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THE WORLD BANK
Washington, D.C.

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The World Bank
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Washington DC 20433
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1969 - 1971.

RECORDS MANAGEMENT SECTION
February 1969



INTERNATIONAL LABOUR OFFICE

20 NOV. 1968

Adresse postale : CH 1211 GENÈVE 22
Télégrammes INTERLAB GENÈVE
Télex 22.271
Téléphone 31 24 00 & 32 62 00

Réf. n° TAP 3-06

Mr. Vincent J. Riley
Development Services Department,
International Bank for Reconstruction
and Development,
1818 H Street, N.W.
WASHINGTON D.C. 20433
(U.S.A.)

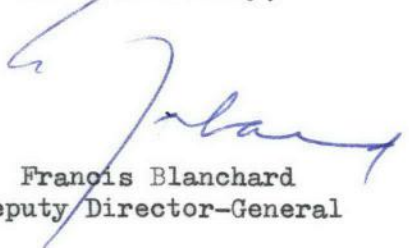
Dear Mr. Riley,

Reference is made to your letter of 25 October concerning your interest in the course programmes and curricula of the management development institutes which receive assistance from the ILO.

Enclosed herewith is a list of all the management development projects which receive ILO assistance and have also enclosed some examples which can be considered to be representative of their programmes, together with some programme courses.

I should be pleased to provide any further information you may require.

Yours sincerely,


Francis Blanchard
Deputy Director-General

cc: Mr. Richardson
DSD

Ref: ADC 160-2-100 ✓

November 7, 1968

Dear Sir:

*undated.
rec'd Oct 30/68*

On behalf of the President I am writing to acknowledge your letter and to thank you for inviting the International Bank for Reconstruction and Development to be represented at the Second Session of the Inter-American Advisory Committee to be held in San Salvador from January 13 to 23, 1969.

We appreciate your kind invitation but I regret to inform you that, owing to other commitments, it will not be possible for the Bank to be represented at this session.

Sincerely,

Michael L. Hoffman
Associate Director
Development Services Department

The Director-General
International Labour Office
CH-1211 Geneva 22
Switzerland

Cleared with Mr. Kamarck

Central Files with incoming correspondence

ncs

:mmcd

2-920

FORM No. 58

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OFFICE MEMORANDUM

TO: Mr. Federico Consolo

DATE: November 6, 1968

FROM: Godwin E. Okurume *CEO*

SUBJECT: ILO Inter-American Advisory Committee Meeting

I should like to inform you, on behalf of Mr. Kamarck, that the Economics Department does not wish to be represented at the above-mentioned meeting.

Attachment

cc: Messrs. Kamarck/Stevenson

ROUTING SLIP		Date October 31, 1968	
NAME		ROOM NO.	
1. Mr. Kamarek		800 800	
2. Mr. Consolo		839	
	To Handle		Note and File
	Appropriate Disposition		Note and Return
	Approval		Prepare Reply
	Comment		Per Our Conversation
	Full Report		Recommendation
	Information		Signature
	Initial		Send On
<p>REMARKS</p> <p style="text-align: center; margin-top: 20px;">Please advise if you are interested in attending this meeting. Thanks.</p>			
<p>From</p> <p style="text-align: center; margin-top: 10px;">F. Consolo</p>			

MAIL ADDRESSED
TO THE
PRESIDENT

INCOMING MAIL ROUTING SLIP		Date
Mr. Adler	852	Mr. Kraske 604
Mr. Aldewereld	1221	Mr. Kruihof 651
Mr. Alter	510	Mr. Lejeune 668
Mr. Avramovic	1033	Mr. McIvor 541
Mr. Bart	672	Mr. McNamara 1220
Mr. Benjenk	668	Mr. Melmoth 622
Mr. Brakel	617	Mr. Michaels 221
Mr. Broches	810	Mr. Mirza 659
Mr. Burney	560	Mr. Nelson 500
Mr. Calika	541	Mr. Nurick 805
Mr. Cargill	600	Office Services
Mr. Cavanaugh	700	Personnel Division 267
Mr. Chaufournier	510	Projects Dept.
Mr. Clark	805	Mr. Reamy 719
Mr. Wm. Clark	453	Mr. Reitter 578
Consolo	839	Mr. Richardson 645
Mr. Cope	640	Sir Denis Rickett 1220
Mr. de la Renaudiere	553	Mr. Ripman 1210
Mr. Demuth	845	Secretary's Dept. 1205
E. D. I.		Mr. Skillings 584
Mr. El Emary	541	Mr. Springuel 673
Mr. Fontein	640	Statistics
Mr. Friedman	1223	Mr. Stevenson 800
Mr. Frost	572	Mr. Street 602
Mr. Gibbs	625	Travel Office 224
Mr. Goodman	600	Treasurer's Dept. 717
Mr. Graves	847	Mr. Tolley 559
Mr. Hartwich	653	Mr. Twining 1210
Mr. Hoffman	845	Mr. Votaw 677
Hornstein	552	Mr. Wiese 570
Mr. Horsley	646	Mr. Williams 853
Information Dept.	461	Mr. Worthington 252
Mr. Kamarck	800	
Mr. Knapp	1220	



INTERNATIONAL LABOUR OFFICE

Rec'd Oct. 30/68

Adresse postale: CH 1211 GENÈVE 22
Télégrammes INTERLAB GENÈVE
Télex 22.271
Téléphone 31 24 00 & 32 62 00

The President,
International Bank for Recon-
struction and Development,
1818 H Street, N.W.,
WASHINGTON D.C. 20433

Réf. n° ADC 160-2-100

(U.S.A.)

