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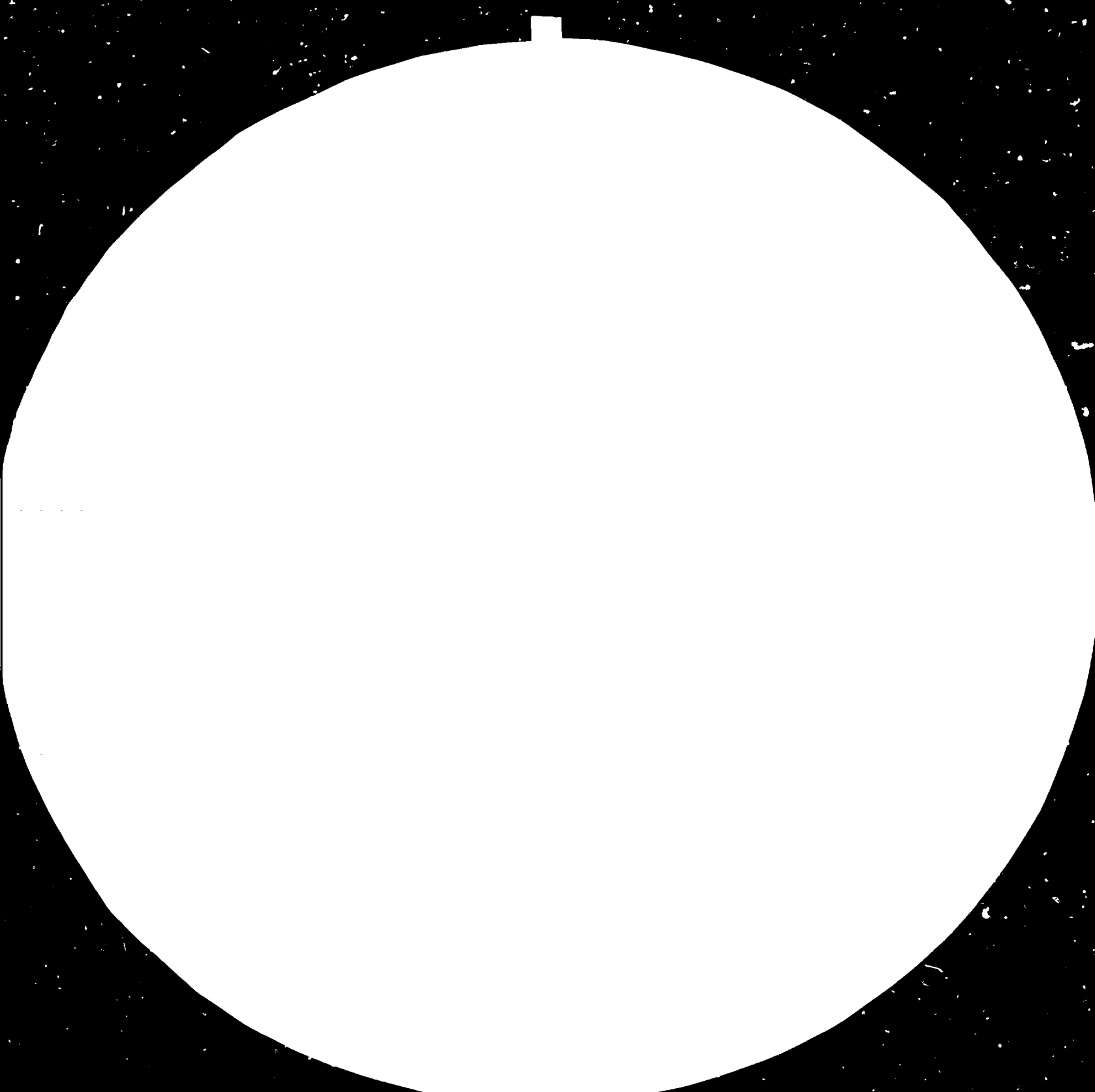
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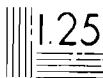
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STRENGTHENING THE NATIONAL TEXTILE
CORPORATION IN TANZANIA
DP/URT/78/016

Tanzania

THE DEVELOPMENT OF MANPOWER IN
THE NATIONAL TEXTILE CORPORATION

FINDINGS AND RECOMMENDATIONS

TERMINAL REPORT PREPARED FOR THE
GOVERNMENT OF THE UNITED REPUBLIC
OF TANZANIA

by

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DEVELOPMENT PROGRAMME

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1. ROLE OF TEXCO HEAD OFFICE IN MANPOWER DEVELOPMENT IN THE INDIVIDUAL COMPANIES OF THE CORPORATION

The Head Office of the National Textile Corporation in 1982 had a Directorate of Manpower Development. This division had previously been - incorporated within the Directorate of Manpower and Administration but due to the lack of sufficient expertise in training activities it was decided that Administrative Services and Manpower Development should be separate entities.

The role which the Manpower Development section played was one of a passive nature, in so much that it provided a coordinating service between the Government and the Group Companies. Due to the lack of expertise in the field of training in the department, decisions on the modes of training were taken by the individual companies management team, without any advisory service from the Head Office.

However, all requests for external and overseas training were channelled through the Directorate of Manpower Development, which acted as a clearing and forwarding agents for all such viable requests for training. In this way, the Government did have access through central contact to the whole of the activities within the Corporation.

In Appendix 1 is shown the Structure of the National Textile Corporation.

2. INTRODUCTION

This terminal report covers the period from May 1982 to April 1984 during which time the Textile Training expert was actively engaged with the National Textile Corporation. Initially the appointment was for one year and then it was extended to May 1984. The first one and half years being at OPAS status and the final half year as a UNIDO expert. This arrangement was devised to encourage the placement of counterparts to the OPAS team members.

2.1 BACKGROUND

The training post was first filled in December 1980 but it was then vacated in October 1981, during which time the incumbent Mr. J.S. Kristensen incurred periods of leave for medical reasons.

Up to the arrival of Mr. Kristensen's replacement in May 1982, there had been a holding operation only taking place.

A counterpart to the Textile Training Expert had been elected in January 1982 as Manpower Development Manager, and although he had previously worked in Texco mill as Textile Technologist in Quality Control, he did not possess any training expertise. The Manpower Development Manager attended Advanced Trainers Course during April/May 1982. One other person worked in the department as a Manpower Development Officer, dealing with overseas and external training/education courses and the associated administration. This officer did not have any formal textile background but holds a Tanzanian Teachers Certificate.

There was not any evidence of training programmes, schemes of work or projects within the training activities of the Corporation, that had been developed by the previous expert or the appointed Manpower Development Manager, before May 1982.

Visits were made by the Textile Training Expert to Group factories, training institutions and off-the-job training centres, in order to establish the level of training activities in Tanzania. Visits were also made to the Ministry of Industry who were at that time administering UNIDO sponsored training courses, and also to the venues of these courses.

3. ROLE OF THE TEXTILE TRAINING EXPERT (OPAS)

It had been agreed between the Chief Training Adviser of the Project DP/URT/7S/018 and the Managing Director of Texco that the incoming Training Expert would not be appointed as Director of Manpower Development in view of the problems of undertaking such a role, arising with the previous expert. The second expert was to be known as the Group Training Expert.

This new arrangement subsequently displayed many shortcomings because officials of sister organisations and Ministries etc. were more favourably disposed to dealing with senior personnel in an organisation and therefore more willing to cooperate with them, than they would do with an officer of the Corporation.

The job description set out by UNIDO was available as a guideline to the job, but an alternative Job Description was produced by Texco, which was not compatible with the UNIDO one. However, after visiting the various mills, training venues and so forth, the training strategy was agreed with Mr. Nkya the Managing Director in June 1982. The areas of concern were very pertinent to the situation at that time in Texco.

To enable the Group Training Expert to make the necessary progress, the Managing Director recommended that he be appointed as Director of Manpower Development. The appointment was accepted by the Board in July 1982 and later confirmed in January 1983, after the six months probationary period.

4. WORK PLAN FOR TEXTILE TRAINING

The development of the training activities is a major requirement within the company and needs a considerable period of time to reach a comprehensive level of operation in Texco and its production factories.

