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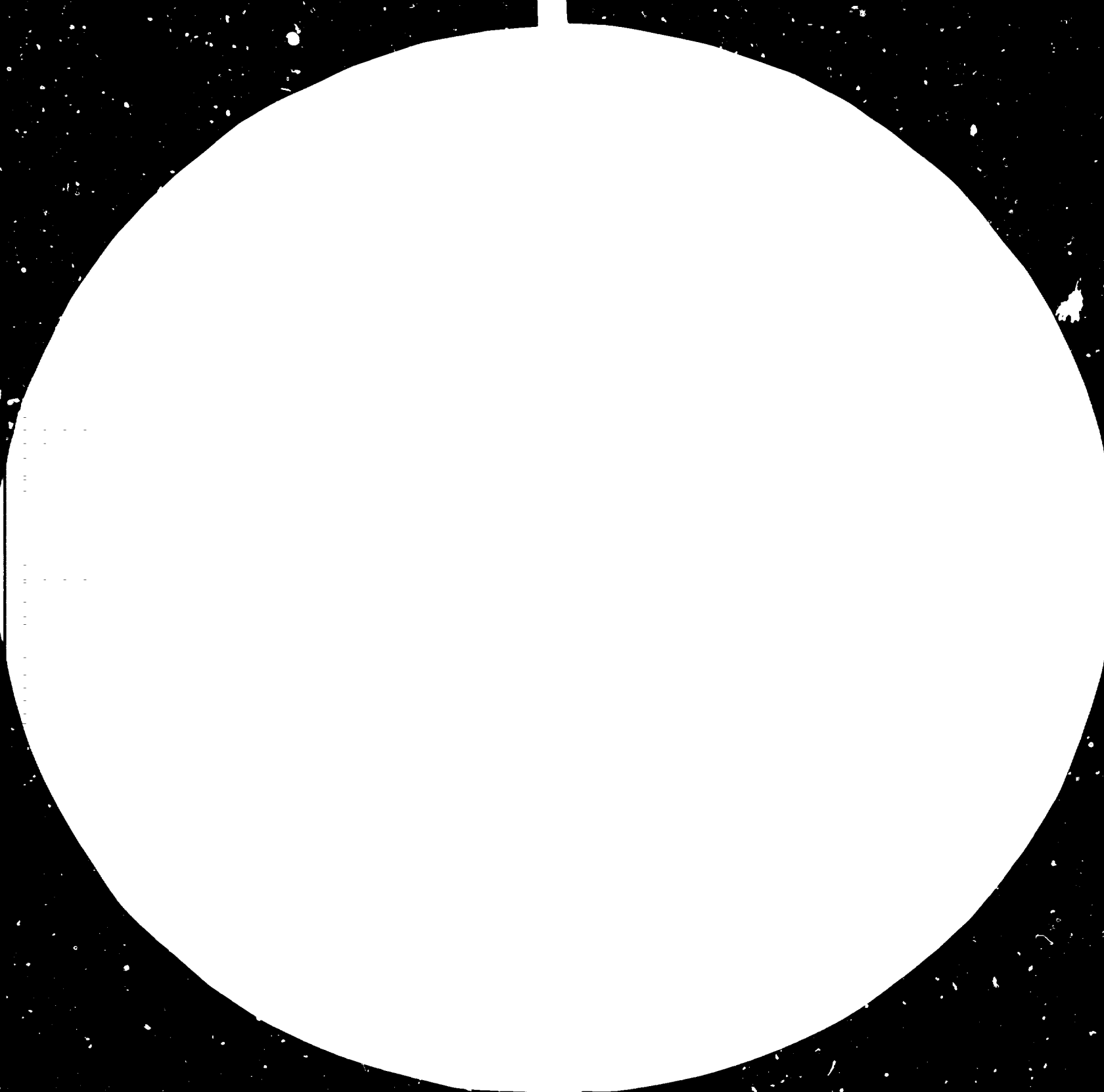
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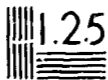
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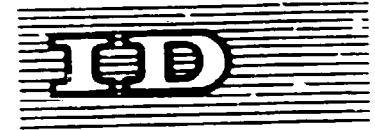
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"The Tenth Round Table of Developing Countries
Industrial Development and Co-operation among
Developing Countries from Small-Scale Industry
to the Transnational Corporations"

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Co-operation Among Developing Countries *
in the field of Industrial Manpower Training

by

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** IDC: Institute for Developing Countries.