Sir,

I have the honour to convey to your Organisation a cordial invitation to be represented at the Second Session of the Inter-American Advisory Committee, which will be held in San Salvador from Monday, 13 to Thursday, 23 January 1969.

The Committee's agenda, as approved by the Governing Body at its 171st Session (February-March 1968), is as follows:

1. Review of progress in the implementation of the Ottawa Plan for Human Resources Development.
2. Remuneration and working conditions in relation to economic development.
3. The participation of employers' and workers' organisations and of other social institutions in economic and social development.

The Governing Body further agreed that the Director-General would submit to the Advisory Committee a general report on I.L.O. activities in the American region.

Reports on these various items are being sent to you as they become available.

1968 OCT 30 AM 8:28

COMMUNICATIONS
SECTION
RECEIVED

acc. Nov. 7/68



INTERNATIONAL LABOUR OFFICE

Rec'd Oct 30/48

The President,
International Bank for Recon-
struction and Development,
1818 H Street, N.W.,
WASHINGTON D.C. 20433

Adresse postale : CH 1211 GENÈVE 22
Télégrammes INTERLAB GENÈVE
Télex 22.271
Téléphone 31 24 00 & 32 62 00

Réf. n° ADC 160-2-100

(U.S.A.)

Handwritten initials

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The Governing Body further agreed that the Director-General would submit to the Advisory Committee a general report on I.L.O. activities in the American region.

Reports on these various items are being sent to you as they become available.

1968 OCT 30 PM 9:59

COMMUNICATIONS
GENERAL FILES
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ccw Nov 7/48

I should be much obliged if you would be good enough to communicate to me at your earliest convenience the name of the representative of your Organisation who will attend the session.

A further communication giving all necessary particulars regarding material and other arrangements for the session, including the exact place of meeting, will be addressed to you in due course.

I have the honour to be,

Sir,

Your obedient Servant,
For the Director-General:



C.W. Jenks,
Principal Deputy Director-General.

October 25, 1968

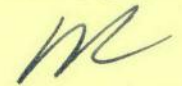
Mr. Francis Blanchard
Assistant Director-General
International Labour Organisation
Geneva, Switzerland

Dear Mr. Blanchard:

This will confirm our discussion in New York this week regarding management training programs carried out by ILO institutes in developing countries.

You will recall that I mentioned the interest of the Bank in obtaining reports and curricular information on the courses offered in management training in some of these institutions. While the institutes in Kenya and Thailand were mentioned, I would leave it to you to indicate the institutes which you consider to have the best examples of management training programs, and we would be happy if you could arrange to send us selected reports and curricular material on such institutes.

Sincerely yours,



Vincent J. Riley
Development Services Department

VJR:cbh

~~Clearance~~ and cc: Mr. C. T. Richardson

Del Nov. 20

Mr. B. Chadenet

October 23, 1968

D.S. Ballantine


I.L.O. - Secondment of Vocational Training Expert to Bank for One Year

As you know, during my visit to Geneva last July I discussed with ILO the possibility of their seconding a vocational training expert to us for a year, the purpose being (a) to secure access to ILO's experience in this field where our activity has been less than we wish, and (b) to initiate a more effective and continuing liaison with ILO. No commitments were given by either party at this meeting and it was agreed that they would refer the question to Mr. David Morse and, if he approved, they would suggest a candidate.

At the meeting and in subsequent correspondence, certain guidelines for selection of the expert were specified, the principal condition being that the nominee would be suitable for headquarters duty in Geneva and would in fact be returned to Geneva upon completion of his Bank assignment. It was my expectation that this post would be drawn from our allocation for fiscal year 1968-69.

Yesterday Mr. Francis Blanchard, the Deputy Director General, telephoned me from New York to say that Mr. Morse had given his approval and that they now propose to nominate a candidate if we wish to follow through. I stated that our discussion had been reported to my own Front Office and also to Mr. Demuth and that no objection had been raised. However, I did not have formal approval and the matter had not yet been referred to our Programming and Budgeting Department. I should now like to request formal approval to negotiate this secondment with ILO, subject, of course, to their proposing a suitable candidate.

At the time of my discussion with ILO, our own recruitment efforts had not yet gained momentum and I foresaw the possible advantage of using this arrangement for the temporary expansion of our staff. This stopgap would have meant no real sacrifice to our own recruiting. Since then, however, recruiting has gone quite rapidly and there is a distinct possibility of our filling the two new technical educator positions in our staff with permanent appointees. Therefore, in order to move ahead with permanent recruiting, if possible, I would like to treat the ILO secondment as an additional post or, if necessary, to anticipate the personnel allocation for 1969-70 as suggested by Mr. McNamara.