Manpower development schemes which operate successfully require many facets of expertise and in Texco's case these could not be developed in any one individual in the limited time available in the project. Therefore a different approach was recognised and a distinct plan of action determined.

The overall plan was concerned with three major aspects which were :

- 4.1 the development of staff to operate the Department of Manpower Development in Texco,
- 4.2 the range of primary activities appropriate to the successful operation of a comprehensive training scheme, and
- 4.3 the priorities of the activities during the period of the project to provide sufficient operating examples (working models) or fully introduced schemes,

so as to become an on-going scheme in itself which will only require expansion of application rather than the introduction of new training technology, in the next 3 to 4 years.

In dealing with the specifics of each of the 3 major aspects it is best to consider each one in turn, and are seen as follows :

DEPARTMENT OF MANPOWER DEVELOPMENT (TEXCO)

4.1 The Development of Staff

Texco's philosophy in the role of Manpower Development is one of active leadership and wishes to implement systems of training at all levels, throughout the organisation, but only at a level appropriate to the individual mill requirements.

This approach, which calls for providing the requisite expertise across a wide range of activities, can be allocated to specialist functions, as shown overleaf.

Education and other External Courses :

An activity which requires an understanding of education systems in both at home and abroad along with knowledge of educational facilities and other external course resources. A comprehensive knowledge of scholarship applications and timings is a special feature.

When this work is combined with Clerical Training specialism then a full time role exists for an EDUCATION OFFICER. See Appendix 2 for Job Description.

Manpower Planning

The needs of the organisation manpower requires the services of a Manpower Planning Officer to ensure the training needs are systematically identified and properly planned.

When training has been implemented a feed-back system is required to measure the proficiency of the training and its peripheral characteristics. This results in the identification of progress and trends upon which special reports for corporate planning purposes would emerge through the role of MANPOWER PLANNING OFFICER. See Appendix 3 for Job Description.

Technical & Operative Training

In the production environment, it is considered best to cater for the needs of groups of people rather than individual jobs. (the individual jobs, of course, would require specific training programmes - for example Systematic Operative Training (S.O.T.) which are normally built into modern training services). But the overall need is for the first line supervisor and his direct subordinates to become proficient both individually and as a group, which would be the work of a TECHNICAL TRAINING OFFICER. See Appendix 4 for Job Description.

Management Development and Long - Term Trainees

In this particular function, it is concerned with the development of Technologists, Commercial, Administrative and Professional personnel, and the providing of a scheme for the development of existing job holders in both management service roles as

- 5 -

well as the special needs of localisation projects. A system is required to provide an objective assessment of development of all the above mentioned personnel. This role is to be carried out by a MANAGEMENT DEVELOPMENT OFFICER. See Appendix 5 for Job Description.

Staffing Texco's Manpower Development Department

The development of 4 individuals in the above roles has provided, through the four specialisms, sufficient expertise for a structurally sound department. It took about one year to develop each individual as a specialist after the recruitment of suitable personnel. At the end of that time, a system of understudying each other on a job rotation basis met the concept of expansion training, that each of the above officers required to become "au fait" with, in the total work of the department.

Training of Training Personnel in the Mills

Due to the tremendous volume of work in Texco Manpower Development, the opportunity should be taken to develop the special talents of Mill Training Personnel. Formalised programmes must be provided and special projects devised so that these people can contribute directly to the requirements of their own mill (see items on pp 23 & 24 dealing with Training Officer training).

4.2 The Range of Primary Activities

These primary activities are identified and specified in the following manner :

4.2.1 Localisation

Provide a scheme which identifies the progress of counterpart training, to replace foreign management personnel.

4.2.2 Management Development and Appraisal

Develop and introduce a Management Development Scheme and a system of Performance Reviews for all management levels, viz. Executive to first line supervision.

4.2.3 Identification of Training needs

Introduce a method of establishing the training needs of employees, at all levels, throughout the organisation.

4.2.4 Training and Development Plans

Provide a system to accommodate the identified training needs, and that the methods used to meet these needs are specified.

4.2.5 Monitoring Registered Trainees

Develop and introduce a system, which provides for the monitoring of "long term trainees", i.e. persons who are undergoing education and/or training in excess of 12 months. The system is to incorporate a registration procedure and will accommodate programme training details.

4.2.6 Training of Operatives

Systematic Operative Training to be established, which is suitable for each factory and can be expanded to cover all jobs at operative level.

4.2.7 Manpower Planning

Provide a multi-structure system which identifies terms of reference for management personnel, labour statistics and trends, job improvement areas and also, services a corporate planning function.

4.2.8 Education and External Resources

Provide information resource on matters of education and external courses (but not to cover in - company courses).

4.2.9 Retraining Scheme (Faults)

Develop a style of fault tracing which identifies those faults associated with lack of skill at operative and technician level, then provide a method of remedial training.

4.2.10 Administration of Scholarships

Provide a resource and system for the maximisation of scholarships, appropriate to the needs of the organisation.

4.2.11 Government Intervention

Establish participation in central government debate on matters affecting manpower development activities. Develop programmes and organise seminars, courses, etc. to implant the programmes through the organisation.

4.2.12 Liaison with External Resources

Liaise with Training Agencies, Government sectors, Consultants, Machinery Makers and similar bodies to promote facilities beneficial to Texco's manpower development programme.

4.2.13 Educational Aspects

Monitor progress of educational scheme and validate within the organisation those schemes which are considered appropriate to organisational needs. Periodically, review education trends and provide advice of possible rationalisation.

4.2.14 Progress Reports

Develop and introduce progress reporting systems in the various activities of manpower development.

4.2.15 In-Company Seminars

Provide in-company seminars, courses and participative activities to meet the demands of manpower development within constraint of budget.

4.2.16 Training Policy Statement

Develop and introduce, on a piecemeal basis at appropriate intervals, policy statements covering the total workforce.

4.2.17 Labour Turnover

Develop and introduce a system of exit interviews and survey methods concerned with labour retention.

4.2.18 Course Assessment Forms

Develop forms which critically summarise the elements of courses in external and in-company environments.

4.3 Priorities of Activities

Prio- rity	Ref.No in 4.2 Section	Topic	Range	Date
1	4.2.1	Localisation	1 2 3 4 Sungura Mwatex Mutex Kiltex	July 82 - Sept 82 July 82 - April 83 July 82 - April 83 July 82 - Oct. 83
3	4.2.2	Management Dev. & Appraisal	BML	Dec 82 - Aug 83
1	4.2.3	Identification of Training needs	All	July 82 - Dec 82
1	4.2.4	Training & Development Plans	All	July 82 - Dec 82
2	4.2.5	Monitoring Registered Trainees	Urafiki	Nov 82 - April 83
1	4.2.6	Systematic Training(All)	UGL TBCL	August 82 - Jan 83
1	4.2.7	Manpower Planning	All	Oct 82 - April 83
1E	4.2.8	Education&External Res.	All	July 82 on going
1	4.2.9	Retraining Scheme(Faults)	Mutex	Aug/Sept 82 on going
1E	4.2.10	Administer Scholarships	All	July 82 on going
1	4.2.11	Government Intervention	All	July 82 on going
1E	4.2.12	Liaison with External Resources	All	July 82 on going
2E	4.2.13	Educational Aspects	Distance Learning	1983
1	4.2.14	Progress Reports	As Required	August 1982
2	4.2.15	In-Company Seminars	All	Sept 1982
2	4.2.16	Training Policy Statements	As Required	October 1982
2	4.2.17	Interviews - Exit & Retention	TBCL	August 1982
2	4.2.18	Course Assessment Forms		July 1982

KEY :

PRIORITY LEVELS

- 1 is highest priority and
- 3 is lowest priority
- E represents existing systems which
require reinforcing

4.4 Main Areas of Concern - Implementation

4.2.1 Localisation

The scheme was developed in the allocated time but was not brought into use, due to the need to use the Managing Agency Firms for additional expansion work within their respective roles.

At present the scheme is available to be implemented as soon as necessary.

