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THE LIBERIA OIC
MANPOWER TRAINING PROGRAM
submitted to
USAID

OPPORTUNITIES INDUSTRIALIZATION CENTERS INTERNATIONAL

THE LIBERIA OIC MANPOWER
TRAINING PROGRAM
submitted to
UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

Reverend Dr. Leon H. Sullivan
Founder & Chairman of the Board

Gary Robinson
Director

OPERATIONAL PROGRAM GRANT

PROJECT TITLE: The Liberia OIC Manpower Training Program

PROJECT LOCATION: Monrovia, Republic of Liberia

PVO NAME AND LOCATION: Opportunities Industrialization Centers
International
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Philadelphia, Pennsylvania 19144

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DATE OF SUBMISSION TO AID: January 8, 1977

IMPLEMENTING AGENT: The Liberia O.I.C.
P.O. Box 2043
Monrovia, Liberia

PROPOSED OPG BUDGET: \$2,119,311

LIFE OF PROJECT: FY 1977 - FY 1981

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INTRODUCTION - Background

Liberia is located on the southern edge of Africa's western bulge. It has a surface of 43,000 square miles consisting of mainly low-lying terrain and swampy coastal areas.

According to preliminary figures from the 1974 census, Liberia has an estimated population of 1.5 million (or 29 per square mile) of whom one million are in the rural areas and 0.5 million are urban dwellers. Approximately 42% of the population is under fifteen (15) years of age, indicating a tremendous expansion in the labour force in the near future. For more than a decade, the population has experienced a three per cent (3%) growth rate per annum. In regard to internal migration, both the urban and rural areas are growing at about seven per cent (7%) and one per cent (1%) respectively.

Large areas of Liberia are very sparsely populated such as Lofa, Grand Gedeh and Sinoe counties, and are poorly suited for sustaining population increases. There is an expansive rain forest over most of this countryside, and the long rainy season deteriorates the soil to the point where it can support neither intensive agriculture nor large numbers of people.

Thus, the urban centers inevitably bear the brunt of the influx of job seekers from the hinterlands and from neighboring countries, along with the concomitant problems of unemployment, underemployment, overcrowding and other social problems.

According to available information, the national labour force is approximately 600,000 of whom 68,000 are in Monrovia. The

I. PROJECT PURPOSE AND DESCRIPTION

A.1. Project Purpose

The Liberia OIC project will focus upon the establishment of an innovative manpower training unit in Monrovia for the training of the unemployed/underemployed in appropriate labour market skills; and guidance in the institutionalization of such a program. Attainment of this purpose will greatly enhance the ability of Liberians to strengthen and increase the planned technical and entrepreneurial developments needed to give impetus to the country's current national development plan.

It is the intent of OICI to accomplish the transfer of the requisite skills and methodology appropriate to an OIC in a developing country to Liberian trainers and administrators during the life of the project (5 years). Technical Advisors/Specialists, commodities/equipment, and other supportive services will be utilized to effect the implementation of the Liberia OIC program.

A.2. Target Group of Beneficiaries

The target audience toward whom the Liberia OIC project is directed primarily consists of the following categories of unemployed and underemployed young adults:

- 1) those with high school leaving certificates,
- 2) those with junior secondary leaving certificates,
- 3) those with elementary leaving certificates, and
- 4) secondary and technical school drop-outs,
- 5) those with small enterprises who are desirous of expansion.

in order not to compete with the existing formal training institutions, the minimum age for the program participants will be eighteen (18), with no maximum age restrictions. These young people who make up the bulk of the urban visible unemployed in Liberia represent the wastage inherent in a classically oriented educational system which stresses academic achievement disproportionately to the needs of the local economy. Though presently existing on the fringes of the labour market, with the support of the extended family, this target group does not enjoy any of the benefits of the modern sector. These youths are trainable, but are afforded few opportunities to receive practical skills training of the type critically needed in Liberia.

B. General Description of the Project

The major features of the proposed Liberia Opportunities Industrialization Center are:

- 1) the Feeder Program (Pre-vocational preparation and basic learning skills development).
- 2) the Technical/Vocational Skills Training Program.
- 3) the Entrepreneurial Development Training Program, (small business ownership and management training)
- 4) the Student Support Services Unit (recruitment, counseling, job development and follow-up).

The Pre-Vocational and Vocational Training Programs

The Feeder program provides a common orientation and preparatory learning experience for trainees from the target community. During a period of three to six months,

the trainee is the focus of an individualized program comprising basic literacy and numeracy skills upgrading, attitudinal and motivational development, personal grooming and hygiene, and consumer education. The entry capacity of Feeder will be 60 students and it is anticipated that a minimum of 90 students will complete the program annually under full operation.

The Technical/Vocational Skills Training Program will provide intensive, accelerated instruction in the areas of carpentry, plumbing, masonry, and electricity for entry level workers. The carpentry unit will be further broken down to offer training in furniture-making as well as construction skills. In this same regard, the electricity unit will comprise two courses - one in electrical wiring for commercial and construction purposes - and the second in small appliance repair.

Projected duration of each skills training course is 12 months with an entry capacity of 15 students per cycle. In addition, a minimum three month on-the-job training placement will be incorporated into the 12 month training cycle. Following the scheduled phase in of training courses, it is possible that a minimum of 375 trainees will complete the technical/vocational courses during the life of project. (See Table XVII-Projected Training Schedule/Output)

Implementation of the Feeder and Technical/Vocational Training program will be coordinated with host country resources

and requirements. It is planned to utilize existing structures wherever possible.

The Entrepreneurial Development Training Program

The Entrepreneurial Development Training Program is intended to address a variety of needs related to small business development in Liberia. This program is basically a twelve and six month course respectively for (1) beginning entrepreneurs and (2) those already in business and desiring to expand their activities.

Incorporated in the entrepreneurship course are such critical areas as:

- 1) the creation of an adequate accounting and financial control system;
- 2) the performance of a marketing survey;
- 3) the development of an actual business plan and proposal for a venture which the prospective entrepreneur anticipates entering.

A desire for ownership is stressed and some on-the-job observation used to reinforce the motivational aspects.

Sensitivity Training

Along the lines of the Feeder concept, it is designed that that first week of the course be spent in "sensitivity training" in order to stimulate the desire for business training given in later sessions. This is one of the most unique and important aspects of the entire EDT program. Besides the need to purge whatever learning misconceptions that prevail, there is a

resulting favorable effect on self-image. Many individuals, some of whom may be high school dropouts, receive their initial exposure to a "professional atmosphere". Other advantages are:

- 1) people become aware of and appreciate the need for ownership and management;
- 2) they begin to understand the Liberian economic system;
- 3) they learn the importance of "social consciousness"

The need for good public relations and working with different segments of the community to improve the living standards of the whole is emphasized. Thus, even though the EDTP trainees are self-motivated and desire to learn the mechanics of business, they obtain an important learning experience based on a change of attitude during this essential sensitivity training period.

The Entrepreneurial Development Training program will operate in close coordination with appropriate private and public sector agencies and institutions to implement a program that will realistically serve the largest number of individuals in the shortest period of time.

The Student Support Services Unit

This aspect of Liberia OIC will provide supportive counseling services to develop the potential of the 'whole person' and to prepare them to cope adequately with the demands of earning a living in the modern sector. The four major features

of OIC support services include:

- 1) Recruitment, Intake and Orientation - to ensure that members of the target community are recruited and enrolled in a systematic pattern followed by a common orientation.
- 2) Counseling and Referral - to provide on-going individualized counseling and referral assistance in response to the identified needs of the trainee population.
- 3) Job Development and Placement - to identify appropriate job opportunities for graduates of Liberia OIC.
- 4) Follow-up on Program Graduates (Tracer System) - to measure the effectiveness of Liberia OIC training through interviews with the employer and former trainee, as well as formal assessment reports.

Occasional counseling to facilitate the transition of the trainee to the "World of Work" is also an essential service provided to program graduates.

The Technical Cooperation Team needed to implement the Liberia OIC program includes:

- 1) Program Advisor (with Program Director counterpart)
- 2) Finance/Administrative Officer (with local* fiscal counterpart);

*Local counterparts enumerated include only those who will be permanent employees of Liberia OIC.

- 3) Industrial Arts Specialist (with local technical counterparts);
- 4) Entrepreneurial/Management Specialist (with local technical counterparts);
- 5) Feeder/Counseling Specialist (with local technical counterparts);
- 6) Auto Mechanics Specialist (with local counterpart).

It is expected that the Program Advisor and Finance/Administrative Officer will serve respective five year terms, while the remaining four specialists will be needed for 3-4 year terms.

OICI's established method of operation can be broken down into five major phases:

- (i) Planning;
- (ii) Implementation;
- iii) Demonstration;
- (iv) Institutionalization; and
- (v) Replication.

These five stages are the necessary stepping-stones toward successful accomplishment of project objectives. (See Section A.5 - Schedule of Actions Required.)

C. Conditions Expected at the End of the Project

It is anticipated that the OICI counterpart training system (See projections in Section IV, C. below) and the successful transfer of appropriate technology will result in the

following conditions at the end of the five year project:

- 1) Liberia OIC Board of Directors fully responsible for policy-making and financial support of the program.
- 2) Liberia OIC fully staffed and managed by Liberians.
- 3) Liberia OIC training courses conducted at less cost and in shorter time than comparable institutions in Monrovia.
- 4) Liberia OIC institutional capacity increased from training output of approximately 70 graduates annually in FY1978 to 195 in FY1982.
- 5) Program will achieve job placements of 80% of trainees unemployed at time of enrollment.
- 6) Liberia OIC program receives accreditation/approval as training institution.

II. PROJECT BACKGROUND

A. History of Proposal Development

During May and June of 1975, an OICI team completed a four week feasibility study preparatory to developing an appropriate project design for a requested OIC in Liberia. The OICI feasibility study team was primarily concerned with:

- 1) determination of the appropriate adaptation of an OIC type skills training unit to Liberia;
- 2) an assessment of the degree of interest and support for an OIC program present in government and the private community;
- 3) acquisition of detailed analyses of the human resources sector;
- 4) development of a preliminary design for an actual training program;
- 5) exploration of possible plans for institutionalization of a local OIC; and
- 6) collection and recording of the logistical details pertinent to the implementation and monitoring of an overseas project utilizing American advisors.

With the cooperation and assistance of the Liberian OIC Interest Group and numerous government officials, the

OICI team visited a variety of schools, agencies, industries and rural-based activities to facilitate gathering of data and exchanging of ideas.

The researchers on the team focused upon:

- 1) ascertaining the extent and nature of skilled manpower shortages;
- 2) identifying the training areas with severe deficiencies;
- 3) assessing labour market trends and the possibilities of job placements; and
- 4) determining the most suitable target group of beneficiaries.

After a careful review and analysis of the information collected, the team reported its findings - the major points of which are discussed in the following paragraphs.

A close examination of the status of manpower development in Liberia revealed a severe disproportion in the make up of the labor force that has hampered economic and social growth in recent decades. Liberia possesses an over abundance of unskilled job seekers and a shortage of the skilled and technical workers required in developing countries.

The history of Liberia's economic development as presently interpreted discloses a heavy dependence on

'high-priced imported manpower" who usually transfer their earnings abroad, thus effecting a severe drain on Liberian foreign exchange revenues and a limitation on job opportunities for Liberian nationals.

Accordingly, the MPEA has drafted a Manpower Development Program that will include relevant formal and non-formal education and training at all levels "as an investment in the future productive capacity of the Liberian economy.

It is believed that the OIC philosophy and methodology in vocational skills training would fill a critical gap in the existing educational opportunities. Reference to OIC's attitudinal and motivational training is especially applicable to the situation in Liberia. There is a noticeable lack of prestige or status attached to "working with the hands" that has hindered the development of skills training to a large extent in its modern sector.

It was determined that the local OIC Interest Group has worked diligently to generate support from host government officials for establishment of the proposed OIC program in Liberia. On the basis of these submission by the feasibility study team to OICI in Philadelphia, and the headquarters' acceptance of the proposal, a final Project Paper was prepared and subsequently presented to AID/Washington in November 1975. The initial AID recommendation cited the need to complete a final design which took into account the Liberia OIC proposed relationships with existing training institutions.

The AID Project Review Committee also suggested that a more detailed rationale be developed to support the selection of training areas in order to avoid unrealistic expectations with respect to project achievements. More importantly, the Committee called upon the final design to demonstrate the ability of Liberia OIC to survive on its own once external assistance is withdrawn.

All of these issues are addressed in Section III - Project Analysis - below.

B. OICI Prior Experience in Project and Related Areas

OIC International is a community-based private, non-profit organization created to assist interested and requesting international communities in developing OICs or similar manpower training programs and small scale economic enterprises in their localities.

Since its inception in 1969, OIC International has established several manpower training and economic development activities in Africa: i.e., Ghana, Nigeria and Ethiopia. These programs are centered in urban areas and provide skills training in a variety of areas to the educationally and economically deprived sector of the local population.

OIC International has been successful in bringing together diverse elements of the local community to establish and promote on-going self-help programs. This organization has been able to accomplish a unique blending of the talents of major businessmen, community leaders and grassroots workers in a collective effort to build up their own communities. Since they operate outside of, though with the cooperation of the governmental structure, the local groups are able to identify the most pressing community needs and work toward a solution themselves. The OIC philosophy emphasizes self-help at the grassroots level and this approach has aided in the implementation of international OIC programs.

In addition, the present permanent staff of OICI Central headquarters has the proven capacity and experience to

design sound projects; to recruit suitably qualified professionals; and to monitor all project activities, both fiscal and programmatic.

OICI operations are conducted under the guidelines governing funding for private and voluntary organizations. As such, OICI activities do not follow the same structure as bilateral activities. In Liberia, as in its other projects in Ghana, Nigeria, Ethiopia, Zambia and Togo, OICI will function within the framework set by the local Interest Group, which eventually becomes the Board of Directors of a funded program. Under the guidance and leadership of this Board, governmental affiliations are arranged and other local inputs such as funds and in-kind contributions are secured. In each OICI project, it has been the Program Advisor's (project manager) role to motivate the direction of the community action program.

This is one of the essential innovations incorporated in the OICI modus operandi, i.e. working through the local community to secure government cooperation rather than the reverse of working through the government to deliver services to the community, as happens in the case with most bi-lateral agreements. Upon the approval of the host government, OICI first connects with the local OIC group who in turn attaches the OICI program to an existing governmental unit.

The Liberia OIC Interest Group is composed of an effective combination of education, government, business and religious leaders possessing a common concern for the plight of the

poorest majority of their society. The role of OIC International is to provide these people with the initial technical and financial assistance necessary for community self-improvement.

In the area of vocational training, OICI has accomplished a great deal toward alleviation of skilled manpower shortages in a target community. For example, the OICI Ghana non-formal education program has trained over 800 enrollees since its inauguration in 1971. The Ghanaian Ministry of Education recognizes the certificate awarded to the OIC graduate as being on an equal level as that received of government training institutions. Employers from government and business have expressed deep satisfaction at the work habits and skill levels possessed by the OICG trainees.

Additionally, in Nigeria, the OIC Lagos program, besides training nearly 800 trainees also has received a substantial financial and land grant to support the continued effort of the local community group. Major supporters of OIC Lagos include the Federal Industrial Training Fund and the Lagos State Development and Property Corporation.

It is anticipated that the demonstrated success of the Liberia OIC project will stimulate generous GOL and community support as evidenced in Ghana and Nigeria.

C. Host Country Experience in Project Area -- Past, Present and Proposed

Vocational education opportunities at the secondary level are very limited in Liberia. Very few secondary schools provide lower level vocational education, the most prominent being the William V. S. Tubman High School in Monrovia.

In 1971, the ILO helped establish the Klay Basic Crafts Training Centre, now operated by the Ministry of Labour, Youth & Sports. The Centre, with a capacity of about 70, runs a two-year training program in mechanics, electricity, building and metal crafts, and home economics, mainly for primary school leavers. The first class of 31 trainees graduated in March 1974. The quality of training offered, however, is very poor and graduates are not channeled into jobs.

The Upper Secondary level vocational education is provided at only three (3) institutions. Two are training centers operated by mining companies and one is a technical institute operated by the government.

The mining companies schools are:

1. The Liberian-Swedish Vocational Training Center (LSVTC), 1962, at Yekepa (Lamco) now taken over by the government, offers an 80 to 20 ratio of practice/theory vocational training in auto mechanics, electricity and woodwork. It is a three (3) year course wherein the final year, students are on the job gaining experience in the practical skills needed in industry.

2. The Bong Mines Vocational Training Centre
(BMVTC), 1965

This training center has a similar three (3) year program in the same skill areas offered at the Lamco Center. Offerings consist of: auto mechanics electro-mechanics and machinery with a ratio of 75/25 vocational and academic training.

3. Booker Washington Agricultural & Technical Institute
at Kakata (BWI), 1929

BWI is the government institution which offers a four (4) year course in each of eleven (11) different disciplines, including agriculture, machine shop, mechanics, building trades, domestic science and secretarial science with a 50/50 ratio of theoretical and practical training.

The 1975 enrollment figures recorded 750 students in this oldest and largest technical institute in the nation, with projected graduates of less than 100 per annum.

BWI was closed for a period of time but recently began operating again. From information gathered in discussions with administration and various instructors, the majority of BWI graduates go on to university or are absorbed into public sector jobs unrelated to their trade areas. The present teaching positions in vocational and technical education are comprised of only fifty percent (50%) Liberians, most of whom are

inadequately trained. There is no functioning technical teacher training program in Liberia at present.

Two elementary teacher training institutes, both of which provide a three (3) year post junior high school course leading to certification to teach in elementary schools, are located in Kakata and Zorzor and produce a relatively small number of graduates per year.

General secondary teacher training is given at the University of Liberia and at Cuttington College in a four (4) year post secondary program. Ten percent (10%) of the entire secondary teaching force are fully qualified Liberians. The remainder are either expatriates or less than qualified Liberians. Accordingly, the University of Liberia plans to upgrade 400 teachers over the next five (5) years.

III. PROJECT ANALYSIS

A. Economic Conditions

A.1. Liberia's Major Producing Sectors

The Liberian economy consists of three principal producing sectors: subsistence agriculture, commercial agriculture, and mining. Although government and service industries are important sources of employment and income, they exist as activities ancillary to the sectors enumerated above.

As in other economically underdeveloped countries, the production of food for local consumption and of other agricultural products for export is the central economic activity of Liberia. Until 1950, agricultural exports accounted for 90.0 per cent of total exports. By 1955, this ratio had fallen to 77.0 per cent because of the growing importance of iron ore exports. Nevertheless, rubber and other agricultural products continued to dominate the export total until 1962. By 1963, agriculture claimed only 34.0 per cent of total exports, however, the physical output of rubber, the main export crop, remained constant during the period 1955 to 1963, the relative decline in value being the result of falling rubber prices along with the expansion of iron ore output.

At the present iron ore and rubber jointly account for approximately 40.0 per cent of Liberia's gross domestic product (GDP) at factor cost, and for about 75.0 per cent of export earnings. About 90.0 per cent of all mining

output in Liberia is iron ore, and the share of iron ore in current price GDP at factor cost increased from 32.6 per cent in 1970 to 34.4 per cent in 1974 as presented in Table I-A.

It was Liberia's iron ore mining industry which saved the country from the catastrophic effects of the oil crisis. While other developing countries dramatically increased their payments deficits in the recent years of inflation and recession, Liberia recorded a continued positive balance of trade as illustrated by data from 1969 to 1974 in Table II.

It must be noted, however, that the overall volume of Liberian iron ore exported dropped from 25.1 m. tons in 1974 to 18.1 m. tons in 1975. Yet the amount earned by Liberia rose from \$262 m. to \$295 m. during the same period because of price increases. Actually Liberia's economy has demonstrated negligible growth in real terms in 1975. The GDP has increased by approximately 20.0 per cent to 530 million Liberian dollars due to the favorable prices of iron ore. Meanwhile the economy experienced a substantial drop in prices of the country's other export products.

Table I-A. PERCENTAGE DISTRIBUTION OF GROSS DOMESTIC
PRODUCT AT FACTOR COST BY KIND OF ECONOMIC
ACTIVITY, 1970 - 1974
(Monetary Economy)

Economic Activity	1970	1971	1972	1973	1974
Agriculture, Forestry and Fishing:	12.5	11.8	10.2	14.7	16.1
Agriculture	(10.0)	(8.7)	(7.2)	(10.1)	(12.1)
Forestry	(1.5)	(1.9)	(1.7)	(3.4)	(2.9)
Fishing	(1.0)	(1.2)	(1.3)	(1.2)	(1.1)
Mining and Quarrying:	36.0	36.6	38.1	35.5	36.6
Iron Ore	(32.6)	(33.3)	(34.8)	(31.1)	(34.4)
Other	(3.4)	(3.3)	(3.3)	(4.4)	(2.2)
Manufacturing	4.7	5.0	4.8	5.3	4.5
Electricity & Water	1.7	1.7	1.9	1.3	1.2
Construction	4.9	4.1	4.5	3.3	2.7
Wholesale & Retail Trade, Hotels and Restaurants	13.2	13.4	13.2	12.4	13.7
Transport, Storage and Communication	9.6	9.9	9.2	8.7	7.9
Financial Institutions, Real Estate & Business Services	7.4	7.2	7.3	8.1	7.2
Community, Social and Personal Services	3.8	3.4	3.5	3.3	2.7
Imputed Bank Charges	-1.0	-1.0	-0.9	-1.0	-0.8
Producers of Government Services	7.2	7.9	8.2	8.4	8.1
Total	100.0	100.0	100.0	100.0	100.0

Source: Republic of Liberia, Ministry of Planning and Economic Affairs (MPEA), Economic Survey of Liberia - 1974, Monrovia, R.L., May 1975.