 DBB:sfu

cc: Messrs. Williams
R. Clarke
Hoffman

All Area Economic Advisers

April 12, 1967

Michael L. Hoffman

International Labour Office

In response to a letter of thanks to the ILO for the services of Mr. Idoux, an ILO expert attached to the Bank's Algerian mission, the ILO has suggested the attachment of a manpower expert to the Bank for a period of 3 to 6 months to provide a better basis for future collaboration on missions. The ILO has pressed on several occasions for more formal arrangements with the Bank for the use of ILO experts on Bank economic missions. The Bank has always resisted establishing any formal arrangement on the grounds that the demand for this sort of expertise has not arisen frequently enough to require any formal arrangements.

ltr by M.L. Hoffman dated 4/12/67

The attached letter to the Deputy Director-General of ILO, written after discussion with Mr. Kamarck, is self-explanatory. I simply want to call to your attention that the ILO is anxious to furnish assistance to particular Bank missions in its fields of expertise, and to suggest that if you foresee the need for ILO staff participation in any forthcoming economic missions, we advise the ILO far enough in advance so that they could send a man to Washington for a somewhat longer period of indoctrination than we usually provide for "outsiders" participating in Bank missions.

Attachment

- cc: Mr. Kamarck
- Mr. J.H. Williams
- Mr. Ripman
- Mr. Geli

MLHoffman/pnp

April 12, 1967

Mr. Abbas Ammar
Deputy Director-General
International Labour Office
CH 1211 Geneva 22, Switzerland

Dear Mr. Ammar:

I am replying to your letters of March 10 addressed to me and to Dr. El Emary concerning future participation of ILO manpower experts in Bank missions.

We have this possibility very much in mind, but it is not possible to predict just when, and on what occasions, the need for such assistance will arise.

I note the suggestion in your letter to Dr. El Emary that an ILO manpower expert might be attached to the Bank for a period of 3 to 6 months presumably with a view to indoctrination that would enable him to contribute more effectively to future Bank missions. I have discussed this possibility with the departments of the Bank that might be involved, and it seems to us that the time for experimenting with such a period of indoctrination would be in advance of a particular mission on which we had agreed that a manpower expert's assistance would be required. I hope, therefore, that we might feel free to return to your suggestion in the context of a particular Bank mission assignment.

With best personal regards,

Sincerely,

Michael L. Hoffman
Associate Director
Development Services Department

MLHoffman/pnn *MML*

cc: Mr. El Emary
Mr. Consolo

Mr. Michael L. Hoffman

March 27, 1967

A. G. El Emary *ay EEE*

International Labour Office (ILO)

With reference to the two attached letters of March 10, 1967 from Mr. Abbas Ammar, one addressed to you and the other to me, on a proposed assignment of an ILO expert with the Bank for a trial period of 3-6 months, I doubt whether we can, in the Africa Department, find useful employment for such an expert. We have not planned any economic studies in depth similar to the Algerian study for the near future. For other possibilities, you may wish to contact the Economics Department and also the Projects Department (Education Division).

Attachments: 2

cc: Dr. Larsen (discussed with)

oo
OHC/Alka /fg

Mm

MAR 22 1967

MAR 13 1967
S. Noel McVae

Adresse postale
CH 1211 GENEVE 22

Télégrammes INTERLAB GENÈVE

Télex 22.271

Téléphone 31 24 00 - 32 62 00

Réf. n° IB 20-1-68

10 MARS 1967

My dear Abd El-Gelil,

file Algeria to Hamm

Upon my return from home-leave, I was very pleased to note the letter of 3 February from Mr. Hoffman commenting on the participation of Mr. Idoux as the I.L.O. Manpower expert attached to the I.B.R.D. Algeria mission. You will recall that this participation was primarily as a result of your interest and intervention following our discussions here in Geneva.

I agree with Mr. Hoffman's evaluation that "his report clearly demonstrates the usefulness of such an analysis for economic studies in depth" and feel that it sets forth a positive basis for similar future collaboration between our two organisations.

If you and Mr. Hoffman share my views in this respect, I would suggest that we might arrange for an informal trial period of direct collaboration at the technical level in future Bank surveys of a similar character, for example by the attachment of an I.L.O. manpower expert to work with the Bank for a period of 3 to 6 months.

If this would prove successful we might then consider a more formal long-term arrangement.

I would be most grateful to have your views in this respect.

With kindest personal regards,

*Recd. April 12
by H. Hoffman*

Sincerely,

Abd El-Gelil El-Emary

Abbas Ammar

Abbas Ammar,
Deputy Director-General.

Dr. Abd El-Gelil El-Emary,
Director African Department,
International Bank for Recon-
struction and Development,
WASHINGTON, D.C. 20433.

MAR 13 1967

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(U.S.A.)

