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SUPPORT

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

Report by the Administrator

Summary

In response to operative paragraph 8 of General Assembly resolution 35/80, this report is submitted to the Governing Council for its consideration and eventual transmission through the Economic and Social Council to the thirty-seventh session of the General Assembly. The report has been prepared along the lines of the proposals (DP/516) approved by the twenty-eighth session of the Governing Council in its decision 81/19, paragraph 4.

On the basis of the responses to a Note Verbale issued to all Member States, and the information provided by the interested specialized agencies of the United Nations system, the report covers extensive and diverse national and international experience in the development of human resources and on the role of qualified national personnel in the social and economic development of developing countries, in the light of paragraph 3 to 7 of resolution 35/80.

I. INTRODUCTION

1. The thirty-fifth session of the General Assembly, further to resolution 33/135 and on the basis of the Administrator's report, (DP/443), which had been prepared in close consultation with agencies adopted on 5 December, 1980, resolution 35/80 entitled "Role of Qualified National Personnel in the Social and Economic Development of Developing Countries". In operative paragraph 8 thereof, the Director-General for Development and International Economic Co-operation was requested to prepare in consultation with the United Nations Development Programme and the relevant organizations of the United Nations system, as well as with the Governments concerned, a progress report on the implementation of the resolution and to submit it to the General Assembly at its thirty-seventh session through the Economic and Social Council at its second regular session of 1982.

2. Subsequently, the Director-General of Development and International Economic Co-operation requested UNDP to act as the lead agency for the necessary work that was envisaged in paragraphs 7 and 8 of resolution 35/80, on the understanding that such work would be carried out in close consultation with the Department of Technical Co-operation for Development and other concerned organizations of the United Nations system. Pursuant to this request, the Administrator submitted a report (DP/516) to the twenty-eighth session of the Governing Council which informed it of the action by which the Administrator intended to implement the relevant provisions of resolution 35/80. In paragraphs 4 and 5 of its decision 81/19, the Council authorized the Administrator to implement the proposals contained in paragraph 11 of DP/516, allocated appropriate resources to that end, and requested the Administrator to submit the report through the Governing Council at its twenty-ninth session.

3. This report contains four sections:

I. National Experience (paragraphs 7 to 24):

Summary of responses by Governments to a Note Verbale issued by the Administrator of UNDP, including:

- (i) Information provided by the Governments on measures taken to give effect to the recommendations contained in DP/443; and
- (ii) Information on the national experience of countries with different socio-economic systems in training and the effective utilization of national personnel for social and economic development.

II. International Experience (paragraphs 25 to 66):

Summary of the responses by the organizations of the United Nations system to the recommendations of DP/443.

III. Dissemination of National Experience (paragraphs 67 to 78):

Description of the existing arrangements in the United Nations system for the periodic dissemination of information on the national experience of countries with different socio-economic systems.

IV. Human Resources Development in UNDP-supported Regional Programmes (paragraphs 79 to 90):

Information on UNDP intercountry projects in the third programming cycle which take into account the urgent need for qualified national personnel.

4. The report illustrates that Governments possess a unique channel in the United Nations system for sharing their experience and for solving common human resources development problems. In responding to operative paragraph 7 of resolution 35/80, the report focuses largely on a description of the most relevant programmes in the United Nations system which facilitate the participation of all Member-States in human resources development and provide the international community with increasing opportunity to benefit from a free exchange of ideas and experiences in this field.

5. The linkage between capital investment and investment in human resources development are recognized in major new international programmes. The United Nations Conference on Least Developed Countries (Paris, September 1981) and the United Nations Conference on New and Renewable Energy (Nairobi, August 2, 1981), reaffirmed in their respective programmes of action^{1/} the importance of human resources development and of technical co-operation as an integral part of sustained development.

6. This report was prepared by UNDP with the full participation of the United Nations Department of Technical Co-operation for Development (UNDTCD) and the International Labour Organisation (ILO), as well as the collaboration of other agencies and the Interagency Task Force at UNDP headquarters.

II. NATIONAL EXPERIENCE: REPLIES OF GOVERNMENTS TO THE NOTE VERBALE

7. This section is based on a Note Verbale sent by the Administrator to all Member States of the United Nations drawing attention to General Assembly resolution 35/80, particularly to paragraphs 2 to 7 thereof and seeking information on:

- (i) The national experience of countries in training their personnel; and
- (ii) On measures taken to give effect to the recommendations contained in DP/443.

8. At the time of preparation of this report the following Governments had responded: Byelorussia, Egypt, France, Qatar, Malaysia, Mexico, Niger, The Netherlands and Oman^{2/}.

^{1/} See Report of the United Nations Conference on New and Renewable Sources of Energy, Nairobi, 10 to 21 August 1981 (A/CONF.100/11); and Report of the United Nations Conference on the Least Developed Countries, Paris, 1 to 14 September 1981 (A/CONF.1104/22).

^{2/} The Government of Oman responded on 8 March, the Government of Malaysia on March 15, and the Government of Mexico on March 17, 1982, which was too late for inclusion in this report, although the responses are available for consultation.

9. The replies received from these Governments reflect the importance they attach to the training and use of qualified national personnel in the context of national development. While the replies of the Governments of Byelorussia, Egypt, France and Qatar describe the approach to human resources development in their respective countries, the Government of the Netherlands focuses on the type of assistance it provides to developing countries in support of their efforts for the training of qualified national personnel.

Byelorussia

10. The Government of the Byelorussian SSR points out that education is one of the constitutional rights of citizens which encompasses free education, general middle-level education and broad-based vocational and technical education at all levels, as well as opportunities for self-education: Scholarships, reduced tuition, free textbooks are all part of the total educational package.

11. Following introduction in 1932 of compulsory general elementary instruction, illiteracy was eradicated in 1936. Furthermore, the establishment of an extensive network of schools for general instruction of special, middle and higher-level educational institutions, as well as the creation of the Academy of Sciences, provided for the training of workers and peasants and the creation of a new working-class intelligentsia. At present 3,600,000 people, or every third citizen, are involved in some form of training. More than 70 per cent of all workers have benefited from higher and intermediate-level education. In a population in 1981 of 9,700,000, there are 1,500,000 students in middle-level, general education schools. Some 153,000 people are being trained at the professional-technical schools; of that number 85,000 students attend schools that provide training parallel to professional-technical education. Moreover, in 1980, more than 1.6 million people acquired new or additional occupational skills through individual, brigade and course studies in enterprises, institutes, organizations and collective farms (kolkhozes).

12. Middle-level cadres for all branches of the national economy are being trained at such specialized educational establishments as industrial and agricultural technicums, teacher colleges, schools for nurses, and the like. At present, 1,163,000 young men and women are being trained at such institutions. Higher-level cadres are being trained at 32 universities, institutes and academies. At present, enrolment stands at 177,000, a ratio of 183 students per 10,000 inhabitants. In 1980, the number of specialists rose to 1,046,000 people, including 452,000 with higher and 594,000 with middle-level specialized education. About 38,000 scientists are engaged in research.

