

5. STUDIES FROM THE COMMONWEALTH CARIBBEAN AND THE COMMONWEALTH PACIFIC

- 5.1 The preceding chapters describe how the potential of technical and vocational education and training can be realised in order to increase its contribution to national development. The key to release latent potential in a technical and vocational education and training system is a systematic process which identifies:
1. Development needs
 2. Existing training provisions
 3. The potential to satisfy development needs by the innovative use of existing resources in effective training responses
 4. Existing management practice
 5. The potential to improve such management in order to co-ordinate the provision of resources to provide effective and innovative training responses
- 5.2 The meeting examined three case studies of programmes in operation which exemplify this systematic process. The case studies were presented by participants who were deeply involved in their planning and implementation. Although the case studies describe three widely different training programmes, there is a common thread between them -the release of new technical and vocational education and training energy from existing sources by resourceful and innovative investigation, planning and management.

Jamaica Work Experience Programme

- 5.3 The essence of this programme is to assist pupils in the last two years of secondary education to gain useful work experience in order to ease the transition from school to the world of work. Although school/work schemes are in operation in a number of countries, the Jamaica programme offers a special benefit because it matches work experience with specific vocational subjects. For example, a pupil taking the child care option in the home economics curriculum may be placed in a day care centre, a children's ward in a hospital or an infants school. Similarly, an auto-mechanics vocational course in a school is linked with work experience at a garage, service station or a Government vehicle maintenance depot.
- 5.4 The objectives of the Work Experience Programme are designed to:
1. Inculcate positive attitudes in pupils towards self, others, school and work, through a meaningful and relevant work experience.
 2. Provide practical experience in a real work situation to enable a pupil to acquire useful skills and knowledge.

3. Develop a greater awareness of the complexities and importance of inter-personal relationships in the world of work.
 4. Facilitate the transition from school to employment by enabling a pupil to receive education and training in a carefully planned and matched manner.
 5. Foster the development of acceptable work habits, good grooming and self-discipline.
 6. Enable a pupil to enter employment, at the end of secondary education, with a marketable skill competence.
 7. Provide increased opportunity to a pupil to enter an occupation related to a chosen vocational subject area in school.
 8. Provide a sound bridge between school and the working community.
- 5.5 The Programme created a need for additional instructors, and efforts to fill this need illustrate how the management of technical and vocational education can be co-ordinated so that existing training resources are utilised in an innovative way. Discussions between two government ministries, Education and Youth, led to a joint training programme for instructors. Thus, the management skills and resources of two ministries directly concerned with young people have been brought together to provide an innovative form of training activity. The benefits flowing from such collaborative efforts include the promotion of good working relationships between the ministries, schools and work experience stations; the development of new curricula; and a substantial increase in the quantity and quality of training from existing resources.
- 5.6 At present each secondary school participating in the Work Experience Programme has at least one full-time teacher to administer the programme and in some large schools two teachers are employed. In all 74 'New' secondary schools, and two high school secondary departments are operating the Work Experience Programme. During the Programme pupils spend a period of three weeks at a work station, and are expected to conform to the normal working day. Each pupil is supervised at the work station and a rating form is completed by the supervisor to record performance on the job. The employer is protected from claims arising from accidents by a letter of indemnity, issued by the Ministry of Education.

The Bahamas National Industrial Training Programme

- 5.7 This innovative programme is sponsored by the Government and supervised by the National Industrial Training Council (Interim), an arm of the Ministry of Education and Culture. The programme is designed to curb unemployment by training young people in a wide range of skills appropriate to the development needs of the country. This training is carried out at the Industrial Training Centre and the courses, of six month duration, include carpentry, electrical installation, welding, hotel training, garment making and cosmetology. All trainees receive a stipend for attending twenty hours of instruction per week.

