

OPPORTUNITIES IN INDUSTRIALIZATION CENTER  
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OIC/AFRICA PROPOSAL

NIGERIAN PROGRAM

Submitted to

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

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SECTION I

Opportunities Industrialization Center  
Community Action Program

LAGOS

OPPORTUNITIES INDUSTRIALIZATION CENTER

PROGRAM PROPOSAL

Dr. F. Salawu, Chairman  
Lagos, Nigeria  
West Africa

HISTORY AND PHILOSOPHY  
OF THE  
LAGOS OPPORTUNITIES INDUSTRIALIZATION CENTER

## HISTORY

The Lagos Opportunities Industrialization Center can trace its origin back to 1966 when a group of concerned Nigerian citizens in Lagos came together to discuss the growing unemployment problems and its social, economic and possible political ramifications. This group was called together by Dr. Folorunso Salawu, a Lagos medical practitioner in private practice. Dr. Salawu who has demonstrated a long, keen interest and involvement in community problems, organized this concerned group to discuss and contemplate ways in which they, as private citizens, could participate in helping to alleviate many of the social and economic problems resulting from increasing unemployment.

During that same period, Dr. Salawu, came across an article in the Reader's Digest (October 1965 issue) entitled "We Help Ourselves". This article described a success story of a community initiated manpower training program known as the OPPORTUNITIES INDUSTRIALIZATION CENTER. This manpower program had been organized to train and retrain the unemployed. The OIC program was started in Philadelphia, Pennsylvania, United States of America by a group of private citizens under the leadership of a Baptist minister, Reverend Leon H. Sullivan. Like the Lagos group, they had organized because of their great concern of the growing unemployment problem in Philadelphia. (The fact that this was a community inspired program, organized and implemented to assist the unemployed caught and held the attention of Dr. Salawu.)

Dr. Salawu presented the idea of the OIC program to members of the Lagos interest group. The three significant facets of the Philadelphia program that captured their interest were - the OIC program was created and developed by a cross section of private citizens very much like themselves, that the

program was designed in such a way that it not only structured itself to providing technical training but concerned itself with the real and daily social and attitudinal problems of the poor and unemployed, and that the program attempted to train people in the shortest possible time for jobs that were presently existing in the labor market.

During the month of April 1967, the Lagos Industrial Commission organized a city-wide conference on "Unemployment And Related Social Problems". Before this conference, Dr. Salawu and members of his concerned group presented the OIC program and concepts. The uniqueness of the origin and approach of the program won new and enlarged interest concerning its possible adaptability and utilization in Nigeria.

As a result of this increasing interest in OIC, Dr. Salawu was soon corresponding with the OIC founder and chairman, Dr. Leon H. Sullivan. Through their communicating, Dr. Salawu not only learned a great deal more about the OIC scheme, but began to develop a very close and warm relationship with Dr. Sullivan. In their correspondence they began to discuss ways of possible utilization of the OIC concepts and methods as a vehicle for tackling the acute unemployment problem of Lagos, and possible assistance which the Lagos group could receive from the Philadelphia OIC toward this effort.

Growing out of this increasing interest, two major events followed: under the leadership of Dr. Salawu, the Lagos group was organized into an OIC Steering Committee, a step necessary in the formation of an OIC; secondly, between August 1968 to present, three exploratory trips by OIC America were made to Africa.

In 1968 Dr. Sullivan sent a member of his OIC National Institute staff, Valo Jordan, on a tour of several African countries that had expressed interest in OIC. Mr. Jordan's main function was to observe, meet and discuss with African citizens and government officials their problems and needs in the area of manpower training and economic development. Mr. Jordan's meeting with Dr. Salawu in Nigeria stimulated yet another OIC exploratory trip to Africa. From February to March 1969, Rev. Sullivan led an OIC delegation to five African countries including Nigeria. The purpose of this trip was to meet with the Lagos OIC Steering Committee to discuss and survey the possible role OIC America could play in assisting Nigeria develop OIC programs. This trip heightened the interest of the Lagos community, therefore, during May to July 1969, Dr. Sullivan returned an OIC Advance Team to Nigeria to meet with the locally formed Lagos OIC Board of Directors to determine specifically what relevant training areas should be specified for the Lagos program.

As the year 1969 comes to an end, with much of the necessary ground work completed, the Lagos OIC Board of Directors, with the assistance of OIC International (a new component of OIC formed by Dr. Sullivan to assist Africa and other international communities) and local business, industry and government, are laying the groundwork for opening the Lagos center to the public in early 1970.

## PHILOSOPHY

Believing that every man and woman should be given a chance to help himself, the Lagos Opportunities Industrialization Center aims to train and retrain thousands of individuals with untapped talents and unknown skills who are either unemployed or underemployed.

Commitment and dedication to the self-help concept, with emphasis on training for jobs, are primary requisites for trainees and staff.

Flexibility in training, as it relates to the technological advances of industry, will enable a trainee to find his best level of achievement in today's job market.

Realizing the many frustrations and road blocks faced by the deprived individual, it is imperative that the trainee be motivated to develop a sense of self-pride and self-reliance to enable him to work and walk with human dignity.

OIC is a program of faith based on the belief that the total community must be involved in order to deal with the needs of the "whole man" as he prepares himself for economic security and citizenship responsibilities.

Essentially, Opportunities Industrialization Center will be a comprehensive community action training program conceived and developed by the indigenous people in the community to help themselves.

The success of the self-help training concept depends on the total involvement of the community, which includes a partnership with people, Labor, Industry, Philanthropy, and Government.

## PROGRAM INTRODUCTION

## INTRODUCTION

Nigeria, which contains approximately one-fourth of continental Africa's people, has a population of some 60 million. Basically an agricultural economy, the country is beginning to depend heavily on its oil production and expanding industrial sector. In addition to the existing industries and businesses, plans are being made to expand this sector to a larger degree and more rapidly. In connection with this increased emphasis on industrialization, the Nigerian government is keenly interested in encouraging the creation and development of small scale businesses and the Africanization of the entire industrial sector.

Although forecasts for increasing the industrial sector are being planned, surveys conducted in 1968 indicated that many firms in Nigeria have been operating below capacity and several industrial projects were even curtailed. Conclusions of such a survey are interesting and at the same time quite alarming because they indicate grave contradictions in the nation's effort and need to industrialize. The surveys indicated that these contradictions were occasioned by: (1) a large labor force while at the same time job vacancies are going unfilled; (2) the shortage of skill workers with very few technical and vocational training facilities to alleviate this shortage; (3) a large and growing population with a rising expectation but very few industries and businesses to meet this want. All with the net result of creating massive unemployment.

Mr. E. O. Urhobo, a lawyer and economist, in a paper entitled "Urban Unemployment" prepared for a major industrial seminar on unemployment in Lagos, 1967, pointed out that out of a population of 60 million people, of which 30 million

are in the employable age, the nation only has about 3 million people who are in consistent employment, and most of these people are employed by government and large corporations on one hand and private enterprises on the other hand. Mr. Urhobo also indicated that self employed people with widely varying wage scales and conditions of employment are estimated at approximately 4 million, of which only 1 million can be regarded as attaining a reasonable standard of living. Another 8 million are farmers and here again only about 2 million can be regarded as being in reasonable employment. One can more or less, by the figures stated above, see that about 15 million are employed in varying degrees in Nigeria, but when one takes in account the higher cost of living, especially in urban areas and comparatively low wages, especially in employment, training and farming concerns, effective employment in Nigeria can be no more than 13 million or approximately 20% of the population. The ratio of effective employed persons to unemployment is 20% as against 80%. This is more than 200% higher than the national average of unemployed acceptable in developed countries.

In zeroing in on the Lagos metropolitan area where Lagos Opportunities Industrialization Center is to be established, we find the unemployment problem is equally alarming as the national picture painted above. Lagos has a population of about 1.5 million people, of which it is estimated 80% would fall in the unemployed and underemployed category, and this unemployment figure is increasing every year. And, just as indicated on the national scale, the problem of unemployment in Lagos comes from many sources. The most pressing is the lack of skill workers. Many of the existing industries that require technical trained personnel often do their own training or acquire technicians from abroad. Both of these practices are

very costly both in terms of finance and diminishing employment opportunities for Nigerians. In any event, industries and businesses would like to discontinue this if only they could find a source for providing them with trained personnel.

Though the Lagos Opportunities Industrialization Center is not to be considered the panacea for curing all the employment ills in Lagos, it is being established to contribute to the national effort of minimizing the unemployment problem and all its social ramifications, especially in the Lagos area where this problem is more obvious and pressing.

The task of the Lagos Opportunities Industrialization Center, Inc. of Nigeria will be to train and retrain the unemployed, the underemployed and eventually the unemployable persons of the Lagos metropolitan community. These persons are to be trained in preparation for employment in business, industry and government. The OIC target population will represent the untapped talent and unknown skill which are going unexploited in the community. It will be the purpose of OIC to help them embrace the concept of self-help as they acquire the necessary training and skills which will enable them to secure employment and make their contributions to the society in which they live.

The OIC training program will be designed initially to meet the needs of a special group of young adults made up primarily of school leavers, school dropouts who are unemployed or underemployed and lacking in motivation. These people range in age from 16 on up. In some cases these persons will have attended a technical or vocational school as well as traditional primary and secondary institutions. Often these persons will be unemployed and

untrained. Approximately two-thirds of the trainees will be underemployed while the other one-third will be unemployed.

The Lagos Opportunities Industrialization Center will initially concentrate on the school leaver, which is one of the most serious and pressing groups as far as unemployment is concerned. A sample urban unemployment survey carried out by the Nigerian National Manpower Board in 1963 revealed that 47.3% of the unemployed persons in the urban areas of the country were youth within the age of 14 to 20 years. Since primary and secondary school leavers fall within this age group almost 50% of the unemployed persons are primary and secondary school leavers. The report also indicated that a greater proportion of these are primary school leavers and they account for about 40% of the national total.

Although the required need for training the Lagos labor force extends beyond this group, Lagos Opportunities Industrialization Center is initially directing its program to this population segment of the Lagos community. Once the program gains more momentum and experience, it will branch out to include persons beyond this group mentioned above as well as tackle the very difficult problem of providing training for those persons who are in the large majority that need training beginning with basic literacy.

The potential OIC trainees will not fall into any set pattern or group. They will manifest a wide range of problems which will require, besides basic educational skills, intense counseling and guidance. Most of these persons, while having some formal training, will have very little or no experience or background in technical training. The fact that most will be coming from rural areas into an urban center will itself create economic and social problems which cannot be solved with just skill training alone.

The complexity of the problem becomes more apparent when considering that advancing technology requires even more skill from this target population. The lack of marketable job skills or education dooms this group to failure when competing in the labor market, not only against those better prepared persons, but against the various job requirements.

The Lagos Opportunities Industrialization Center will provide one answer to the needs of this deprived population. OIC will train both males and females to compete in the labor market. Such a successful experience in manpower training will provide the needed desires for self-development and increased job opportunities.

The Lagos Opportunities Industrialization Center program will be designed to place in employment 300 persons during its first year of operation, and it is estimated that such a program would require a staff of approximately twenty-four (24) persons and would cost \$196,096.00 (see Lagos OIC Program Budget Appendix A)

#### Training Areas

Based on several employment surveys conducted by the OIC Lagos Board of Directors, assisted by OIC America delegations, the training areas listed below were selected:

- Auto Service Mechanics
- Secretarial Science
- Electronics
- Office and Small Machine Repair
- Service Industries
- Commercial Baking

It was determined that the needs of the community and the labor market could be best served with the introduction of these skill areas. Such a selection was arrived at by information gathered from various government agencies that provide either training or social services to the Lagos residents where the initial OIC program will be launched, as well as information received from companies contacted to determine job opportunities and the demands of future labor needs.

In addition to the skill areas of training, the Lagos OIC program will have a Prevocational (Feeder) component. The Prevocational phase will be designed to provide the trainee with basic educational up-grading to enable the trainee to profit immediately from the vocational training that will follow. Besides providing basic educational preparation, the Feeder will include a program of motivation, recruitment, intake, assessment, orientation, counseling and referral. The counseling and instruction will be geared to help the trainee decide for himself, an area of training. This approach allows the trainee to learn what the opportunities are, the expectations of the training course and eventually the employers and that which will be expected of him.

The Prevocational curriculum will consist of the following:

1. Orientation (An introduction to specific training and job category)
2. Communicational Skills (including Remedial Reading)
3. Computational Skills
4. History of Africa and Nigeria
5. Personal Development
6. Job Finding Techniques
7. Consumer Education

8. The World of Work
9. Pre-Employment Preparation\*

### Program Objectives

The major objectives of the proposed training program will be to:

1. First meet the needs of those who have completed school but cannot advance in job position due to poor school background and work attitude.
2. Meet the needs of those people who have completed school but still have no marketable skills.
3. Assist people who have dropped out of school during the middle grades.
4. Help those that cannot continue their education due to financial hardships.
5. Develop a relationship with the industrial community so they can provide the OIC trainee with job opportunities.
6. Provide the trainee with training that meets the needs of existing and expanding industry to acquire job opportunities.
7. Develop <sup>So</sup>entrepreneur and managerial skills where OIC trainees and others can develop and manage their own business or find upward mobility in existing firms.
8. Develop new business and industries through the total training program.

\* This subject will be conducted in the vocational component. In addition to review aspect of "Job Finding Techniques" and "The World of Work" the course will include preparing the trainee to successfully pass tests for those jobs that require employment examinations.

Though the Lagos program is basically an indigenous initiated, self-help effort, it expects to receive assistance from the OIC Africa Division of Opportunities Industrialization Center International which is based in Philadelphia, Pennsylvania, United States of America. As was indicated in the history of this proposal, the philosophy and concepts of the Lagos program will be patterned, with modifications, after the successful OIC American program that originated in Philadelphia. A strong feature of the Lagos program will be its total community involvement. Representing a good cross section of the Lagos community, the recently formed OIC Lagos Board of Directors support by local business, industry and government, will provide the facilities for the Center, majority of staff cost for the pre-vocational (Feeder) phase of the initial program effort. The Lagos Board and its industrial related sub-committee will also secure some of the necessary training equipment.

#### OIC/Africa Assistance to the Lagos OIC

Assistance received from OIC/Africa will be in the form of advice in the procedures, policies and guidelines that govern OIC programs, as well as needed technical assistance in the areas of training-orientation for some of Lagos OIC Nigerian personnel in Philadelphia; providing OIC American technicians as counterparts to serve in Nigeria; and provide equipment for instructional purpose, especially training equipment difficult or impossible to obtain locally.

The Lagos OIC personnel who received the Philadelphia three month training will also have their first, possibly second, year salaries financed by OIC/Africa.

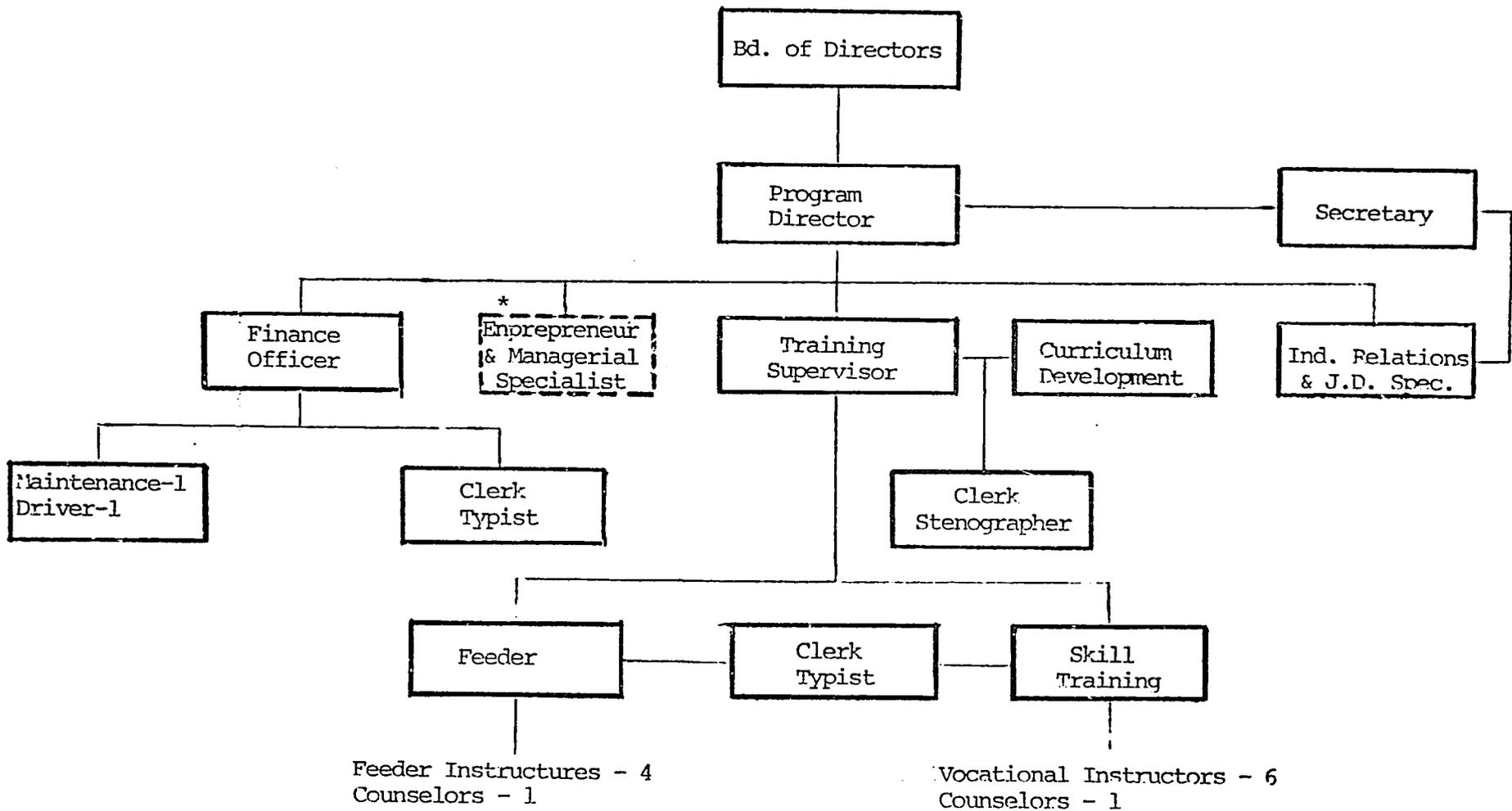
Providing OIC Philadelphia training, portion of African personnel staff salaries, OIC American Technicians and families, instructional equipment in addition to transportation, it is estimated that such a supported effort will cost OIC International-Africa some \$623,780.00 for the first year operation and \$1,190,455.00 over a two year period. (See OIC/Africa Nigeria Budget Appendix E)

#### Future Planning

In addition to developing the manpower phase, OIC Lagos with the assistance of OIC International-Africa, will be projecting plans for the development of economic spin-offs. In this respect the local program will contemplate economic development enterprise by coupling the Lagos OIC training design to small business development. But, as stated above, for the present the local Board of Directors and community will concentrate its efforts and energies on developing an effective manpower program for the Lagos area. The economic related entrepreneur and management activities will be phased in at the appropriate time.