13. The BSSR assists developing countries in the training of qualified cadres in their countries. Over the last 20 years, some 4000 specialists graduated from educational institutions in the country, many of them being from developing countries. At present, 4000 foreign students are enrolled at higher and middle-level specialized educational institutions, almost 2,600 being citizens from developing countries of Asia, Africa and Latin America.

Egypt

14. In Egypt, education is a right guaranteed by the State; it is compulsory in the elementary stage, and the State endeavours to extend compulsory education

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to subsequent stages.^{3/} Education is free at all stages and in all state educational institutions. The State supervises all types of education and guarantees the autonomy of universities and scientific research centres with a view to ensuring the link between education and the needs of society. The eradication of illiteracy is considered a national duty for which all the nation's human potential must be mobilized.

15. One of the aims of education in Egypt is to supply the skilled and well-trained technical and administrative cadres to help guarantee the acceleration of productive operations, investment and technological development. Further, it aims at meeting the requirements of comprehensive development in Egypt and in the sisterly Arab and African countries. The demands of new communities, liberated and desert territories are also to be met so as to be responsive to the basic needs of the individual in such environments, to upgrade production efficiency and make use of sophisticated technology.

16. The State has defined the priorities of education. Most prominent among these are the following:

(a) Educational efforts are directed to such groups which have had no access to educational opportunities, or to those groups that have given up education in the first levels. These groups are represented by the adult illiterates for whom special programmes have been developed.

(b) Each individual has a right to education; this requires special efforts to offer educational opportunity in depressed areas.

(c) Educational efforts are related to big development projects in the country. As part of the efforts currently undertaken by Egypt towards liberated territory, reclamation of new lands and establishment of new communities is given to provide education in these areas.

(d) All educational efforts in the community are being unified no matter how varied their sources, including formal and non-formal educational institutions.

(e) Non-formal education as a means of remedying educational problems is being emphasized.

(f) Focus is on the quality of education, giving priority to renovation in such a way as to enhance performance of the system and its socio-economic output. This is ensured through improving enrolments, better suiting curricula to life and the demands of the advanced labour market, upgrading the intellectual and material level of graduates, raising their capacity for productive performance and continual work and education.

^{3/} The Government of Egypt has provided its report on the development of education to the thirty-eighth world convention on education held in Geneva in November, 1981. Similar reports prepared by other Governments are a rich source of information on most national education systems.

France

17. In France, the system of vocational training is based on national legislation and on agreements between the social partners. France is the only OECD country with a Ministry for Vocational Training, responsible for: (a) formulating policies, in consultation with the social partners; and (b) co-ordinating the implementation of these policies through activities of various technical ministries. In 1980, three million workers underwent training; the cost being shared between the State (about 7 billion francs) and the employers (about 11 billion francs, including 3 billion francs raised by means of an apprenticeship tax).

18. A wide spectrum of training was offered to one million workers in 1980 through the public Fund for Vocational Training and Social Promotion; the focus was on raising or changing skills of employed or unemployed workers and thus facilitating their access to gainful and productive employment or jobs demanding different or higher qualifications.

19. The sectoral distribution of trainees was as follows: 45 per cent in services occupations; 35 per cent in industrial occupations; 5 per cent in agricultural occupations; and 15 per cent received basic pre-vocational training. Special training programmes were geared to young workers and women in charge of families. Two million workers received training in 1980 through programmes funded by enterprises in accordance with a law of 1971 which obliges all employers with 10 or more workers to devote one per cent of the payroll to vocational training. Beneficiaries were the following: semi-skilled and skilled workers (15 per cent), specialised workers and employees (45 per cent); technicians and foremen (24 per cent) and supervisory personnel (16 per cent). Twenty-four per cent of all trainees were women. On average, training provided under the enterprise-sponsored programme are shorter (50 hours) than under the government programme (110 hours).

Netherlands

20. In its reply, the Government of the Netherlands sets out its approach to support, through assistance and technical co-operation, efforts of developing countries in training qualified national personnel.

21. Education and training of local staff is receiving full attention in the context of projects sponsored by Dutch bilateral development assistance. Thus, the Dutch Government encourages the organization of training courses for both experts and their counterparts and provides financial support for the participation of counterparts in seminars dealing with questions related to co-operation for development. Considering that the development of scientific, technical and educational capabilities and capacities are a key to independence and self-reliance, the Dutch Government is planning the establishment of a department for education and research programmes within the Ministry of Foreign Affairs.

22. The following programmes of the Government are meant to give effect to the policy goals of General Assembly resolution 35/80:

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- A programme entitled "Study in the Area" based on the concept that education and job-training ought to take place wherever possible in the developing countries concerned;
- A fellowship programme enabling about 1100 students from developing countries to follow short, job-oriented courses in the Netherlands with preference to students from the least developed countries (LDCs);
- An international educational programme organizing regional courses in developing countries;
- A programme for development co-operation between universities designed to facilitate the exchange of student and scholars; and
- A programme which makes available scientific publications to libraries of universities, colleges and other educational institutions in developing countries.

Total outlays for these programmes amount to about 65 million Dutch guilders.

Qatar

23. The Government of Qatar has provided the following information:

- (a) All persons of school age who live in Qatar with legal residence permits have the right to attend public schools;
- (b) Public education is free in Qatar, including books, stationery and transportation of students;
- (c) There are 1212 Qatari students studying abroad, 934 men and 278 women, in different fields of study, including medicine, engineering, technology and the arts, all are receiving government aid to cover their expenses during their stay abroad;
- (d) Non-Qatari students (sons of Government employees, whose fathers are in service for more than 15 years) are receiving government grants for university education;
- (e) Private schools receive government aid in the form of books, furniture, stationery and cash (cash aid for private schools in the year 1980/81 was 500,000 Riyals).

24. The Government's role in the field of education is the backbone of the whole process. The Ministry of Education in Qatar plays the most important part in the country's education system. All children of school age go to school even if they are not forced by law because of facilities and monthly payments for those who live in rural areas. In service training programmes are held each year in the fields of teacher training and nursing school administration. Seminars and meetings are held for higher executives in their fields of work and

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many are sent abroad to attend such meetings. Non-Arabic personnel in the Government and in oil companies and their subsidiaries have the chance to learn Arabic free in the Language Institute.

