



TOGETHER
for a sustainable future

OCCASION

This publication has been made available to the public on the occasion of the 50th anniversary of the United Nations Industrial Development Organisation.



TOGETHER
for a sustainable future

DISCLAIMER

This document has been produced without formal United Nations editing. The designations employed and the presentation of the material in this document do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations Industrial Development Organization (UNIDO) concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries, or its economic system or degree of development. Designations such as “developed”, “industrialized” and “developing” are intended for statistical convenience and do not necessarily express a judgment about the stage reached by a particular country or area in the development process. Mention of firm names or commercial products does not constitute an endorsement by UNIDO.

FAIR USE POLICY

Any part of this publication may be quoted and referenced for educational and research purposes without additional permission from UNIDO. However, those who make use of quoting and referencing this publication are requested to follow the Fair Use Policy of giving due credit to UNIDO.

CONTACT

Please contact publications@unido.org for further information concerning UNIDO publications.

For more information about UNIDO, please visit us at www.unido.org



DO3497



Distr.
LIMITED

ID/WG.117/1/Add.1
1 February 1972

ORIGINAL: ENGLISH

United Nations Industrial Development Organization

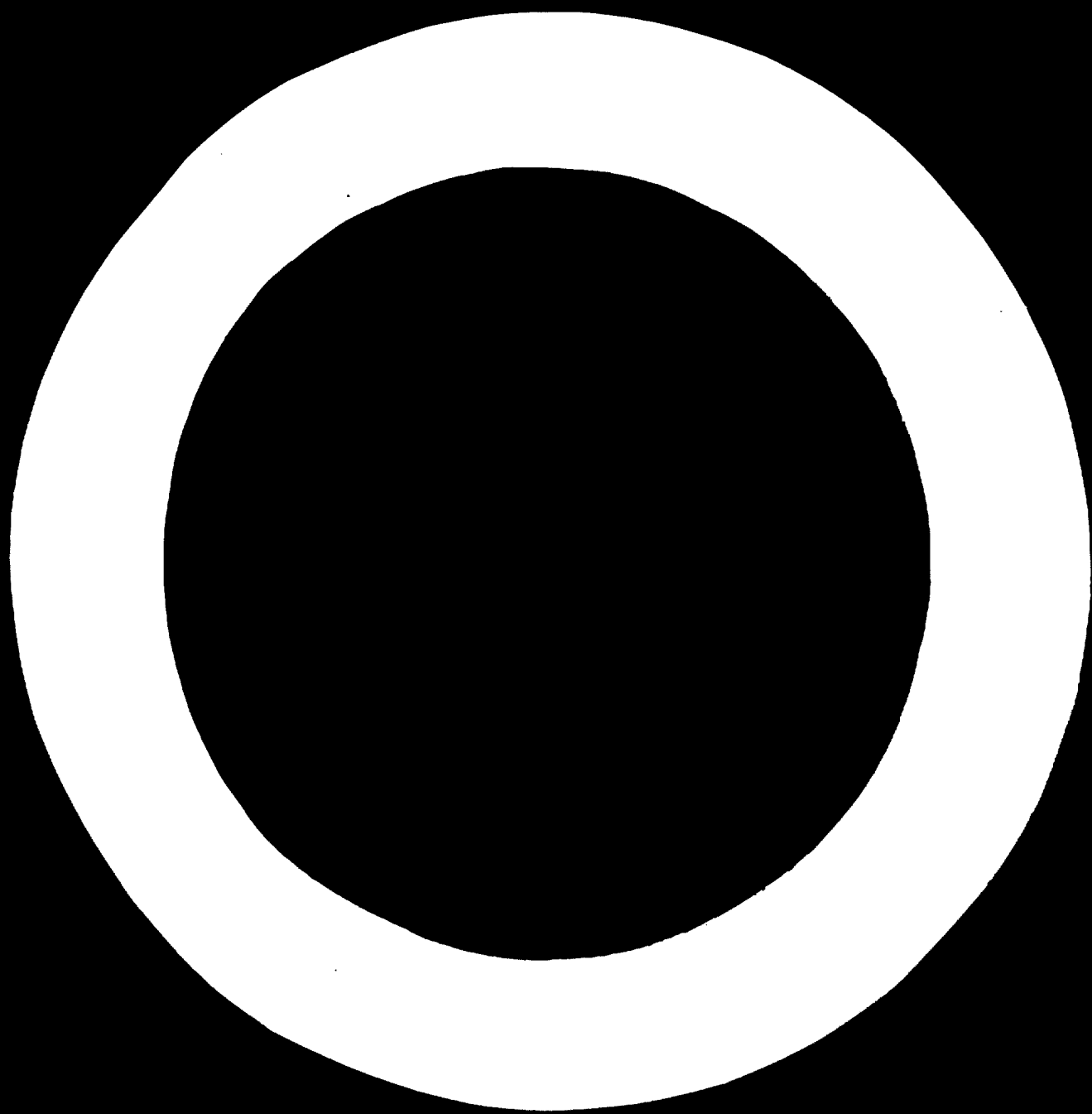
Meeting of In-Plant Group
Training Directors
Vienna, 7 - 11 February 1972

ANNOTATED PROVISIONAL AGENDA
AND
PROPOSED ISSUES FOR DISCUSSION

- Item 1. Opening addresses
- Item 2. Election of Chairman, Vice-Chairman and Rapporteur and adoption of the agenda
- Item 3. Programme Structure of In-Plant Group Training Programmes
- 3.1 Theoretical training
 - 3.2 Practical training in laboratories, factories, workshops; factory visits
 - 3.3 Final seminar, discussion of reports, problem sessions, evaluation
 - 3.4 Training techniques and teaching aids

1. Most of the In-Plant Group Training Programmes have a duration of 3-4 months, minimum duration is 2½ months, maximum 5½ months. ^{1/}The duration of a training programme depends on several circumstances. Participants mostly feel that a period of 3 - 4 months is the optimum period they can be away from their occupation, without having them taken over during their absence. On the other hand, organizations in some countries give special credit (e.g. for promotion), when an employee has been trained abroad for a period of over six months. Replies to evaluation questionnaires have shown that a programme

^{1/} Figures given in the tables in Annex I and II as well as in the text relate to 10 returned questionnaires, out of a total of 17 sent out. The questionnaire is attached as Annex. III.



irrespective of its duration which is not conducted intensive enough is considered as too long, while intensive conducted training programmes are rated as being of an adequate duration.

