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I.L.O. VOCATIONAL TRAINING ACTIVITIES

IN AFRICA

(Background paper prepared by the ILO in relation to
item 4 of the Provisional Agenda)

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ANNEX - ILO Vocational Training Projects in Africa in 1966

ILO VOCATIONAL TRAINING ACTIVITIES IN AFRICA

I. BACKGROUND

1. The nature and degree of economic and social development of the various countries in the African continent varies enormously, from countries such as UAR where there is already substantial industry and infrastructure to countries which are still at the first stages of changing from subsistence to market economies and have only the minimum of infrastructure required as a basis for going ahead. Other countries occupy places spread over the whole range of economic and social development. In the circumstances it is difficult to make generalizations for the whole of Africa; but the characteristics described below do apply to the great majority of African countries.
2. A very large proportion of African States have become independent since the Second World War. They are faced with the problem of africanization and of building up the national cadres required for africanization and for the expansion of their economies under plans for economic development, of improving social and living conditions for their populations and, in many cases, of welding them into one national community.
3. In most of the countries, industry is little developed. It consists mainly of service trades rather than of manufacturing. Most countries have extensive and comprehensive plans for economic, including industrial, development. They involve in many cases concentration on the establishment of the necessary material infrastructure for development - roads, bridges, transport, etc., as well as of industries. Some countries have considerable natural resources, for instance in minerals, which are available for exploitation; in only two has oil been discovered to an immediately profitable extent.
4. In the last decade the majority of African countries have reviewed their manpower requirements in the light of economic planning. To a very large extent, however, information on manpower requirements is incomplete and the machinery for collecting it is insufficiently developed. In

addition, the whole science of manpower forecasting and planning is still being worked out and exact techniques cannot be prescribed for determining manpower requirements in given circumstances to a completely reliable and comprehensive extent.

5. The available information shows, however, that the bulk of the populations are engaged in the rural sectors.^{1/} It is known that the level of education is generally low and that large proportions of the populations are illiterate. In 1962 it was estimated that there were 115 to 122 million illiterates among adults aged fifteen and over in Africa (including the Arab countries). This figure contrasted with 20 to 28 million for Europe and the USSR.^{2/}

6. The systems of education and training in the newly independent countries have been based on those of their former metropolitan powers. Very often they were not adapted to local conditions and requirements; they were not in any case geared to the needs of a rapidly expanding population and economy. Most training was traditionally given by employers in the light of their own requirements. It was and frequently continues to be based on procedures which are now outdated. There was little systematic supervision of training given by employers or small craftsmen and little if any provision for the theoretical instruction which must complement training in practical skills; in the rural areas work procedures are traditionally passed down in the family and tribe.

7. In all sectors there tends to be general agreement that the level of skill of existing workers requires improvement. There is also the general problem of the large masses of young people for whom a really worthwhile future appears doubtful in view of the limited employment opportunities which are available or foreseen. There is general agreement

^{1/} Table I of the paper on Problems of Rural Employment including the Evaluation of Needs for Skilled Manpower, prepared by the ILO for the Seminar on Agricultural Education and Vocational Training in Relation with Rural Employment, organized by FAO and ILO at Abidjan in September 1963, showed that in six African countries the proportion of the entire population in the primary sector varied between 71.2 per cent (Morocco) to 84.4 per cent (East Cameroon).

^{2/} Statistics of Illiteracy, UNESCO, Paris, August 1965. Document prepared for World Congress of Ministers of Education on the Eradication of Illiteracy, Teheran, September 1965.

that employment creation should be given first priority. On the other hand, those with the level of general education required as a basis for real vocational training, tend to shun the manual trades and to aim at white-collar jobs. In this they inherit a traditional prejudice against manual work; this prejudice is often unwittingly encouraged in their education by their teachers' lack of appreciation of technical matters in general and of industrial opportunities in particular. In consequence, the orientation provided by educational systems, whether in the form of systematic vocational guidance or not, tends to be towards the "white-collar" jobs and occupations which have traditionally enjoyed greater prestige among the educated in Africa.

8. Countries' material resources are limited and have to be apportioned between a number of schemes all with high priority. The inevitable result is that training action cannot always be given the funds required for its development to keep pace with the expanding needs for trained manpower.