Table I-B. DISTRIBUTION OF GROSS DOMESTIC PRODUCT AT
FACTOR COST BY KIND OF ECONOMIC ACTIVITY,
1970 - 1974

- Monetary Economy -

(in million dollars)

Economy Activity	1970	1971	1972	1973	1974*
Agriculture, Forestry and Fishing	40.4	40.2	38.2	63.0	83.0
Agriculture	(32.2)	(29.7)	(27.0)	(43.5)	(62.4)
Forestry	(4.8)	(6.4)	(6.5)	(14.5)	(15.1)
Fishing	(3.4)	(4.1)	(4.7)	(5.0)	(5.5)
Mining and Quarrying	115.7	124.8	142.1	152.7	189.1
Iron Ore	(104.7)	(113.7)	(129.7)	(133.8)	(177.9)
Other	(11.0)	(11.1)	(12.4)	(18.9)	(11.2)
Manufacturing	15.2	17.1	18.0	22.6	23.6
Electricity & Water	5.6	5.8	7.1	5.8	6.4
Construction	15.6	13.9	16.9	14.3	14.2
Wholesale & Retail Trade, Hotels and Restaurants	42.6	45.7	49.3	53.3	70.7
Transport, Storage and Communication	30.8	33.8	34.4	37.5	40.9
Financial Institutions, Real Estate and Business Services	23.7	24.7	27.2	34.8	37.1
Community, Social and Personal Services	12.3	11.5	12.9	14.1	14.0
Imputed Bank Charges	-3.4	-3.4	-3.5	-4.2	-4.2
Producers of Government Services	23.0	27.0	30.4	36.1	41.8
Total (GDP)	321.5	341.1	373.0	430.0	516.8

*Provisional Estimates

Source: MPEA, Economic Survey of Liberia - 1974.

Table II. VALUE OF EXTERNAL TRADE AND BALANCE OF TRADE
1969 - 1974

(Value in Million Dollars)

Year	Total Trade	EXPORTS				IMPORTS		Balance of Trade
		Domestic	Re-Exports	Total	Annual Percent Increase	Value	Annual Percent Increase	
1969	347.5	227.5	5.3	232.8	16.7	114.7	5.7	118.1
1970	385.6	230.1	5.8	235.9	1.3	149.7	30.5	86.2
1971	409.0	239.6	7.0	246.6	4.5	162.4	8.5	84.2
1972	448.5	263.7	6.1	269.8	9.4	178.7	10.4	91.9
1973	517.5	318.5	5.5	324.0	20.1	193.5	8.3	130.5
1974	689.6	394.6	5.6	400.2	23.5	289.4	49.5	110.8

Source: MPEA, Economic Survey of Liberia - 1974.

A.2. Dependence on Mining and Consequential Effects

Liberia is the fifth largest iron ore exporter in the world. Iron ore accounts for two-thirds of the country's exports, and as stated earlier it generates 34.4 per cent of the economy's gross domestic product. The industry is currently growing at 5.2 per cent a year. If the new four year development plan (1976-80) is to meet its investment targets then iron ore production must be sustained at existing capacity, and at least one of the three major mines planned must go forward during the planning period.

The mining developments so far have had a ripple effect far beyond the actual direct production involved. In the first place, the required transport facilities and the resultant heavy traffic have justified the creation of roads and railways which have enabled many other developments to take place. Secondly, the mining communities have required and have gradually helped to build upon the infrastructure of other public utility services. Thirdly, they have required a variety of engineering services and facilities both for capital construction and for maintenance. All of these have served to create an enclave of modern technology within the country and have given Liberians an opportunity to acquire skills in two occupations: mining and civil engineering. Fourthly, the exports of iron ore and some other minerals have provided a relatively easy solution for the problems of balance of payments, and have permitted the inflow both of capital goods needed for further development,

and of consumer goods for raising the local standard of living. Finally, by the usual multiplier process, the incomes thus generated have created demands for additional imports and initiated as well the development of manufacturing for the local market.

Thus in Liberia the mining industry has predominated the leading economic growth sectors and the industrial developments have largely grown outwards from mining. It must be noted, however, that there are limits to the power of the mining companies themselves to expand and absorb manpower. In fact the annual growth of demand for Liberian iron ore in the future does not seem likely to be greater than the annual increase of productivity. Currently foreign purchasers are not taking up their full contracted consignments from Liberian mines. Liberian producers are forced to stockpile to such an extent that the country's stock yards are now approaching the limits of their capacities. The policy adopted so far has been to maintain the labor force and simply to allow the stockpiles to mount up.

Thus while iron ore production, if all goes well, may contribute to the solution of the country's balance of payments problems, the progressive absorption of Liberians into the modern economy calls for more widely based industrial developments and correspondingly appropriate supportive policies from the Government.

A.3. Population and Labor Force

According to preliminary figures from the 1974 Census, Liberia has an estimated population of 1.5 million of whom 66.7 per cent are in the rural areas while the rest live either in or within a 50 mile radius of Monrovia, the capital. As illustrated by data in Table III, approximately 50.2 per cent of the population is under twenty (20) years of age, indicating a tremendous expansion in the labor force in the near future. For more than a decade, the population has experienced an average annual growth rate of 3.0 per cent per annum. According to the USAID/DAP for Liberia, the crude birth and death rates are 45/100 and 15/100 respectively.

Selected data in Table IV enable the comparison of population and labor force between 1962 and 1974. It is evident that the respective expansion rates of population and labor force in the urban areas have more than quadrupled the corresponding growth rates experienced by the rural counterparts. Indeed, Liberia is experiencing significant internal migration of population, from rural to urban areas. The 1971 Population Growth Survey reported the urban areas as gaining an average of 3.1 per cent net inflow of population from the rural areas. The noted urban shift approximates therefore the rate of population growth.

As in other developing countries, people drift to the urban centers partly because of the low productivity of

Table III. POPULATION DISTRIBUTION, BY AGE 1971

Age Group	Number	Percent
Total Ages	1,571.5	100.0
Under 10	493.9	31.4
10 - 19	295.9	18.8
20 - 29	265.7	16.9
30 - 39	216.9	13.8
40 - 49	135.9	8.7
50 - 49	79.6	5.0
60 & over	83.4	5.3

Source: Annual Report of the Ministry of Planning and Economic Affairs (MPEA) - 1974,
 Monrovia, R.L., January 1975.

Table IV. POPULATION AND LABOUR FORCE GROWTH B
URBAN/RURAL AREAS, 1962 - 1974

	1962	1974	1962 - 74 Percent Increase
Urban population	199,000	442,000	122%
Urban labour force	68,000	151,000	122%
Rural population	817,000	1,058,000	29%
Rural labour force	344,000	444,000	29%
Total population	1,016,000	1,500,000	48%
Total labour force	412,000	595,000	44%

Source: MPEA, Economic Survey of Liberia - 1974.

traditional farming and partly in order to seek better opportunities. The average per capita income of \$70 in the rural areas, in contrast to the corresponding figure of \$210 in the urban centers, may suggest a rationale for the noted migration. The prospects of wage-employment and especially the custom of depending upon the extended family help to cushion the hardships caused by the high cost of living in urban areas.

A.4. The Magnitude of Unemployment

Table V presents the distribution of Liberia's employed work force by sectors from 1970 to 1974. It is evident that agriculture, mining, and government services generate about 75.0 per cent of the reported employment. It must be noted, however, that the available data are annual averages of the quarterly surveys of establishments which do not cover therefore the informal sector and also the small industries.*

According to the Indicative Manpower Plan of Liberia for the period 1972-1982, the government's estimates of unemployment are 12.0 per cent and 11.0 per cent for 1962 and 1972 respectively. Unemployment in 1982 will range

*If the figure of 73,052 reported for 1974, for example, represents the overall employment level in Liberia, the country's total number of unemployed would be 521,948 (595,000 - 73,052), meaning an unemployment rate of 87.7 per cent which is inconceivable. The figures 595,000 (total labor force) and 73,052 (total employment) are from Tables IV and V respectively.

Table V. EMPLOYMENT BY SECTORS, 1970-1974

Sectors	Total Employment*				
	1970	1971	1972	1973	1974
All Sectors	65,858	66,338	62,999	64,079	73,052
Agriculture	23,163	23,071	21,621	22,146	23,880
Fishing	253	308	266	360	404
Forestry	1,615	1,144	1,166	1,212	2,697
Mining	11,183	11,077	10,877	11,371	11,694
Manufacture	2,108	2,118	1,866	1,694	3,429
Construction	1,691	1,154	895	645	2,069
Commerce	2,153	2,248	2,608	2,750	2,537
Transport	2,592	2,701	3,150	3,198	2,163
Services	1,058	1,063	1,072	1,018	1,990
Government	19,362	20,711	18,538	18,797	20,249
Electricity	680	738	940	888	940

*Annual average based on quarterly survey of Establishment conducted by the Statistics Bureau, MPEA.

Source: MPEA, Economic Survey of Liberia - 1974.

between 6.0 per cent and 21.0 per cent - the medium level projected being 16.0 per cent. As presented in Table VI, these projections are based on the various possible growth rates of the economy.

Although data on unemployment are scanty, indications are that urban unemployment and underemployment will continue to increase, owing mainly to the migration of people from the rural areas. Statistics in Table VII indicate that as of July 1974, Monrovia experienced an unemployment rate of 21.0 per cent which affected a labor force of 68,300 people. Furthermore, the unemployment rate among females almost doubled that of the males.

An International Labor Organization (ILO) mission to Liberia noted that if the unemployment problem is not dealt with effectively, it will not only result in human suffering and a waste of human resources, but will also: (1) divert resources required for future development by increasing the cost of maintenance of law and order, welfare programmes, etc., and (2) increase the possibilities of political and social instability.*

*ILO Report to the Government of Liberia on Total Involvement: A Strategy for Development, Geneva, 1972, para. 218 (e), p. 34, and para. 219, p. 35.

Table VI. ESTIMATES OF LIBERIAN LABOUR FORCE,
EMPLOYMENT AND UNEMPLOYMENT, 1962,
1972 and 1982 (PROJECTED)
(Figures in Thousands)

	1962	1972	1982 (Projected)		
			(A)	(B)	(C)
Labour Force (LF)	444	657	927	927	927
Employment (E)	395	586	869	780	736
Unemployment (U)	49	71	58	147	191
U/LF Percent	12	11	6	16	21

Projections (A), (B), (C), respectively assume
6.9%, 5% and 4% GDP growth rate during 1972-82.

Source: MPEA, Indicative Manpower Plan of Liberia,
1972-1982.

Table VII. MONROVIA LABOUR FORCE, JULY 1974¹

(Persons Aged 10 Years and Over)

	Total Population Census Report	Male	Female
Population (10 Years & Over)	142,000	79,000	63,000
Total Labour Force	68,300	50,600	17,700
Labour Force Participation			
Rate ²	48.0%	64.0%	28.0%
Employed	4,000	42,000	12,000
Unemployed	4,300	8,600	5,700
Unemployed Rate ²	21.0%	17.0%	33.0%
Not in Labor Force	73,700	28,400	45,300

1. Extrapolated data based on 1974 Census Preliminary Estimates of 201,000 persons in Greater Monrovia.

2. Obtained in Monrovia Labour Force Survey of July, 1974.

Source: MPEA, Economic Survey of Liberia - 1974.

The cause of the severe unemployment rate is seen to stem from the lack of training opportunities for young Liberians who flock to the cities to seek a better life and then find themselves afloat in a modernizing society without direction or motivation. The OIC concept, which was based upon providing channels for the disadvantaged to help themselves, would be appropriately adapted to the Liberian situation in an effort to ameliorate the unemployment problems.

A.5. Manpower Base and Educational Opportunities

Information from the Ministry of Planning and Economic Affairs indicates an extremely narrow manpower base in Liberia as substantiated by the low educational attainment of the population in Monrovia. According to data in Table VIII, one-third of the employed Monrovia labor force have no formal education, and 70.0 per cent have less than a 12th grade education. Among the unemployed, those with an education level below the 12th grade account for 81.0 per cent of the total.

The story of education in Liberia may be summarized as an activity which has been going on for a long while, but which has shown little real progress until very recently. No one index of the level of educational advancement is able to give a meaningful measure of the complex state of education. The schooling rate and prevailing level of literacy (about 38.5 per cent in Monrovia) serve to point up the results of past educational effects, and indicate the extent of the challenge of the future. Having developed the skills to deal effectively with problems of functional illiteracy in American urban communities, OIC can adapt these same techniques in improving the literacy of Liberians through its Feeder program.

As in many developing nations, Liberia's educational system is broad at the base and tapers sharply at the secondary level as illustrated by data in Table IX.

Table VIII. EDUCATIONAL ATTAINMENT OF THE LABOR FORCE

Grades	Employed		Unemployed	
	Number	Percentage	Number	Percentage
None	211	33%	45	32%
1 - 6	65	10	19	13
7 - 11	178	27	51	36
12+	185	29	26	18
N.A.	9	1		
Total	648	100%	141	100%

Source: MPEA, Indicative Manpower Plan of Liberia, 1972-82.

Table IX. SUMMARY OF PROJECTION FOR ELEMENTARY AND SECONDARY EDUCATION, 1972 - 1982

	1972	1982	Increase	
	(Actual)	(Projected)	No.	% P.A.
1. Enrollment:				
Elementary Ed.	139,045	269,000	129,955	6.8
Secondary Jr.	15,169	28,610	13,441	6.6
Secondary Sr.	5,242	14,690	8,448	9.0
Secondary Tech. Voc.	908	920	12	-
Secondary Teacher Tr.	305 ^a	750 ^b	445	9.4
2. 12th Grade Graduates	1,322	3,830	2,508	10.0

a. Partly In-service training.

b. Both institutes providing pre-service training.

Source: MPEA, Indicative Manpower Plan of Liberia, 1972-82.

It is evident that primary education is the terminal level for about 90.0 per cent of the schooled population of whom approximately less than one per cent proceed to and complete some education beyond the secondary level.*

Table X presents the projections of annual enrollments for the decade 1972-82. These numbers and statistics from Table IX indicate that a substantial number of Liberian youngsters will be leaving the elementary and pre-elementary levels each year, either as "school drop-outs" or "school leavers", but certainly unfit for the "World of Work". The Ministry of Education in Monrovia reported an attrition rate of some 85.0 per cent between grades one and six, i.e. only 15.0 per cent of pupils entering the school system reached the sixth grade. Meanwhile the large population enrolled annually in senior high schools also signifies another addition of thousands of untrained youngsters to the labor market each year, considering that only a small number pass the national examination** and are able to proceed to university level education. While assessing the efficiency of the current system of education, it must be pointed out that only about 50.0 percent of primary school

*The number of graduates of higher education in Liberia were 153, 163, and 187 in 1972, 1973 and 1974 respectively.

**1,115 in 1973 and 1,751 in 1974, the projected senior high enrollments for these two years being 8,500 and 9,800 respectively.

Table X. PROJECTIONS OF ENROLLMENT - 1973-1980
(BASE YEAR 1972)

Year	Elementary & Pre-Elementary (1)	Junior High (2)	Senior High (3)
1972	139,000	15,169	6,242
1973	148,730	17,440	8,500
1974	159,140	19,007	9,800
1975	170,280	20,718	10,891
1976	182,200	22,583	12,112
1977	194,950	24,164	13,458
1978	208,600	25,855	14,804
1979	223,200	27,665	16,284
1980	238,830	29,602	17,912

Explanations: Enrollment increasing by 7% p.a.
(1970-'72 = + 7.5% average p.a.)

Assumptions:

Elementary and Pre-Elementary: A 7% growth rate throughout the period is assumed. At present the elementary growth rate is somewhat lower than that but the Pre-Elementary growth rate is higher, so that some kind of average was taken.

Junior High: For the years 1973-1975 an annual increase of 9% is assumed. This is based on present trends in Elementary Education. During the rest of the period, a lower growth rate of 7% is expected.

Senior High: Projections for 1973-1975 are based on present trends in the higher elementary and junior high grades. The expected increase is more than 10% per year. No fixed growth % is used. During the last year of the decade, a lower growth rate is expected; 10% is assumed.

Projections for 1973 and 1974 are based on higher enrollment than reported because of under-reporting.

Source: Ministry of Education, Monrovia, Liberia, June 1975.

children and approximately 12.0 per cent of secondary school youngsters are afforded the chance to go to school.

Actually, the philosophy and methodology of Liberian education has been imported from the Western hemisphere. The adoption of an educational system designed for the more developed countries has generated a formidable complexity of imbalances and inefficiencies in Liberia's current educational structure. The curriculum has been geared toward preparing students for higher education which in general is the exception rather than the rule in Liberia. Furthermore neither the local government nor the citizens have adequate financial resources to sustain an American or European type educational system.*

While suffering from a surplus of unskilled labor, Liberia is at the same time critically short of technical, professional and skilled manpower at all levels. The supply of skilled labor is inadequate in two senses: (1) a large proportion of skilled workers are not Liberians, but are from other African countries, Europe and America. and (2) many firms have skilled jobs to offer which remain unfilled for lack of qualified personnel.

*The IBRD reported in 1972 that only 29.0 per cent of the total teachers in Liberia had a complete high school education and not more than 9.3 per cent had a bachelor's degree or above. Meanwhile, only 3.0 per cent of the latter majored in education. The USAID/DAP for Liberia attributed the causes of teacher shortage to the poor teaching conditions and salaries, and the small number of graduates from teacher training institutions.

As of August 1973 work permits were issued to 4,042 expatriates for employment in Liberia. Table XI presents the distribution of the expatriate labor force by nationality, sex and industry. It can be readily noted that the non-Liberian work force concentrates heavily in the mining, trade, commercial and social services sectors. The presence of expatriate female labor force substantiates further the critical shortage of trained Liberian manpower.

According to the Ministry of Planning and Economic Affairs 27.8 per cent of the expatriate workers are in the professional, technical and related jobs. Administrators and managers account for 18.3 per cent, and sales workers for 27.8 per cent. Meanwhile craftsmen and skilled workers constitute 20.0 per cent of all expatriate personnel, mostly occupying jobs as foremen, supervisors, mechanics, machine fitters, radio and TV repairmen.* These numbers evidence Liberia's severe deficiency in training facilities for the supply of skilled and middle-level local manpower.

It must be noted that although a considerable number of expatriates are employed as craftsmen, very few firms provide suitable on-the-job training for Liberians. Until the adoption of the current four-year development plan (1976-80), the Government of Liberia has liberally interpreted the foreign 'concessionaires' obligation to "endeavor to train Liberian persons for various positions".

*MPEA, Indicative Manpower Plan of Liberia, 1972-82. Statistics are based on work permits issued through August 1973.

Table XI. TOTAL EXPATRIATES BY NATIONALITY, SEX, AND INDUSTRY, 1973 *

		TOTAL		TOTAL		TOTAL		TOTAL
<u>Industry</u>		Non-Africans		Africans		All Nationals		Both Sexes
<u>Code</u>	<u>Title</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	
A	Agriculture	211	17	28	1	239	18	257
B	Mining	092	120	38	2	130	122	252
C	Manufacturing	100	3	28	1	128	4	132
D	Elect. Gas Water	47	1	-	-	27	1	28
E	Construction	18	3	4	-	51	3	54
F	Trade (Whole & Ret.)	1321	94	20	-	341	94	435
G	Transport, etc.	132	15	8	1	140	16	156
H	Rest. & Hotels	32	18	1	6	33	24	57
I	Finance, Insur. etc.	81	8	5	2	86	10	96
J	Com., Soc. Serv., etc.	362	170	31	12	393	182	575
TOTAL		3405	449	163	25	3568	414	4042
Total Both Sexes		3854		183		4042		4042

* Information obtained from work permits issued through August 1973.

Source: MPEA, Indicative Manpower Plan of Liberia, 1972-82.

Thus no intensive pressure was exerted upon the private companies to accelerate and intensify the training of Liberians, especially for administrative positions. The fact that few Liberians are employed by these firms in positions higher than overseer or chief clerk has been severely criticized. While foreign concessionaires note that few Liberians are sufficiently trained to assume positions of responsibility, Liberians and other critics of concession labor policies respond that these companies have no executive training programs for employed nationals, by which they may rise to managerial positions. There is, however, according to evidence presented, some validity in the charge that few Liberians currently possess administrative skill.

Considering the existing dearth of technical/vocational training opportunities in Liberia, an accelerated mobilization of both available internal and external resources will be necessary to upgrade, strengthen, and expand the country's skilled labor force. Liberia has embarked on a long range plan to create some 280,000 jobs before 1982. Table XII presents the alternative projected employment and new jobs for the 1972-82 decade on the basis of various possible growth rates of the economy. It is evident that the country's current technical/vocational training facilities are too inadequate to meet even the lowest projection of future demand for skilled workers. According to estimates in Table XIII, local technical and vocational

Table XII. ALTERNATIVE PROJECTED EMPLOYMENT AND NEW JOBS,
1972 - 1982

ISCO Code	1972 Total Employment	1982 Employment Structure	Projection A		Projection B		Projection C	
			Total Employment	New Jobs	Total Employment	New Jobs	Total Employment	New Jobs
0/1. Professional, Tech. and Related Workers	29433	8.1	70000	41000	63000	34000	60000	310
2. Administrative, Executive & Managerial Workers	4799	1.1	10000	5000	9000	4000	8000	300
3. Clerical & Sales Workers	46770	12.2	106000	59000	95000	48000	90000	4300
4. Farmers, Fisherman, Hunters, Loggers and Related Workers	399265	58.2	506000	107000	454000	55000	420000	2900
5. Miners, Quarryman and Related Workers	7762	0.8	7000	-762	6240	-1522	5890	-187
6. Transport and Communication Workers	16281	4.1	36000	20000	32000	16000	30000	14000
7. Craftsmen, Production Process Workers and Labourers	58619	9.7	84000	25000	76000	17000	71000	12000
8. Service, Sport and Recreation Workers	22919	5.8	50000	27000	45000	22000	43000	20000
TOTAL	585848	100.0	869000	283000	780000	194000	736000	150000

Projection A: Upper Limit; assuming a 6.9 percent Growth rate of Gross Domestic Product from 1972-1982
 Projection B: Median Limit; assuming a 5 percent Growth rate of Gross Domestic Product from 1972-1982
 Projection C: Lower Limit; assuming a 4 percent Growth rate of Gross Domestic Product from 1972-1982
 Source: MPEA, Indicative Manpower Plan of Liberia, 1972-82.