(U.S.V.)

WASHINGTON, D.C. 20533
INTERNATIONAL BANK FOR RECON-
STRUCTION AND DEVELOPMENT
DIRECTOR VICTOR DEBIL
DR. VPO EJ-GEIJ EJ-EMELA

RECEIVED
GENERAL FILES
COMMUNICATIONS

MAR 13 AM 9:57

DEPUTY DIRECTOR-GENERAL
VPOSA VMMER

SINCERELY,

WITH kindest personal regards,

Dear Sir,

I would be most interested to have your views in this

and more particularly long-term arrangements.

If this would prove successful we might then consider

to work with the Bank for a period of 3 to 6 months.
For example by the appointment of an I.T.O. member expert
responsible to the Bank and also of a similar specialist,
informed first hand of direct cooperation of the
member. I would suggest that we might arrange for an
if you and Mr. Hoffmann agree on the views in this

agreement between our two organizations.

sets forth a possible basis for similar future coopera-
tion for economic studies in debt, and feel that it
would clearly demonstrate the feasibility of such an

I agree with Mr. Hoffmann's evaluation that "the

discussions were in general.

a result of your interest and intervention following our
don will result that this participation was primarily as
member expert attached to the I.B.R.D. which is mission-
oriented on the participation of Mr. Tolst as the I.T.O.
to note the letter of 3 February from Mr. Hoffmann com-

upon my return from Rome-Paris, I was very pleased

My best regards,
VPOSA VMMER

Ref. no. IB 50-T-28
Telephone 31 54 00 - 35 25 00
Telex 55 311
Teletype INTERGAB GENEVE

130 MAR 1967

CH 1511 GENEVE 55
Address postale

MAR 13 1967

OFFICINA INTERNAZIONALE DEL TRAVAGIO

MAR 13 1967

BUREAU INTERNATIONAL DU TRAVAIL

INTERNATIONAL LABOUR OFFICE

Télégrammes INTERLAB GENÈVE

Télex 22.271

Téléphone 31 24 00 - 32 62 00

Réf. n°

IB 20-1-68

Adresse postale
CH 1211 GENÈVE 22

10 MARS 1967

Dear Mr. Hoffman,

On behalf of the Director-General, I acknowledge receipt of your personal letter of 3 February.

I am particularly pleased to note the expression of your appreciation for the services of Mr. Idoux, as the I.L.O. Manpower expert on the I.B.R.D. Algeria mission.

I completely share your view that this type of collaboration between our two organisations is highly useful in carrying out economic survey missions in the developing countries and I look forward to making such collaboration a regular feature of co-operation between I.B.R.D. and the I.L.O. in the future.

I am writing also to Dr. El-Emary in this respect, as our participation in the Algerian mission resulted from personal discussions which I had here in Geneva with Dr. El-Emary.

With best personal regards,

Yours sincerely,

Abbas Ammar
Abbas Ammar,
Deputy Director-General.

Mr. Michael L. Hoffman,
Associate Director,
Development Services Department,
International Bank for Recon-
struction and Development,
WASHINGTON, D.C. 20433.

(U.S.A.)

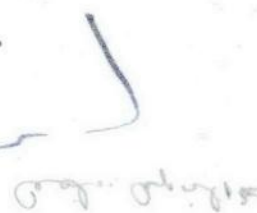
TO: 8:01
COMMUNICATIONS
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(U.S.V.)

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WASHINGTON, D.C. 20533
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
ASSOCIATE DIRECTOR
MR. MICHAEL G. HOFFMAN
1957 NOV 13 AM 9:07

Deputy Director-General
Africa Bureau



Yours sincerely,

With best personal regards,

With DL. EJ-EMSLY.

From personal discussions which I had here in Geneva as our participation in the Algerian mission resulted

I am writing also to DL. EJ-EMSLY in this regard.

I.B.B.D. and the I.T.O. in the future.

cooperation & regular feature of co-operation between developing countries and I took forward to working and seeing in carrying out economic and social missions in the cooperation between our two organizations is highly

I completely agree with you that this type of

mission.

as the I.T.O. member expert on the I.B.B.D. Algeria of your appreciation for the services of Mr. Igouk.

I am particularly pleased to note the expression

received of your personal letter of 3 February.

On behalf of the Director-General, I acknowledge

Dear Mr. Hoffman,



IB 50-T-28

IB 50-T-28

Ref. No.
Telephone 31 54 00 - 35 85 00
Telex 55 55
Telegrams INTERGAB GENEVE

CH 1511 GENEVE 55
Please post

OFICINA INTERNACIONAL DEL TRABAJO

BUREAU INTERNATIONAL DU TRAVAIL

INTERNATIONAL LABOUR OFFICE

CROSS REFERENCE SHEET

COMMUNICATION: Memo

DATED: Feb. 15, 1967

TO: Messrs. El Emary and Ballentine

FROM: Michael L. Hoffman

FILED UNDER: Education

SUMMARY: Re: International Labour Office - Pre-Vocational Training in Africa.