4.2.2 Management Development

During the preparation of the scheme, the Managing Director requested that emphasis should be placed on the development of management trainees and so a "Management Trainee Scheme" was developed. The Training Committee at Texco Head Office agreed that it should be implemented, but initially only as a pilot scheme. The pilot scheme is restricted to personnel who are required as understudies to expatriates involved in the Morogoro Polyester Mill Project and so it will be meeting the industrial needs of 6 to 9 trainees who have already completed higher education, to degree level. The control of costs in running the scheme, is of high priority and if the costs and benefits are seen to be a viable proposition, then the programme application will be expanded so as to provide a supply of well trained young managers, at the rate of 15 per annum, for the Corporation.

4.2.3 Identification of Training Needs

The present method of identification of training needs is of a subjective nature and does not have a formalised approach through either a written corporate plan or by job performance reviews. An attempt was made to devise an approach but at the moment, this has been shelved, so as to give future participants the experience of operating with the Training and Development Plans in existence.

4.2.4 Training and Development Plans

The format for these plans has been found to be most satisfactory and is currently in use for planning purposes at Texco's Head Office.

Texco first started to use this layout in May 1983 and the system has been in operation since then without any support from the UNIDO Training Expert. The current 1984 plans have been developed, agreed and are operational, with updating taking place from time to time, as appropriate throughout the year.

It is the declared intent of Texco's Training Committee to spread this procedure into the groups mills in Dar es Salam area next, and then into the remaining operational mills afterwards.

When all operational mills are working to compatible Training and Development Plans, then Corporate Training and Development Plans can be completed. It will be at this stage that a formalised approach to the identification of training needs can be introduced for the different categories of employees, viz Management and Supervisory; Technical, Commercial, Administrative and Professional; Operative and Clerical.

4.2.5 Monitoring of Trainees

A monitoring system has been developed and is incorporated in the Management Trainee Scheme. The system involves the recording of projects undertaken which have been evaluated, and also includes remedial action as necessary for each trainee. By periodic interviews, the progressive needs of the management trainees will emerge within the various work role environments, and can then be met.

4.2.6 Systematic Operative Training

Two of the group's operational factories have been used for the development of two systematic operative training manuals. One manual is for Weaver Training on sisal cloths and the other is for Sewing Machinist Training in shirt making. The weaver training manual is currently being used to train weavers for two mills in Tanzania Bag Corporation Limited in Moshi.

Prior to the introduction of systematic training, it was necessary for the Training Expert to create a training instructor course in "Instructional Techniques" which included the correct use of Texco's Operative Training Manuals.

When this course was developed, three members of Texco's Manpower Development Department were then trained in the use of the resulting course Leaders Manual, for the training of Training Instructors. These three members of training staff are now able to either, train Training Instructors themselves or train Training Officers to train Training Instructors, in the art of good instruction and use of systematic training manuals in the Texco style. Some of these staff members have experience in Instructor training by this approach.

The style of the Texco Operative Training Manuals is compatible for all operative occupational, although the detail will differ between occupations, and within occupations in different work places. The long awaited Word Processor, is scheduled to take the operative training through a stage of rapid development, especially if coupled with the up-dating training of the Corporation's Training Officers, which now appears to be possible by use of UNDP monies recently becoming available.

A further element of skills analysis for Beam Gaiter training has also been developed and is now available for the introduction into the appropriate Operative Training Manual.

4.2.7 Manpower Planning

Although the work in the Department of Manpower Development had been undertaken to meet the major requirements of Texco, however an area of complete neglect was discovered in the supply of manpower data, without which manpower planning could not be carried out rationally.

Returns for 1980, and 1981 were overdue and were concerned with information for the Manpower Data Bank at the Ministry of Manpower Development, the Annual Reports for the Presidential Office and the SCOPO (Standing Committee of Parastatal Organisation) returns for 1980 and 1981.

Problems existed in the filing system in Personnel Records but over the past two years, the returns have been made for all the missing years and are currently up to date.

A further project could be carried out, in which a questionnaire be developed for internal use in the Corporation, which will provide the answers for the various returns. In this way, the information required from the group companies would be rationalised and contained in one questionnaire.

4.2.8 Education and External Resources

This activity was concerned with obtaining up to date information from the Department of Manpower Development staff on the various textile courses run overseas. Contacts were made in America, Canada and Britain and further information has been built up on these and other facilities since then.

4.2.9 Retraining Scheme (Faults)

The scheme involved in retraining is closely geared to the operative training activity currently under evaluation. By the assessment of individual performance, remedial training can be carried out to the identified standards of Texco's Operative Training Manuals.

4.2.10 Administering Scholarships

Due to recession in the world economy, there was a large reduction in the availability of fellowship, scholarships and sponsorships of one kind or another in 1981 - 1982. However by having constant dialogue with Ministry of Industries and other relevant bodies, there has since been an improvement in the availability of sponsorships. Although it must be recognised that the improvement may not necessarily be due to the efforts of employees in the Department of Manpower Development, their emphasis on the activity must have focussed attention in the right direction.

4.2.11 Government Intervention

This activity was included in the list which shows the areas of concern, so that any changes, proposals or new legislation could be monitored and the effect on the Corporation, be accommodated. Items such as new SCOPO directives, health and safety in industry and the Structural Adjustment Programme, were acted upon in the training activities.

4.2.12 Liaison with External Resources

The active participation by Texco's Education Officer who is the Secretary of the Ministry of Industries "Industrial Training Committee" has helped Texco to keep abreast of new initiatives arising from that Committee by making relevant inputs to Texco's Training Committee. In this way, the Corporation's coordination of activities has been maximised. Liaison with overseas consultants who have been involved with special assignments for the National Textile Corporation have resulted in viable training being undertaken in Tanzania.

4.2.13 Educational Aspects

It was identified through one of the Corporation's group companies that there is a need for education in textiles at craft level, which is of international standard. As a result of this recognition, work has been completed on the development of a syllabus intended to meet the standards of the City and Guilds of London Institute. The proposed syllabus is aimed at providing technical education for up to 1,000 hours study (3 year course on a part-time day release basis) in both Spinning and in Weaving. The draft syllabus has been designed so as to be of a theoretical and practical nature, but is geared to both the current textile machinery available in Tanzania and the future trends in the range of modern textile equipment.

Once the syllabuses have been accepted and the conditions of running the courses and examinations are met, then City and Guilds of London Institute will provide the examination papers for the candidates. There will be a small amount of foreign currency required to cover the examination fees but the amount will not be of any significance.

A careful watch has been kept on the new teaching system which is called "Distance Learning". This system is of a postal correspondence nature but with connotations of programmed learning. Individual students follow the lessons provided, answer questions and undertake experiments in much the same way as students do in "Open University" styles of learning (except for the use of T.V. broadcasts).

Periodically the students submit answers to questions, to the "exporting college" (the supplier of the lessons) for marking and such results are sent to the person in charge of the trainees undertaking the course of study. The tuition offered in textiles is at craft and technical level in Spinning and Weaving, (and Finishing is in the final stages of preparation). All tuition is in English only and is geared to meet the standards of the appropriate examining bodies in England viz. City and Guilds of London Institute, Technician Education Council, Society of Dyers and Colourists etc.

4.2.14

Progress Reports

These reports have been incorporated into Texco's systematic operative training scheme and the Management Trainee Scheme. The reports are designed to measure the development of skills and ability at periodic intervals of these two levels of manpower. Similar assessments need to be provided for craft and technical levels of personnel as well as for clerical, commercial, administrative and professional trainees. In this way an overall training structure can emerge, which would be compatible throughout the Corporation.

4.2.15

In-Company Seminars / Courses

The following Seminar / Courses have been provided by the use of either outside consultants or Texco project team members.

The courses were :

Sewing Machinist Instructor Course

Basic Work Study Officers Course

Work Study Appreciation Courses for Managers and Supervisors

Air Conditioning Seminar

Training of Course Leaders for the Training of Operative Training Instructors

Training Instructor Courses

Systematic Operative Training - Appreciation Courses for Managers and Supervisors

Systematic Training of Weavers.