Table XIII. GRADUATES FROM SECONDARY EDUCATION
BY SPECIALIZATION 1972 - 1982

Year	General Education	Tech. Voc. Instit.	Teacher Training		Total ^a
			Altern. (i)	Altern. (ii)	
1972	1,322	131	-	(120) ^b	1,573 ^c
1973	1,464	200	35	35	1,699
1974	1,976	200	65	65	2,241
1975	2,168	200	35	35	2,403
1976	2,344	200	35	35	2,579
1977	2,528	200	35	95	2,823
1978	2,776	200	70	130	3,106
1979	2,928	200	70	130	3,258
1980	3,104	200	70	130	3,434
1981	3,192	200	70	130	3,522
1982	3,400	200	70	130	3,738
Growth Rate p.a.	10.0%	-	-	-	9.4%

a. Considering teacher training alternative (ii)

b. Mostly in-service training graduates

c. Excluding teacher training

Source: MPEA, Indicative Manpower Plan of Liberia, 1972-82.

per year during most of the 1972-82 decade. Over 50.0 per cent of these graduates will come from the Booker Washington Institute (B.W.I.), currently the largest technical/vocational institution in Liberia. In 1973, the B.W.I. graduated 101 students in nine training fields including agriculture. It has been noted that B.W.I. is a formal technical/vocational institution with curricula to be covered over an average period of four (4) years. Furthermore, statistics on enrollment so far indicate that a considerable number of B.W.I. students are in office-related skills such as bookkeeping and secretarial science, and not in other technical/vocational fields. In 1975 the proportion of such students constituted 25.0 per cent of the enrollees as can be noted in Table XIV.

In its Indicative Manpower Plan of Liberia (1972-82) the government recognizes the fact that "it is necessary to invest in new technical schools as speedily as resources can permit in order to meet the needs of the economy for craftsmen and skilled workers". Indeed, this is the only way for Liberia to achieve self-reliance in

Table XIV. BOOKER WASHINGTON INSTITUTE
STATISTICS OF ENROLLMENT,
1975

	FRESHMAN		SOPHOMORE		JUNIOR		SENIOR		CERTIFICATE STUDENTS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
Agriculture	56	4	28	-	34	-	11	-	4	-	137
Auto. Mech.	32	-	32	1	27	-	10	-	3	-	05
Bookkeeping	29	-	24	7	20	5	7	1	1	-	94
Arch. Drafting	-	-	19	-	18	-	11	-	2	-	50
Carpentry	-	-	2	-	2	-	-	-	-	-	4
Masonry	20	-	-	-	7	-	3	-	-	-	30
Plumbing	-	-	12	-	15	-	2	3	-	-	32
Electricity	17	-	20	-	24	-	23	-	2	-	86
Electronics	17	1	13	-	11	-	2	-	2	-	46
Machinery	23	-	18	-	24	-	6	-	-	-	71
Sec. Scienc	-	38	-	29	-	18	-	8	0	1	94
Sub Total	194	43	168	37	182	23	75	12	14	1	
GRAND TOTAL	237		205		205		87		15		749

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B. Economic Effects

As presented in the preceding section, Liberia's manpower situation does not evince the potential needed to forecast an acceleration in the socio-economic development process. There is a surplus of unskilled labor on the one hand, and a shortage of relevant skills on the other. This situation has resulted both in the economy's heavy dependence on high-priced foreign manpower, and in mounting problems of unemployment and underemployment among local nationals.

The Liberia OIC project will focus on the technical/vocational training and skills upgrading of the unemployed, the underemployed, and those who are considered unemployable in the labor market. As stated in Section A.2. the immediate target group will be the young adult population, which consists primarily of school dropouts and school leavers. In addition, a component of the project will deal with the training and upgrading of entrepreneurial/managerial skills necessary to accelerate the development and creation of small businesses, and the Liberianization of existing businesses. Inasmuch as manpower development and utilization should be regarded as the most important factor in socio-economic development, the Liberia OIC project will generate far reaching effects benefitting both the individual trainees and the economy.

B.1. Benefits to the Economy

1. Expansion and Upgrading of Manpower Base

The Liberia OIC is designed to expand and upgrade the

country's current limited supply of skilled manpower. It will enable the absorption of idle resources into the national economic mainstream, thereby helping mitigate the presently chronic situation of unemployment and underemployment. It is anticipated that 375 Liberians will have completed their technical/vocational training by the fifth year of the project, in addition to 180 others who will have undergone training in entrepreneurship development, and another 180 in managerial training.

2. Increase in National Income

The provision of appropriate skilled manpower will strengthen the economy's productive capacity, thereby raising perceptibly the level of national income. Indeed, only by transforming the school age population into producers rather than dependants can incomes be raised and the development process be accelerated.

3. Acceleration of Liberianization Process

The Liberia OIC will hasten the replacement of high-priced foreign manpower by a work force of technically trained local nationals. During the past two decades the real cost to the economy for the use of expatriate manpower has been at an annual average of \$100 million, which constitutes a perennial drain on the country's limited resources, and thus contributes further to the economic exploitation of Liberia's human and material wealth.

4. Increase in Savings and Capital Accumulation

The expansion of a productive labor force and the eventual emancipation from imported skills will increase not only the level of aggregate income but also the amount of savings for capital accumulation and other development purposes. It is equally explicit that the increased level of consumption as a result of larger incomes will also generate more net benefit in terms of the stimulus thus given to local industries.

5. Reduction in Income Inequality

The increasing number of young adults who will become gainfully employed as a result of training at the Liberia OIC will help narrow the current wide income gap between the urban rich and the urban poor. A spill-over effect will consist therefore of the eventual reduction of social discontentment, agitation, and various other types of urban disorders.

6. Reduction in the Wastage of Early Education

The training and skill upgrading of school dropouts and school leavers represent a genuine saving of resources to the economy. At present, the mass of school dropouts gain no benefits from their early years of education, since the knowledge acquired bring them neither jobs nor the opportunities to enter existing vocational institutions. Capitalizing on whatever knowledge they have gained, the Liberia OIC will re-orient these youngsters

and provide them with appropriate training for productive income. It must be noted also that the limited time required for training in exchange for the acquisition of marketable skills is an additional saving through reduction in the time lag in human capital formation.

7. Strengthening of the Construction Sector

The training in building trades contributes to the development of an efficient and effective construction sector. A major bottleneck to Liberia's realization of the current four-year development plan is the country's limited construction capacity. The anticipated investment in schools, roads, tourism, telecommunications, airports development, mineral exploration, housing expansion, sewerage, hospitals, and other infrastructure forecast an unlimited range of needed activities to expand and upgrade Liberia's construction sector.

8. Development of Small Industries

The courses in furniture-making and repair of small electrical appliances are geared toward the expansion of Liberia's small industries. This is in addition to their immediate purpose of facilitating the search for employment on the basis of existing lucrative market demand. It must be noted that furniture-making presents an efficient means of optimizing the returns from Liberia's currently expanding timber industry.

The local manufacture of timber products is presently at a negligible level.

9. Expanded Supply of Entrepreneurship

The entrepreneurial component is an appropriate response to Liberia's current need for well-trained entrepreneurs and managers. They are the critical resource for Liberia's development, the "engine of growth", and the key to efficiency and production expansion. An increased supply of indigenous entrepreneurial and managerial capacities is also vital to the process of Liberianization currently implemented by the government. The control of business life by Liberians themselves is a pre-condition to accelerated growth and development. In addition, the emergence of new entrepreneurs and the upgrading of existing businessmen will hasten the long awaited expansion of Liberia's small industrial sector.

10. Increase in Training Personnel

An additional important benefit exists in the multiplier effect realized through the training of a core group of vocational educators, administrators and trainers, who will have the capacity to serve an increasingly larger number of people. It is anticipated that by the fifth year of the project, a total of 24 Liberians will have been fully trained to operate the proposed OIC training center.

B.2. Benefits to the Trainees

1. Attainment of Better Opportunities

To the unemployed and underemployed, training at the Liberia OIC is an investment at almost no opportunity cost. They can acquire new skills or upgrade old ones, depending on the conditions of the labor market, and thereby will obtain better chances for rewarding employment. Furthermore, since the program is designed to combine both quality training with the minimum feasible time for acquiring a marketable skill level, it will enable an early entrance or re-entrance of trainees into the labor market.

2. Career Orientation and Job Development

OIC counselors and job developers will ensure the effectiveness and efficiency of the trainees' learning process. They determine the appropriate skills for training, and work toward the targeted placement of trainees in remunerative jobs. Constant follow-up both during and after the training differentiates the Liberia OIC from other existing technical/vocational training institutions.

3. Expansion in Income Earning Capacity

Completion of training at the Liberia OIC can bring about a multifold increase in the individual's income. Table XV presents the earnings of the employed in Monrovia by educational attainment. It is evident that earnings are directly correlated with educational attainment. Table XVI illustrates the income differentials between skilled labor and two different categories of unskilled

Table XV. EARNINGS OF THE EMPLOYED BY EDUCATIONAL ATTAINMENT. (FROM PRIMARY JOB), JULY 1974.

Education	Monthly Earnings	\$1 - 79	\$80 - 199	\$200 +	Total
		Grade 00	Number	469	77
	Percent	81	13	5	100%
Grade 1-9	Number	240	58	16	314
	Percent	76	19	5	100%
Grade 10-11	Number	49	28	8	85
	Percent	58	33	9	100%
Grade 12	Number	43	120	66	234
	Percent	21	51	28	100%
College	Number	8	31	64	103
	Percent	8	30	62	100%

Source: MPEA, Economic Survey of Liberia, 1974.

Table XVI. INCOME DISTRIBUTION 1970

	Popu- lation (000)	Percent	Income Per Capita \$	Total Income \$ 000	Percent
Rural	1,123	73.7	70	78,610	24.6
Urban:					
Unskilled - no job ¹	52	3.4	75	3,900	1.2
Concessions	109	7.2	100	10,900	3.4
Unskilled - job ²	52	3.4	150	7,800	2.4
Skilled	128	8.4	200	25,600	8.0
Top Income Group	59	3.9	3,272	193,020	60.4
Gini = 0.63					
	1,523	100.0	210	319,830	100.0

1. defined as lack of formal employment

2. Source: Based on IBRD Basic Economic Report on Liberia,
Table 1.11.

workers. The gap can be as wide as 63.0 per cent, with the minimum disparity being 25.0 per cent.

4. Acquisition of Productive Attitudes

The Feeder component will provide trainees with the basic education, attitudes and motivation necessary for successful vocational training and subsequent productive industrial employment. Before men can work effectively, at least two conditions must be obtained: an employer must know how to evoke the qualities and abilities of his labor force, but this in turn depends on whether the qualities and abilities, and especially certain basic feelings about work, are there to be evoked. Thus attitudinal training is an integral part of the OIC methodology.

5. Acquisition and Upgrading of Entrepreneurial Capability

The entrepreneurial component will enable Liberian businessmen, mostly small entrepreneurs and petty traders, to upgrade their skills and become increasingly competitive with their expatriate counterparts. It will assist beginners in the business world to acquire the knowledge necessary for starting a rewarding career. Thus the Liberia OIC will provide Liberians with the capability either to upgrade existing enterprises or to set up ventures in completely new businesses.

6. Possibility of Self-Employment

The Liberia OIC will provide the proper orientation and

adequate assistance to technical/vocational trainees who consider the possibility of venturing into self-employment. This is particularly feasible in the fields of furniture-making and small appliances repair. In fact self-employment in some instances is considerably more remunerative than wage or salaried employment. In a country such as Liberia, self-employment permits the spread of skills availability over wide geographic areas, and thus minimizes the concentration of services and their derived income in a few localities.

C. Technology to be Used

C.1. Self-Reliance

The Liberia OIC project is based on the philosophy of self-reliance emphasized by the Liberian Government in the current four-year development plan (1976-80). It follows the principle that the development and progress of a nation can be achieved only by the people themselves. Thus it aims to establish and institutionalize a community based non-formal vocational manpower training center. Self-reliance will be essential to the success of this project in the way that it is the cardinal precept of the present government's development policy.

C.2. Non-formal Training

The non-formal aspect of the program means that its activities will be segregated from the existing hierarchically structured educational system. This is a method recently developed and adopted in the educational

programs of several developing countries. The search for this new educational avenue was due to two important factors: the pressures on resources, and the inadequacy of present educational structures. Studies conducted by the AID, IBRD, and UNESCO on manpower training in developing countries point to the fact that non-formal education, if properly developed, is the most effective way to spread functional knowledge and skills to the broad base of the population. An educational economist noted that:

"Even if it were possible to expand primary education to cover all children, it would be generally agreed that the organization, methodology, age-structure, and content of formal schools are such that they alone cannot realistically be expected to handle the educational task of equipping children and adolescents with the knowledge, understanding and skills required for employment, household management, family responsibilities, and participation in the community - in other words, for living a satisfying, productive life."*

Thus the diversity and flexibility characteristic of the non-formal approach encompass not only the organizational aspect but also the funding and management of educational programs. It can capitalize on local initiative, self-help, and innovation on the part of the people and their local institutions. In fact the Liberia OIC will be the country's first non-formal vocational training institution to be established and developed mainly on the basis of local manpower and resources.

*Manzoor Ahmed, The Economics of Non-formal Education, Praeger Publishers, 1975, p. 8.

C.3. Practical Approach

This program takes into consideration two important aspects of the transfer of knowledge related to vocational training. One is the teaching of factual knowledge and manual dexterity; the other is developing the ability to manipulate the knowledge and skill required.

A worker must be able to use his hands efficiently and acquire a certain amount of technical knowledge related to practical work. But the training does not end at the imparting of knowledge and skills. Youngsters who leave a training center and secure a job related to their training can find themselves performing new tasks under very different conditions from those at school. This is the gap between training and work situations. Thus, in addition to on-the-job training, the instructional program has been structured to stimulate the inventiveness and adaptability of trainees, so that they can still apply their technical skills acquired in any type of environment.

C.4. Counterparts Training

The transfer of technology will be conducted by the Technical Cooperation Team (TCT). This involves the training of Liberian counterparts adopting similar techniques developed in other OICI programs and/or improving existing local techniques. Eventually the TCT will be phased out of high profile positions as their counterparts gain in experience and responsibility for effective program operation.

C.5. Approach to Entrepreneurial Development Training

The Entrepreneurial Development Training program will provide a variety of opportunities for skills upgrading in the entrepreneurial and managerial fields. It will include the implementation of management development workshops and seminars to improve the supervisory abilities, administrative and organizational skills, and the development of comprehensive short-term training programs geared toward the identified needs of small and medium scale businesses. Emphasis will be given to the development of proper and timely coordination between opportunities and available resources. Thus the training will be dealing not only with the upgrading of planning and management but also with the origination of economic structures.*

To enhance the effectiveness of training, case studies of existing entrepreneurial and managerial problems will be used extensively in addition to regular instruction, guest lectures, audiovisual aids, panel discussions, management games, and role playing exercises. It is anticipated that, under the supervision of OIC instructors, a business package or a proposal for upgrading an existing business will have been developed by each trainee toward the end of

*'One necessary distinction is that between enterprise and management: evidently it is one thing to set up a concern embodying a new idea and another thing to head the administration of a going concern, however much the two may shade off into each other.' (Schumpeter)

the training course. The ultimate goal is to develop a core group of innovative, dynamic, and competent Liberian entrepreneur/managers who will enable the acceleration of the existing Liberianization process.

C.6. Emphasis on Attitudes and Motivation

An integral part of the Liberia OIC project is the attitudinal and motivational training prior to the transfer of skills. Since the project is labour market and placement oriented, it has to instill in the trainees the attitudes and motivation needed for optimal efficiency and productivity. According to W. Elkan, "the meaning of labor efficiency often must be the extent to which men have acquired the attitudes which make them effective industrial workers."* This is in addition to the need for developing the 'whole man' whose attitude and motivation toward life, work, and environment, constitute an important determinant of happiness and success.

*W. Elkan, "An African Labor Force," East African Studies, No. 7 (1956).

D. Possible Constraints to Project Implementation

The accomplishment of planned project targets and objectives depends to a large extent on realistic efforts to identify and circumvent possible constraints as well as anticipation of the benefits.

The broad constraints which can affect the implementation of a project in any developing country are due to:

- 1) psychological and historical factors;
- 2) problems arising from the traditional, cultural and social climate; and
- 3) impediments associated with the environment and structure of the Liberian economy

The proposed Entrepreneurial Development Training program may have to cope with the non-availability of risk capital for the small-scale businessmen participating in the course. Traditionally, Liberian banks have not provided credit for small entrepreneurs, because of anticipated managerial deficiencies. Thus, one planned method to cope with this constraint is to provide the needed managerial training for these inexperienced and/or potential businessmen while at the same time encouraging the adaptation of a modified small-scale corporate form of business organization. Apart from pooling the resources of a number of individuals, thereby spreading

*Problems, Ways and Means of Promoting African Entrepreneurship - The West African Experience. Alwyn B. Taylor and N.S. Wellington

the risk, it also would permit a reinvestment of profits, thus creating a situation which circumvents the local banks' restrictions for access to venture capital.

There are several other possible areas of constraint which could affect successful implementation of the project. These items are referred to among the "Assumptions" in the Logical Framework and also constitute a major portion of the project's critical performance indicators.

a. Space and Facilities

An adequate site and facilities have not yet been identified to accommodate the vocational and Feeder components of the LOIC program. It is also not yet specified that space will be immediately available for the entrepreneurial training program. However, this is provided for under "Conditions Precedent."

b. Counterpart Staff

It was mentioned by several sources in Liberia that the number of counterparts envisioned for the LOIC project was very large in terms of the availability of qualified Liberians to fill these positions.

The traditional OICI policy has recommended that degree requirements are not necessary for hiring of local staff as long as they possess the potential to develop and expand their present capabilities. This view also reflects the inherent local conditions being addressed by Liberia OIC.

c. Housing for OICI Advisors

It is anticipated that securing of housing in Monrovia may be very difficult without the assistance and cooperation of Government. Therefore, the Program Advisor will be on-site prior to the rest of the Technical Cooperation Team in order to finalize all housing arrangements.

d. Government Support for LOIC Program

A major concern of OICI is the willingness and ability of Government to gradually assume the costs of the Liberia OIC program as OICI prepares to phase-out financial and technical assistance during the life of the project. Memoranda of Understanding outlining OICI support commitment and various local country support commitments will be developed to spell out the inputs of the project design (See "Conditions Precedent"). These commitments will be backed by the Government of Liberia prior to funding of the proposal.

Finally, an Interim Board of Directors has been formed to supervise and assist in the initiation of the Liberia OIC program. This Board will need direction and training in order to effectively follow-up the initial support expressed by the Government of Liberia. In this regard, participant training sessions for LOIC Board members will be scheduled early on in the project.

E. Pertinent Socio-Cultural Factors

Liberia has a unique history among the developing countries of Africa. Although founded by the American Colonization Society in 1821, Liberia was never an American Colony and consequently has developed its own society independent of any colonial masters.

The descendants of the Americans of African origin who settled in Liberia presently account for five percent (5%) of the population, yet they dominate the Liberian social and economic pattern.

Early in the country's history, the social order was modeled after the Southern plantation system of the United States. Inevitably, the people of the interior became workers on the farms of the settlers. When the settlers realized the potential of the resources in the interior, a program for economic development of this area was begun.

As the indigenous people entered the monetised sector, they were able to become educated. Education and financial success were the only avenues to social acceptability among the Liberian elite, and the indigenous people began assimilating into the modern sector as they achieved higher financial levels.

The strength and cohesiveness of the "elite" group in Liberia must be recognized and understood by anyone attempting to effect a change or improvement in the socio-economic

pattern. The project's impact on the socio-cultural tradition will in effect attempt to stimulate and improve a way of life that has already been accepted for more than a century.

Many students leaving the rural schools refuse to engage in farming activities... and become idle and unproductive in the village. Most of them migrate to the cities only to discover that their education has not provided them with the skills which are needed in the urban labor market. Members of this group often face frustration and unemployment, and find themselves as part of the urban unemployed with few ties to either the traditional or the modern sectors of society.

The American methods of training and working are found throughout many aspects of Liberian life. One of the prime emphases of the OIC program is attitudinal and motivational training for the World of Work. The program is developed to suit the individual needs and interests of each community. Pride in self-help, dignity in skilled labour, and community self-improvement are essential values that are needed as well as constructive personal development

Impact on Women

In Liberia, as in most developing nations, the social, cultural and legal barriers to broader roles for women are not restrictive for the future as the past might indicate.*

*Seven County Survey on the Roles of Women in Rural Development, Development Alternatives, Inc.

When additional family income is available as a result of vigorous development activities, changes occur which are non-linear, rapid departures from past practices. However, adequate knowledge of the local constraints or restrictions on the roles of women is necessary to design optimal methods for replacing old techniques with new for the greater benefit of the Liberian women.

It is expected that the impact on female participation in this project will be measurable in three different ways:

- i) the demonstrative effect by which other women, not enrolled in this program, seek viable skills training opportunities;
- ii) the spread effect by which the women's newly acquired technology influences their husband's or male counterpart's mode of income-earning activities; and most importantly
- iii) the women's own behavior changes as indicated by:
 - (a) the adoption of innovations introduced by Liberia OIC;
 - (b) application of newly learned skills on the local job market; and
 - (c) the promulgation of direct income-generating roles for women.

As was stated earlier only a small percentage of Liberian females have the opportunity for formal education, thus unhealthy habits, superstition and taboos that cause

malnutrition, particularly among children are still passed from one generation to the next. Other than occasional home economics classes for women and young girls, practically nothing is being done to educate the female worker. The number of female drop-outs at the primary and secondary levels are enormous, yet there are no non-formal educational facilities available to them. Inasmuch as the extended family ties are more loose in the urban areas, the care of single women and dependent children are no longer guaranteed, so they must learn a skill with which to earn a living.

The Feeder component of Liberia OIC emphasizes consumer education and personal hygiene, as well as remedial education. It is expected that from this course, Liberian women will gain knowledge that will help them to plan better diets, to learn improved child care methods and to practice family planning.

Therefore, the inclusion of training areas especially geared to the needs of Liberian women in the modern sector will potentially enhance the quality of life in the target communities.