APJBRD/120
Hald
with
file

OFFICE MEMORANDUM

TO: Mr. Demuth

FROM: Michael L. Hoffman *mslf*

SUBJECT: ILO Proposal for Pre-industrial Training Schemes

DATE: April 11, 1966

I think the ILO may be on to something here but I am not sure what.

I have the following preliminary reflections on the paper, which I certainly think is worth discussing. I would hope, by the way, that we might get Mr. Ripman in on the discussion at an early stage.

1. The prospectus as it stands is diffuse. It does not, for me at least, define a function sufficiently clearly for one to have a basis for judgment as to its priority in the general scheme of things.
2. If they have run pilot projects of this general nature, it seems to me we are entitled to more information about how they were set up and how they worked than a footnote saying that they provide a basis for going ahead on full-scale projects. They must have long reports on the pilot projects.
3. The numbers involved (see the sketch of the program for Mali) are such that it seems highly probable that application of the proposal to one country, and probably a fairly small country, is the most that could be contemplated as a start on a full-scale program. I am not thinking so much of the cost as of the numbers of teachers and guidance personnel. For instance, if it were Nigeria, the implication of their estimates are that we would have to have 32,000 teachers, the training of which would be a formidable task in itself.
4. There is no evidence in the paper that they have worked out the difficult problems of timing. For instance, how long would the central pre-industrial institution which is to train the trainers have to be in operation before investment in base centers should be started. As it is contemplated that the contents of the program of a base center would vary with its location and the nature of the local problems, presumably each one would have to have a program especially tailored by somebody. All this would take a lot of time.
5. There are various and not altogether consistent comments about the relationship between this pre-industrial training and school-based vocational training. One such statement is that pre-industrial training "must be completed by a comprehensive vocational training system" to be effective. If true, and it seems prima facie reasonable, this would impose an important restraint on the choice of countries for an initial full-scale program.
6. The suggestion on page 8 that "basic science" and civics and general education should be part of the curriculum has alarming implications for the already formidable problem of training the instructors referred to above.

I suggest that we organize a small working party to discuss whether it is worthwhile for the Bank to express an interest in clarifying and solidifying the ILO's proposal. A possible next step would be the preparation of a

series of questions and comments designed to find out more about what ILO knows about this kind of training scheme and how far they have resolved some of the general questions, of the sort mentioned above, to which it gives rise. If we could send them such a paper within the next week or two, perhaps I could sit down with Morse's people in June to see how much I could dig out.

MLHoffman/pnn

GENÈVE

GENEVA

P.P. - 9322D-120

Tél. 31 24 00; 32 62 00
Tol.

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JAN 28 2020

WBG ARCHIVES

4 MARS 1966

My dear Abd El-Gelil,

Further to our conversations during your visit to Geneva a few weeks ago, I am sending you herewith, as promised, a paper on pre-industrial training.

Perhaps I should begin by explaining why we have chosen this term which, I think, no one has used before. Essentially, what we aim at is to introduce in developing countries a new form of training adapted to the requirements of people living in a yet, on the whole, non-industrial economy. We, in the I.L.O., are increasingly concerned by the fact that economic development is too slow in relation to the population growth and that the build-up of conventional universal education, in itself highly desirable, does not seem to have the accelerating impact on the rate of economic development which many people had hoped for and expected.

We are more and more convinced that to avoid an economic and social breakdown a completely new approach to education and training is needed in addition to the gradual build-up of conventional education and training institutions. Judging from the experience we have had in the establishment of pre-vocational training centres in several countries and of many pilot experiments implemented by governments and by voluntary organisations, what we need to aim at is to provide for the training of 14-15 year old people in basic skills which they can immediately apply in their own neighbourhood.

Dr. Abd El-Gelil El-Emary,
C/o Mahomed El Sayed Marzouk,
21, Riad Pasha Street,
Bakous,
ALEXANDRIA.

(Rép. Arabe Unie)

Conversations which the Director-General recently had with leading politicians in some African countries - Algeria, Mali and Senegal - have convinced us that the time has now come when this experience has to be crystallised into broad and systematic action directed towards reaching the largest possible number of young people in the largest possible number of countries and penetrating into the remotest areas and to the most backward groups of the population. The ultimate goal would be to provoke and channel the enthusiasm of young people to fully utilise their learning capacity and their desire to break out of the traditional pattern - prepare them for taking a lead in local economic development.

The scheme outlined in the annex would cost hundreds of millions of dollars if applied in all developing countries. It goes without saying, I am sure, that we do not expect the Bank to finance such a large scheme. What we hope is that you will join the I.L.O. in an effort to establish a few well-designed schemes. At a later stage the roles would sort themselves out automatically - the U.N. Development Programme largely taking care of instructor training centre build-up, the Bank financing base centres and the local populations making a direct contribution by fuller utilisation of the human resources they have. I am also convinced that once a solid start has been made we may be able to mobilise many other sources of financing and assistance.

I should also mention that we have discussed this matter at a preliminary stage with leading officials of the Special Fund and that they in principle took an extremely favourable attitude towards the idea as such. It has been further developed after this discussion with the Special Fund.

