

Development in Southern Africa

A sectoral review of regional integration in SADC

Human Resources Development

Background and context

The OAU and Lagos Plan of Action

The Organization of African Unity (OAU) summit held in Lagos in April 1980 adopted the Lagos Plan of Action for Economic Development of Africa 1980 - 2000. The move was in response to the perceived need for action to provide the necessary political framework for measures to achieve self-sustaining development and economic growth in Africa (OAU, 1980).

In the context of the Lagos Plan, African leaders stressed their commitment to ensuring a central place for human resources development and for the production of skills needed for development in all sectors of the economy. They underlined the need to eliminate illiteracy and to take measures to address the problems of unemployment and underemployment, shortage of particular skills needed for development, the absence of coordination of policies for human resource development, and deficiencies in national educational systems.

The Lagos Plan highlights the contribution of human resources development strategies to the improvement of living standards through increased employment and income generating opportunities. It also focuses on the utilization of indigenous technologies and the promotion of science and technology as a basis for the economic transformation of African societies.

The Lagos Plan of Action calls on OAU member states to cooperate in the development and utilization of regional, sub-regional and international training and research institutions. The plan urges countries to institute frameworks for staff development, supported by requisite financial arrangements, sectoral advisory committees and central advisory councils.

There was SADCC before SADC

In 1980 southern African countries that had attained political independence and majority rule, otherwise known as Front-Line States (FLS), convened an “Economic Summit of the Majority-Ruled States of Southern Africa” in Lusaka. That summit created the Southern Africa Development Coordination Conference (SADCC). Consultations on the creation of SADCC continued at the subsequent summit held in Harare, in 1981. SADCC had two fundamental objectives. First, the countries wanted to reduce the vulnerability of their economies, which were dependent on apartheid South Africa due to historical links. They were seeking to de-link their economies from South Africa and to coordinate their strategies for development as a region. Secondly, the FLS were seeking to coordinate their support of strategies for attaining majority rule in apartheid South Africa and the independence of South West Africa.

According to the Lusaka Declaration 1980 and the Harare Memorandum of Understanding 1981, SADCC was intended to develop into a mobilizing force for the achievement of economic liberation, raising of standards of living and consolidation of freedom, peace, security and social justice within southern Africa. T

he principal objectives of SADCC included the creation of links and regional integration, and the mobilization of resources to strengthen policies and strategies for interstate development. Addressing the inaugural session of the Lusaka summit, former Zambian President, Kenneth Kaunda, called for the development of SADCC into a “powerful front against poverty and all its offshoots of hunger, disease, crime, exploitation of man by man.”

Written by:
Dr Anderson B. Shankanga

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The Regional Economic
Development and
Integration (REDI)
Programme of the Southern
African Research and
Documentation Centre
(SARDC), P O Box 5690,
Harare, Zimbabwe.
Email:sardc@sardc.net or
redi@sardc.net

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He further stated that convening SADCC summits would become “our workshop for sharpening our tools, forging new weapons, working out a new strategy and tactics for fighting poverty and improving the quality of life of our peoples.” (quoted in Hoppers, 1996).

SADCC identified a number of strategic areas for the purpose of coordinating post-independence development initiatives and efforts to reduce the countries’ economic dependence on apartheid South Africa.

Infrastructure sectors were identified as priority areas in the initial stage of this cooperation. These included agriculture, transport and communication, industry, trade, energy, and “manpower” development. Regional coordination mechanisms were to be created to promote cooperation in these areas. The late President of Mozambique, Samora Machel, illustrated the nature of the coordination envisaged at the time, in his speech at the Lusaka summit:

“ . . . We must be conscious of the fact that we are not presently in condition to create an economic community of the region, but we can from this moment on, take firm steps in some of the areas already identified: agriculture, industry, trade, energy . . . The experience of the Front-line States in the struggle for support of liberation of the oppressed and exploited people of southern Africa taught us that to each one of our initiatives and victories, imperialism responds with new maneuvers” (quoted in Hoppers, 1996)

SADCC transformed into SADC

A decade later, at the 1992 summit held in Windhoek, capital of the newly independent Namibia, the SADCC Heads of State and Government signed a Treaty transforming SADCC into the Southern African Development Community (SADC). The event was a culmination of a process, which had fostered the experience of working together and a sense of regional identity. Several of the countries in the region had developed experience at intercountry cooperation even prior to the creation of SADCC a decade earlier.