LAGOS OPPORTUNITIES INDUSTRIALIZATION CENTER

Organizational Chart

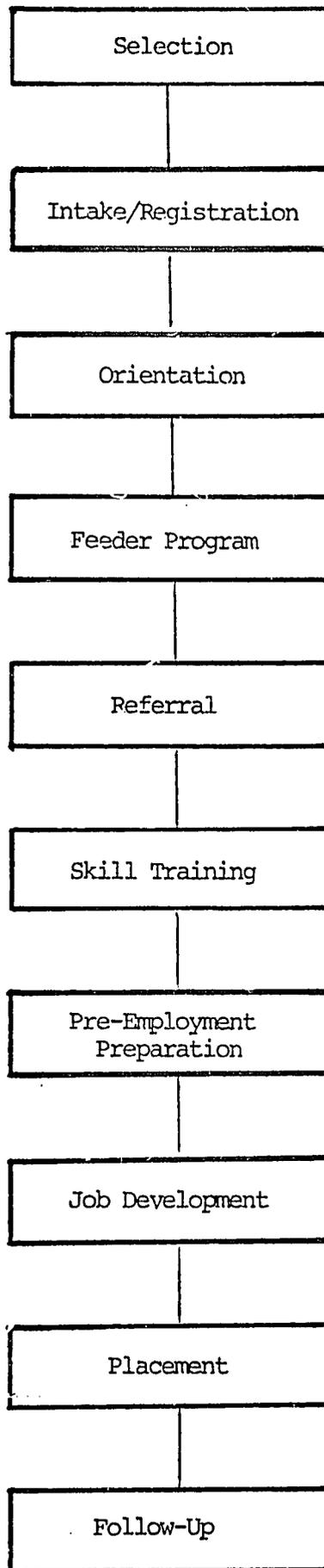


\* With LOIC plans for coupling the training design with small scale industrial development forecasted, a phase-in time for this position must be anticipated.

( Fig. 1 )

## PROGRAM DESCRIPTION

OIC LAGOS  
Major Operational Procedures



( Fig. 2 )

### Prevocational Training (Feeder Program)

The first of the Lagos OIC training begins with selection, registration and enrollment in the prevocational Feeder Program. Trainees will be introduced directly into prevocational training as their first experience with OIC.

The prevocational training period will follow a pattern of thorough vocational oriented counseling which will include testing and an evaluation of the trainee's capabilities, aptitudes, attitudes, and skills; through structured experiences designed to fix and intensify his motivation, and finally, through the Feeder phase, introduce the trainee to a specific job training course.

Throughout this process, individualized counseling, familiarity with the skills needed for successful job entry, and necessary basic education will bring the trainee to the point of referral. This referral will be the transferring of the trainee into an entry or advance skilled training at the OIC vocational center or some other appropriate and related program.

### Vocational Training (Skill Training)

The second step of the Lagos OIC training program will be the phase that prepares the trainee for an entry level job in skills where job opportunities are available.

This step is called vocational or skill training. Upon completion of the prevocational training (OIC--Feeder Program), the trainee will be evaluated, counseled, referred, and enrolled in the course of his choice at the OIC skill center.

Another alternative will possibly be on-the-job training (OJT) where employers, satisfied with the prevocational training results, accepts trainees and prepares them for further training while earning a livelihood.

In addition to the technical and vocational training that the trainee will receive at the OIC training center, remedial work in basic educational skills, additional job orientation, attitudinal development and intensive counseling will be provided. The training requires individualized instruction until the trainee can meet the standards for entry into the job market. Some trainees will probably be placed on a job even prior to completing the prescribed vocational training due to several factors:

1. The trainee demonstrates unusual progress.
2. The employer is willing to assume the advance training responsibility.
3. The trainee qualifies for an entry level position in industry, etc.

Anticipated cooperation with employers will many times enable the trainee to upgrade his skill training and complete his OIC course requirements through on-the-job supervision. These and other alternatives will be further explored to provide throughout the OIC program to insure all trainees full opportunity to take maximum advantage of OIC training.

#### Basic Education

Basic Education at OIC will begin in the prevocational phase and continue in some form throughout the vocational training phase. Basic Education will consist of instruction at the elementary level in reading, writing, arithmetic, history, and personal development (grooming and hygiene.)

The Basic Education curriculum will be flexible from instructor to instructor in accordance with the needs of the trainee, and the courses will vary somewhat between the Feeder Program and Skill Training. Instructors will be urged to be creative and employ "what works best to help the trainee". Through staff in-service programs, instructors will be made aware of past

OIC America experiences and successes as well as of the growing body of literature concerning innovative methodologies and insights concerning the teaching of Basic Education to disadvantaged groups.

#### Training Function

The training function will provide a program of systematic training, geared to begin at a level appropriate to the background of each trainee and to advance each to the point where he meets the basic skill and educational requirements of entry level jobs in semi-skilled and/or skilled occupations. Training in basic educational skills and job-social orientation are as important as specific technical training.

Pre-skill training will emphasize the development of basic educational skills of reading, writing and arithmetic, the development of job oriented social skills of personal grooming and hygiene, development of acceptable attitudes toward employment and authority, and development of an awareness of the expectancies of the labor market. Constant assessment of the readiness of each trainee for skill training will be a part of this phase of training.

The achievement of vocational skills to a level acceptable for entry into the labor market, and continuation of improvement in job related basic education and social skills will be the objectives of the skill training program.

#### Curriculum Development

Specific organization of the curriculum will be dependent upon the job opportunities for entry level employment. Ideally the courses of study

will integrate basic education and social skills within the context of each particular skill area. Such integration will demand great versatility and teaching skill on the part of each instructor. Since there will be little precedent or related experience which an instructor can bring to this type of setting, it may be necessary to modify the curriculum so that specialists with particular skills may be utilized in various portions of the total training design.

Where vocational skill training will, of necessity, be separated from basic education and social skill, the latter will still be presented as occupational tools for the vocation. Close coordination between instructors will be mandatory to insure that the trainee's curriculum is an integrated one, even if the courses are separately taught.

Individualized methods of instruction, including remedial tutoring and small group instruction will be utilized to help accelerate and maximize learning, as well as motivate trainee to successfully complete training. Every effort will be made to introduce relevant techniques of instruction which will include trainee participation, since conventional methods can safely be assumed a deterrent to rapid technical education and training.

Success of the training function will largely depend upon open lines of communication between each of the other functions. Therefore, information gathered by the placement function will be fed to training in order to determine the direction and content that the training must take. The follow-up function will provide feedback necessary to assess the effectiveness of training. Counseling will support the training function by providing information about individuals and their skill needs, both in the initial phases of their training and as an on-going activity.

### Program Personnel

The educational background and experience of the training staff will vary considerably, depending upon level of responsibility of assignment. For example, it may prove impractical or even unsuitable for every instructor to be qualified in terms of government or private school certification. Ability to relate with the trainee and be able to impart specific skill information to him at a level which he can use, will be the criteria for successful OIC instruction.

The program director, however, will have a background which includes thorough familiarization with practical application of learning theory, knowledge and experience in the use of varied teaching techniques, knowledge of analysis and research designs which will be applicable to evaluation of the training program with demonstrated organizational and administrative ability. Therefore, it will be imperative for the director to exert leadership and meaningful direction in this self-help training program which has little precedent, especially here in Nigeria.

The qualifications and requirements for instructors must allow for a wide latitude. Many will be drawn from government school sources; many more, particularly in the vocational skills area, will be recruited from technical schools and industrial positions where knowledge and performance of a particular skill provides a desirable background. Great responsibility for selection of instructors rests upon the director. If formal qualifications are waived, specific in-service training will be provided on a continuing basis. The fact that an individual can perform a skill creditably is no insurance that he has knowledge of how people learn or of techniques required to impart information to others. In-service training of instructors will be an important part of the instructional program.

Although the training of three hundred (300) trainees has been stated as the goal for the first year of operation, the need for such a program clearly goes beyond this number. Therefore, estimating of the instructing load in the initial phases of the training program will not be acute. Maximum class size, however, can be defined at the outset. The nature of the target population, its heterogeneity, lack of basic education or proper attitude toward the world of work, and previous lack of or negative experience with training institutions and employment seeking, will require considerable individualized instruction. Instructing class size should not exceed twenty-five (25) trainees per instructor. Volunteer aides will be secured to supplement the instructional program but are not being built into the initial program nor included when computing teaching class size. In some selected courses, instructor aides will be used to reduce the instructor-trainee ratio, thus allowing for more individualized help to the trainees.

#### Areas of Emphasis

The following are the components of the OIC training concept which will prepare the undereducated, untrained, unmotivated, unemployed, underemployed and often frustrated persons for a more productive, self reliant way of life.

These concepts will be based on seven areas of emphasis: Selection, Intake, Orientation, Feeder Training, Skill Training, Pre-Job Preparation, Job Development, Placement and Follow-up.

1. Selection:- Since the number of people seeking training and employment is vastly larger than will be existing opportunities, the more difficult task of the Lagos OIC program will not be recruitment, but selection.

From the target population, a cross section of the social and ethnic community will be selected into the program until its maximum capacity is met.

2. Intake-Registration:- In Intake, counselors register trainees and through interview, obtain personal data, motivate, resolve problems, and schedule training.
3. Orientation:- The objective of orientation will be to introduce the program, reinforce motivation, and advise trainees of training opportunities, OIC rules and regulations. The procedure to be used in accomplishing orientation are: (a) group meetings; (b) class assignment; (c) counselor assignment; and (d) prevocational area selection.
4. Feeder Training:- Feeder will offer a comprehensive program in remedial education, personal development, social skills, self-confidence, prevocational skill training and other assistance. Procedures to bring this about will include counseling, instruction, job development and referral. Trainees enter this phase of the program following selection, registration and orientation. This phase of the program will take the trainee from the point of his recruitment through an assessment of his capabilities, aptitudes, attitudes and skills; an evaluation and testing of his interests; structured experiences designed to fix and intensify his motivation; and finally, prevocational training which will be an introduction to a specific job training course.

Individualized counseling and a growing familiarity with the skills needed... for successful job entry, along with needed basic educational training will bring the trainee to the point of referral. This referral takes the form of transferring the trainee into one of OIC technical skill training

courses or some other appropriate program.

The elements embodied in the prevocational Feeder phase will include:

- a. Special selection and motivational techniques.
- b. Testing and general assessment of the trainee's potential for skill training.
- c. Referral to OIC skill training, social and government agencies or other appropriate plan of prevocational and vocational experience especially designed to meet the specific needs of the individual.
- d. Prevocational phase will involve a three (3) to six (6) month training program depending upon the individual trainee assessment.

The three-six month program will more specifically include:

- (1) Basic educational skills which include the language arts, grooming and hygiene, African History, consumer education, job finding techniques, as well as special instruction in English as a foreign language.
- (2) An introduction to a specific job category as an outgrowth of an introductory survey of the larger job family covering several semi-skilled or skilled entry job areas where the needs of industry are greatest.
- (3) Units of instruction and related enriching experiences which are designed to enhance self-esteem and promote self-reliance, as embodied in the philosophy of self-help, are the core of the intensified motivational program. The basics will be oriented to the occupational interests.
- (4) Through introspection and effective guidance and counseling, the trainee's interest will be increased and realistic goals adopted.

(5) The counseling program is most crucial during this phase and will play a most significant role in directing the future training plan for the trainee. This includes personal, educational, prevocational and follow-up counseling.

e. Special orientation and in-service training of the staff, plus a sharing of experiences will assure a continual atmosphere conducive to learning. This will be accompanied by continual curriculum refinement and the perfection of other special techniques of counseling, motivation, and instruction.

5. Vocational Training:- This phase will prepare the trainee for entry level job in an occupation where openings are available. Upon completion of prevocational training (OIC Feeder Program), the trainee will be evaluated, counseled, and enrolled in the appropriate OIC skill training course. Another alternative at this point will be on-the-job training.

In addition to the technical and vocational training, the trainee will be provided remedial work in basic educational skills, additional job orientation, attitudinal development, and intensive counseling. The training will require individualized instruction until the trainee can meet the standards to enter into the occupation of his choice. Some trainees will be placed on a job even prior to completing the prescribed vocational training due to several factors: (a) the trainee demonstrates unusual progress; (b) the employer is willing to assume the advanced training responsibility; and (c) the trainee qualifies for an entry level position in industry. Cooperation with industry will enable the trainee to upgrade his skill training and to complete his OIC course requirements through on-the-job supervision.

6. Pre-Job Preparation:- During the final phase of the skill training, the trainee will be made familiar with the proper way of filling out job applications and conducting himself in the job interview by counselors or representatives from business and industry. Trainee will also become acquainted with the methods of successfully completing tests. This phase of the program is designed to make the trainee aware of the world of work and prepare him for the initial job interview and testing whenever required.
  
7. Job Development:- Job Development Specialists will be assigned specific territories and industries. They will be instructed to select employers for visits where job openings relate specifically to the training courses offered and to seek information which would be useful in structuring or changing course content. The primary function of the Job Development Specialist will be to locate job openings for OIC trainees and to serve as the coordinator between employers and OIC.
  
8. Placement:- This phase of training is a salient feature of the instructional program. All that the trainee has done leads to job placement. There is no greater motivation or feeling of accomplishment anywhere within the program. Adequate job placement will be the ultimate goal for each trainee. OIC spends many hours counseling trainees for job interviews. This is done through the mock interview and pre-placement preparation. It will be OIC's goal to place all trainees at their highest possible skill level. The transition from the training situation to the work situation will require continued counseling and follow-up support.  
Placement will be made for:
  - (a) The trainee who has successfully completed the vocational course and demonstrated aptitude and interest in the occupation.

- (b) Trainees who are in need of some financial support in order to make it possible for them to continue in training.
  - (c) Trainees who qualify for specific jobs through previous work history and experiences are placed in some areas where their previous experience is marketable.
  - (d) The trainee to be placed on a job which does not require advanced training and where the employer prefers to provide whatever further training necessary.
9. Follow-up:- The trainee follow-up will be for at least one year after the trainee's placement to determine his effectiveness on the job and OIC training program. Counseling will be provided where needed.

Former OIC trainees will be encouraged to undertake further training to upgrade their skills which will enable them to qualify for higher paying positions and to make him more productive.

### Supportive Services

Supportive Services in the instructional program will range from top level OIC administration through the custodial services. This includes functions such as accounting, fiscal management, personnel practices, procurement, property management, proposal development, research and evaluation. The development of the prevocational and vocational curricula, plus the coordination of the OIC technical advisory groups are some examples of the scope of the supportive services, which are so vital to the successful execution of the basic program as designed by OIC.

The successful operation of the Lagos Opportunities Industrialization Center will require extensive use of volunteers, especially those drawn from the community served.

**GUIDANCE AND COUNSELING SERVICES**

## GUIDANCE AND COUNSELING (Cont.)

### Objectives

To stimulate, nurture and inspire increased motivation toward socially desirable goals leading to acceptable behavior on the job.

To aid the trainee in the development of a mature attitude for greater social and employment success.

To help each trainee develop a sense of self-worth through greater self-awareness that will enable him to function more effectively as a responsible citizen in society.

### FUNCTIONS

Guidance at OIC is the process of acquainting the individual with various ways in which he may discover and use his natural endowments, in addition to special training, so that he can earn a living and make satisfactory adjustments in society. The basic tenet of the Guidance program is service to the individual. The personal consideration, respect, and attention given by the Counseling staff creates a rapport with the trainee that stimulates and motivates interest and the desire for self improvement.

## GUIDANCE AND COUNSELING

### INTRODUCTION

The Lagos Opportunities Industrialization Center is organized to train 300 unemployed and underemployed for jobs. Many of these people will not reach training unless some assistance is provided them. Therefore, a comprehensive guidance and counseling program will be developed.

OIC counselors will help the trainees to function to the fullest of their abilities and aptitudes. Efforts will be made to minimize unrealistic goals and aspirations on the part of the trainee.

The individual will be seen by a counselor at the time he first comes to the OIC program. This phase of the program is called the "intake" process. Much of this time is devoted to establishing a relationship with the applicant, securing information, and sharing information about the OIC program.

When the individual becomes a part of the program, through enrollment, he will be seen routinely by his counselor who is constantly available to help the trainee decide upon a vocational training course and to help with any problems that are affecting the training process. This phase of the

## GUIDANCE AND COUNSELING (Cont.)

### Introduction

Guidance program is referred to as "On Going" Guidance and Counseling. After completion of training and job placement, the Counseling program is designed to contact the trainee to ascertain the adjustment of the individual to his employment and to extend further help if such help is needed. This phase of the Guidance and Counseling program is the "Follow-up" phase. In every phase of the Guidance program, the trainee will be given the assurance that help is available when he needs it.

### PURPOSE

To provide professional comprehensive Guidance and Counseling encompassing educational, vocational, social, psychological, economical and personal factors in an effort to help each OIC trainee attain social and financial independence through self-improvement and employment.

### OBJECTIVES

To assist the trainee in the realization of his maximum employment potentialities.

To assist the trainee in making a wise vocational training choice for further employment security and satisfaction.

INDUSTRIAL RELATIONS AND JOB DEVELOPMENT

## INDUSTRIAL RELATIONS AND JOB DEVELOPMENT

### INTRODUCTION

While training is the primary function of OIC, all training efforts should culminate in successful job placements. The primary function of the Industrial relations department is to develop employment opportunities for OIC trainees. This will be done through direct contact with employers. This department is responsible for the final selection and referral of trainee to job openings. Selection is accomplished with the cooperation of the Training and Counseling sections. Follow-up on placements will also be done, to check employer satisfaction.

Forms will be developed to provide a control system to maintain records of employer contacts, job orders, referrals and placements. All necessary statistical information will be collected on these forms, and a permanent record of employer activities will be available. The referral and placement reports will show the relationship between training and job placement.