2. The in-plant group training programmes have in principle the same structure, namely an introductory period, during which the participants will receive instruction in a class room, consisting of lectures, discussion of case studies, round table discussion, etc. to be followed by practical training in laboratories, workshops or factories and a number of miscellaneous activities. Although the pattern is the same for all programmes, the time distribution varies (See Annex. I). The proportion of the time for the introductory training, which has as objective to upgrade the theoretical knowledge of the participants, varies from 6 to 42% of the total time devoted to training (Annex. II); the introductory training is for the sectorial programmes as an average less than that for the functional programmes. In a few programmes this part of the training is, however, given dispersed over the entire training programme, in some other the entire training programme, the first half of each week is directed to "classroom work", the second half of the week for practical training.

3. The practical training period is the essential element of all the training programmes. The participants get to know, and, to a certain extent live, in an industrial environment. The objective of the training is to increase knowledge of the participants, widen their experience, develop their skills and to a certain extent modify their attitudes. The most ideal conditions under which in-plant training is carried out, is that, where the participant is given training assignments which have a close resemblance to their future work to be carried out under guidance of experienced personnel (either from the industry in which the training is executed or consultants/tutors).

The in-plant training of engineers from developing countries in the UNIDO in-plant group training programmes have in this respect certain limitations. The participants come to a large extent from countries with a different social and cultural background than that of the host country, have a prior educational professional background which differs for each individual and above all the language of instruction in most of the cases alien both to the participant and of the personnel of the enterprise in which the training is carried out.

4. Because of above considerations it will be understood that the design of the in-plant training phase therefore cannot be a merely copying of existing training schemes in the host country, but it will have to be designed specifically (tailor-made).

5. It is not always possible to make an exact distinction between "in-plant training" and "factory visits"; the time devoted to practical training laboratories, workshops and factories and factory visits as given in Annex I are totalled in the tables in Annex II under "practical training". From these it appears that the "practical training" takes between 37 to 84% of the total time devoted to training activities. From the figures it appears that in sectorial programmes more time is devoted to practical training than in functional programmes.

6. The practical training is carried out mostly in small teams, only in two out of the 10 programmes the in-plant training assignments are carried out individually. One of the major explanations given is that individual tutoring would be either too expensive or not a sufficient number of tutors is available.

(1) Although it is realized that no strict pattern of in-plant group training could be developed, discussion is invited on the programme structure, particularly on the proportion of time to be devoted to practical training and the organization of in-plant training assignments of participants from countries other than the host country. To what extent can in-plant training be organized as an "active participation" activity as compared with "passive observations" and is it possible to have the participant take part in "the process of production" without disturbing the operations of the plant?

7. Experience has shown that, if participants are requested to submit a final report after their return home only about 40% will do so. It has therefore been UNIDO's practice that participants in in-plant training programmes will have to prepare their final reports during the training programme itself guaranteeing thus a 100% response. In all but one programme time is reserved for report writing, which time varies from 1 - 4 days, with an average of two days.

The reports are in 6 out of the 10 programmes discussed with the participants; in the other programmes they are mainly used for evaluating the programme (agenda item 7) and kept for the record.

(2) It is understood that final reports of participants are a valuable and necessary means of checking the effectiveness of a training programme (agenda item 7). Would it be recommendable to provide to the participants with standard guidelines, how to write their final reports, thus avoiding that unnecessary time is devoted to prepare lengthy reports, which very often contains information of which is no direct value to the programme management? Should final reports be discussed individually with the participants or in plenary sessions?

8. The training techniques used in the theoretical part of various training programmes differ and range from straight lectures to the discussions and exercises to be carried out in the "classroom". In almost all programmes the language of instruction is not the language of the host country, while for several participants the language of instruction is also foreign. This creates certain problems in communications; there are no easy means to find out whether the communication is well received, understood and comprehended. From the 10 programmes covered in the survey in 6 all communication is directly in the language of instruction (English), in four programmes interpretation services are used during the introductory period, ranging from 15 to 90%.

9. The number of handouts varies considerably from programme to programme. In some of the programmes the hand-outs are short summaries in other extensive texts are distributed. Hand-outs are in some programmes distributed in advance in order to avoid lengthy introductory lectures, in other this is not done as experience has shown that always a number of participants do not read these and consequently the whole programme gets delayed.

(3) Discussion is invited on the experience of the use of modern teaching aids and methods as a means of facilitating communication in a language alien to both the instructors and participants. Does the distribution of extensive material facilitate communication?

10. In four out of the ten programmes language training is provided for; in two of these programmes it is given during the normal programme hours; in two outside these hours; in one programme language training is obligatory, in the others not. The number of hours for language training varies from 12 to 50, mostly concentrated during the first half of the programme. In two programmes the language training is considered as necessary, in the two other as useful; in all four programmes the results are considered as satisfactory (as distinct from fully satisfactory).

11. The communication during the "practical work" phase in all programmes but one (United Kingdom) are phasing additional difficulties with language as it cannot be expected that in industrial enterprises all persons with whom the participants come into contact will be able to communicate in English. In three of the ten programmes the participants are therefore provided with interpreters during the practical work period (two of these three also provide for language training).

(4) The language barrier undoubtedly influences the effectiveness of the practical training. Are there special measures or techniques to overcome or reduce those?

Item 4. Applicability of the training programmes to prevailing conditions in developing countries

12. A principal justification for the training abroad of certain categories of middle and higher level personnel of developing countries lies in the fact that certain conditions essential for such training more generally prevail in developed countries than in developing countries. These conditions are:

- the systematic practice of advanced training of persons in employment;
- use of relatively advanced technologies;
- recourse to developed managerial techniques;
- existence of milieux favouring innovation, taste of risk, sense of achievement, etc.