The region was experiencing historical changes. The most important of these changes included the independence of Namibia, the positive steps towards the establishment of majority rule in South Africa; and the trend involving a shift to more market-oriented economic systems in the region. These changes “provided a propitious time to begin the integration process in southern Africa” (SADC, 1993).

The argument was advanced that regional integration would provide a strengthened collective capacity for countries to address problems of national development, and the challenges associated with the changing and complex regional and global environment. SADC leaders saw a clear link between the launch of their organization and the Lagos Plan of Action:

The signing, by the Heads of State and Government of the Organization of African Unity, of the Treaty establishing the African Economic Community, assumed the establishment of strong regional integration groups. These would form the building blocks for the continental body. SADC is such a building block for southern Africa” (SADC, 1993).

Building on the objectives of the Lusaka Declaration and the Harare Memorandum of Understanding, the Windhoek Treaty reaffirmed, and sought to strengthen, the principles of sovereignty, solidarity, peace and security, human rights, democracy, and the rule of law. It also highlighted the values of equity, balance and mutual benefit, and peaceful settlement of disputes. The countries of the region needed to work together in fostering measures for self-sustaining development and growth.

The SADC Treaty provides a comprehensive framework within which the countries undertake to coordinate, harmonize and rationalize their policies and strategies for sustainable development. It seeks to forge links for the maintenance of a genuine and equitable process of regional integration in the following areas:

- food security, land and agriculture;
- infrastructure and services;
- industry, trade, finance and investment;
- human resource development, science and technology;
- natural resources and environment;
- social welfare, information and culture; and
- politics, diplomacy, international relations, peace and security.

SADC reinforced the decentralised structure originally adopted by SADCC as a principal feature of its organization. The arrangement, which provided for member states to coordinate specific sectors, made it unnecessary to create a large regional secretariat.

The treaty assigned to member states responsibility for initiating, coordinating, rationalizing, harmonizing and managing sectoral policies and programmes. This approach was to ensure more direct involvement by member states in the implementation of the activities of the organization. Institutionalization of programmes at the regional level was to be preceded by development of concrete activities on the ground rather than the other way round.

Member states would involve non-governmental and civil society organizations in implementing sectoral programmes. The small central secretariat would deal with global and intersectoral issues.

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SADC Human Resources Development Sector

Origin, structure and institutional framework

The Lusaka Declaration and the Harare Memorandum of Understanding underlined “manpower” development, research and training and information exchange as core areas of the SADCC programme of cooperation for regional economic transformation. A SADCC manpower sector was created in 1981 and assigned to Swaziland. The Swazi government assigned the responsibility for the management of the sector to the department of economic planning and statistics. A Regional Training Council (RTC) was established, chaired by the director of the department of economic planning and statistics, as a mechanism for steering the activities of the sector.

Issues relating to the sector’s mandate and its institutional arrangements constituted the agenda for the greater part of the initial decade of its existence. Concerning physical space and staffing, the government of Swaziland provided the RTC with its own offices in 1987 and assigned two assistant planning officers as its initial full-time staff. The European Union financed two technical assistance posts to support preparatory activities of the RTC. Discussions concerning its mandate resulted in the restructuring of the manpower sector as the Human Resources Development (HRD) sector by the SADC Council of Ministers in 1987.

The second manpower symposium also marked the beginning of the second phase (1986-1991) in the development of the sector.

The RTC now became known as the HRD Sector Coordinating Unit (SCU). In 1991 the Government of Swaziland restructured the department of economic planning and statistics and upgraded it to the ministry of economic planning and development.

The government also provided the SCU with three additional posts. Later, in 1992, a senior government official was assigned as the first full-time director of the SCU. We see between 1987 and 1992 a relative uplifting of the status of the SCU.