Project Relationship to Guidelines Governing Funding of PVOs

-Directness of impact upon the poorest majority, who are beyond the reach of public services

As indicated in the description of the target group of beneficiaries (I.A.2.), the Liberia OIC project will focus upon the training of school dropouts and school leavers presently comprising

the bulk of the urban unemployed in Monrovia. These beneficiaries will participate in daily training activities on the project site and on their OJT placement as part of a comprehensive effort to demonstrate the feasibility and profitability of adopting new methods of intensive skills training.

-Linkages with complementary programs/projects

It was mentioned earlier in Section I.B. "General Description of the Project" that the Liberia OIC project will be part of the national strategy for integrated development of the country. There are possibilities for linkages with similar training programs offered through the Ministry of Labour, Youth and Sports, and the Ministry of Education. Basic referral services are an integral part of the OIC program design.

-Potential spread effect of the project

The Liberia OIC will extend over a period of five years during which the LOIC counterpart staff will gradually assume total administrative, managerial, and instructional responsibilities. The development of competent trainers during the life of this project will enable the continuation of the transfer of skills methodology and knowledge of improved training techniques to the local population, long after OICI technical assistance is phased out.

-Potential for wide-scale application of project based on domestic resources

The Liberia OIC project design can be applied in almost



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Rev. Leon H. Sullivan
Founder & Chairman of the Board

Gary Robinson
Executive Director

September 16, 1981

Mr. Remo Ray Garufi
Mission Director, USAID/Liberia
Monrovia, Liberia

Dear Mr. Garufi:

OIC International is pleased to forward for your review and consideration, a proposal for a three-year extension of the present Liberia OIC project. We trust that your office will assist us in expediting the lengthy proposal review process as the current project will be running out of funds by Jan. 31, 1981.

As we approach this final phase of USAID financial support to the Liberia OIC program, we are confident that the long term aim of successfully institutionalizing the LOIC vocational training program within the non-formal educational system will be accomplished.

We look forward to a continued relationship of mutual respect, cooperation and support between our two offices.

Please advise if further information is desired.

Sincerely yours,
Gary Robinson
GARY ROBINSON
Executive Director

- cc: Edward Smith, Project Officer, AFR/DR ✓
- Sydney Anderson, Desk Officer, AFR/CWA
- Kura Abedje, Deputy Exec. Director, OICI
- Reginald Hodges, Program Advisor, LOIC
- Cynthia G. Pierre, Director, Planning/Program Dev., OICI

Enclosures

BOARD OF DIRECTORS

- Dr. Bernard Anderson
- Fr. Robert E. DuBose, Jr.
- Dr. Emma C. Durazzo
- Rev. Cecil D. Gallup
- Mr. Carl Hairston
- Rev. Joshua Licorish
- Dr. Thomas J. Ritter
- Rev. Gus Roman
- Rev. Dr. William J. Shaw
- Ira J.K. Wells, Jr., Esq.
- Ato Fitawirari Amedia Lemma, OIC Ethiopia
- Chief Kebba T. Jammeh, OIC The Gambia
- Mr. John E.K. Moses, OIC Ghana
- Mr. Kouadio Djan Maurice, OIC Ivory Coast
- Mr. E.S. Mohopi, OIC Lesotho
- Rev. Walter Richards, OIC Liberia
- Alhaji M. Oseni, OIC Nigeria
- Mr. Jose P. DeJesus, OIC Philippines
- Mr. S. Jobson Momoh, OIC Sierra Leone
- Mr. Amegboh Sodatouou, OIC Togo
- Dr. Folorunso Salawu, Emeritus

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any part of Liberia because of its emphasis on maximizing labour-intensive technology and minimizing capital-intensive technology. The innovative features of the vocational and entrepreneurial training programs can be easily incorporated into any Liberian training program while incurring minimal expenses. The accelerated training schedule is practicable due to the placement-oriented design of the curriculum and the individualized "hands on" instruction techniques. There is no attempt to transfer expensive technological packages which cannot be absorbed by the domestic economy. Thus the Liberia OIC program can expect to impact upon large numbers of people who are receptive to low cost methods and systems of production and services.

G. Plan for Institutionalization of Project Utilizing Domestic Resources

In accordance with the nature of OICI's operation, a mechanism has been designed to effect the targeted full transfer of the Liberia OIC Management to the local Board of Directors and staff. The plan for institutionalization of this project encompasses two major areas: manpower and finance.

(a) Strategy for achieving manpower self-sufficiency:

1. The Liberia OIC Board of Directors:

The Liberia OIC will be guided by a voluntary Board of Directors representing a selected and influential cross-section of the Liberian society. The Board members have pledged their full support, particularly in the organizational/managerial aspect and the mobilization of local resources for efficient program operation. They will be the major catalysts, in addition to OICI/TCT staff members, in developing, inculcating, and perpetuating the philosophy, objectives and goals of the Liberia OIC among local nationals. The planned visits to OIC training centers in Ghana and the US for selected members of the Board will serve to increase and strengthen their understanding of the OIC modus operandi.

2. The Formation of Liberian Counterparts:

In regard to the technical aspect, OICI and the Liberia OIC Board of Directors will recruit Liberians both from

within the local community and abroad to employ as counterpart instructors and administrators. The TCT staff will be assuming an advisory role in the transfer of technology during the five years of OICI assistance. This Liberianization policy will gradually phase out TCT staff members from the positions of high profile, thereby enabling the increasing assumption of responsibility for successful program operation by the local counterparts. It must be noted that the average ratio of Liberians to TCT staff is five to one (5:1) as anticipated in this project. Opportunities will be provided to selected local staff members to attend executive development seminars at OIC Ghana, one of OICI's most successful manpower training centers. This particular aspect of the project is designed to reinforce and continuously upgrade local management skills for effective and efficient training operation of the Liberia OIC.

(b) Potential Financial Self-Sufficiency:

The financial self-sufficiency of the Liberia OIC will be gradually effected through the mobilization of resources from both the private and public sector. In addition it is anticipated that substantial revenue will be forthcoming from the on-the-job training (OJT) program as well as from the services of the OIC's workshops.

Table XVI presents the projected annual operating costs and the phase-in process of local financial input. The combined revenue from the operation of workshops, the OJT program, and fund raising activities represents input from the private sector. It is expected that the latter's annual contribution will amount to approximately 5.0 per cent of the operating costs during the third year, and 10.0 per cent in the successive years. The Government of Liberia will subsidize the proposed training center with an initial input of 10.0% of the operating costs during the second year. This support will be increased to 25.0%, 50.0%, and 75.0% in the third, fourth and fifth year of the project respectively. From the sixth year onward the Government's support will amount to an annual level of 90.0% of the local operating costs.

1. Potential Revenue from OJT Program and OIC Workshops:

The Liberia OIC on-the-job training (OJT) unit introduces a system wherein income can be derived from the marketability of the skills imparted to trainees. During the final three (3) months of the vocational course, trainees in masonry, carpentry, electricity, plumbing and auto mechanics will become eligible to participate in practical on-site work through contracts for services arranged by the OIC job developers. The Liberia OIC staff members will all be actively involved in seeking out short-term jobs in which

Table XVI. PROJECTED LOCAL OPERATING COSTS
(in U.S. \$)

	<u>FIRST</u>	<u>SECOND</u>	<u>THIRD</u>	<u>FOURTH</u>	<u>FIFTH</u>	<u>SIXTH</u>
Local Salaries & Fringe Benefits	104,250	207,672	232,853	244,489	256,711	269,546
Commodities/Equipment	102,954	64,800	26,773	27,835	31,429	33,000
Other Direct Costs	28,600	30,290	27,561	18,886	15,651	16,434
Total Operating Costs	235,804	302,762	287,187	291,210	303,791	318,980
Local Input	-	-	14,359	29,121	30,379	31,898
Private Sector	-	30,276	71,797	145,605	227,843	287,082
G.O.L.	-	30,276	86,156	174,726	258,222	318,980
Total Local Input	-	30,276	86,156	174,726	258,222	318,980
Total Operating Costs Net of Local Input	235,804	272,486	201,031	116,484	45,569	

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suitable trainees can be utilized in a cooperative labour-intensive effort to perform the obligations of specific contracts.

The job developers will arrange for a donation to be made to the OJT fund in remuneration for the completion of each contract entered upon by the Liberia OIC. Clients will be responsible for the provision of parts and other materials needed to perform the job, in addition to the general donation. It must be noted that the OJT part of the training curriculum can be completed either at the OIC workshops or at other business and/or industrial establishments. In addition to the revenue from services formally contracted, income to the OJT fund will be forthcoming also from the sales of furniture produced at the carpentry workshop, and the miscellaneous repair services rendered both at the auto mechanics and small appliances repair department.

2. Potential Financing through Local Support:

The Liberia OIC Board of Directors will serve a vital role in gaining financial commitments from the local community. They will conduct extensive annual fund raising activities such as the promotion of raffles and sports events wherein the

Liberia OIC will also solicit the Government tax receipts. However, more substantive financing is anticipated from the Liberia OIC contracts with government, business and industry to provide in-service training, especially in the area of management development and attitudinal training. In this regard, a precedent has already been established in Ghana where the local OIC has received more than 20,000 cedis from the Bank of Ghana for management training seminars

A substantial portion of the funds raised will be solicited from local industries and businesses on an on-going basis. The experiences of OICI in Nigeria and Ghana indicate that most industrialists will contribute considerable sums to an OIC under the following terms:

- (1) its training programs have demonstrated that they can meet the skill needs of their companies specifically, and industry in general; and
- (2) the technical competence of the training staff has been proven and the program has gained acceptance within the community.

The initial planning, implementation and demonstration phases of the Liberia OIC are designed to ensure the satisfaction of these pre-conditions. In concert with efforts of the Liberia OIC to raise funds for

self-sufficiency, OICI will seek the assistance of the Industrial Advisory Council to execute a feasibility study and the subsequent initiation of an economic development project. This project will be designed to generate additional regular income to sustain local OIC activities. All the miscellaneous sources of income enumerated above including possible requests for assistance from other international donor agencies, will be fully explored in order to provide maximum financial security to the Liberia OIC. The feasibility of other international donor assistance was initially realized as a result of a \$30,000 grant to OIC Ethiopia from the World Council of Churches.

3. Potential Financial Support from the Government:

It is evident that government assistance is necessary in order to sustain any community-based educational institution. Experience in other developing countries has shown that government support of the educational system is essential to ensure an "optimal" social rate of return which cannot be achieved by the forces of a free market system. In this regard, the Government of Liberia has expressed its keen interest in the early development of an OIC in Monrovia. The President of Liberia has appointed a special committee to study the OIC program and to make recommendation

regarding Government participation. The members
of this committee are:

The Minister of Planning and Economic Affairs

The Minister of Labour, Youth and Sports

The Assistant Minister for Presidential Affairs, and

The Director of Institute of Public Administration

In addition, the Minister of State and the Minister of
Finance have been also personally involved in the
Government's current review of the proposed project.

IV. PROJECT DESIGN AND IMPLEMENTATION PLAN

A. Implementation Plan

A.1. Description of Project Execution

The primary responsibility for implementation of this project will be incurred by the OICI Technical Cooperation Team, consisting of: Program Advisor; Finance/Administrative Specialist; Vocational Specialist; ET/MD Specialist; Feeder/Counseling Specialist; and Auto Mechanics Specialist, with supportive monitoring by the Central Office. Of equal importance to project execution are the local Board of Directors and the local counterpart staff who will attempt to integrate and synthesize the training needs and resources of the local community into a viable non-formal educational program.

The Technical Cooperation Team will work with both the Board and the local staff, however, they will report directly to the Central Office in Philadelphia. The local Board of Directors is the policy-making body for the Liberia OIC and will abide by the duties and responsibilities as well as aims and objectives of their Articles of Incorporation and Constitution.

An eight week orientation program is planned for the OICI Technical Cooperation Team. During this period, operational work plans and PERT Charts will be finalized in order to detail the items to be accomplished within the projected time frame.

The Liberia OIC will be implemented with the close cooperation and coordination of the Ministry of Finance and the Ministry of Planning and Economic Affairs.

Throughout the project period, participant training programs in the U.S. or a regional center in Africa will be scheduled as part of the local staff development scheme that will provide the Liberian staff with the necessary exposure to successful OIC programs in operation.

A.2. How OICI Plans to Provide for Technical Assistance

OICI plans to implement the project through an agreement with the Liberia OIC Board of Directors and the Ministry of Finance of the Government of Liberia. Under this agreement, OICI will provide funds, technical assistance personnel (technical and office), equipment and supplies to establish the Liberia OIC during the project period. A portion of the local operating costs will be assumed by the Government of Liberia on a gradually escalating basis throughout the life of the project. (See Section III, E)

Technical assistance personnel will be recruited from a pool of former OICI employees and other development assistance agencies based on the requisite skills and qualifications of a balanced Technical Cooperation Team (See Appendix B - Job Descriptions)

A.3. Basic Assumptions About the Availability and PVO Management of Resources

It is assumed that OICI will continue to have the cooperation

support of the Government of Liberia for the creation and continuity of a community-based non-formal vocational training center; and that GOL will support any proposed linkages with the existing educational institutions.

A.4. Proposed Disbursement and Procurement Procedures

The funds for the establishment and maintenance of a fully staffed and equipped Liberia OIC will be channelled by AID/W to OICI/Philadelphia according to the PHA/PVC Grant arrangements on a regular basis. The Director of Finance and Administration of OICI will make all necessary and valid payments, purchases, and reimbursements upon receipt of proper statements and/or bills presented by the TCT staff, or the local Board of Directors. A financial report will be required semi-annually, and project audits will be performed on a regularly scheduled basis.

A.5. Schedule of Actions Required

The schedule of actions and responsibilities outlined below have been developed as a result of the previous experiences of OICI in Africa and considerations of the unique conditions extant in Liberia. A modified Pert/PPT network diagram has also been developed to illustrate the implementation schedule.

Schedule of Actions Required

Phase I - Planning

1st Project Year

- Contract signed for LOIC
- Orientation of Technical Staff in Philadelphia
- Arrival of Technical Specialists in country
- Organization and training of LOIC Board of Directors
- Securing of local commitments, i.e.
 - =Housing for TCT
 - =Government Amenities
 - =Assigned Counterparts
 - =Training site/facilities
- Identification and hiring of additional local counterparts and administrative staff
- Orientation and training of local counterparts and administrative staff
- Establishment of Technical and Industrial Advisory Councils
- Development of all administrative (machinery)
- Development of manuals of operation, training, curricula, etc.
- Receipt and installation of necessary program equipment and supplies
- Inauguration of LOIC Training Program
- Initiation of student services component
- Outreach-Stimulation of interest in local community
- Recruitment of trainee participants
- Intake and orientation of trainee participants
- Initiation of Feeder Program

- Transfer of training methodology, approaches, techniques
- Transfer of administrative methodology, approaches, techniques

Phase II - Implementation

2nd Project Year

- Initiation of vocational training component
- Initiation of EDTP component
- Initiation of Evaluation components
 - =Periodic Program Management Review
 - =Periodic Staff Performance Review
 - =Periodic Program Financial Review (Audit)
- Graduation of 1st LOIC Vocational Training Class
- Graduation of 1st EDTP Class
- Establishment of LOIC Alumna Association
- Board Member and Participant Training in USA

Phase III - Demonstration

3rd Project Year

- Program is fully operational
- Program is fully staffed and equipped
- Capacity enrollment of trainee/participants is attained
- Capacity usage of space and facilities is achieved
- On-going student services, Feeder and training components are demonstrated
- Intense transfer of methodology, techniques and approaches is on-going

Phase IV - Institutionalization

4th Project Year

- Planning and organization of fund-raising activities by Board

- Gradual assumption of local program costs by Host Government (time-table specified)
- Development and initiation of small economic development project for additional revenue for OIC
- Gradual assumption of managerial and administrative responsibilities of LOIC (time-table specified) by counterpart staff
- Participant Training in USA
- Board Member Training in USA

Phase V - Replication

- Successfully demonstrated LOIC model components are used as resource for:
 - =Additional adult education and skills training programs initiated by MOE
 - =Additional EDTP programs initiated by agencies with support linkages

Project Performance Tracking System (PPT)

The Project Performance Tracking System will be used as a basis for monitoring and reporting significant Critical Performance Indicators (CPI) that may affect project implementation. The indications of actual years and months will not be determined until after project authorization, therefore the months are given in numerical sequence.

Table A.6. illustrates the relationship of the performance indicators to each other and to time. The CPI's are designated by a triangle; and the joint actions of OIC International and the Government of Liberia (GOL) are noted by a square on the PPT. A narrative description of each item is provided below in A.7.

A close review of the PPT reveals that the major task activities occur during the first eighteen months of the project. The full OICI Technical Cooperation Team will be on site by the 13th month, while the majority foreign and local procurement will be completed by the end of the eighteen month year. According to implementation targets, the first training cycle will begin in the twelfth month of the project.

A.7. PPT Narrative Description

1. Contract Signed - OICI and AID/W Grant Agreement is signed following final approval of Liberia Manpower Training Project.
- *2. Memo of Agreement Signed - During the final stages of proposal development, a memo of agreement is drafted indicating the intent of GOL to support implementation of the Liberia OIC project. This memo solidifies the GOL's financial support commitments and in-kind contributions.
3. TCT Services Contract Signed - Qualified personnel are recruited and selected to fill important positions on the OICI field staff roster for periods ranging from three to five years.
4. Incorporation Local Board - The Liberia OIC Interest Group must become a legal entity in order to contract for services with OICI and to assume financial obligations.
- *5. Preliminary Work Plan 1st Year - Preliminary work planning actually begins during the two month pre-service (orientation) training period for the TCT staff. Based on data gathered by the project design team and the final draft of the Project Paper, the TCT and OICI personnel will delineate all actions and responsibilities to be undertaken during the first Project Year. (Refer to Part IV, A.5. "Schedule of Actions Required")

6. Pre-Service Training - TCT - A two month orientation will be provided for TCT personnel in order to acquaint them with OICI Guidelines and Procedures, PHA Grant Agreement Guidelines and Procedures, and Liberian culture and traditions. As stated in item 5 above, this period will also be used to develop a preliminary work plan and assignment of responsibilities.
7. Begin Hiring Local Staff - A Program Advisor will be in Liberia, two months after project authorization. In cooperation with the local Board of Directors, candidates will be recruited, interviewed and selected for permanent local staff positions.
8. TCT Housing Confirmed - Official confirmation of available housing is necessary before the departure of any TCT for Liberia.
9. Commodity Procurement List Finalized - Prior to TCT departure, a comprehensive listing of materials, equipment, tools, and supplies are prepared with the assistance of vocational experts. A large amount of foreign as well as local procurement is needed and therefore it is necessary to finalize this listing as soon as possible following authorization of funds.
10. Three TCT in Liberia - Initially, three (3) TCT personnel are expected to be on site in Liberia by the fifth month following project authorization. These three are needed to facilitate the completion of major task activities involved in the project planning and implementation phases

11. 1st Year Work Plan Finalized - The preliminary work plan is modified and re-drafted based on final outcome of negotiations with GOL and Liberia OIC Board of Directors.
12. Begin Local Procurement - Order and/or purchase in quantity, materials and supplies needed for program operations and training.
13. Develop Curriculum - A portion of in-service training for local staff will concentrate on the development of relevant, practical curricula for the building trades (carpentry, electricity, masonry, plumbing); entrepreneurial development training; auto mechanics and Feeder (pre-vocational) courses.
- *14. Local Staff Team Hired - In order to begin trainee selection and first cycle Feeder courses on schedule, the majority of permanent local staff positions should be filled by the end of the seventh month following project authorization.
15. Renovation LOIC Facilities - Monrovia - The training facility has been donated by the GOL, through its agents. However, extensive renovations must be completed and equipment and tools installed and/or stored prior to commencement of Feeder courses in Month 9.
16. Trainees Selected - Initially, an enrollment of 60 will be recruited for the 1st Feeder training cycle. Additional trainees will be selected for the EDTP courses on a rolling admission basis.

17. LOIC Inaugurated - An official opening ceremony will be held to mark the beginning of training activities at the Liberia OIC.
- *18. Remaining TCT On-site - An EM Specialist and Vocational Specialist are contracted to plan and implement training units.
19. Begin Feeder Courses - At the beginning of the 9th month of the project, the first Feeder cycle with a capacity of 60 students will commence. It is expected that two or more cycles, averaging three months in length, will be completed each year covering all the pre-vocational areas.
- *20. Renovations Approved - A GOL building inspector will visit the site of the training facility to ensure adherence to safety regulations, structural soundness and proper installations.
- *21. Equipment/Tools Received - Foreign procured equipment and supplies arrive in Liberia. Major equipment and tools must be in place prior to start-up of Training Cycle 1 vocational courses.
22. TCT in Liberia - With the arrival of the Auto Mechanic Specialist start-up activities for the Auto Mechanics course will be concentrated upon. The AM Specialist will be assigned several counterparts and begin to develop work plans and curricula for the training course.
23. Begin Training Cycle 1 - The first vocational courses commence with four classes in carpentry, masonry,

one year in length consisting of 9 months classroom/practical and 3 months on-the-job training.

24. Begin Entrepreneur Courses Cycle 1 - The entrepreneurial training program consists of a six or twelve month course which can be conducted either day or evening. The first EDTP course is being phased in simultaneously with the commencement of Vocational Training Cycle 1, however, not more than two sessions with a capacity of 15 trainees each are planned for the first year of training.
25. 2nd Year Work Plan Finalized - A gradual expansion in the number of courses offered and enrollments anticipated require annual planning exercises. These plans are useful in defining progress toward achievement of project purpose and in the development and modification of implementation schedules and priorities.
26. PAR Evaluation - This evaluation is intended to assess staff performance, on-going training activities, and progress toward output targets. A combined OICI/AID/GOL team will conduct this evaluation.
27. Job Development - Job development activities are an on-going feature of the Student Services component. The job developers/industrial relations staff must have embarked on start-up activities by Month 18 in order that placements can be secured for OJT in Month 21 and for vocational graduates in Month 24.