4.2.16 Training Policy Statement

The piece-meal application has been undertaken by the use of the Managing Director's Foreword in both the Management Trainee Scheme and the Systematic Operative Training Manuals.

Currently, an overall policy statement is being progressively constructed following the agreed format, which contains :

- (i) Overall Training Policy Statement
(which is a summary of the principles contained in the Managing Director's "Forewords" as described above)
- (ii) Procedure for carrying out the Training Policy
- (iii) Codes of practice for implementing each section of the Training Policy.

4.2.17 Interviews - Exit and Retention

An interview checklist has been prepared and is available for use in the factories. Whilst the interview procedure is available, little use has been made of it due to the need to reduce staffing levels throughout the Corporation under the Structural Adjustment Programme.

4.2.18 Course Assessment Forms

The forms are currently in use and have been found successful. This record system provides a feed back to the Corporation, of individual opinions of courses run and it highlights the advantages and disadvantages of attendance by each participant from Texco.

5. MEETING THE REQUIREMENTS OF THE
STRUCTURAL ADJUSTMENT PROGRAMME

The Corporation needed to rationalise its management organisation to meet the Structural Adjustment Programme legislation and one stage of the operation involved combining the Directorate of Administrative Services with the Directorate of Manpower Development in Texco's Head Office.

The new structure has affected the Manpower Development activity by allocating different job roles to fewer personnel. The following changes have been made :

Education Officer	-	becomes Manpower Development Manager responsible for Management and Supervisory Development, Education and the Development of Training Plans.
Manpower Planning Officer	-	still undertakes Manpower Planning but also undertakes the responsibility of Clerical Training
Technical Training Officer	-	covers Operative, Technical and Professional Training activities including Training Officer and Training Instructor Training.

These changes took place as from 1st February 1984, some 6 weeks after the Director of Manpower Development reverted to the agreed non-OPAS Training Expert status.

In the restructuring of the training function it has allowed

- 5.1 that a trainee Training Officer to be promoted to Technical Training Officer for Texco Head Office
- 5.2 the original Technical Training Officer to be transferred to Tanzania Bag Corporation Limited Mills I and II as Training Manager

5.3 the Management Development Officer to be transferred to the Polytex Mill as Training Manager.

The need to combine the two departments, provided the opportunity for Texco's management to strengthen areas of weakness in training, in the mills. The positions to which Texco's Head Office staff have been transferred has resulted in the maximisation of the training expertise, without seriously weakening the services of Manpower Development available from Texco itself.

6. FINDINGS AND RECOMMENDATIONS

Matters concerned with Manpower development during 1982 - 1984 years, in the National Textile Corporation have been concentrated, mainly on the creation and development of training systems and schedules. It has been identified by the Textile Training Expert that currently there are 4 major factors of Manpower Development within the Corporation, which must be introduced to create an acceptable training service. These factors are as follows :

6.1 the creation of a comprehensive operative training structure throughout the corporation which caters for the needs of all operative occupations whether they are at skilled, semi skilled or unskilled levels.

6.2 the training of the non operative personnel which can be grouped as follows :

6.2.1 Short term trainees

These are employees whose training is normally less than one year duration. The classification covers clerical workers as well as operatives.

6.2.2 Long term trainees

Are those employees who require extensive education and training. Technician, Technologists, Management trainees, Commercial, Administrative and Professional (e.g. accountants) personnel fall into this grouping.

6.2.3 Management and Supervisory Development

This group of employees are not trainees, but are current job holders taking an active part in running the business itself, who need to undertake training, periodically, to meet current or future job requirements.

6.3 the third part of manpower development is concerned with motivation and the maximisation of current situations. In this aspect Work Study has the greatest potential and has been successfully used, to identify the causes of losses of efficiency and poor quality levels in the company's products.

6.4 the creating of training procedure and control to meet the needs of the Corporation.

Findings

OPERATIVE TRAINING

During the last 12 month the Training Department of Texco produced

- * a training manual format which can be adapted in a number ways so as to meet the needs of all levels of operative training
- * a course for the training of Training Instructors in good "Instructional Techniques," who can also effectively use training schedules, programmes and manuals which have been created by using the above format
- * a course for training qualified Training Officers as course leaders in Training Instructor training as in the above paragraph.

The greatest contribution to the Corporation will be derived from the introduction of a comprehensive operative training structure, which is able to

- Increase efficiency and productivity
- Improve quality levels of output
- Reduce waste levels of raw materials
- Provide safer working methods and practices
- Reduce training times and costs

but in order to create the necessary motivation in the workplace there should be an element of payment by results wherever possible.

.../

The circumstances under which training of operatives is currently carried out, in many instances, is out of date. Some reasons are due to the passage of time where retirements and transfers have resulted in the management, supervisory and training staff being replaced by personnel who have a lack of understanding of good training methods.

There is a need to provide the up-dating training of all personnel who are directly concerned with production from the first line supervisor to the unskilled shop floor worker, as well as Training Officers and Training Instructors.

Recommendations

Operative Training

The Texco Training Department staff have been developed, so that they can provide a good system of operative training, which demands :

- * Active involvement of management and supervisory staff
- * Competent instruction given by properly selected and trained instructors
- * Clearly defined training objectives for each part of each job
- * Up-to-date job and task breakdowns and instructional techniques
- * Training programmes which include good induction and safety training
- * Training facilities adequate to meet the operative training needs of the Corporation
- * A system of recording the training undertaken
- * A system of assessing training

By the use of the now developed training manual format, a number of the above points can be met. However there is a need to maximise the abilities of the Corporation's Training Officer staff, which in many instances can be greatly improved.

Some of the Training Officers have been developed in good training concepts whilst others have not had the opportunities to develop in this way. It is recommended that 24 to 30 Training Officers be trained in modern training methods and such a course is planned to be run in Tanzania, by Fielden House Productivity Centre Limited Manchester UK. It is a textile biased course, and does cater for 12 to 15 persons per course.

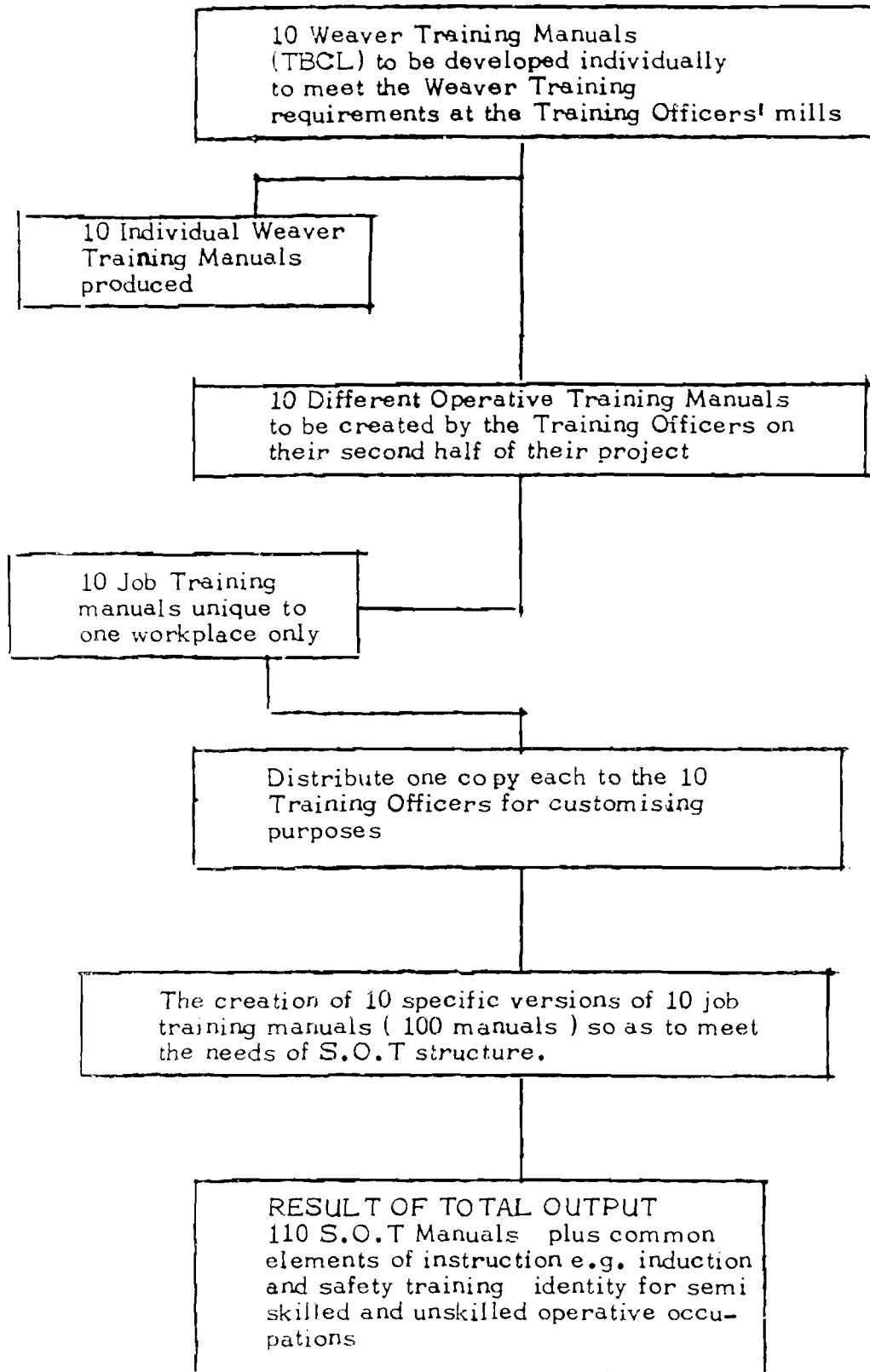
This Training Officer Course involves the participants in formal lectures, workshop activities and in-company projects. One of the most needed outputs from these projects is the creation of Systematic Operative Training manuals for "Skilled operative" personnel.