The structure of the SCU is made up of three programme sections responsible for research, education, and management and training. The research programme section is responsible for the collection, analysis and dissemination of information on the situation concerning human resources development in the SADC region. It also acts as a support service to the other sections of the SCU by providing them with the background information they need for the planning and management of programmes and projects. The section’s mandate includes the development of research skills at regional level; and the development of a research and documentation centre within the SCU.

The education programme section has responsibility for the management of SADC’s policy and strategy for reform and development of education and training systems in the re-

gion. It is responsible for initiating, supporting and coordinating programmes and projects for the renewal of education policies and content with a view to contributing to regional integration. The role of the management and training programme section is to provide technical support to all the other sectors of SADC with regard to their human resources development programmes.

Beyond the sector, the SCU is guided by policy decisions taken at the level of Heads of State and Government summits, the Council of Ministers, a standing committee of officials, the SADC Secretariat and the Consultative Conference.

At the level of the Sector the programme of the SCU is steered by a sectoral committee of ministers and officials. The SCU also relies on a SADC-wide system of country contact points as its main channel for communicating with member states.

Initial mandate of HRD sector and its programme of action

Twelve years following its launch as SADCC the organization conducted a review of its experience up to 1993. A comprehensive report of that review - *A Framework and Strategy for Building the Community* (SADC 1993) was the theme document for the 1993 Annual Consultative Conference. The publication of the report followed the signing of the SADC Treaty in 1992. The review examines the evolution of the HRD sector and the SCU as its implementing mechanism.

The document suggests that any assessment of the performance of the SCU must be viewed against the background of the issues that constituted the parameters of the sector itself. Thus central to the debate was the issue of the mandate of the HRD sector in the context of the Windhoek Treaty and, therefore, the role of the SCU in the execution of that mandate. The 1993 document puts forward the following as a key aspect of the strategy for the implementation of the treaty:

“... underlines the critical need for the integration process to be based on the twin pillars of real commitment by the member governments and by popular participation. It emphasises the need to involve all interested parties beyond officials and ministers, particularly the business community, professional bodies, educational and training institutions, sporting and cultural bodies, churches and other nongovernmental bodies. In this context the need to create regional awareness among the peoples of the region through the facilitation of greater contact and exchange has been underlined. . The process recognises that there will be need for new institutions and mechanisms, particularly to ensure the on-going involvement of the people and their institutions in the integration process” (p.2).

The terms of reference for the SCU needed to reflect this strategy and needed to be based on the Sector objectives as outlined in the policy documents.

Official SADC records indicate that the development of the HRD Sector went through a number of phases between 1981 and 1996. The first phase (1981 – 1985) consisted of preparatory activities in the form of studies and surveys involving the collection of baseline information concerning manpower issues in the region. The report of these surveys formed the basis for the first SADCC manpower symposium conducted in 1984.

The second manpower symposium was organised around this issue in July 1986. That symposium also marked the beginning of the second phase (1986-1991) in the development of the sector. The symposium considered the issue of a clearer mandate and more specific goals and objectives for the manpower development sector. It highlighted training in support of activities of the other SADCC priority sectors as central to the mandate of the sector; and considered the staffing requirements of the RTC secretariat.

Thus the role of the sector was to provide a “manpower planning and development service” to SADCC and all its sectors. The sector’s responsibilities for carrying out this mandate included the determination of the region’s overall manpower needs, the development of the skills needed for SADCC projects, and the mobilisation of resources for the manpower development programme.

With regard to the performance of the sector up to this point SADC’s own internal review that preceded the formulation of the Long-Term Strategy for the Human Resources Development Sector 1993-2003 states:

“Although the Second Manpower Symposium provides a clearer basis for the start of the second phase period, a number of constraints were faced. The major constraints were the limited manpower input to the Secretariat from the Government of Swaziland and the weak linkages with SADCC member states and other SADCC sectors” (SADC, 1992, p.3).

The symposium recognised that for the sector to discharge its mandate successfully it needed to develop the necessary institutional linkages with all the SADCC Sectors and their staff. It needed to develop the capability to undertake the technical and professional tasks involved in maintaining such a relationship.