28. Participant Training - Beginning with the second project year and each year thereafter, an LOIC Board member and one or two local staff members will be sponsored for in-service training and staff development in Philadelphia or another designated training center.
29. Trainees Selected - 2nd Training Cycle - Annual repeat of item 16.
30. Feeder Course Begins - Cycle 2 - Second session of three month Feeder begins. Repeat of item 19.
31. 1st Cycle Vocational Graduates - 40 masonry, carpentry, electricity and plumbing trainees complete their coursework and OJT in the twelve month period from Month 12 to Month 24.
32. Begin Training Cycle 2 - The second cycle of vocational courses begins immediately after the completion of coursework by the first group of trainees. The EDTP training courses are repeated in their annual cycles as mentioned in items 23 and 24.
- *33. Trainee Placements - The vocational trainees are secured employment in positions pertinent to their areas of training. The placements will be continuous throughout the year following the completion of coursework.
- *34. Trainee Certification Presented EDTP - The LOIC certificate is presented to all participants who attended entrepreneurship/management training program during the preceding twelve month period.

35. 3rd Year Work Plan Finalized - A revised and elaborated implementation schedule is planned for the 3rd year. Refer to item 25.
- *36. Program Evaluation - An extensive program evaluation will be conducted by external consultants midway of the second full training cycle and at the time of the first vocational trainee certification. An assessment will be made of the progress toward achievement of purpose - level targets. (See Logical Framework). The Evaluation will be followed by appropriate OIC-GOL remedial action.
- *37. Trainee Certification-Vocational - After six months of satisfactory on job performance in their respective placements, OIC trainees are considered to have "completed training" and are awarded an LOIC certificate.
38. Participant Training - Board member and selected local staff attend an individualized training program in Philadelphia or other designated site. Refer to item 28.
39. Trainees Selected - Recruitment, screening, counseling and enrollment of applicants being for Training Cycle 3. Refer to item 16.
40. Feeder Courses Begin - Cycle 3 - A new session of pre-vocational training begins for technical course applicants. Refer to item 19.
41. Vocational Graduates Cycle 2 - The second group of vocational trainees complete coursework.

42. Begin Training Cycle 3 - The third cycle of vocational courses begins immediately after the completion of coursework by the previous class.
- *43. Trainee Placements - From FY78 - FY79, the number of vocational placements have increased. Refer to item 33.
- *44. Trainee Certification - Participants in the EDTP training programs in FY79 are awarded LOIC certificates.
45. 4th Year Work Plan Finalized - An implementation schedule for the fourth year is revised and elaborated. Refer to item 26.
- *46. Trainee Certification-Vocational - Vocational trainees who were placed in FY79 and have completed six months of satisfactory on job performance are awarded OIC certificates.
47. Participant Training - Local Board member and selected local staff attend training program in Philadelphia or other designated location. Refer to item 28.
48. PAR Evaluation - A regularly scheduled evaluation is conducted by OICI/AID/GOL representatives. Refer to item 26.
49. Trainees Selected - Applicants are screened, counseled and enrolled for Training Cycle 4.
50. Feeder Courses Begin - Cycle 4 - Fourth cycle of Feeder courses begin. Refer to item 19.

51. Three TCT Depart Liberia - The Feeder/Counseling Specialist, Vocational Specialist, and EM Specialist complete contracts.
52. Vocational Graduates Cycle 3 - The third group of vocational trainees complete their coursework.
53. Begin Training Cycle 4 - The fourth cycle of training courses begins immediately following the completion of coursework by the previous class.
54. Trainee Placements Vocational - During the preceding twelve months trainees are placed on jobs.
Refer to item 27.
55. Trainee Certification - EDTP participants during the preceding year are awarded LOIC certificates.
56. Trainee Certification-Vocational - Vocational trainees who were placed in the previous 12 months. Repeat of item 47.
57. Participant Training - Local Board member and selected local staff attend training in Philadelphia or other designated location. Refer to item 28.
58. In-house Program Evaluation and Staff Performance Review - Annual program operations assessment will be conducted by TCT and local staff personnel.
59. Remaining TCT Depart Liberia - The Program Advisor and Finance Specialist terminate their assignments.
60. Vocational Graduates Cycle 4 - The fourth group of vocational trainees complete their coursework.

61. Trainee Certification - EDTP participants during calendar year are awarded LOIC certificates.
62. Begin Training Cycle 5 - The fifth cycle of training courses begins immediately following the completion of courses by the previous class.
63. Trainee Placements-Vocational - Vocational trainees are placed on jobs. Refer to item 27.
64. EOP Evaluation - A joint OICI/USAID/GOL assessment of the achievement of goal and purpose level objectives and targets. This evaluation occurs at the end of the five year project.

Table A.6.

PROJECT PERFORMANCE TRACKING SYSTEM - LIBERIA OIC

Important
Input/Output
Activities

Legend:  Critical Performance Indicator
 OICI - GOL Actions

	M1	M2	M3	M4	M5	M6	M7	M8
PERSONNEL		<u>3</u> TCT Services Contract Signed	<u>5</u> Preliminary Work Plan 1st Year	<u>7</u> Begin Hiring Local Staff	<u>10</u> Three TCT in Liberia		<u>14</u> Local Staff Team Hired	
TRAINING			<u>6</u> Pre-Service Training TCT			<u>11</u> Finalized 1st Year Work Plan		
STUDENT SERVICES								<u>16</u> Trainees Selected
PLANS/BUDGETS		<u>1</u> Contract Signed						
AGREEMENTS	<u>2</u> Memo of Agreement Signed GOL	<u>4</u> Incorporation Local OIC Board		<u>8</u> TCT Housing Arranged			<u>13</u> Develop Curriculum	<u>17</u> LOIC Inaugural
FACILITIES							<u>15</u> Renovation LOIC Facilities	
EQUIPMENT/COMMODITIES				<u>9</u> Commodity List Finalized		<u>12</u> Begin Local Procurement		
EVALUATION								

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PROJECT PERFORMANCE TRACKING SYSTEM - LIBERIA OIC

Important
Input/Output
Activities

	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18
PERSONNEL		△ <u>18</u> Remaining TCT Hired		△ <u>22</u> TCT Advisor in Liberia						
TRAINING		<u>19</u> Begin Feeder Courses		△ <u>23</u> Begin Training Cycle 1						
STUDENT SERVICES				<u>24</u> Begin ET/MD Courses Cycle 1						<u>27</u> Job Dev men Req
PLANS/BUDGETS								<u>25</u> 2nd Yr Budget/ Work Plan Finalized		
AGREEMENTS										<u>20</u> Par par Tra
FACILITIES		△ <u>20</u> Renovations Approved								
EQUIPMENT/ COMMODITIES			△ <u>21</u> Equipment/ Tools Received							
EVALUATION								<u>26</u> PAR Evaluation		

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PROJECT PERFORMANCE TRACKING SYSTEM - LIBERIA OIC

Important
Input/Output
Activities

----- M19 M20 M21 M22 M23 M24 M25 M26 M27 M28 -----

PERSONNEL

TRAINING

30 Feeder
Course
Begins
Cycle 2

31 1st Cycle
Vocational
Graduates

STUDENT
SERVICES

29 Trainees
Selected

32 Begin
Training
Cycle 2
Voc & ET/MD

△ 34 Trainee
Certificates
Presented
EDTP

PLANS/BUDGETS

△ 33 Trainee
Placements

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AGREEMENTS

FACILITIES

EQUIPMENT/
COMMODITIES

EVALUATION

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PROJECT PERFORMANCE TRACKING SYSTEM - LIBERIA OIC

Important
Input/Output
Activities

	M29	M30	M31	M32	M33	M34	M35	M36
PERSONNEL								
TRAINING		△ <u>37</u> Trainee Certification Vocational				<u>40</u> Feeder Course Begins Cycle 3		<u>41</u> Cycle 2 Vocational Graduates
STUDENT SERVICES				<u>39</u> Trainees Selected				<u>42</u> Begin Training Cycle 3 Voc & ET/M
PLANS/BUDGETS	<u>35</u> 3rd Yr Budget Work Plan Finalized							△ <u>43</u> Trainee Placements
AGREEMENTS			<u>38</u> Participant Training					
FACILITIES								
EQUIPMENT/ COMMODITIES								
EVALUATION	△ <u>36</u> Program Evaluation							

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PROJECT PERFORMANCE TRACKING SYSTEM - LIBERIA OIC

Important
Input/Output
Activities

M37

M38

M39

M40

M41

M42

M43

M44

PERSONNEL

TRAINING

△ 44 Trainee
Certification
EDTP

△ 46 Trainee
Certification
Vocational

47 Participant
Training

49 Trainees
Selected

STUDENT
SERVICES

PLANS/BUDGETS

45 4th Yr
Work
Plan

AGREEMENTS

FACILITIES

48 PAR
Evaluation

EQUIPMENT/
COMMODITIES

EVALUATION

PROJECT PERFORMANCE TRACKING SYSTEM - LIBERIA OIC

Important
Input/Output
Activities

	M45	M46	M47	M48	M49	M50	M51	M52	M53
PERSONNEL				△ 51 Three TCT Depart Liberia					
TRAINING	50 Feeder Course Begins Cycle 4			52 Cycle 3 Vocational Graduates	△ 55 Trainee Certification EDTP				
STUDENT SERVICES				53 Begin Training Cycle 4 Voc & ET/MD					
PLANS/BUDGETS				△ 54 Trainee Placements Vocational					
AGREEMENTS									
FACILITIES									
EQUIPMENT/ COMMODITIES									
EVALUATION									

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PROJECT PERFORMANCE TRACKING SYSTEM - LIBERIA OIC

Important
Input-Output
Activities

	M54	M55	M56	M57	M58	M59	M60
PERSONNEL							<u>59</u> Remaining TCT Depart Liberia
TRAINING		<u>△ 56</u> Trainee Certification Vocational					<u>60</u> Cycle 4 Vocational Graduates
STUDENT SERVICES		<u>57</u> Participant Training					<u>△ 61</u> Trainee Certification EDTP
PLANS/BUDGETS							<u>62</u> Begin Training Cycle 5, Voc & ET/MD
ACREMENTS							<u>△ 63</u> Trainee Placements
FACILITIES							
EQUIPMENT/ COMMODITY							
EVALUATION			<u>58</u> In-House Program Evaluation and Staff Performance Review				<u>64</u> EOP Evaluation

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B. Measurement and Evaluation of Project Accomplishment

An evaluation schedule for the project is indicated in the PPT network diagram. During these annual exercises, major focus will be placed on the status and validity of the verifiable indicators listed in the logical framework (See EOPs).

There is an urgent need for sufficient baseline data to be gathered prior to implementation of the project. For this reason, funds for local consultants have been included in the proposed budget.

C. Logical Framework Matrix - following pages.

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK MATRIX
LIBERIA OIC

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Goal:</p> <p>To strengthen and increase technical and entrepreneurial development training endeavors in Liberia.</p>	<p>Measures of Goal Achievement:</p> <ol style="list-style-type: none"> 1) Degree to which imbalance and inequality in educational opportunities is corrected. 2) Degree of reduction in skilled labour shortages. 3) Degree of increase of productivity in GDP per employed person by economic sector. 4) Degree of reduction in urban visible unemployment. 5) Degree of increase in places and enrollments in training institutions. 	<ol style="list-style-type: none"> 1-5) Min. of Education statistics regarding socio-economic status of enrollees in all training/education programs. 2-4) Ministry of Planning and Economic Affairs available data on: <ol style="list-style-type: none"> a) labour shortages by occupational skill level. b) national unemployment rates by county and municipality. c) economic growth rates by sector and industry. 	<ol style="list-style-type: none"> 1) That technical training and indigenous economic development remain priority of GOL.

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PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK MATRIX

LIBERIA OIC

page

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Purpose:</p> <p>To establish a manpower training unit in Monrovia for the training of the unemployed/underemployed in appropriate labour market skills and to provide guidance in the institutionalization of the program.</p>	<ol style="list-style-type: none"> 1) Liberia OIC Board of Directors fully responsible for policy-making and financial support of the program. 2) Liberia OIC fully staffed and managed by Liberians. 3) Liberia OIC courses conducted in shorter time-frame than comparable training at existing institutions in Monrovia. 4) Liberia OIC institutional capacity increased from skills training output of approximately 70 graduates per annum in FY78 to 195 per annum in FY82. 5) Program will achieve job placement for at least 80% of trainees unemployed at time of enrollment. 6) Liberia OIC receives accreditation/ approval as training institution. 	<ol style="list-style-type: none"> 1) Board of Directors Reports from MIS. 2) Direct observation, annual evaluation of staff performance and program management. 3) a-Liberia OIC statistics on trainee costs cf. other similar training programs in Monrovia. b-Liberia OIC graduates complete skill training courses in 12-15 months cf 24-36 months for graduates of similar programs. 4) Liberia OIC MIS records showing actual completions vs. projected targets. 5) Liberia OIC MIS records. 6) Certificate from Ministry of Education in recognition of training program. 	<ol style="list-style-type: none"> 1) Board members remain committed to institutionalization of new manpower training unit. 2) OIC technology and methodology can be transferred during 5 year life of project. 3) OIC training methods are viable vis-a-vis trainees and local community.

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PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK MATRIX
LIBERIA OIC

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NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																		
<p>Project Outputs:</p> <ol style="list-style-type: none"> 1. Liberia OIC Bd. of Directors organized and trained. 2. Liberian Technicians trained. 3. Liberian Administrators trained. 4. Operating training program <p>Training Courses Curricula Developed</p> <ol style="list-style-type: none"> 1) Feeder 2) Masonry 3) Carpentry 4) Plumbing 5) Electricity 6) Entrepreneurship 7) Management <ol style="list-style-type: none"> 5) Administrative/Services Delivery Systems Developed <ol style="list-style-type: none"> a) Student Support Services b) Planning/Programming c) Fiscal/MIS Guidelines & Procedures d) Program Evaluation 	<p>Magnitude of Outputs:</p> <ol style="list-style-type: none"> 1) Board members performing voluntary functions and activities according to their Articles of Incorporation. 2) Local staff executing the duties and responsibilities of Liberia OIC training instructors, counselors, job developers, etc. 3) Local staff performing independently as administrators and managers of program operations 4) Training Courses of Study <ol style="list-style-type: none"> 1-Feeder courses -5 year total: approx. 420 trainees -secondary level competency in communication and computation skills. 2-5-Vocational/technical courses -7 courses in 5 subjects <table border="1" style="margin-left: 20px;"> <tr> <td colspan="6">Trainees completing coursework</td> </tr> <tr> <td>FY</td> <td>78</td> <td>79</td> <td>80</td> <td>81</td> <td>82</td> </tr> <tr> <td></td> <td>0</td> <td>40</td> <td>90</td> <td>105</td> <td>105</td> </tr> </table> 6-Entrepreneurship -5 year total: approx. 180 trainees 7-Management -5 year total: approx. 180 trainees 	Trainees completing coursework						FY	78	79	80	81	82		0	40	90	105	105	<ol style="list-style-type: none"> 1) Board activities as monitored thru OICI Management Information System, annual evaluations, personal interviews. 2&3) Evidence of local staff performance as monitored thru MIS reports, annual evaluations, and personnel records. 4) (1-6) Liberia OIC MIS records indicating number of enrollments, completions and skill level attained. 5) (a-d) Liberia OIC MIS records of student support services, budgets work plans, etc. 6) Certification by Gov't building inspectors. Approval Ministry of Education. 7) Documentation of in-kind contributions of Liberia support committees. 	<ol style="list-style-type: none"> 1) Mutually cooperative working relationships achieved between Liberia OIC Board and the project management team. 2-3) Local counterparts properly recruited and remains in position which hired. 4-6) Donated training facilities are available for occupation on schedule and renovations are provided and accomplished according to plan. 7) Mutually supportive relationships are established among Liberia OIC voluntary board, voluntary advisory committees and program managers.
Trainees completing coursework																					
FY	78	79	80	81	82																
	0	40	90	105	105																

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK MATRIX

LIBERIA OIC

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NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Outputs (cont):</p> <p>6. Donated training facilities renovated/improved.</p> <p>7. Community Consciousness and Support</p> <p>a) Technical Advisory Committee formed</p> <p>b) Industrial Advisory Committee formed</p> <p>c) Fund Raising Techniques Developed</p>	<p>Magnitude of Outputs (cont):</p> <p>5) Administrative/Services/Delivery Systems</p> <p>a) Recruitment, screening, vocational counseling, job placements are performed for each trainee.</p> <p>b) Annual plans & budgets are developed by local staff with TCT advice.</p> <p>c) MIS/Fiscal Systems implemented and functioning in local program.</p> <p>d) Annual program and staff evaluations performed by trained local staff.</p> <p>6) Training facilities equipped, furnished, suitable for capacity student population.</p> <p>7) a-c - Liberia OIC voluntary support committees perform advisory functions and activities.</p>		

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK MATRIX
LIBERIA OIC

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EXECUTIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																																										
<p>Project Inputs:</p> <p>A. OICI Inputs:</p> <p>1. Technical Advisory Services</p> <p>a) Program Advisor b) Finance Specialist c) ET/MD Specialist d) Industrial Arts Spec. e) Auto Mechanics Spec. f) Feeder/Counselor Spec</p> <p>2. Short-term Consultants</p> <p>3. Participant Training</p> <p>4. Commodities/Equipment</p> <p>5. Other Direct Costs: Communications, facilities renovation, local travel, etc.</p> <p>B. Host Country Inputs:</p> <p>1. Counterparts for Voc. Skills Specialists 2. Training facilities (site & buildings) 3. Tax exemption for TCT staff 4. Exemption from customs & duty storage charges for project related equipment, vehicle & technical staff personal effects.</p>	<p>Implementation Targets:</p> <p>A. OICI</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">1. FY</td> <td style="width: 10%;">78</td> <td style="width: 10%;">79</td> <td style="width: 10%;">80</td> <td style="width: 10%;">81</td> <td style="width: 10%;">82</td> </tr> <tr> <td>a)</td> <td>12mm</td> <td>12mm</td> <td>12mm</td> <td>12mm</td> <td>12mm</td> </tr> <tr> <td>b)</td> <td>12mm</td> <td>12mm</td> <td>12mm</td> <td>12mm</td> <td>12mm</td> </tr> <tr> <td>c)</td> <td>9mm</td> <td>12mm</td> <td>12mm</td> <td>12mm</td> <td>3mm</td> </tr> <tr> <td>d)</td> <td>9mm</td> <td>12mm</td> <td>12mm</td> <td>12mm</td> <td>3mm</td> </tr> <tr> <td>e)</td> <td>3mm</td> <td>12mm</td> <td>12mm</td> <td>9mm</td> <td>-</td> </tr> <tr> <td>f)</td> <td>9mm</td> <td>12mm</td> <td>12mm</td> <td>12mm</td> <td>3mm</td> </tr> </table> <p>2. \$3,000</p> <p>3. \$28,130</p> <p>4. \$253,791</p> <p>5. \$120,988</p> <p>D.</p> <p>1. 60mm LOP</p> <p>2. in-kind costs of donated facilities are assessed.</p> <p>3. TCT do not pay any local taxes.</p> <p>4. Duty free entry privileges granted.</p>	1. FY	78	79	80	81	82	a)	12mm	12mm	12mm	12mm	12mm	b)	12mm	12mm	12mm	12mm	12mm	c)	9mm	12mm	12mm	12mm	3mm	d)	9mm	12mm	12mm	12mm	3mm	e)	3mm	12mm	12mm	9mm	-	f)	9mm	12mm	12mm	12mm	3mm	<p>A.1. Specific Support Grant Agreement from AID/PHA/PVC.</p> <p>2. Annual program audits.</p> <p>B. Official documents from Ministry of Finance and Ministry of Planning and Economic Affairs confirming host country inputs.</p>	<p>1. Program supplies and equipment procured will be available and delivered according schedule.</p> <p>2. Donated facilities are suitable for renovation.</p>
1. FY	78	79	80	81	82																																								
a)	12mm	12mm	12mm	12mm	12mm																																								
b)	12mm	12mm	12mm	12mm	12mm																																								
c)	9mm	12mm	12mm	12mm	3mm																																								
d)	9mm	12mm	12mm	12mm	3mm																																								
e)	3mm	12mm	12mm	9mm	-																																								
f)	9mm	12mm	12mm	12mm	3mm																																								

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Table C.1.

PROJECTED TRAINING SCHEDULE AND OUTPUT

Class	Course	Length OJT	Cycles Per Year	Course Capacity	Placement on Jobs						Enrollment
					1st yr	2nd yr	3rd yr	4th yr	5th yr	Total	
1	Carpentry I	9 mos 3 mos	1	15	0	10	15	15	15	55	60
2	Carpentry II	9 mos 3 mos	1	15	0	0	10	15	15	40	45
3	Masonry	9 mos 3 mos	1	15	0	10	15	15	15	55	60
4	Electricity I	9 mos 3 mos	1	15	0	10	15	15	15	55	60
5	Electricity II	9 mos 3 mos	1	15	0	0	10	15	15	40	45
6	Plumbing	9 mos 3 mos	1	15	0	10	15	15	15	55	60
7	Auto Mechanics I	12 mos 3 mos	1	15	0	0	10	15	15	40	45
Vocational Total					0	40	90	105	105	340	375
					Number of Completions						Enrollment
	ET/D Trng. I	12 mos	1	15	0	10	15	15	15	55	60
	ET/D Trng. II	6 mos	2	15	0	20	30	30	30	110	120
	Mgt. Dev. Trng.	3 mos	3+	15	0	30	45	45	45	165	180
	ET/MD Total				0	60	90	90	90	330	360

Note: For Feeder Training Output see Table XVII.

V. BUDGET PROPOSALOIC INTERNATIONAL, INC.
LIBERIA
BUDGET PROPOSAL
SUMMARY

<u>LINE ITEM</u>	<u>FIRST</u>	<u>SECOND</u>	<u>THIRD</u>	<u>FOURTH</u>	<u>FIFTH</u>	<u>TOTAL</u>
Personnel						
U.S. Salaries & Fringe Benefits	106,545	144,977	52,226	153,394	33,840	641,291
Local Salaries & *Fringe Benefits	104,250	207,672	132,853	244,489	56,711	1,045,975
Allowances	118,027	76,789	80,190	81,959	50,669	407,634
Travel & Transportation	67,456	25,632	21,149	18,029	38,616	170,882
*Other Direct Costs	28,600	30,290	27,561	18,886	15,651	120,988
*Commodities/Equipment	102,954	64,800	26,773	27,835	31,429	253,791
Participants Costs*	2,000	8,214	5,972	5,972	5,972	28,130
Less Local Inputs'	-	30,276	86,156	174,726	58,222	549,380
	529,741	528,098	460,568	376,338	224,566	2,119,311

See Table 17.