II. INTERNATIONAL EXPERIENCE

A. Introduction

25. Operative paragraph 3 of resolution 35/80 invites the competent organizations of the United Nations system to give due attention to the general and specific recommendations contained in DP/443, paragraphs 85-119, in order to contribute to their implementation. This section provides a progress report on the activities in the United Nations system covering the broad range of these recommendations. In view of the almost complete inclusion of all development sectors in the original resolution 33/135, both DP/443 and this section attempt to be selective by focussing on current issues and matters of immediate concern to developing countries. Furthermore, information contained in this section as well as section III tends to show that numerous effective means exist in the United Nations system to:

(a) Support Governments in training national personnel required for development;

(b) Exchange information on different national experiences at the practical level of programme and project implementation; and

(c) Provide advisory services to develop and implement policies for the effective utilization of qualified personnel.

26. The resolution recognizes that Governments have primary responsibility for setting a policy framework on education and training which facilitates the training of personnel in sufficient numbers and at required levels of skills. The United Nations and its component organizations support these national efforts through various means of action including research, technical advisory services and the exchange of experience and information.

27. All organizations of the United Nations system have indicated that they will continue to be deeply involved in supporting national efforts for the training of national qualified personnel. The following are some highlights of major initiatives and trends:

(a) The need for sound planning of human resources development is acute in most developing countries, especially the poorest ones, and many Governments have been turning to the United Nations system for co-operation in the development and co-ordination of human resources planning and programme implementation. Support is also requested for training institutions which produce personnel at different skill levels for the public and private sectors. In more advanced developing countries co-operation tends to be more on strengthening existing planning and training capacities and on fostering technical co-operation among national institutions rather than on basic programmes.

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(b) In accordance with recommendations of a number of Regional Conferences of Ministers of Education, United Nations system co-operation is geared to the planning and implementation of educational and training programmes for productive and gainful employment; the development of self-reliant capacity; the utilization and mobilization of local resources; the involvement of under-privileged population groups in the educational process as well as the provision of equal access to educational opportunities.

(c) Activities in the regular programmes of several United Nations organizations are concerned with the adoption and implementation of policies and programmes which foster links between human resources development and other economic, social and cultural objectives and, in particular, which facilitate the participation of all individuals in the economic life of their countries. The World Conference of Cultural Policy, scheduled for July 1982, is expected to come forward with new ideas and guidelines on ways and means of strengthening the cultural dimension in the development process.

(d) Reports and guides are regularly being issued on experience gained in different parts of the world in human resources development, to help Governments in the formulation and review of their own policies and programmes.

(e) The United Nations system has developed and is promoting a range of modalities for technical co-operation among developing countries (TCDC) in the human resources development field; chief instruments for the exchange experience in various training and development activities are such regional training institutions as Inter-American Centre of Research and Documentation on Vocational Training (CINTERFOR) and Asian and Pacific Skill Development Programme (APSDEP) as well as intercountry consultations, meetings, workshops and study tours.^{4/}

B. Public administration

28. Recognizing the role of civil services both as regards training and utilization of qualified personnel in virtually all areas of the public and private sectors, Governments have turned to the United Nations system for support in their efforts to raise the effectiveness and efficiency of officials in public administration. For example:

(a) FAO is giving assistance to strengthen the administration of agricultural development programmes through consultations and the wide use of a training manual entitled "Promoting the Training of Trainers in Agricultural Development Administration for Small Farmers" for training trainers in Agricultural Development Administration.

^{4/} For example, ILO, UNESCO and FAO are preparing a technical paper entitled "Opportunities for TCDC in Agricultural Training in Africa" as a contribution to the Second Inter-Governmental Conference on Human Resources Utilization and Development in Africa scheduled for August, 1982, in Gabon.

(b) The Economic Development Institute of The World Bank has for many years assisted in the training of senior officials of developing countries to improve the management of their economies and to enhance the efficiency of their investment programmes. Participants include officials of Ministries of Finance, Planning, Agencies dealing with different sectors of development, central banks and development finance institutions.

(c) Similar programmes for senior public administration officials are being offered by other United Nations-sponsored training institutes, such as the Educational Planning Institute in Paris and the International Institute for Labor and Social Studies in Geneva.

29. UNDTCD has established, through technical co-operation, facilities to train qualified national personnel in the field of public administration and finance. In addition, to contribute to the training of national personnel and to comply with the new dimensions in technical co-operation, UNDTCD has been using national personnel as local consultants. This modality has been especially utilized in training programmes when qualified national personnel had been used as lecturers.

30. The conclusions of the meeting on the establishment of a network in public administration and finance held in Madrid in December 1981, could help in providing better information of qualified personnel to be used in TCDC missions. The Central American Institute for Public Administration (ICAP) is preparing a list of qualified national personnel in development administration from Central America.

31. The Fifth Meeting of Experts of United Nations Programmes in Public Administration and Finance held at United Nations Headquarters in January, 1980, had considered the improvement of public administration, especially as it concerned manpower planning, utilization of human resources and the problem of the brain-drain, as one of the areas to merit special attention in the 1980s.

C. Industry

32. Both the Lima Declaration and Plan of Action on Industrial Development and Co-operation and the New Delhi Declaration and Plan of Action on Industrialization of Developing Countries and International Co-operation for their Industrial Development emphasize the close links that exist between the training of qualified personnel and rapid industrial development.^{5/} The New Delhi Declaration and Plan of Action, in fact devotes an entire chapter to the development of human resources and lays down an action programme for the UNIDO secretariat.^{6/} Within this broad policy framework, Governments and United Nations organizations have joined efforts in establishing permanent structures and undertaking programmes for specialized, rapid, large-scale and high-quality

^{5/} See Lima Declaration and Plan of Action on Industrial Development and Co-operation (Pl/38), paras 53, 55 and 58(k).

^{6/} See "Report to the Third General Conference of the United Nations Industrial Development Organization, (ID/CONF.4/22), paras. 270-274.

training of national labour at all levels and for all professional specializations - technical, managerial or administrative. UNIDO-supported training operations are designed to improve the skills and broaden the experience of high-level technical, managerial or administrative personnel engaged in industry or in agencies, organizations or institutions related to industry and its development; vocational training or management development in various sectors, and formal education are being covered by programmes and projects under the auspices of the International Labour Organisation (ILO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) respectively.

33. UNIDO has been carrying out a variety of training projects in developing countries that aim directly at improving the industrial training infrastructure and, thus, rapidly increasing both the number and qualifications of skilled personnel. Emphasis is being placed on: (i) the development and strengthening of sectoral or functional industrial training institutions as well as of training departments in Governments, industrial development organizations, holding companies or individual enterprises; (ii) the implementation of specialized training programmes, including the provision of lectures, trainers and training equipment for specific groups of industrial personnel; (iii) through a system of group training for various technical and managerial personnel including, in particular, in-plant programmes carried out in co-operation with industrial firms or institutes that have specialized know-how or seminars or workshops for the up-grading of technical and managerial skills in highly specialized fields. Moreover, UNIDO is implementing a large fellowship and study-tour programme in close co-operation with national agencies for international fellowships in numerous host countries. The fellowships study tours enable decision-makers from developing countries to: (i) exchange experience on technological developments (e.g., at pertinent institutions, firms or trade fairs); (ii) work with technologists and managers to study solutions to problems in existing factories of a certain industrial sector; (iii) consult scientists to compare results of their research; and (iv) send experts to attend conferences to broaden their professional competence. Between 1972 and 1981, UNIDO implemented training components of projects at a value of \$65 million.