The SADC review noted that other sectors were also experiencing similar constraints with regard to the provision, by host Governments, of the human resources needed to implement their sectoral mandates. For the manpower sector, the absence of full-time leadership for the RTC at the time “led to inadequate articulation of the role of the Sector within SADCC and beyond to the member states level, which vision, appropriate leadership often bestows to organizations” (SADC, 1992, p.26).

The lack of adequate staffing at the RTC meant that the institution was unable to deliver satisfactorily on the sector mandate. This led, in 1989, to a call by SADCC Ministers of Education for a separate SADCC sector for education to attend to the needs of the subsector.

This change was, however, not sanctioned by the Council of Ministers. The Council of Ministers in fact expanded the mandate of the sector to include “regional issues pertaining to education”, and renamed it the ‘Human Resources Development Sector’. At the same time, however, the other SADCC sectors were exerting pressure “to undertake their own human resources development activities”. The trend had seen the creation of such sector-specific mechanisms as the Southern African Transport and Communications Commission (SATCC) in 1981, and the Southern African Centre for Cooperation in Agricultural Research (SACCAR) in 1986.

The SADCC Secretariat was uncomfortable with these developments and sent out a circular to all sectors urging them to fully recognise the mandate of the manpower sector. The Council of Ministers however subsequently, at its 1991 meeting held in Arusha, Tanzania, acceded to the demands from the other sectors to undertake their own sector-specific human resources development activities.

The third phase (1992-1996) in the evolution of the sector was marked by three developments. The first was the adoption of the Windhoek Treaty, which transformed SADCC into SADC. The second was the decision to launch a long-term strategy for SADC, which followed immediately after the signing of the Treaty. The long-term strategy was a fundamental challenge to the sector coordinating units, in particular the RTC.

The third development was the appointment, in April 1992 by the Swazi government, of a full-time director to the RTC. They also appointed an administrative assistant. These staff appointments were welcome indications of commitment on the part of the sector coordinating country to provide the resources necessary for the RTC secretariat to function more effectively.

On the issue of the minimum level of staffing for the RTC secretariat the SADCC internal review had recommended to the Swazi government the establishment of the following positions:

- a director to head the Secretariat. He/she would be responsible to the Principal Secretary of the Department of Economic Planning and Statistics (later the Ministry of Economic Planning and Development);
- one Administrative and Financial Manager;
- two technical experts in manpower planning;
- one technical expert in training;
- one technical expert in management information systems ; and
- support staff.

The Protocol on Education and Training

The theme document for the 1991 Consultative Conference, *SADCC: Human Resources: Primary Factor in Development* (SADCC 1991), eloquently presented the argument for placing human resources development at the centre of social and economic development itself. The document set the agenda for determining the future course of action in the development of the sector, and highlighted the sector's central role in the overall strategy of SADCC when it stated:

“A strong economic, political and social case can be made for a maximum effort to improve public education. Governments should, therefore, provide free universal basic education, which should be compulsory for at least nine years. At the same time, it should be realised that education, especially at higher levels, is not totally a public service; it provides a high return to individuals and their families. In recognition of this fact, and in the light of existing and recurring resource constraints, against the need to improve the quality of education, individuals should be called upon to help the cost of their secondary and tertiary education. Consequently, member states need to constantly review their public expenditure priorities to ensure education and training, and health services are adequately catered for. Private funding of these services should be encouraged, where appropriate. However private schools and their beneficiaries should conform to national policies, strategies and priorities, and contribute maximally to national objectives.” (pp. v-vi)

The document argued that the problem of the development of human resources and their utilization needed to be addressed urgently to improve the quality of life of the people of the region. It called for re-examination of existing policies and practices in order “to harness the full potential and capacity of the peoples of the region”(p.v). Development must be guided by consideration of the economy, efficiency and effectiveness of the strategies adopted in the implementation of programmes. With regard to human resources development within SADCC, it was stressed that programme strategies must have both national and regional dimensions. “No member state can, alone, offer the full range of world quality education and training programmes at affordable and sustainable costs.” (p.v).

