

TOWARD INDEPENDENCE AND SELF-RELIANCE OF NAMIBIA:
Some Personpower Development Considerations

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To Build Namibia

Namibia has a complex, unforgiving environment and an economy built on complex, modern, often technically complex and unforgiving technologies. Contrary to popular belief it has a very large interventionist state sector going far beyond public utilities and standard supporting services (eg, the European ranching sector is totally dependent on them as well - at the moment - as on state subsidies of £5,500 per European farming unit). There is no option of retreat to subsistence because no genuine subsistence economy remains - only a distorted, sub-subsistence labour reserve sector - and because over half of unvestible surplus, foreign exchange and state revenue is grounded on three mining ventures (Consolidated Diamond Mines, Oranjemund - diamonds; Rossing Uranium - Rossing - uranium oxide; Tsumeb Mines - Tsumeb/Grootfontein area, copper-lead-zinc).

Therefore, Namibia merely to survive and to consolidate existing levels of productive forces must depend on substantial numbers of middle and high-level personpower. At present, middle-level may total 32,000 and high-level 18,000 - 50,000 out of total economically active of 518,000 or 203,000 economically active excluding small-scale agricultural self-employment and domestic service. Of these totals, about 30,000 are European; 7,5000 "Coloured"; 12,500 African. Almost all top posts in administration, management and professional/technical cadres are European filled.

The European community is about one half expatriate (ie clearly South African based), one quarter unclear, one quarter clearly territorially committed to some significant degree. Substantial departures at and soon after independence are certain - 75% over two years is not incredibly pessimistic and must therefore be used in personpower requirement estimation. Part of the "Coloured" community are "Cape Coloured" whose territorial/national commitment is unclear. A portion of the Africans are so compromised by South African/DTA links as to raise doubts whether they will choose to stay or be acceptable.

The existing educational system is neither quantitatively, qualitatively, structurally nor ideologically appropriate. Beyond the first three years of secondary schools (ie upper secondary, technical, tertiary) the total African enrollment is under 4,000, ie smaller than external enrollments largely under SWAPO's auspices. Qualitatively the teachers and curricula - except in European schools - are (with a handful of exceptions) weak. Structurally the system is white-collar biased with technical/vocational particularly weak in numbers and quality. Ideologically (again with a handful of exceptions) the system is apartheid centred.

Three additional factors compound the requirements flowing from these characteristics. First, there is no present useable national

language - the national language/lingua franca designate, English, is spoken/understood by less than 10% of Namibians. Second, a substantial number of posts (from central bankers to rural paramedical personnel) not now in existence will need to be filled - a number larger than the number saved by eliminating posts serving only Europeans (eg in services) or transforming them to general access, and by eliminating bantustan administration posts designed to bribe (holders) and to coerce (others). Third, women have been particularly discriminated against, and the rapid reduction of their subordination and increase in their access to employment and social/political self-organisation and positions requires special womanpower developments.

As a result, a series of major personpower requirements both at, and immediately after, independence can be identified. Meeting these (including training educators to meet them after independence) is central to pre-independence personpower development for Namibia.

Imminent Priorities

These priorities fall into seven categories:

1. "Top" Personnel - needed at independence - to be able at the least to direct, understand the work of, monitor expatriate senior civil servants, managers and professionals, and to the extent possible to carry out management, planning and professional activities. (Tertiary training - minimum UNIN or complete secondary plus specialised course.) (1,000)
2. Upgrading Trainers - needed at independence - to be able to provide rapid, semi-in-service gap filling/upgrading courses for Namibians now de facto performing middle-level roles, but lacking posts of the necessary general, theoretical ("why"), technical knowledge to do so on the departure of "senior" Europeans. (20,000 odd to be trained - in Namibia - and perhaps 2-4,000 in Zambia/Angola. Trainers needed 1,000 odd in the short run, and later they can themselves fill either permanent personpower development or middle-level/artisanal posts. Some could be expatriate - which need not mean European.)
3. Language and Functional Literacy Training - over the first year about 1,000,000 Namibians will need to learn English outside the formal educational system. (1,500,000 less, say, 150,000 now speaking English and less, say, 350,000 students.) 500,000 will need to learn the elements of literacy and numeracy. The need is for specialised trainers to train part-time trainers (most English-speaking, literate Namibians) and to build up experience in Zambia and Angola. (500 specialised trainers - initially - subsequently to educational system. Some could be expatriate.)
4. Continuing adult education - needed to build from No. 3 - to provide access to general knowledge, skills, ability to participate by adults (especially but not only women) fully or largely excluded by educational system in the past. (Possible full-time staff requirements 1,250 - including transfers from No. 3 - plus part-time tutors. Some could be expatriates.)

