

PARTNERSHIP: EDUCATIONAL INSTITUTIONS AND INDUSTRY

Division of Responsibility

The seminar took particular note of the varying levels of involvement of governments, institutions and industries in terms of responsibilities for education and training as outlined in Dr. Tolley's lead paper. In some countries, it was noted, these responsibilities are not specifically assigned. In others at the later stages, they are controlled by industry. In the majority of cases, however, they are shared.

Where possible, industry should be given the opportunity to select students for training, and should encourage projects - mutually worked out and agreed upon with institutions - which integrate theory and practice.

Taking these factors into account, it was recommended that:

- (a) Generally, the responsibility for education and training should be shared between government, training institutions and industry. The government should look after basic education and training with industries participating increasingly in the sponsorship of subsequent technical training.
- (b) Those industries that are too small to provide training should be encouraged to sponsor students either in larger industries or through co-operative effort. Support should be provided, where necessary by means of government grants or tax relief.
- (c) All industrial training/attachment/improvership should be assessed and should form part of the final certification. This assessment should be done by industry, in the main, with the co-operation of the training institutions, along mutually agreed guidelines.

Product of the Schools

In addition to the National Boards - which the seminar had already recommended to take responsibility for manpower planning and other matters, it was proposed that a separate co-ordinating body should be established to plan, co-ordinate and implement the education and training activities of all technical and vocational institutions in member countries. On these National Boards, industry should be fully represented.

Also, each organization, be it industrial or institutional, should have training officers to promote and strengthen the transition between school and the world of work, and vice-versa. To this end, it was recommended that:

- (a) Besides being closely involved in the design, implementation and standards of individual training courses, training officers should liaise closely with institutions so that full use could be made of all

available training facilities. This would ensure that what is taught is relevant to the needs of industry and that feed-back is effectively communicated to education and industry.

(b) Industry should be encouraged to release its employees for further related technical education at local institutions on sandwich/block/day/evening courses at all levels; these courses should be designed to provide the correct combination of practice and theory.

Course Content

The meeting recognized the work of advisory committees on curriculum development as being essential and suggested that industry and commerce should be fully represented on these committees to ensure that courses and programmes are relevant to their needs.

On the question of examinations, it was considered desirable that member countries should develop their own national systems but that where external examinations are currently being used, caution should be exercised when take-over is contemplated. In this regard, it was recommended that when dealing with technical subjects curriculum development committees should include representation from industry and commerce drawn preferably from appropriate national business organizations.

Interaction between Colleges and Industry

It was agreed that in principle there is a lot to be gained by mutual exchange of staff between institutions and industry. However, it was pointed out that a number of constraints exist, the main one being the reluctance of industry to release specialist staff for this purpose on a regular basis. Consequently, industrial staff undertake part-time teaching privately. Industry should be made aware that this type of partnership is to be regarded as a necessity.

It was recognized that while industrial training staff may be capable of giving practical courses, they sometimes lack the techniques required to teach the theoretical aspects of technical subjects adequately. It was thought that staff from educational institutions could help to rectify this deficiency.

Following the lively discussion that ensued, the meeting recommended that:

- (a) Industry should be encouraged by appropriate incentives to release staff to teach specialist courses in institutions. To overcome the constraints of timetabling, the lecturers from industry might be drawn from several organizations or, alternatively, occasional lectures might be given over an extended period.
- (b) Educational institutions should provide staff to industry to cover basic teaching where necessary.
- (c) Industrial attachments should be arranged for short periods for students and teachers at appropriate levels.
- (d) Institutions should provide courses (which may or may not be at the request of industry) designed specifically for the up-grading of skilled workers to enable them to contribute more effectively to general industrial productivity and also to help workers to aspire to a higher status.

(c) A central Council or Board should be vested with substantial autonomy in the regulation of financial matters affecting training.

(d) Technical teacher training should initially be given high priority and appropriate mechanisms should be developed for accelerating this development.

National Advisory/Co-ordinating Bodies

The preceding discussions inevitably led to a consideration of the best methods for implementing and controlling technical training on a national basis, recognizing on occasion certain regional characteristics. The general consensus was that this was best effected through a Central Council or Training Board organized on a national basis, under government legislation, yet independent of government in its function. Membership was to be drawn from a wide spectrum of society including governmental agencies, employers, trade unions and the training institutions. The Board should have wide powers of control, examination and certification and would enjoy a high degree of fiscal autonomy. On some matters (e.g. manpower planning) it would prepare recommendations for government consideration.