Thus the 1991 document provided a clear indication of the fundamental role of human resources development in the SADCC Plan of Action. It also provided a clear indication of the direction in which the HRD Sector was intended to move. It spelt out the need for a focused strategy.

The following statement in the document underlines the principle of civil society participation:

“SADCC member states need to build upon existing structures and ensure that mechanisms exist for encouraging popular participation in devel-

opment efforts. Voluntary associations and customary practices have much to offer, especially in the informal sector. Greater citizen involvement produces more effective development programmes. More information, public debate and exchanges are called for.” (p.vii)

What was now required was a comprehensive framework that would ensure that the development of the sector moved in this direction.

The Windhoek Treaty provided for SADC to conclude a series of protocols to give practical effect to the sectoral goals. The protocols were to define the objectives, scope and institutional frameworks for cooperation and for achieving the desired integration. The processes of preparing and negotiating the protocols were to be coordinated by the Sector Coordinating Units (SCUs). Each protocol would then become an integral part of the treaty after its approval by the SADC Summit.

The 1997 summit adopted a protocol on Education and Training that serves as a framework for co-operation in the improvement of education within SADC. The protocol was constructed on the basis of the review and analysis of the human resources situation contained in the 1991 document. Its overall objective is to contribute to regional integration. This is to be achieved through the creation of conditions intended to assist member countries to move progressively towards the attainment of the equivalence, harmonization and eventual standardization of the education and training systems of the region. The protocol underlines the need for member states to seek collaboration and partnerships in efforts to raise the standard of their education and training systems. It stresses the principles of information exchange and resource sharing through the promotion of regional centres of specialization and centres of excellence. The movement and exchange of students, staff, teaching and learning materials, and the relaxation of immigration and customs procedures, are to be facilitated as basic features of the integrated regional system.

The goals of the protocol are synthesized as follows:

- development of coherent, comparable and harmonized education and training policies;
- provision of comparable curricula, joint production of teaching and learning materials, and harmonization of examination and accreditation systems at the basic and intermediate education levels;
- in higher education, development of centres of specialization in critical areas especially at graduate level, adoption of the policy of treating SADC nationals as home students for the purpose of tuition and related fees, and reserving at least 5 percent of admissions to SADC nationals outside the home country of each institution; and
- in lifelong education, the establishment of a SADC Distance Education Centre.

The strategy for achieving the above goals will comprise the following features:

- development of a common system of research and regular collection of information on developments, priorities and status of education and training in SADC member states;
- promotion and co-ordination of capacity-building initiatives in the development of holistic policies and strategies for education and training; and
- promotion of the participation of the private sector, NGOs and other stakeholders in the provision of education and training.

The protocol seeks to promote regional co-operation in the development of integrated and harmonized education policies and strategies, particularly with regard to the widening of access, equity in provision, and the improvement of relevance and quality of education programmes. Priority areas identified for co-operation include:

- improvement and harmonization of curricula at the basic, secondary and tertiary levels of education;
- eradication of illiteracy and the provision of universal basic education;
- development and production of widely available textbooks and other teaching and learning materials; and
- harmonization of entry requirements and examinations at educational institutions.

The protocol is also intended to promote regional co-operation in the development of science, technology and vocational education; in higher education reform; in adult and lifelong education; and in the development of publishing, library and resource centre services.

Workshop on implementation of the Protocol on Education and Training

At their 1998 meeting held in Pretoria, South Africa, HRD ministers directed the SCU to organize a workshop for stakeholders to formulate strategies and an implementation plan for the Protocol. They assigned to the workshop the task of spelling out the approaches, strategies and financing arrangements for the implementation plan. The implementation plan was to comprise a clear identification of the areas of cooperation, objectives to be achieved, and a time frame for implementation. The SCU conducted the workshop in Lusaka, Zambia, from 1 - 5 February 1999.

According to the report of the workshop its proceedings were focused on the following core areas of cooperation (SADC/HRD/SCU 1999):

- basic education;
- intermediate education and training and teacher training;

- higher education and training; and
- lifelong education and training.

