

OPPORTUNITIES INDUSTRIALIZATION CENTER
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OIC/AFRICA PROPOSAL

GHANA PROGRAM

Submitted to

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

641-13-610-063

A.I.D.
Reference Center
New York

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OIC/Africa
100 West Coulter Street
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December, 1969

PROLOGUE

The following pages of this proposal describe in detail the planned OIC Ghana program as well as OIC/Africa plans of assistance to this African self-help project. Though many things are basic throughout the world, variations exist from place to place. Being aware of this constant (change) the OIC Africa staff, with valuable assistance from the Ghana OIC Board as well as Africans residing in the Philadelphia area, have attempted to write this proposal in such a way as to reflect its relevancy to the Ghana (Accra) community. It is our thinking that it will be necessary for OIC/Africa to provide the various forms of technical assistance described in this proposal for a period of four (4) to six (6) years. We feel that this period of time for the life of the project should be adequate and sufficient for OIC/Africa to phase out its activities with the total responsibility for maintaining and expanding the Ghana OIC program resting entirely with its Board of Directors and local community.

This proposal describes the OIC manpower training program in its entirety from selection to follow-up. It has been developed in such a way as to make it comprehensible to anyone who is desiring basic general knowledge and understanding of OIC. Included also is suggestive plans for developing and incorporating some phase of economic development (small scale businesses) into the total training design.

The proposal is also structured not only to show the OIC/Africa supportive costs of assisting Ghana in developing an OIC program (Appendix C),

but to demonstrate graphically an estimated cost for operating solely the OIC Ghana program which is designed to train approximately 200 persons a year (Appendix A). In addition to the above mentioned budgets, the proposal also contains a third budget which has been included to show clearly the comparative role, responsibility and financial contribution that will be forthcoming from the OIC Ghana Board of Directors and local community, as well as OIC/Africa (Appendix D).

The Director

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Opportunities Industrialization Center
Community Action Program

GHANA

OPPORTUNITIES INDUSTRIALIZATION CENTER

PROGRAM PROPOSAL

Mr. S. P. Dampson, Chairman
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Accra, Ghana
West Africa

VIII

HISTORY AND PHILOSOPHY
OF THE
GHANA OPPORTUNITIES INDUSTRIALIZATION CENTER

HISTORY

In Accra, as is the case in many urban centers throughout Africa, the problem of unemployment has developed to the extent of creating serious social, political and economic bottlenecks. Aware that the government of Ghana was attempting to deal with this increasing problem of unemployment, a group of Ghanians, under the leadership of Mr. S.P. Dampson, an Accra vocational teacher, came together to discuss ways in which private citizens could assist the nation in alleviating this unemployment problem. Mr. Dampson, who has been a vocational instructor for the past thirty years, along with three other Ghanians, Messrs. J.A. Ocansey, O.B.K. Fua and A.A. Mends, came together to discuss possible ways to deal with unemployment situations in Accra.

Being a person with strong vocational background and aware that one of the main reasons for unemployment on the part of the people of Ghana was due to their lack of skilled training and preparation, Mr. Dampson felt that the establishment of a relevant vocational training scheme would be one of the best ways of assisting the nation in tackling the problem of unemployment. While this initial group, and other invited persons met to consider a possible training scheme proposal put forth by Mr. Dampson and trying to decide how such a program could be organized, they had the opportunity to become acquainted with the Opportunities Industrialization Center. This community-based manpower training program was started in Philadelphia, Pennsylvania, USA, by a Baptist minister, Rev. Leon H. Sullivan.

This brief acquaintance with OIC helped this group to determine what direction they might go in getting their technical training program off the ground. They were interested in the OIC concept because it was born out of a need quite similar to theirs, it was initiated from a community-based group such as themselves and the OIC program was developed in such a way as to make technical training relevant to the immediate needs of existing industry and business in the community.

During the latter part of 1968, the group organized themselves into an OIC Steering Committee with the purpose of seeking additional information about the Philadelphia OIC program and exploring ways in which a similar program could be established in Accra. During the first month of 1969, January 14, the group organized by Mr. Dampson, began to communicate with Dr. Sullivan.

In their first letter to Dr. Sullivan, they wrote "We have formed ourselves into an OIC Steering Committee...wishing to affiliate our efforts of establishing an OIC here to work on the same lines and same objectives, since in Ghana the very conditions of poverty, unemployment and under-employment abound in their thousands as a visit to the local labor exchange would amply justify."

During this period, the initial group began to seek out other interested people that would provide a broad representation of the Accra community.

One of the persons who was attracted to this growing number and who possessed not only interest and concern about the unemployment problem but had for many years studied this whole area of human resources development, was Mr. Geormbeeyi Adali-Mortty of the University of Ghana. Mr. G.A. Mortty presence provided additional drive and needed leadership.

About the same time, the group began to receive additional information from Dr. Sullivan explaining the origin and development of OIC. This information was disseminated to the growing body of concerned citizens who were beginning to discuss the possibilities of utilizing the OIC concepts and methods as an instrument in tackling their problem of unemployment.

As a result of this increased interest and correspondence between the Ghana interest group and OIC America, three major events took place. First, during 1969, two study trips by OIC America were made by an OIC delegation to Africa. During February/March, 1969, Dr. Sullivan led an OIC delegation to five African countries including Ghana. The purpose of this trip was to meet and discuss with the Ghana OIC Steering Committee possible ways in which OIC America could feasibly assist them in developing a similar program. Meeting with the Ghanaian group stimulated both the Ghanians on a broader basis as well as the American OIC interest. Therefore, during May to July, 1969, Dr. Sullivan returned an OIC advance team to Ghana to continue seeking ways for providing possible assistance to Ghana. In the meantime, the Ghana interest group being so inspired by the

initial interest in OIC and its opportunity to meet with and get to know Dr. Sullivan had decided definitely to establish an OIC in Ghana. Therefore, with the strong assistance of Mr. Geombeeyi Adali-Mortty, they organized and legally formed themselves into the OIC Ghana Board of Directors, beginning to lay the groundwork for the OIC development in Accra and coordinate for activities with OIC America.

As the year 1969 comes to an end with much of the necessary groundwork completed, that of organizing and securing the support of community, industry and government, the OIC Ghana Board of Directors, with the assistance of OIC International (a new component of OIC formed by Dr. Sullivan to assist African and other International communities) are together laying the groundwork for opening the Ghana OIC center to the general public in the early part of 1970.

PHILOSOPHY

Believing that every man and woman should be given a chance to help himself, the Ghana 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 aff.

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 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.

INTRODUCTION

Ghana has an approximate population of eight (8) million people with Accra being the largest city in area and population. Agriculture and mining has been the prime source of Ghana's economy, but industry is developing rapidly. The major industries include the making of beer and soft drinks, the manufacture of aluminium utensils, roofing sheets and the canning of meat.

Other plants turn out soap, clothing, footwear, glassware, sugar, cement, fibre bags, and tobacco products. There are also vehicle assembly plants, an aluminum smelter, an oil refinery, a gold refinery and a paint factory. During the last few years, Ghana has imported machinery and electrical goods, which is an indicator of industrial growth. Much of the reason for Ghana's industrialization is the Volta River Hydro-electrical Scheme which makes available cheap electrical power for the various industries.

The growth of the industrial sector and the Africanization Policy of the Ghana government, has created a pressing need for skilled workers, technicians and management personnel. Many of the industries that require trained personnel has set-up "On The Job Training" programs or recruit personnel from other countries. Both of these practices are very costly and time consuming and is contradictory to the economic development plan of Ghana. Though government and industry would like to discontinue these

INTRODUCTION (Cont.)

practices, limited training facilities have caused a shortage of qualified skilled workers and many must be trained on the job.