You will no doubt wish to take particular note of the emphasis placed in this scheme on the generation of capital in the poorer areas of the developing countries. Training in modern skills is, of course, the basic aim: to inject the concepts of work standards of the industrialised countries and to provide practical/technical skill and knowledge at an age when people learn fast, retain what they have learnt and are old enough to apply it on a continuing basis. Equally important, however, is that we want to build the whole system around a snowball concept and a self-development idea. The base centres for which we believe that borrowed money can be economically employed should actually produce both the skills and the tools needed for the local centres. The local centres should manufacture tools and implements and do other work of direct value for the economic development of the neighbourhood. The whole scheme is built upon what in pedagogical terms is normally referred to as an

active method combined with teaching by project work.

Your reactions and comments on the proposal would be greatly appreciated. Once you have had a chance to study it and the Bank's specialists have looked into its various details, we are at your disposal for any further discussion or clarification you may find desirable.

With best personal regards,

Yours sincerely,

cc to Ammar

Abbas Ammar,
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ILO Pre-Industrial Training Schemes

Principles, practices, cost and results

Why pre-industrial training is needed

A developing country of today has around 150,000 youngsters, aged 14 to 18, for every 1,000,000 inhabitants. Perhaps 15,000 of this age group go into secondary education streams (general, commercial or technical) or in vocational training up to full skilled-worker level. These 15,000 are receiving an education or training aimed at providing the permanent cadre of qualified staff which economic development demands. The remaining 135,000 are an underprivileged group: youngsters who have had insufficient schooling, or no schooling, and no systematic training.

ILO work in the field of vocational training for youth is mainly directed towards solving the problem of training the above age groups for industrial, agricultural and commercial occupations with a view to promoting their future employment. Our policies are based on recognition of the economic and pedagogical facts briefly described below.

1. Most developing countries have already established, or have at least determined the general lines of the

educational institutions which are catering for a rapidly increasing proportion of children below the ages of 12 to 14. But school drop-out rates remain high in most countries; methods are primitive and the average child still receives only a rudimentary education. In most cases the secondary school systems are narrow and selective. Emphasis is on preparing for clerical work or for higher studies. The overwhelming majority of secondary school graduates - even among those who received technically or commercially oriented secondary education - tend to go into desk jobs of an administrative character.

2. A minimum structure of vocational training institutions exists in most of the countries. But these structures usually have two main weaknesses.

Firstly, they cater primarily for the needs of already established large-scale and medium-sized undertakings and the large-scale development plans established by the undertakings or the governments.

Secondly, in-school vocational training and full-time training in other training institutions up to skilled-worker/journeyman level, tend to replace training through soundly organised apprenticeship. In many developing countries large firms are closing down their apprentice training programmes as public vocational training institutions take over. This is an undesirable

trend since it results in a transfer of the cost of training away from undertakings, who can afford it, to hard pressed government budgets.

In certain countries, and in totally or largely non-industrialised areas where there is a serious lack of opportunities for in-plant training, school-based vocational training is a necessity. There is a need for in-school training where apprenticeship and other out-of-school training systems cannot be operated for lack of training opportunities and in cases (e.g. in basic training) where training in a school is more efficient than other forms of training. Training in schools and centres should, for this reason, be organised primarily for those trades and occupations for which facilities for out-of-school training do not exist.

3. The greatest problems in the utilisation and development of the human resources of developing countries - the problems which constitute real obstacles on the road towards economic development - are:

(a) lack of people who are psychologically prepared and technically trained for taking up year-round industrial work and learning to become fully-fledged, semi-skilled (or specialised) workers;

(b) lack of well-trained and experienced skilled workers who will be able to become supervisors and technicians, or to start their own business as the economy develops and the market is able to absorb new lines of service or production;

(c) the widening economic gap between the primitive and traditional agricultural, commercial and artisan sectors on the one hand, and the developing industrial sector on the other; the former stand still or slide backwards (at least in terms of per capita income), while the latter prosper, often thanks to support by government development action and foreign investment - and thanks also to the supply of trained personnel from existing vocational training institutions.

Aims of a new approach

ILO-sponsored and ILO-assisted pre-industrial training schemes - already in operation in both rural and urban areas in countries such as India, Tunisia and Yugoslavia - have been designed for helping to solve the above problems.¹⁾

1) None of the ILO-assisted pre-industrial centre systems has yet reached the stage of development and expansion described here. They have been pilot undertakings, designed to test the essential soundness of the scheme. The experience gained and the results achieved have been such that it is now considered possible to propose full-scale projects.

Thus, the first aim of the scheme is to cater for the training needs of this large majority of the country's youth population - the 135,000 youngsters per million inhabitants already referred to - who, usually through no fault of their own, do not or are not able to acquire full primary (let alone secondary) education or vocational training. Without training, and despite the few years of primary education they have had, they tend to slip back into a state of semi-literacy and the traditionalism of the primitive sectors of the economy. It is a well-known fact that the traditional forms of education do not succeed in breaking this trend.