For each of these core areas the workshop identified key policy issues that needed to be addressed, and formulated objectives and activities for the implementation plan. For the overall objective of the protocol “to progressively achieve equivalence, harmonization and standardization of education and training systems in the region”, the workshop proposed a time-frame of three phases. In the short term, the first five years of the plan, the objective will be to “achieve equivalence of the education systems.” “Harmonization” is to be achieved in the medium term, within 6–15 years of the implementation plan. The long-term objective, “standardization of education systems”, is to be achieved by the last five years (years 16-20) of the plan.

The specific objectives of the plan relate to the reform and development of policies concerning access, quality and relevance of programmes. There are also objectives relating to comparability and equivalence of programmes across countries, a regional qualifications framework, harmonization and standardization of education systems.

The other areas covered are special needs education, gender in education, resource sharing, copyright, joint publishing and other partnerships, It also proposes arrangements regarding immigration to facilitate student and staff mobility and exchange of educational materials.

Responsibility for carrying out the various activities is allotted to member state governments, the HRD/SCU, technical committees, institutions, associations, the private sector, industry, donor agencies, nongovernmental organizations, and the SADC Secretariat.

The report of the workshop calls for the creation of the following mechanisms to promote cooperation at regional level and for country-level action in the implementation of the Protocol:

- member states should establish national structures, including task forces and national committees, to be responsible for the designated country level activities;
- member states should organize national workshops and other forms of internal consultations to sensitise stakeholders about their role in the implementation of the protocol; and
- the HRD/SCU will coordinate a number of regional technical committees. Member states are to designate their representatives on these committees.

Ministers of education of SADC member states, at a meeting held in February 2000, have agreed to strengthen this process. They have endorsed the establishment of technical committees to spearhead the development of implementation strategies at country and regional levels.

Conclusions and comments

The role of human resources in regional integration

It has been established that the founding leaders of SADC saw a link between their organization and the OAU strategy for achieving an economic community of African states. SADC is today perceived as a strong regional organization with a capacity to serve as a significant building block in the development of the continental community.

With regard to strategies for human resources development the first ever OAU conference of Ministers of Education, held in Harare in March 1999, adopted a Programme of Action which “urges . . . African States, individually and collectively, to work towards subregional, regional and pan-African integration and harmonization of programmes and strategies within the framework of the OAU and regional economic communities for improved African educational systems” (OAU, 1999). Human resources development is seen as the core of capacity building strategies for African development.

The SADC human resources development sector

In its principal decisions SADCC, and later SADC, accorded a central role to human resources development in the strategy to achieve regional development and integration. Apart from being consistent with the OAU position, this approach is similar to that adopted by other African regional organizations, notably the Economic Community of West African States (ECOWAS) and the, newly revived, East African Community (ECA).

The signing of the SADC Treaty in 1992, and the coming of majority rule to South Africa two years later, signalled a new phase in efforts to strengthen regional integration.

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The review of the evolution of SADC contained in the preceding

sections of this paper confirms the original position of the organization that human resources development must be viewed as a principal instrument for regional integration. The major review of the human resources situation in the SADC region conducted in 1991 can be said to be the basis for the development of the SADC Human Resources Sector in its present form. The review argued for the development of the region’s human capital as a tool for tackling the socio-economic problems facing its people. This position was reinforced by the SADC framework and strategy document of 1992, which accompanied the treaty.

These documents underline the principle that education and training is the key to economic transformation, development and growth of the region. That principle guided the formulation of the long-term strategy for the HRD Sector covering the period 1993–2003. It is in the framework of

the long-term strategy that the protocol on education and training was formulated and subsequently adopted.

The evolution of the SADC HRD sector has gone through a number of phases. The “manpower planning” approach of the time appears to have significantly influenced the conceptualisation of the original “Manpower” sector under the SADCC framework. As SADC adopted a more holistic development strategy so was the sector entrusted with a broader mandate of developing human resources through education and training.