The lack of training facilities is just one reason for unskilled and unemployed persons. Other reasons are (1) Ghanians from rural communities come to the urban centers with no technical skills for industrial employment. (2) The primary and secondary school leavers have no technical skills and cannot compete on the labor market. (3) The technical school graduate has not been trained to the new developments in industry thus, cannot pass the Craft Tests. These problems must be dealt with in order to supply government and industry with qualified workers.

The Ghanaian government has placed a high priority on the Africanization of Ghana. Thus, the need to train and retrain the enormous untapped manpower as a means of first meeting the demands for skilled manpower and secondly, alleviate the growing unemployment problem is imperative. The responsibility of absorbing these problems of unemployment and skilled manpower needs by increasing and expanding relevant training programs extends beyond the capacity of private (including industry) established training centers and those created by the government educational system. Therefore, the development of a locally inspired OIC program in Ghana will provide an additional and needed training and retraining facility assisting

INTRODUCTION (Cont.)

and cooperating with existing government and private endeavors to check the raising unemployment problem and providing the much needed technical trained manpower for a growing industrial society.

The Ghana 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 revealed that 55% 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 Ghana labor force extends beyond this group, Ghana Opportunities Industrialization Center is initially directing its program to this population segment of the Accra 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

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OIC/AFRICA - GHANA BUDGET

Firm And Final Budget

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LINE ITEMS	Firm	Projected	Total
	April 15, 1970 May 15, 1971	May 16, 1971 May 16, 1971	April 15, 1970 May 15, 1971
<u>Salaries</u>			
A. OIC Technicians (US)	218,400.00	240,240.00	458,640.00
B. Local Employees (African)	5,200.00	5,720.00	10,920.00
C. Consultants Fees	4,000.00	4,000.00	8,000.00
<u>Fringe Benefits</u>	26,572.00	29,229.00	55,801.00
<u>International Travel</u>	33,600.00	33,600.00	67,200.00
<u>Local Travel & Subsistence</u>			
A. U.S.	29,000.00	---	29,000.00
B. Africa	2,150.00	2,150.00	4,300.00
C. Phila. OIC Training Cost	3,600.00	---	3,600.00
D. Transportation Maint. (Africa)	7,950.00	1,950.00	9,900.00
<u>Overseas Allowances</u>	109,710.00	109,710.00	219,420.00
<u>Participant Program (Africans)</u>			
A. International Travel	9,100.00	---	9,100.00
B. Phila. OIC Training Cost	3,900.00	---	3,900.00
C. Subsistence	29,000.00	29,000.00	29,000.00
D. Local Travel (Phila.)	1,500.00	---	1,500.00
<u>Program Research & Evaluation</u>			
A. Research & Development	10,000.00	5,000.00	15,000.00
B. Program Evaluation	15,000.00	10,000.00	25,000.00
<u>Equipment, Materials & Supplies</u>	6,500.00	3,000.00	9,500.00
<u>Commodities Program</u>	50,000.00	15,000.00	65,000.00
<u>Miscellaneous</u>	92,520.00	92,520.00	185,040.00
<u>Overhead Cost 15%</u>	97,395.00	82,817.00	180,212.00
TOTALS	<u>746,697.00</u>	<u>634,297.00</u>	<u>1,380,994.00</u>

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ITEMIZED FIRM BUDGET
April 15, 1970-April 15, 1971

LINE ITEMS

Salaries

A. OIC Technicians (12)	4/15/70-4/15/71	14,000.00	218,400.00
B. Local Employees (African)			
1. Clerical (1)	4/15/70-4/15/71 @ 220./mo.	2,860.00	
2. Driver (1)	4/15/70-4/15/71 @ 180./mo.	2,340.00	5,200.00
C. Consultant Fees (U.S. & Africa)	4/15/70-4/15/71		4,000.00

Fringe Benefits: (Insurance, Retirement, etc.)

A. OIC Technicians - 12%	26,208.00	26,208.00
B. Local Staff - 7%	364.00	364.00

International Travel

A. Staff Requirement		
1. OIC Technicians (12) WF/2ch. Phila/Ghana		33,600.00

Travel & Subsistence

A. <u>U.S. Travel & Subsistence, OIC Tech. & Families</u>		
1. 12 Technicians	@ \$25/day @ 60/days ea	24,000.00
2. Phila. OIC Training (12)	@ \$300. ea.	3,600.00
3. 12 Technicians Wives	@ \$25/day x 3 days	900.00
4. 24 Round Trips (Phila. Ret.)	@ \$200. ea.	4,800.00
5. Local Travel (Phila.)	1,000.00	1,000.00
B. African Subsistence	50 days @ \$25.	1,250.00
C. African Travel	12 trips @ \$75.	900.00
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

Overseas Allowances

	<u>Post. Dif.</u>	<u>Post Allowance</u>	<u>Educational Allowance</u>	<u>Quarters Allowance</u>
Ghana 15%				
OIC Technical Staff (12)	23,400.00	4,242.00	4,884.00	35,400.00
WF/2ch.			14,400.00	
			<u>27,384.00</u>	

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INTRODUCTION (Cont.)

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 Ghana 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 Ghana Opportunities Industrialization Center program will be designed to place in employment 200 persons during its first year of operation, and it is estimated that such a program would require a staff of approximately 25 persons and would cost \$193,662.00 (see Ghana OIC Program Budget Appendix A).

Training Areas

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

Auto Service Mechanics

Secretarial Science

Electronics

Electricity

Brick Masonry

Plumbing

Carpentry

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 Accra 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 Ghana 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 Ghana
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 whom 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 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 Ghana 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 Ghana program will be patterned, with modifications, after the successful OIC American program that originated in Philadelphia. A strong feature of the Ghana program will be its total community involvement. Representing a good cross-section of the Accra community, the recently formed OIC Ghana Board of Directors supported 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 Ghana Board and its industrial related sub committee will also secure some of the necessary training equipment.