Training carried out in this type of environment in which the trainee is exposed to a substantially different milieu normally results in a number of important benefits over and above the technical skills acquired; these include formation of a more open mind, greater receptivity to innovation and change, and introduction to techniques seen as possible vehicles for change rather than as ends in themselves. ^{2/}

13. The above positive consideration may be offset by certain negative ones, such as

- the technologies used in the host country are too sophisticated to be used in the home countries of the participants;
- the participant may have difficulties to adapt himself to the milieu of the host country;
- the participant may face difficulties in "translating" the newly obtained knowledge and experience into practical applications upon return in his home country.

It also may prove that the training staff in the host country have difficulties in understanding the problems of the participants and consequently are not fully in a position to provide the kind of training to satisfy their training needs.

^{2/} Summary of Findings and Recommendations, UNDP Review Mission on Technical and Management Training for Nationals of Developing Countries in Developed Countries.

14. In five out of the ten programmes special sessions are scheduled to discuss the applicability of the training programme to the economic and social conditions of the home countries of the participants. These sessions are considered by all parties as most valuable. During these discussions it has proved possible to provide the participants with some guidance how they could tackle problems upon their return home. It also has served to prepare the staff of the training programmes to a further adaptation of the curriculum to the training needs of the participants.

- (5) Discussion is invited on the experience of the training directors on the adaptation of the training programmes to the prevailing conditions in the developing countries. What measures can be taken to have the training staff become aware of different social and economic conditions in the home countries of the participants? Is it necessary to adapt the entire training programme or will it be sufficient to devote e.g. during the last special sessions to discuss the applicability to the conditions in the home countries (enterprises) of the participants?

Item 5. Cost-benefit aspects of in-plant group training programmes

15. The UNIDO In-Plant Group Training Programmes are financed from different sources, such as from the United Nations Development Programme Interregional Project Funds and Special Fund, the UNIDO General Trust Fund on the one hand and from special contribution made by the host authorities, the latter are either in cash or in kind. Particularly where contributions are provided in kind the total cost of a training programme are difficult to ascertain accurately. The cost of the training programmes consist of

- a) international travel from home country to host country
- b) fellowship stipends
- c) book allowance
- d) training cost (cost of instructors and tutors, preparatory cost, etc.)
- e) miscellaneous cost (administrative expenses, medical insurance, etc.)

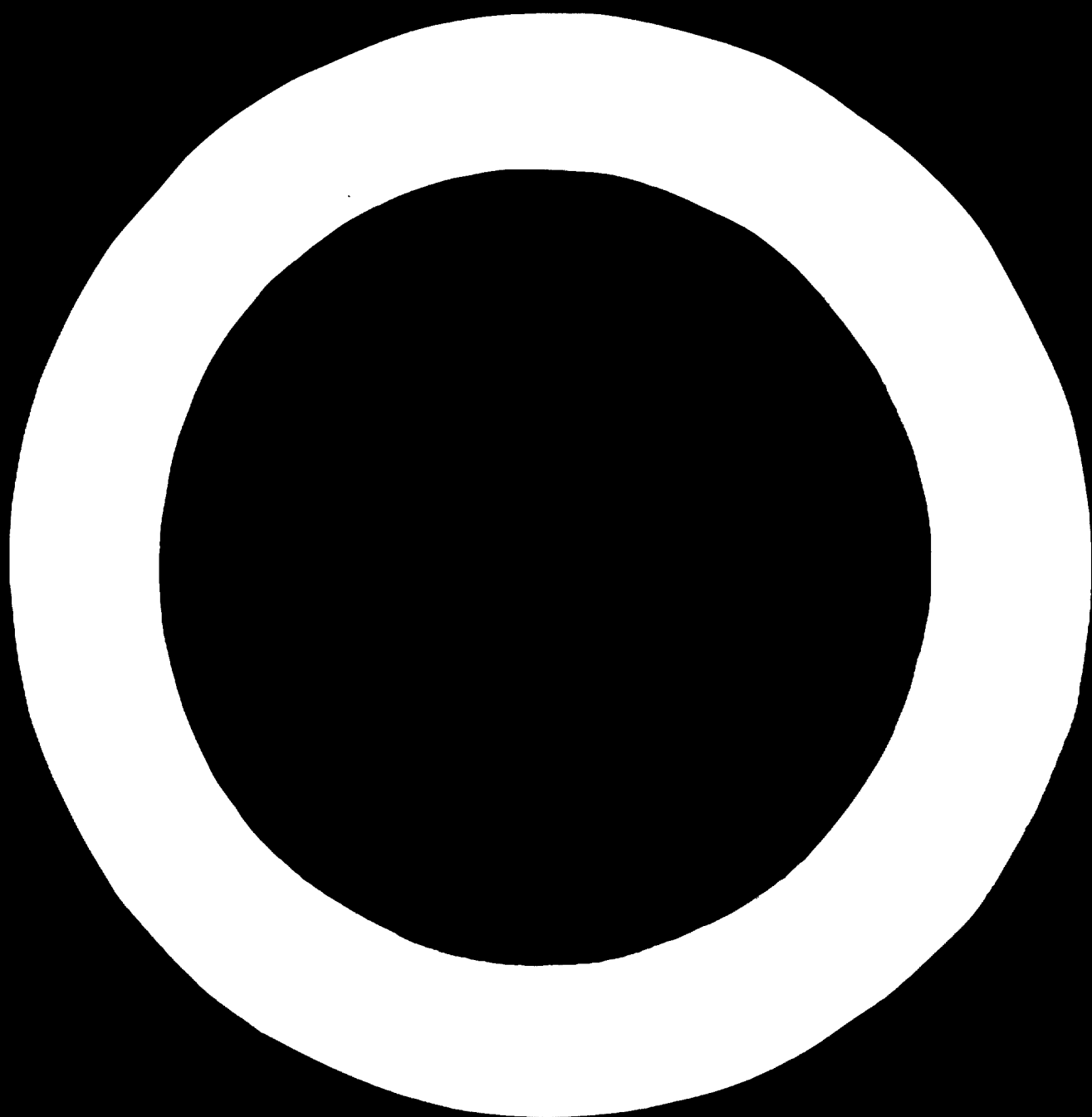
By training personnel abroad as compared with training in home country cost items sub a), b) and c) are to be considered as additional cost. These will amount for a three months programme from \$ 1.600. to \$ 2.400 per participant, depending on distance home - host country and amount of fellowship stipend paid.