Education, A Factor of Development

In spite of great efforts developing countries (DCs) have put into the development of their educational systems since the time they gained independence, the situation is still worrying. More than 50% of the population in the developing countries is illiterate, illiteracy being raised in absolute and relative terms with demographic growth. According to UNESCO, at the beginning of the Third Development Decade, about 240 million children aged between 5 and 14 were receiving no schooling. This, together with the failure of literacy actions, are the basic causes for there being a new wave of illiterate or semi-literate young people entering the adult world every year. That educational and economic development are not mutually conditioning at present but are completely out of step with each other—education being treated as an item of social consumption and not as an essential factor in development—may be illustrated not only by the quantitative analysis but also by the range of qualitative shortcomings in the educational systems in DCs. The main problems in the educational process are linked with

the genesis of these countries' educational systems. These educational systems are often inherited from colonial times or closely linked with the educational models of developed countries; they produce an educated elite rather than the personnel needed for development. This is connected with the problem of unemployment. Since the educational systems fail to correspond to the specific needs of DCs, there is a lack of trained personnel in fields important to development while there is a surplus in other fields.

Because of this situation in education, developing countries have become aware of the need for an educational revolution whose main strategic aims are: the development of their own authentic educational systems, the establishment of a fully democratic education, the establishment of permanent adult education and extramural education, the linking of the educational content with productive work, and the development of on-the-job training, rural education and teaching in the mother tongue. In their attempt to solve the educational problems developing countries are stressing both the need for co-ordinated action on the global level within the framework of efforts to establish the new international economic order and the need for co-operation which would lead to the strengthening of their collective self-reliance in this field. So far, this co-operation has been rather modest and effected in traditional forms such as the awarding of scholarships and the exchange of teachers. This co-operation is but the first step towards the implementation of new educational concepts which offer much greater possibilities

(joint educational centres, co-operation in the development of unconventional types of education, the coordination of educational policies, etc.). The training of industrial personnel should also be considered in this context. It includes vocational secondary school education, higher education and various forms of non-formal education.

Vocational secondary school education, due to shortcomings in manpower planning, is the weakest link in the educational systems of many DCs. Thus co-operation in the development of personnel through the founding of educational centres which combine general and specialized education, is one of the main areas in which educational co-operation should develop.

Since the majority of students in most DCs specialize in the humanities, reform of the programmes of higher educational institutions is a basic requirement for producing the personnel needed for development. The implementation of various forms of nonformal education, such as specialized seminars and on-the-job training, would not only provide industry with qualified personnel but it would also make education available to a wide range of those living in industrial and urban areas. Developing countries have already begun to organize specialized seminars on a large scale. Since co-operation in the organization of specialized seminars does not entail the problem of co-ordinating educational policies and educational levels, it can be easily implemented. Such seminars enable those who attend them to immediately start practical and productive work, to learn about the latest

advances in various fields of economics and administration and to apply their new knowledge in adapting technology.

On-the-job training is a relatively new, and not yet fully developed, type of education which takes place within enterprises and provides permanent training for workers in all aspects of their work. It is always combined with other forms of economic co-operation, for it requires close co-ordination with its organizers, above all business organizations and the like. When co-operating in the field of non-formal education, attention should be paid to the fact that the sociological factors of education are not the same in all countries. Differential criteria are necessary due to these differences. It is not only important that developing countries gain technical advantages from such co-operation, but it is of fundamental importance that the end-product conforms to the basic aims of each country's socio-economic development. Thus it is very important that business enterprises realize that education must become an indispensable part of their business policy, a regular part of the functioning of an enterprise and integrated with development. The education of workers in industry should not only include their technical training but also their socio-economic and cultural education.

The Role of Yugoslavia in Industrial Manpower Training

Yugoslavia gives a great contribution to the training of personnel from DCs. About 7,000 scholarship holders from DCs have been trained here; moreover, in the course of carrying

out capital investment operations undertaken by Yugoslav companies in DCs, more than 12,000 workers, technicians and engineers from these countries, have been given training with the primary aim that they take over the running of the plants when put into operation. Co-operation in education takes place primarily in those areas which are of most importance to DCs (agriculture, industry, civil engineering, transport, health, shipping). On the basis of intergovernmental agreements, Yugoslavia effectuates co-operation with DCs at the following educational levels:

- a) within the formal educational system (secondary schools, universities, post-graduate studies, doctorates);
- b) specialist training in companies and institutes;
- c) special international courses in such fields as:
 - improving the production and processing of maize, meat and eggs,
 - water management engineering,
 - training personnel in the fishing industry,
 - projecting, constructing and maintaining roads,
 - seismic engineering, etc.

Because of the need for varied forms of co-operation, there is the endeavour to include as many business enterprises as possible into the planning and elaboration of training programmes for personnel from DCs, which is in keeping with the basic concept of the Yugoslav educational system - education through work and at work.