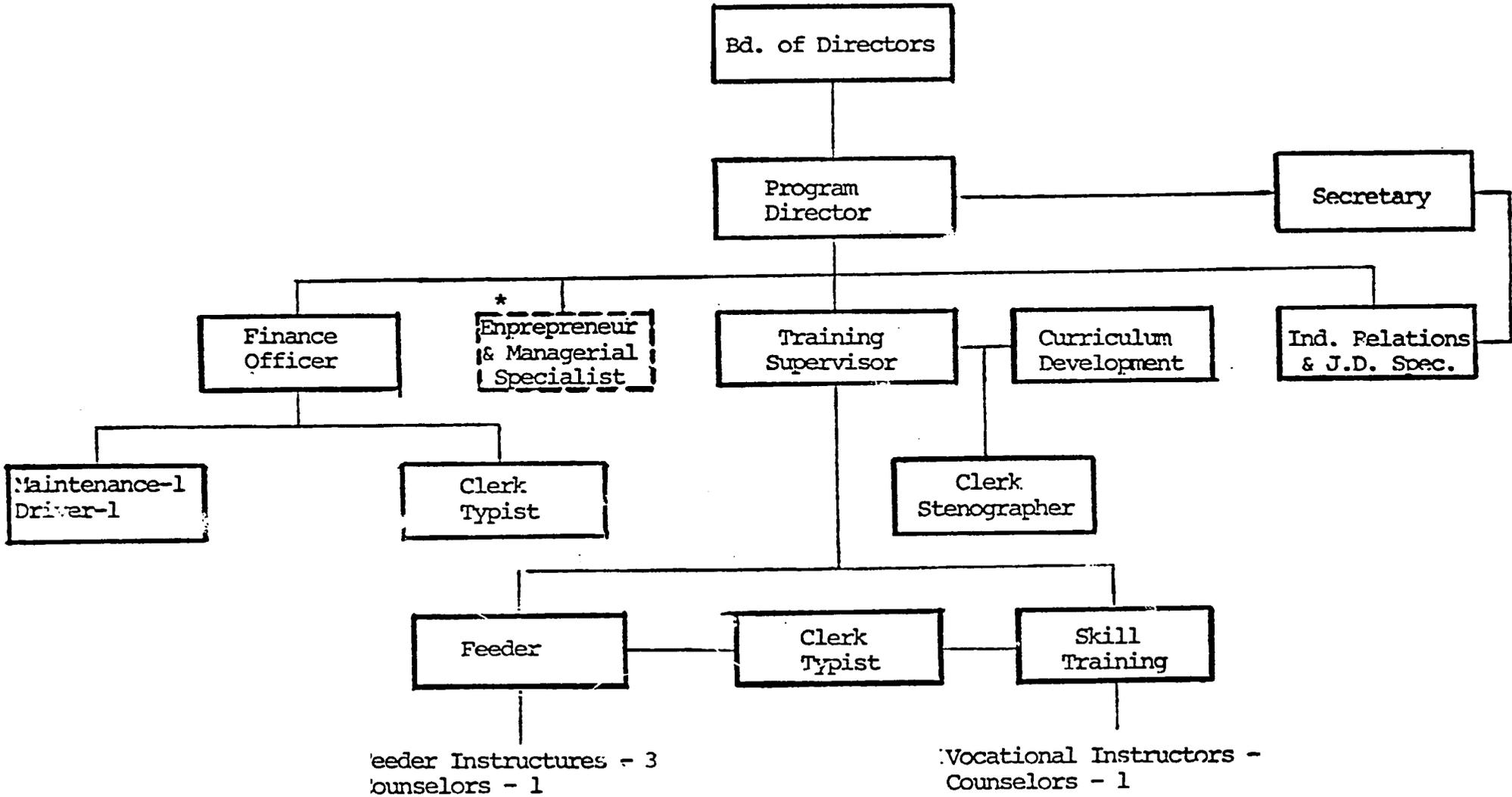
OIC/Africa Assistance to the Ghana OIC

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 OIC Ghana personnel in Philadelphia; providing OIC American technicians as counterparts to serve in Ghana; and provide equipment for instructional purpose, especially training equipment difficult or impossible to obtain locally.

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

GHANA OPPORTUNITIES INDUSTRIALIZATION CENTER

Organizational Chart



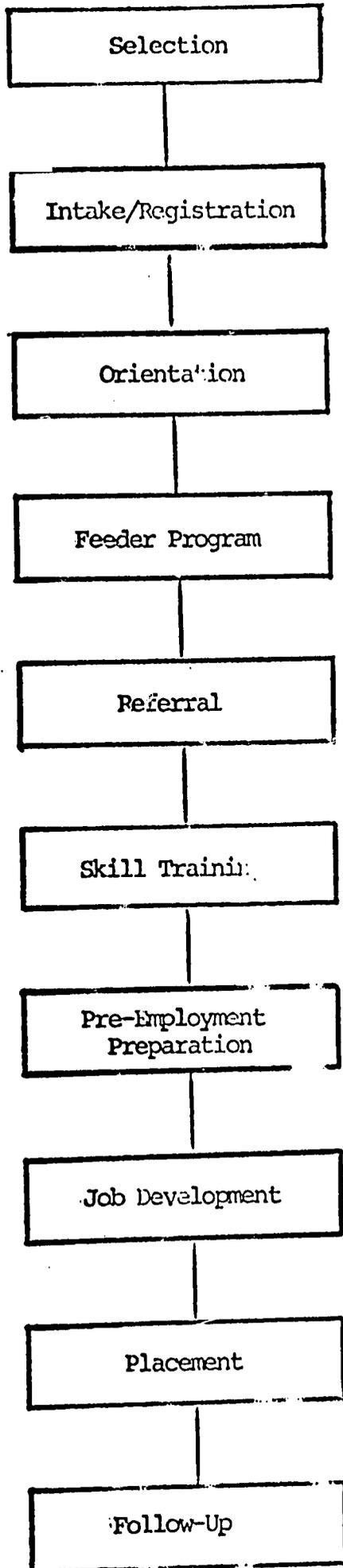
* With GOIC plans for coupling the training design with small scale industrial development forecasted, a phase-in time for this position must be anticipated.

(Fig. 1)

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PROGRAM DESCRIPTION

OIC GHANA
OIC OPERATIONAL PROCEDURES



(Fig. 2)

11c

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 \$588,276.00 for the first year operation and \$1,119,907.00 over a two year period. (See OIC/Africa Ghana Budget Appendix C),

Future Planning

In addition to developing the manpower phase, OIC Ghana 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 Ghana 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 Accra area. The economic related entrepreneur and management activities will be phased in at the appropriate time.

Prevocational Training (Feeder Program)

The first of the Ghana 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 Ghana 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 Ghana.

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 two hundred (200) 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 Ghana 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

course 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 Ghana Opportunities Industrialization Center will require extensive use of volunteers, especially those drawn from the community served.

GUIDANCE AND COUNSELING

INTRODUCTION

The Ghana Opportunities Industrialization Center is organized to train 200 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.

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.

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.

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 Ghana 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 Ghanaian 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

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 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
 - (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.

FEDER 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 trainees 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.

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. Complete bank account applications, deposit and withdrawal slips accurately.

B. Course Description

1. Personal Budgeting
2. Insurance

FEEDER 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 Ghana Heritage

A. Objectives

1. To provide an understanding and appreciation of historical information and background in African and Ghanaian History.
2. To instill a sense of pride in the various ethnic groups of their cultural heritage and knowledge of their contributions to Ghana.
3. To cultivate a positive and responsible approach to contemporary problems.
4. To dispel certain 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 Ghana.
3. Cultural contributions to Ghana
 - a. Ashanti
 - b. Fanti
 - c. Ewe
 - d. Ga
 - e. 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.

FEDER 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 evaluated 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

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 Technician

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

Plumbing and Electricity

A. Objectives

The objective of this course is to provide basic training for trainees desiring to enter vocational training centers providing courses in Plumbing and Electricity. Upon completion of the course trainees are evaluated in the following areas:

1. Related Mathematics
2. Measurement
3. Vocabulary
4. Ways of Communicating (Written - Oral)

B. Course Description

1. Communication Skills
2. Computational Skills
3. Vocational Terminology
4. Introduction to Vocational Tools

FEEDER COURSES

Brick Masonry & Carpentry

A. Objective

1. To provide basic training to prepare trainees to enter vocational courses to qualify for apprentices or journeymen in Brick Masonry.
2. To provide specific basic courses in the use of simple hand tools.

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

1. Whole Numbers
2. Fractions
3. Decimals
4. Grammar
5. Spelling
6. Oral Expression
7. Use of Basic Hand Tools
8. Shop Safety

B. Course Description

1. Communication Skills
2. Computational Skills
3. Use of Basic Tools

GHANA OIC TRAINEE FLOW

Ghana OIC will train 200 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:

Auto Service Mechanics	40
Secretarial Science	40
Electronics	30
Electricity	20
Brick Masonry	25
Plumbing	20
Carpentry	25

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		
7					150		
8					200		
9						25	
10						50	10
11						75	20
12						125	30
13						150	40
14						175	50
15						200	60

* During the skill training all trainees that need Feeder will have on-going classes.

** Follow-up will continue for one (1) year after placement.

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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 business.

