

DESIGNING A MODEL OF VOCATIONAL TRAINING PROGRAMS FOR DISABLES

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ABSTRACT

This study was conducted to designing a model of vocational training programs for disables. For this purpose desk review was carried out and the vocational training models/programs of Israel, U.K., Vietnam, Japan and Thailand were analyzed to form a conceptual frame work of the model. Keeping in view the local conditions/requirements a new model of vocational training program was proposed. The proposed model involved the vocational training plan for the job of cashier for mild group, receptionist for moderate and computer operator for severe group. It specified the type of disability as well involved in the training plan. The model recommended the vocational training of three levels of disability; mild, moderate and severe irrespective to the type. The model consisted of details of structure, objectives, professional support involved vocational training plan and syllabus/activities, evaluation and on job training etc. International practices regarding VT mixed with our national existing situations were critically analyzed during desk review and finally a plan of VT for disable was proposed. A survey was conducted via a questionnaire to get opinion of the heads and senior vocational instructors of eleven Federal Government vocational training and rehabilitation centers for PWDs. The collected data was statistically analyzed and suggestions on proposed model were quantified. The major findings included that all stakeholders considered VT helpful in rehabilitation of PWDs. All heads and vocational instructors are willing to adopt this model, minimum or no extra funds are needed in its implementation, the vocational teacher employed in the centers can easily manage to adopt this model at their centers because no extra training is required for the staff and they all endorse the VT plan proposed in this model. A vocational training model is required to reduce socio – economic gap and to set professional standards by developing human resources trained in trades. Syllabus, activities and methodology proposed was agreed upon by the experts. It was recommended that vocational training model on various jobs or specific disabilities may be developed. Vocational training model for after school youth may also be developed on similar pattern.

Keywords: Disable, Vocational , Training, Designing, Model

INTRODUCTION

The vocational training is a movement towards reducing the gap between the normal and the handicapped. Disabled persons also need full participation, involvement and co-operation as members of the society. So, the vocational training is an essential tool for integrating the special people in society and making them productive member of community. It is helpful to enable individuals be not dependent on the society from the early stage of life and makes them beneficial citizens rather than being burden on others.

Vocational Training: Meaning and Concept

Vocational Education or Vocational Education and Training (VET), is also called Career and Technical Education (CTE). It prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques and technology (Lettmayr, 2011).

According to ILO, Disabled Persons Convention No.155, Recommendation No.168, (1993), Vocational training is one means of helping a disabled person to become settled in employment. Training must keep pace with demands in industry and trainees must be assured that in principle they will be acceptable to industry. Methods of achieving this are similar to those used in planning for the able persons, i.e. the study of employment market information, and maintaining cooperation with employers and workers organizations and in formulating policy (Sajjad, 2004).

About the certification of VT, Gartner, (1994) elaborated that vocational education prepares students for industrial and commercial occupations, but it is not the requirement of university degree. UNESCO, (1984) documented that vocational education designed to prepare skilled personnel at lower levels of qualifications for one or a group of occupations.

Grubb & Ryan, (1999) classified the VET in various categories. Some of these categories are discussed below:

- i) Pre-employment VET: prepares individuals for the initial entry into employment. In most countries there are traditional programs of vocational and educational training in schools. They are found both in schools and workplaces as dual systems and are often operated by national ministries of education.

- ii) Upgrade training: provides additional training for individuals who are already employed, as their jobs change, as the technology and work environment become more complex, or as they advance within the company.
- iii) Retraining: provides training for individuals who have lost their jobs so that they can find new ones, or for individuals who seek new careers to develop the necessary competencies for employment. Individuals in retraining programs, by definition have already had a labor-market experience; therefore, retraining may not have a direct connection with the occupation they already have.
- iv) Remedial VET: provides education and training for individuals who are in some way marginal or out of the mainstream labor force. Typically those who have not been employed for a long period of time or who do not have any labor-market experience, usually people depending on public income.
- v) IVET: refers to general or vocational education and training carried out in the initial education system, usually before entering working life. Some training undertaken after entry into working life may be considered as initial training (e.g. retraining). Initial education and training can be carried out at any level in general or vocational education (full-time school-based or alternate training) pathways or apprenticeship.
- vi) CVET : is defined by the area of education or training that comes in after entry into working life and aims to help people to (a) improve or update their knowledge and/or skills, (b) acquire new skills for a career move or retraining, (c) continue their personal or professional development. World-wide, the scholars are very much on consensus regarding meaning, concept and type of vocational training.

Theoretical Perspective

Historical background of a concept is always helpful to understand the things better.