5. Professional/Managerial - necessarily relatively long-term but a start has already been made (eg in medical doctors) and needs expansion before independence - related to present (replacement of Europeans and other departees), expansion and restructuring needs. (Of the order of 15,000. Ideally at least 1,500 by independence. Balance will perforce be continuing or replacement expatriates .)
6. Artisanal/Supervisory - same as No. 5. (Of the order of 10,000 beyond 20,000 covered by No. 2 - upgrading. Independence minimum goal 3,000. Balance at independence likely to be largely vacancies/posts not yet created and only secondarily expatriates.)
7. Participation/Leadership Skills Trainers - needed at independence - to assist those holding leadership positions and active in political, social and economic organisations to acquire skills (from participation in different types of meetings in different roles to basic legal and institutional frameworks) relevant to participating/leading effectively. While most critical for Namibians in Namibia, this need is not irrelevant to external SWAPO members, eg a PLAN cadre has technical knowledge requirements to enhance his ability to be an MP, a local administrator or a trade union branch leader. (Trainers needed - say 200. Preferably at least a clear majority Namibian.)

Particular economic/sectoral areas are identified somewhat cursorily in the Annex.

Toward Women's Participation

Womanpower development is integral to overall personpower development. Women should (and can) form a significant proportion of each of above programmes (albeit in No. 2 the proportion of women trainees - not trainers - will be held down because they have been denied the relevant past experience).

However, some special programmes in Namibia (as well as now in Zambia and Angola) will be needed. This is particularly - but not solely - true of self-organisation and "women's" subjects like nutrition, mother and child care, preventative medicine.

In addition, special attention needs to be given to identifying opportunities for participation of previously illiterate, reserve-bound women moving to large agriculture and towns. These will condition the need for special womens training and/or special attention to including women in specific general (ie male/female) personpower development training programmes.

Finally, the actual participation of women in personpower development (as educators as much as students), economic activity and social/political organisation will need to be kept under review. Low participation - generally or in specific sub-areas - could then be the signal for identifying/training corrective action.

Closing Gaps in Experience; Reducing Friction

Once Namibia is independent, there will be potentially divisive gaps among three categories of personnel:

- a. Namibians externally trained for new posts;
- b. Namibians whose service before independence in PLAN and SWAPO does not fully prepare them for civilian occupations;
- c. Namibians in Namibia.

The particular nature and symptoms of friction cannot be identified in advance. The reality of the potential for friction can. So can steps toward overcoming it: the upgrading and participation courses. However, in respect of PLAN and SWAPO cadres without previous high or middle-level training, transferred to new positions, specialised, short courses are also likely to be needed in some cases.

Uncertainties: Dates and Flows

It is not clear when Namibia will be independent. 1983 is conceivable, but so are later dates. Further, it is going to be necessary to have some high-level personpower training abroad for a substantial number of years after independence. Therefore, operating all programmes on the basis of "completion by independence" is neither feasible nor, in any event, rational.

How many Europeans (and others) will leave, when is unclear. The exodus is certain to be faster than - say - Kenya; likely to be more rapid than Zimbabwe; hopefully (and probably) not as sudden and near-total as Angola and Mozambique. Prudence requires assuming an at least 75% departure over the first two years, but not on the basis that this departure rate is desirable.

New expatriate inflow numbers and timing are equally uncertain. For one thing, SWAPO's attempt to build up pre-commitments in detail to take effect at independence has no precedent so the outturn is not readily projectable. For another, how many replacements will be made by the private sector (ie TNCs) is hard to gauge. Finally, the number and makeup of the requirements depends both on how many present personnel leave (the fewer leaving, the less replacements needed) and on how many Namibians have by then been trained (more by 1985 than by 1983 - ie later independence or slower departures alter calculations).