OIC INTERNATIONAL, INC.
 LIBERIA
 BUDGET PROPOSAL
 U.S. SALARIES AND FRINGE BENEFIT

Peak Staff	Position	Annual Salary	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total 5 Years
			M/Y	\$	M/Y	\$	M/Y	\$	M/Y	\$	M/Y	\$	
1	Program Advisor	24,085	1	24,085	1	25,289	1	26,553	1	27,881	1	29,275	133,083
1	Finance/Admin. Spec.	19,815	1	19,815	1	20,806	1	21,846	1	22,938	1	24,085	109,490
1	ET/MD Specialist	19,815	3/4	14,861	1	20,806	1	21,846	1	22,938	1/4	6,021	86,472
1	Feeder/Counseling Specialist	17,115	3/4	12,836	1	17,971	1	18,870	1	19,814	1/4	5,201	74,692
1	Vocational Specialist	17,115	3/4	12,836	1	17,971	1	18,870	1	19,814	1/4	5,201	74,692
1	Auto Mechanics Spec.	17,115	1/4	4,279	1	17,971	1	18,870	3/4	14,860	-	-	55,980
Sub-Total				88,712		120,814		126,855		128,245		69,783	534,409
Fringe Benefits (20%)				17,742		24,163		25,371		25,649		13,957	106,882
Total				106,454		144,977		152,226		153,894		83,740	641,291

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OIC INTERNATIONAL, INC.
LIBERIA
BUDGET PROPOSAL
LOCAL SALARIES AND FRINGE BENEFITS

B-3

Peak Staff	Position	Annual Salary	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total 5 Years
			M/Y	\$									
1	Program Director	9,750	1	9,750	1	10,238	1	10,750	1	11,287	1	11,852	53,877
1	Training Manager	8,750	3/4	6,563	1	9,188	1	9,647	1	10,130	1	10,636	46,164
1	Finance/Admin. Officer	7,344	1	7,344	1	7,711	1	8,097	1	8,501	1	8,926	40,579
1	Student Services Coordinator	6,800	1/2	3,400	1	7,140	1	7,497	1	7,872	1	8,265	34,174
1	Lead Feeder Instructor	6,800	1/2	3,400	1	7,140	1	7,497	1	7,872	1	8,265	34,174
3	Feeder Instructors	6,406	1 1/2	9,609	3	20,179	3	21,188	3	22,247	3	23,360	96,583
2	Counselors	6,406	1 1/2	9,609	2	13,453	2	14,126	2	14,823	2	15,573	67,593
1	FT/MD Training Coordinator	7,800	1/2	3,900	1	8,193	1	8,600	1	9,029	1	9,481	39,200
1	Entrepreneurship Instructor	7,344	1/2	3,672	1	7,711	1	8,097	1	8,501	1	8,926	36,907
1	Management Instructor	7,344	1/2	3,672	1	7,711	1	8,097	1	8,501	1	8,926	36,907
1	Business Development Spec.	7,344	1/2	3,672	1	7,711	1	8,097	1	8,501	1	8,926	36,907
1	Vocational Training Coord.	5,800	1/2	3,400	1	7,140	1	7,497	1	7,872	1	8,265	34,174
1	Carpentry Instructor I	6,406	1/4	1,602	1	6,726	1	7,062	1	7,415	1	7,786	30,591
1	Carpentry Instructor II	6,406	-	-	1/4	1,602	1	6,726	1	7,062	1	7,415	30,591
1	Masonry Instructor	6,406	1/4	1,602	1	6,726	1	7,062	1	7,415	1	7,786	30,591
1	Electricity Instructor I	6,406	1/4	1,602	1	6,726	1	7,062	1	7,415	1	7,786	30,591
1	Electricity Instructor II	6,406	-	-	1/4	1,602	1	6,726	1	7,062	1	7,415	30,591
1	Plumbing Instructor	6,406	1/4	1,602	1	6,726	1	7,062	1	7,415	1	7,786	30,591
1	Auto Mechanics Instructor	6,406	-	-	1	6,406	1	6,727	1	7,083	1	7,416	27,612
2	Job Developers	6,406	-	-	2 1/2	9,609	2	13,453	2	14,125	2	14,831	52,018
1	Secretary/Administrative	5,313	1	5,313	1	5,579	1	5,858	1	6,151	1	6,458	29,359
4	Secretary/Clerk	4,500	2 1/2	11,250	4	18,800	4	19,845	4	20,837	4	21,879	92,711
1	Driver	1,875	1	1,875	1	1,969	1	2,067	1	2,171	1	2,279	10,361
1	Custodian	1,281	3/4	961	1	1,345	1	1,412	1	1,483	1	1,557	6,758
1	Security	1,309	3/4	975	1	1,365	1	1,433	1	1,505	1	1,580	6,858
Sub-Total				94,773		188,793		211,684		222,263		233,374	950,887
Fringe Benefits (10%)				9,477		18,879		21,169		22,226		23,337	95,088
Total				104,250		207,672		232,853		244,489		256,711	1,045,975

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OIC INTERNATIONAL, INC.
LIBERIA
BUDGET PROPOSAL
ALLOWANCES

B-4

<u>Allowances Summary</u>	<u>FIRST</u>	<u>SECOND</u>	<u>THIRD</u>	<u>FOURTH</u>	<u>FIFTH</u>	<u>TOTAL</u>
Basic Furnishings (See Page B-9)	51,450	-	-	-	-	51,450
Educational Allowances (See Page B-10)	6,375	8,750	8,750	8,250	4,375	36,500
Housing Quarters (Including Utilities) (See Page B-11)	21,250	28,000	29,400	29,628	15,482	123,760
Post Allowance (See Page B-12)	11,490	15,876	16,669	16,812	8,755	69,602
Overseas Differential (20% of Salary) (See Page B-2)	17,742	24,163	25,371	25,649	13,957	106,882
Temporary Lodging 30 day period						
Adults	6,480	-	-	1,080	5,400	12,960
Children	3,240	-	-	540	2,700	6,480
Total	118,027	76,789	80,190	81,959	50,669	407,634

1 18x30x12 = 6480
9x30x12 = 3240

18x30x10 = 5400
9x30x10 = 2700

18x30x2 = 1080
9x30x2 = 540

OIC INTERNATIONAL, INC.
LIBERIA
BUDGET PROPOSAL
TRAVEL AND TRANSPORTATION

<u>TRAVEL & TRANSPORTATION</u>	<u>FIRST</u>	<u>SECOND</u>	<u>THIRD</u>	<u>FOURTH</u>	<u>FIFTH</u>	<u>TOTAL</u>
Flight Cost (See Schedule B-13)	15,684 ¹	15,050 ²	19,450 ³	11,440 ⁴	10,854 ⁵	72,478
Excess Baggage "	1,009	672	1,009	840	840	4,370
Sub-Total	16,693	15,722	20,459	12,280	11,694	76,840
Shipment (Pg. B-14)	40,281	9,450	-	5,059	25,772	80,562
Domestic Travel (Pg. B-15)	10,402	400	690	690	1,150	13,472
Total	67,456	25,632	21,149	18,029	38,616	170,882

¹Beginning one way
U.S.-Ghana-\$680; Ghana-Liberia-\$125
(6TCT) 805x6 = 4830
U.S.-Liberia 603x18(6TCT Family) = 10854
15684

²Home Leave (round trip) 1100x8(2TCT Family) = 8800
Executive Training (RT) Liberia-Ghana = 250
R&R 500x12 = 6000
15050

³Home Leave
(3TCT&Family) 1100x12 = 13200
Executive Training/Ghana = 250
R&R 500x12 = 6000
19450

⁴Home Leave
Round trip 1100x8(2TCT) = 8800
End of Contract 660x4 = 2640
(1 TCT) 11440

⁵End of Contract 603x18 = 10854
(5 TCT)

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OIC INTERNATIONAL, INC.
 LIBERIA
 BUDGET PROPOSAL
 OTHER DIRECT COSTS

B-6

<u>Other Direct Costs</u>	<u>FIRST</u>	<u>SECOND</u>	<u>THIRD</u>	<u>FOURTH</u>	<u>FIFTH</u>
Communication					
Bank Cable Charges	600	600	726	799	879
Postage	1,200	1,320	1,452	1,597	1,757
Telephone & Telegraph	1,200	1,320	1,452	1,597	1,757
Equipment Maintenance	500	2,500	2,750	3,000	-
Janitorial Maintenance	600	660	726	-	-
Utilities	2,000	2,200	2,420	2,662	2,928
Office Supplies	3,600	3,960	4,356	-	-
Facilities & Renovation	7,500	7,500	5,000	-	-
Printing & Reproduction	2,000	2,500	1,500	1,500	-
Resource Materials	2,400	1,320	1,452	1,597	1,757
Local Consultants	2,000	1,000	-	-	-
Vehicle, Gas Maintenance & Insurance	3,000	3,150	3,307	3,472	3,645
Others*	2,000	2,200	2,420	2,662	2,928
Total	28,600	30,290	27,561	18,886	15,651

*Bank charges, representation allowances, advertisements, miscellaneous contingencies.

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OIC INTERNATIONAL, INC.
LIBERIA
BUDGET PROPOSAL
COMMODITIES AND EQUIPMENT

<u>Capital Cost (Equipment)</u>	<u>FIRST</u>	<u>SECOND</u>	<u>THIRD</u>	<u>FOURTH</u>	<u>FIFTH</u>	<u>TOTAL</u>
Carpentry	13,217	12,000				25,217
Masonry	3,739					3,739
Electricity	9,000	9,000				18,000
Plumbing	9,000					9,000
Auto Mechanics	15,000	9,000				24,000
Office & Feeder Furniture	7,500	2,500				10,000
Management Development	3,000					3,000
Entrepreneurial Development	6,000					6,000
Vehicle (Van)	10,000	6,000				16,000
Sub-Total	76,456	38,500				114,956
<u>Materials & Supplies*</u>						
Feeder	2,000	2,200	2,420	2,662	2,928	12,210
Carpentry	7,826	6,087	7,304	8,764	10,516	40,497
Masonry	4,913	4,043	4,851	5,821	6,985	26,613
Electricity	3,000	4,000	3,000	3,150	3,308	16,458
Plumbing	500	550	605	665	732	3,052
Auto Mechanics	5,000	6,000	5,000	3,000	3,000	22,000
Management Development	1,086	1,140	1,198	1,258	1,320	6,002
Entrepreneurial Development	2,173	2,280	2,395	2,515	2,640	12,003
Sub-Total	26,498	26,300	26,773	27,835	31,429	130,835
Grand Total	102,954	64,800	26,773	27,835	31,429	253,791

*Base costs for materials and supplies are shown in Second Year. Costs for the Third, Fourth and Fifth Years are generally based on the Second Year costs plus a 20% inflation factor compounded annually. The First Year costs are higher than the Second Year costs in most line items to permit the purchase of certain hand tools and start-up materials inventory.

OIC INTERNATIONAL, INC.
LIBERIA
BUDGET PROPOSAL
PARTICIPANTS COSTS

<u>ITEMS</u>	<u>FIRST</u>	<u>SECOND</u>	<u>THIRD</u>	<u>FOURTH</u>	<u>FIFTH</u>	<u>TOTAL</u>
Number of Participants	2	7	6	6	6	
Flight Costs	500 ¹	3,662 ²	2,510*	2,510*	2,510*	11,692
Per Diem	1,400 ³	4,252 ⁴	3,262**	3,262**	3,262**	15,438
Local Travel, U.S.	-	200	100	100	100	500
Miscellaneous	100	100	100	100	100	500
Total	2,000	8,214	5,972	5,972	5,972	28,130

¹ Round trip to Ghana of 1 board member & local program director for executive training: 125x4 = 500

² Round trip to U.S. for 1 board member & local program director: 603x4 = 2412
Round trip to Ghana for executive & staff training (5): 125x10 = 1250
3662

³ \$50/day x 14 days x 2 = 1400

⁴ Board member: \$33 x 14 days (U.S.) = 462
Program Director: \$33 x 30 days (U.S.) = 990
3 staff members: \$50 x 14 days (Ghana)x3 = 2100
Board member &
Program Director: \$50 x 7 days (Ghana)x2 = 700
4252

*RT to US for 1 board member: 630x2 = 1260
RT to Ghana for executive & staff training (5): 125x10 = 1250
2510

*1 Board member: \$33x14 days (U.S.) = 462
3 Staff Members: \$50x14 days (Ghana)x3 = 2100
1 Board Member &
Program Director: \$50x 7 days (Ghana)x2 = 700
3262

OIC INTERNATIONAL, INC.
 LIBERIA
 BUDGET PROPOSAL
 EDUCATIONAL ALLOWANCE

B-10

<u>U.S. Staff Position</u>		<u>FIRST</u>	<u>SECOND</u>	<u>THIRD</u>	<u>FOURTH</u>	<u>FIFTH</u>	<u>TOTAL</u>
Program Advisor	K - 12	750	750	750	750	750	3,750
	K - 12	750	750	750	750	750	3,750
Fiscal/Administration	K - 12	750	750	750	750	750	3,750
	K - 12	750	750	750	750	750	3,750
Feeder/Counseling Specialist	K - 12	500	750	750	750	250	3,000
	K - 12	500	750	750	750	250	3,000
Vocational Specialist	K - 12	500	750	750	750	250	3,000
	K - 12	500	750	750	750	250	3,000
Auto Mechanics Specialist	K - 12	250	750	750	500	-	2,250
	K - 12	250	750	750	500	-	2,250
ET/MD Specialis	K - 5	500	750	750	750	250	3,000
	6 - 12	375	500	500	500	125	2,000
TOTAL		6,375	8,750	8,750	8,250	4,375	36,500

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OIC INTERNATIONAL, INC
LIBERIA
BUDGET PROPOSAL
HOUSING (QUARTERS)

<u>U.S. Staff Position</u>	<u>FIRST</u>	<u>SECOND</u>	<u>THIRD</u>	<u>FOURTH</u>	<u>FIFTH</u>	<u>TOTAL</u>
Program Advisor	5,500	5,500	5,775	6,064	6,367	29,206
Fiscal/Administrator	4,500	4,500	4,725	4,961	5,209	23,895
Feeder/Counseling Specialist	3,375	4,500	4,725	4,961	1,302	18,863
Vocational Specialist	3,375	4,500	4,725	4,961	1,302	18,863
Auto Mechanics Specialist	1,125	4,500	4,725	3,720	-	14,070
ET/MD	3,375	4,500	4,725	4,961	1,302	18,863
	<u>21,250</u>	<u>28,000</u>	<u>29,400</u>	<u>29,628</u>	<u>15,482</u>	<u>123,760</u>

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OIC INTERNATIONAL, INC.
LIBERIA
BUDGET PROPOSAL
POST ALLOWANCE

<u>U.S. Staff Position</u>	<u>FIRST</u>	<u>SECOND</u>	<u>THIRD</u>	<u>FOURTH</u>	<u>FIFTH</u>	<u>TOTAL</u>
Program Advisor	2,740	2,877	3,021	3,172	3,330	15,140
Fiscal/Administratio	2,620	2,751	2,888	3,032	3,183	14,474
Feeder/Counseling Specialist	1,785	2,499	2,624	2,755	723	10,386
Vocational Specialist	1,785	2,499	2,624	2,755	723	10,386
Auto Mechanics Specialist	595	2,499	2,624	2,066	-	7,784
ET/MD Specialist	1,965	2,751	2,888	3,032	796	11,432
TOTAL	11,490	15,876	16,669	16,812	8,755	69,602

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OIC INTERNATIONAL, INC.
LIBERIA
BUDGET PROPOSAL
TRAVEL AND TRANSPORTATION - TRIPS YEARLY (US-LIBERIA)

B-11

Flight Schedule U.S. Staff/Position	FIRST	SECOND	THIRD	FOURTH	FIFTH	TOTAL
Program Advisor	4	8*		8*	4	24
Fiscal/Administrator	4	8*		8*	4	24
Feeder/Counseling Specialist	4		8*		4	16
Vocational Specialist	4		8		4	16
**Auto Mechanics Specialist	4			4		8
ET/MD Specialist	4		8		4	16
TOTAL	24	16	24	20	20	104

*Home Leave

	lbs.	lbs.	lbs.	lbs.	lbs.	lbs.
Excess Daggage Based on 22 (lbs/person)	528	352	528	440	440	2,280
Excess Daggage Rate at 1.91/lb	\$ 1,009	\$ 672	\$ 1,009	\$ 840	\$ 840	\$ 4,370

**Not eligible for Home Leave

OIC INTERNATIONAL, INC.
 LIBERIA
 BUDGET PROPOSAL
 TRAVEL AND TRANSPORTATION

B-14

<u>Shipments</u>	<u>FIRST</u>	<u>SECOND</u>	<u>THIRD</u>	<u>FOURTH</u>	<u>FIFTH</u>	<u>TOTAL</u>
<u>Shipment</u>						
Personal Effects ¹	10,836			1,726	9,110	21,672
Household Effects - ²	19,995			3,333	16,662	39,990
Car Shipment - ³ Surface	9,450	9,450		-	-	18,900
TOTAL	40,281	9,450		5,059	25,772	80,562

¹600 lbs/TCT - \$80 per gross CWT AIR plus \$2.21 per gross pound

²2,500 lbs/TCT - \$131.30 per net CWT SURFACE

³3,000 lbs/TCT - \$105 per 100 lbs.

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OIC INTERNATIONAL, INC.
LIBERIA
BUDGET PROPOSAL
TRAVEL AND TRANSPORTATION

<u>TRAVEL AND TRANSPORTATION</u>	<u>FIRST</u>	<u>SECOND</u>	<u>THIRD</u>	<u>FOURTH</u>	<u>FIFTH</u>	<u>TOTAL</u>
Domestic, U.S.						
Recruitment-U.S. Staff						
Flight Cost	1,350*	0	0	0	0	1,350
Per Diem	552**	0	0	0	0	552
Orientation/8 weeks						
U.S. Staff						
Per Diem	8,280***	0	0	0	0	8,280
Misc. - Local Travel	300****	0	0	0	0	300
¹ Debriefing (Home Leave, End of Contract)						
Per Diem	0	460	690	690	1,150	2,990
Total	10,492	460	690	690	1,150	13,472

*Cost based on \$225x6 Candidates = 1,350
 **Cost based on \$46x6x2 = 552
 ***Cost based on \$46x6(TCT)x30 days = 8,280
 ****This will cover TCT travel to Washington \$50x6 = 300

¹ 15 days at \$46 per day x TCT

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OIC INTERNATIONAL, INC.
 LIBERIA
 BUDGET PROPOSAL
 FAMILY STATUS SCHEDULE

<u>U.S. Staff Position</u>	<u>Employee</u>	<u>Wife</u>	<u>Children</u>		<u>Total</u>
			<u>Under 12</u>	<u>Over 12</u>	
Program Advisor	1	1	1	1	4
Fiscal/Administration	1	1	1	1	4
Feeder/Counseling Specialist	1	1	1	1	4
Vocational Specialist	1	1	1	1	4
Auto Mechanics Specialist	1	1	1	1	4
ET/ND Specialist	1	1	1	1	4
Total	6	6	6	6	24

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OTC INTERNATIONAL, INC.
 LIBERIA
 BUDGET PROPOSAL
 TRAVEL AND TRANSPORTATION - FLIGHT SCHEDULES

<u>Flight Schedule U.S. Staff/Position</u>	<u>Staff & Family Members</u>	<u>Beginning One Way</u>	<u>Home Leave (Round Trip)</u>	<u>Ending One Way</u>	<u>Total</u>
Program Advisor	4	4	16	4	24
Fiscal/Administration	4	4	16	4	24
Feeder/Counseling Specialist	4	4	8	4	16
Vocational Specialist	4	4	8	4	16
Auto Mechanics Specialist*	4	4	0	4	8
ET/MD Specialist	4	4	8	4	16
Total	24	24	56	24	104

*R&R in 3rd Year

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OIC INTERNATIONAL, INC.
LIBERIA
BUDGET PROPOSAL
TRAVEL AND TRANSPORTATION

<u>Shipments U.S. Staff/Position</u>	<u>Excess Baggage Weight</u>	<u>Unaccompanied Personal Effects</u>	<u>Household Shipment</u>	<u>Car Shipment</u>	<u>Total</u>
Program Advisor	88	700	2500	3000	6288
Fiscal/Administration	88	700	2500	3000	6288
Feeder/Counseling Specialist	88	700	2500	3000	6288
Vocational Specialist	88	700	2500	3000	6288
Auto Mechanics Specialist	88	700	2500	3000	6288
ET/MD Specialist	88	700	2500	3000	6288
Total	528	4200	15000	18000	37720

Note: All figures are in lbs.

VI. CONDITIONS

F. Conditions Precedent to Project Implementation

F.1. Evidence That Project's Requirements for Supportive Resources Other than that Requested of AID will be Available:

A formal agreement will be drafted between the Government of Liberia and OICI in support of Liberia OIC defining the supportive resources to be committed by both parties. This is in addition to the Memorandum of Agreement between OICI and the Liberia OIC Board of Directors. This agreement (which will be signed pending AID/W approval of the grant) outlines the following support requirements from the Government of Liberia:

- a) provision of site and facilities for the use of Liberia OIC staff and trainees;
- b) exemption from customs duty and storage charges, all equipment, vehicles, personal effects directly connected with the project, expatriate personnel connected with the project shall also be exempt from income tax; and
- c) admission into Liberia of OIC technical specialists required for implementation of the project (resident visas/work permits).

A copy of the memorandum of agreement will be forwarded to AID/W in support of this proposal, as soon as it is

received from the host government.