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 Ghana (Accra 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:

Auto Service Mechanics

Secretarial Science

Electronics

Electricity

Brick Masonry

Plumbing

Carpentry

It will be the purpose of OIC Ghana 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.

AUTO SERVICE MECHANICS

Course Length: 25 weeks

Class Capacity: 20

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 automotive 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 valve 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

SECRETARIAL SCIENCE

Course Length: 25 Weeks

Class Capacity: 20

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

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.

ELECTRICIAN

Course Length: 25 Weeks

Class Capacity: 10

I DESCRIPTION

The course will be designed to provide basic training for entry level electricians. It will prepare the trainee to plan layouts, install and repair wiring, electrical fixtures, apparatus and control equipment. Also teaches shop safety.

II OBJECTIVES

- A. To develop skills in the use of electrical tools and equipment.
- B. To orient the trainee with the proper organization that will promote speed, efficiency and safety in electrical work.
- C. To develop good work habits in the trainee.

III COURSE OUTLINE

- A. Introduction
 - 1. Nonanclature
 - 2. Nature of electricity
 - 3. Underwriters codes
- B. Basic Circuits
 - 1. Ohms' Law
- C. Types and Sizes of Conductors
- D. Conductors
 - 1. Cutting
 - 2. Splicing
 - 3. Connecting

ELECTRICIAN (Cont.)

- E. Modern House Systems
- F. Residential Wiring Systems
 - 1. Overloaded circuits
 - 2. Planning and Installation
 - 3. Indoor Wiring
 - 4. Types of switches
- G. Polarized Devices for Laundry and Kitchen
- H. Introduction to Electric Motors
- I. Review

BRICK MASONRY

Course Length: 25 Weeks

Class Capacity 13

I DESCRIPTION

This course is designed to teach the trainee the methods of bricklaying. The trainee will become familiar with brick, structural tile, concrete cinder, glass brick, gypsum and terra cotta block and other materials issued in the construction or repair of walls, partitions, arches, sewers, and other structures.

II OBJECTIVES

- A. To develop the skills necessary to use basic bricklaying tools.
- B. To develop the understanding of the proper functions of each piece of equipment.
- C. To orient the trainee to the safety practices that are related to the building trades.

III COURSE OUTLINE

- A. Introduction
- B. Tools, Equipmaent, and Safety practices
- C. Mortar, Concrete, and other Mixes
- D. Bricks, Tiles, Blocks
- E. Essentials of Masonry Construction

BRICK MASONRY (Cont.)

F. Bond, Patterns, Fixtures

G. Walls

H. Arches

I. Chimneys, Fireplaces

J. Floor, Pavements

K. Review

PLUMBING

Course Length: 25 Weeks

Class Capacity: 10

I DESCRIPTION

The course is designed to teach the trainee how to assemble, install and repair pipes, fittings and fixtures of heating, water and drainage systems, according to specifications and plumbing codes.

II OBJECTIVES

- A. To orient the trainee to the job of plumbing and teach him shop safety.
- B. To instruct the trainee in the proper way to use plumbing tools.
- C. To develop the skills necessary to solve plumbing trade.

III COURSE OUTLINE

- A. Introduction
 - 1. Knowledge and use of plumbing tools.
 - 2. Cleaning and the care of tools
 - 3. Shop Safety
- B. Cutting & Threading Tools
 - 1. Ratchet stock & dies
 - 2. Reaming
 - 3. Wheel cutter

PLUMBING (Cont.)

C. Nipple Making

1. Knowledge and construction of nipples, close to 6' up to 4'

D. Pipe Fitting and Installation

1. Use of various pipes & fittings
2. Standard measuring pipe symbols

E. Installation

1. Bathroom
2. Kitchen
3. Laundry (Commercial & Residential)

F. Drainage Installation

1. Soil, waste, and vent stacks
2. Horizontal drain lines to sewer
3. Use of terra cotta, cement, fiber and copper

G. Solder Work

1. Use of soldering iron
2. Sweating copper tubing

H. Heating Hot Water - Steam

1. Installation of hot water
2. Use of automatic gas units and controls

I. Building Maintenance and Repair Work

1. Repair traps, fixtures & valves
2. Cleaning of traps and fixtures
3. Repair and installation of air, gas and water lines

J. Estimation and Contracts

1. Determining current labor costs
2. Determining material cost
3. Legal aspects of contracts

K. Review

CARPENTRY

Course Length: 25 Weeks

Class Capacity: 13

I DESCRIPTION

Constructs, erects, installs and repairs structures and fixtures of wood. Learns the use of carpenters' handtools and power tools. Learns how to read blueprints in the construction trades.

II OBJECTIVES

- A. To orient the trainee in the use of carpentry tools.
- B. To teach the trainee how to read blueprints and work with speed, efficiency and safety.

III COURSE OUTLINE

- A. Introduction
 - 1. Job Orientation
 - 2. Shop Safety
- B. Tools and Equipment
 - 1. Hand Tools
 - 2. Shop Tools & Equipment
- C. Structural Wood
 - 1. Principles of Wood
 - 2. Grades and Uses
- D. Blueprint Square
- E. Framing Square

CARPENTRY (Cont.)

1. Use of square in framing & building
 2. Laying out angles & degrees
- F. Foundation Walls
- G. Floor Joists & Sub Floors
1. Size
 2. Space
 3. Supporting partitions
- H. Exterior Walls
1. Framing
 2. Bracing
 3. Exterior wall finish material
- I. Roof & Ceiling Framing
1. Roof Framing
 2. Sheathing & Covering
 3. Roof Trusses
- J. Framing Openings
1. Window
 2. Door
 3. Chimney
 4. Fireplace
 5. Stairway
- K. Interior Finish & Trim
1. Lathe and Plaster
 2. Dry Wall
 3. Baseboard, windows & doors

CARPENTRY (Cont.)

L. Miscellaneous

1. Ventilation of
 - a. bathroom
 - b. kitchen
 - c. crawl space & attic
2. Insulation of
 - a. walls
 - b. ceilings
 - c. floor

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 and Management program that will meet the needs of the trainee and the needs of the Accra 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.

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 trainee in the development of management and small business enterprises

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 Ghanaian economy

BRIEFCASE TABLE

COUNTRY: GHANA

PROJECT TITLE: Opportunities Industrialization Center

PROJECT NUMBER: 641-13-610-063

	Technicians			Participants		Commod.	Other Costs	TOTAL
	(\$000)	No. Prog.	No. on Board	(\$000)	No.	(\$000)	(\$000)	
FY 70 in 70 CP								
AID	.....	.....	.....	.....	.....	.....	.....	.....
PASA	.....	.....	.....	.....	.....	.....	.....	.....
CONTRACT	.....	.....	.....	.....	.....	.....	.....	.....
Total								
FY 70 in 71 CP								
AID	.....	.....	.....	26	6	.....	.....	26
PASA	.....	.....	.....	.....	.....	.....	.....	.....
CONTRACT	292	10	.....	.....	.....	35	.....	327
Total	292	10	.....	26	6	35	.....	353
FY 71 Proposed								
AID	.....	.....	.....	.....	.....	.....	.....	.....
PASA	.....	.....	.....	.....	.....	.....	.....	.....
CONTRACT	143	10	.....	.....	.....	13	.....	156
Total	143	10	.....	.....	.....	13	.....	156

Differences from last year's CP in total costs, FY 70 obligation, final year of obligation, no. of technicians, etc.

Explanation of pipeline, taking FY 69 and 70 into account.
 The \$317,000 expected to be unliquidated as of June 30, 1970, is because of the need to provide forward funding for somewhat less than a year of a contract which is expected to be implemented beginning in May or June 1970.