Some Training Implications - Especially Re UK

1. Some students should be in high-level (tertiary and quaternary) programmes even if these may well not be completed by independence.
2. However, where 6 month or 1 year courses will meet needs for the top-level personnel with UNIN/Complete Secondary/Substantial Experience background, these have distinct advantages for preparing the initial "top" post cadre. Therefore, efforts to locate/identify them should be made.
3. Trainers are an urgent need. If their own training is completed before independence, they can either acquire further general educational system skills, or return to work with Namibians in Angola and Zambia. The particular requirements for these posts

and the numbers needed suggest that special 25-30 person courses for Namibians may be desirable if institutions and adequate numbers of candidates can be identified.

4. Seek more specific data on requirements by type of activity and sector from UNIN-SWAPO whose research work is ongoing and cumulative, when seeking to explore specialised course creation possibilities (not to second-guess SWAPO on nominees with specific programme requests).
5. Seek to secure data from SWAPO programmes in Angola and Mozambique as inputs into specialised course (particularly for trainers) design.
6. If a student has completed a programme in UK, then unless he or she is recalled by SWAPO for other work, seek to identify an appropriate successor course (eg, after O levels to technical, professional or other higher education; eg after an MSc in economics by a student with financial institution experience and orientation to a PhD centred on history/structure/potential futures of financial sector of Namibia). Where appropriate, consult with SWAPO Western European office on appropriate follow-on course selection.
7. Women should not be stereotyped into women's subjects, as this is neither SWAPO policy nor necessary (eg, high percentage of women in advanced medical training, first African women trainees in Eastern/Southern African Posts and Telecommunications artisanal training programmes).
8. No DTA supporters need apply. This is not an ideological so much as a probable availability to an independent Namibia point. It does not mean either no Namibians of European ancestry nor only active SWAPO members.

Annex

Some Critical Sectors/Institutions

1. Fishing (and Marine Biology related to stock location, analysis, conservation)
2. Mining (including also regulatory/marketing/planning units)
3. Railway, Transport (including also rolling stock maintenance)
4. Road Transport (including also road construction and maintenance, vehicle maintenance and assembly, traffic fleet and construction-planning)
5. Harbours (including also maintenance, ship repair, boat-building)
6. Posts and Telecommunications (including also broadcasting, radar)
7. Air Transport (especially airport operation and maintenance, aircraft maintenance)
8. Public Finance (including financial planning, budgetary management, tax formulation - levying - assessment - collection, audit, accounting)
9. Financial Institutions (with particular emphasis on central banking, development banking, foreign exchange management, regulation of commercial banking)
10. Accounting, Auditing, Financial Management
11. Water (including hydrology, planning, development, construction, rural and urban supply system operation and maintenance including irrigation)
12. Power (including hydroelectric, thermal and transmission system operation and maintenance, energy planning, petroleum company regulation)
13. Construction (civil engineering and building from planning through design to construction and maintenance. Special attention to trainers for small-scale "self-help" or co-op building unit housing and civil engineering work operating personnel)
14. External Trade (including import/export proper and interaction domestic wholesaling, procurement, production, transport, storage - particularly marketing data collection - analysis - planning - decision-taking)
15. Internal Trade (wholesale-retail with interactions domestic production, transport storage and with external trade. Operational personnel large units, trainers for small unit personnel)
16. Education (all levels - special reference trainers, secondary, technical, tertiary, applied research)
17. Medical (all levels - trainers for paramedical and nurses, operating personnel at high professional level, including hospital, medical stores, general health system managers and health planners)

18. Agriculture (trainers, extension workers, researchers. Range of services from range management through marketing to physical ranch development as well as veterinary/water management. Sectoral Planning. Coverage to include cattle, karakul, pigs, goats, poultry, grains, root crops, economic trees)
19. Applied Macro-Economics (central research, planning, policy alternative formulation and advice)

Author Note

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The views expressed in this paper are his personal responsibility and are not necessarily those of UNIN or SWAPO.