34. A major part of ILO activities is directed to the training of national personnel in the industrial sector. At the policy level, this includes the preparation, adoption and monitoring of international labour standards on training, such as Convention 142 and Recommendation 150 on Human Resources Development (1975). ILO's activities are also helping developing countries to establish national industrial training systems, develop apprenticeship schemes and launch on-the-job training within industry. The activities cover such aspects as the planning and programming of training, the organisation of training in industry, the training of trainers, the evaluation of training and the dissemination of information on training and retraining problems with respect to industrial manpower.

35. As regards recommendation 91(b) of DP/443 on the training potential of enterprises, UNESCO draws attention to the fact that this applies only to industrialized countries since developing countries seldom possess the required
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resources to train personnel with equipment and personnel destined for production. Moreover, production equipment may be too expensive for training purposes and training during employment is usually more expensive than pre-employment training.

D. Science and technology

36. The Vienna Programme of Action on Science and Technology for Development of August, 1979, recommends that developing countries should formulate policies for the establishment of a scientific and technological manpower capacity. In addition, the Programme of Action recommends exchange and linkage programmes and the creation of training, vocational, professional, research and technical centers. The United Nations system is called upon to increase provisions for scientific and technological training and education at all levels. The United Nations Centre for Science and Technology for Development has written an operational plan for the implementation of the Vienna Programme of Action containing a programme on the development of human resources for science and technology. Furthermore, the Intergovernmental Committee for Science and Technology for Development has selected scientific, technological and educational training for science and technology as one of the areas of concentration for promotion and co-ordination within the United Nations system by the Director-General for Development and International Economic Co-operation.

37. UNESCO through the International Center on Physics in Trieste (ICTP) is organizing major workshops, courses in various fields of physics and related sciences involving annually over 800 scientists from developing countries. In addition, UNESCO sponsored international post-graduate training courses in basic sciences involving twenty courses in various fields, at universities and advanced research institutions in over 15 countries. These courses concentrate on providing training to scientists from developing countries. Furthermore, UNESCO is exploring the feasibility of establishing an International Institute for the Planning of Scientific and Technological Development for training specialists in science and technology Policy, particularly from developing countries.

38. With reference to paragraph 93 of document DP/443, the World Intellectual Property Organization (WIPO) continues to develop programmes aimed at improving the knowledge and skills of Government officials and industrialists of developing countries involved in the drafting, negotiation and regulation of licences and technology transfer arrangements. Mainly in the form of national and regional seminars and workshops, the training material for these programmes are based on "Licensing Guide for Developing Countries" prepared by WIPO and published in Arabic, English, French, Japanese and Spanish.

39. The recommendation contained in paragraph 96 of document DP/443 that more favourable conditions need to be created, inter alia, to promote inventive activity, including the free flow of information and the granting of incentives to inventors, is of particular relevance to the development co-operation programme of the United Nations system. WIPO's activities in this field are geared to promote awareness in developing countries of the benefits of an

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effective patent system designed to help countries establish the necessary legislation and institutions, as well as to facilitate access to the worldwide stock of technological information and to train a core of specialists to exploit and disseminate it. WIPO acts through advisory missions, expert services, fellowships, training courses, seminars and workshops and has expanded its programme, giving paramount priority to training activities.

40. Among activities of specific relevance in this area is the International Conference on Inventive Activity as a Factor for Development of Technology in the Developing Countries, co-sponsored by WIPO and the Yugoslav Association of Innovators and Authors of Technological Improvements held in Belgrade, November 1981. Resident Representatives of some 50 developing countries participated.

41. The following UNESCO activities are also noteworthy:

(a) The Conference for the Advancement of Science and Technology in Asia (CASTASIA) and Conference for the Advancement of Science and Technology in Africa (CASTAFRICA) projects provide support to the creation of a network for scientific and technological institutions, other regional activities are supported as well;

(b) The Science, Technology and Society programme of UNESCO supports activities which ensure that science and technology become part of national cultures and which establish and strengthen international and national scientific communities.

(c) Furthermore, UNESCO's Science and Technology Policy Programmes take into account DP/443, particularly as it relates to the close articulation of science and technology with economic, industrial, agricultural, health and social goals.

42. As a result of the decisions of the twenty-first FAO conference in 1981, FAO has included in its action programme for the 1980, recommendations which cover: increasing research expenditures in the agricultural sector; meeting manpower needs; improving organization and technology transfer and strengthening collaboration in national research. FAO together with the World Bank and UNDP is sponsoring the Consultative Group on International Agricultural Research (CGIAR) which, through its eleven world standard research institutions, contributes considerably to the development of agriculture science and engineering manpower.

43. WHO conducts a large health manpower development programme, which contributes to the development of endogenous scientific and technological manpower. WHO's programmes on primary health care, country health programmes, appropriate technology for health, family health, and communicable disease prevention contain large health-related scientific and technological training components.

44. The World Bank lending programme includes loans for research on education, science and technology education, agricultural education, secondary vocational and technology education, university education, post-secondary non-university education, teacher training, school construction, equipment and media. Also

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nearly all sectoral lending programmes include components of science and technology development.

E. Public health

45. The recommendations contained in paragraph 97 are largely derived from the International Conference on Primary Health Care in Alma-Ata (1978). WHO has collaborated with Member States in their efforts to develop manpower systems that will enable these countries to plan, train, manage, and efficiently utilize health personnel, with special emphasis on serving the most disadvantaged communities, such as those located in rural areas. These activities include: the formulation of national health manpower policies and plans; the development of health teams, especially for primary health care; the formulation and implementation of manpower management policies and practices; and the establishment of co-ordinating mechanisms that will help ensure an integrated approach to the development of health services and development of manpower.

46. An analytical review of WHO's programme of health manpower development from 1948 to 1980 reveals that national political will and commitment is the key to establishing a health manpower development process that will produce health workers capable of formulating and implementing health development plans aimed at achieving health for all by the year 2000 through primary health care. In recognition of the fact that the management of health development requires an intersectoral approach, as well as community participation, such co-ordinating mechanisms as national health councils and national health development networks have been established in several countries.

47. WHO carries out several activities to support the development and implementation of national manpower policies. The WHO medium-term programme for health manpower development (1978-1983) emphasizes the support to countries in their efforts to integrate the development of health services and manpower in order to improve the planning, training and deployment of health personnel in consonance with defined roles and functions of health workers. Regional work groups and meetings are held to explore different mechanisms for achieving this integration.

