

6. INNOVATIVE PROJECTS FOR DEVELOPMENT

- 6.1 The main task of the meeting - the design of innovative training responses to specific national development needs - resulted, in the first instance, in the design of a project outline sheet covering 14 key areas. This analytical tool was formulated and agreed upon at an early stage of the meeting. Individuals or small workshop groups then applied this analysis either to innovative projects which had been introduced recently in countries represented at the meeting or in the design of completely new training activities based on the participants' extensive knowledge of national development needs in Island Developing and Other Specially Disadvantaged States. The 14 key areas on the project design sheet are listed below:

1. **Development need**

Taken from the analysis of needs produced at the meeting or a need identified by a participant.

2. **Training response**

Defined by the analysis or by a participant.

3. **Management**

Identification of the organisation in immediate contact with the training activity.

4. **Target group**

Identification of the training clientele.

5. **Goals/Objectives**

Stated in terminal behavioural terms.

6. **Strategies to secure approval**

Statement of cost savings to government, and any other reasons to commend implementation.

7. **Strategies to gain social acceptance**

Statement of any socio-cultural benefits.

8. Training approach/method

Description of appropriate training methods to be used.

9. Financial aspects

Estimation of training costs and possible income.

10. Operational needs

Statement of resource needs; buildings, equipment and transport.

11. Linkages with other providers of training

12. Uses of indigenous resources

13. Main innovative features of the training programme

14. Evaluation

6.2 The three projects which follow are selected as examples of the approach to the design of innovative training responses and are not necessarily representative of the development needs of all the countries represented at the meeting. The first two, A and B, are examples of training projects which are already in train. Study C represents one of the projects designed in outline at the meeting.

A The Operation and Maintenance of Hotel Plant

B Agricultural Based School Co-operative Project

C Hotel Trades Development and Training

A. OPERATION AND MAINTENANCE OF HOTEL PLANT

1. Development Need

A thriving tourist industry is one of the major economic sectors in some small states. The benefits gained from tourism include foreign exchange earnings and employment. Many of the jobs in the tourist industry are highly skilled - none more so than the operation and maintenance of complex stationary plant installed in modern hotels. The reliability of services such as air-conditioning, water, electrical supply and elevators is often a key factor in the reputation of a hotel. There is therefore a development need to operate and maintain hotel plant in the most efficient way, and this need must be met by an appropriate training response.

2. Training Response

The Government has built a commercial hotel which is operated by the Hotel Training College. The National Training Council, through its Power Engineering Advisory Committee, recruited a senior power engineering lecturer from an overseas college to design a special training programme, based on local needs. A unique feature of this programme is that trainees from hotels receive instructions in the college and in their own power-machinery plants. In this way theoretical study at the college is related to the trainees own work situation.

3. Management

The training programme is co-ordinated by the management staff of the Hotel College, the Department of Technology of the Technical College and the management of hotels.

4. Target Group

The programme caters for the training needs of technical staff in hotels, and also for hospitals and the electrical generating station.

5. Goals/objectives

The training programme aims to produce highly skilled technical staff who are able to operate and maintain complex stationary electrical and mechanical plant in hotels, hospitals and generating stations. Safety in operating such plant is a major objective.

6. Strategies to secure approval

The cost of sending personnel for overseas training is of the order of \$10,000 per trainee. The national training programme is operated at a cost of \$2,800 - a considerable saving of training costs. In addition the training is more appropriate to local needs than that available in overseas institutions.

7. Strategies to gain social acceptance

The hotel industry, as one of the largest employers in a tourist economy, should be seen as an attractive career. Sound training, leading to nationally, and internationally recognised qualifications in plant engineering, will enhance the status of an important sector of hotel employment. The managers of the programme have secured recognition of the quality of training by arrangements to obtain certification by several overseas colleges and universities. Furthermore a training programme to improve safety and efficiency in the operation and maintenance of hotel, hospital and generating plant has important social benefits, as well as economic advantages.

8. Training approach/method

With the assistance of a senior lecturer from an overseas country the Advisory Committee of the National Training Council prepared a detailed programme and individual courses to match the specific training needs of the island community. The design of syllabuses drew upon the expertise of the Hotel Training College, and the hotels themselves. The courses ensure work in the Hotel Training College associated with practical on-the-job training in the country's hotels, hospitals and generating stations.