F.2. Evidence of Approval of the Proposed Project by the
Government of the Republic of Liberia:

Further evidence of the host government's approval of the project will only be available after the appropriate officials receive and review the current project paper.

APPENDIX A

JOB DESCRIPTIONS AND QUALIFICATIONS

PROGRAM ADVISOR

General

This is an administrative and supervisory position coordinating the functions and activities of an international technical assistance team and providing technical assistance to local board members and the local counterpart (Program Director). An important aspect of this position is the responsibility for logistics, budgets and maintenance functions relative to OICI staff and property, the execution of OICI goals and objectives for the project. Work is performed under the direct supervision of the OIC International Director.

Specific Duties

1. Works closely with the local program in determining staffing requirements and the needs of program development.
2. Works with the Program Director in developing proposals and budgets for the local program.
3. Represents OIC International with government, business, USAID Mission and other groups in detailing the role of OICI.
4. Assists with the planning and implementation of a comprehensive pre-vocational and vocational training program that will provide trainees in the program with marketable skills.
5. Provides direction to the OICI technical specialists that have been assigned to the local program.
6. Submits monthly progress reports to the OIC International Central Office.

APPENDIX A

PROGRAM ADVISOR (contd.)

7. Assist in organizing and strengthening the local board of directors.
8. Assist in fund raising efforts.
9. Assist in writing administrative procedures and manuals.
10. Performs other related duties.

Technical Qualifications

1. Age preferably between 35 and 50 years.
2. Completion of a Master's degree program with major in Education, Vocational Education, Business Administration;
3. Four years of experience in manpower training programs, preferably in developing countries, two years of which shall have been in a managerial capacity;
4. These qualifications may be substituted with an equivalent combination of acceptable training and experience.

General Qualifications

1. Candidates must be in good health.
2. Candidates must have demonstrated ability to form sound judgments and to work independently on their own initiative.
3. Candidates should possess a sense of tact and diplomacy.

APPENDIX A

FISCAL/ADMINISTRATIVE OFFICER

General

This position consists of directing local staff in office management functions that include such areas as bookkeeping, procurement, personnel and maintenance of records and operational data required for the OICI Technical Cooperation Team and their families. Work involves liaison with Central and local Administrative offices in coordinating equipment, supplies and reports of OICI activities as they relate to logistical problems encountered in project implementation. Another aspect of this work is providing management assistance through contract monitoring enabling local funded OICs to achieve contractual compliance.

Work is performed under the direct supervision of the Program Advisor.

Specific Duties

1. To provide training and implementation of the OICI Fiscal Field Manual.
2. To provide Fiscal Assistance to the local OIC program in the areas of:
 - a. Fiscal Operations
 - b. Audit Procedures
 - c. Time Reporting and Payroll Processing
 - d. Financial Management Reporting
 - e. Internal Control
 - f. Inventory and Property Control
 - g. Reconciling of Account Statement
 - h. Cash disbursement, journal combined with voucher register
 - i. Time and attendance report - individual
 - j. Time and attendance report - group
 - k. Payroll procedures
 - l. Budget and control planning
 - m. Checks forms - vouchers, invoices, etc.

APPENDIX A

FISCAL/ADMINISTRATIVE OFFICER (cont)

3. To develop local fiscal counterpart.
4. Coordinates the rental of living quarters for OICI personnel
5. Keep records pertaining to items purchased, costs, delivery, product performance and inventories.
6. Coordinates the purchase of equipment and supplies and the receiving of such items from Central Office, Philadelphia to the local OIC.
7. Coordinates with Central, the transportation of machines and equipment from the USA to local OIC.
8. Performs other related duties.

Technical Qualifications

1. Age preferably between 35 and 50 years.
2. Completion of a Bachelor's degree program with major course work in Accounting.
3. Four years of accounting experience, two years of which shall have been in a managerial capacity.
4. These qualifications may be substituted with an equivalent combination of acceptable training and experience.

General Qualifications

1. Candidates must be in good health.
2. Candidates must have demonstrated ability to form sound judgments and to work independently on their own initiative.
3. Candidates should possess a sense of tact and diplomacy.

APPENDIX A

VOCATIONAL SPECIALIST

General

This position involves working closely with the local counterpart in the development and implementation of vocational trade courses of study (masonry, carpentry, electricity, plumbing), lesson plans, procedures that incorporate the most advanced and efficient developments in vocational teaching techniques which are compatible with the OICI goals and trainee needs. Another important aspect of this position is imparting to the local counterpart in a minimum time frame the philosophy, techniques and procedures of an OIC type training program as outlined by OICI.

Work is performed under the direct supervision of the Program Advisor.

Specific Duties

1. Provides guidance and technical cooperation to local counterparts in the Building Trades.
2. Works with the local counterparts and local training manager to develop training objectives, subject content, teaching methods and instructional materials for the Building Trades courses to assure relevancy and continuity between Feeder courses and the vocational courses.
3. Evaluates the effectiveness of the vocational training courses and teaching techniques in terms of trainee and industrial relevancy to the Building Trades areas.
4. Works with the local counterparts and curriculum advisors in regard to development and implementation of new vocational training methods and techniques in Building

APPENDIX A

VOCATIONAL SPECIALIST (contd.)

Trades areas.

5. Keeps abreast of developments in methods and materials by reading literature and building relationships with publishers, training organizations and professional organizations.
6. Works with local counterparts and local training manager with respect to development and implementation of in-service training for vocational instructors.
7. Provides necessary classroom instruction when needed.
8. Reviews and evaluates purchase requisitions for equipment and supplies for areas, insures that they are in line with vocational area needs, budgetary allocations, correctness of information and consistency with established priorities.
9. Performs other related duties as required.

Technical Qualifications

1. Age preferably between 35 and 50 years
2. Completion of Bachelor's degree program with major in Industrial Arts Education or Industrial Technology.
3. Three years experience in teaching and curriculum development in Industrial Education, preferably in developing countries.
4. These qualifications may be substituted with an equivalent combination of acceptable training and experience.

APPENDIX A

VOCATIONAL SPECIALIST (BUILDING TRADES) (contd.)

General Qualifications

1. Candidates must be in good health.
2. Candidates must have demonstrated ability to form sound judgments and to work independently on their own initiative.
3. Candidates should possess a sense of tact and diplomacy.

APPENDIX A

ENTREPRENEURIAL MANAGEMENT SPECIALIST

General

This is responsible staff and administrative work, providing technical assistance to the local program's entrepreneurial and management development staff in the design and coordination of a training program for entrepreneurs and general managers. Work includes research in the area of business development, training for ownership and small business management, as well as for supervisory and administrative positions in government, industry and agriculture. Work is performed under the supervision of the Program Advisor.

Specific Duties

1. Participates in the curriculum design and instructional responsibilities for entrepreneurial and management trainees.
2. Plans with local staff feasibility studies for small scale economic development projects.
3. Evaluates the effectiveness of the entrepreneurial and management training and the economic development programs and develops methods to assure progress and success.
4. Develops relationships with industrialists, agriculturalists, businessmen and government to provide assistance to the training program.
5. Provides technical advice and/or services in the areas of personnel management, decision-making and problem-solving, and management principles and techniques.
6. Performs other related duties as required

APPENDIX A

ENTREPRENEURIAL MANAGEMENT SPECIALIST (contd.)

Technical Qualifications

1. Age preferably between 35 and 50 years.
2. Completion of a Master's degree program with concentration in Economics and/or Business Administration.
3. Two years work experience in the area of economic development or management training, preferably in developing countries.
4. These qualifications may be substituted with an equivalent combination of acceptable training and experience

General Qualifications

1. Candidates must be in good health.
2. Candidates must have demonstrated ability to form sound judgments and work independently on their own initiative.
3. Candidates should possess a sense of tact and diplomacy.

APPENDIX A

VOCATIONAL SPECIALIST (AUTOMOTIVE MECHANICS)

General

This position involves working closely with local program counterparts in developing and coordinating vocational training activities related to that specialty area in automotive mechanics. Work involves developing, revising, evaluating and coordinating courses of study incorporating the most advanced and efficient developments in vocational education, teaching techniques and training methodologies that can be adapted to the local program training needs and goals. Work is performed under the supervision of the Program Advisor.

Specific Duties

1. Provides guidance and technical cooperation to local counterparts in the Automotive Mechanics area.
2. Works with the Feeder/Counseling Specialist, local counterparts and curriculum advisors to specify and develop training objectives, subject matter, teaching methods and instructional materials for each vocational course - to assure relevancy and continuity between Feeder courses and the vocational course or courses within his purview.
3. Evaluates the effectiveness of the vocational training course and teaching techniques in terms of trainee and industrial relevancy in the Automotive Mechanics area.
4. Works with the local counterparts and curriculum advisors in regard to development and implementation of new

APPENDIX A

VOCATIONAL SPECIALIST (AUTOMOTIVE MECHANICS) (contd.)

vocational training methods and techniques in automotive mechanics.

5. Keeps abreast of developments in methods and materials by reading literature and building relationships with publishers, training organizations and professional organizations.
6. Works with local counterpart and local training manager with respect to development and implementation of in-service training for vocational staff.
7. Provides necessary classroom instruction when appropriate.
8. Prepares and evaluates purchase requisitions for equipment and supplies for area, insures they are in line with vocational area needs, budgetary allocations, correctness of information and consistency with established priorities.
9. Performs other duties as required.

Technical Qualifications

1. Age preferably between 35 and 50 years.
2. Completion of Bachelor's degree program with major in Industrial Arts Education or Industrial Technology.
3. Three years experience in teaching and curriculum development in Industrial Education, preferably in developing countries.
4. These qualifications may be substituted with an equivalent combination of acceptable training and experience.

APPENDIX A

VOCATIONAL SPECIALIST (AUTOMOTIVE MECHANICS) (contd.)

General qualifications

1. Candidates must be in good health.
2. Candidates must have demonstrated ability to form sound judgments and to work independently on their own initiative.
3. Candidates should possess a sense of tact and diplomacy.

APPENDIX A

FEEDER/COUNSELING SPECIALIST

General

This position involves working closely with the local counterpart assisting in the development and implementation of all Feeder curriculum. Work also involves development and implementation of a total counseling program which should include both intake and on-going counseling. Another important aspect of this position is imparting to the Feeder program instructors in a minimum time frame the philosophy, techniques and procedures of an OIC type training program as outlined by OICI. Work is performed under the direct supervision of the Program Advisor.

Specific Duties

1. Works with the Vocational specialist, Local Counterpart, Feeder Instructors, and Counselors to specify and develop training objectives, subject content, teaching methods and instructional materials for each related course.
2. Evaluates the effectiveness of Feeder structure, course matter, teaching techniques and staff in terms of ability to relate to trainees.
3. Provides counseling services and supervision when necessary and practical.
4. Aids in the development and implementation of general standards for acceptance of trainees in the program.
5. Aids in developing guidelines for counselors and instructors.
6. Assists in handling special problems.

APPENDIX A

FEEDER/COUNSELING SPECIALIST (contd.)

7. Coordinates communication between instructor and counselor through the local counterpart.
8. Assists local counterpart in continuous analysis and evaluation of the effectiveness of the counseling program.
9. Provides a measurement tool related to performance standards in the counseling service area.
10. Engages in research within the counseling program
11. Aids in contacting representatives of existing social and community agencies in order to develop on-going meaningful referral services.
12. Develops and submits through counterpart budgetary and staffing needs within the Department.
13. Assists in the revision and writing of all manuals related to the Student Services component
14. Performs other related duties as

Technical Qualifications

1. Age preferably between 35 and 50 years.
2. Completion of a Bachelor's degree program with major in Education and minor in Social Science or major in Social Science and minor in Education.
3. Two years of experience in Education (teaching and curriculum development), preferably in developing countries.
4. Two years of experience in counseling (employment-vocational counselor-social worker), preferably in developing countries.
5. These qualifications may be substituted with an equivalent combination of acceptable training and experience.

APPENDIX A

FEEDER/COUNSELING SPECIALIST (contd.)

General Qualifications

1. Candidates must be in good health.
2. Candidates must have demonstrated ability to form sound judgments and to work independently on their own initiative.
3. Candidates should possess a sense of tact and diplomacy.

COURSE DESCRIPTIONS

The Liberia OIC will consist of several basic interrelated components. These components include: Feeder, Vocational, EDTP, and Student Supportive Services. Below is a detailed description of the OIC training design.

A. Outreach

- a. **Recruitment:** In most international communities, the unemployed, underemployed and unemployable require little external motivation to receive job training, therefore, recruitment usually involves only dissemination of information throughout the target community that OIC serves.
- b. **Intake/Orientation:** This phase includes all activities associated with processing an individual who is interested in applying for OIC services. It includes the application process, intake counseling, enrollment and orientation. The process begins with the initial intake interview and is not completed until the applicant reports to orientation.

The orientation process begins the process of developing each trainee's self image, explains what the program is all about, the role that OIC will play in the individual's development process and what the trainee has to do. He is then transferred to the Feeder Program.

B. Feeder

The Liberia OIC Feeder (Pre-vocational) program is developed to provide the trainee with the necessary educational upgrading to enable him to profit immediately from the vocational

training that will follow. Equally important in the Feeder program is the fostering of the spirit of hope, confidence and optimism within the trainee.

Orientation and assessment take the trainee from the point of recruitment through an evaluation of his interests, aptitudes and skills into the pre-vocational training phase. Throughout this period, individualized counseling and a growing familiarity with the skills needed for successful job entry, along with needed literacy training, bring the trainee to a point where he can advance to the vocational training component.

Feeder Course Descriptions

1. Communication Skills

These classes are 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.

2. Computational Skills

This is geared to adult living and adult experiences such as family budgets, interest payments, food buying and the like. Functional mathematics, also, is stressed as it relates to specific vocations.

3. Heritage History

This course is designed to provide an understanding and appreciation of relevant information and background in Liberian history; instill a sense of pride in the various

ethnic groups of their cultural heritage and knowledge of their participation in the growth of Liberia; dispel certain misconceptions and illusions by showing that all people, historically, have contributed their share of genius to the country's and the world's development.

4. Personal Development and Hygiene

This course is directed to the development of confidence and skill in inter-personal relations. The main objective is to acquaint the trainee with what is acceptable and how to achieve the same in business and industry. This objective is in terms of personal appearance, personality development, health and conduct. Extremes in dress and habits are critically reviewed as they pertain to seeking employment.

5. Consumer Education

This course is designed to alert the trainees to ethical and fair practices in the consumer business world. As a result, it is hoped that the trainees will better understand the requirements for good business transactions.

6. Seminars - Selected Topics

Special subject matters will be given in various areas of interest to the trainees from time to time. These seminars will be developed with the aid of the trainees, e.g. Health Education, Family Planning, etc

7. Job Seeking, Retention and Advancement

This course is designed to acquaint the trainee with the problems of job finding with special reference to employment sources and basic information on job requirements; moreover, the course is designed to assist the trainee in assessing his abilities, interests and training when seeking employment.

C. Skills Training

Upon completion of the Feeder program, the trainee is referred to the Vocational Training Program for specialized training in the field of his choice. The purpose of this phase of the overall program is to train the trainees in a specialized, marketable skill area that will enable them to find satisfying and constructive employment. Instruction in communication and computation skills will be continued, but will focus increasingly upon the related vocational area.

Vocational Course Descriptions

1. Brick Masonry

Course Length: 12 months

Class Capacity: 15

A. Rationale

This course is designed to prepare trainees for entry level jobs in the construction industry. The trainee will be exposed to clay brick, structural tile, concrete cinder, glass brick, gypsum and terra cotta block and other material

issued in the building or repair of walls, partitions, arches, sewers, and other structures

B. Objectives

- B.1. To teach the trainee the basic fundamentals of Masonry.
- B.2. To teach the trainee the proper use of hand tools and power equipment used in the trade.
- B.3. To teach the proper methods of performing jobs in the Masonry trade.
- B.4. To teach the trainee safe work habits with his fellow workers and in his trade.

C. Methods

This program utilizes a combination of methods successfully employed by Vocational Technical Schools, Military Technical Schools and Manufacturers' Technical Schools, and other OICs in developing countries. All instruction will consist of lecture presentations supplemented by visual aids and text books. To bring theory to reality all candidates for graduation from LOIC will participate in OJT practical work experience, under the supervision of the vocational instructors. The candidates' performance on the job will be continually assessed by the client/employer and LOIC staff.

Carpentry

Course Length: 12 months

Class Capacity: 15

A. Rationale

Carpentry is a basic skill which covers a vast portion of the construction industry. It is a science that deals with measuring, cutting, planning, fitting, laying out, erecting and constructing buildings, bridges, or any component part of any constructional work that involves wood - from the foundation to the roof. Trainees who successfully complete this course will qualify immediately for entry level and Grade I after a year's practical experience.

B. Objectives

- B.1. To teach the trainees the basic theory and fundamental processes of carpentry and joinery.
- B.2. To teach the trainees the proper use of hand tools, power machines and other equipment used in the trade.
- B.3. To teach the trainees the correct methods of performing jobs in carpentry and joinery
- B.4. To teach the trainees safe work habits both with his fellow worker and in his trade.

C. Methods

This program utilizes a combination of methods successfully employed by Vocational Technical Schools, Military Technical Schools and Manufacturers' Technical Schools, and other OICs in developing countries. All instruction

will consist of lecture presentations supplemented by visual aids and text books. To bring theory to reality all candidates for graduation from LOIC will participate in OJT practical work experience, under the supervision of the vocational instructors. The candidates' performance on the job will be continually assessed by the client/employer and LOIC staff.

Plumbing

Course Length: 12 months

Class Capacity: 15

A. Rationale

Plumbing is an industrial skill that deals with methods and techniques of fitting pipes, installing fixtures and repairing of facilities necessary to handle water in a building. The number of technically trained plumbers in Liberia is very small and because of the current building boom associated with the current four-year development plan, hundreds of plumbers will be needed within the next five years. Trainees who successfully complete this course will qualify for entry level positions in the plumbing field.

B. Objectives

- B.1. To develop within the trainee the ability to use tools, machines, test equipment and other plumbing devices safely and efficiently.
- B.2. To impart to the trainee the ability to lay-out and install industrial, domestic, and commercial

plumbing in new and renovated establishments.

B.3. To develop within the trainee the ability to recognize, repair and replace component parts of plumbing systems for industrial, commercial and domestic establishments.

B.4. To develop within the trainee interest and appreciation for quality shop work.

B.5. To impart to the trainee the attitudes required for job entry and advancement.

C. Methods

This program utilizes a combination of methods successfully employed by Vocational Technical Schools, Military Technical Schools, and Manufacturers' Technical Schools, and other OICs in developing countries. All instruction will consist of lecture presentations supplemented by visual aids and text books. To bring theory to reality all candidates for graduation from LOIC will participate in OJT practical work experience under the supervision of the vocational instructors. The candidates' performance on the job will be continually assessed by the client/ employer and LOIC staff.

Electricity

Course Length: 12 months

Class Capacity: 15

A. Rationale

Intended to provide basic training for entry level electricians, this course will prepare trainees in

functional skills and knowledge related to housing construction. Course concentrations include planning of layouts, installation and repair of wiring, electrical fixtures, small appliances apparatus and control equipment.

B. Objectives

- B.1. To develop skills in the use of electrical tools and equipment.
- B.2. To orient the trainee with the proper organization that will promote speed, efficiency and safety in electrical work.
- B.3. To develop essential good work habits in the trainees.

C. Methods

This program utilizes a combination of methods successfully employed by Vocational Technical Schools, Military Technical Schools, Manufacturers' Technical Schools, and other OICs in developing countries. All instruction will consist of lecture presentations supplemented by visual aids and text books. To bring theory to reality all candidates for graduation from LOIC will participate in OJT practical work experience, under the supervision of the vocational instructors. The candidates' performance on the job will be continually assessed by the client/ employer and LOIC staff.

The Entrepreneurial Development Training Program

1. The Entrepreneurial Development Training Program will deal with Motivation and Basic Skills, Entrepreneurship, Accounting, Planning and Control, and Administration and Selling. This program is planned with existing and potential business owners in mind. The relative scarcity of indigenous owners in Liberia today is not necessarily indicative of the fact that Liberians often shy away from risk-bearing ventures, nor does it even mean that they are incapable of operating large business concerns. Rather, it reveals the unwillingness of the society to provide them with those skills and resources necessary to transform their dreams into reality.
2. The Retail Management Training Program will touch on Motivation and Basic Skills, Administration, Accounting, Planning and Control, Personnel Administration, Merchandising, and Selling. This program has been selected for the benefit of those whose goal is to become managers of small or large retail business firms. Since good salesmanship, adequate planning and control, and most importantly, a sound managerial know-how are indispensable tools for the successful operation of a retail firm, the student will be enabled to acquire these additional techniques through the medium of formal classroom training.
3. Pragmatic Seminars: Informal discussions will center around the topics described above in each of the specific programs.

and others as reflected in local needs as determined by the E/M Specialist and Coordinator.

A series of workshops will be arranged to reinforce the ideas and findings stemming from these seminars. One of the most important means whereby each E.T.D. program can tackle the pressing problems encountered by community businessmen is by organizing a series of Short Seminars and Workshops, under the direction of local experts. The discussions will cover such subjects as accounting methods, techniques for raising capital, purchasing, personnel administration, contracting and estimating, sales procedures, advertising, and business law.

4. **Advisory and Consulting Services:** It is expected that each E.T.D. program will arrange advisory and consulting services for those trainee/participants who request such services. Since many persons will require counseling and consulting expertise in matters of widely differing economic latitudes, the E.T.D. program will engage the services and know-how of consultants, experts in fields related to these problems. This will not be done in conflict with the more elaborate services already provided by a few agencies, but rather, these consulting services will seek to provide immediate solutions to current business problems calling for quick attention.

It is expected that a student will receive a certificate for each course completed and a "Certificate of Completion" would

be issued after the successful completion of the entire program. This would provide the students with frequent rewards for successful performance, and would act as a positive motivational tool. If a person has evidence of successful completion of a course in one program, he need not take the course again, if it is part of another program he now wants to take. Furthermore, if a student should drop out of a program after having completed one or more courses, he could be re-admitted in the next cycle when the course is offered again, with credit being given for past courses successfully completed.