The cost items sub d) and e) differ from programme to programme as they depend on prevailing conditions in the host countries. In addition the participant receives his salary (fully or partly) in his home country during the training period to support his family.

16. It is safe to assume that the cost per participant - man-months of training abroad is generally higher than that of training carried out in the home country of the participants. Apart from other considerations (see para. 12) training abroad should because of the relative high cost involved be of such a nature that it cannot be conducted in the home countries of the participants. The participant should avail himself of an unique opportunity to obtain the optimum of knowledge and experience as he will seldom have a repeated opportunity to be trained outside his home country.

17. The authorities organizing and conducting training abroad should be aware that through the training "investments" are made by increasing the knowledge of experience of higher technical personnel. It is difficult to determine the return on this "investment" as is done for other investments in industry, but should not altogether be neglected. Training is not an end in itself but is carried out with the objective to yield to "results". It is therefore necessary to scrutinize regularly and carefully training budgets in order to ascertain whether not unnecessary cost items have been included and to ascertain that all cost items are contributing to the efficiency of the training programme.

(6) Discussion is invited on the aspects of cost of training, bearing in mind that training is one type of investment among many others leading to accelerated industrial development of the developing countries. If funds are scarce, investment in training programmes will be compared with other investments and decisions will have to be made whether to allocate funds for in-plant training or other purposes e.g. the provision for equipment and machinery. How could benefits of training be measured to come to a cost benefit analysis? Should the least-cost or comparative cost analysis be used?