48. A major thrust of the programme is to promote the establishment and development of education and training programmes, for all categories of health personnel, including traditional health workers that are relevant to community health needs and which include a team approach. As part of this effort, studies of different approaches to the training and utilization of community health workers are being examined.

49. WHO will continue its collaboration with Member States in the planning and implementation of teacher-training programmes, especially for teachers and supervisors of primary health workers, and in the development of continuing education programmes to maintain and improve the competence of all categories of health personnel. Guidelines for establishing and strengthening national systems of continuing education are also being promoted.

50. WHO is promoting the orientation of management training towards the development of the managerial process for health development. It supports

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countries in organizing resources into a network for management training oriented to the managerial process.

F. Rural development

51. With respect to recommendations dealing with rural development, paragraphs 98 to 103 of DP/443, various United Nations organization and agencies have responded to requests from developing countries to support the development of national strategies, plans and programmes in integrated rural development. Co-ordination is assured at United Nations system level through an Administrative Consultative Committee (ACC) subcommittee of which FAO is the lead agency. Broad-based participation of rural communities is the cornerstone of the United Nations system's approach. Developing countries are requesting co-operation for the identification and formulation of projects to achieve this end. Moreover, support is provided by a multi-donor programme for "peoples participation in rural development through the promotion of self-help organizations".

52. The following measures are relevant:

(a) WFP provides food assistance to a number of rural development projects including training of selected government officials to improve the practice of food-handling, including storage and pest control;

(b) The Economic Development Institute of the World Bank offers a course on the management of rural development projects, including a seminar on project design. These are expected to become regular elements of EDI's programme.

(c) UNDTCD is involved in training national personnel in the field of integrated rural development at the grassroots level. Several projects are underway which use local community participation and local administration and which feature income-generating activities as well as the training of local staff in community development and people's participation. Support is given to training middle and higher-level personnel and to upgrading national capability in project identification, formulation, implementation, monitoring and evaluation, as well as appraisal of projects with respect to income-generation.

53. As concerns paragraph 102 of DP/443 on the exchange of nationals from developing countries through workshops and study tours, the UNDTCD is particularly active. For example, through a regular programme project entitled "Strengthening of National Capabilities of Integrated rural development", the Department promotes the exchange of experience in rural development of developing countries.

G. Foreign trade

54. With reference to paragraphs 104 and 105 of DP/443, many UNCTAD-executed operational activities aim at the training of government officials from developing countries who are involved in international economic negotiations. Through its Research and Training Programme, UNCTAD has organized a number of workshops on major trade and development issues, such as the integrated programme of commodities, financial and monetary questions, transfer and development of technology, trade in textiles, etc. Many other projects focus on

training in more specialized fields such as Multilateral Trade Negotiations (MTN), Economic Co-operation for Development Co-operation (ECDC), Trade with Socialist Countries of Eastern Europe, import of food commodities, individual commodities agreements, insurance and reinsurance, and maritime transport. Regarding the latter, the TRAINMAR programme pursues the establishment of a world-wide network of training institutions applying modern training techniques for raising managerial capabilities required in shipping and port industries in developing countries.

55. The International Trade Center (ITC) is supporting such activities as the provision of informal advice to government officials and to trading organizations in developing countries, as well as organizing symposia which aim to increase government awareness of manpower development in public and private sectors. The development of permanent training capacity in trade promotion and international marketing in developing countries receives ITC support through co-operation with selected institutions and includes the training of instructors, curriculum development and related activities. Furthermore, ITC provides direct training in different areas of trade promotion and international marketing.

H. General education, technical and vocational training

56. With special reference to paragraph 5 of resolution 35/80, mention should be made of national efforts for the eradication of illiteracy among youth and adults supported through a variety of activities of United Nations organizations:

(a) UNESCO's literacy programmes are implemented both through mass-campaign as well as targeted projects. Experience shows that well-planned training programmes for national personnel are essential to sustain such programmes. Despite some progress in this regard, much remains to be done;

(b) Experience shows that for national personnel to be effective in carrying out literacy programmes a range of conditions must be fulfilled, such as involvement of different strata of society in literacy programmes, support of opinion leaders voluntary participation in literacy programmes, appropriate training of volunteer personnel more adequate funds and the provision of technical support for up-grading and expanding literacy training organizations. Also national co-ordination mechanisms need to be strengthened;

(c) FAO supports educational activities in the rural sectors, perceiving literacy and education as basic requirements for success in modernizing the rural economies. The World Conference on Agrarian Reform and Rural Development not only set the goal of achieving universal literacy by the year 2000, but also insisted on the re-orientation of curricula of primary and secondary schools towards daily life requirements and work in rural and urban settings; the promotion of non-formal education emphasizing food-production, health, nutrition, family planning, agrarian law, co-operatives and farm-management; grassroot education and training and use of local materials to increase employment and income and to enhance community participation; co-ordination and integration of school and out-of-school education programmes. This approach is increasingly reflected in FAO's operational activities.

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57. As regards the formation of equal opportunities for women and men in education, training and employment, FAO has developed checklists so as to ensure that women are adequately covered by development projects and programmes. Furthermore, a programme has been initiated on "Community Action for Disadvantaged Rural Women" which provides support to 14 countries.

58. Vocational training continues to figure prominently in ILO's programmes in the training field; directly or indirectly all activities concentrate on assisting Governments in establishing or strengthening national training bodies and schemes catering to the needs of the industrial sectors and such related activities as mining, transport, hotel and tourism and public works. The target groups to which vocational training activities in the industrial sector are directed is generally the adult population with youth and disabled persons as additional target groups. Training is mostly designed for workers, supervisors, foremen and technicians and, as a general rule, also incorporates the training of instructors and trainers. Increasingly, assistance is provided in rural vocational training.

59. In 1981, the Governing Body of the ILO reviewed operational activities in the field of training, with industrial training and management development accounting for the bulk of total outlays of \$460 million between 1972 and 1980.^{7/} Three main conclusions emerged from this study which covered 1544 projects carried out in 146 countries by ILO with UNDP funding, as well as involving 17,000 fellowships administered by the International Centre for Advanced Technical and Vocational Training in Turin:

(a) Government requests for assistance in training tend to follow a pattern that corresponds to the degree of economic and social development of a given country at the time of the request. While less developed countries usually request co-operation for training institutions and for gradually building up a training infrastructure, more developed countries request more specific co-operation which aims at developing increasingly sophisticated skills.

(b) By its very nature, training should be undertaken in co-operation with other social and economic activities, and projects have to be closely co-ordinated with various other national and international activities and programmes. Besides obvious links with national training systems and with employment policy, the performance of the general education system has an important bearing on the success of relevant activities.