MINISTRY OF LABOUR, YOUTH AND SPORTS
MONROVIA

July 16, 1975

17-1-02/197

Mr. Leon H. Sullivan
Opportunities Industrialization Centers
240 West Tulpehocken Street, Philadelphia PA, 19124
U.S.A.

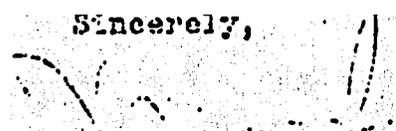
Dear Mr. Sullivan:

I have been instructed by the President of Liberia, in keeping with your letter of May 12, 1975, which explained your Organization's efforts in manpower training and small scale economic development programs, to extend an official invitation to you and your Organization, or appropriate representatives thereof, to visit Liberia so that we can explore the possibility of a future positive interaction as well as the potential for establishing a branch of OICI in Liberia.

I have had the pleasure of reviewing the documents on your Organization's efforts elsewhere, and note with particular interest your successful endeavours in Nigeria. We in Liberia have acute need for training programs which can provide skills for our largely untrained and unskilled labour force, and look forward with great anticipation to a fruitful exchange with your representatives when they visit with us.

With the expectation that we will be hearing from you very shortly, I remain,

Sincerely,



J. Jenkins Paul
MINISTER

Broad Street
P. O. Box 4
Monrovia, Liberia

Motto: "No Excellence Without Labour"

Phone: 21447
21487

TRUE COPY OF THE ORIGINAL

June 3/75

Rev. Leon H. Sullivan,
Chairman, OIC International
Central Office
Philadelphia, Pennsylvania
U.S.A.

Dear Rev. Sullivan:

TRAFFIC EMPLOYMENT AGENCY

I have just read with much interest your pamphlet
"Toward a Greater Peoplehood".

The Traffic Employment Agency, a privately owned
business, and first of its kind in Liberia, was offi-
cially opened in August, 1974, by the President of
Liberia. Our Agency has two phases:

1. The recruiting of qualified persons (Liberians
and Foreigners) to fill in job vacancies in
Liberia.
2. The establishment of a Center to train Executive
Secretaries. There is a dire need for good
Secretaries in Liberia today.

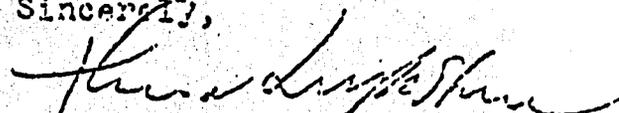
It is my impression, after having read the pamphlet,
that your services are extended to government business
only i.e. government sponsored programs - perhaps I am
wrong.

We were wondering, therefore, if there is any way
your organization can assist us in our new project -
the setting up of our Secretarial Science Center. We
have set September, 1975, as our opening date.

We would appreciate hearing from you as soon as
possible.

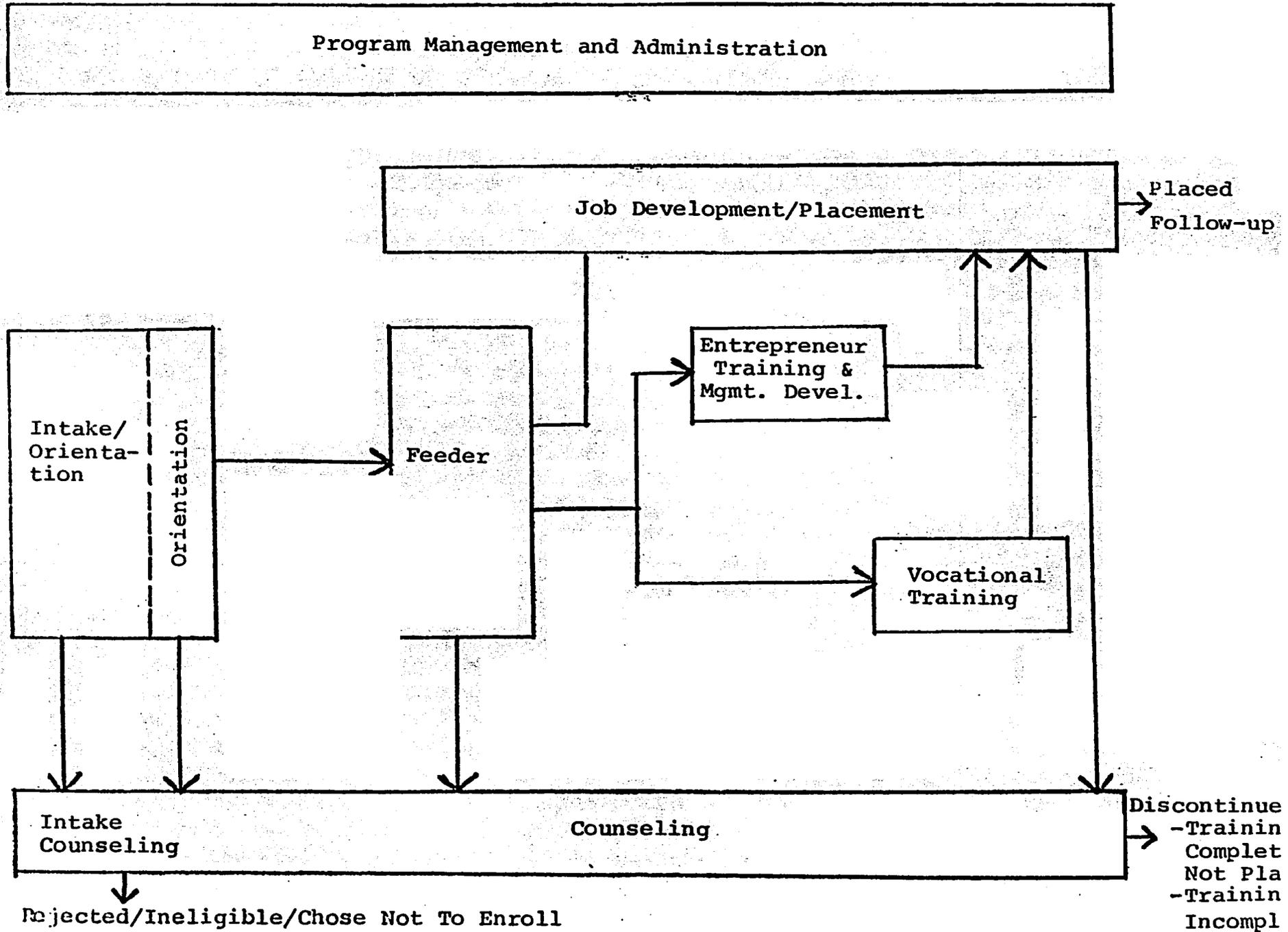
With kind regards.

Sincerely,



(Mrs.) Theresa Leida Svarman

LOIC TRAINEE FLOW CHART



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MINISTRY OF LABOUR, YOUTH AND SPORTS
MONROVIA

17-5-GP/81

June 10, 1975

The Team
Opportunities Industrialization Centers
Monrovia, Liberia
C/O Rev. Walter Richards
Coordinator

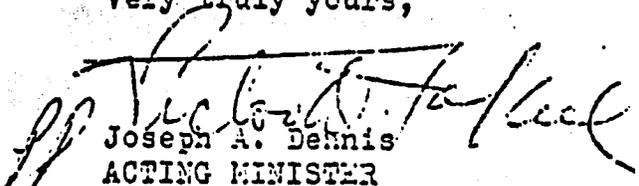
Gentlemen:

The awareness of this Ministry of the acute shortage of skilled manpower has made it necessary to welcome the training of the would be skilled labour in the development of this Country. Our discussions with you have fully convinced us that your programs are directed toward our needs.

We, therefore, in principle endorse your programs and will use our good offices in promoting them; if approved by Government.

Kindest regards.

Very truly yours,


Joseph A. Dennis
ACTING MINISTER



REPUBLIC OF LIBERIA
MINISTRY OF HEALTH AND SOCIAL WELFARE
MONROVIA

REF. NO.: MH&SW/1679/'75

June 10, 1975

The Rev. Dr. Leon E. Sullivan
Opportunities Industrialization Centers
3639 North Broad Street
Philadelphia, PA. 19140
U. S. A.

Dear Dr. Sullivan:

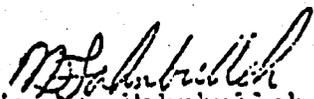
Reference is made to your OIC International Team headed by Mr. Ronald S. Bunyon, Entrepreneurial/Management specialist which has been visiting Liberia to determine the need for establishing OIC Liberia.

On the basis of a series of meetings we have had with the team, I am of the opinion that it will be possible to adapt the OIC concept to the manpower needs of Liberia especially in the enhancement of our Social Welfare Program.

Please accept our thanks and appreciation for the interest you and your organization have manifested in the development of our human resources.

With kindest regards.

Yours very truly,


Maima D. Fahnbulleh
ASSISTANT MINISTER FOR SOCIAL WELFARE

IN LIBERIA
MONROVIA, LIBERIA

P. O. Box 2703

Cable: NAFED

June 10, 1975

Dear Mr. Wicks:

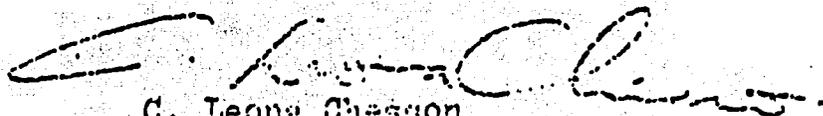
It has been most interesting talking with you and your Team about the Opportunities Industrialization Center and the possibility of establishing a branch of the Organization in Liberia.

The Liberian Federation of Women's Organizations is in the initial stage of planning a Literacy and Job Training Program for women and girls throughout the Country and we feel certain that an Organization such as yours would definitely be an asset to us.

We, therefore, wholeheartedly endorse the establishment of the Opportunities Industrialization Center in Liberia; and we hope that every effort shall be exerted to facilitate its establishment.

Kind regards.

Very truly yours,



C. Leona Chesson
PRESIDENT

Mr. Anthony B. Wicks
Opportunities Industrialization Center
100 W. Coulter Street, Phila.
Pa. 19144

June 11, 1975

Mr. Anthony Wicks, Leader
OIC Feasibility Study Team
Dooor Hotel, Monrovia

Dear Bro. Wicks:

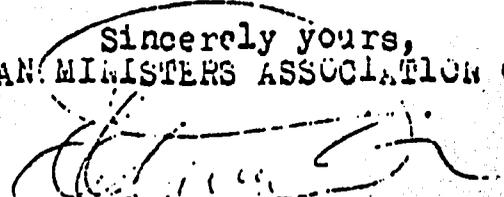
We realize as a people and nation that there is a great vacuum in regard to trained manpower in all sectors of our economy which needs to be filled. We also understand that our own facilities for training and upgrading our people are limited and quite inadequate to meet our needs.

The advent of your team thus bringing OIC into our country provides the opportunities for those needs to be met and great benefits could accrue from your activities and through you the OIC.

The Christian Ministers Association of Liberia, Inc. wholeheartedly endorses all your programs as we see in them great possibilities for our people in the future. We pledge you our fullest cooperation and support.

Kindest regards.

Sincerely yours,
CHRISTIAN MINISTERS ASSOCIATION OF LIBERIA
INC.


Rev. Edwin M. Flowers, Sr.

Our Ref:-

Your Ref:-

Phone:-

May 10, 1975

Rev. Dr. Leon H. Sullivan
Opportunities Industrialization Centers
3639 North Broad Street
Philadelphia, PA. 19140
U. S. A.

Dear Dr. Sullivan:

We at the United Workers' Congress of Liberia, most workers' representative organization wish to express our appreciation for the recent visit of a team of four from OIGI. We are indelibly indebted to you and members of the team for the good intention which they (the team) expressed during our first contact meeting at our headquarters and subsequently thereafter another meeting at the Ducor Intercontinental Hotel which we are sure will yield fruitful and lasting results.

The possibility for the application and adaptation of the OIG program and ideologies have an influential and overruling contingencies. The idea of providing technical vocational training facilities for the unemployed, underemployed, unskilled, underskilled, and to a large extent to the needy and underprivileged of our society, is a dream come true.

It is projected that 270,000 Liberians will join the labour force during the decade ending 1982, therefore it is our fervent hope and belief that the programs of this community endeavor will attempt to stimulate and expand the base of the economy thereby absorbing all of OIG's available technical and vocational orientated manpower.

With the help, co-operation of the proper authorities and the dedication of the Board of Directors, the OIGL has only one way to go forward over in the right direction. "TOGETHER WE HELP OURSELVES".

Once again, we take the opportunity in this formal manner to officially recognize the OIG's presence in Liberia, and that as a result of the feasibility study made by OIG's team, the Board of Directors will commence and continue working until the foundation of OIG's existence in Liberia is firmly laid for its continuity.

Therefore, for the perpetuation of the aims and objectives of the Opportunities Industrialization Centers (OIGI) in Liberia, we at U.W.C., as part of concerned citizens interested in the OIGL, this letter of endorsement and encouragement is hereby submitted.

Kind regards.

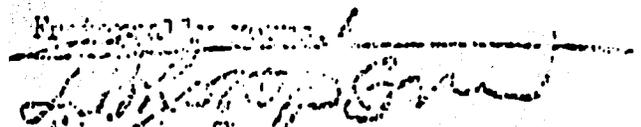
Respectfully,

Albert M. Thompson
DIRECTOR

Table XVII.

PROJECTED TRAINING SCHEDULE AND OUTPUT

Class	Course	Length OJT	Cycles Per Year	Course Capacity	Placement on Jobs						Enrollment
					1st yr	2nd yr	3rd yr	4th yr	5th yr	Total	
1	Carpentry I	9 mos 3 mos	1	15	0	10	15	15	15	55	60
2	Carpentry II	9 mos 3 mos	1	15	0	0	10	15	15	40	45
3	Masonry	9 mos 3 mos	1	15	0	10	15	15	15	55	60
4	Electricity I	9 mos 3 mos	1	15	0	10	15	15	15	55	60
5	Electricity II	9 mos 3 mos	1	15	0	0	10	15	15	40	45
6	Plumbing	9 mos 3 mos	1	15	0	10	15	15	15	55	60
7	Auto Mechanics I	12 mos 3 mos	1	15	0	0	10	15	15	40	45
Vocational Total					0	40	90	105	105	340	375
					Number of Completions						Enrollment
	ET/D Trng. I	12 mos	1	15	0	10	15	15	15	55	60
	ET/D Trng. II	6 mos	2	15	0	20	30	30	30	110	120
	Mgt. Dev. Trng.	3 mos	3+	15	0	30	45	45	45	165	180
	ET/MD Total				0	60	90	90	90	330	360

THE NATIONAL SECRETARIAT
FEDERATION OF LIBERIAN YOUTH

123 CAMP JOHNSON ROAD

P. O. BOX 2128

MONROVIA, LIBERIA

June 11, 1975

Mr. Anthony Wicks
CIC International Feasibility Study Team
Monrovia, Liberia

Dear Mr. Wicks:

The Federation of Liberian Youth (FLY) is an Organization committed to mobilizing all of the youths of Liberia in order to serve as agents of needed change in our society, promoting national development projects and championing the cause for greater social justice and equal political and economic opportunities.

We have attempted to organize the entire youth population of the Country into a national movement and action group, with a unity of purpose and identity of interests. We organize young people into active youth corps for voluntary service in communities, and villages throughout the Country. We also assist students in finding employment during vacations.

Presently, the Federation is devising an integrated nationwide program for youth voluntary service which will include, among other things, the following:

- (1) Functional literacy campaign
- (2) Sanitary campaign
- (3) Urban to Rural Youth Voluntary Service Projects, and
- (4) Rural to rural youth Exchange Programs.

FLY is concerned with the increasing problems of the youths of our community encounter; such

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MESURADO GROUP OF COMPANIES

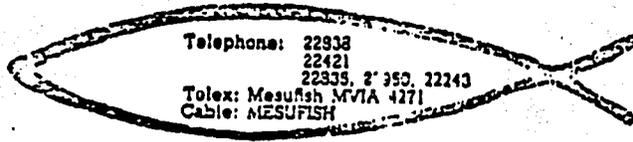
P. O. BOX 142,
MONROVIA, LIBERIA

Mesurado Fishing Company Ltd. (1962)

Mesurado Corporation Consolidated (1966)

W A P R O (West African Soap Products Inc.)

Sangai Corporation



AFFILIATES:

Nigeria Cold Stores, Apapa, Nigeria
Mesufish, Lagos, Nigeria
Mesufish, Port Harcourt, Nigeria
Liberia Cold Stores, Monrovia, Liberia
Sea Products, Freetown, Sierra Leone
Fish Industries (S.L.) Ltd. Freetown, Sierra Leone

June 10th, 1975

The Organizing Committee
Opportunities Industrialization Center
Monrovia, Liberia

Dear Committee Members:

We would like to thank you for affording us the opportunity to participate in the initial meeting geared toward establishing a branch of the Opportunities Industrialization Center in Monrovia.

It is of importance to note that the objectives and programs of the OIC as outlined in our first meeting are indeed relevant to our present manpower needs, and as such we would like to express our interest in such an establishment.

This letter comes to you as our wholehearted endorsement for the establishment of an OIC Branch in Monrovia. Again we would like to assure you of our support and cooperation in all of your future plans in Liberia

Sincerely yours,


Jerome H. Diggs

labour force is characterized by two diverse sectors comprising 120,000 in the monetised economy and 480,000 subsistence farmers in the rural areas. Additionally, there are some 10,000 acknowledged expatriates in the country.

The wage-earning labour force is predominantly located at Monrovia, Buchanan and at a few large mining and rubber plantation concessions, such as Lamco and Firestone respectively.

The Liberian education system suffers from a multiplicity of serious deficiencies which have developed largely as a result of the economic and social system in which there has traditionally been a dichotomy between the modern sector and the subsistence sector.

Past education policies have neglected technical and vocational training. The demand for skilled workers is now very apparent. A considerable number of expatriates are employed as craftsmen but very few firms provide suitable on-the-job training for Liberians. There is also a great unsatisfied demand for technicians but few training facilities. According to the 1973 budget, only 5.3% of a total education allotment of \$9.9 million was spent on vocational training.

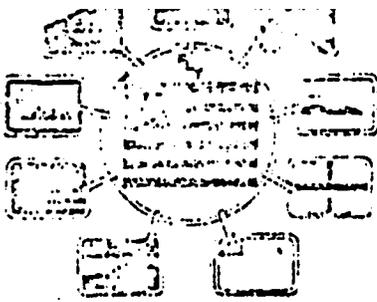
The Liberia OIC project is intended to provide an opportunity for the young adults and/or school leavers who have somehow fallen outside of the formal school system, and thusly the economic mainstream, to learn practical vocational or business management skills in order that they may be able to earn a better living.

Table XVII. cont.

PROJECTED TRAINING SCHEDULE AND OUTPUT (cont)

Class	Course	Length	Cycles Per Year	Course Capacity	Number of Completions					
					1st Yr	2nd Yr	3rd Yr	4th Yr	5th Yr	Total
1	Feeder I	3 mos	2+	15	15	30	30	30	30	135
2	Feeder II	3 mos	2+	15	15	30	30	30	30	135
3	Feeder III	3 mos	2+	15	15	30	30	30	30	135
4	Feeder IV	3 mos	1	15	15	-	-	-	-	15
Feeder Total					60	90	90	90	90	420

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THE NATIONAL SECRETARIAT
FEDERATION OF LIBERIAN YOUTH
123 CAMP JOHNSON ROAD
P. O. BOX 2128
MONROVIA, LIBERIA

- 2 -

1. School drop-outs who have not acquired the necessary skills to obtain employment in order to support and sustain themselves and have therefore become liabilities on the society;
2. High school graduates who do not have the desire or means to pursue further education but at the same time have no particular skills for suitable employment;
3. Rural youths who migrate to cities in search of better and assured income but soon discover they are not properly equipped for life in the cities. At the same time they feel they cannot longer fit into their rural settings; and
4. The need to train and equip up orientate to help and activate the youth to deal with the various of their conditions and the will to improve these conditions.

Having listened to the history of Opportunities Industrialization Center (OIC) and its activities as presented by the Secretariat team and having read some of its publications, the Federation of Liberian Youth is of the conviction that an establishment of OIC Program in Liberia will greatly contribute towards solving some of the above-mentioned problems and will tremendously benefit the youths of Liberia. We therefore fully endorse and welcome the setting up of an OIC Program in Liberia.

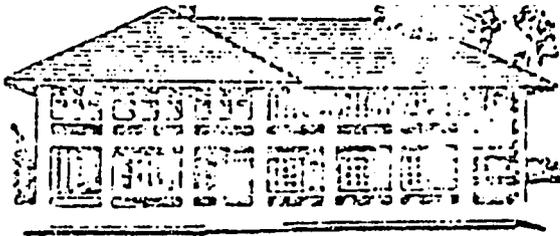
It is our ardent hope that this Program will be set up in the context of the Liberian reality and will truly serve our needs.

Sincerely,

THE FEDERATION OF LIBERIAN YOUTH

W. T. M. G. G.
Secretary
ACTING SECRETARY-GENERAL

Best Available Document



BOOKER WASHINGTON AGRICULTURAL
AND INDUSTRIAL INSTITUTE

P. O. BOX 273, MONROVIA, LIBERIA

Assistant Principal's Office

Phone: 3021

June 9, 1975

The Chairman
Liberian Interest Group
OIC International Feasibility Team
Opportunities Industrialization Centers
Philadelphia, Pennsylvania, U.S.A.

Dear Sir:

Our office is pleased to endorse the establishment of Opportunities Industrialization Centers (OIC) in Liberia. In addition to our usual duties as Vice-Principal, we are responsible for vocational guidance at the Institute.

OIC will provide an opportunity for the young men and women who drop out of our program each year. These young men and women become liabilities in our developing economy.

Do let us know what we can do to help OIC become a reality in Liberia. It has the potential to reclaim dropouts and make them into productive citizens.

We have informed our Principal of your efforts and you should receive a letter of support from the Institute.

Yours truly,

Samuel N. Wolo
Samuel N. Wolo, Sr.

SNW/e:

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