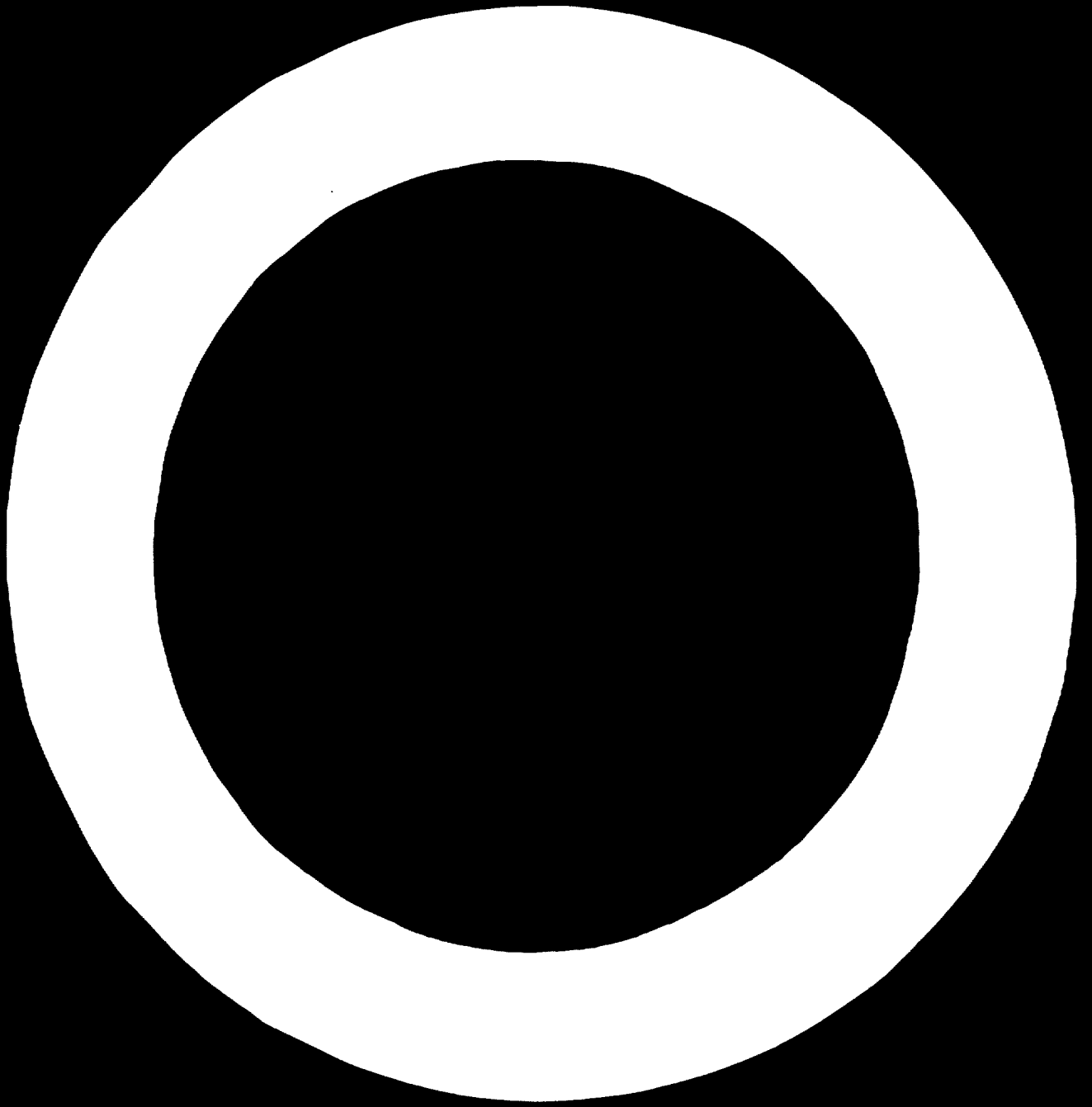


TIME DISTRIBUTION - IN-PLANT GROUP TRAINING PROGRAMMES

	Sectorial Programmes						Functional Programmes			
	I	II	III	IV	V	VI	1	2	3	4
1. Duration (in weeks)	11.5	18	14	17	12	22	13	23	11	13
2a. Theoretical introductory programme	5.0	14.5	36.1	28.0	11.1	14.4	25.6	28.5	18.8	25.7
b. Practical training in laboratories	65.0		2.2	8.0	-	10.7	6.4	-	-	-
c. Practical training in factories, etc.	-	43.3	28.9	26.0	66.7	38.2	25.6	28.9	35.9	35.9
d. Factory visits	4.3	17.3	9.6	10.0	12.5	4.6	10.3	1.4	15.6	2.6
e. Discussion final reports, evaluation	2.9	1.0	-	2.0	1.4	3.8	3.8	4.7	3.1	3.8
f. Intr. on economic, social and cultural aspects	1.4	1.9	-	0.2	-	1.5	1.3	0.7	0.6	0.6
g. Language training ^{host country}	-	-	-	-	-	4.6	-	-	-	7.7
h. Cultural events, opening, closing	4.3	1.9	2.4	2.0	-	3.8	1.3	8.8	0.8	1.3
i. Individual studies	-	-	-	-	-	7.6	3.8	4.4	-	-
j. Reserved for report writing	2.9	-	2.4	2.0	1.4	3.1	1.3	4.0	3.1	5.1
k. Travel	2.9	-	3.6	2.0	1.4	3.8	1.3	-	9.4	-
l. Free (including Saturdays)	10.0	21.2	14.6	17.0	5.5	3.1	18.0	18.4	12.5	17.2
m. Others	1.4	-	-	2.0	-	1.5	-	0.7	-	-
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
TOTAL										

1/ If all Saturdays would be free, the percentage would be 16.7, higher percentage is mostly because of obligatory holidays during the training period.

2/ Total may differ slightly from 100% because of rounding off of figures.

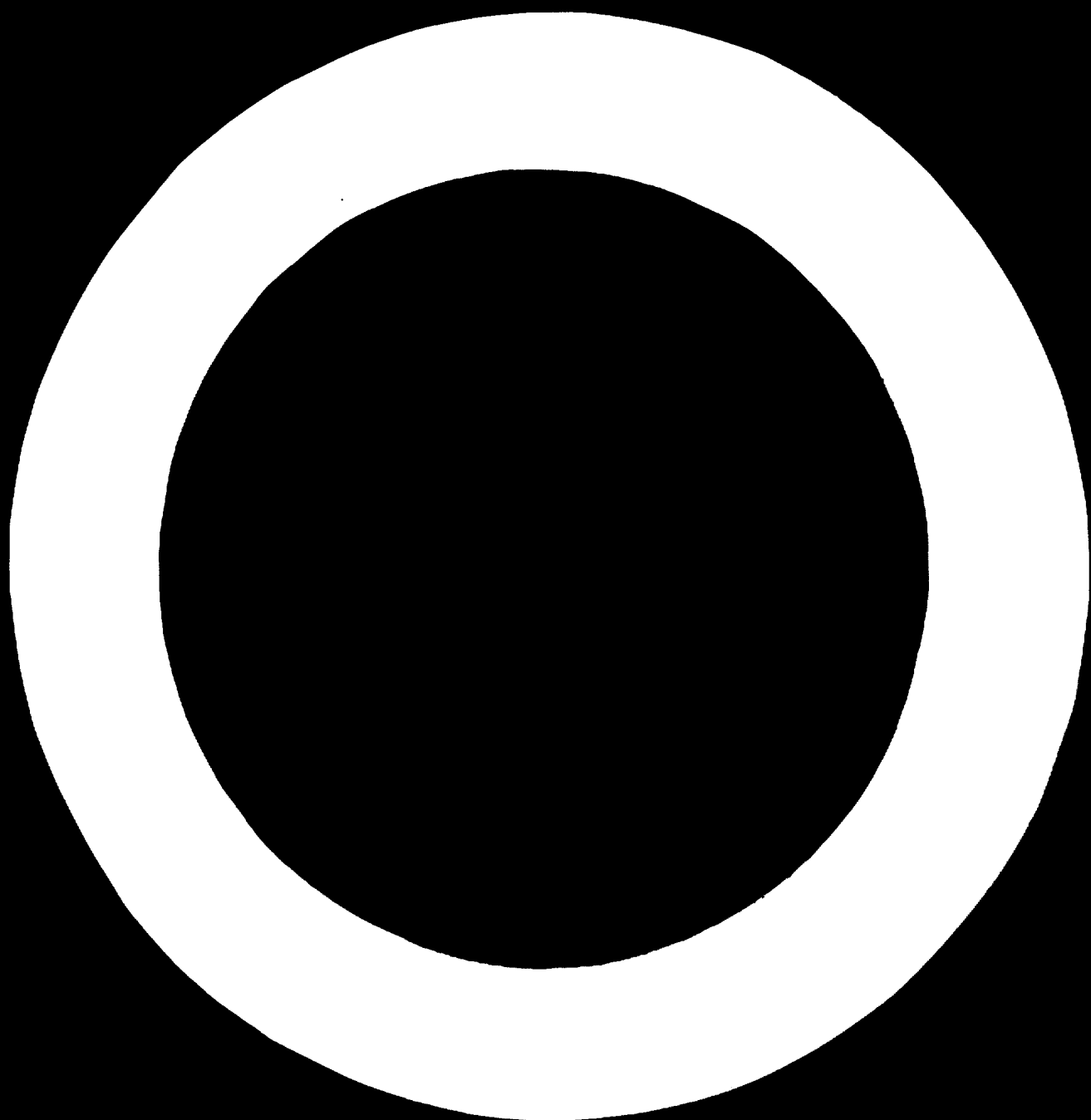


Distribution of time devoted to "theoretical" training (classroom instructions and exercises, case studies, etc. and individual studies), "practical" training (training in laboratories, factories, workshops etc. and factory visits) and miscellaneous activities (discussion of final reports, evaluation, introduction on economic, social and cultural aspects of the host country, language training, report writing, travel and others).

	<u>Sectorial Programmes</u>					
	I	II	III	IV	V	VI
"Theoretical" training	6	19	42	34	12	23
"Practical" training	77	75	48	54	84	55
Miscellaneous activities	17	6	10	12	4	23
TOTAL $\frac{1}{2}$	100	100	100	100	100	100

	<u>Functional Programmes</u>			
	1	2	3	4
"Theoretical" training	36	40	21	31
"Practical" training	53	37	59	47
Miscellaneous activities	11	23	20	22
TOTAL $\frac{1}{2}$	100	100	100	100

$\frac{1}{2}$ The total time(100%) represents the time devoted to training activities 2^a - 2^m (Annex. I) excluding free time (2¹)



1. a) Title of the programme:
 b) Host country:
 c) Duration:
2. Programme composition (to be calculated on 6 working days per week).