The development of these manuals would require half the participants to undertake this work during their project period. It would be best to develop 10 - 12 different operative training manuals in the Systematic Operative Training (SOT) style for different skilled occupations. In this way, the necessary manuals would be developed for the individual job requirement.

By the use of the Word Processor, the mammoth task of S.O.T manual preparation can be successfully undertaken, provided that the projects are equally divided between the two Training Officer courses. The objective of providing Systematic operative training throughout the Corporation can be introduced within a one year period.

Overleaf is shown a diagrammatic approach to the production of Systematic Operative Training Manuals and the example assumes 10 Training Officers are used on S.O.T projects.

.... /



10 Weaver Training Manuals (TBCL) to be developed individually to meet the Weaver Training requirements at the Training Officers' mills

10 Individual Weaver Training Manuals produced

10 Different Operative Training Manuals to be created by the Training Officers on their second half of their project

10 Job Training manuals unique to one workplace only

Distribute one copy each to the 10 Training Officers for customising purposes

The creation of 10 specific versions of 10 job training manuals (100 manuals) so as to meet the needs of S.O.T structure.

RESULT OF TOTAL OUTPUT
110 S.O.T Manuals plus common elements of instruction e.g. induction and safety training identity for semi skilled and unskilled operative occupations

Modern operative training methods do produce good operatives in a very short time, due to the intensive nature of the training given. Under these circumstances it is not possible to have more than 4 trainees per instructor at any one time, because unless the trainees are kept actively engaged during the whole of the training period, their rate of learning is slowed down as well as their pace of work. If slowing down is allowed to take place during the trainees formative period of employment, then their reduced rate of work becomes the norm eventually for all periods in the workplace.

Operatives in semi skilled and unskilled occupations also need training programmes, but not necessarily to the same depth as the skilled ones and so the unskilled labour force may have a training schedule mainly involving Procedural instruction, with some skill instruction on items of safety, whilst the semi skilled occupations may often be found to have some skill training in the job itself.

Those Training Officers who were involved in the development of the operative training manuals should be trained as leaders (by those members of Texco staff trained to run the course) for the training of Training Instructors in their own factory. In this way the standard of Instructor training would be compatible with the relevant sections of the Training Officers' training. It is recommended that skilled operatives are developed to be trained as Instructors (Supervisors are usually unable to devote adequate time to the training of operatives, because of their many other duties.)

Finally, to meet the required typing output of the training schedules and manuals, it is essential that early training takes place of at least 2 typists who are to use the long awaited Word Processor.

Full implementation of a comprehensive scheme of operative training will require some 3 - 4 years before saturation point is reached but throughout the period of expansion, advantages will be progressively gained, when satisfactorily applied.

.../

Training of Non-operative Personnel

Findings

Clerical Workers

Employees in clerical occupations are usually recruited from applicants with basic office skills and some typing ability. There is not a clerical training scheme in the Corporation other than supporting the attendance of selected employees at local institutions for shorthand and typing courses.

The provision of clerical services is based on the use of private secretaries, who are recognised at different grade levels according to qualifications they possess. The private secretaries do undertake work for their allocated departmental / section head and there are times when the workload warrants additional help to one section by the secretaries from other sections.

Recommendations

The creation of a typing pool with proper supervision, would enhance the typing services, and could be supplementary to a re-organised private secretarial structure. In this way there would be more flexibility in the scheme, with greater cover during clerical/secretarial absences.

Findings - Technical Training

There are facilities in the Group mills for both training and further education of technical staff. However, an improvement can be made by the development of more intensive training courses in mechanical workshop practice, machine settings, and the production of textile products in both spinning and weaving activities.

Further education in textile subject is being made available through the larger companies' training schools, but is following ad hoc syllabuses, and these courses are restricted to the employees of the companies where they are run.

.../

Recommendations - Technical Training

Produce 100 workshop practice manuals, using the stencils already prepared.

Create workshop practice teaching facilities in the various training schools and the National Vocational Training Centre using the above training manuals.

Provide training courses for technical staff in spinning, weaving and maintenance activities, which impart basic engineering and bench fitting skills.

Develop intensive machine settings courses based on the sample style prepared for PIKANOL Single Shuttle loom.

Provide " Textile Techniques " courses in spinning and weaving to the agreed syllabuses of City & Guilds course 414, and institute examination procedure.

Set-up a pilot project to evaluate "Distance Learning" technical education system (this individual study approach should be more appropriate in those companies without facilities of textile education). See Appendix 5.

Nb : Arrangements have been made to supply a Video Tape which fully introduces the subject of Distance Learning in textiles. The tape will be available from Fielden House Productivity Centre Manchester in June 1984.

Findings - Technologists

Where employees, of companies which are operational, are selected for technology education, there are opportunities for the newly qualified technologists to be exposed to the production activities of the company, but in the case of employees who are engaged for staffing new companies, there are problems of developing the experience of the newly trained technologist. It is necessary to introduce, both for the production mills and for the project mills, a scheme of training for these higher educated employees.

Recommendations - Technologist Training

By use of the prepared Texco Management Trainee Scheme, the overall development of these longer term trainees will be within controlled situations, whereby providing industrial experiences related to their further or higher education achievements.

Recommendations - Commercial, Administrative & Professional Training

The Texco Management Trainee Scheme is again suitable for the practical training of the above group of employees, after they have completed their degree or degree - equivalent courses.

Findings - Management and Supervisory Development

The present system used for the development of Management & Supervisory staff is of a subjective nature. Transfers occur between management roles without sufficient preparation of the potential job holders. In some cases it has been successful but in the main the new job holders are unable to meet the job requirements in full, especially in the initial stages.

Recommendations - Management & Supervisory Development

There is a desperate need for all levels of management to be developed, and guided, in an objective manner. The style which is likely to meet the needs of the management team would be contained in "Management By Objectives", and would provide the necessary discipline if it were successfully introduced.

Findings - Motivation and Maximisation of Existing Situations

Within the work force there is to be found a built in need for motivation, whether it be financial, job interest or achievement of results. The difficulty in the latter two items appear to be a lack of technical know-how especially in the production situation.

A course of Work Study was provided for the Corporation during the final quarter of 1983 and eleven employees successfully completed the Basic Work Study Officers Course. The course involved the undertaking 4 work study projects, which resulted in the identification of causes of both loss of efficiency and the down grading of products.