The adoption of the protocol was a milestone both in the growth of the sector as a portfolio and in the process of strengthening regional integration. The protocol was in effect a culmination of the process of articulating the core mandate of the sector.

The present arrangements for implementing the provisions of the protocol represent the latest phase in the evolution of the sector. Like the adoption of the protocol itself, the implementation plan produced by the Lusaka workshop is a concrete step towards integration.

The HRD sector’s institutional framework – an ongoing challenge

The in-house comprehensive review of 1991, and the long-term strategy for the sector launched in 1993, pointed to the inadequate staffing of the SCU as a significant constraint. The institutional requirements of the task assigned to the sector, and as defined in the long-term strategy and the protocol, are potentially greater than those for a national department. They imply a level of resource provision that a single member state cannot satisfy.

The challenge facing the majority of the SCUs is that they have inadequate human and financial resources deployed to them. The level of resources available to them does not translate into an optimal capacity for the discharge of the regional responsibility. However, while large SCUs would be the ideal solution they would not be financially sustainable. The challenge is what strategies the SCUs, as currently constituted, should deploy to discharge their regional mandates with a degree of success that member states will perceive as satisfactory.

Recommendations

Need for a diversified and decentralised sector strategy

In the framework and strategy document for building the community reviewed in preceding sections, SADC sees regional integration as dependent on a strong commitment on the part of national governments. In addition the document stresses the need to facilitate popular participation in

the process. It places emphasis on the need to create conditions for attracting contributions from all sections of society, beyond government ministers and officials. Efforts must be deployed to encourage the participation of the business and private sector, professional bodies, private education and training institutions, sporting and cultural organizations, churches and nongovernmental organizations. This principle should constitute the core of the strategy of the SCUs in the implementation of the treaty. The following recommendations are made with specific reference to the Human Resources Development Sector Coordinating Unit:

There is need for more opportunities to broaden the level of participation in the various organs created, or being established, for the implementation of protocol.

- There is need for more opportunities to broaden the level of participation in the various organs created, or being established, for the implementation of protocol. This should include a review of the terms of reference and working procedures of the policy and technical structures. The purpose of the review will be to facilitate the widening of the participation as a permanent feature of the protocol process. Decisions in the Council of Ministers and the sectoral committees of officials and ministers need to be more regularly informed by views of organizations outside government systems.
- Guidelines and criteria for membership of regional and national technical committees may need to be reviewed to ensure that the membership is more comprehensive, diversified and more broadly representative. Participation in regional technical workshops, meetings and similar exercises should also be guided by this consideration. Participants in the Lusaka workshop were overwhelmingly from government and related institutions. There were only two representatives of non-governmental organizations. There were none from the private sector.
- At least in the initial stages of the implementation of the protocol, country level activities should be

viewed as a joint responsibility of the country concerned and the Sector Coordinating Unit. This is to say that there is need for constant policy and technical guidance from the SCU to ensure that outputs from country activities are of the level of quality required to advance the regional agenda.

- As new programmes and activities in the various areas of cooperation are agreed, their implementation and coordination should be decentralised to institutions and organizations around the region. The selection of institutions should include both public and private sector institutions. NGOs and civil society organizations should also be offered opportunities to serve as implementing agencies for the SCU. The latter will then have the space and time it needs to provide policy guidance and to mobilise resources for the programmes.
- The SCU should prepare a comprehensive and diversified roster of specialists and advisers from around the region whom it can call upon for assistance in certain tasks.
- The format of the Consultative Conference may need to be reviewed to allow for more in-depth and wider interaction on the state of education and training in the region and the way forward. At the moment the sectoral consultations seem to be an occasion more for interaction between the SCU and donor agencies with regard to projects listed in the conference document.
- SADC could institute the idea of a SADC conference on education and training every two to five years. The launch of the protocol seems to be a good occasion to plan one such conference. The conference could be staged along the lines of the Southern African International Economic Dialogue series. The conference would need to be systematically and well organised, and based on the principle of wide participation. Its conclusions would then provide points of reference for the work of the SADC Secretariat, member states and cooperating agencies and the SCU. Development agencies would find it appropriate to support the organization of such a conference. □

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