Analysis of apparent or real high costs, per technician, participant, etc. Other problems. In terms of the latest budget request this project is underfunded in FY 1970-71. In each year separately funding shown will cover less than one year of operations as proposed by OIC. OIC has also proposed increase in staff to 12, although perhaps 6 would be sufficient for the initial pilot operations. The FY 70 CP requested 600 for technicians in two or three countries, 50 for commodities, and 100 for other costs.

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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

BOARD OF DIRECTORS

BOARD FUNCTIONS

The functions of local OIC boards have a high degree of similarity with those boards of directors of other private and public agencies. In general, the responsibility of a board of directors of a corporation are (1) to establish the general objectives of the corporation; (2) to determine its major policies and operations; (3) to determine the organizational structure; (4) to select the major executives of the organization; and (5) to appraise the performance of executives to whom responsibilities have been delegated.

(1) To satisfy the spirit as well as the word of government laws dealing with private vocational education as well as the regulations of the government authority.

2. To ascertain the goals or objectives of OIC training and to prepare the general policies in tune with them.

3. To select a program director of OIC, designate him as the chief executive officer, and to work harmoniously with him.

4. To strive continuously to develop further and improve the score and quality of educational opportunities for all men and women in the geographic location.

5. To create policies which will attract and retain professional and other personnel needed to realize the educational objective.

BOARD FUNCTIONS (cont.)

6. To provide educationally efficient and safe OIC plant facilities.
7. To plan for and obtain financial resources necessary to achieve educational goals.
8. To keep the people intelligently informed and aware of the status, progress, and problems of their training programs.
9. To appraise the activities of the OIC in light of its objectives.
10. To discharge its responsibility as a agency by participating in efforts to promote and improve education.

A policy is a general statement which describes the aim, purpose, or objective to be achieved. As such, policy statements represent guidelines or stars by which to steer an institution. Policy-making is the most important function assigned to boards or committees governing institutions. It is with through policies that governing boards express and maintain control over the institution.

A policy statement is phrased usually in terms broad enough to include all issues likely to be involved, but at the same time it is specific enough to identify its purpose. In this manner policies become useful as frameworks for decisions related to specific requests.

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 Ghana 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 aides 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: ENTREPRENEURAL AND MANAGEMENT SPECIALIST

Definition:

Examines, analyzes and interprets the needs of the community in the development of small and medium size industrial enterprises. Develops, organizes and implements training in the area of business, entrepreneurial and management for the OIC trainee. Responsible directly to the Program Director.

Duties:

1. Serves as a liaison between OIC and industrial organizations to establish training programs for entrepreneurial 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 thorough entrepreneurial 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: 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 entrepreneur 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 Ghana 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 Ghana 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

Definition:

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.

APPENDIX A

Total Cost of Program

Summary

	<u>COST</u>
I Salaries and Fringe Benefits	\$ 114,618.00
II Program Supplies and Equipment	
A. Feeder	5,000.00
B. Vocational	54,868.00
III Office Supplies and Equipment	
A. Feeder	5,000.00
B. Vocational	3,000.00
IV Rent	12,000.00
V Utilities	3,500.00
VI Transportation	2,000.00
VII Consultant Fees	<u>2,000.00</u>
	<u>\$ 201,986.00</u>

PERSONNEL

Annual Salaries

<u>Title</u>	<u>Cost</u>
* Program Director (1)	\$ 6,720.00
Training Supervisor (1)	5,600.00
Industrial Relations Specialist (1)	5,600.00
Job Development Specialist (1)	5,200.00
** Entrepreneurial & Management Specialist (1)	5,600.00
Finance Officer (1)	3,640.00
Curriculum Specialist (1)	5,320.00
Counselor (2)	8,960.00
Basic Education Specialist (3)	15,120.00
Vocational Instructors (7)	35,280.00
Secretary (1)	2,800.00
Clerk Stenographer (1)	2,100.00
Clerk Typist (2)	2,800.00
Driver (1)	1,400.00
Custodian (1)	980.00
	<u>\$107,120.00</u>

* If requested by the Ghana Board an OIC Technician will serve as Interim Program Director.

** Ghana OIC plans to enter economic development enterprise by coupling with the training design with small scale business development. A Ghanaian with entrepreneurial & management specialities will be required. This Entrepreneurial & Management Specialist will be phased in when appropriate OIC/Africa will provide a person (counterpart) to work with the Ghanaian E. & M. Specialist.

OCCUPATIONAL COST

<u>COURSE</u>	<u>TOTAL</u>
Auto Service Mechanics	\$ 6,627.00
Electronics	6,844.00
Secretarial Science	12,965.00
Brick Masonry	3,600.00
Plumbing	5,364.00
Carpentry	3,100.00
Electrician	4,500.00
Misc. (Manufacturers Specialty Tools, Training aids and etc.)	8,818.00
Audio Visual Aids	1,050.00
Equipment Maintenance & Repair	<u>2,000.00</u>
	<u>\$ 54,768.00</u>

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	
	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 MECHANIC

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 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 1/2 dz.	2.59	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

<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	

AUTO SERVICE MECHANICSINSTRUCTIONAL 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	
	Total			913.00

SECRETARIAL SCIENCE

EQUIPMENT PURCHASE-----

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
3	Transcribing Machines	405.00	1,215.00	
10	Typewriters, Electric	400.00	4,000.00	
10	Typewriters, Manual	215.00	2,150.00	
20	Typewriters Tables	22.00	440.00	
20	Chairs	20.00	400.00	
1	Mimeograph Machine	350.00	350.00	
1	Ditto Machine	250.00	250.00	
1	Adding Machine	150.00	150.00	
2	Tape Recorders	180.00	360.00	
	Total			9,315.00

SECRETARIAL SCIENCEINSTRUCTIONAL SUPPLIES-----

<u>NO.</u>		<u>COST</u>	<u>TOTAL</u>
8 Dozen	Ballpoint pens	20.00	
24 reams,	Chabon paper sets	26.00	
3,000	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	
16	Sponges	2.00	

SECRETARIAL SCIENCE

INSTRUCTIONAL SUPPLIES-----

<u>NO.</u>		<u>COST</u>	<u>TOTAL</u>
6	Erasers, blackboard	2.00	
10	Staplers	40.00	
10	Stapler Removers	20.00	
1	Space Master	22.00	
1	Typewriting Demonstration Stand	28.00	
100	Bottles lType Cleaner	40.00	
2 Dz.	Stencils	5.00	
2 Dz.	File Folders, mineograph	32.00	
50	Rulers	13.00	
30	Bookkeeping practice sets	150.00	
30	General office practice sets	150.00	
75	General Recordkeeping sets	375.00	
50	Reams Stenograph pater		
30	Book rest		
1	Pitman typing wall chart instructor	5.00	
75	Pitman shorthand manual, simplified	375.00	

ELECTRONICS

EQUIPMENT PURCHASE-----

<u>NO.</u>		<u>COST</u>	<u>TOTAL</u>
2	Ammeters	140.00	
4	Voltmeters	240.00	
2	Ohmmeters	30.00	
10	Multimeters	200.00	
2	Vacuum tube voltmeters	180.00	
20	Soldering tools	110.00	
4	Power supplies - VAR DC +50 to +200V, VAR DC -0 to -8V	348.00	
10	Workbenches (stations)	1,000.00	
3	Oscilloscopes	420.00	
10	Test signal generators	600.00	
4	Electronic voltage regulators	360.00	
4	RF Signal Generator - Frequency 100 KC	260.00	
2	Audio Signal Generator - Frequency 20 KC	200.00	
	Total		4,088.00