The final reports made recommendations on how improvements could be made. It was interesting to note that the lack of foreign currency was not a major factor where improvements were concerned. Two of the projects had the potential to raise production output by an increase of 50% - 60% of the current level of achievement.

Recommendations - Motivation and Maximisation of Existing Situations

Provide a Texco-based Work Study team for use in the Group Companies, which would be initiating improvements in the production environment, in conjunction with the company's Work Study Officer.

Provide Work Study Appreciation Courses in each company premises, for all levels of management and Supervisory Staff.

Make available all project reports to Texco's Management Committee, for their information and recommendations.

Findings - Training Procedure and Control

There are many facets of training which require to be introduced, so as to provide a successful scheme of operation. Items such as the ones listed below:

- (i) Operative
- (ii) Clerical
- (iii) Technical
- (iv) Professional
- (v) Managers & Supervisors

Trainability testing of skilled operative occupations

Training Policy & Procedure (incorporating S.C.O.P.O directives as appropriate)

Phase testing of Textile Technician trainees

The "Rationalisation of Manpower data questionnaires " from group companies for various official bodies

Assessment of training activities

Recruitment and selection procedures

.... /

Recommendations - Training Procedure and Control

The two planned Training Officer Courses will provide the opportunity for the items shown above to be undertaken as projects by those course participants who are not involved in the preparation of Operative Training Manuals. The results of the projects should form a basis for the Training Department staff of Texco to provide schemes which are to be used within the structure of training in the National Textile Corporation.

7. CONCLUSIONS

The activity of Manpower Development in the National Textile Corporation has been strengthened by the development of the expertise of training staff, who were originally employed in the Directorate of Manpower Development. Additionally the applications of training methods, schedules and training programmes along with developed control systems in the development of manpower has provided a platform from which good training can result.

The opportunity to build a comprehensive training scheme that can cope with the demands of the Corporation is now available and to hand. However the advantages and momentum gained so far, will be increased and be more wide spread, if there is complete commitment to the work by the employer, the employees and the specialist training staff. This understanding is vital, if the Corporation is to obtain maximum benefit from the tremendous efforts made so far by the training staff involved in the achievement of the current situation.

Acknowledgement

I wish to express my sincere thanks to all members of the management team of the National Textile Corporation and in particular, the members of staff who worked directly with me in the various training activities.

It has been through the support of the Training Staff in the Head Office of Texco, that the various, and at times, difficult projects have come to fruition within the allocated times.

The success of this assignment is due to the special assistance and help received from the following and it is gratefully acknowledged.

- Mr. S.H. Nkya, the Managing Director, Texco and also Chairman of the Texco Training Committee, who took an active interest in the various aspects of training and offered salient points regarding the appropriateness of such training activities in the Corporation.
- The other members of the Texco Training Committee namely Mr. Ng'wandu Director of Operations, Mr. Mutakyawa Director of Development, Mr. Marandu Director of Planning & Finance, Mr. Mfundo Director of Administrative Services and last but not least Mr. L.J. Kasulwa Education Officer who acted as Secretary to the Training Committee. Each individual provided useful contributions to the work of the Committee and gave full backing and encouragement to the work concerned in Manpower Development in the Corporation.
- The staff of the department of Manpower Development at Texco Head Office, namely Mr. L.J. Kasulwa Training Manager, Texco formerly Education Officer in the department, Mr. S.M. Buzingo the Manpower Planning Officer, Mr. I.S. Mbagile Training Manager Tanzania Bag Corporation Limited Moshi formerly Technical Training Officer, Mr. S.A. Sadallah, Training Manager Polytex Mill Project Morogoro formerly Management Development Officer and Mr. G. Bayona Technical Training Officer. These employees of Texco have undertaken projects concerned with the development of training within their own allocated roles, which has provided Texco with the foundations of a good training service. They also have successfully applied themselves so much so that there have been recent promotions made for four of the five officers concerned.

- Mr. Hanti the Training Officer Ministry of Industries who has actively encouraged the development of personnel within Texco Group Companies.

- Members of the various Embassies, High Commissions and other agencies who have sympathetically considered applications for Fellowships from the Corporation to enable academic development of selected Texco employees.

- Members of staff in the Head Office and Group Companies who have given support to Manpower Development activities and have shown to be receptive to new work methods which is intended to improve their working lives.

1.

NATIONAL TEXTILE CORPORATION

ORDER ESTABLISHING TEXCO

Government Notice No. 256 Published on 21/12/73 (No. 11 of 1969)

THE NATIONAL TEXTILE CORPORATION (ESTABLISHMENT) ORDER 1971

1. In this Order the expression "the Textile Corporation" shall mean the Corporation established by this Order.
2. In this Order unless the context otherwise requires:
 - "the Act" means the Public Corporation Act 1969
 - "Board" means the Board of Directors provided for in Paragraph 5
 - "the Corporation" means the National Textile Corporation established by paragraph 3
 - "Minister" means the Minister for the time being responsible for industries
 - "Textile products" means products made out of soft or coarse fibres and includes garments of all description
3. (1) There is hereby established a public corporation to be known as the National Textile Corporation.
 - (2) The authorized Share capital of the Corporation shall be five hundred million shillings and shall be divided into 50 shares having a par value of 10 Million shillings each.
 - (3) All the shares of the Corporation shall be subscribed for and held by the Treasury Registrar or such person as the President may designate.
 - (4) The shares shall be issued in such number and in such manner and shall be paid in such manner as the President may direct.
4. The functions of the Corporation shall be -
 - a) to conduct and engage in the business of manufacturers, processors, producers, importers and exporters of textile and textile products
 - b) to buy, sell, import and export textiles and textiles products and all raw materials and textile products
 - c) to establish branches and carry on business either within the United Republic or elsewhere
 - d) to acquire by agreement and hold interests in any undertaking, enterprise or project associated with the textile industry
 - e) to manage the affairs of any corporation, company, firm or other body the interests of which are transferred to or acquired by the Corporation under the provisions of the Act or any subsidiary legislation made thereunder -
 - f) to do all such acts and things as may be necessary to uphold and support the credit of the Corporation and to obtain and justify public confidence and to avert or minimize any loss to the Corporation
 - g) to do anything or enter into any transaction which, in the opinion of the Board is calculated to facilitate proper and efficient carrying on of its activities and the proper performance of its functions as specified in this paragraph

NATIONAL TEXTILE CORPORATION

FRIENDSHIP TEXTILE MILL LIMITED

P.O. Box 20842
DAR ES SALAAM
Telephone 49107

Cables: DARAFK

KILIMANJARO TEXTILE CORPORATION LIMITED

P.O. Box 9567
DAR ES SALAAM
Telephone 20351-2
3941 Arusha

Cables: KILITEX
Arusha
KILITEX

Manufacturers of textile fabrics and garments

MWANZA TEXTILES LIMITED

P.O. Box 1344
MWANZA
Telephone 40466-2397

Telex and Cables
MWATEX 46175

Manufacturers of textile fabrics

TANGANYIKA DYEING AND WEAVING MILLS LIMITED

P.O. Box 2621
DAR ES SALAAM
Telephone 42535

Telex and Cables
KANGAR NG 41067

Manufacturers of textile fabrics

TANZANIA BAG CORPORATION LIMITED

P.O. Box 504
MOSHI
Telephone 4911 2628

Cables: TABCO

Manufacturers of agricultural bags

MUSOMA TEXTILES LIMITED

P.O. Box 652
MUSOMA

Cables: MUSTEX

Manufacturers of textile fabrics

BLANKETS MANUFACTURERS LIMITED

P.O. Box 9523
DAR ES SALAAM
Telephone 64471 63676

Cables: BMLFC

Manufacturers of blankets

UBUNGO GARMENTS LIMITED

P.O. Box 55168
DAR ES SALAAM
Telephone 53001

Cables: UGL

Makers, marketers of garments

THE NATIONAL TEXTILE CORPORATION

GROUP PROJECTS

TABORA SPINNING MILL PROJECT
P.O. Box 27
TABORA

MBEYA TEXTILE MILL PROJECT
P.O. Box 95
MBEYA

UBUNGU SPINNING MILL PROJECT
P.O. Box 953
DAR ES SALAAM

TEXTILE TRAINING AND RESEARCH INSTITUTE
P.O. Box 953
DAR ES SALAAM

MOROGORO SISAL BAG PROJECT
P.O. Box 953
DAR ES SALAAM

TERRY TOWEL & SEWING THREAD PROJECT
P.O. Box 953
DAR ES SALAAM

MOROGORO POLYESTER TEXTILES PROJECT
P.O. Box 953
DAR ES SALAAM

JOB DESCRIPTION

Appendix 2

JOB TITLE

EDUCATION OFFICER.