9. There is, however, general recognition that vocational training is a vital factor in development. Much of the Symposium on Industrial Development in Africa, held at Cairo in January-February 1966 revolved around the subject and conclusions reached covered, among other things, the contribution of training on the job, accelerated training, re-training and upgrading. It was agreed that planning for manpower requirements should be one of the main objectives in the development programmes of all African nations and that lack of skilled manpower had proved to be a limiting factor in most African developing countries. It was also suggested that the training of technicians, instructors, supervisors and managerial staff should be planned at the regional and sub-regional levels on the basis of studies to be made by the specialized agencies of the United Nations. Co-operation among African countries should be expanded by making available techniques and systems arrived at and offering easy access to available training facilities and recruitment of the needed instructors and experts in the fields of training and productivity. Exchange of experience, information and visits among African countries in the field of training and productivity should be organized and encouraged.

II. ILO'S ACTIVITIES

10. These activities should be considered against the background described above. The aspects which relate to manpower forecasting, planning and organization and to employment information programmes are dealt with in a separate paper.

11. Since the establishment of the ILO after the First World War, vocational training has played an important role in the Organization's activities. It holds primary responsibility within the United Nations family, for vocational training for employment in the various sectors of the economy. In fulfilling this responsibility it works in close co-ordination with UNESCO and FAO within the framework of agreements covering fields of mutual concern, and with the United Nations. In Africa it collaborates with ECA and other regional bodies.

12. ILO vocational training activities, like other activities of the Organization, take two forms: studies, standard-setting and dissemination of information, on the one hand, and, on the other, technical co-operation. The two forms of activity are interdependent and closely co-ordinated. They take place within the framework of the programme for human resource development and utilization which was endorsed unanimously by the International Labour Conference in 1963. The programme provides for strategy in the field of human resources to concentrate on three main objectives:

- (i) better utilization of the labour force by creating higher levels of productive employment;
- (ii) improving the quality of the labour force by vocational education and training; and
- (iii) enlisting popular support for the tasks of national development, and the participation of broad social groups in them.

13. The proposals which were put before the Conference had represented ILO response to a number of developments during the last ten years or so. The most important of these developments may be summarized as follows:

- the recognition that speeding up the process of economic development is basic to progress in developing countries;
- the increased recognition that human resources are a key factor in economic development and of the value of investment in them;
- the growing appreciation in a number of countries that human resources policies and programmes should be better intergated with, and geared to, economic planning;
- the growing realization that rapid economic development cannot take place in most developing countries without drastic measures to increase employment opportunities, particularly in rural areas;
- extension of concern with certain categories of the actual or potential labour force, such as women, young workers, older workers, disabled people and other special groups, to encompass all measures designed to enable their full contribution to economic activity.

14. Following the introduction of the ILO human resources programme, a special Human Resources Department has been established to build up a fully integrated concept and strategy of all services concerned in the Office with such matters as manpower assessment, planning and organization, training and development of management and vocational training of workers at all levels. The ILO's vocational training programme operates within this framework and close co-ordination is maintained with other ILO units which are in charge of related subjects such as economic research and planning, labour statistics and so on.

A. Studies, Standard-setting and Dissemination of Information

15. The main international standards covering vocational training adopted by the Organization are the Vocational Training (Agriculture) Recommendation, 1956 (No. 101) and the Vocational Training Recommendation, 1962 (No. 117)^{1/}. Other ILO instruments of less general application are the Vocational Training (Seafarers) Recommendation, 1946 (No. 77) and the Vocational Training (Fishermen) Recommendation, 1966 (No. 126). Together

^{1/} In 1962 UNESCO also adopted its Recommendation concerning Technical and Vocational Education; work by the two Organizations on their respective Recommendations was closely co-ordinated.

Recommendations 101 and 117 lay down the lines of action along which members of the Organization are advised to develop their national systems; the former does not, however, take account of the special problems and conditions of developing countries. Its revision by the Organization is therefore planned.

16. Recommendation 117, however, devoted a special section to countries in the process of industrialization and other parts take account of the special problems of these countries; the text is worded flexibly so as to allow for varying conditions and needs in the member States of the Organization.

17. The Employment Policy Convention, 1964 (No. 122) also provides, among other things, that employment policy shall aim at ensuring that each worker has the fullest possible opportunity to qualify for employment.

18. Besides these international instruments, there are resolutions and other texts of special application to African countries. The Resolutions on Vocational and Technical Training and on Supervisor Training adopted by the First African Regional Conference of the ILO thus reflect directly African practices and conditions and lay down the broad lines on which the Conference considered that training in the African countries should be developed.