INDUSTRIAL RELATIONS AND JOB DEVELOPMENT (Cont.)

PURPOSE

To promote the successful placement of OIC students in gainful employment at their highest skill level.

OBJECTIVES

To promote the placement of OIC trained applicants at their highest skill level by securing the type and quantity of job orders needed to reach that goal.

To obtain current information about labor needs, employment opportunities, technological changes, job requirements, and industry changes which would be of significant value in the planning of training, counseling and recruitment of trainees.

To identify specific employment needs and problems of individual employers and interpret them to the appropriate OIC department.

INTRODUCTION TO FEEDER

## FEEDER PROGRAM

### Introduction

The Feeder Program is a prevocational training center designed specifically to enable trainees to develop basic and general skills for the purpose of preparing them to enter vocational training.

Equally important in the training program, will be the fostering of the spirit of hope, confidence, and optimism within the trainee. The Feeder Program is the beginning of motivation and stimulation of the disadvantaged and unmotivated.

This program will function as a training center to which people can come and remain for a minimum of three months and a maximum of six months, depending on their individual needs.

Orientation and assessment will take the trainee from the point of selection through an evaluation of his interests, aptitudes, and skills into the prevocational training phase. Throughout this period, individualized counseling and a growing familiarity with the skills needed for successful job entry, along with needed basic educational training, will bring the trainee to a point where a meaningful vocational training referral can be made.

The past experience gained by other technical-vocational schools clearly indicates that the instruction, course content, and the techniques used must be designed to fit the needs of the trainee. The effective teaching materials used in the program will be created by the staff. The result of this approach will be the development of good trainee-instructor rapport and a program of instruction which fosters the desire to continue learning and contribute to the strengthening of motivation.

The core of the Feeder Program services will involve a variety of individual and group counseling sessions and prevocational courses. The prevocational training is geared to the unique characteristics of the OIC trainees whose individual efficiency, as well as the conditions under which they may participate in training vary in degree and kind. The curriculum will be designed to meet functional requirements.

The Prevocational Feeder Program will be designed to meet a need manifested among the thousands who are unable to profit from or take advantage of training and employment opportunities which exist. This will be true of many because of their lack of knowledge regarding opportunities and the availability of an effective prevocational program which makes them amenable to existing opportunities. Further, many trainees, once they are accepted into training or having reached a job-ready status, may lose their initial motivation to "follow through" as training or job preparation becomes more challenging.

The above is necessary because the trainee, in some cases will not be prepared to make the necessary adjustments required in the school routine of study, regular attendance and other training program facets. Nor will all of them possess the mental attitude necessary to function in the employment environment.

All OIC trainees will be processed through the Prevocational Feeder Program. During this processing, they will receive basic training and counseling essential to entry into vocational training.

The Feeder Program will provide prevocational training to motivate and prepare on a limited scale the idle, the poor, the underemployed, and other disadvantaged individuals who need a prevocational experience in order to be trainable and/or employable.

### Purpose

To prepare those unemployed and underemployed men and women for advanced technical training which will raise them to employment-ready status or for some other appropriate service through the referral process.

To involve a total community in the awareness of the value of preparation for training and employment for today's labor market.

To foster and nurture a sense of self-pride and self-determination which will give the trainee confidence and prepare him for further technical and vocational training.

### Objectives

The specific objectives of the Feeder Program will be:

To provide prevocational training aimed at motivating the individual.

To provide initial counseling and testing services.

To make referrals to training opportunities wherever they may be available throughout the Lagos area.

To provide a program of instruction in communication and computational skills which prepares trainees for continued and advanced training.

To foster the development of positive thinking, which produces new and changed attitudes within the trainee.

To place emphasis upon the importance of proper grooming and good personal hygiene, especially as they relate to the world of work.

To process the many applicants who will regularly register with OIC for training.

### Function

The prevocational curriculum which includes communication skills, computational skills, grooming and hygiene, and job-related social skills, all relate, as closely as possible, to actual work requirements. The requirements of a job and its related social status, economic benefits, and personal satisfactions are kept clearly visible and achievable to all trainees. The use of small groups, tutorial and team teaching methods as well as flexible scheduling, are constantly utilized. These are designed to train in the most efficient and effective manner.

### Introduction to Specific Training Courses

A thorough briefing is given in each vocational area that will be offered by OIC Vocational Center(s). This will include the trainee qualifications, employer qualifications, industry and job requirements. This orientation will permit the trainee to make a reasonably sound choice in a field of vocational choice. Following class assignment, instruction begins in the basic skills (reading, communication and computational skills) in a vocationally oriented class setting at the Feeder Program. Prevocational instruction is given in the following courses:

### Communication Skills

These classes will be aimed at remediation of deficiencies in basic reading and the language arts. Written and oral expression, usage, grammar and listening habits receive attention based on vocational course requirements and individual trainee needs.

### Remedial Reading

This is designed to meet the needs of all trainees who lack the refinement of reading skills necessary for greater achievement and entry level job

requirements. The program endeavors to give all trainees increased practice in all phases of reading, and an opportunity to spend additional time of practice in the areas of individual weaknesses.

#### English As A Foreign Language

This area will include the teaching of English as a foreign language for those trainees who do not have a functional command of the English language.

#### Computational Skills

This will be geared to adult living and adult experience such as family budgets, interest payments, food buying, etc. Functional mathematics is stressed as it relates to specific vocations.

#### African Heritage

The primary aim of this course will be to provide the trainee with sufficient knowledge of African and Nigerian Heritage which will increase his self-respect and self-conception, in addition to gaining understanding and appreciation for the various ethnic groups that comprise the country.

#### Consumer Education

This course will be designed to alert the trainees to unethical and unfair practices in the consumer business world. As a result, it is hoped that the trainees will better understand their business transactions, patronize reliable concerns, and enjoy pleasure and satisfaction in their purchases.

#### Personal Development (Grooming and Hygiene)

The main objective will be to acquaint the trainee with what is acceptable in business and industry in terms of personal appearance, personality development, health, manner and conduct. Extremes in dress and habits are critically reviewed as they pertain to seeking employment.

#### Job Seeking, Retention, and Advancement

The objectives of job seeking and job finding will be to acquaint the trainee with the problems of job finding with special reference to employment sources

and basic information on job requirements; also, to assist the trainee in assessing his abilities, interests, and training for certain types of jobs. This course will stress punctuality and performance requirements, relations with employers and co-workers and union relations. These sessions will be aimed at developing more self-confidence on the part of the trainee who is seeking permanent employment.

#### Pre-Employment Preparation

The objective of this course will be to acclimate the trainee toward employment and passing employment tests. This will be accomplished through a course design which provides information on employment opportunities, how and where to file applications and exposure to sample tests. In addition, stress will be placed on the development of proper attitudes essential for success in the examination situation.

#### Basic Adult Education Literacy

Experience has indicated that many adults who will enter the Feeder Program lack the tools essential to achieve success in prevocational training. In order to provide these tools, a Basic Adult Education Literacy Program will be developed. This program will provide a longer period of training than that which will be provided by other Feeder training courses. It will serve those trainees needing elementary instruction in reading and writing. OIC has determined that five percent of the Feeder trainee enrollment will fit into this category.

FEEDER COURSES, OBJECTIVES AND DESCRIPTIONS

## FEEDER COURSES

### Communication Skills

#### A. Objectives

1. To train and/or retrain adults to listen carefully, read simple material intelligently, to write legibly, and to spell the most frequently used words correctly.
2. To encourage good oral expression through proper pronunciation and enunciation, and correct grammar usage in an organized and confident manner.

#### B. Course Description

1. The Sentence
  - a. Concept of the Sentence as a complete thought
  - b. Parts of the sentence
  - c. Recognition of a sentence
  - d. Kinds of sentences to express needs
2. Practice in writing the declarative, interrogative, and exclamatory sentences.
3. The paragraph as an effective step in good writing
  - a. Outline
  - b. Varied sentences
  - c. Grammatically correct sentences
4. Grammar and Usage
  - a. Subject Verb Agreement
  - b. Parts of speech as related to good oral and written expression
  - c. Correct capitalization and punctuation

## Communication Skills (Cont)

5. Spelling and Vocabulary Building
  - a. Spelling rules
  - b. Roots, prefixes and suffixes
  - c. Use of dictionary
  - d. Basic spelling list
  - e. Essential word list
  - f. Job vocabulary

## FEEDER COURSES

### Remedial Reading

#### A. General Objectives

1. To acquaint the trainee with his present reading status and the nature of the reading process.
2. To correct improper reading habits, skills and abilities.
3. To relate reading instruction to current units of work in English and other prevocational areas of interest.
4. To help trainees develop specific skills necessary for efficient reading in various vocational and content fields.

It should be noted that, the objectives are stated in terms of what the Feeder Program is designed to achieve; the specific objectives represent the changes in the trainee's performance and attitude which past experiences indicate, usually, are affected.

#### B. Specific Objectives

It has been determined that, as far as possible, efforts to achieve the general objectives will manifest themselves in the following: attitudes, understanding and appreciations.

1. Understanding of reasons for and results of:
  - a. The different tests
  - b. How to become a better reader
  - c. Why become a better reader
  - d. Taking personal inventories and the like
2. Knowledge of "how we read" and of certain factors which may impede or accelerate reading growth.

## Remedial Reading (Cont.)

3. Increased ability in:
  - a. Finding main ideas
  - b. Identifying key words and concepts
  - c. Related details
  - d. Reading to organize
  - e. Locating information
  - f. Differentiating rates of reading
  - g. Reading critically
  - h. Reading orally
4. Extension of general and specialized vocabularies in context and in isolation.
5. Improvement in the quantity, quality and general interest in reading.
6. Development of proficiency in reading in subject matter fields and also vocational areas.

### C. Course Description

This course is designed to meet the needs of all trainees who lack the refinement of reading skills necessary for greater achievement and entry level job requirements. The program endeavors to give all trainees increased practice in all phases of reading, and an opportunity to spend additional time of practice in the areas of individual weaknesses.

## FEEDER COURSES

### English as a Foreign Language

#### A. Objectives

1. To enable trainees to communicate orally in a <sup>N</sup>English-speaking setting.
2. To develop the ability to understand the language when spoken at normal conversational speed.
3. To develop the ability to read easily.
4. To develop the ability to communicate through the written language.
5. To enable the trainee to grasp the vocational terminology occurring most frequently in the vocational and prevocational programs at OIC.

#### B. Course Description

This course is designed to meet the needs of trainees who lack proficiency in the use of the English language. It is specifically geared to assist trainees in the development of useful language skills. This is accomplished through a series of film strips, tapes and actual conversations which teach grammar and vocabulary.

FEEDER COURSES

Computational Skills

A. Objectives

1. To teach and/or re-teach the basic number facts in whole numbers, fractions, decimals and percentage as applied in the vocational choice of the trainee.
2. To have the trainee analyze and solve correctly problems related to specific vocations.

B. Course Description

1. Introduction to the system of numbers
  - a. History
  - b. A system of tens
  - c. Place value - zero as a place holder
  - d. Rounding off of numbers
2. Whole Numbers
  - a. Addition, subtraction, multiplication and division
  - b. Practice in the use of the four processes
3. Fractions
  - a. Meaning, kinds, reducing, changing to higher terms
  - b. Operations with fractions -- all difficulty levels
4. Decimals
  - a. Meaning, reading, rounding off
  - b. Addition, subtraction, comparing, multiplication, division
  - c. Changing fractions to decimals
  - d. Changing decimals to fractions

Computational Skills (Cont.)

5. Percent
  - a. Meaning, changing to decimals and common fractions, changing decimals and common fractions to percent
  - b. Finding a percent of a number
  - c. Finding what percent one number is of another
  - d. Finding a number when a percent of it is known
6. Measure
  - a. Linear measure
    - (1) conversion
    - (2) practical applications
  - b. Square measures
    - (1) area
    - (2) practical applications
7. Functional or job oriented applications
  - a. Computing earnings (weekly, annually, overtime, commission)
  - b. Pay deductions
    - (1) taxes - (income, flat rate, National Provident Fund, wage, others)
    - (2) insurance
    - (3) installment buying
    - (4) savings

It is through a knowledge of these basic skills that many trainees get their first real hope and feeling that they can become self-reliant, responsible citizens in a democratic society. They move on into specialized areas of their choice to continue these skills as they learn vocational skills that will make them capable of taking a place in their community.

## FEEDER COURSES

### Job Seeking, Retention, and Advancement

#### A. Objectives

1. To assist the trainee in assessing his abilities, interests and training for certain types of jobs.
2. To review punctuality and performance requirements , relations with employers and co-workers, union relations, etc.

#### B. Course Description

1. Use of resources--employment agencies, want ads, classified directories.
2. Applications--preparing an application, the vocabulary of applications, and compiling a personal curriculum vitae (resume).
3. Interviewing--who to see, what to say, how to re-contact, what the employer wants, how to accent your abilities.
4. Planning job--seeking activities - the need for full time "looking"; how to schedule.
5. How to accept and follow orders.
6. Labor market information.

## FEEDER COURSES

### Pre-Employment Preparation

#### A. Objectives

1. To review basic skills necessary for taking examinations for employment in industry, business and government.
2. To improve reading speed and comprehension.
3. To teach easier and faster methods of performing arithmetic operations.
4. To inform trainees of the many aspects of industrial, business and government employment.
5. To prepare students psychologically for tests (city and guild tests, etc.)

#### B. Course Description

1. Reading for speed and comprehension.
2. Mnemonic techniques and speed methods for learning communication skills - grammar, punctuation, capitalization, vocabulary and spelling.
3. Speed mathematics - the use of 10 or multiples of 10 in all basic operations, fractions, decimals, percentages, and arithmetic word problems.
4. Schemes for reasoning, judgement and relationship abilities such as - name checking, analogies, number relations, etc.

## FEEDER COURSES

### Consumer Education

#### A. Objectives

1. To teach the trainee the importance of budgeting, the various types of credit, and to introduce him to banks and banking procedures.
2. To give the trainee a basic knowledge of insurance and its basic forms, including Group Insurance.
3. To acquaint the trainee with the national tax system:
  - (a) Income tax
  - (b) Flat Rate tax
  - (c) National Provident Fund

Upon completion of the course trainees are required to do the following:

1. Name why budgeting is needed and beneficial.
2. Name the purpose of a budget.
3. Construct a budget from a given salary and budget items.
4. Define terms, discount and interest.
5. Why insurance is necessary and beneficial
6. Name the various types of insurance.
7. Name the benefits received under the National Provident Fund.
8. Complete bank account applications, deposit and withdrawal slips accurately.

#### B. Course Description

1. Personal Budgeting
2. Insurance
3. National Provident Fund (NPF)

FEEEDER COURSES

Grooming and Hygiene

A. Objectives

1. To acquaint the trainee with what is acceptable in industry in terms of personal appearance, manner and conduct.
2. To provide training which will assist trainees in improving their work habits, health habits, personal relationships and community participation.

B. Course Description

1. Personal Appearance
  - a. What is Acceptable in Business and Industry
    - (1) Cleanliness
    - (2) Hair
      - (a) Care
      - (b) Styling (female)
      - (c) Hair Cuts (male)
    - (3) Dress
2. Personality Development
  - a. Self Analysis
  - b. Self Improvement
  - c. Poise and Manliness
3. Total Person
  - a. Clean Body and Healthy Mind
  - b. Responsibility and Attendance
  - c. Manner and Conduct
  - d. Attitudinal Development

Grooming and Hygiene (Cont.)

4. Health

- a. Exercise
- b. Posture
- c. Nutrition
- d. Medical Care

5. Inter-Personal Relationships

- a. Dealing with People Generally
  - (1) Greeting People
  - (2) How to be Tactful

FEEDER COURSES

African and Nigeria Heritage

A. Objectives

1. To provide an understanding and appreciation of historical information and background in African and Nigerian history.
2. To instill a sense of pride in the various ethnic groups of their cultural heritage and knowledge of their contributions to Nigeria.
3. To cultivate a positive and responsible approach to contemporary problems.
4. To dispel certain basic misconceptions and illusions by showing that all people historically, have contributed their share of genius to world development.

B. Course Description

1. Introduction - general background of African history.
2. Review the past and contemporary history of Nigeria.
3. Cultural contributions to Nigeria
  - a. Yoruba
  - b. Ibo
  - c. Hausa
  - d. and other ethnic groups
4. The origin of modern African Literature
5. Review and summary

## FEEDER COURSES

### Basic Adult Literacy Program

#### A. Objectives

The Basic Adult Literacy Program is designed to build basic arithmetic, communication and general academic skills that are lacking in most of the applicants for the prevocational training. The obstacles faced by this group in their struggle for a minimum of economic improvement are insurmountable without this basic education. This program provides helpful information relating to personal and civic citizenship, and attempts to cultivate pride and real hope for the future, so that they may become self-reliant, responsible citizens in the community.

The Program further gives an awareness and knowledge of the many opportunities for desirable use of time. It stimulates interest in reading and in continued education. The results of the program are essential to personal advancement, industrial, political, and civic progress.

The objectives of the program are:

1. To train adults to read, intelligently.
2. To write legibly.
3. To spell frequently used words correctly.
4. To solve simple arithmetic problems.

The program is made up of five groups of approximately twenty participants. They are grouped on the basis of informal evaluation. The training period normally covers six weeks. However, trainees who require additional instruction to strengthen their skills may remain for a longer period.

## Basic Adult Literacy Program (Cont.)

### Schematic Program

The following is an example of a schematic program:

1st 6 weeks                      2nd 6 weeks                      3rd 6 weeks                      2 - 12 weeks

<u>Feeder Basic Adult Literacy Program (Group 1)</u>	<u>(Becomes Group 2)</u>	<u>(where necessary) (Becomes Group 3)</u>	<u>Prevocational Program</u>
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At the end of a six week period all trainees who remain in the Literacy Program will be regrouped with Group I and II, becoming Group III and IV, etc. Group I and II would get the bulk of new trainees at the beginning of each six week period.

## B. Course Description

### A. Reading

1. Description: The reading course consists of the following units:

- a. Basic Vocabulary
- b. Functional Methods of independent word recognition
- c. Reading for Meaning (Comprehension)
- d. Skill in using telephone directories or other alphabetized materials
- e. Practice in reading easy materials relating to immediate and practical needs of adults and to the prevocational area of their interest
- f. Interpreting printed and written material such as signs, directions, notices, etc.