Note: Not to be included scheduled activities during the evening hours as these are to be referred to under question 3).

- | | |
|--|----------|
| a) Theoretical lecture programme: | ... days |
| b) Practical training in laboratories: | ... days |
| c) Practical training in factories, workshops, etc.: | ... days |
| d) Factory visits: | ... days |
| e) Discussions of final reports, evaluation, problem sessions, etc.: | ... days |
| f) Lectures on economic, social and cultural aspects of the host country | ... days |
| g) Language training: | ... days |
| h) Cultural events, opening and closing ceremony: | ... days |
| i) Reserved for individual studies (e.g. literature study): | ... days |
| j) Reserved for report writing: | ... days |
| k) Travel: | ... days |
| l) Free (including free Saturdays): | ... days |
| m) Other (please specify): | ... days |
| | ----- |
| Total | ... days |

3. Are there any activities scheduled during evening hours?

- | | |
|---|--------------|
| a) Language training: | ... evenings |
| b) Lectures on economic, social and cultural aspects of the host country: | ... evenings |
| c) Cultural events: | ... evenings |

4. a) Do you provide training in the language of the host country?

Yes

No

If yes:

b) How many hours in total are devoted to the language training:

... hours

c) This language training is provided:

Only during the first half of the programme:

Yes

No

During the entire training programme:

Yes

No

d) Is the language training obligatory:

Yes

No

If no, what percentage of participants attend regularly:

... per cent

e) Is language training in your opinion

absolutely necessary

useful

f) What are the results of the language training:

fully satisfactory

satisfactory

not satisfactory

Remarks:

5. Are lectures given in English?

all

partly

none

If partly, how many per cent of the lectures are given in English:

... per cent

6. Are participants provided with interpreters during laboratory work, practical work, etc.?

Yes

No

7. Is practical training in laboratories, factories, workshops, etc. carried out

- individually
- in small teams
- collectively

If more than one applies, e.g. teams for laboratory work and individually for in-plant work, please explain.

8. Are final reports prepared during the training period?

- Yes
- No

Are these reports discussed during the training period?

- Yes
- No

9. Are there special sessions scheduled to discuss the applicability of the training programme to the economic and social conditions of the home countries of the participants?

- Yes
- No

If yes, could you explain your experience?

10. Is a Certificate of Attendance given to the participants upon completion of the programme?

- Yes
- No

11. Is accommodation during the theoretical training provided in

- hotels
- with private families
- special hostels

If the practical training is not provided at the same place as the theoretical training, how is accommodation arranged during the practical training period?

- hotels
- with private families
- special hostels

12. Do you request the participants to evaluate individual lectures, group of topics, etc.?

Yes
No

If yes, what method is used?

13. Do you maintain regular contact with former participants?

Yes
No

If yes, what method is used?

14. Do the former participants maintain contact with you, e.g. by requesting additional assistance?

Yes
No

If yes, how many per cent of the former participants do so?

... per cent



Distr.
LIMITED

ID/WG.117/1/Add.2
7 February 1972

ORIGINAL: ENGLISH

United Nations Industrial Development Organization

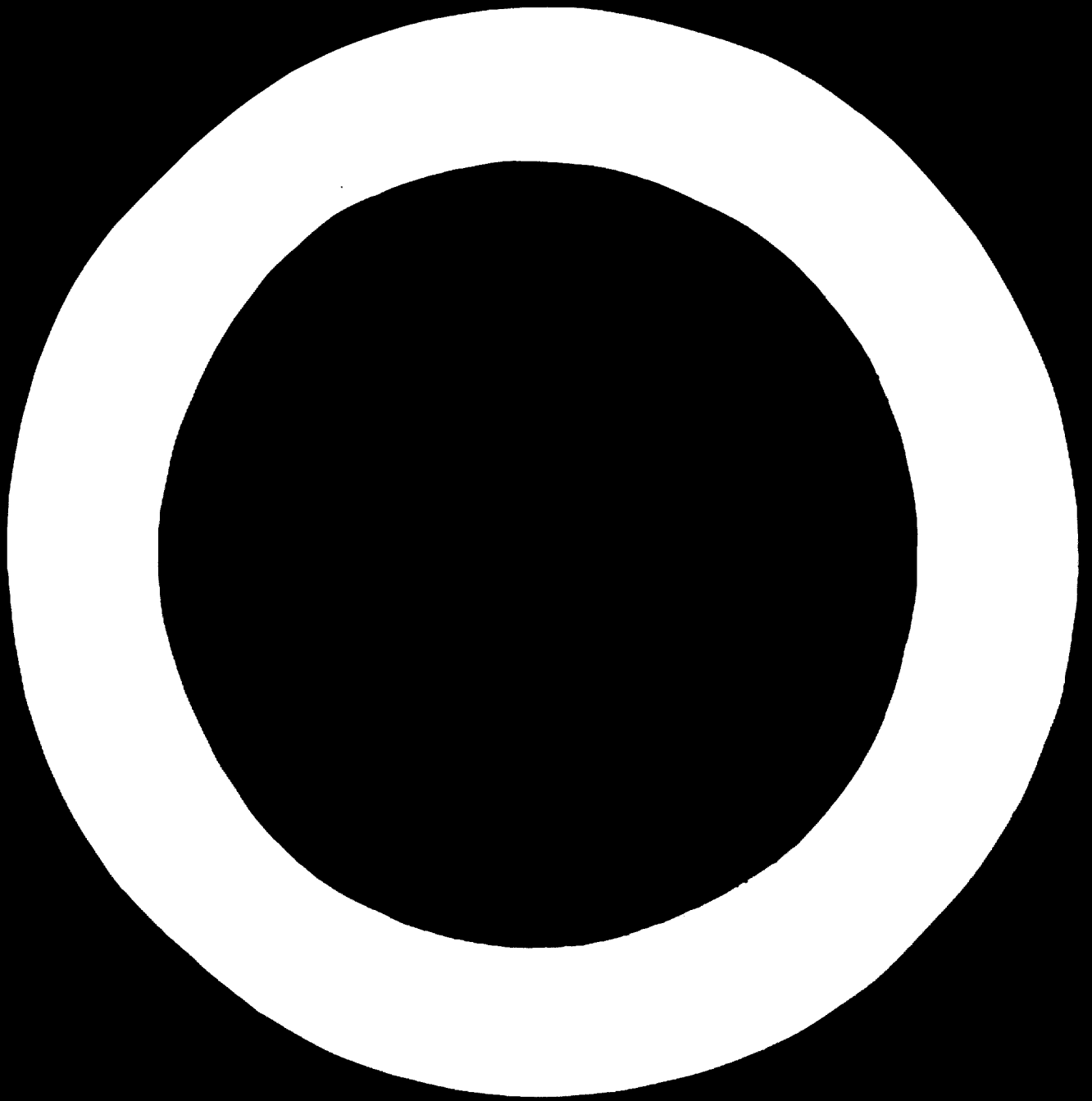
Meeting of In-Plant Group
Training Directors