19. Vocational training was not on the agenda of the Second African Regional Conference of the Organization, held at Addis Ababa in 1964 but the Director-General's report to the Conference devoted considerable attention to labour force problems and to education and training, in particular. The Conference adopted a Resolution concerning Unemployment and Underemployment in Africa which draws attention to the importance of vocational and technical training as a means of stimulating employment of African manpower and invites the ILO to contribute effectively to the present efforts in the field of subregional co-ordination and promotion of vocational and technical training. In addition, a separate Resolution was adopted concerning the International Centre for Advanced Technical and Vocational Training in Turin. This Resolution calls attention to

the broad guidelines contained in the Lagos Resolution concerning Vocational and Technical Training just mentioned, with particular reference to the role which the Turin Centre can play in helping to meet the needs of African countries for persons with the required skills and knowledge.

20. Still another resolution adopted by the Conference deals with the question of vocational training. It concerns employment and conditions of work of women in African countries and provides, among other things, for the expansion of vocational training opportunities for girls and women in accordance with immediate and foreseeable manpower requirements.

21. The attention which these various resolutions devoted to vocational training is indicative of the considerable importance which the African countries in the Organization are attaching to the subject of vocational training and its place in the framework of economic and social development.

22. Another meeting of special importance for the rural sector was the Meeting of the ILO Advisory Working Group on Rural Employment Problems in Tropical Africa (English-speaking countries), held at Lagos in November 1965. The group adopted a number of conclusions on desirable action for rural development, including the organization of training schemes.

23. In addition to meetings organized directly by the ILO, other meetings are also of great importance in regard to the establishment of guidelines for action in the field of training. An example of such a meeting is the Seminar on Agricultural Education and Vocational Training in Relation with Rural Employment at Abidjan in 1964 which has already been mentioned.

24. On the research side, several projects of particular interest to developing countries are now in progress. They include studies on specific aspects of planning and organization of vocational training in preparation for a technical meeting which is planned for early 1967; on vocational training policies and institutions in developing countries; on methods of financing vocational training in selected developed and developing countries; pre-vocational training in developing countries. A joint ILO/UNESCO research project on vocational teacher and instructor training is also to be undertaken.

25. In addition, following participation in work for and in the Symposium on Industrial Development in Africa (Cairo, 1966), the ILO is collaborating in preparatory work for the International Symposium on Industrialization which is to be held in 1967. It is also taking an active part in the preparation of the inter-agency report on the Development and Utilization of Human Resources, which has been undertaken in implementation of General Assembly Resolution 2083 (XX).

26. The provision of information is linked with research action and is carried out mainly from ILO Headquarters in Geneva. It involves, among other things, the collection and analysis of information on vocational training, the execution of research projects and the publication of Abstracts on vocational training as well as a special bulletin, Training for Progress.

B. Technical Co-operation Activities

27. ILO's technical co-operation activities cover sectors such as industrial, rural, clerical, services, forestry. They are planned as a joint action by the Government and the ILO and in a number of cases also include collaboration by other agencies, for instance, UNICEF or bilateral programmes such as those of Sweden or the USA. They are closely linked with ILO action in the fields of manpower and management development.

Planning of Projects and Vocational Training in General

28. When a government requests technical assistance, a prior planning mission is undertaken by an ILO official or by an expert appointed by the ILO. Missions of this kind have, for instance, been carried out recently in Kenya, Malawi, Swaziland, Tanzania and Zambia with a view to the preparation of new projects. The sector in which action is planned is chosen in the light of the country's priorities and plans for economic development.

29. A number of countries also request assistance in planning on a continuing basis and vocational training advisers are then provided. This has been done in Algeria, Congo (Kinshasa), Morocco and Tunisia, among others, and national advisers are being provided in 1966 for further African countries.

Main Types of Project and Emphasis

1. National Projects

(a) Establishment of National Training Schemes or Services

30. A large number of projects, both industrial and rural, involve the establishment of national training schemes or services. They are linked with schemes for national development. The following brief descriptions are illustrative of the type of action involved.

31. In Libya a project recently approved by the Special Fund provides for the establishment of a National Industrial Vocational Training Scheme to be implemented through a National Directorate of Vocational Training which will be established in Tripoli and two pilot Industrial Vocational Training Centres, one at Tripoli and one at Benghazi. The role of each Centre is to provide basic training for apprentices and accelerated training for adults in a range of industrial trades. Additionally, the Centre at Tripoli will train instructors for the Centres and for in-plant systems which the scheme is designed to foster. There will also be some supervisory training.