### B. Listening - Speaking, Spelling and Writing

1. Description: This complex of courses consists of the following units:

- a. Conversation
- b. Dialogues and Simple Drama

## Basic Adult Literacy Program (Cont.)

- c. Telephone Conversation
- d. Taking and recording messages
- e. Simple personal and business letters
- f. Writing of money orders and mailhouse ordering
- g. Making out bank deposit and withdrawal slips

### C. Functional Arithmetic

1. Description: The Functional Arithmetic course consists of the following units:

- a. Counting, reading and writing numbers
- b. Simple addition and subtraction facts, including zero with carrying and borrowing in units of tens and hundredth's place
- c. Column addition
- d. Multiplication and division, including zero as a place holder (Multiplication to 3 digit numbers, 2 digit numbers and division to 5 digit numbers by 2 digit numbers)
- e. Practical uses of the fractions  $1/2$ ,  $1/3$  and  $1/4$

### Evaluation

After achieving a satisfactory level of attainment, the trainee can enter the regular Feeder Program. It is hoped that the trainee has an elevated image of himself and a knowledge of his place in the community.

Upon completion of the Basic Adult Literacy Program, many of these trainees go into regular Feeder Prevocational training and are referred, subsequently, to vocational training.

FEEDER PRE-SKILL INTRODUCTION

## FEEDER COURSES

### Service Industries - Commercial Baking

#### A. Objective

To provide the basic prevocational training essential for Maids, Stewards and Bakers to enter into the vocational training program.

Upon completion of the course, trainees are evaluated in the following areas:

1. Whole Numbers
2. Fractions
3. Decimals
4. Oral Expression
5. Listening Skills
6. Good Grooming and Hygiene
7. Measurement

#### B. Course Description

1. Communication Skills
2. Computational Skills
3. Sanitation
4. Basic Principles of Courtesy
5. Understanding Cooking Terms
6. Child Care
  - a. Understanding Children
  - b. Helpful reminders when caring for children
  - c. Some typical precautions when caring for children
  - d. First Aid

## FEEDER COURSES

### Secretarial Science and Typing

#### A. Objective

1. To provide intensive basic training for entry level stenographic and secretarial positions.
2. To provide specific prevocational training, with the content determined by the objectives of the vocational training centers.

Upon completion of the course trainees are evaluated in the following areas:

1. Whole Numbers
2. Fractions
3. Decimals
4. Grammar
5. Letter Writing
6. Vocabulary Building
7. Spelling
8. Oral Expression

#### B. Course Description

1. Communication Skills
2. Computational Skills

## FEEDER COURSES

### Electronics Technicians

#### A. Objective

The objective of this course is to introduce the trainee to some of the practical and fundamental principles of electricity. Upon completion of the course trainees are evaluated in the following areas:

1. Related Mathematics
2. Identification of small tools, meters, instruments and testing devices
3. Explain AC - DC
4. Written Expression
5. Oral Expression

#### B. Course Description

1. Communication Skills
2. Computational Skills
3. Basic Electricity-Related Mathematics
4. Introduction to Drawings and Schematics

## FEEDER COURSES

### Office and Small Machine Repair

#### A. Objective

The objective of this course is to provide basic training for persons desiring to pursue Office and Small Machine Repair Procedures. Upon completion of the course trainees are evaluated in the following areas:

- |                  |                    |
|------------------|--------------------|
| 1. Whole Numbers | 5. Grammar         |
| 2. Fractions     | 6. Spelling        |
| 3. Decimals      | 7. Oral Expression |
| 4. Percentage    |                    |

#### B. Course Description

1. Communication Skills
2. Computational Skills
3. Basic Machine Procedures

## FEEDER COURSES

### Auto Mechanics

#### A. Objectives

1. To provide specific pre-vocational training for the Service Mechanic.
2. To expose the trainee to the tools of his trade.
3. To establish an awareness of shop behavior.

Upon completion of the course trainees are valuated in the following areas:

1. Shop Math
2. Measurement
3. Grammar - Usage

#### B. Course Description

1. Communication Skills
2. Shop Math
3. Tool Identification
4. Shop Safety

**TRAINEE FLOW CHART**

LAGOS OIC TRAINEE FLOW

OIC Lagos will train 300 persons during the contract year. All trainees will pass through the Feeder program for a period of three (3) to six (6) months. These trainees will then be phased into the skilled area of their choice.

The skilled program is structured to serve those trainees who completes Feeder. The area of skills and trainee capacity will be:

Commercial Baking	50
Secretarial Science	50
Electronics	30
Business and Small Machine Repair	50
Auto Mechanics	60
Service Industries	60

TRAINEE PHASING CAPACITY

MONTH	SELECTION	ORIENTATION	*FEEDER	OTHER SERVICES	SKILL TRAINING	JOB PLACEMENT	**FOLLOW UP	ENTREPRENEURIAL & MANAGEMENT
1	25	25	25					
2	50	50	50					
3	75	75	75					
4	100	100	100					
5	150	150	150		50			
6	200	200	200		100		25	
7	250	250	250		150	25	25	
8	300	300	300		200	50	50	
9					250	75	75	
10					300	125	125	10
11						175	175	20
12						225	225	30

\* During the skill training program all trainees that need Feeder will have on-going classes.  
 \*\* Follow-up will continue for one (1) year after placement.

(Fig. 3)

INTRODUCTION TO VOCATIONAL TRAINING

## VOCATIONAL TRAINING

### Skill Training

The OIC skill training program will be structured to provide training in specific skills which will lead to jobs for the trainees. The goal of this program is to have the trainee job ready at the entry level or above and in some cases develop their own businesses.

It must be noted that the training courses are devised on the basis of the prevailing critical job needs of the industrial community. Therefore, every trainee engaged in attitudinal and skill development will, with a high degree of confidence look toward employment at the end of the training period.

Surveys conducted in Nigeria (Lagos area) established that there is a need for expansion and growth of industry. It has been stated that the lack of industrial growth has been the scarcity of skilled and semi-skilled persons available for employment.

Those surveys that were conducted indicated the need for this type of training:

- Commercial Baking (Bread)
- Secretarial Science
- Electronics (Radio & Television)
- Small Machine Repair
- Service Industries
- Auto Mechanics

It will be the purpose of OIC Lagos to train and retrain persons from the community to meet the labor demands of industry.

Facilities to house both the Feeder and skill training will probably be in one location. Adequate lighting, rest rooms and water fountains will be provided.

Counselors will be provided for all trainees in skill training. Assistance will be given when needed.

The job development department of OIC has the responsibility to locate potential employers for the OIC trainee. Though they will continuously develop jobs, it is most essential that job openings be available for skill training graduates.

Information will be gathered by the job development department and given to the curriculum committee.\* This committee then structures the training program to meet the needs of industry. It may be that certain trainees will get specialized training to meet the needs of a particular industry. This committee shall also determine when a trainee is job ready.

The job development department is then notified of all job ready trainees two weeks prior to job referral. The job developer then re-contacts the employer and sets up an interview for the trainee. If the trainee is successful, the job developer follows-up on the trainee two weeks after placement. If placement is not made, other jobs are made available to the trainee. Contact is continued with the trainee for one year after placement.

\* The curriculum committee can consist of curriculum specialist, counselor, instructor, job development specialist and members of the technical advisory committee.

VOCATIONAL COURSES, OBJECTIVES AND DESCRIPTIONS

## COMMERCIAL BAKING

Course Length: 25 weeks

Class Capacity: 25

### I DESCRIPTION

The Commercial Baking course will provide instruction in dough preparation, baking, kitchen equipment operation, weights and measures and recipe interpretation.

### II OBJECTIVES

- A. To develop within the trainee the ability to prepare bread commercially.
- B. To acquaint the trainee with practices and procedures in commercial baking.
- C. To develop within the trainee habits of cleanliness and safety.

### III COURSE OUTLINE

- A. Introduction
- B. Operation and Care of Kitchen Equipment
  - 1. Kitchen Utensils
  - 2. Mud and Brick Oven
  - 3. High Speed Oven
  - 4. Mixers
  - 5. Sifter
  - 6. Refrigeration
- C. Bread Preparation
  - 1. Weights and Measures
  - 2. Proofing
  - 3. Shaping
  - 4. Temperature

COMMERCIAL BAKING (Cont.)

- 5. Baking Time
- 6. Care After Baking
- D. Cooking Methods
  - 1. Mud and Brick Oven
  - 2. High Speed Oven
- E. Review
- F. Summary

## SECRETARIAL SCIENCE

Course Length: 25 Weeks

Class Capacity: 25

### I DESCRIPTION

The course will be designed to provide intensive basic training for entry level Stenographic (Minimum 80 w.p.m.), Shorthand, Office Practices, Letter Writing and Dictaphone use.

### II OBJECTIVES

- A. To develop the manipulative skills necessary to use the typewriter.
- B. To acquire automatic responses commensurate with the proposed use of the subject.
- C. To develop an understanding of and skill in the use of shorthand penmanship.
- D. To provide practice and drill techniques of brief forms, theory and word lists.
- E. To insure familiarity and practice with office machines and their uses.
- F. To encourage those character traits which will enhance a sound business and professional relationship.

### III COURSE OUTLINE

- A. Foundation Techniques
  1. Learning to type through
    - a. Drills
    - b. Skill building practice
    - c. Continuity typing
    - d. Time writings
    - e. Repetitive typing of words, sentences and paragraphs

SECRETARIAL SCIENCE (Cont.)

2. Programs, notices, minutes
  - a. School paper
  - b. Outlines
3. Manuscript Typing
  - a. Booklets
  - b. Manuscripts with footnotes
  - c. Bibliographies
  - d. Rough drafts
4. Tabulated Reports
  - a. Mathematical placement
  - b. Judgment placement
  - c. Backspacing -- centering method
5. Miscellaneous Forms
  - a. Cards--index, postal
  - b. Ruling on the typewriter
  - c. Filling in rules forms
  - d. Telegrams
  - e. Typing stencils
- B. Skill Improvement
  1. Speed Emphasis
  2. Typing for control
  3. Related Learnings
- C. Production Typing
  1. Office Communication Problems
  2. Typing Office Forms
  3. Legal Documents
  4. Office Behavior Pattern

SECRETARIAL SCIENCE (Cont.)

5. Work Habits
  6. Skill Improvement
  7. Work Experience
  8. Employment Test
  9. Building Speed & Control
  10. Production Typing
- D. Shorthand
1. Reading Shorthand
  2. Homework Assignments
  3. Penmanship Practice
  4. Testing
- E. Advanced Shorthand (Building Letter-production Skills)
1. Developing Transcription Skills
  2. Transcription of Office-Style Dictation

## ELECTRONICS

Course Length: 50 weeks

Class Capacity: 30

### I DESCRIPTION

The trainee will receive specific knowledge in the areas of wiring, assembling, radio and television repair with proper use of test equipment. Identification of electronic components will be an integral part of the course. The trainee will learn transistor theory and circuitry.

### II OBJECTIVES

- A. To develop the ability to use basic tools and electronic test equipment.
- B. To develop the understanding of the proper function of each piece of equipment.
- C. To motivate the trainee to become a trained electronics specialist in his area of interest.

### III COURSE OUTLINE

- A. Completion of Electronics Assembly
- B. Introduction to Electronics Opportunities
- C. Theory of DC Current, Magnetism and AC Current
- D. Basic Electronics
  1. Introduction to Radio
  2. Vacuum Tube Characteristics
  3. Semi-Conductor Characteristics
  4. Power Supplies
  5. Audio Amplifiers
  6. Tuning Circuits

## ELECTRONICS

7. Radio Frequency Amplifiers
8. Detector and Receiving Circuits
9. Oscilloscope
- E. Related math for Basic Electronics (taught in separate sessions)
- F. AC & DC Current and Circuit Theory
- G. Transmitter Theory and Operation
- H. Special Electronic Circuit -- Design and Analysis
- I. UHF and Micro-waves
- J. Television Circuits
- K. Industrial Electronics Equipment and Applications.

## OFFICE AND SMALL MACHINE REPAIR

Course Length: 25 weeks

Class Capacity: 25

### I DESCRIPTION

The Office and Small Machine Repair course will be designed to train the trainee in the care and maintenance of office and small machines in industry and the private home. Practice and instruction will be given in repairing, disassembling, reassembling and adjusting office and small machines.

### II OBJECTIVES

- A. To teach the trainees the theory, operation and repair of motors for electrical appliances.
- B. To provide trainees with the necessary knowledge and skills to repair office machines.
- C. To develop good work habits and an application of quality work in servicing machines.

### III COURSE OUTLINE

- A. Safety Precautions
  1. Accident Prevention
  2. Personal Shop Safety
  3. Safety Practices in using equipment, machines and tools
- B. Basic Motors
  1. Electric
  2. Gas
  3. Advantages and disadvantages of specific types of motors.
  4. Details of Construction

OFFICE AND SMALL MACHINE REPAIR (Cont.)

- C. Office Equipment
  - 1. Standard Typewriters
    - a. Manual
    - b. Electric
  - 2. Standard Adding Machines
    - a. Manual
    - b. Electric
  - 3. Photo Copier
    - a. Infra-red
    - b. Thermo-Fax
- D. General points of attention during troubleshooting
- E. Efficiency in methods of troubleshooting
- F. Discussion of nomenclature of parts
- G. Procedures in changing components
- H. Shop Management
  - 1. Organization
  - 2. Supply Control
  - #. Tool Maintenance

## SERVICE INDUSTRIES

Course Length: 12 weeks

Class Capacity: 20

### I DESCRIPTION

The Service Industries course will be designed to train the trainee in the preparation and serving of foods. The course will be designed for both commercial and private employment. Proper protocol that involves service is emphasized.

### II OBJECTIVES

- A. To acquaint the trainee with practices and procedures of the Service Industries.
- B. To develop within the trainee the ability to prepare and serve food properly.
- C. To acquaint the trainee with the general practices of child care.
- D. To develop within the trainee habits of cleanliness and safety.

### III COURSE OUTLINE

- A. Introduction
- B. Personality Development
  1. Attitudes
  2. Manners
  3. Decorum
  4. Uniform
  5. Kitchen--dining room relationship
- C. Techniques of Service
  1. Informal
  2. Formal
  3. Average
  4. Counter
  5. Cocktail

SERVICE INDUSTRIES (Cont.)

- D. The Menu
  - 1. Terminology
  - 2. Meal Patterns
  - 3. Construction
- E. Order Taking
  - 1. Salesmanship
  - 2. Legibility
  - 3. Organization
- F. Order Placement
  - 1. Voice Modulation
  - 2. Methods
  - 3. Filing
  - 4. Time Estimation
- G. The Service Kitchen
  - 1. Purposes
  - 2. Sections
- H. The Pantry
  - 1. Purposes
  - 2. Sections
- I. Wines and Liqueurs
  - A. Types
  - B. Service
- J. Guest Check
  - 1. Types
  - 2. Procedures
  - 3. Presentation

SERVICE INDUSTRIES (Cont.)

- K. Cash Register
  - 1. Types
  - 2. Operation
  - 3. Handling Money
- L. Busing
  - 1. Procedures
- M. Salads
  - 1. Types
  - 2. Dressings
  - 3. Service
- N. Hostessing
  - 1. Procedures
- O. Dining Room Management
  - 1. Equipment
  - 2. Personnel
  - 3. Handling Guests
- P. Child Care
  - 1. Understanding Children
  - 2. Helpful reminders when caring for children
  - 3. Some typical precautions when caring for children
  - 4. First Aid
- Q. Review
- R. Summary

## AUTO SERVICE MECHANICS

Course Length: 25 weeks

Class Capacity: 25

### I DESCRIPTION

Performs repairs and tune-up of motor vehicles. Uses hand tools to replace and adjust fuel, electrical and cooling system components, such as carburetor fuel and water pumps, distributor, voltage regulator, coil and generator.

### II OBJECTIVES

- A. To orient the trainee to the job of automative mechanics and to teach him shop safety.
- B. To orient the trainee with the proper organization that will promote speed, efficiency and safety in auto repair work, which must be done with great care and accuracy if it is to be satisfactory.
- C. Orient the trainee to analyze each job before starting to work in order to save time, minimize mistakes and prevent accidents.

### III COURSE OUTLINE

#### A. Introduction

1. Job Orientation
2. Shop Safety Procedures

#### B. Shop Orientation

#### C. Engines

Rework cylinder heads, block valves, and value mechanisms.

Check and replace pistons, pins, crankshaft and engine bearings.

Service cooling system.

Service lubricating system.

Replace exhaust pipe, muffler and tail pipe, check heat riser.

Service crankcase ventilation system.

AUTO SERVICE MECHANICS (Cont.)

D. Fuel

Clean and repair various types of carburetors.

Clean and repair various types of fuel pumps and filters.

E. Electrical System

Learn fundamentals of basic electricity.

Check and recharge storage battery.

Diagnosis of electrical circuit malfunctions.

Rebuild starting motors and check solenoids.

Adjust charging rate.

Rebuild generators and alternators.

Check lighting, accessory, and instrumentation system.

F. Suspension

Adjust and repair steering system including ball joints.

Remove and replace springs and shock absorbers.

Lubricate chassis - Balance wheels, align wheels.

G. Brake System

Check and adjust brakes, realign brakes.

Rebuild hydraulic units.

H. Drive Line

Remove and replace U-joints and drive shaft.

I. Transmission

Disassemble and reassemble conventional and automatics.

Replace and remove clutches.

AUTO SERVICE MECHANICS (Cont.)

J. Differential

Disassemble and reassemble

Replace rear axle bearings

K. Ventilation System

Service heating system

Service air conditioning system

*Sur'a'*  
INTRODUCTION TO ENTREPRENEURIAL & MANAGEMENT TRAINING

*curial*  
ENTREPRENEURIAL & MANAGEMENT TRAINING

Introduction

Management is recognized as a scientific tool which can be learned and practiced. Small business is rapidly learning that it must use management as a scientific tool if it is to compete successfully in the present day economy.

Today small business is becoming of special interest to the under-developed countries. They realize that a strong healthy small business will provide the beginnings for large enterprise. Until recently, little was done to assure the perpetuation of small business as a system. Now there are isolated efforts to take on planned programs, based on the needs of the communities.

OIC has designed an Entrepreneurial *curial* and Management program that will meet the needs of the trainee and the needs of the Lagos community. It will be structured to develop management within existing companies, or establish new small businesses. The curriculum will cover all the important elements of management for the field.

This training will be a part of the overall program to provide the OIC trainee with additional job opportunities.

Purpose

To provide the OIC trainee with a practical approach to the field of management and small business enterprise.

*curial*  
ENTREPRENEURIAL & MANAGEMENT TRAINING (Cont.)