Vienna, 7 - 11 February 1972

ANNOTATED PROVISIONAL AGENDA
AND
PROPOSED ISSUES FOR DISCUSSION

Items 6, 7, 8, 9 and 10

14.72-748



Item 6. Programme participants

- 6.1 Recruitment and selection
- 6.2 Preparation of candidates before departure
- 6.3 Composition of the group participants

18. Participants for UNIDO In-Plant Group Training Programmes are recruited according to established United Nations procedures. An Aide Memoire describing the programme which also includes administrative and other information is sent out by UNIDO to the UNDP Resident Representatives in the invited countries with the request to inform the appropriate authorities on the existence of the programme and invite nominations, to be forwarded with the Government endorsement through the UNDP Resident Representative's office to UNIDO. For nominations use has to be made of the Fellowship Nomination Form (Form/FEL.1.Rev.2(10.71)). It has become a practice for some of the programmes to give candidates an option on subjects to be studied, and candidates are requested to indicate these options under item 14 "Detailed description of field in which training is requested".

19. Selection is based on the information supplied by the participants in the Nomination form, sometimes supplemented by additional information provided by the National Selecting Authority and the UNDP Resident Representative. In cases where the language of instruction is not the candidates mother tongue or no other evidence is available of a good proficiency in that language, a language certificate (UNIDO/FEL. 2.3(9.68)) has to be submitted.

20. The selection of participants is the joint responsibility of UNIDO and the host authorities; the programme director having the most up to date knowledge of availability of training facilities in the host country at the time of the training will have to participate in the final selection.

(7) Discussion is invited on the experience on the selection of the participants. Is the information given in the Aide Memoire in its present form adequate enough for recruitment purposes? Is the information given in the Nomination Form sufficient detailed to ascertain adequately the professional qualifications of the candidates and to determine whether he would fit in a group training programme? Is information adequate enough to make an advance planning of in-plant training assignments or is additional information required?

21. Experience has shown that in several instances candidates do not get the opportunity to read the Aide Memoire and have therefore not the full information on the programme. By making it a condition that candidates complete item 14 of the Nomination Form in accordance with instructions given in the Aide Memoire, it has become mandatory that the candidates consult the Aide Memoire.

22. Accepted participants receive as soon as possible after the selection panel has met a Note for Participants. The main items included in these Notes are

- a) Dates
- b) Location
- c) Training management
- d) Postal information
- e) Travel arrangements
- f) Time of arrival
- g) Excess baggage allowance
- h) Passport, visa and vaccination requirements
- i) Financial and administrative assignments
- j) Weather conditions.

23. In some instances the host authorities send additional material, such as a map of the city where the training will be carried out on some touristic information.

24. In the case of the programmes carried out in Sweden, SIDA in its evaluation questionnaire (Doc.ID/EG.117/3 Annex I page 1 and 2) requested the participants their views on the receipt of "Pre course information".

(8) It is realized that providing the participants with written material is not the optimum way of preparing them for training abroad. Discussion is invited as to the adequacy and value of the present system, and if not, how the system could be approved. To what extent should UNILIO be responsible for this activity and what will be the function of the host authorities.

25. The majority of UNILIO In-Plant Group Training Programmes are carried out as Interregional Projects, that is that participation is invited from countries in more than one geographical region. Although the practical training phase is mostly carried out in small teams, and as such individual training needs are to a certain extent be taken into account, the nature of the programme remains that of a group training. The main prerequisite of a group training is that the group of participants is a homogenous one.

Because of the "interregional" recruitment the groups cannot be homogeneous as far as cultural, religious, ethical, social and economic background is concerned. The homogeneity of the group is thus to be found in the educational and professional background, professional experience, age and proficiency in the language of instruction.

26. The response to UNIDO's evaluation questionnaire (Doc. ID/WG.117/4 Annex I) has indicated that most participants are satisfied with the "interregional" composition of the groups and some views are expressed that they favour an even wider geographical spread than observed in a specific programme. The main complaint on heterogeneity is mostly related to a too great difference in professional background and comes then from the higher qualified participants. One of the reasons why the geographical distribution is favoured, is the possible interaction between participants and the majority of participants report that one of the major side effects of the group training is the benefit from the professional exchange of view with their fellow participants.

- (9) Discussion is invited on the aspects of composition of the group of participants.

Item 7. Evaluation and appraisal of effectiveness

- 7.1 Evaluation of different training components
- 7.2 Overall evaluation upon completion of the programme
- 7.3 Appraisal of effectiveness of the training programmes
 - 7.3.1 Evaluation questionnaires
 - 7.3.2 Follow-up missions

27. Evaluation of the training programmes have to be carried out at different stages of execution, namely during the programme (e.g. after each lecture, during the in-plant work), at the completion of the programme and some time after the participants have returned home. The different approaches and questionnaires used in the UNIDO In-Plant Training Programmes are described in documents ID/WG.117/3 and ID/WG.117/4.

28. Some of the evaluations are carried out by the programme management, particularly those who are to be made during the training programme itself and which require direct actions if outcome prove to be not satisfactory. Other evaluations e.g. the evaluation upon completion of the training programme is in most instances carried out by UNIDO while the appraisal of effectiveness after the return of participants in his home country has been entirely UNIDO's responsibility.