9. Financial aspects

In addition to the cost-savings already described, the major training costs are met by expenditure within the country and this obviates the need to use foreign exchange for overseas training. Greater efficiency in the operation and maintenance of plant has important implications for the revenue of the hotel industry, and also the cost of operating hospital and generating plant.

10. Operational needs

In terms of buildings and equipment, the training programme makes use of existing resources. Classrooms for theoretical study are available at the College and the use of existing equipment at the College's hotel, trainees' hotels, and the generating station satisfies the main operational needs of the training programme.

11. Linkages with other providers of training

Assistance from an overseas institution in the design and implementation of the training programme has created permanent and durable links with a strong training resource base. Transfer arrangements have been made for higher level study at this institution and a university in a developed country. Within the country, linkages with training staff in the hospital and power generating sectors have enhanced the level of co-operation in the technical and vocational education and training system.

12. Uses of indigenous resources

The use of indigenous training resources is one of the main features of the training programme. The provision of very expensive off-the-job training plant is obviated by the use of existing equipment in full operational use.

13. Main innovative features of the training programme

The design and implementation of the training programme has released latent training energy from existing sources. In addition, the involvement of several sources of training management, working as a co-ordinated team, has promoted a new and higher level of co-operation between several sectors in the technical and vocational education and training system. Arrangements for overseas certification and entry to higher

levels of training in developed country institutions have increased the status of this national training programme. Finally, the use of well designed and supervised training on existing plant at the trainee's workplace lends a reality to the programme which could not be obtained by traditional theoretical training and work experience on model, small scale plant.

14. Evaluation

National and external evaluation is carried out by the Hotel Association, the Hotel College Advisory Board, the National Apprenticeship Council, and the overseas college linked to the programme. This co-ordinated approach enables the programme management to make regular reviews of the technical content of the training, and to incorporate changes caused by the introduction of new types of plant machinery.

B. AGRICULTURAL-BASED SCHOOL CO-OPERATIVE PROJECT

1. Development Need

The problem of unemployment among school leavers, especially in rural areas, is a matter of deep concern in many countries. Small island developing states are particularly affected because their agricultural industries are often based on one main item of produce - for example, bananas or sugar. Any adverse fluctuations in international markets for such produce has serious consequences for the employment of young people. Faced with such problems, some governments have decided to give a special emphasis to the development of self-reliance and self-employment in order to alleviate youth unemployment. A national development need to develop the income generating capabilities of school leavers in rural areas of a small island state has initiated the project described below.

2. Training Response

A three year training programme for pupils leaving primary and junior secondary schools has been established.

- a. First year. A modified curriculum for the last year in school, with an emphasis on practical subjects allied to the production of marketable goods and the provision of services.
- b. Second year. Work/Study period.
- c. Third year. Commercial production.

3. Management

The training programme and the co-operative venture is managed by senior staff in primary and junior schools, and the Ministry of Education.

4. Target group

Boys and girls who are about to enter the final year of their education in primary and in junior secondary schools.

5. Goals/Objectives

The following objectives have been set for the project. It is aimed to:

- a. Establish a link between education and economic life.
- b. Prepare school leavers for employment in manufacturing, industrial and commercial work by participating in co-operatives.
- c. Initiate a search for the manufacture of primary products through handicraft and home economics.
- d. Forge community interest in local and national curriculum activities.
- e. Enlarge youth participation in employment, economic and social development.
- f. Reduce the need for imported goods.
- g. Develop skills in young people to enhance opportunities for work in the region.

6. Strategies to secure approval

Commercial production in the third year of training generates income for the co-operative, and these funds assist the overall training budget. The provision of goods and services which make maximum use of indigenous resources offers important economic advantages to government development strategies.

7. Strategies to gain social acceptance

The second and third year of the programme involves members of the community who have special skills to pass on to young people. The wider community is also made aware of the the training programme and the school based co-operative project through consultations with parents and guardians. In this way the whole community takes part in efforts to alleviate youth unemployment.

8. Training approach/method

The curriculum in the last year of school has been modified to give a greater emphasis to practical work. The second year of the programme concentrates on practical work and related study, followed by experience in the co-operative venture in the third year.

9. Financial aspects

One of the most significant benefits from the programme is the generation of income from the sale of goods and services. This commercial return helps to make the co-operative project more self-sufficient, and also provides valuable business experience for the trainees.

10. Operational needs

The most important operational needs are: low-cost buildings at each school taking part in the project; experienced teachers and instructors; and the supply of simple tools and equipment.