Briefly, the purpose of these schemes is to provide basic and directly applicable technical/practical skills and knowledge. This is done by establishing a widespread network of "pre-industrial" training centres. These centres provide a minimum of training for each group of trainees: ten to twelve months in the first stage of development. At a later stage, two-year courses may be introduced. The scheme may be started on a voluntary basis for individual communities and gradually be made compulsory throughout the country. The aim is to take in all young people who have left school before the age of 14 and are not in other types of full-time training.

Pre-industrial training is primarily designed for young people who are underprivileged - who did not receive full primary education, who are out of work or underemployed. Unfortunately these criteria apply to the vast majority of the youth of the developing countries.

The second aim is to identify the young people who will be able to carry economic development forward. The most promising youngsters trained in the pre-industrial centres are channelled towards supplementary education - secondary or vocational - to become leaders in the economic development of their community, become the foremen, technicians and, a few of them, the small industry businessmen needed by their community if it is to go ahead.

A third aim is to provide skills and develop attitudes which will constitute a fertile ground for self-development and make the population masses contribute actively to spontaneous economic take-off.

Pre-industrial training cannot do this alone. It must be complemented by a comprehensive vocational training system. In our experience, however, pre-industrial training lays a sound foundation for the further development and expansion of existing vocational training systems, is in fact a missing link in many of them.

Method of training

A training scheme such as outlined above requires special methods of training. They are based on the pedagogical idea of providing skills in so far as possible in connection with productive project work. The project work programme is subordinated, however, to the training needs of the young people. There must be a common pattern of training in basic skills so that each trainee learns how to handle the tools and equipment commonly used in working with wood, the basic metals and various construction materials. The trainee is also taught basic technical production processes and an appreciation of high standards of workmanship.

The practical projects selected for this instruction are determined in the light of the economic development needs of the neighbourhood. The work of one group may be centred on a project for clearing the underbrush in preparation for afforestation, including the manufacture of the tools they need and preparing the soil for planting. The following year another group of trainees from the same centre may take on the planting and tree cultivation tasks. In the same centre yet another group may be working on the manufacture of containers for food storage, while a fourth group may be working on a project for building a silo. In an urban area, road improvement, laying of sewage pipes and other community development work may be selected as projects.

Participating in slum clearance work may be yet another project providing practical experience for trainees in an urban centre.

A centre does not necessarily have the same project objective each year. It should change as the community develops.

This combination of a standard training syllabus, expressed in terms of skills to be taught, and work on projects in which the trainees participate in groups or teams, is the essential pedagogical principle underlying the scheme.

Ideally, the selection of projects should be based on a local community development plan. It should be a natural outgrowth, at the local level, of the aims of national economic development.

The normal use of the working week in a centre is that 70 to 80 per cent of the time is spent on practical workshop or field projects, 20 to 30 per cent on related technical instruction and basic science teaching. The syllabus applied during the first months emphasises basic skill training and tool manufacturing; the latter part of the period of training is mainly devoted to project/productive work. General education subjects and civics are added to the syllabus when the trainees' level of general instruction is low.

The essential distinction between conventional general, technical and commercial education, on the one hand, and pre-industrial training, on the other, is that the latter

(a) is non-standardised, in the sense that it provides directly useful and immediately applicable skills and knowledge and has shifting job tasks selected for their economic as well as their pedagogical value;

(b) is guided by the aims of economic development - its contents and goals may gradually be modified as the area develops and the needs change.

Pre-industrial training also differs from basic and further vocational training: it does not aim at providing the complete skills and knowledge of a specific trade or occupation. Its purpose is to teach how to learn, to activate young people towards promoting economic change in their community and to give them the essential skills for doing it.

Summing up, the model syllabi being developed for the ILO pre-industrial training centres

(a) provide essential elements of modern technical knowledge and skills directly applicable in the environment of the trainee;

(b) prepare the trainees psychologically - e.g. in regard to work standards and standards of behaviour - for work which will directly contribute towards the economic development of their respective home areas;

(c) lay a foundation for further vocational training, to skilled-worker or craftsman level, of a fair proportion of their trainees. Craftsman level, in this context, is used in a broad sense and includes not only artisan shops, small-scale industry, garages and repair workshops, etc., but also forest work, agriculture, fishing and other fields of economic activity.

Building the framework

The introduction of a pre-industrial training scheme requires a 3-pronged approach:

(a) establishment of a central pre-industrial training institute for programme development and teacher/instructor training;

(b) establishment of a number of base centres strategically distributed throughout the country;

(c) establishment of larger numbers of small, local centres in more outlying districts.

A central pre-industrial training institute has two functions:

(a) to assume over-all management of the pre-industrial training system; determine criteria for work projects and approve projects proposed by local centres, after analysis of their training content; supply basic drawings and designs, as and when they are needed and cannot be produced locally; design, produce and distribute teaching aids.

(b) to train staff for the pre-industrial training centres at two levels:

- (i) regular instructors;
- (ii) heads of base centres, inspectors and mobile, specialist instructors.