(c) A common feature underlying requests for co-operation in the training field is the determination of Governments to expand training opportunities, coupled with an emphasis on greater effectiveness and efficiency. To help attain these fundamental objectives, ILO co-operation is increasingly geared to search for innovative, low-cost training methods. Thus the ILO intends to further expand its work on Modules of Employable Skills (MES) through the existing regional MES demonstration centre in Asia and the establishment of similar operations in Africa and Europe.

I. Voluntary migration and "brain-drain"

60. In response to General Assembly resolution 33/135, DP/443 had dealt with the problems caused by voluntary migration and the so-called "brain-drain" and had presented a number of recommendations (paragraphs 114-117). International migration of semi-skilled, skilled and highly qualified manpower in all its aspects has been a recurrent concern of the United Nations system. For example, ILO's traditional concern with the improvement of working and living conditions and protection of migrant workers has led to a series of conventions and recommendations which cover all skilled and highly qualified persons^{8/}.

61. The World Employment Conference held by the ILO in 1977 adopted a Declaration and Programme of Action which includes a special section on international manpower movements and employment. It suggests, among other things, that countries of origin should adopt measures so as to avoid the departure of skilled workers. Countries of employment should refrain from recruiting skilled and highly skilled workers when there are recognised or potential shortages of such workers in the country of origin. Countries of employment should also eliminate any part of their immigration laws and regulations which have the effect of encouraging the entry of professional and other highly qualified migrants.

62. A study, carried out by WHO on the exodus of health workers, concluded that undesirable migration can only be controlled when the categories and numbers of health personnel being trained are limited to those that can be effectively absorbed in a country's health system and when the training of all health workers is oriented towards national priority health needs.

63. The International Civil Aviation Organization's (ICAO) experience reveals that the loss of qualified technicians through emigration is not as serious as the diversion of skilled civilian aviation personnel from civil service jobs to the private sector in their own countries because of higher salaries in the private sector. While this does not represent a loss to the national economy, it nevertheless impedes progress in civil aviation and other sectors which face similar problems. One solution to this might be a more competitive pay scale as special compensation in order to keep these people, although it is often difficult for Governments to provide higher pay.

64. UNESCO, dealing with one aspect of the "brain-drain" problem, is working for the application of the international convention on the recognition of foreign diplomas to individuals who study abroad so that their certificates are recognized and equivalency is established back in their own countries. Moreover, UNESCO has issued a directory which contains the activities and publications of organizations and associations of migrant workers which encourage Governments to adopt policies specifically designed to up-grade the skills of foreign workers in sectors and skill areas needed by the countries of origins of these workers. UNESCO organized an exchange programme in 1980

^{8/} The most important are The Migration for Employment Convention and Recommendation of 1949 (including a Model Agreement on Temporary and Permanent Migration for Employment, and The Migrant Workers (Supplementary Provisions) Convention and Recommendation of 1975.

involving educators from various countries in order to promote the application of policies contained in this directory.

J. International technical co-operation

65. Through its operational activities, the United Nations system has, over the past decades, supported the creation and strengthening of capacity in all developing countries for the training and effective utilization of nationals in the development of their respective countries.

66. Among the more recent activities of special interest in the context of this report might be the following:

(a) The use of nationals from developing countries as experts and consultants is increasing and has reached close to 45 per cent on overall basis in the United Nations system.^{9/}

(b) As regards implementation of United Nations system sponsored field programmes, preference is given to institutions in developing countries with the necessary technical capabilities. An increasing number of such contracts are being awarded to such institutions.

(c) With reference to the recommendation on the "skills data bank" (DP/443, paragraph 118(a), United Nations Centre for Human Settlements (HABITAT) is prepared to provide greater assistance to ensure that qualified national experts and national institutions are utilized for project activities. UNESCO is considering co-operation with countries in developing worksheets for such data banks to establish appropriate regional and international computer facilities;

(d) The United Nations system provides training as components of projects in the form of individual fellowships, group training, study tours, as well as seminars and on-the-job training. Such training is carried out outside the home country, within the region or within the home country as appropriate.

III. DISSEMINATION OF NATIONAL EXPERIENCE

A. General comments

67. Paragraph 7 of resolution 35/80 requests the Director-General for Development and International Economic Co-operation to make the necessary arrangements, within existing resources for the periodic dissemination of information on the national experience of countries with different socio-economic systems in training qualified national personnel and enhancing their role in national socio-economic development. There are several reasons why the dissemination among Member States of information on the national experience of training national personnel has become a priority task of the

^{9/} FAO has endorsed and applies the use of national officials as directors of FAO-supported projects. In 1981, 144 projects were managed by national directors as compared with 61 in 1978. FAO is also increasing the use of national experts in field projects and, by 1981, 36 national experts worked in their home countries.

United Nations and its component organizations. First, the training of qualified national personnel has been, and still remains, a chief concern in both developing and developed countries, although the approach and intensity of efforts vary widely from country to country, from region to region and among countries with different socio-economic systems; the information explosion throughout the world on training methods, systems and programmes has made it desirable that national experience and lessons learned in individual countries or regions are made readily accessible to the international community, through whatever means are available to the United Nations system. Second, the rapid development of electronic information and communication systems has made possible the collecting, storing, retrieving and disseminating of information at reasonable cost. Third, the recent establishment and expansion of national training systems, in developing countries, often with United Nations assistance, has provided the institutional framework not only for training national personnel but also for systematically sharing experience with like institutions elsewhere. Moreover, the expansion of national training systems goes hand-in-hand with the building of regional institutions designed to exchange information on training techniques, materials and expertise among developing countries.

68. A wide range of mechanisms now exists, or is being developed in the United Nations system, for the collection, analysis and dissemination among Member States of information on different approaches to training qualified national personnel. The following are examples.

Research

69. Organizations in the United Nations system are carrying out extensive research programmes on development issues, including training systems in different socio-economic settings, mainly for the following three purposes:

- (i) To make available to the general public carefully collected and objectively analyzed data through statistical publications, articles in periodicals, comparative analyses and monographs;
- (ii) To provide technical co-operation, advisory services and the organizations of meetings related to training to supplement the constitutional activities of the organisations; and
- (iii) To consider new development problems as they arise and provide possible means to resolve them.

In furtherance of TCDC, United Nations organizations are increasingly drawing on the broad range of expertise available in institutions in countries with different socio-economic systems.

International conferences and expert meetings

70. Conferences and meetings serve as forums for taking stock of new developments and finding solutions to problems in terms of their particular relevance to the international community as well as to specific groups of countries. As international conferences and meetings regularly draw participants from countries with different socio-economic systems, the

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deliberations generate specialized information and guidance for further substantive work by the United Nations system or by national institutions involved in training of national personnel.