32. In Tunisia the ILO has assisted under a Special Fund project in the establishment of a national vocational training and productivity policy-making and co-ordinating body. In Senegal, an industrial training Special Fund project which has just been completed and for which the ILO was Executing Agency covered the following action;

- (i) training of skilled workers;
- (ii) upgrading of workers employed in undertakings, in the form of inter-firm training and training within the worker's own firm;

- (iii) training of instructors;
- (iv) study of methods and programmes of training;
- (v) functional training of supervisors;
- (vi) improvement of workshop methods and work organization;
- (vii) production of instructional material and audio-visual aids.

33. A second Special Fund project is in operation in Senegal in the rural sector. Its purpose is the establishment of a programme of training for rural training personnel; this action includes the setting up of a rural training methods and programmes section, and of training for instructors in agriculture or for rural artisan training as well as of training for teachers of rural home economics.

34. In general the schemes are for the vocational training of workers.

(b) Adult Training

35. It is evident that the existing labour force can most readily be enabled to make a greater contribution to the country's economy and emphasis is therefore given in many cases to adult training. In Algeria, for instance, assistance is being given with the extension and re-organization of the Technical and Pedagogical Service for Adult Training and of the Centre for the Basic and Further Training of Instructors. In Togo, a project involves the development of a centre for upgrading adult workers. Action in the UAR includes accelerated training. In Chad, a project for training in rural crafts is a good example of a small project in which training can contribute directly to the development of the rural economies. It involves the training of rural craftsmen who come from the villages to a central unit. The training is very practical and built round the job which the craftsmen do in the village. After their stay in the centre the craftsmen are given further training on the job by means of regular visits by the ILO expert still on the project and national personnel. Further training is given with the help of a motor truck fitted out as a training workshop which was supplied under the project.

(c) In-plant Training

36. The establishment of training institutions may be a very expensive undertaking and, in addition, training in institutions runs the inherent risk of being divorced from the realities of work. Many projects therefore involve the development of in-plant training schemes, for both young people and adults. For young people the training is usually organized by means of systematic apprenticeship under Government supervision and providing for the apprentices to receive the necessary related instruction and carefully planned in-plant training and experience. In many cases, as in the UAR, the apprentices, after receiving their preliminary training in a centre, undergo training on the job for the major part of the apprenticeship period. The Special Fund project recently approved for Mauritius will include the development of an apprenticeship scheme on these lines and a number of other countries are planning similar action with ILO help.

37. In the Congo (Kinshasa) the Special Fund project covers the establishment of a National Vocational Training Institute with special concern for in-plant training.

(d) Sectoral Approach

38. The fact that certain sectors are of particular importance for developing countries has given rise to projects which concentrate on training for key industries or occupations. These include the Special Fund project in Nigeria, with emphasis on training instructors and supervisors in the building trades; the newly approved Special Fund projects in the UAR in connection with railway training and electric power training; the project in the Congo (Kinshasa) for the further training of workers in the state transport workshops; the Special Fund project in the Sudan, with its emphasis on training in the repair and maintenance of heavy earth-moving equipment in connection with the Blue Nile irrigation projects.

(e) Pre-vocational Training for Young People

39. One of the most serious problems in Africa is the existence of large numbers of young people who have no specific qualifications for employment and who cannot remain at school to obtain the basis for obtaining such qualifications. A number of African countries are planning action to help meet the needs of these young people and, at the same time, to help towards meeting the requirements of their expanding economies. In conjunction with UNICEF, the ILO is currently providing assistance to Tunisia with the development of pre-vocational training centres, both rural and urban; the young people who graduate from these centres have acquired basic skills and knowledge which enable them either to enter schemes of full vocational training or to qualify for employment at a level which gives them hope of advancement in the future. Algeria is planning to develop pre-vocational training programmes for both boys and girls. Mali has requested ILO help in a scheme for the establishment of 200 centres for young people.

(f) Pre-industrialization Training

40. The ILO is also giving consideration to the development of a slightly different type of project, under which young people would be given a technical orientation based on the performance of concrete tasks of direct value to the community. By this means they would be prepared psychologically and practically for entry into the modern technological world.

(g) Clerical Training

41. In many African countries both government and economic activity are seriously handicapped by the lack of competent clerical staff and ILO assistance to improve the situation has been sought by a large number of them. The projects may provide for both secretarial and book-keeping staff. Countries now receiving ILO assistance in this sector include Algeria, Burundi, Cameroon, Central African Republic, Chad, Gabon, Gambia, Mali, Nigeria, Rwanda, Somalia. In several cases, as in Kenya, Sweden is providing financial support for such projects. Most projects involve the upgrading of existing clerical personnel.