Objective

To develop a sense of business awareness in the trainee

To develop management leadership in the trainee

To stimulate an increased motivation toward the development  
of small business in the trainee

To aid the trainees in the development of management and small  
business enterprises

*revised*  
ENTREPRENEURIAL & MANAGEMENT TRAINING COURSE,  
OBJECTIVES AND DESCRIPTIONS

*revised*  
ENTREPRENEURIAL AND MANAGEMENT TRAINING

Course Length: 25 Weeks

Class Capacity: 25

I. DESCRIPTION

This course will be designed to teach trainee to be able to examine, analyze and interpret the needs and types of small and medium size businesses that would be relevant and profitable to their respective community. The course will provide the trainee with working background of how to develop, organize and implement businesses enterprises. It will give the trainee the opportunity to review the connection of people, money, markets and management practices and their interrelationships.

II OBJECTIVES

- A. Develop a strong sense of enterprise and desire within the trainee to put his own ideas to effective use.
- B. Develop judgement factors and leadership abilities which will enable the trainee to decide wisely in business ventures.
- C. Instruct the trainee on how to organize a small business and deal with business problems.
- D. Develop effective management training for small business owners.

III COURSE OUTLINE

- I Introduction
- II Factors determining success or failure
  - A. Characteristics of Nigerian economy

*Handwritten*  
ENTREPRENEURIAL AND MANAGEMENT TRAINING (Cont.)

- B. Characteristics of small business
- C. Special problems of small business
- D. Underlying causes of failure among small business
- III Management Leadership
  - A. Importance of management
  - B. Management functions
  - C. Management guides
  - D. Conclusions for small business
- IV Establishing Business Policies
- V Legal Relationships
  - A. Laws affecting your business
- VI Record Keeping for Small Business
  - A. Need for records
  - B. Simplifying record keeping practices
- VII Small Business and the Future
  - A. Trends in economy affecting small business
  - B. Planning for successions protection and expansion
- VIII Summary
- IX Review

**PROGRAM JOB DESCRIPTION**

## JOB DESCRIPTIONS

Job Title: PROGRAM DIRECTOR

Definition:

The administrator of the overall day-to-day operations involving major responsibility for planning, implementing, evaluating and administering all phases of the program to insure the effectiveness with which programs are carried out and goals are met. The Program Director is the liaison between the Board of Directors and the Lagos OIC Staff. The Program Director is directly responsible to the Board of Directors.

Functions:

1. To determine staffing requirements and staffing priorities and to determine future needs for expansions in accordance with the demands of industry.
2. To develop new proposals and negotiate with the appropriate agencies in securing new contracts.
3. To represent OIC with government, business, unions, educational and other groups in determining training and equipment needs.
4. Plans, directs, and implements a comprehensive pre-vocational and vocational training program to provide employment for the unemployed and underemployed in preparation for employment in industry.

JOB DESCRIPTIONS (Cont.)

Job Title: PROGRAM DIRECTOR

Minimum Qualifications:

Completion of a bachelor's degree program.

Three years experience in either program development and analysis, line operations or staff administrative services, two years of which should have been involved in directing a major division responsible for one of the above functions on an organization wide basis.

Or any equivalent combination of acceptable training and experience.

## JOB DESCRIPTIONS

Job Title: TRAINING SUPERVISOR

Definition:

To develop and administer and coordinate the educational, pre-vocational and vocational program. He operates within the broad framework established by the Program Director. The Training Supervisor works with all departments to insure an efficient, well-coordinated, training operation. The Training Supervisor is under the direct supervision of the Program Director.

Functions:

1. Responsible for the development and implementation of the total OIC program.
2. Evaluates the effectiveness of the vocational training program and its applicability to the current needs of industry and labor in all operations.
3. Supervises the total instructional staff and interviews all prospective instructors. Determines instructional equipment and supplies needed.
4. Provides for trainees and instructional staff records and evaluations.

JOB DESCRIPTIONS (Cont.)

Job Title: TRAINING SUPERVISOR

5. Assigns lead instructors, assistant instructors, instructors aids and volunteer instructors to the instructional staff and supervises their participation.

6. Aids in the professional growth of all members of the instructional staff.

7. Assigns instructors to work for which they are best qualified.

8. Encourages the systematic planning of each instructor's daily activities.

9. Establishes and coordinates all instructional and counseling in-service activities.

Minimum Qualifications:

Completion of a bachelor's degree program.

Or experience in developing training programs, either of which has included responsibility for the analysis of course requirements and the development of curricula to meet these requirements.

Or any equivalent of acceptable training and experience.

JOB DESCRIPTION

Job Title: INDUSTRIAL RELATIONS/JOB DEVELOPMENT SPECIALIST

Definition:

Industrial Relations work involving liaison with representatives of business, industrial and government organizations to develop sources of placement for trainees at OIC. Responsible directly to the Program Director.

Duties:

1. Contacts representative of business, industrial and government organizations, explains the OIC training program.
2. Refers OIC trainees to job openings that may relate to their OIC training.
3. Analyzes labor market trends, scarce labor areas, makes determination of training emphasis to meet the needs of changes in the industrial and business community.
4. Contacts representatives of labor and industry to resolve problems which may arise affecting trainee placement.
5. Performs other related duties.

Minimum Qualifications:

Completion of a bachelor's degree

Three years experience in employment interviewing or vocational guidance work which has involved employer contacts to develop employment opportunities  
Or any equivalent combination of acceptable training or experience.

JOB DESCRIPTION

Job Title: <sup>new</sup> ~~REUNAL~~ <sup>curial</sup> ENTREPREUNAL AND MANAGEMENT SPECIALIST

Definition:

Examines, analyzes and interprets the needs of the community in the development of small and medium size industrial enterprises. Developes, organizes and implements training in the area of business, entre-<sup>new</sup> ~~preun~~ <sup>curial</sup> and management for the OIC trainee. Respon- sible directly to the Program Director.

Duties:

1. Serves as a liaison between OIC and industrial organizations to establish training programs for entre-<sup>new</sup> ~~preun~~ <sup>curial</sup> and management trainees.
2. Works closely with Industrial Relations/J.D. Specialist in determining the area manpower needs, and the areas of new industrial development.
3. Works closely with the Training Supervisor to insure a through entrepre<sup>new</sup> ~~un~~ <sup>curial</sup> and management training program.
4. Develops new business opportunities for OIC trainees.

Minimum Qualifications:

Completion of a bachelor's degree program.

Have three years experience in establishing and/or operating small businesses.

JOB DESCRIPTIONS (cont.)

Job Title: <sup>revised</sup> ENTREPRENEURIAL AND MANAGEMENT SPECIALIST

Minimum Qualifications:

Must have the ability to relate to industry on the role of the OIC program in the development of entrepreneurial <sup>managerial</sup> and management trainees.

Or any combination of acceptable training and experience.

## JOB DESCRIPTIONS

Job Title: FINANCE OFFICER

### Definition:

Responsible staff work for the fiscal operation of the organization. Work includes implementing the activities of accounting, budgeting, payroll, purchasing and inventory control. The Finance Officer is under the direct supervision of the Program Director.

### Functions;

1. Prepares reports, keeps records of work of the organization and African programs.
2. Confers with the Program Director and administrative personnel, gives technical advice in the administrative and fiscal control areas.
3. Implements and coordinates the maintenance of accounting systems, purchasing, inventory control and payroll records.
4. Participates in the preparation of budgets and financial forecasts.

JOB DESCRIPTIONS (Cont.)

Job Title: FINANCE OFFICER

Minimum Qualifications:

Completion of a bachelor's degree program.

Two years experience in administrative, operational, technical or related areas.

Two years of accounting experience

Or any equivalent combination of acceptable training or experience.

## JOB DESCRIPTIONS

Job Title: CURRICULUM DEVELOPMENT SPECIALIST

Definition:

Revise, develop and coordinate courses of study presented in the instructional program. These courses should include subject or area content, methods, and materials which represent the most advanced and efficient developments in pre-vocational and vocational training, and which are commensurate with Lagos OIC training goals as they reflect the needs of the trainees.

Develop new teaching techniques and materials specifically adapted to Feeder and vocational goals and needs, which implements the most effective principles for pre-vocational training. The Curriculum Development Specialist is under the direct supervision of the Training Supervisor.

Functions:

1. Works with the training supervisor, course instructors and subject matter experts to specify and develop training objectives, subject content, teaching methods, and instructional materials for each course.

2. Works with the Lagos OIC vocational training programs to learn the training objectives in the job training areas, to assure continuity between Feeder courses and related courses at the training centers.

JOB DESCRIPTIONS (Cont.)

Job Title: CURRICULUM DEVELOPMENT SPECIALIST

3. State learning objectives for each Feeder course in behavioral terms.

4. State limits of course content. State all teaching points of course content that must be covered in order to achieve objectives. Organize separate points into units of instruction.

5. State teaching techniques best suited to teaching the various units of each course.

6. Develop in conjunction with the counselors, evaluation materials to determine the effectiveness of the instructional plan, including content, methods and materials.

7. Organize and coordinate all units of instruction, teaching methods and materials and evaluation methods into an integrated instructional plan for each course.

8. Meet periodically with instructors for review and revision of course content.

9. Keep abreast of developments in methods and materials by reading literature and building relationships with publishers, training organizations and professional organizations.

JOB DESCRIPTIONS (Cont.)

Job Title: CURRICULUM DEVELOPMENT SPECIALIST

11. Build up a reference library for use by entire instructional staff and for use in curriculum and materials development.

Minimum Qualifications:

Completion of bachelor's degree at an accredited college or university with major or minor course work in education.

Minimum of three years experience in teaching and curriculum development.

Or any equivalent combination of acceptable training and experience.

## JOB DESCRIPTION

Job Title: COUNSELOR

Defintion:

This is counseling work at the journeyman level dealing with trainees enrolled in or being considered for pre-vocational or vocational training. A significant aspect of the work involves determining whether prospective trainees can benefit from the training offered, or whether there are emotional or other factors which may require attention. The scope of counselor functions requires the counselor to work closely with trainees, resolving their personal problems, and aiding and guiding them successfully through the program. The Counselor is directly responsible to the Training Supervisor.

Functions:

1. After the trainee has been assigned, gathers information to determine entry level of trainee and explains the various facets of the training center and program,
2. Establishes a rapport with the trainee so that additional background history may be obtained.
3. Meets periodically with instructors and trainee to discuss problems and progress.

JOB DESCRIPTIONS (Cont.)

Job Title: COUNSELOR

4. Engages in research and follow-up activities to evaluate counseling techniques.

5. Maintains follow-up on trainees who have been placed in employment, resolves problems arising out of difficulties that the trainee might encounter in a work situation.

Minimum Qualifications:

Completion of a bachelor's degree program, majoring in sociology, psychology, or social work.

Or three years of counseling or vocational guidance experience, knowledge of public and private agencies.

Or any equivalent combination of acceptable training or experience.

## JOB DESCRIPTION

Job Title: INSTRUCTOR - (PRE VOCATIONAL-VOCATIONAL)

Definition:

This is full performance level instructional work teaching a variety of skills as well as diversified subject matter to enrollees attending pre-vocational/vocational training. The Instructor is under the direct supervision of the Training Supervisor.

Functions:

1. Prepares course outline for subject matter to be taught, including time allotment and submits to supervisor for review, revision and/or approval.
2. Prepares lesson plans considering the trainee number and the most workable plan for effecting good teaching techniques and result.
3. Lectures to trainees; uses materials, equipment, machines, tools, blackboards and other devices to demonstrate methods and procedures used to accomplish a satisfactory result; reviews students' work while in process to explain better work methods and upon completion to evaluate end results.

JOB DESCRIPTIONS (Cont.)

Job Title: INSTRUCTOR (Pre-Vocational-Vocational)

Functions:

4. Evaluates and grades trainees in accordance with established standards and criteria.

5. Performs other related duties as required.

Minimum Qualifications:

Completion of a bachelor's degree program at an accredited college or university.

Two years of teaching experience or education equivalent to completion of the secondary school and five years of journeyman experience in the trade or skill specialty area. Or any equivalent combination of acceptable training and experience.

## JOB DESCRIPTIONS

Job Title: SECRETARY

Definition:

This is secretarial and related general office work. Work is performed under the supervision of an administrative supervisor. The clerical duties are repetitive and follow well established procedures. The Secretary is directly responsible to the Program Director.

Functions:

1. Takes and transcribes dictation, consisting of correspondence, memoranda, reports, specifications, minutes of meetings, and other materials requiring a limited knowledge of technical terminology and procedures.
2. Composes and types forms and letters to answer routine and detailed inquiries; types a variety of reports specifications, tabulations, and other material from rough draft and/or dictating machine.
3. Interviews visitors; answers questions and gives out information relating to operations, functions, and services; arranges appointments.
4. Maintains files on such things as correspondence and operational proceedings.
5. Performs other related duties as required.

JOB DESCRIPTIONS (Cont.)

Job Title: SECRETARY

Minimum Qualifications

Educational equivalent to the completion of the secondary school,

Ability to take dictation at a rate of 90 words per minute.

Two years of experience as a clerk stenographer or secretary which includes the ability to type from clear copy at a speed of at least 40 gross words per minute and with accuracy in proportion to the speed attained as follows: total errors may not exceed one error for each work per minute in excess of 40 words per minute, and one error for each two words per minute typed in excess of 50 words per minute.

Or any equivalent combination of acceptable training and experience.

## JOB DESCRIPTIONS

Job Title: CLERK STENOGRAPHER

Definition:

This is routine stenographic, clerical and related general office work. Responsibility is the recording and transcribing of dictation. The clerical duties performed are normally repetitive, follow well established procedures. Instructions are received at the beginning of the work and on subsequent new assignments. Work is normally reviewed or checked upon completion. The Clerk Stenographer is directly responsible to the Training Supervisor.

Functions:

1. Takes dictation from professional personnel requiring limited knowledge of technical terminology and procedures.
2. Types forms and form letters to answer routine inquiries; types a variety of reports, specifications, tabulations, and other material from rough draft and/or dictating machine; cuts stencils.
3. Checks requisitions, invoices, purchase orders, and other papers and reports for accuracy and completeness.
4. Performs standardized clerical or record keeping work and assists in the preparation of statistical or other types of reports.

JOB DESCRIPTIONS (Cont.)

Job Title: CLERK STENOGRAPHER

Functions:

5. Files correspondence and other material.
6. Operates common office appliances which require no additional training, or for which skills may be learned on the job.
7. Answers telephone; receives and directs callers.
8. Receives, sorts and distributes all mail to proper persons in the office.
9. Performs related work as required.

Minimum Qualifications:

Education equivalent to completion of secondary school.  
Ability to take dictation at the rate of 80 words per minute.

Ability to type from clear copy at a speed of at least 30 gross words per minute and with accuracy in proportion to the speed attained.

## JOB DESCRIPTIONS

Job Title: CLERK TYPIST

### Definition:

Performs typing, filing and other clerical tasks of average difficulty and requiring some independent judgement. Work is performed under the supervision of a clerical or administrative supervisor. The Clerk Typist is directly responsible to the Training Supervisor.

### Functions:

1. Types letters, forms, reports from copy or transcribing machine. Material typed requires some knowledge of technical vocabulary, the ability to make corrections in grammar and punctuation.
2. Sorts and files correspondence, forms, records, reports, etc. Maintains files in proper order.
3. May fill in at Receptionist's or PBX position or other clerical positions of a routine order.
4. Operate a variety of duplicating or copying machines such as mimeograph, Thermo-fax, Ditto, Xerox, Verifax, and others.
5. Requisitions additional stock and supplies as needed.
6. Performs other duties as assigned.

JOB DESCRIPTIONS (Cont.)

Job Title: CLERK TYPIST

Minimum Qualifications.

Education equivalent to completion of secondary school and typing courses.

One year previous office experience.

Or any equivalent combination of acceptable training and experience.

JOB DESCRIPTIONS

Job Title: DRIVER

Definition:

Drives staff and trainees to prescribed destination.

Functions:

1. Performs above duties as well as transporting trainees and staff on field trips.
2. Performs miscellaneous errands.
3. Picks-up and delivers miscellaneous items and equipment.
4. Performs other duties as assigned.

Minimum Qualifications:

Minimum of eighteen years of age with a valid driver's license.

Required to have a valid chauffeur's license or ability to obtain same.

Secondary school preferred, but not essential

## JOB DESCRIPTIONS

Job Title: CUSTODIAN

### Definition:

This is sub-journeyman level work in building maintenance, requiring a thorough knowledge of mechanical and building maintenance. Included in this work is the reviewing of maintenance manuals and other references for performance information for the purpose of determining corrective measures and writing reports on findings and making recommendations. The Custodian is directly responsible to the Training Supervisor.

### Functions:

1. Repairs and maintains physical structures of all OIC establishments, using handtools and power tools.
2. Replaces defective electrical switches and other fixtures.
3. Paints structures and repairs woodwork with carpenters' tools.
4. Repairs plumbing fixtures, repairs plaster, and may lay bricks.
5. Investigates conditions in building requiring repair, determines corrective measures, writes reports on findings, and makes recommendations.
6. Performs other related work as required.

JOB DESCRIPTIONS

Job Title: CUSTODIAN

Minimum Qualifications:

Education equivalent to completion of primary school.

Two years of experience as a helper or apprentice in the maintenance and repair of buildings.

Or any equivalent combination of acceptable training and experience.

**LAGOS PROGRAM BUDGET**

APPENDIX A

Total Cost of Program

Summary

		<u>COST</u>
I	Salaries and Fringe Benefits	\$ 96,320
II	Program Supplies and Equipment	.
	A. Feeder	7,500
	B. Vocational	62,776
III	Office Supplies and Equipment	
	A. Feeder	5,000
	B. Vocational	3,000
IV	Rent	12,000
V.	Utilities	4,500
VI	Transportation	3,000
VII	Consultant Fees	<u>2,000</u>
	<b>TOTAL</b>	\$ <u>196,096</u>

PERSONNEL

Annual Salaries

<u>Title</u>	<u>Cost</u>
Program Director (1)	\$ 6,720
Finance Officer (1)	3,640
Training Supervisor (1)	5,600
Industrial Relations/Job Development Specialist (1)	5,600
* <sup>seniorial</sup> Entrepreneurial & Management Specialist	
Curriculum Specialist (1)	5,320
Counselor (2)@ 4,480.00	8,960
Basic Education Instructor (4)@ 5,040.00	20,160
Vocational Instructor (6)@ 5,040.00	30,240
Secretary (1)	2,800
Clerk Stenographer	2,100
Clerk Typist (2)@ 1,400.00	2,800
Driver (1)	1,400
Custodian (1)	<u>980</u>
TOTAL	96,320

- \* Since Lagos OIC plans to enter economic development enterprise by coupling the training design with small business development, a Nigerian person with entrepreneurial & management specialities will be required. This Entrepreneurial & Management Specialist should be phased in when appropriate but early enough to accomplish necessary pre-planning. At the appropriate time OIC/Africa will also provide a person (counterpart) to work with the Nigerian Entrepreneurial & Management Specialist.