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

ELECTRICITY

EQUIPMENT PURCHASE-----

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
3	Wrenches, Allen assorted sizes	4.00	12.00	
4	Measuring tape - 10" metal	8.00	32.00	
1	Bit, metal-graduated sizes	1.00	1.00	
10	Circuit breakers - assorted sizes	1.00	10.00	
60	Fuses, assorted sizes	.60	36.00	
100	Conduit - 1/2" and 3/4" sizes	.05	5.00	
150	Condulets - assorted sizes	4.00	600.00	
60	Condulet covers, 1/2" and 3/4"	.20	12.00	
200	Conduit, metal flexible 1/2" and 3/4"	1.25	230.00	
4	Connector, service cable, angle for 2/2 - 1/4 svc. entrance	.50	2.00	
400	Wirenuts for 2 #12's and 5 #16's	1.00	400.00	
5	Lb Rolls Solder, rosin core	6.25	32.00	
5	Bells, door, brass, 10 volts	1.00	5.00	
10	Brass buzzers, 10 volts	3.05	3.50	
5	Switches, push buttons, brass	2.00	10.00	
4	Wire staples for Romex cable	.25	1.00	
30	Straps, conduit, one hole zinc or Cadmium coated	1.00	30.00	
40	25 watt Bulbs	.20	8.00	

ELECTRICITY - INSTRUCTIONAL SUPPLIES

ELECTRICITY

INSTRUCTIONAL SUPPLIES-----

Wire, switches, relays, circuitbreaker, panels, etc.

\$2,005.00

BRICK MASONRY

INSTRUCTIONAL SUPPLIES-----

Bricks, Cement, Cinderblocks, Sand, Tile, Lime, Etc.

\$2,537.00

PLUMBING

EQUIPMENT PURCHASE-----

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
2	Coil Fire Pot	40.15	80.30	
5	Propane Torch Kits	9.00	45.00	
4	Tubing Cutters	3.15	12.60	
2	Assorted Reamers	15.00	30.00	
2	Pipe Cutters 2"	22.00	44.00	
2	Yoke Vise	65.00	130.00	
1	Chain Vise	28.45	28.45	
10	Offset Calkers	1.25	12.50	
10	Spring Yarning irons	1.50	15.00	
10	Long Calkers	1.00	10.00	
10	Lead Picking Tool	1.50	15.00	
	Soil Pipe Chisel	1.30	6.50	
	<u>Pipe Wrenches</u>			
3	1/2"	1.85	5.55	
3	3/4"	2.15	6.45	
3	1"	2.70	8.10	
3	2"	5.12	15.36	
3	2½"	9.15	27.45	
3	6"	12.41	37.23	
2	8"	26.22	52.44	
2	10"	39.56	79.12	
2	Wrench Sets 3/8"to 1 1/4"	24.00	48.00	

PLUMBING

EQUIPMENT PURCHASE

Total

Student Tool Kits, assorted hand tools, etc.

\$4,373.00

PLUMBING

INSTRUCTIONAL SUPPLIES-----

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
15	How to Design and Install	4.95	74.25	
15	Mathematics for Plumbers and Pipe Fitters	4.12	61.80	
15	Steam and Hot Water Fittings	5.25	78.75	
15	Blueprint Reading and Sketching for Plumbing Trades	5.00	75.00	
1	Gross Drawing Pencils	4.56	4.56	
7Dz.	Desk Pads (yellow w/lines) Legal size	1.75	12.25	
15	Materials for progress training charts	1.50	22.50	
10	50/50 coldering solder wire 5 lb roll	8.00	80.00	
5	1 lb. cans of Nokode soldering paste	1.00	5.00	
5	25 yd. rolls of emory paper 2" wide rolls	2.65	13.25	
2	Galvenized DWU Roof Flashings, 3"	1.15	2.30	
3	1 1/2 Galvenized DWU Rocf Flashings	.95	2.85	
3	1 1/4 Galvenized DWU Roof Flashings	.95	2.85	
12	Kant Leak Setting Seals	.90	10.80	
75	Closet bolts, nuts, and washers	.10	7.50	
150	3/4" Type M Tubes		10.32	
150	3/4" 90 ^o Copper Elks	.19	28.50	
45	3/4" Copper T's	.38	17.10	
45	1/2" Copper Stops	.98	44.10	
15	4" 1/8 Bend	1.16	17.40	

PLUMBING (Cont.)

INSTRUCTIONAL SUPPLIES-----

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
2	3" Short Sweep Bends	1.49	2.98	
2	2" Short Sweep Bends	1.00	2.00	
4	4" Comb. Y & 1/8 Bends	2.82	11.28	
2	4 x 3 Ditto 1/8 Bends	2.66	5.32	
4	3 x 2 Ditto 1/8 Bends	2.20	8.80	
4	2" Comb. T & 1/8 Bend	1.83	3.66	
4	4" Sanitary Tees	2.16	8.64	
4	4 x 3 Sanitary Tees	1.99	7.96	
4	4 x 2 Sanitary Tees	1.58	3.16	
2	3 x 2 Sanitary Tees	1.54	3.08	
4	2 x 2 Sanitary Tees	1.08	4.32	
8	4" Y's Sanitary Tees	2.16	17.28	
4	4 x 3 Y's Sanitary Tees	1.99	7.96	
4	2" Y's Sanitary Tees	1.08	4.32	
2	4 x 1½ Tapped Sanitary Tees	1.87	3.74	
2	2 x 1½ Tapped Sanitary Tees	1.16	2.32	
2	2 x 1½ Tapped Sanitary Cross	2.57	5.14	
2	3" "P" Traps	2.08	4.16	
4	4" Cleanout Plugs w/counter sunk plug	1.08	4.32	
2	3" Cleanout plugs w/counter sunk plug	96	1.92	
2	2" Cleanout plugs w/counter sunk plug	57	1.14	
40	Sq. Ft. 4# Sheet lead (4 x 10" 160#)		29.00	
125	Lbs. Ingot Pig Lead		16.24	

PLUMBING (Cont.)

INSTRUCTIONAL SUPPLIES-----

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
60	Lbs. Oakum, White 10 lb. boxes	.55	33.00	
2	2" "P" Traps	1.16	2.32	
4	4" Closets Collars (slotted) 2" deep	.44	1.76	
70	1½ Gal. Steel Pipe	.41	28.70	
2	4 x 6 x 16 Closet Bends	2.27	4.54	
32	¾" Galv. x/1 Pipe	.35	10.40	
32	¾" Galv. w/1 Pipe	.25	8.00	
20	½ Galv. W.I. Nipples	.28	5.60	
20	¾" Gal. W.I. Nipples	.37	6.94	
20	½ Galv. Mall 45° Ells	1.00	20.00	
12	½" Galv. Mall Tees		18.70	
4	¾" Galv. Ground Jt. Unions	15.30	61.20	
6	1½ Bek. C. I. Ells 90°	.55	3.30	
10	3" 1/8 Bend	.83	8.30	
10	2" 1/8 Bend	.58	5.80	
10	4" 1/4 Bend	1.41	14.10	
6	3" 1/4 Bend	.90	5.40	
8	2" 1/4 Bend	.75	5.00	
4	4" 1/16 Bend	1.08	4.32	
4	3" 1/16	.83	3.32	
4	2" 1/16 Bend	.58	2.32	

PLUMBING (Cont.)