The latter require a higher level of recruitment and, in some cases, longer training.

A pre-industrial training institute should normally have attached to it a base centre servicing both urban and rural areas.

The base centres have the primary task of training youngsters drawn from the immediate neighbourhood. They should be located in such a manner that they can specialise in a particular line of training - for instance, training for rural populations living on the plains,

Training?

training for rural populations in forest and mountain areas, training in fishing communities, training for urban populations living in the squatter areas of large towns, and training for other urban populations (e.g. with emphasis on the training problems of medium-sized and smaller towns).

The second - equally important - task of the base centres is to build up and administer the area network of local centres. They should help construct the latter, produce the initial tools and equipment for them, serve as central experimental stations in project selection, curricula building, etc.

Base centres should therefore have two groups of staff: one directly concerned with the routine operation of their own training programme, the other primarily concerned with building up and supervising the network of local centres.

A complete system would consist of between 100 and 200 centres for every million inhabitants - the actual number will depend largely upon the density of the population. One base centre is needed for every 7 to 10 local centres.

The optimum capacity of a pre-industrial training centre in a rural area lies between 60 and 200 trainees, in an urban area between 200 and 600 trainees. This calculation is based on the assumption that the duration

of training is 10 to 12 months, which is considered a minimum, and that the centres take in a substantial proportion (50 to 75 per cent) of the out-of-school youth in their area. Taking the above estimates concerning the total youth population as a point of departure, this means that centres have to be provided for about 15,000 to 20,000 young people per one million inhabitants.

Teacher/instructor requirements are about one instructor for every 20 to 25 trainees. This means some 600 to 800 teachers for every million inhabitants. In addition, there is a need for some 60 to 80 head teachers, mobile, specialist instructors and inspectors as well as development and instructor training staff at the central pre-industrial training institute.

Place in the national administration

Pre-industrial training is not education in a traditional sense. Nor is it vocational training or community development. But it contributes to all three. It therefore needs a distinct organisational structure which allows for close co-ordination with general economic development planning as well as with education and vocational training.

The specific place or status given to the body responsible for the management of the pre-industrial training network within the government structure must be

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determined according to national administrative practices. One thing is certain: the general director of the scheme must be of high rank. (In the U.S.A. the Head of the Office of Economic Opportunity, which has a similar but broader task relating to underprivileged youth, reports directly to the President.)

It is particularly important to ensure administrative co-ordination with the authority or body responsible for vocational training. It may, for instance, be desirable to be able to use pre-industrial training centres for vocational training purposes in areas and towns which are not already equipped with vocational schools for basic training and/or related instruction.

Cost factors and total cost

The cost elements suggested below have been calculated on the basis of ILO experience in setting up pre-industrial training centres in Tunisia. The point of departure is that the local community should supply the land and locally available building materials. On this assumption, only cement, metal fittings and similar materials not available locally need to be supplied from outside sources, a factor which considerably diminishes the building costs. These costs can, in fact, in most cases be kept at the \$10,000 to \$30,000 level.

The most expensive item is to install and equip the central training institute, which needs to have machine-tools, classroom and teaching equipment, matériel for draughtsmen and architects. The total cost of a pre-industrial training institute varies according to size and location, but is rarely below \$150,000. The tools and equipment needed by base centres, on the other hand, are relatively inexpensive: in a normal case, not more than \$8,000 are required for equipping a centre with 20 trainee places. The cost for an average base centre with 200 trainees is consequently around \$70,000 to \$80,000.

The above figures do not include the cost of expendable materials and replacement of tools. These items are difficult to estimate without knowing beforehand the supply possibilities in each area and the work projects that have been selected. It should be emphasised here that, as a rule, the centres work to the greatest possible extent with material available locally.

The Government of Mali has recently requested the Director-General of the ILO to study the implications of a pre-industrial training system consisting, in a first stage of development, of 200 centres. About 20 to 22 of the centres would be base centres. A preliminary estimate suggests that the total cost of establishing this network, which would cater for a substantial part

200000
150000

of the population (actual total population: 4.5 million), would amount to some \$10 million.

What happens after training?

Almost all of the trainees who have completed their training in the pre-industrial centres in Tunisia have gone immediately into some kind of further vocational training or into employment. One third of them have embarked on long-term vocational training to become skilled workers; one third have gone into accelerated training courses to become specialised workers; the remainder have received direct training on the job or gone straight into employment without additional training. These figures were derived mainly from the experience of the urban centres. It cannot be expected that the same pattern will apply or the same results be obtained in all areas and countries.

It is certain, however, that young people who have received pre-industrial training at the age of 14 or 15 will be sought after by potential employers. Some of them, through their own initiative or after further vocational training, will make a real contribution to the economic development of their area.

Pre-industrial training applies to both boys and girls. The practical work projects selected may be different for the girls, but the goal is the same.

It is, in fact, felt to be particularly important that girls, just as much as boys, should be able to benefit from this specialised training so that, together, they will break out of the traditionalism of primitive economies.

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