statisticians for the development of household surveys;
- (vi) Workshop on needs of children and youths in association with UNICEF.

37. At the local level, a Management Development Institute has been established for training nationals, including civil servants. Seminars are offered for top officials of the Government as well as private sector personnel. The objective of the national plan is to train and upgrade 40% of the national managers in the parastatal sector, and 20% of the managers in the private sector. Furthermore, the Government is inviting a number of scientists and intellectuals to cultural, religious, diplomatic, economic and social workshops designed to upgrade the knowledge of nationals.

Venezuela

38. Venezuela has established a policy making and executing entity (INCE) in the area of human resources which carries out its specific programmes directly, and delegates to sectoral institutes other programmes which integrate the private sector requirements with training activities in different occupational fields. Currently, there are nine sectoral institutes covering agriculture, the oil and petro-chemical industry, insurance, tourism, the criminal system, banking, health, textiles and construction. Training is also carried out through contracts with private institutions and through training activities carried out by private enterprises themselves. The cost of such private activities are deductible of the assessed contributions that these enterprises make to INCE.

39. Current law requests private enterprises to contribute jobs for apprentices - young people between 14 and 18 years old - in a proportion of 2% of the labour force in 1980 which was increased to 4% in 1981 and to 5% in 1982. These young apprentices receive basic training and on-the-job training in the centres of INCE and in the enterprises.

40. In the non-formal urban sector training is given in priority areas through short-term courses (40 to 300 hours). The programme brings individuals to the semi-qualified skill and level to enable them to find immediate employment. The courses are provided in the communities and are given by individuals residing there who have occupational skill and experience.

41. As of October 1981, INCE started a programme specifically for administrators of small-and medium-scale enterprises. The curriculum consists of areas such as administration, production techniques, training of human resources, plant management. For 1982, eighty six courses have been planned for 1290 participants in 18 states, including the capital. This programme is supported directly by the Venezuelan Association for Training and Development. In addition, an agreement exists between INCE and the Education Ministry foreseeing the selection of eighth- and ninth-grade students for job training. This enables them to start jobs as apprentices upon completion of the basic schooling and after obtaining a high school diploma.