(h) Service Trades: Tourism Training

42. This is a new sector which seems likely to prove of considerable interest to the many countries with great tourist potential. At present assistance in training for the hotel and catering trades is being given or planned in a number of these countries, including Algeria, the Central African Republic, Nigeria and Tunisia.

(i) Forest Workers' Training

43. Assistance has been given in this sector in Togo and in the regional forestry training project described below in paragraph 47.

(j) Instructors, Supervisors and the Multiplier Effect

44. It is both obvious that no training scheme can work satisfactorily without competent training staff and also that it is impossible, in any form of technical co-operation, to reach directly all the people who require to be trained. The policy is therefore adopted of concentrating on those people who will subsequently be enabled to pass on the benefits of their training to others; instructors, supervisors, training officers, agricultural monitors, rural extension agents. In a large proportion of ILO projects provision is made for the establishment of the training facilities for this very important category, the particular emphasis depending on priorities within the country.

45. In general, schemes for instructors and supervisor training include both technical upgrading and functional or pedagogical training. Special Fund projects involving instructor and supervisor training along these lines include those in Algeria, Morocco, Nigeria, Senegal, Tunisia and the one just concluded in the UAR. The growing emphasis on in-plant training is reflected by the more recent inclusion of training for training officers and for other in-plant training staff, as in the UAR.

46. In addition, the fellowships provided for counterpart personnel, particularly under Special Fund or regional projects, enable senior national personnel to gain further training and experience abroad. Participation in regional meetings also provides invaluable opportunities for the exchange of views with those who face or have resolved similar problems.

2. Regional Projects

47. Regional projects tend to reflect the same emphasis as those of national scope. In particular they concern national personnel who can pass the benefit of their training to others. The regional forestry course organized by the ILO and FAO in Nigeria in 1962 was thus for instructors of forest workers. The ILO is organizing in Hungary in 1966 a seminar on Agricultural Development and the Training of Rural Workers for a number of French-speaking African countries. It is intended for participants with responsibility, at a fairly high level, for agricultural or rural questions, and including directors of establishments for agricultural education, economists responsible for planning, officials of ministries directly concerned with rural development. The study tour on vocational training in the USSR conducted by the ILO in 1965 was for African vocational training personnel who were especially concerned with teaching techniques and aids. A regional approach to rural training is being adopted in several countries of East Africa. An expert is to carry out a four-month mission to Kenya, Tanzania and Uganda, and, possibly, Malawi to survey rural training needs.

48. A new type of regional ILO assistance will be provided shortly through the provision of regional training advisers who will be available, on request, for short-term missions to assist governments in planning vocational training action. Two such advisers are being provided in Africa in the first instance; one will be stationed at Addis Ababa where he will have the benefit of close contact with the Economic Commission for Africa and be concerned with countries in which English is the common working language. The second will work primarily in French and be stationed at Lagos.

Summary of Projects

49. A summary list of projects currently being implemented or planned for 1966 is given in Annex.

III. FINAL NOTE

50. The ILO endorses the conclusions on vocational training of the Cairo Symposium on Industrial Development, as set out in paragraph 9. It is at the disposal of the African countries and the UNECA Working Party on Manpower and Training for assistance in their implementation.

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ANNEX

ILO Vocational training Projects in Africa in 1966

Country	Objective of Project
Algeria	<ol style="list-style-type: none">1. Extension and reorganisation of Technical and Pedagogical Service for Adult Training, and of Centre for Basic and Further Training of Instructors.2. Provision of advice to Commissioner for Vocational Training.3. Within framework of Service for Adult Training, training of accountancy and secretariat instructors for adult training centres.4. Assist the Ministry of Tourism in drafting a request to UN Special Fund for a possible vocational training project for hotel and tourism staff.
Bechuanaland	Vocational Training Adviser.
Burundi	<ol style="list-style-type: none">1. Training of clerical staff.2. Rural training.
Cameroon	Establishment of clerical training centres in Yaoundé and Douala.
Central African Republic	<ol style="list-style-type: none">1. Assistance in establishing a Clerical Training Centre.2. Exploratory mission in the field of rural craftsmen training.3. Mission for preparation of request to Special Fund in the field of rural craftsmen training.
Chad	<ol style="list-style-type: none">1. Assistance in establishing a Clerical Training Centre.2. Rural craftsmen training.