OCCUPATIONAL COST

<u>COURSE</u>	<u>TOTAL</u>
Electronics	6,844.00
Auto Service Mechanics	6,627.00
Secretarial Science	17,782.00
Commercial Baking	7,465.00
Service Industries	3,000.00
Office & Small Machine Repair	9,720.00
Misc. (Manufacturers Specialty Tools, Training Aids, etc.)	8,388.00
Audio Visual Aids	1,050.00
Equipment Maintenance & Repair	<u>2,000.00</u>
 <u>TOTAL</u>	 <u>62,776.00</u>

ITEMIZED BUDGET OF EQUIPMENT AND INSTRUCTIONAL  
MATERIALS COST BY COURSE AREAS

**ELECTRONICS - EQUIPMENT PURCHASE**



ELECTRONICS - INSTRUCTIONAL SUPPLIES

ELECTRONICS

INSTRUCTIONAL SUPPLIES

---

Instructional Supplies

<u>NO.</u>		<u>COST</u>	<u>TOTAL</u>
4	Boxes File Folders	64.00	
6	Boxes Carbon Paper	9.00	
8	Boxes Scotch Tape	38.00	
6	Boxes Staples	2.00	
17½	Dozen, Lamps & Holders	48.00	
16	Magnet Bars & Shoes	10.00	
8	Motion Pictures	640.00	
1000	Terminal Lugs	66.00	
1	Classroom Demonstrator	100.00	
4	Ne-O-Lite Lights	6.00	
2	Test Socket Adapter Kit	8.00	
4	Heat Sinks	2.00	
8	Soldering Aid Tools	8.00	
50	Wire Brushes	63.00	
10	Nut Drivers	33.00	
20	Soldering Irons	120.00	
400	Alligator Clips	40.00	
18	Panel Meters	16.00	
2	Electronic Fuse Assort.	3.00	
2	Staplers	3.00	
4	Head Set Earphones	60.00	
20	Desoldering Iron	200.00	
58	Books	205.00	

ELECTRONICS

## Instructional Supplies (Cont.)

<u>NO.</u>		<u>COST</u>	<u>TOTAL</u>
2	Test Picture Tube	50.00	
10	Boxes, Mock Meter	200.00	
69	Pencils, Pens, Paper Clips, etc.	22.00	
1	Portable Blackboard	24.00	
10	Boxes, Master Forms	230.00	
4	Socket Adapters	252.00	
1	Set, Film Strips	120.00	
30	Vector Bread Boards	45.00	
3	Package, Board Terminals	33.00	
40	Soldering Aid Tool	24.00	
34	Telephone Type Batteries	12.00	
	Total		2,756.00

AUTO SERVICE MECHANICS - EQUIPMENT PURCHASE

AUTO SERVICE MECHANICS

EQUIPMENT PURCHASE-----

Minor Equipment, Tools and Reference Books (Cont.)

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
5	Pliers, Lock, Ring	2.00	10.00	
1	Pop Rivet Kit	29.50	29.50	
1	Radiator Pressure Tester	10.75	10.75	
3	Respirators - Filter Type	2.50	7.50	
2	Ring Compressors	3.00	6.00	
1	Micrometer Set - 4"	50.00	50.00	
2	Rubber	6.00	12.00	
1	Rule, Steel	15.00	15.00	
3	Safety Stands, pr.	24.50	73.50	
1	Scoop	6.50	6.50	
1	Can Water	3.75	3.75	
1	Chalkboard	45.00	45.00	
2	Clamps - 6" "C"	2.00	4.00	
2	Clamps - 8" "C"	2.50	5.00	
1	Clutch Aligning Tool	6.50	6.50	
3	Creepers	8.50	25.50	
1	Crescent Wrenches (set)	36.50	36.50	
2	Cylinder Hones	14.00	28.00	
1	Cylinder Micrometer, Inside	28.75	28.75	
1	Cylinder Ridge Reamers	12.00	12.00	
1	Dial Gauge Set - Univ.	32.50	32.50	
1	Door Handle Removers (set)	9.50	9.50	
3	Drop Cords, 25'	2.35	7.05	

AUTO SERVICE MECHANICS

EQUIPMENT PURCHASE-----

Minor Equipment, Tools and Reference Books

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
1	Air Tank (portable)	22.50	22.50	
1	Battery Post Adaptor - 7502-001	6.82	6.82	
1	Battery Service Jug	10.50	10.50	
1	Bending Set (Copper Tubing)	2.99	2.99	
3	Brooms, Shop Type	6.00	18.00	
1	Bushing Driver Set	10.95	10.95	
1	Cabinet, 16 Drawers, steel frame	16.50	16.50	
2	Cabinet, 18 Drawer, Plastic	6.30	12.60	
2	Cabinet, 30 Drawer, Plastic	6.30	12.60	
2	Cans, Gasoline, 5 gal.	4.50	9.00	
1	Screw Extractor Set	5.75	5.75	
1	Screw Extractor Set	8.50	8.50	
1	Shears, pr., tin	2.75	2.75	
1	Soldering Gun Kit	12.50	12.50	
10	Spark Plug Gauges	1.50	15.00	
1	Square, Steel	6.50	6.50	
1	Steering Wheel Puller Set	42.50	42.50	
1	Stud Remover	4.00	4.00	
1	Tail Pipe Expander	5.50	5.50	
1	Tape, Steel	2.00	2.00	
1	Tape Reamer	3.24	3.24	
1	Tie Rod Spreader	3.75	3.75	
1	Tire Changing Tool Set	24.50	24.50	

AUTO SERVICE MECHANICS

EQUIPMENT PURCHASE-----

Minor Equipment, Tools and Reference Books (Cont.)

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
4	Tire Pressure Gauges	2.00	8.00	
1	Tire Pressure, Truck	4.75	4.75	
1	Tool Set (Single Flaring)	3.75	3.75	
6	Tools, Brake, Adjusting	1.50	9.00	
1	Tools, Set, Body Bumping	35.00	35.00	
1	Torch Propane, Kit	10.50	10.50	
2	Tow Chains - 5/15"	6.50	13.00	
1	Vacuum Testing Gauge	12.00	12.00	
4	Vice Grips, pr.	2.50	10.00	
1	Wrench, 8 in 1	3.50	3.50	
7	Goggles, Safety, CIC, Pr.	2.00	14.00	
2	Grease Guns, Hand	5.50	11.00	
2	Hack Saws	4.00	12.00	
1	Hammer, Claw, with steel handle	2.50	2.50	
1	Hammer, #3, heavy duty	6.25	6.25	
1	Hammer, #10, Sledge	8.50	8.50	
1	Hand Suction Gun	4.00	4.00	
1	Knife, Putty, doz.	6.00	6.00	
12	Locks, Pad	1.50	18.00	
6	Oil Cans, Trigreer	1.50	9.00	
1	Pencil Sharpener	4.50	4.50	
1	Piston Ring Groove Cleaner	7.95	7.95	
2	Pliers, Hose Clamp, pr.	1.75	3.50	

AUTO SERVICE MECHANICS

EQUIPMENT PURCHASE-----

Initial Purchase of Instructional Equipment

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
1	Air Muffler Gun	104.72	104.72	
2	Air Sanders - Model 400	55.00	110.00	
1	Battery Charger, fast & slow, 6 & 12V	125.00	125.00	
1	Bear Head Lite Tester	229.00	229.00	
1	Grinder 6", Bench H.D.	52.00	52.00	
1	Screw Drivers, set-standard hold easy, off set, & other Spec. purpose	100.00	100.00	
1	Spark Plug Cleaner Machine & Tester	60.00	60.00	
1	Tap & Die Set to 1"	179.00	179.00	
1	Tool, (set) Hydramatic	80.00	80.00	
1	Vise, 4 1/2"	60.00	60.00	
1	Exhaust System Kit	100.00	100.00	
1	Brake System Kit	75.00	75.00	
1	Alignment Service Kit	200.00	200.00	
1	Drill Press	150.00	150.00	
2	Gas Welding Unit	95.00	190.00	
4	Machinist Vise	40.00	160.00	
3	Metal Work Bench	90.00	180.00	
1	Air Compressor 3 Phase	284.00	284.00	
1	Chassis Lubricator	290.00	290.00	
1	Gear Lubricator & Tools	80.00	80.00	

AUTO SERVICE MECHANICS

EQUIPMENT PURCHASE-----

Minor Equipment, Tools and Reference Books (Cont.)

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
2	Drop Cords, heavy duty, 50"	10.00	20.00	
3	Engine Sling Chains	3.00	9.00	
1	Expander, Piston Ring	2.50	2.50	
1	Feeler Gauges (set)	7.50	7.50	
10	Fender Covers	3.00	30.00	
1	Figure Set, steel	2.50	2.50	
1	Files, Set, hand	25.00	25.00	
2	Fire Extinguishers - 5#-CO2	35.00	70.00	
1	Funnel	2.00	2.00	
3	Gauges, Air Pressure	3.00	9.00	
1	Wrench, Oil Filter Chain	6.95	6.95	
1	Wrench, set Allen	2.50	2.50	
1	Wrench, set, 28 pc. Metric	36.50	36.50	
1	Wrench, Torque - ft. lbs.	15.50	15.50	
1	Wrench, Set, Pipe	45.00	45.00	
1	Automotive Encyclopedia	6.71	6.71	
1	Auto Body and Repairing	4.31	4.31	
4	Fix Your Car Reference Guides	2.63	10.52	
1	Motor's Auto Repair Manual	10.95	10.95	
7	Complete Mechanic Tool Sets w/cabinets (one for every 4 trainees, and one for Instructor)	252.21	1765.47	



AUTO SERVICE MECHANICS - INSTRUCTIONAL SUPPLIES

AUTO SERVICE MECHANICSINSTRUCTIONAL SUPPLIES

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
15	Auto Fundaments by Find & Billett	5.00	75.00	
15	Auto Mechanics Fundamentals by Stockel	5.25	78.75	
3	Salvaged automobile for instructional purposes	25.00	75.00	
4	25 Air Hoses with chucks, Blowgun, tire gauge, and all misc. fittings 1/4"	6.61	26.44	
1	12V Storage Battery @ 9.70	9.70	9.70	
1	6V Storage Battery	9.70	9.70	
15	Hack Saws Blades, 24 teeth, 12" 15 for	2.76	2.76	
3	Flat 1 1/2" Brushes, paint 3 for	.63	.63	
1	A.C. Bulb Asst. with cabinet	22.00	22.00	
1	Pair Battery Booster Cables 12' H.D.	6.78	6.78	
1	Roll 16 ga. vinal Flex wire	1.98	1.98	
1	Roll 14 ga. vinal Flex wire	2.25	2.25	
1	Roll Spark Plug Wire	6.16	6.16	
6	Universal Battery Cables Terminals	2.59 1/2 dz.	2.59	
2	Universal Battery Cables, 22" 30" long	2.53 (2)	2.53	
1	Set Assorted solderless terminals w/tools	12.77	12.77	
8	Bottles 2 oz. gasket shellac 8 for	1.44	1.44	

AUTO SERVICE MECHANICSINSTRUCTIONAL SUPPLIES

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<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
50	5 gal. Carburetor cleaner w/basket (HS 5 Gunk)	20.90	20.90	
1	Lot (24) Asst. Test Clips	6.07	6.07	
1	Cotter Pin Assortment	2.25	2.25	
1	Lot velumoid gasket material-1 yd. ea.	4.73	4.73	
1	Set Fractional sizes 1/16" thru 1/2" high speed drill bits	37.40	37.40	
12	Ignition files - 1 doz.	2.20	2.20	
1	Can spark plug cleaner	1.25	1.25	
50	Sheets emery cloth, asst. grit	7.54	7.54	
1	Auto Fuse Assortment 200	7.22	7.22	
10	Gal. Gasoline @ .32	3.20	3.20	
20	Assorted sized feller gauge stock	4.00	4.00	
1	Can valve grind compound	.30	.30	
1	50' garden type hose	9.64	9.64	
1	Nozzle for above	.90	.90	
1	Asst. hose clamps	19.74	19.74	
1	5 Gal Brake Fluid w/Dispenser (Wagner)	21.74	21.74	
1	Battery Hydrometer	1.72	1.72	
1	Roll Acid Core Solder	1.54	1.54	
1	Roll Rosin Core Solder	1.95	1.95	

AUTO SERVICE MECHANICS

INSTRUCTIONAL SUPPLIES -----

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
1	Radiator, Hydrometer	4.25	4.25	
1	Case (Qts.) SAE 20 Valvoline Oil	8.26	8.26	
1	Case (Qts.) SAE 30 Valvoline Oil	8.26	8.26	
1	Case(Qts.) Transmission Oil (Valvoline Oil)	8.28	8.28	
75	Oil Dri	3.90	3.90	
6	Cans Penetrating Oil	4.22	4.22	
1	120# drum chassis lube	27.60	27.60	
1	5 Gal SAE 90 Multi-purpose lube	10.94	10.94	
75	Wiping Rags	33.00	33.00	
1	Package 3 2/3" x 9" - 60 grit sandpaper	9.42	9.42	
1	Package 3 2/3" x 9" - 80 grit sandpaper	10.81	10.81	
1	Package of each of 400, 320, 220 grit wet or dry paper	15.57	15.57	
1	Nut, Bolt, Washer and Cotler Key Asst. 113 Sizes w/cabinet	62.93	62.93	
3	Lbs. 1/8" Welding rod	5.43	5.43	
3	Lbs. 3/32" Welding rod	6.12	6.12	
	Total			913.00

AUTO SERVICE MECHANICS

## INSTRUCTIONAL SUPPLIES -----

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
12	Rolls, 3/4 x 20 plastic electric tape	4.32	4.32	
6	Rolls. 3/4" masking tape - 1/2 doz.	3.42	3.42	
1	Each, tire repair kits, tube & tubeless	12.88	12.88	
1	Cabinet Asst. of line fittings	57.88	57.88	
1	Roll 3/16 copper tubing	3.71	3.71	
1	Roll 1/4" copper tubing	4.59	4.59	
1	Roll 5/16 copper tubing	5.93	5.93	
1	Roll HL 1 AC gas hose	8.89	8.89	
1	Roll HL 2 AC gas hose	6.54	6.54	
1	Asst. of wheel weights - various sizes	24.00	24.00	
1	Lot Asst. flat and lock washers	5.85	5.85	
3	Cans Silicone spray	2.15	2.15	
1	Box #24 grit 7" x 7/8" sanding disc.	11.06	11.06	
1	Box #36 grit 7" x 7/8" sanding disc.	10.83	10.83	
1	Tank Oxygen	9.00	9.00	
1	Tank Acetylene	12.00	12.00	
1	Tube body putty	1.45	1.45	
1	Can rubbing compound	.90	.90	
1	Gallon surfacer	6.30	6.30	

SECRETARIAL SCIENCE - EQUIPMENT PURCHASE

SECRETARIAL SCIENCE

Equipment Purchase-----

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
5	Transcribing Machines	405.00	2,500.00	
10	Typewriters, Electric	400.00	4,000.00	
15	Typewriters, Manual	215.00	3,225.00	
25	Typewriter Tables	22.00	550.00	
25	Chairs	20.00	500.00	
1	Mimeograph Machine	350.00	350.00	
1	Ditto Machine	250.00	250.00	
2	Adding Machine	150.00	300.00	
3	Tape Recorders	180.00	540.00	
		<b>TOTAL</b>		<b>12,215.00</b>

SECRETARIAL SCIENCE - INSTRUCTIONAL SUPPLIES

SECRETARIAL SCIENCEINSTRUCTIONAL SUPPLIES

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<u>NO.</u>		<u>COST</u>	<u>TOTAL</u>
6	Boxes, Thumb tacks	1.00	
100	Bottles Type cleaner	40.00	
2	Dozen, Stencils	5.00	
2	Dozen, File folders, mimeograph	32.00	
50	Rulers	13.00	
3	Boxes, Rubber bands	1.00	
30	Bookkeeping practice sets	150.00	
180	General record keeping sets	900.00	
91	General office practice sets	455.00	
100	Reams, Stenograph paper	500.00	
1	Set, Pitman typing records, key board drill	5.00	
1	Set, Tapes for teaching Pitman typing	5.00	
30	Book rest	150.00	
1	Pitman typing wall chart instructor	5.00	
110	Pitman shorthand manual, simplified	550.00	
25	Pitman shorthand dictionary simplified	125.00	
2	Graded transcribing tests	10.00	
50	Text kits	250.00	
42	Books	210.00	
40	Faster typing	200.00	
40	High speed (4th) edition	200.00	
40	Tabulation typing	200.00	
3	Filmstrips	15.00	
1	Storage cabinet	39.00	

SECRETARIAL SCIENCEINSTRUCTIONAL SUPPLIES

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<u>NO.</u>		<u>COST</u>	<u>TOTAL</u>
8 Dozen,	Ballpoint pens	20.00	
24 Reams,	Carbon paper sets	26.00	
3000	Index cards	5.00	
3 Boxes,	White chalk	5.00	
100 Bottles	Correction compound stencil	60.00	
100	Typewriting erasers	7.00	
100	File guide index sets	5.00	
6 Rolls,	Scotch tape	2.00	
20 Boxes,	File folders	262.00	
4 Boxes,	Ko-rec-copy	108.00	
4 Boxes,	Ko-rec-type	108.00	
45 Boxes,	Gummed labels	12.00	
500	Steno pads	250.00	
150	Writing pads	38.00	
300 Reams,	Paper, bond	345.00	
20 Boxes,	Paper clips	5.00	
37 Dozen,	Pencils	21.00	
250	Typewriter ribbons	113.00	
6	Sponges	2.00	
6	Erasers, blackboard	2.00	
10	Staplers	40.00	
10	Stapler remover	20.00	
1	Space Master	22.00	
1	Typewriting Demonstration Stand	28.00	
	<u>TOTAL</u>		5,567.00