Referral systems

71. Several organizations of the United Nations system have taken steps to develop a framework, and national methods, for the dissemination of relevant information using such modern techniques, as data processing systems, bibliographies, directories, statistical information, through regular printed services or ad hoc question and answer services. The following activities are noteworthy:

(a) An example of a regional scheme for the collection and dissemination of data, launched in 1981 under the auspices of the Economic Commission for Africa (ECA) and Organization of African Unity (OAU) is the Pan-African Documentation and Information System (PADIS); the system has access to ILO's computerized data base on labor and employment matters. Similar initiatives are underway in Latin America and Asia for the dissemination of data on vocational training.

(b) ILO has launched a global system for the collection and dissemination of information in the labour and training field through an integrated International Labour Information System (ILIS). The intention is to establish an integrated and flexible information network covering a number of areas of labour information of interest to Member States and other interested organisations.

(c) A computerized Information Referral System (INRES) was established by UNDP for the purpose of promoting TCDC by offering Governments access to a data base on the capacity of developing countries for technical co-operation programmes, projects and activities with other developing countries, through bilateral or multilateral arrangements.

(d) At the management training level an important new activity of the ILO is its Management Development Referral Service (MDRS). The purpose of MDRS is to bring together management development institutions offering and seeking expertise and advice on training, research and consultancy in management areas in order to promote co-operation activities between institutions. The objective of MDRS is to increase the effectiveness of participating institutions through sharing expertise and information, combining resources, and avoiding overlapping activities.

(e) The United Nations Department of International and Economic and Social Affairs (DIESA) has, since March 1978, maintained the computerized Development Information System (DIS), designed to provide access to unpublished reports and studies, mainly in relation to technical co-operation activities, produced for or by DTCD, DIESA and HABITAT. Linkage has also recently been established with the United Nations regional commissions to further expand the data base and the means of access to it. Information about the documents, in the form of abstracts, index terms and bibliographic descriptions are provided to: (a) public organizations working for international development, (b) United

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Nations staff members and consultants; (c) government officials; and (d) non-profit research institutions active in the field of international development. DIS provides (a) on-line searching, (b) custom-made bibliographies, (c) a current-awareness abstracts journal, (d) loan of documents, and (e) copies of the DIS data base on machine-readable magnetic tape. Particular efforts are being made to bring the availability of these services to the attention of national personnel in developing countries.

B. Regional institutions and network arrangements:

72. Substantial efforts, and resources, are being deployed by the United Nations system to help develop regional institutions as vehicles for the development, exchange and transfer of knowledge and skills needed by participating countries for their social and economic progress.^{10/} These institutes are designed to:

(a) Complement and support research and training activities of national institutions active in the same field and hence, foster national and collective self-reliance;

(b) Provide Member States with information on methods used elsewhere for solving development problems and to give advice on how to apply the methods to the problems of the country requesting assistance;

(c) Develop training methods and materials, geared to the specific requirements of the member countries while taking into account information available to them through their regional and global contacts; and

(d) Serve as regional focal points for the exchange of expertise, the strengthening of communication, interaction and collaboration among the participating countries with a view to building up their capability for solving common development problems.

73. These features vary among regional institutions. A most important and effective variation in regional co-operation is based on the network approach. By this, several national institutions with common interests are linked to provide mutual technical co-operation, with liaison facilities provided by a small co-ordinating centre. The pioneering work of the Inter-American Vocational Training Research and Documentation Centre (CINTERFOR) was a model for establishing, in 1978, the African Centre for the Development of Vocational Training (CIADFOR) and the Asian and Pacific Skill Development Programme (APSDEP). FAO has applied the network approach in rural development training, research and information exchange by establishing the Centre for Integrated Rural Development for Asia and the Pacific (CIRDAP), and the Centre for Integrated Rural Development for Africa (CIRDAFRICA). About to be established are the Regional Centre for Agrarian Reform for Latin America and the Caribbean as well as a similar centre for the Near East region. UNESCO has also established regional and sub-regional networks to collect and disseminate

10/ Report of the Joint Inspection Unit on Assistance by the United Nations System to Regional Intercountry Technical Co-operation Institutions
(JIU/REP/80/10)

information on educational innovation, on institutions, specialists, studies and research in this respect. WHO has adopted the network approach in the training of community-oriented health personnel.

74. The International Association for the Advancement of Teaching and Research in Intellectual Property (ATRIP), launched in 1981 under WIPO sponsorship, enables professors from industrialized market-economy countries, socialist countries and developing countries to exchange experience on the role of teaching and research in the field of intellectual property.

C. Technical advisory services

75. Dissemination of information on training national personnel under different socio-economic systems has been effected through the provision of technical advisory services through technical co-operation projects, sponsored by the United Nations system. By recruiting experts, consultants and specialists in various technical field from different countries, United Nations organizations disseminate that experience and expertise on a wide geographical basis in support of the efforts of developing countries to improve training or to establish institutions to train managers in the public and private sectors especially in rural areas.

76. In recent years, United Nations organizations have taken a range of initiatives to broaden the geographical basis for the recruitment of experts and consultants, for example, by opening up new channels for prospection and by introducing improved methods for evaluating candidates and making the final selection. Success, however, depended to no small degree on the response and support of government authorities in the countries concerned in locating candidates with the required expertise and language qualifications and in settling administrative questions. In the final analysis, it remains the prerogative of the Government of the country of assignment to decide on the acceptability of candidates for experts or 'consultants' posts.^{11/}

D. Training and fellowships

77. Fellowships, study tours, and group training have emerged as increasingly important means of training national personnel. In response to a growing demand for this type of training, UNDP increased substantially its support to human resources development. Training components in projects increased from \$32.2 million in 1975 to \$67.6 million in 1980, which represents a share growing from 7.7 per cent to 10.1 per cent of total inputs to UNDP project budgets. The United Nations system has also set up specialized institutions catering to international fellowships, study tours and group training. For example, the International Centre for Advanced Technical Training in Turin organizes annually some 2,000 fellowships and similar programmes using either its own facilities or those of other specialized institutions.

78. The above description of methods and mechanisms in the United Nations system for the exchange of information on training qualified national personnel

^{11/} See DP/1982/10 of 8 March 1982 .

in countries with different socio-economic systems cannot be exhaustive; still it allows wider conclusions of a general nature:

(a) The United Nations and its component organizations, sees their role as a clearing house that facilitates ready access to information on training qualified national personnel in different socio-economic settings. This is on the understanding that the United Nations system is only one, though important, agent and medium for the exchange of information.

(b) Faced with an information explosion on training methods and systems, the United Nations and the component organizations have taken up the challenge of developing mechanisms that help developing countries to draw on the pool of accumulated knowledge and experience in connexion with the formulation and implementation of their own training programmes; much remains to be done to develop capabilities within developing countries, both in terms of installing and using modern information and communication techniques.