Country	Objective of Project
Congo (Kinshasa)	<ol style="list-style-type: none">1. Establishment of National Vocational Training Institute (I.N.P.P.).2. Vocational training in automobile mechanics.3. National vocational training adviser (duties currently being carried out by chief of project No.1 who was previously serving as national adviser).4. Agricultural training assistance in integrated rural development programme.5. Establishment of a Clerical Training Centre, of typing courses, and of instructor training courses in Kinshasa; establishment of similar centres in other towns; transfer of these activities to I.N.P.P. project from mid-1966.
Ethiopia	Vocational Training Advisory Mission.
Gabon	<ol style="list-style-type: none">1. Advisory assistance on training and help in establishment of two accelerated training centres.2. Establishment of three centres for training clerical workers; (with collaboration of Peace Corps).
Gambia	Establishment of clerical training centre.
Ghana	Advise on comprehensive vocational training programme.
Guinea	Rural Training Advisory Mission
Ivory Coast	Advisory mission on organisation of vocational training.
Kenya	<ol style="list-style-type: none">1. Establishment of two centres for training clerical staff and one for secretarial instructors; (with financial help from Sweden).2. In-service training of civil service clerks.

Country	Objective of Project
Liberia	Establishment of Clerical Training Centre.
Libya	Industrial vocational training scheme (S.F.).
Mali	<ol style="list-style-type: none">1. Establishing of clerical training centre.2. Assistance in organisation and initial operation of rural training centres, with a view to improving existing training systems in the light of the objectives of the national economic and social development plan in regard to rural populations.3. Planning of vocational training.
Mauritius	S.F.: Industrial Trade Training Scheme Establishment of H.Q. National Office and Pilot Training Centre.
Morocco	<ol style="list-style-type: none">1. Establishment of national instructor and foremen training institute.2. Expert adviser to Under-Secretary of State for Technical Education, Vocational Training and Training of Cadres.3. Establishment of clerical training centres.4. Planning of vocational training.
Nigeria	<ol style="list-style-type: none">1. Establishment of national training scheme for instructors and foremen; (S.F.) to assist the Government in supplementing and strengthening the existing facilities by providing the following schemes for training:<ol style="list-style-type: none">(a) training of existing instructors and of skilled workers for positions as instructors;(b) training of existing foremen, potential foremen and skilled workers in supervisory techniques.2. Developing training for hotel and catering staff; assistance in planning a scheme of training in the same field.

Country	Objective of Project
Ruanda	<ol style="list-style-type: none">1. Vocational training of refugees in rural crafts.2. Assistance in establishing Clerical Training Centre.3. Planning and organisation of training (survey).
Senegal	<ol style="list-style-type: none">1. Establishment of instructor and foreman training centre and development of in-plant training.2. Establishment of programme of training for rural training personnel, including establishment of rural training methods and programme section, agricultural instructor training, rural artisan instructor training and rural home economics teacher training.3. Adviser in planning of vocational training.
Sierra Leone	<ol style="list-style-type: none">1. Development of vocational training for girls (with financial help from Sweden).2. Training in electrical trades.
Somalia	<ol style="list-style-type: none">1. In-service training of civil service clerks (under UN project).2. Vocational training adviser.
Sudan	<ol style="list-style-type: none">1. Establishment of clerical training centre.2. Assistance in establishing accelerated and upgrading courses for adults in masonry and carpentry.3. S.F.: Industrial Vocational Training Scheme Government request approved by Governing Council in June 1966.
Tanzania	<ol style="list-style-type: none">1. Survey of training needs.2. Planning mission on industrial apprenticeship.

Country	Objective of Project
Togo	Upgrading of skilled workers and foremen.
Tunisia	<ol style="list-style-type: none">1. Vocational training and productivity Institute S.F. (TUN 6).2. Vocational Training Institute S.F. (TUN13).3. Pre-apprenticeship and pre-vocational training for girls (ILO/UNICEF).4. Organisation of industrial apprenticeship.5. Clerical training.6. Assist in the establishment of rural pre-vocational training programme and methods and organisation of rural pre-vocational training centres (UNICEF).7. Assistance in training for hotel and catering personnel.
U.A.R.	<ol style="list-style-type: none">1. Establishment of vocational instructor training institute.2. Upgrading of industrial workers.3. Apprentice training.4. Accelerated training.5. Electric Power Training Institute.6. Vocational Training for Egyptian Railways.
Upper Volta	Establishment of Clerical Training Centre.
Zambia	Accelerated training for building trades.

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