COMMERCIAL BAKING - INSTRUCTIONAL SUPPLIES

COMMERCIAL BAKING

INSTRUCTIONAL SUPPLIES-----		
Raw Material (Flour, salt, sugar, margerine, etc.)		1,500.00
INSTRUCTIONAL EQUIPMENT-----		
High Speed Oven	1,532.00	
Dough Break	350.00	
Mixer	373.00	
Sifter	200.00	
Cake Mixer	275.00	
Baking Trays	200.00	
Sundry Items	1,000.00	
Mud and Brick Oven	300.00	
Classroom Chairs - 25	375.00	
Classroom Tables - 10	250.00	
Scales - 4	60.00	
Refrigerator	550.00	
Pastry Stove	500.00	
	Total	5,965.00

SERVICE INDUSTRIES - INSTRUCTIONAL EQUIPMENT & SUPPLIES

SERVICE INDUSTRIES

INSTRUCTIONAL EQUIPMENT-----  
Sundry Items, Classroom Chairs, Classroom Tables 2,000.00

INSTRUCTIONAL SUPPLIES-----  
Raw Material, Books, First Aid Kits, etc. 1,000.00

OFFICE & SMALL MACHINE REPAIR - EQUIPMENT PURCHASE

OFFICE & SMALL MACHINE REPAIR

EQUIPMENT PURCHASE -----

20	Individual toolboxes consisting of:	1,770.00
	a. 4 oz. ball peen hammer	
	b. Punch & Chisel set, 12 pieces	
	c. Pin punch set, sizes 1/16" to 1/4", 7 pieces	
	d. Set of 3 crescent wrenches, 4, 6, 8, inches	
	e. Set of box-end open end wrenches, 1/4" to 1" by 1/16" steps, 13 pieces	
	f. Chain nose plier	
	g. Diagonal plier	
	h. Lineman's plier	
	i. Combination plier, 6 inch	
	j. Water pump plier, 10" length	
	k. Stubby slot-head screwdriver	
	l. Set of screwdrivers, 4, 6, 8, 10 inch	
	m. Stubby phillips screwdriver, tip No. 1	
	n. Set of Phillips screwdrivers sizes 0, 1, 2, 3, 4, 6, 8, 10 inch tip	
	o. Offset screwdriver set, std. tip bit widths 1/4", 5/16", 3/8", phillips tip 1 & 2, 3-4	
	p. Nutdriver set (7 sizes)	
	q. Test lamp	
	r. Electrician's knife	
	s. Point file	
	t. Hacksaw	

OFFICE & SMALL MACHINE REPAIR

EQUIPMENT PURCHASE -----

2	Portable electric drills 1/4 inch	60.00
1	Portable electric drill, 1/2 inch	50.00
1	Bearing puller	8.00
4	Machinist's vise, 3 1/2 inch jaw, 5 1/4 inch max. opening	160.00
1	External growler	40.00
1	Internal growler	35.00
10	Machinist's vises, 2 1/2 inch jaw, 2 1/2 max. opening	50.00
25	Soldering guns, 150 watt.	145.00
5	Vise grip pliers, 4 inch	9.00
5	Vise grip pliers, 6 inch	13.00
5	Needle nose pliers, 6 inch curved nose	14.00
2	Pliers, 6 1/2 inch	3.00
2	Pliers, 8 inch	4.00
2	Wire hose clamp pliers, 7 inch	4.00
2	Sheet metal shears, combination pattern, length of cut, 3 inches	13.00
4	Terminal crimpers	8.00
1	Pipe wrench, 6 inches	3.00
1	Pipe wrench, 8 inches	3.00

OFFICE & SMALL MACHINE REPAIR

EQUIPMENT PURCHASE -----

1	Pipe wrench, 12 inch	4.00
3	Allen wrench sets, sizes 5/64 to 1/2 inch 7 pieces	3.00
3	Socket sets, 1/2" drive, 7/16" to 1 1/4" 17 pieces	57.00
3	Socket sets, 1/4" drive, 7/32" to 7/16", 17 pieces	27.00
10	Ball peen hammer, 8 oz.	25.00
10	Ball peen hammer, 12 oz.	28.00
2	Rawhide mallets	4.00
5	Soldering guns, 250 w.	55.00
1	Soldering copper, 1/2 lb. size	2.00
1	Wire gauge	5.00
1	Micrometer, 0-1 inch	15.00
10	Feeler gauges, .003 to .025	10.00
1	Tap and die set, NC-1/2 x 20 to 3/4 x 10, NF - 1/4 x 28 to 3/4 x 16	10.00
1	Screw extractor set, for bolts, 3/16 to 1", 6 pieces	10.00
2	Hacksaws, tubular frame	6.00
	Total	8,820.00

OFFICE & SMALL MACHINE REPAIR

SUGGESTED LIST OF EQUIPMENT -----

<u>Quantity</u>	<u>Description</u>	<u>Estimated Total Price</u>
1	Demonstration Test Bench Includes: 6 storage drawers, , 1 file drawer, 8 15 amp. duplex outlets, 1 duplex outlet variable A.C. 0-120 volts 5 amps., variable A.C. 0-24 volts from 2 jacks @ 5 amps., variable D.C. 0-30 volts from 2 jacks @ 5 amps. Complete with panel pilot light, controls and breakers.	420.00
1	File cabinet, 3 drawer	75.00
1	Bulletin board	25.00
2	Storage cabinets, 10 compartment (metal) 30" x 24"	200.00
2	Heavy duty work benches (metal) 48" x 72" x 32"	180.00
1	Moving picture projector, 16 mm, sound	450.00
1	Slide projector, 35 mm	150.00
1	Overhead projector	150.00
	Miscellaneous, manufacturers specialty tools, training aids, films, transparencies, etc.	1,000.00

OFFICE & SMALL MACHINE REPAIR

SUGGESTED LIST OF EQUIPMENT -----

<u>Quantity</u>	<u>Description</u>	<u>Estimated Total Price</u>
1	Twist drill set, (high speed, 1/16" to 1/2) 32 drills	88.00
1	Gas welding and cutting torch complete	95.00
1	Solvent tank	35.00
1	Shop anvil, weight, 30 pounds	30.00
10	Ammeters, tong type, range: 0-5/1540/100 A.C. and 0-150/600 V.A.C.	400.00
6	A.C. ammeters, 0 to 10 scale	72.00
6	A.C. volt meters, 0 to 150 scale panel meters	72.00
3	A.C. volt meters, 0 to 250 scale	36.00
10	Multi-meters	400.00
4	Ohm meters, ranges: .1 ohm- 1 ohm	600.00
20	Test lamps, 100 watt	10.00
5	Electric workbenches, 4 station top 72" x 48	940.00
25	Armchair desks	275.00
25	Lab stools, 26" high	250.00
1	Chalkboard and equipment	75.00
1	Teacher's desk and chair	139.00

OFFICE & SMALL MACHINE REPAIR - INSTRUCTIONAL SUPPLIES

OFFICE & SMALL MACHINE REPAIR

INSTRUCTIONAL SUPPLIES

---

2 lbs	Acid core solder, alloy 40/60, 1/8" diameter	3.00
4 lbs.	Rosin Core solder, alloy 50/50, 1/8" diameter	3.00
2 lbs.	Aluminum flux-core solder	8.00
1- oz.	Silver solder, 1100° F. melting range	18.00
1	Silver solder flux, 10 oz. jar	2.00
200 lbs.	Arc welding electrodes. E6011-1/8" and E6018-1/8"	70.00
100 lbs.	Gas welding rods, 1/16" and 1/8"	35.00
20 lbs.	Cast iron rod, 3/16" x 18"	20.00
8 lbs.	Aluminum brazing rod, 1/16" diameter	22.00
16 lbs.	Maganese bronze rod, 3/32" and 1/8" diameter	26.00
2 lbs.	Cast iron brazing flux	3.00
1 lb.	Aluminum brazing flux	3.00
2 lbs.	All purpose brazing flux	3.00
2 lbs.	Cast iron welding flux	3.00
2 tanks	One of oxygen, one of acetylene	15.00
1	Supply of lubricating oils, greases and materials	30.00
4 Doz.	Hacksaw blades, 12 inches long, 24 and 32 teeth per inch	30.00

OFFICE & SMALL MACHINE REPAIR

INSTRUCTIONAL SUPPLIES

---

1	Nut & bolt assortment	\$ 100.00
1	Sheet metal screw assortment	15.00
1 Box	Stove bolts, 150 pieces per box, 3/16" x 1/2" and 1/4 x 2"	3.00
4 Boxes	Hexagon nuts, 113 pieces per box, 1/4" to 9/16"	15.00
1 Box	Cotter pins, 750 pieces per box, size from 1/16" x 1" to 1/8" x 2"	3.00
1 Box	Lock washer assortment, 425 pieces per box, size from 5/16" to 9/16"	3.00
5 Doz.	Hexagon socket set screws, size from 8-32 x 3/16" to 3/8-16 to 1/2"	8.00
5 Lbs.	Steel washers	2.00
10 Gal.	Synthetic enamel	60.00
2 Gal	Enamel undercoat	10.00
5 Gal.	Paint reducer	4.00
2 Gal.	Lacquer thinner	4.00
10 Qts.	Lacquer, assorted colors	15.00
10	Assorted paint brushes	10.00
4 Gal	Rust inhibitive metal primer	21.00
10 Rolls	Masking tape, 3/4" wide, latex adhesive binding with paper crepe backing	13.00
5 Lbs.	Steel wool, grade N 00 to 2	4.00
1 Gal.	Rubbing compound, course grade	4.00

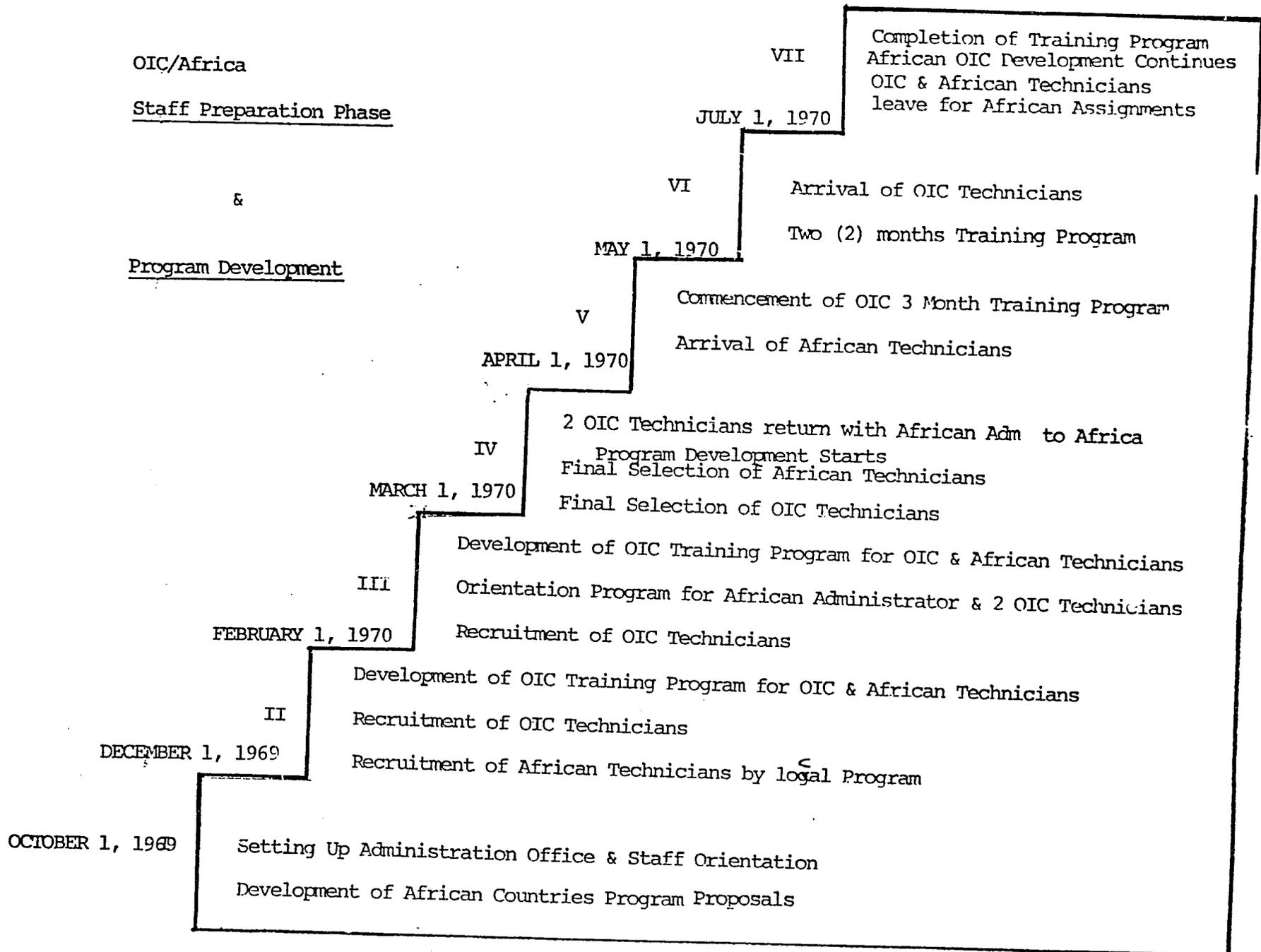
OFFICE & SMALL MACHINE REPAIR

INSTRUCTIONAL SUPPLIES-----

4 Doz.	Assorted files	57.00
4 Doz.	Sheets of abrasive paper	5.00
1	Assortment of electrical wire	50.00
1	Allowance for used appliances to use for demonstration and training aids	200.00
	Total	900.00

**SECTION II**

OIC/AFRICA SUPPORTIVE ACTIVITIES IN NIGERIA



(Fig. 4)

OIC/AFRICA SUPPORTIVE ACTIVITIES IN NIGERIA

OIC/Africa will provide technical and resource assistance to the major components of the Lagos OIC program: Administration, Prevocation and Vocation, and when appropriate, will assist the Lagos program phase in an Entrepreneur and Managerial training component in keeping with the government's effort in its Africanization policy.

The Lagos OIC Center will be initiated in the Prevocational and technical areas listed previously, with OIC/Africa providing ten (10) American OIC technicians. Since the Lagos Board of Directors will be unable to assume initially the total program cost, ten (10) Nigerian staff persons will be financially supported by OIC/Africa. It will also be necessary to provide a short term (3 months) training program for the selected Nigerians and a two (2) month orientation program for the American OIC technicians in the Philadelphia OIC program. The wives of the OIC technicians selected for African assignments will also receive a three (3) day African country orientation in Philadelphia. Training and support cost will be provided for the American OIC technicians as well as their Nigerian counterparts during the program year. A minimal amount of program commodities will be made available to support the OIC technicians and local staff upon their return from training. The OIC technicians will be contracted for a two year period.

Utilization OIC/Africa Manpower

OIC Technician	Nigerian Counterpart	
1	1	Administration
2	3	Prevocational.
6	6	Vocational
1	0 7	Entrepreneurial & Management <sup>Neurial</sup>

OIC/Africa Personnel Contribution to Lagos OIC

OIC/Africa will contribute to the Lagos OIC staff persons for their program. These persons will be both Americans and Africans. The title and duties of these persons will be:

- I Program Director - American (1)\*  
Has the major responsibility for planning, implementing, evaluating and administering all phases of the prevocational and vocational program. Works closely with the Board of Directors and maintains contact with the OIC/Africa central office.
- II Training Supervisor - African (1)  
Implements the program for teaching prevocational and vocational skills. Works closely with the Program Director and is the liaison between Director and staff.
- III Curriculum Specialist - American (1)  
Works very closely with the African counterpart in developing curriculum for both prevocational and vocational program.
- IV Counselor - American (1) & African (1)  
Counselors work very closely together providing services to help the trainee to become employable. The counselors will coordinate their activities with the Training Supervisor.
- V Industrial Relations/Job Development Specialist - Africa (1)  
The Industrial Relations/Job Development Specialist will develop job opportunities for the OIC trainee. He works closely with the Training Supervisor and Counselors in job placement.  
(Entrepreneur & Management Specialist) American (1).  
The Entrepreneur & Management Specialist will be phased in during the program year. He will be responsible for developing business opportunities for the OIC trainee. Also will teach business management practices.

VI Vocational Instructors - American (6) & African (6)

The Vocational Instructors will develop, with the assistance of the Curriculum Specialist and Training Supervisor, course outlines. They will design a course that will enable the trainee to become employable.

OIC/Africa will also assist in acquiring and providing to the Lagos OIC program equipment and material difficult or impossible to obtain locally. Below is a list of the training areas and the equipment that will be provided for each.

Secretarial Science

Electric Typewriters	10
Manual Typewriters	10
Tape Recorders	3
Stenograph Machines	5
Mimeograph Machines	1
Adding Machines	3
Comptometer	1
Ditto Machine	1

Auto Mechanics

Student Hand Tool Kits	6
Instructors Hand Tool Kits	2
Exhaust System Service Kit	3
Brake System Service Kit	3
Alignment Service Kits	3
Drill Press	1
Gas Welding Units	2
Machinist Vise	4
Metal Work Bench	3
Air Compressor Three Phase	1
Bench Grinder	2
Chassis Lubricator	1
Gear Lubricator & Tools	1

Auto Mechanics (Cont.)

Battery Charger	1
Volt-AMP Meter	3
Alternator Tester	1
Ohmmeter	5
Armature Growler	2
Oscilloscope	2
Semi-portable alignment machine including attachments	1
Wheel Balancer - off car type	1

Electronics

Voltmeters	4
Multi-meters	10
Vacuum tube voltmeters	2
Work Benches	10
Test Signal Generators	10
Electronic voltage regulators	4
R.F. Signal Generator	4
Audio Signal Generator	2
Oscilloscope	3

Commercial Baking

High Speed Oven	1
Dough Break	1
Mixer	1
Scales	4
Pastry Stove	1
Refrigerator or Freezer	1

Office and Small Machine Repair

Tool Boxes	20
Demonstration Bench	1
Multi-meters	10
Ohm meters	4
Soldering guns	25
Machinist vise	14
Tap and Die Set	1
Movie Picture Projector	1

COMMENCEMENT OF OIC/AFRICA'S NIGERIAN ACTIVITIES

### Commencement of OIC/Africa's Nigerian Activities

The Nigerian counterpart selected for Lagos OIC administrative slot will be brought to the Philadelphia OIC program for a four (4) week intensive training period. An OIC Planning Team will be trained with him. Transportation and living expenses will be provided by OIC/Africa.

At the completion of this training program, the Nigerian, along with two OIC Planning technicians will return to Nigeria.