11. Linkages with other providers of training

The Ministry of Agriculture Food Processing Department, Ministry extension officers and the Department of Co-operatives are providing training expertise and specialist advice to the school co-operative project. In addition to the value of these professional contributions to the training programme, such co-operation provides experience for the trainees in dealing with government departments.

12. Uses of indigenous resources

Indigenous materials and animals such as sisal, fruits, and rabbits are the main sources of marketable produce.

13. Main innovative features of the training programme

Many children in their last years at school feel that a purely academic curriculum does not prepare them for useful work in their community. Practical subjects allied to income generating employment offer opportunities to school leavers to set up small business enterprises. The involvement of the community and a number of government agencies brings together training and resource inputs from non-educational sources to reinforce a school training programme in an imaginative and innovative way.

14. Evaluation

A research project is being planned to make an on-going study of the earning capacities of young people who have completed the full training programme.

C. HOTEL TRADES DEVELOPMENT AND TRAINING

1. Development need

In a number of small states the tourist industry is well established and is an important sector of the national economy. However, in very small

states the development of tourism is less advanced and such countries are faced with a need to provide training facilities for hotel staff. The experience of countries with an established hotel industry shows that a training hotel, where on-the-job instruction can be carried out under live conditions, is a commercially viable way to train hotel staff.

2. Training response

The project proposes a five bedroom self-contained hotel/guesthouse unit managed by the Government. The construction of this facility will be supervised by the Public Works Department, using local materials and built with help from the community. A hotel trades trainer will be recruited from overseas to design the training programmes and to carry out practical training, as well as to act as the manager of the hotel unit. Courses in front office management and reception, catering, restaurant and bar services will be offered. A counterpart manager will receive overseas training.

3. Management

The Education Department, the Hotel Association and government departments with a direct interest in the tourist industry.

4. Target group

The main intake of trainees will be drawn from school leavers (16+) who are interested in a career in hotel work. Ideally, pupils who have completed a secondary curriculum in home economics will be recruited.

5. Goals/Objectives

The training programme, based at the hotel, will provide a regular supply of hotel workers who have been trained in an on-the-job situation, and who can take up posts in a growing hotel industry.

6. Strategies to secure approval

The training programme will be cost-effective because the costs will be lower than those required for overseas training. In addition, the revenue gained from guests - for example, visiting government officials - will be used to defray capital and recurrent expenditure. Within a given budget it will be possible to train more hotel workers than if overseas courses are used.

7. Strategies to gain social acceptance

The community will regard the training hotel as an important government initiative to promote employment of school leavers who might otherwise face a period of unemployment. Close consultation with parents, guardians, community leaders and the hotel industry will ensure that the project enjoys wide support.

8. Training approach/method

The training will be carried out in three separate, but related ways. The Vocational Training Centre will offer theoretical study and some practical training; the training hotel will undertake the bulk, (probably 75 per cent) of the practical training; further training sessions in other hotels will be arranged.

9. Financial aspects

The capital and recurrent costs will be met by the government. However, the income derived from the training hotel, and the use of indigenous food supplies and other resources will help to defray running costs. This income may also be used to extend the facilities of the training school.

10. Operational needs

The basic training facilities will be provided by the low-cost building used as a training hotel. Other training facilities, in the Vocational Training Centre and in commercial hotels will be used at very little extra cost.

11. Linkages with other providers of training

Close liaison with other training institutions and agencies will be maintained. These include; primary and secondary schools, Ministry of Agriculture, the Hotel Association, and overseas institutions and organisations.

12. Use of indigenous resources

The training hotel will make the best possible use of indigenous resources. Agricultural produce from government operated sources and private farms will be purchased. Locally made equipment such as furniture will be given preference over imported goods.

13. Main innovative features of the training programme

The hotel trades training programme, based on a small purpose built training hotel is an innovative project which offers a number of advantages. It is a low-cost operation which draws on several sources of technical and vocational education and training. The programme will also foster co-operation between a number of departments with a direct interest in the tourist industry.

The use of indigenous materials and resources - a key element in the training programme - taps existing national sources, increases economic activity and reduces reliance on external assistance.

14. Evaluation

The training programme will be closely monitored in its early stages so that any necessary changes can be effected without delay. The progress of trainees after they leave the training hotel will be regularly checked, in consultation with employers. Costs and income will also be kept under constant review in order to provide for greater efficiency in the use of capital and recurrent budgets.