1.0 SCOPE OF POSITION.

- 1.1 To provide and maintain Training Plans for the Corporation
- 1.2 To make periodic reports on Training activities
- 1.3 To secure educational and training opportunities from various institutions both at home and abroad
- 1.4 To maximise on funding to cover the costs of such training and / or educational activities which have been diagnosed as true training needs
- 1.5 To provide a Clerical Training Scheme for Texco Headquarters personnel
- 1.6 To offer a comprehensive advisory service on Clerical Training to Group Companies
- 1.7 To organise, supervise and develop textile educational courses up to technical / craft level, to meet group company needs.

2.0 ORGANISATIONAL RELATIONSHIPS

- 2.1 Reports to : Manpower Development Manager
- 2.2 Subordinates Directly supervised : None
- 2.3 In Collaboration with : Heads of Divisions
Heads of Departments
Training Section Personnel
Manpower Development Team members
Ministry of Industries
Ministry of Manpower Development
Ministry of Foreign Affairs
Embassies

.../

3.0 PRINCIPAL DUTIES AND RESPONSIBILITIES

- 3.1 Prepare Training Programmes and Training Budget for Texco Headquarters
- 3.2 Collects data from Texco and its operational establishment for preparation of consolidated Training Summary for Texco use and also for submission to Ministry of Industries.
- 3.3 Procures scholarships by liaising with Embassies through the Ministry of Industries and other relevant Ministries i.e. Ministry of Education, Ministry of Manpower Development and Ministry of Foreign Affairs.
- 3.4 Participation in various training meetings, seminars, conferences etc. as requested.
- 3.5 Preparation of Training Plans, and details of costs involved, for Training Committee.
- 3.6 Recommends Group Company formats for Training and Development Plans.
- 3.7 Monitors the preparation of these plans and identifies changes and forecasts trends.
- 3.8 Works in close liaison with Ministry of Industries, Ministry of Manpower Development and Ministry of Education.

JOB DESCRIPTION

Appendix 3

JOB TITLE

MANPOWER PLANNING OFFICER

1.0 SCOPE OF POSITION

- 1.1 To provide data and summaries in activities of manpower planning, labour statistics and localisation programmes.
- 1.2 To provide summaries of activities and planned costs from the training and development plans obtained from Texco Headquarters and each operational establishment.
- 1.3 To assist Texco Headquarters Departmental Heads prepare training and development plans.

2.0 ORGANISATIONAL RELATIONSHIPS

- 2.1 Reports to : Manpower Development Manager
- 2.2 Subordinates Directly : None
- 2.3 In collaboration with : Head of Divisions
Heads of Departments
Training Section Personnel
Manpower Development Team members
Ministry of Manpower Development
Ministry of Industries
Bureau of Statistics

3.0 PRINCIPAL DUTIES AND RESPONSIBILITIES

- 3.1 Collects data for preparation of manpower surveys, labour turnover, labour stability factors, absenteeism, training plans and localisation programmes for Texco and Group companies.
- 3.2 Designs appropriate planning formats for the above data
- 3.3 Analyses, interprets the above data and prepares manpower plans, labour statistics, collective training and development plans and records the details of implementation
- 3.4 Prepares summaries of Training Plans and details of costs involved, for the Training Committee

.../

Appendix 3 continue

- 3.5 Prepares Annual Manpower Survey for Texco Headquarters and Group Companies for submission to the Ministry of Industries.
- 3.6 Prepares Annual Manpower Report to the President for submission to the Ministry of Manpower Development
- 3.7 Recommends Group Company formats for both Training & Development Plans and Manpower Plans
- 3.8 Monitors the preparation of these plans and identifies changes and forecasts trends.
- 3.9 Reviews preliminary plans and keeps up-to-date records of them
- 3.10 Monitors the plan of localisation in Texco Headquarters and all operational establishments
- 3.11 Evaluates the effectiveness of localisation training programmes
- 3.12 Works in close liaison with Ministry of Manpower Development.

Appendix 4 continued

- 3.7 Recommends initial Company Technician and Craftsmen Training Schemes
- 3.8 Introduce to Group Companies the agreed Technician and Craftsmen Training Scheme
- 3.9 Provides periodic written reviews of the progress of the Technician and Craftsmen schemes and makes recommendations for their improvement
- 3.10 Appraises and gives advice on newly established training centres.

Appendix 5 continued

- 3.6 Provides, in conjunction with Director of Operations/Senior Foreign Management personnel, a systematic localisation scheme.
- 3.7 Supervises the Long-term Trainee Scheme and undertakes the monitoring of long-term trainees
- 3.8 Approves acceptable programmes of training for long-term trainees in accordance with Texco standard programmes.
- 3.9 Recommends the initial Company Management and Supervisory Development Scheme
- 3.10 Introduces to Texco and Group Companies the agreed Management and Supervisory Development Scheme
- 3.11 Provides periodic written reviews of the progress of the Management and Supervisory Development Scheme and makes recommendations for its improvements
- 3.12 Provides summaries covering the range of techniques within the Management and Supervisory Development Scheme e.g. Key Results Areas, Job Improvement Plans etc
- 3.13 Monitors and report findings of Job Transfer under the localisation Scheme
- 3.14 Introduces to Texco and Group Companies, the agreed Long-term Trainee Scheme
- 3.15 Reviews progress of the Long Term Trainee Scheme and makes appropriate improvements, with the approval of the Texco Training Committee.

LEARNING AT A DISTANCE

Against a background of changing, often changing work patterns, and restrictions of education and training opportunities for adults throughout the industry scene, the U.K. Manpower Services Commission launched the Open Tech Programme early in 1983.

To quote from the MSC Booklet *The Open Tech: Why, What and How** by Dr George Follett: "The programme has two key tasks:

- to open and widen access to existing education and training provision
- to make possible new education and training provision for needs which can best be met through open learning.

Fielden House Productivity Centre in Manchester is currently engaged in developing distance learning material in textile technology subjects under the Open Tech Programme. In an interview with Jack Metcalfe, distance learning co-ordinator at Fielden House, Victor Hobson (CText FTL, a Lancashire industrialist) has been finding out more about distance learning and its relevance to the textile industry.

Hobson

Distance learning is under-mentioned in recent media articles. How do you see the situation in relation to textile technology, particularly in the remainder of the major textile departments, and do you think distance learning is the answer to what is wrong with the conventional mode of education that has served you so long in the alternative mode?

Metcalfe

The widely separated locations of the textile industry in the U.K. have resulted, over the years, in a number of trainees not being able to avail themselves of the further education necessary to complement their training. This is due largely to the fact that many trainees live outside daily travelling distances from textile education departments as day release facilities are not available to them.

Some provision was made for these trainees in the form of block residential courses, and while these enjoyed some popularity for a brief period, escalating costs became prohibitive to companies and no block courses are now in existence. The situation has been exacerbated, in

the Lancashire and Greater Manchester regions, at least, by the withdrawal of textile technology courses from two colleges, leaving only Bolton IHB offering a full range of textile technology courses, Saltford, coloration courses, and Burnley, weaving and training courses.

Experience over many years has shown that when rationalization of this kind takes place - as a department in the locality is closed and its facilities moved to a more distant locality - young trainees, and their firms, too, in some cases, are less inclined to avail themselves of the facilities. More potential students are therefore placed in the category of those not able, for geographical reasons, to attend day release courses.