- 5.8 In the final month of the six month period, trainees undertake on-the-job training with employers and this experience - related to the formal training carried out at the Centre - provides an opportunity for employers to assess the capabilities of trainees. The on-the-job training period also allows a trainee to sample work processes and this experience helps to confirm the original choice of vocation or, if necessary, to make decisions about a change in career direction.
- 5.9 The conditions for entry to the programme are that the trainee must have left school, show a desire and willingness to acquire specified skills, be above 14 years of age and be unemployed. The selection of trainees does not involve the use of tests based on educational achievement and the programme attempts to accommodate all applicants. Nevertheless, there is a limit to the intake for each course and applicants who cannot be accepted are encouraged to re-apply for admission at a later stage. The selection process is essentially based on carefully structured interviews and detailed consultation between members of the selection team.
- 5.10 An appraisal of the trainees performance during the on-the-job training period is carried out by the employing organisation. This appraisal process is carried out by using a standardised form which provides a useful record to identify further career development, as well as valuable feedback to the Industrial Training Programme.
- 5.11 The overall management of the Industrial Training Programme is vested in the Bahamas Industrial Training Council, an interim body pending the establishment of a permanent authority. During the formative period of the programme informal consultation is being carried out with other providers of technical and vocational education and training. More permanent arrangements are being planned to effect co-ordination between the Industrial Training Council and individuals and organisations with a direct interest in the success of the programme. In this way it is hoped that the quality of both off-the-job and on-the-job training will be improved, and that the rate of take-up trainees into useful and gainful employment will be enhanced.
- 5.12 One of the main innovative features of the Industrial Training Programme is that it offers good prospects of skilled employment to a group of young people who would otherwise drift into a permanent state of unemployment - with attendant dangers of anti-social behaviour. The programme also taps the training potential within those companies and organisations that offer on-the-job training. There is also considerable scope for innovative management of technical and vocational education and training through a Training Council which will draw together existing training resources from a wide range of sources, thus releasing latent training energy.

Kiribati Rural Training and Development Centre

- 5.13 About 70 per cent of the population of Kiribati live in the rural sector and the life-style of these people is based on a subsistence economy. The Government has recognised a need to place a greater emphasis on rural development and the improvement of the subsistence economy. Accordingly, the Government has encouraged a greater degree of self-reliance in the improvement of basic living standards such as sanitation, public health and the collection and storage of water.

- 5.14 In order to establish innovative training programmes to meet these development needs the Tarawa Technical Institute has created the Rural Training and Development Centre. The evolution of this centre followed an investigation by the Technical Institute on ways by which the existing resources and expertise of individual departments could be utilised in a novel manner to provide assistance to rural communities. A survey, supervised by the Institute staff, and assisted by pupils in upper primary schools, collected information on the levels of existing technology in rural areas. The survey yielded comprehensive data on the stock of outboard motors, sewing machines, pressure lamps, permanent buildings, motor cycles and cars. The survey enabled the Institute staff to design a three year syllabus based on skill level objectives, so that young school leavers would be able to maintain and repair equipment in their home communities.
- 5.15 The survey also identified a need to develop traditional technology in support of import substitution, water supply and storage, and low-cost housing. In order to assist rural communities to carry out such developments the Technical Institute established an Appropriate Technology Department. A further survey identified priority areas of development to improve the basic standard of living in a family unit in the subsistence sector. The Appropriate Technology Unit produced a viable solution to these development needs within nine months of the survey. During this research and development stage it was recognised that training programmes would be needed to enable people in rural communities to acquire skills to implement appropriate technology projects. The removal of complex skill elements during the development stage simplified the design of the training programme and reduced its cost.
- 5.16 Implementation of the training programme was preceded by a mobile exhibition which toured rural communities to give information on the new technologies, the training programme, and costs. The training programme was designed around pictorial material, with a minimum of written instructions. Correspondence courses were developed by the Technical Institute in English and in the national language using cassette tapes and the local radio.
- 5.17 The generator of the training programme is the Rural Training and Development Centre, located in urban Tarawa. The Centre was constructed by the first intake of trainees, using the low-cost building technology developed at the Technical Institute. Each island in Kiribati is expected to select their own trainees - who may be male or female - for the training programme. Trainees attend for part or all of the programme, according to the specific development needs of their islands. Income from the sale of articles produced in the training programme is used to offset trainees travelling expenses, provide tool kits and assist the training allowance budget. The commercial aspect of this operation is also used for training in marketing, accounting, ordering, planning and finance. This training encourages an entrepreneurial spirit which could help to promote cottage industries.
- 5.18 On completion of the programme the trainees have acquired skills to undertake projects which will help to satisfy the rural community's needs for shelter, water supply and storage, and sanitation. Self-sufficiency in these important areas of need relieve the government of the high expense of providing expertise from central sources.

- 5.19 The Rural Training and Development Centre has provided a unique and innovative training response to national development need. The management of the programme and its resource base draw on a combination of existing sources in ways that tap latent potential in the formal and non-formal systems of technical and vocational education and training. The objectives of the Centre - to improve health, provide better housing, promote income generation and increase employment opportunities - are common to the development needs of many Island Developing and Other Specially Disadvantaged States in the Commonwealth.