(c) Great potential exists for wider use of sophisticated information and communication systems; but care must be taken not to install systems that ignore the technical, financial and human factors, and thus impede access of developing countries to sophisticated systems; the success of information systems will depend not so much on their technical sophistication as on the quality, selectivity and usefulness of data they store and disseminate, and on cost.

(d) Much of information processing and dissemination in the United Nations system is done, with good results, on a decentralized basis, always on the understanding of harmonizing these different systems so as to avoid duplication and bring about closer linkages among them.

IV. HUMAN RESOURCES DEVELOPMENT IN UNDP-SUPPORTED REGIONAL PROGRAMMING

A. Consultative process for the third programming cycle, 1982-1986

79. In operative paragraph 6 of resolution 35/80, the recipient Governments and the Governing Council of UNDP are invited to take into account the urgent need for qualified national personnel while identifying intercountry projects for the third programming cycle 1982-1986. This section reports on efforts to date by describing briefly the consultative process which ensures that Governments in a region determine their own priorities, and by giving a brief description of the content of regional programmes and projects.

80. A new process of consultations based on decision 80/9 of the Governing Council, was adopted in intercountry programming for the third programming cycle to ensure the full involvement of all Governments and other interested parties in the collective determination of priorities for individual regional programmes. UNDP, with the collaboration of regional commissions, convened meetings of Governments, with the participation of regional and subregional groups and the specialized agencies. These meetings were instrumental for the collective identification of priorities for each regional programme submitted by UNDP to the Governing Council.

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81. The regional programme for Asia and the Pacific was reviewed by the Governing Council of UNDP at its twenty-seventh session in June 1981. At its present session, the Council will consider the regional programmes for Europe and for Africa. The regional programmes for the Arab States and for Latin America are due for consideration in 1983.

B. Content of regional programmes

82. Human resources development, in various sectors, both at vocational and managerial levels, is a major aspect of the third regional programme for Asia and the Pacific. In the programme (see DP/523, Annex II), 16.8 per cent of the available resources has been programmed for such projects as training in civil aviation in five sub-regional centres, telecommunications, marine transport, and energy planning. Training in most of the sectors provide for study tours, seminars and workshops, a wider use of national co-ordinators, greater reliance on national networks and a closer linkages among the national programmes.

83. Furthermore, the Economic and Social Commission for Asia and the Pacific, on the basis of its resolution 205 (XXXVI) decided that it would intensify its activities in the various disciplines within its mandate, including the exchange of experience for nationals from developing countries through fellowships, study tours, in-country seminars and in-service training, workshops and on-the-job training, particularly within the framework of TCDC. ESCAP also encourages the utilization of developing countries' expertise in the implementation of regional projects. In this manner, qualified nationals would gain further practical experience and, in the process, upgrade their own capabilities.

84. The regional programme for Europe is different from the other regional programmes, due to the level of development reached in most of the countries concerned. This is reflected in both the advisory and training components of the programme. They are designed to build upon the participation of highly qualified professionals already available in many countries of the region and to provide such professionals with highly specialized additional skills.

85. The regional programme for Africa aims at supporting the implementation of the Lagos Plan of Action, which emphasizes the need for the training of qualified national personnel. The programme includes training in such fields as development planning, management, public administration, statistics, agrometeorology, sugar processing, rice cultivation, pest control, civil aviation, merchant marine, postal administration, telecommunications, engineering and insurance. Assistance towards the establishment of African training institutions and support to their programmes feature prominently in this regional programme. Some 15 per cent of total resources will be available for institutional support in the above-mentioned fields. Conversion of national institutions into training institutions and schools for sub-regional or regional use is encouraged, as well as the creation of institutes catering to different sub-regions or linguistic areas. Most projects have provisions for fellowships and in-service training. There is an increasing use of qualified African personnel in the regional projects themselves, not only as government personnel but as UNDP-financed professional project personnel.

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86. A new approach to regional co-operation has been launched in the Arab region; each country participating in a regional project is encouraged to provide support through contributions in cash and aid. Co-operation would involve, inter alia, the attachment of specialized manpower for a given period of time. Cash contributions from participating countries unable to provide specialist manpower to a regional project would be used to cover the cost of national manpower temporarily employed from elsewhere in the region as well as a contribution to the international cost of the regional project.

87. The regional programme for Latin America (1982-1986) is expected to devote 23.6 per cent of the resources to public administration and planning. Experience in the region has shown that success in programmes of administrative reform is conditioned, inter alia, by the availability of qualified managerial cadres. The regional programme will concentrate on two fields: improvement of the management of public enterprises; and training of senior public administrators for the improvement of their managerial capabilities.

88. Furthermore, in the field of employment, the regional programme is designed to increase the productivity of workers in the traditional and informal sectors. The programme includes wide-ranging activities in the field of education and training. The draft programme for the sub-region of the English-speaking Caribbean places emphasis on training to overcome shortage of qualified staff in various economic sectors, aggravated by a high rate of emigration.

89. An interregional project launched under the auspices of the Economic Commission for Latin America (ECLA) and the Economic Commission for Africa (ECA) is concentrating, inter alia, on manpower development and the exchange of qualified personnel among Governments in both regions.

V. CONCLUSIONS

90. Given the broad scope of resolution 35/80, and its antecedent resolution 33/135, it has been difficult to do full justice in this report to the entire range of experience in human resources development. Human resources development is receiving increased attention at the national, and international levels, as illustrated by the numerous programmes and projects referred to in this report. Despite these efforts, there is a continuing need to support training of all type and to give effect to policies which ensure the most effective use of qualified personnel in national development.

91. An important means of support to achieve the goal of national human resources development, in keeping with requirements of all developing countries, is to make use of the best available experience of different socio-economic systems and the United Nations system. This report demonstrates that this can be accomplished through the great variety of existing programmes.

92. Although in some respects the limited number of Government responses to the Note Verbale were disappointing, there are enough indications available on the experiences and positions of Governments on the training of nationals

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to conclude that there is a close convergence between various national experiences and the experience acquired by the United Nations system. Available information tends to show that there is a complementarity between information provided by Governments and the information available in the United Nations system which leads to the conclusion that existing mechanisms in the United Nations system fully respond to the reporting requirements set out in resolution 35/80.

93. The United Nations system has a unique, universal vocation which facilitates ready access to information on training systems operating in different socio-economic settings. The system has developed appropriate information exchange mechanisms that help developing countries to draw upon the pool of accumulated international and national experience whenever the solution of their development problems require external support.

94. Only the lack of financial resources seems to limit the further extension and modernization of information exchange. Each United Nations organization has, on a decentralized basis, sought to meet the requirements of developing countries within existing resources as part of their overall organizational orientation. Future exchange of experience on training national personnel should be carried out through each component part of the United Nations system.

95. This effort should take full advantage of existing programmes and channels of communication and should avoid duplication and the creation of expensive additional mechanisms.