A further group of students for which the education system has been less than adequate is that of mature trainees. Obstacles to education presented by the conventional mode, are often quite insuperable for mature people.

They may be in positions and cannot be released from their work on a regular basis for prolonged periods.

Their employers may not be able to offer them a day release.

They may have limited spare time, and may not be able to attend classes at prescribed times.

They may not want to attend classes at prescribed times, because

• they may want to learn when it suits them best, when it suits the local college.

• they may be out of learning practice and need time to get into practice, time which is not always available in conventional classes.

They may be uneasy in groups made up largely of young people.

• they will want to proceed at their own pace, not at a pace suited to the majority of a group.

• they may want to learn only parts of a course, relevant to their immediate needs.

Hobson

So what, briefly, is distance learning and how is it going to overcome these problems?

Metcalfe

Briefly, distance learning is learning at a distance from a recognized educational institution. The student does not need to go to a college, the college comes to him.

A distance-learning scheme for textile subjects is under development and the first packages will be available in 1984. (1st of a series).

Hobson

First impressions of the scheme are...

Metcalfe

Distance learning means different things to different people. The package we are in the process of developing is more than a correspondence course. Correspondence is an element of it but it contains a number of other elements, as we shall see presently.

Before that, however, I shall answer the question on how distance learning will overcome the problems I mentioned.

I think it can be safely said that distance learning does not present any of the traditional problems, for example:

• it can reach people in widely separated, often remote locations.

• it does not depend on suitable facilities at colleges within easy reach of trainees.

• it allows students to learn at their own pace, when they have time to do so.

• it allows students to learn privately without having to attend classes, and without paying the student.

• it allows students who are already employed to have the opportunity to obtain a valuable qualification, regardless of their current job, to promote to a higher technical and management positions.

• it allows students to learn at their own pace.

• it allows students reading to choose only the parts of courses only, thus avoiding it is impossible to contribute to a conventional course.

Hobson

How does it work? What does your package comprise?

Metcalfe

Each lesson is part of one of a number of topics into which a subject syllabus is divided. Lesson material, on printed page or microfilm, is sent to the student at suitable intervals, together with samples, slides, tapes, etc. relevant to the lessons. The student is advised how to approach the work in a study guide sent to him at the beginning of the course. In his place of work, the student has access to a tutor, counsellor who oversees his work and provides helpful advice as appropriate and, if necessary, instructors to oversee his practical work.

* This booklet, explaining the Open Tech Programme, may be obtained from the Manpower Services Commission, Moorfields, Sheffield, S1 4PQ, UK.

Education and Training

At the completion of each topic the student is set an assignment which he is asked to send to his specialist college tutor for marking. For students taking terminal examinations the assignments contribute to the final assessment mark.

Hobson

Does this mean that a distance learning student would not attend a college at all?

Metcalfe

Those parts of a course which are available at a local college, eg BTEC Mathematics Level 2 or General and Communication Studies, are not part of the distance-learning material. For subjects such as these, the student would be expected to attend a local college. Only those subjects not available at a local college, the specialist subjects, will be studied on a distance-learning basis.

Moreover, while the package contains materials and equipment for some practical work to be done by the student in his own home, some practical aspects of courses will not be easily provided by the company.

Part of the package is, therefore, for students studying a full course, a short residential period at the specialist college where the remainder of the practical work can be done and where the student will have the opportunity to meet his fellow students and his tutor.

Hobson

Which courses are being developed in distance learning format, for what categories of employee are they suitable and when will they be available?

Metcalfe

The lesson material being developed covers the textile technology component of CGLI 414 Textile Techniques, BTEC Textiles National Certificate and BTEC Coloration National Certificate.

The specialist subject in the CGLI 414 Textile Techniques Course is Broadloom Weaving. The complete course covers the further education complementary to the training of loom overlookers (loom runners).

Selected parts of the course, however, are suitable for other categories of employee, eg winding overlookers, tape sizers, quality control staff, salesmen, administrators, laboratory staff, managers and supervisors in the broadloom weaving and other sectors of the industry, for whom the complete course would not be appropriate.

The BTEC Textiles and Coloration National Certificate Courses are suitable for trainees aspiring to technician grades of employment in the manufacturing and coloration sectors of the industry. Trainees for positions as laboratory technicians, spinning and weaving technicians, dyeing technicians and colourists are amongst those for whom these courses are appropriate.

Incidentally, it is worth noting that a good performance at the National Certificate level in textiles will allow the student to transfer to the

ATI course as an alternative to progressing to the more traditional Higher Certificate course, giving him a better opportunity to obtain professional qualifications.

Each of these courses is in three levels or stages. The first students will be enrolled in Level 1 or stage 1 in September this year. Development of all three stages is expected to be completed by the end of this year.

Hobson

What about people, mature trainees particularly, who do not want to study a full course? How is provision made for them?

Metcalfe

A student may choose whatever part or parts of a course he wants. He may, for example, want to learn about Terry pile weaving only. After consultation with the specialist college tutor he could be enrolled with topics together with relevant samples appropriate to his needs.

Hobson

It occurs to me from what you have said, that distance learning will also provide an opportunity for mature people to obtain academic qualifications, how do you view this?

Metcalfe

That's right. Mature people promoted from the shop floor or recruited from other industries often do not have the opportunity, for the reasons mentioned above, to study for qualifications. Distance learning will give them an opportunity, an opportunity which may, in fact, lead to professional qualifications such as ATI or ASDC.

Hobson

You are now in the process of developing material for the National Certificate in Textile and Coloration. What about the Higher Certificate, and other less well qualified staff? If these are not available, is distance learning courses won't those students who have obtained National Certificates in the distance learning mode feel to be disadvantaged?

Metcalfe

We are not unaware of this problem. We would very much like to develop distance-learning material for the BTEC Higher Certificate courses in Textiles and Coloration as well as the ATI and the ASDC courses. However, as you are no doubt aware, developing distance-learning material is expensive. Rather a lot of money will be required to continue development and while some may be available from public sources, it may be that other sources will have to be sought. However, once the material is developed, the operation of the schemes will be self-financing so that further injections of money will not be necessary.

Hobson

Do you see a market for distance learning material outside the UK?

Metcalfe

Of course. In many countries with large textile industries, facilities for further education in

textiles are sparse or widely scattered, and when priorities are being given to education and training in this area. To provide those facilities on a conventional basis, eg building training and education establishments, can prove very costly indeed. Distance learning can meet the educational requirements of the textiles industries in these countries at a very modest cost.

Hobson

Not many people in the industry are aware of the new developments. How do you intend to spread the news? Are there any other ways of spreading the message?

Metcalfe

Yes we are. We shall be doing this by circulation to the industry by advertising in journals and by running a series of seminars throughout the country during spring. The dates and venues of the seminars will be advertised in the trade press and we hope they will arouse a great deal of interest.

Distance learning may not be a panacea. It is not a substitute for the conventional mode of further education. Rather, it is complementary to it. It is, however, the only mode of education that will be available for a large number of people in textile occupations.

Like any other innovation, however, it will not work unless it is made to work. Complete commitment by the student, his employer, and his specialist college is vital if the student is to gain maximum benefit from it.

Hobson

Thank you very much, Jack, for explaining the project so fully.

Obviously, a great deal of thought and effort has been devoted to it. You tell me that I am particularly interested in your work in mature people and fifteen years ago I received correspondence from many members of the industry with what is now Boston Institute of Higher Education, Jim Jackson and the late Sam Burton Wood. This tuition helped me to qualify for the Association of the Textile Institute.

I am sure that the system of learning you have described is a step forward and will benefit students and the textiles industry worldwide.

Flecken House can be justifiably proud of its involvement in this exciting venture and, in my opinion, continued development to its fullest extent is essential.

Zusammenfassung

Dieser Artikel hat die Form eines Interviews und beschreibt den Zweck, die Entwicklung und die internationale Tragweite des Fernunterrichtssystems für die Schulung von Personal für die Textilindustrie.

Sumario

En este artículo, que se presenta como un entrevista, se describe el fin, desarrollo y alcance internacional de un sistema de enseñanza a distancia para el entrenamiento del personal en la industria textil.