INSTRUCTIONAL SUPPLIES-----

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
4	4 x 16 long 1/4 Bend	2.57	10.28	
2	4 x 18 long 1/4 Bend	2.57	5.14	
2	4" Short Sweep Bends	1.91	3.82	
		TOTAL		990.00

CARPENTRY

EQUIPMENT PURCHASE-----

NO.		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
	Saws			
5	Cross Cut	6.98	34.90	
5	Rip	6.98	34.90	
5	Keyhold	1.65	8.25	
10	Coping Saws	1.00	10.00	
5	Back	5.25	26.25	
4	Dovetail	3.45	13.80	
5	Screwdriver, 2la ratchet	8.13	40.65	
5	Saw Filing	11.25	56.25	
10	Screwdriver, 1007, 6"	1.37	13.70	
10	" 1007, 8"	1.67	16.70	
10	" 1008 3 Cabinet	.80	8.00	
10	" 1008 6 Cabinet	.83	8.30	
5	Snips, V10 tin	2.39	11.95	
5	Square, 12TS, 8" try	1.91	9.55	
10	Square, 22S combination	2.87	28.70	
5	Square, R100B, Framing	4.37	21.85	
5	Stone, SB8, oil	2.15	10.75	
5	T-Bevel, 25TB, 8"	1.80	9.00	
5	Wrench, adjustable, 6"	1.92	9.60	
4	Benches, work with vices	96.00	360.00	
1	Drill, #425 - 1/2", heavy duty	50.00	50.00	

CARPENTRY (Cont.)

EQUIPMENT PURCHASE-----

<u>NO.</u>		<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
2	Mitre Boxes	42.00	84.00	
1	Router and plans kits, 81-297-5	142.00	142.00	
1	Sander, finishing	65.00	65.00	
1	Sander, 503 P.C. Portable	175.00	175.00	
2	Saws, Saber Kits	118.00	236.00	
2	Saws, 8" Portable	67.60	135.00	
				<u>1,620.00</u>

CARPENTRY

INSTRUCTIONAL SUPPLIES-----

Wood, plywood, wallboard, nails, dowel pens, glue, wood-stripblock,
locks, etc.

\$1,480.00

OIC/Africa

Staff Preparation Phase

&

Program Development

VII

Completion of Training Program
African OIC Development Continues
OIC & African Technicians
leave for African Assignments

JULY 1, 1970

VI

Arrival of OIC Technicians

Two (2) months Training Program

MAY 1, 1970

V

Commencement of OIC 3 Month Training Program

Arrival of African Technicians

APRIL 1, 1970

IV

2 OIC Technicians return with African Adm to Africa
Program Development Starts

Final Selection of African Technicians

Final Selection of OIC Technicians

MARCH 1, 1970

III

Development of OIC Training Program for OIC & African Technicians

Orientation Program for African Administrator & 2 OIC Technicians

Recruitment of OIC Technicians

FEBRUARY 1, 1970

II

Development of OIC Training Program for OIC & African Technicians

Recruitment of OIC Technicians

Recruitment of African Technicians by local Program

DECEMBER 1, 1969

OCTOBER 1, 1969

Setting Up Administration Office & Staff Orientation

Development of African Countries Program Proposals

PHASE-IN CHART

10/2/69

OIC/AFRICA SUPPORTIVE ACTIVITIES IN GHANA

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

The Ghana OIC center will be initiated in the Prevocational and technical areas listed previously, with OIC/Africa providing ten (10) American OIC technicians. Since the Ghana Board of Directors will be unable to assume initially the total program cost, ten (10) Ghanaian 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 Ghanians 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 Ghanaian 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	Ghanian Counterpart	
2	2	Administration
2	2	Prevocational
5	5	Vocational
1	1	Entrepreneurial & Management

OIC/Africa Personnel Contribution to Ghana' OIC

OIC/Africa will contribute to the Ghana' 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); American (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) African (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) American (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.

Entrepreneurial & Management Specialist American (1) African (1)

The Entrepreneurial & 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 (5) & African (5)

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 Ghana 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	5
Manual Typewriters	10
Tape Recorders	1
Stenograph Machines	2
Mineograph Machines	1
Adding Machines	2
Ditto Machine	1
Transcribing Machines	3

Auto Mechanics

Exhaust System Service Kit	1
Hand Tool Kits	7
Brake System Service Kit	1
Alignment Service Kits	1
Drill Press	1
Gas Welding Units	2
Machinest Vise	4
Metal Work Bench	3
Air Compressor Three Phase	1
Bench Grinder	1
Chassis Lubricator	1
Gear Lubricator & Tools	1

Auto Mechanics (Cont.)

Battery Charger 1

Electronics

Voltmeters 4

Multi-meters 5

Vacuum Tube Voltmeters 2

Work Benches 5

Test Signal Generators 5

Electronic Voltage Regulators 4

R.F. Signal Generator 4

Audio Signal Generator 2

Oscilloscope 3

Soldering Tools 20

Building Trades

* Brick Masonry, Electricity, Plumbing and Carpentry

* Special and hard to acquire tools for each shop area that will be purchased in the U.S.A.

Audio Visual Aids

Moving picture projector 16 mm sound	1
Slide projector 33 mm	2
Overhead projector	2

Miscellaneous, manufacturers specialty tools, training aids, films, transparencies, etc. (all shops)

Equipment maintenance and repair

Commencement of OIC/Africa's Ghana Activities

The Ghanaian counterpart selected for their 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 Ghanaian, along with two OIC Planning technicians will return to Ghana.

The OIC Planning Team to Ghana 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 advise 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 Ghana' OIC Board of Directors should select, within a month's time, ten (10) Ghanaian 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 Ghanaian 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, (17) technicians, will be sent to Ghana 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 are necessary to work with the unemployed and underemployed.

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

COURSE OF STUDY (Cont.)

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
- 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.)

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 - GHANA PROGRAM

Central Office

OIC/AFRICA Field Staff

* OIC Technician (Program Director)	Counterpart
OIC Technician	Counterpart

Clerical-Local

* One member of the OIC/Africa Ghana 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 Ghana Board of Directors. At the request of the Ghana Board, the Program Coordinator may serve as interim Program Director of the Ghana OIC. This person will also serve as liaison between Central Office, OIC Ghana and the Ghana USAID Mission.

OIC/AFRICA - GHANA BUDGET

OIC/AFRICA - GHANA BUDGET

Firm And Final Budget

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OIC/AFRICA - GHANA BUDGET

LINE ITEMS	<u>Firm</u>	<u>Projected</u>	<u>Total</u>
	April 15, 1970 May 15, 1971	May 16, 1971 May 16, 1971	April 15, 1970 May 15, 1971
I <u>Salaries</u>			
A. OIC Technicians (US)	218,400.00	240,240.00	458,640.00
B. Local Employees (African)	5,200.00	5,720.00	10,920.00
C. Consultants Fees	4,000.00	4,000.00	8,000.00
II <u>Fringe Benefits</u>	26,572.00	29,229.00	55,801.00
III <u>International Travel</u>	33,600.00	33,600.00	67,200.00
IV <u>Local Travel & Subsistence</u>			
A. U.S.	29,000.00	---	29,000.00
B. Africa	2,150.00	2,500.00	4,300.00
C. Phila. OIC Training Cost	3,600.00	---	3,600.00
D. Transportation Maint. (Africa)	7,950.00	1,950.00	9,900.00
V <u>Overseas Allowances</u>	109,710.00	109,710.00	219,420.00
VI <u>Participant Program (Africans)</u>			
A. International Travel	9,100.00	---	9,100.00
B. Phila. OIC Training Cost	3,900.00	---	3,900.00
C. Subsistence	29,000.00	---	29,000.00
D. Local Travel	1,500.00	---	1,500.00
VII <u>Program Research & Evaluation</u>	25,000.00	15,000.00	40,000.00
VIII <u>Equipment, Materials & Supplies</u>	6,500.00	3,000.00	9,500.00
IX <u>Commodities Program</u>	50,000.00	15,000.00	65,000.00
X <u>Miscellaneous</u>	92,520.00	92,520.00	185,040.00
XI <u>Overhead Cost 15%</u>	97,395.00	82,817.00	180,212.00
TOTALS	<u>746,697.00</u>	<u>634,297.00</u>	<u>1,380,994.00</u>