- (10) Discussion is invited on the adequacy of the present evaluation system and proposal for improvements or adjustments are appreciated. Should the evaluation carried out during the training programmes be standardised and should UNIDO give in this respect guidance and directives? Is the evaluation method used on completion of a training programme

adequate or should revisions in the questionnaire be made? Should it be advisable to have comparative studies on the evaluation made at the completion of the training programme. Is the present system adequate as a feed back for corrective actions?

Item 8. Follow-up activities

29. The training does not end at the completion of the programme; in fact the actual work of the then former participant starts upon his return home. He will be required to apply his newly acquired knowledge and experience, this, however, without the possibility of consulting the training staff. He may face difficulties, some of them beyond some, however, within his control. Proper follow-up activities may in this respect have a positive influence and increase the effectiveness of the training.

30. Six out of the ten training directors/staff remain in regular contact with former participants, either through sending out personal letters, bulletins, or literature. Also in the same six programmes former participants remain in contact with the training staff, the percentage of former participants doing so varies from 10 to 40%; these contact range from request for assistance to simple personal letters.

31. The above and the sending out of evaluation questionnaires is the only follow-up with which it is carried out. Other follow-up activities, of a more intrinsic value, may comprise of:

- followup missions, in order to visit the former participants, for evaluation purposes and/or to give him on-the-spot assistance. These mission also allow for interviews with the superiors of the former participants;
- follow-up seminars, for a group of former participants organised on a regional basis;
- seminars for the superiors of former participants, organised on a national or regional basis.

(11) Discussion is invited to the different aspects of follow-up activities. What measures have to be taken to keep the former participants informed on the latest developments in their field of interest? What activities will be the responsibility of the host authorities and which are those of UNIDO? Should the activities for different programmes be coordinated or be carried out independently?

Item 9. Promotional activities combined with training

32. This agenda item will be introduced by a representative of the Industrial Policies and Programming Division of UNIDO.

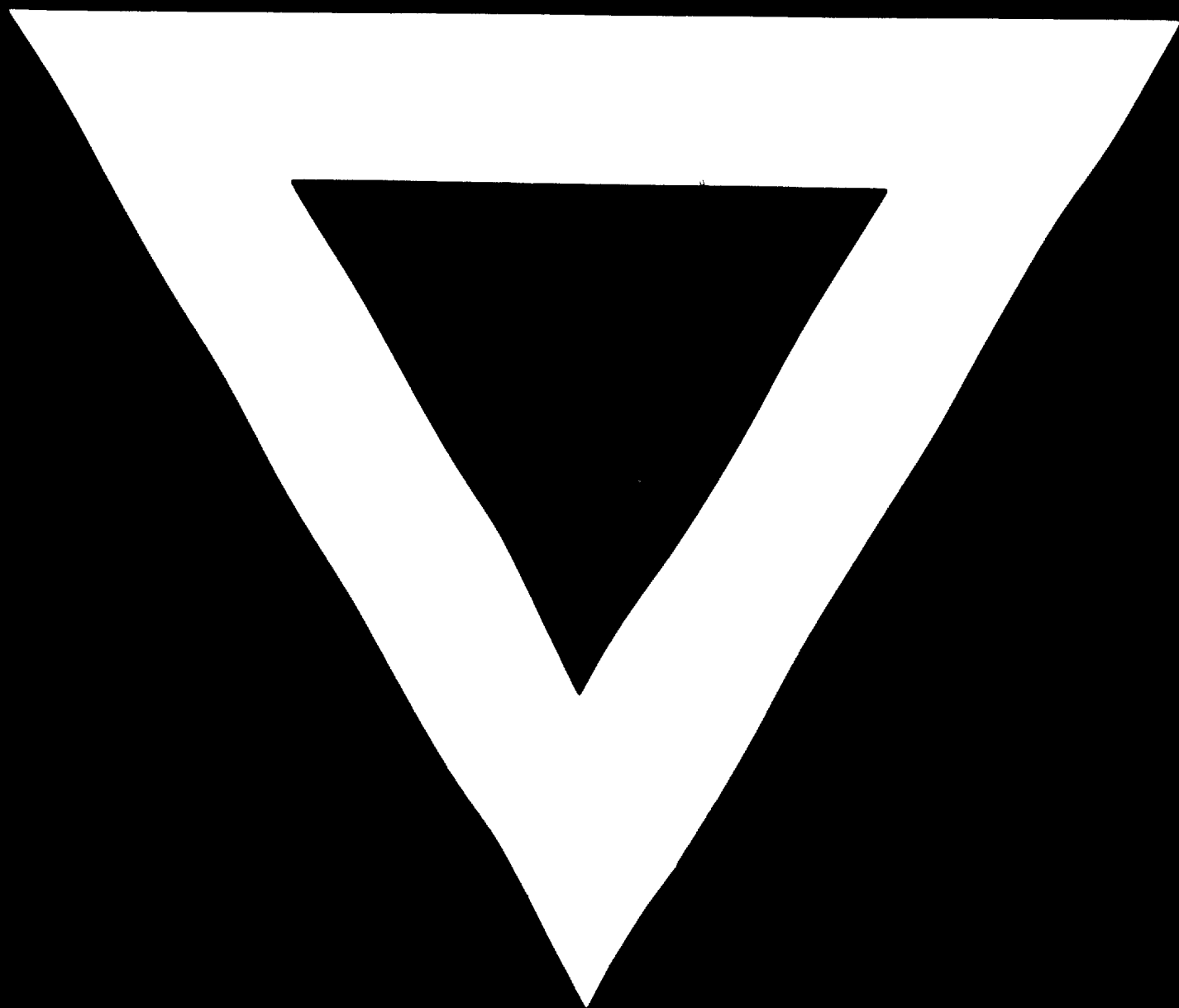
Item 10. Long-term planning of UNIDO In-Plant Group Training Programmes

33. UNIDO's past and planned training activities are presented in tabular form in Document ID/WG.117/5.

(12) Discussion is invited specifically on

- the completeness of list of major categories of industrial personnel requiring training (table 1);
- the list of major industrial activities for which UNIDO can provide training (table 3);
- the list of training subjects of UNIDO's In-Plant Training Programme (table 5).





3 . 12 . 73