The OIC Planning Team to Nigeria will consist of two OIC technicians. One of the OIC technicians will have a strong background in Prevocational training and community organization, familiar with efforts of community fund raising drives; the other technician will be qualified in vocational training, coupled with manpower and industrial relations knowledge. The vocational technician will have specific knowledge of one or more of the skill areas that will be taught by the local African program.

### OIC Planning Team Responsibilities

#### Prevocational (Feeder) Technicians

1. Lend overall technical advice and direction to the local Board of Directors.
2. Provide OIC orientation for Board of Directors, Sub-Committee members of the Board and staff personnel.
3. Work very closely with all the Board sub-committees in developing the OIC program.
4. Assist the local Board in setting up the Feeder program.
5. Assist the Board in identifying and selecting Feeder staff personnel.
6. Assist the Board to identify and establish a criteria for trainee selection.

7. Assist the local Board complete their Program Proposal--especially the Prevocational phase.
8. Assist the local group identify and obtain Bio-data information on the African counterparts to receive training at OIC Philadelphia.
9. Develop contacts and relationships with other community organizations that deal with training and social programs.

#### Vocational Technician

1. To lend overall technical advice and direction to the local Board of Directors.
2. Provide OIC orientation for the Board of Directors, Sub-Committee members of the Board and staff personnel.
3. Work very closely with the Board's technical sub-committees in developing OIC program.
4. Contact industry to develop a close relationship with the OIC program.
5. Assist in the development of the Technical Advisory Committees for each training area.
6. Review local training programs and industrial needs in developing the OIC course outlines relative to the needs of the local job market.
7. Help with the selection of technical personnel.
8. Develop a working relationship with job placement agencies and departments.
9. Help with site selection and shop layout.
10. Assist in project and proposal writing, especially vocational phase.

The OIC Planning technicians, working with the Lagos OIC Board of Directors should select, within a month's time, nine (9) Nigerian technicians for the three (3) months Philadelphia OIC training. By then, the remaining eight (8)

OIC technicians will have been selected by OIC/Africa central office, to be phased in with the Nigerian technicians during the second month of their OIC Philadelphia training.

Upon completion of the African and OIC technician's orientation and training program, this team, seventeen (17) technicians, will be sent to Nigeria to phase into an on-going OIC program.

## OIC/AFRICA ORIENTATION & TRAINING PROGRAM

### PURPOSE:

The purpose of the OIC Africa Orientation and Training Program is to provide Africans and their American counterparts with a familiarity and working knowledge of OIC, its self help concept and procedures.

### OBJECTIVES:

1. To acquaint the African staff to the OIC concepts.
2. To acquaint the American staff to customs and traditions of the African community they will serve.
3. To develop the teams of American and Africans that will work together in Africa.
4. To develop positive attitudes in staff personnel that is necessary to work with the unemployed and underemployed.

OIC/AFRICA ORIENTATION & TRAINING PROGRAM

COURSE OF STUDY

I Welcome African Participants to Philadelphia OIC

A. History and Philosophy of OIC

B. Organizational Structure and Function

1. Chairman and Board of Directors

2. Administration

3. Pre-Vocational Program

4. Vocational Program

5. Supportive Services

C. Program Development

1. National OIC Institute

2. National OIC Extension Services

3. Managerial Training Program

4. OIC International/Africa

D. Economic Development Projects

1. NPAED

2. Progress Plaza

3. Progress Garment Factory

4. Progress Aerospace Enterprise

E. Feeder Program

1. Selection

2. Intake

3. Counseling and Guidance

4. Feeder Courses

5. Referral

OIC/AFRICA ORIENTATION & TRAINING PROGRAM

COURSE OF STUDY (cont.)

F. Skill Training

1. Intake
2. Counseling and Guidance
3. Skill Training Courses
4. Referral
5. Job Placement
6. Follow-up

G. Personnel Policies

H. Supportive Services

OIC/AFRICA ORIENTATION & TRAINING PROGRAM

COURSE OF STUDY (Cont.)

II Welcome American Participants to Philadelphia OIC

A. History and Philosophy of OIC

B. Organizational Structure

C. Program Development

D. Economic Development Projects

E. African History (Americans)

1. Nigeria

Groups formed to discuss

2. Ghana

History and customs

3. Ethiopia

of the assigned country

4. Kenya

F. Proposal Writting

1. How to gather information to write proposal

2. How to write a budget

G. Center Assignment

1. Team assignment (African/ American)

2. In-service training in skilled area

Each team will be assigned to one of the OIC

Branches in Philadelphia to a skilled area.

They will observe and instruct the OIC trainee.

OIC/AFRICA ORIENTATION & TRAINING PROGRAM

COURSE OF STUDY (Cont.)

Related Activities

1. All participants and administrative staff will participate in an U.S. AID orientation session in Washington, D.C.
2. Field trips will be made to industry and manpower training programs.
3. Field trips will be made to OIC's in the Philadelphia area.

OIC AFRICA ORGANIZATIONAL STRUCTURE-FIELD STAFF

ORGANIZATIONAL STRUCTURE  
OIC/AFRICA-NIGERIAN PROGRAM

Central Office

OIC/AFRICA Field Staff

* OIC Technician (Program Coordinator)	Counterpart
OIC Technician	Counterpart

Clerical-Local

- \* One member of the OIC/Africa Nigerian Team will serve as the country team Program Coordinator. He will have the overall supervisory responsibility for the field staff reporting to OIC/Africa Central Office ( Director) and the OIC Lagos Board of Directors. At the request of the Lagos Board, the Program Coordinator may serve as interim Program Director of the Lagos OIC. This person will also serve as liaison between Central Office, OIC Lagos and the Nigerian USAID Mission.

OIC/AFRICA - NIGERIAN BUDGET

OIC/AFRICA - NIGERIAN BUDGET

APPENDIX B

LINE ITEMS	Firm FEBRUARY <del>2</del> , 1970 <del>FEBRU 25</del> , 1971	Projected MARCH <del>16</del> , 1971 <del>APRIL 31</del> , 1972	Total February <del>2</del> , 1970 <del>APRIL 31</del> , 1972
I <u>Salaries</u>			
A. OIC Technicians (US)	151,670.00	166,837.00	318,507.00
B. Local Employees (African)	47,720.00	52,492.00	100,212.00
C. Consultants Fees	4,000.00	4,000.00	8,000.00
II <u>Fringe Benefits (Ins., Retir.)</u>	21,540.00	23,694.00	45,234.00
III <u>International Travel</u>	28,000.00	28,000.00	56,000.00
IV <u>Travel &amp; Subsistence</u>			
A. U.S.	14,350.00	----	14,350.00
B. Africa	1,350.00	1,350.00	2,700.00
C. Phila. OIC Training Cost	3,000.00	----	3,000.00
D. Transportation Maint. (Africa)	7,950.00	1,950.00	9,900.00
V <u>Overseas Allowances</u>	124,868.00	124,868.00	249,736.00
VI <u>Participant Program (Africans)</u>			
A. International Travel	7,000.00	----	7,000.00
B. Phila. OIC Training Cost	3,000.00	----	3,000.00
C. Subsistence	14,400.00	----	14,400.00
D. Local Travel (Phila.)	1,500.00	----	1,500.00
VII <u>Equipment, Materials &amp; Supplies</u>	5,000.00	2,500.00	7,500.00
VIII <u>Commodities Program</u>	30,000.00	10,000.00	40,000.00
IX <u>Miscellaneous</u>	77,070.00	77,070.00	154,140.00
X <u>Overhead Cost 15%</u>	81,362.00	73,914.00	155,276.00
	<u>623,780.00</u>	<u>566,675.00</u>	<u>1,190,455.00</u>

ITEMIZED FIRM BUDGET

FEBRUARY 1, 1970-FEBRUARY 28, 1971

<u>LINE ITEMS</u>			
I	<u>Salaries</u>		
	A. OIC Technicians (10) 2/1/70 - 2/28/71	14,000.00	151,670.00
	B. Local Employees (African)		
	1. Technical		
	a. Administration (2) 2/1/70 - 2/28/71	467.00 mo.	10,200.00
	b. Pre-Vocational (1) 2/1/70 - 2/28/71	374.00 mo.	4,480.00
	c. Vocational (6) 2/1/70 - 2/28/71	420.00 mo.	30,240.00
	2. Clerical Support (1) 2/1/70 - 2/28/71	234.00 mo	2,800.00
	C. Consultant Fees (U.S. & Africa) 2/1/70 - 2/28/71		4,000.00
II	Fringe Benefits: (Insurance, Retirement, etc.)		
	A. OIC Technicians - 12%	18,200.00	18,200.00
	B. Local Staff - 7%	3,340.00	3,340.00
III	International Travel		
	A. Staff Requirement		
	1. OIC Technicians (10) WF/2ch. Phila/Lagos	700.00	28,000.00
IV	<u>Travel &amp; Subsistence</u>		
	A. <u>U.S. Travel &amp; Subsistence, OIC Tech.</u>		
	<u>&amp; Families</u>		
	1. 10 Technicians	@ \$16./day @ 60 days ea.	9,600.00
	2. Phila. OIC Training (10)	@ @ 300. ea.	3,000.00
	3. 10 Technicians Wives	@ \$25./day @ 3 days ea.	750.00
	4. 20 Round Trips (Phila. Ret.)	@ \$200./day	4,000.00
	B. African Subsistence	45 days @ 20.	900.00
	C. African Travel	10 trips @ 75.	750.00
	D. Transportation & Maintenance		
	1. Vehicle for country team	@ 6,000.00	6,000.00
	2. 1500 miles mo. x 10 miles x 13 months	@ 1,950.00	1,950.00

ITEMIZED FIRM BUDGET

LINE ITEMS

	<u>Post Dif.</u>	<u>Post Allowance</u>	<u>Educational Allowance</u>	<u>Quarters Allowance</u>	
V. <u>Overseas Allowances</u>					
Nigeria 15%					
OIC Technical Staff (10)	21,000.00	19,000.00	<u>11,100.00</u>	28,668.00	124,868.00
WF/2 ch.			<u>24,000.00</u>		
VI Participant Program (Africans)					
A. International Travel					
1. Participants (10)	Lagos/ Phila.		@ 700.00 ea.		7,000.00
B. Phila. OIC Training					
1. Participants (10)	@ 300.00 ea.				3,000.00
C. Subsistence					
1. Participants (10)	@ 16./day @ 90 days ea.				14,400.00
D. Local Travel (Phila.)					1,500.00
VII Equipment - Materials & Supplies					
Basic Office Machinery, Desks, Files, etc.					
Teletype, Cables, etc.					5,000.00
VIII Commodities Program					30,000.00

ITEMIZED FIRM BUDGET

<u>LINE ITEMS</u>	<u>NO.</u>	<u>UNIT</u> <u>COST</u>	<u>SUB</u> <u>TOTAL</u>	<u>TOTAL</u>
<u>Commodities Program</u> <u>Secretarial Science</u>				
Electric Typewriters	5	@ 400.00	2,000.00	
Manual Typewriters	10	@ 215.00	2,150.00	
Tape Recorders	1	@ 180.00	180.00	
Stenograph Machines	2	@ 150.00	300.00	
Mimeograph Machine	1	@ 410.00	410.00	
Adding Machine	2	@ 150.00	300.00	
Ditto Machine	1	@ 250.00	250.00	
Transcribing Machine	3	@ 405.00	1,215.00	6,805.00
<u>Auto Service Mechanics</u>				
Hand Tool Kits	7	@ 253.00	1,771.00	
Exhaust System Kit	1	@ 100.00	100.00	
Brake System Kit	1	@ 75.00	75.00	
Alignment Service Kit	1	@ 200.00	200.00	
Drill Press	1	@ 150.00	150.00	
Gas Welding Unit	2	@ 95.00	190.00	
Machinist Vise	4	@ 40.00	160.00	
Metal Work Bench	3	@ 90.00	180.00	
Air Compressor 3 Phase	1	@ 284.00	284.00	

ITEMIZED LINE BUYERLINE ITEMSCommodities Program  
Auto Service Mechanics (Cont.)

	<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
Bench Grinder	1	@	52.00	52.00	
Chassis Lubricator	1	@	290.00	290.00	
Gear Lubricator & Tools	1	@	80.00	80.00	
Battery Charger	1	@	125.00	125.00	3,657.00

Commercial Baking

High Speed Oven	1	@	1,532.00	1,532.00	
Dough Break	1	@	350.00	350.00	
Mixer	1	@	373.00	373.00	
Scales	4	@	15.00	60.00	
Pastry Stove	1	@	500.00	500.00	
Refrigerator or Freezer	1	@	550.00	550.00	3,365.00

Office and Small Machine Repair

Tool Boxes	10	@	89.00	890.00	
Demonstration Bench	1	@	420.00	420.00	
Multi-meter	5	@	40.00	200.00	
Ohm-meter	2	@	150.00	300.00	
Soldering guns	25	@	7.00	175.00	
Machinist Vise	6	@	8.00	48.00	
Tape and Die Set	2	@	16.00	32.00	2,065.00

ITEMIZED FIRM BUDGET

<u>LINE ITEMS</u>	<u>NO.</u>	<u>UNIT</u>	<u>COST</u>	<u>SUB</u>	<u>TOTAL</u>
<u>Commodities Program</u>					
<u>Electronics</u>					
Voltmeters	4	@	60.00	240.00	
Multi-meters	5	@	20.00	100.00	
Vacuum tube voltmeters	2	@	90.00	180.00	
Work Benches	5	@	100.00	500.00	
Test Signal Generators	5	@	60.00	300.00	
Electronic voltage regulators	4	@	90.00	360.00	
R.F. Signal Generator	4	@	65.00	260.00	
Audio Signal Generator	2	@	100.00	200.00	
Oscilloscopes	3	@	140.00	420.00	
Soldering Tools	20	@	5.50	110.00	2,670.00
 <u>Audio Visual Aids</u>					
Moving picture projector 16 MM sound	1	@	450.00	450.00	
Slide projectors 33 MM	2	@	150.00	300.00	
Overhead projectors	2	@	150.00	300.00	1,050.00
Miscellaneous, manufactures specialty tools, training aids, films, transparencies, etc. (All Shop Areas)					8,388.00
Equipment maintenance and repair					2,000.00
				<b>TOTAL</b>	<b>30,000.00</b>

ITEMIZED FIRM BUDGET

LINE ITEMS

IX	Miscellaneous	R & R	<u>Emergency Evacuation</u>	<u>Temp. Lodging</u>	<u>Leave Accum.</u>	<u>Household Shipment</u>	<u>Unaccomp. Baggages</u>	<u>Storage Household</u>
1.	OIC Technical Staff (10) WF/2ch.	12,500.00	11,670.00	4,500.00	10,000.00	30,000.00	6,000.00	2,400.00

2/ Emergency Evacuation based on a country team of four families  
with return to post

3/ Based on a projected 2-week period for quarters only

X Overhead Cost - 15% 81,362.00

OIC AFRICA-OIC LAGOS COMPARATIVE BUDGET

## COMPARATIVE BUDGET

This comparative budget is a partial explanation of Lagos program cost, design primarily to demonstrate graphically the extent of the local program (OIC Lagos) self-help commitment and contribution.

APPENDIX D

TOTAL COST OF PROGRAM

Summary

	<u>Local Cost</u>	<u>OIC/Africa Cost</u>	<u>Total</u>
I Salaries and Fringe Benefits	44,800.00	188,720.00	334,296.00
II Program Supplies and Equipment			
A. Feeder	7,500.00		7,500.00
B. Vocational	32,776.00	30,000.00	62,776.00
III Office Supplies and Equipment			
A. Feeder	5,000.00		5,000.00
B. Vocational	3,000.00		3,000.00
IV Rent	12,000.00		12,000.00
V. Utilities	4,500.00		4,500.00
VI Transportation	3,000.00		3,000.00
VII Consultant Fees	<u>2,000.00</u>		<u>2,000.00</u>
	<u>114,576.00</u>	<u>218,720.00</u>	<u>334,296.00</u>

PERSONNEL COST

Annual Salaries

<u>TITLE</u>	<u>Local Cost</u>	<u>OIC/AFRICA Cost</u>	<u>Total</u>
* Program Director (1)	6,720.00	—	\$ 6,720.00
Training Supervisor (1)	—	5,600.00	5,600.00
Industrial Relations/Job Development Specialist (1)	—	5,600.00	5,600.00
** Entrepreneurial & Management Specialist			
Finance Officer (1)	3,640.00	—	3,640.00
Curriculum Specialist (1)	5,320.00	—	5,320.00
Counselor (2)	4,480.00	4,480.00	8,960.00
Basic Education Inst. (4)	20,160.00	—	20,160.00
Vocational Instructors (6)	—	30,240.00	30,240.00
OIC Technicians (10)	—	140,000.00	140,000.00
Secretary (1)	—	2,800.00	2,800.00
Clerk Stenographer (1)	2,100.00	—	2,100.00
Clerk Typist (2)	2,800.00	—	2,800.00
Driver (1)	1,400.00	—	1,400.00
Custodian (1)	980.00	—	980.00
	<u>44,800.00</u>	<u>*** 188,720.00</u>	<u>233,520.00</u>
TOTALS			

\* If requested by the Lagos Board, an OIC Technician (Program Coordinator) will serve as interim Program Director.

\*\* Since Lagos OIC plans to enter economic development enterprise by coupling the training design with small scale business development, a Nigerian person with Entrepreneurial & Management Specialist should be phased in when appropriate but early enough to accomplish necessary pre-planning. At the appropriate time OIC Africa will also provide a person (counterpart) to work with the Nigerian E. & M Specialist.

\*\*\* Not included in this total is OIC/Africa's local and international cost of training, subsistence and travel.

OCCUPATIONAL COST

<u>COURSE</u>	<u>Local Cost</u>	<u>OIC/AFRICA Cost</u>	<u>Total</u>
Electronics	4,074.00	2,670.00	6,844.00
Auto Service Mechanics	2,970.00	3,657.00	6,627.00
Secretarial Science	10,977.00	6,805.00	17,782.00
Commercial Baking	4,100.00	3,365.00	7,465.00
Service Industries	3,000.00	_____	3,000.00
Office & Small Machine Repair	7,655.00	2,065.00	9,720.00
Misc. (Manufacturers Specialty Tools Training Aids, etc.)	_____	8,388.00	8,388.00
Audio Visual Aids	_____	1,050.00	1,050.00
Equipment Maintenance & Repair	_____	<u>2,000.00</u>	<u>2,000.00</u>
<u>TOTALS</u>	<u>32,776.00</u>	<u>30,000.00</u>	<u>62,776.00</u>