ITEMIZED FIRM BUDGET
 April 15, 1970-April 15, 1971

I	<u>Salaries</u>				
	A. OIC Technicians (12) 4/15/70-4/15/71		14,000.00		218,400.00
	B. Local Employees (African)				
	1. Clerical (1) 4/15/70-4/15/71 @ 220./mo.		2,860.00		
	2. Driver (1) 4/15/70-4/15/71 @ 180./mo.		2,340.00		5,200.00
	C. Consultant Fees (U.S. & Africa) 4/15/70-4/15/71				4,000.00
II	<u>Fringe Benefits: (Insurance, Retirement, etc.)</u>				
	A. OIC Technicians - 12%		26,208.00		26,208.00
	B. Local Staff - 7%		364.00		364.00
III	<u>International Travel</u>				
	A. Staff Requirement				
	1. OIC Technicians (12) WF/2ch. Phila/Ghana				33,600.00
IV	<u>Travel & Subsistence</u>				
	A. <u>U.S. Travel & Subsistence, OIC Tech. & Families</u>				
	1. 12 Technicians @ \$25/day @ 60/days ea				24,000.00
	2. Phila. OIC Training (12) @ \$300. ea.				3,600.00
	3. 12 Technicians Wives @ \$25/day x 3 days				900.00
	4. 24 Round Trips (Phila. Ret.) @ \$200. ea.				4,800.00
	5. Local Travel (Phila.)		1,000.00		1,000.00
	B. African Subsistence		50 days @ \$25.		1,250.00
	C. African Travel		12 trips @ \$75.		900.00
	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
V	<u>Overseas Allowances</u>				
		<u>Post. Dif.</u>	<u>Post Allowance</u>	<u>Educational Allowance</u>	<u>Quarters Allowance</u>
	Ghana 15%				
	OIC Technical Staff (12)	23,400.00	4,242.00	4,884.00	35,400.00
	WF/2ch.			14,400.00	
				27,384.00	

ITEMIZED FIRM BUDGET
April 15, 1970-April 15, 1971

LINE ITEMS

VI	<u>Participant Program (Africans)</u>							
	A. <u>International Travel</u>							
	1. Participants (13)	Ghana/Phila		@ \$700 ea.				9,100.00
	B. Phila. OIC Training							
	1. Participants (13)			@ \$300 ea.				3,900.00
	C. Subsistence							
	1. Participants (13)			@ \$25/days @ 90 days				29,000.00
	D. Local Travel (Phila.)							
								1,500.00
VII	* <u>Program Research & Evaluation</u>							
	A. Research & Development				\$10,000.00			10,000.00
	(including reproduction)							
	B. Program Evaluation				\$15,000.00			15,000.00
VIII	<u>Equipment, Materials & Supplies</u>				\$ 6,500.00			6,500.00
	Basic Office Machinery Desks, Files, etc.							
	Teletype, Cables, etc.							
IX	<u>Commodities Program (including transportation)</u>				\$50,000.00			50,000.00
X	<u>Miscellaneous</u>	<u>R & R</u>	<u>Emergency</u>	<u>Temp.</u>	<u>Leave</u>	<u>Household</u>	<u>Unaccomp.</u>	<u>Storage</u>
			<u>Evacuation</u>	<u>Lodging</u>	<u>Accum.</u>	<u>Shipment</u>	<u>Baggages</u>	<u>Household</u>
	OIC Technical							
	Staff (13)							
	WF/2ch.	15,000.00	14,040.00	5,400.00	12,000.00	36,000.00	72,000.00	2,880.00

1/ Emergency Evaluation based on a country team of four families with return to post

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

XI	Overhead Cost - 15%							97,395.00
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XII	Total Cost							746,697.00
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* Outside Consultant Firms

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ITEMIZED FIRM BUDGET

<u>LINE ITEMS</u>	<u>NO.</u>	<u>UNIT COST</u>	<u>SUB TOTAL</u>	<u>TOTAL</u>
Electronics (Cont.)				
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

BUILDING TRADES

* Brick Masonry, Electricity, Plumbing and Carpentry

5,000.00

Audio Visual Aids

1,050.00

Misc. (Manufacturers Specialty Tools
Training Aids, Etc.)

8,818.00

Equipment Maintenance & Repair

2,000.00

30,000.00

* Special and hard to acquire tools for each area that will be purchased in the U.S.A.

COMPARATIVE BUDGET

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

GHANA OIC

TOTAL COST OF PROGRAM

Summary

	<u>U.S. DOLLARS</u>	<u>LOCAL COST</u>	<u>OIC COST CONTRIBUTION</u>
I Salaries & Fringe Benefits 7%	107,120.00 7,498.00	55,600.00 3,992.00	51,520.00 3,506.00
II Program Supplies & Equipment			
A. Feeder	5,000.00	5,000.00	-----
B. Vocational	54,868.00	24,868.00	30,000.00
III Office Supplies & 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	3,500.00	3,500.00	-----
VI Transportation	2,000.00	2,000.00	-----
VII Consultant Fees	2,000.00	2,000.00	-----
TOTAL	<u>201,986.00</u>	<u>116,960.00</u>	<u>85,026.00</u>

Personnel Cost

Annual Salaries

Summary Details

<u>Title</u>	<u>Cost In U.S. Dollars</u>	<u>Local Cost</u>	<u>OIC Cost Contribution</u>
Program Director (1)	\$ 6,720.00	\$ 6,700.00	
Training Supervisor (1)	5,600.00	-----	5,600.00
Industrial Relations Specialist (1)	5,600.00	-----	5,600.00
Job Development Specialist (1)	5,200.00	5,200.00	
Entrepreneurial & Management Specialist (1)	5,600.00	-----	5,600.00
Finance Officer (1)	3,640.00	3,640.00	-----
Curriculum Specialist (1)	5,320.00	5,320.00	-----
Counselor (2)	8,960.00	4,480.00	4,480.00
Basic Education Instructors (3)	15,120.00	15,120.00	-----
Vocational Instructors (7)	35,280.00	5,040.00	30,240.00
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>\$ 107,120.00</u>	<u>\$ 55,582.00</u>	<u>\$ 51,520.00</u>

* If requested by the Ghana Board an OIC Technician will serve as the Interim Program Director.

** Ghana OIC plans to enter economic development enterprise by coupling the training design with small scale business development. A Ghanaian with entrepreneurial & management specialties will be required. This Entrepreneurial & Management Specialist will be phased in when appropriate. OIC/Africa will provide a person (counterpart) to work with the Ghanaian E. & M. Specialist.

*** In addition to the cost contribution stated, OIC/Africa will also provide Ghana OIC with technicians (counterparts) to assist their program. OIC/Africa counterparts will be provided in the following areas, Administration 3, Entrepreneurial & Management 1, and Vocational 6. Total 10 Technicians.

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 Mechanic	2,970.00	3,657.00	6,627.00
Secretarial Science	6,160.00	6,805.00	12,965.00
Building Trades	11,564.00	5,000.00	16,564.00
Brick Masonry			
Plumbing			
Electrician			
Carpentry			
Misc. (Manufacturers Specialty Tools Training Aids, Etc.)	-----	8,818.00	8,818.00
Audio Visual Aids	-----	1,050.00	1,050.00
Equipment Maintenance & Repair	-----	2,000.00	2,000.00
<u>TOTALS</u>	<u>\$24,768.00</u>	<u>\$ 30,000.00</u>	<u>\$54,768.00</u>