The history of vocational training/rehabilitation can be traced back in the early 19th century. The Perkins Institute was the first rehab started in Boston in 1829. In this institute, blind people were trained so that they could get jobs in the manufacturing industry. However, such types of training programs were very few. More such programs were started towards the end of the century, when Progressivism started to gain strength. Rehabilitation (2010). History of Vocational Rehabilitation. Retrieved from mhtml:file://H:/his2.mht, assessed on Sep. 26th, 2012.

The greatest need for vocational rehabilitation was felt after World War I, when too many disabled soldiers returned home from overseas battleground. The private institutes could not accommodate so many soldiers. The private community support was not enough to support the millions of dependents during this era. These reasons forced the Smith-Hughes Act of 1917 to pass, which formed the Federal Board for Vocational Education of Soldiers. Later, in 1918 the Soldier Rehabilitation Act was passed to offer vocational training to disable. Finally in thirties, the Vocational Rehabilitation marked a noteworthy milestone, when the Social Security Act of 1935 was passed. In the year 1944, Servicemen's Readjustment Act or the G.I. Bill was introduced, which provided vocational training programs to those war disabled who returned from World War II. This bill was later amended and later proved very beneficial for many soldiers (Rehabilitation, 2010).

In Pakistan since 1980, interest in vocational rehabilitation, vocational training and placement of disabled was increased considerably. The education for the person with disabilities, vocational skills training facilities, career guidance and counseling, job finding, organizational and institutional support all are needed to help almost 1.1 million young people of fourteen to twenty year's age. Vocational training centers for person with disabilities need coordination with National Training Bureau of the Ministry of Labor for the purpose of employment/ placement of trained disabled persons in suitable jobs (Sajjad, Joubish & Khurram, 2010).

All above policies evolved the need of proper methodology/models to implement VT in true spirit for the betterment of the PWDs. Vocational training is the preparation for jobs that call for extensive practical experience and training. Disability-suitable and market oriented vocational training, job related training, job placement or self employment opportunity and reasonable accommodation in work place is very much successful package in the world which has really supported to enhance the economic life of PWDs' in many places. Providing vocational training to PWDs is a bit different and complicated than other people since their functional limitations and essential supports needed varies according to disability category and level of severity. So the suitability of training, management of essential environment and appropriate training delivery method or approach are the key factors to be considered while providing vocational or job related training to PWDs. The model and approaches of vocational training also varies as per the country, culture, need and resource; however there are some very commonly practiced approaches or model of trainings as described below (Prasai, 2010).

a) Mainstream model

Government, private sectors or NGO run vocational training centers to provide training for any interested or needy people. These training centers provide quality training and certified trainees as able to work the relevant job or business. In order to mainstream disabled people, the physical infrastructures, rules and regulations, systems, curriculum and evaluation processes provided in training centers should be made disability friendly. The resource persons (trainers) should be also fully oriented about disability issues and capacity of PWDs. Since being inclusive in nature this model is very demanding and effective. Most of the PWDs want to be trained through such types of model.

b) Community based model

Community Based Rehabilitation (CBR) program suggested the best strategies for the overall development, rehabilitation and empowerment of PWDs in the world. One of the key components of CBR is economic empowerment which enhanced the economic participation of PWDs. The economic participation is enhanced by mobilizing the local resource and community's cooperation in the community. This approach provided different types of vocational training to the PWD,s. this training is based on the need of local market. The PWD,s are supported to start the self employment or get relevant job in the local labor market technically and financially. In this CBR model the needy people are also facilitated to include in the locally run mainstream vocational training center.

c) Apprenticeship model

The model provided skill in a particular subject by working with experienced and skilled persons in his/her workshop or workplace. Learning of crafts and trades with experienced people is a very longstanding/ widespread mean of skill development. The model is cost effective good to engage in informal economy. Such types of trainings are very much useful for PWDs who face barriers in accessing formal sectors take such types of trainings very useful.

d) Peer training

In peer training successful business people teach their skills to others. The trainers and trainees are from same background living condition or same disability category in the case of PWDs. There may be a close friendship between trainers and trainees. They both have a good spirit of teaching and learning. The trainee 'we' feelings during training.

e) Group training model

In this method a person learns within the group of people having same training needs. It is a time/resources saving model. Here we may have many groups having same interest involved in same job.

f) Sheltered model

A traditional model where PWDs are kept in specially designed structures and provided different types of vocational training. The trained men are given work in the same shelter and paid for their work. The sheltered workshops market the produced goods. The model is highly expensive and unable to cover the wider population of PWDs. The model is not popular in developing and underdeveloped countries.

The review of the above models implies that each model has its specialties. For example mainstream model considers each and every one to participate, community based model emphasized overall development of the PWDs, the apprenticeship is wonderfully good for skill acquisition, peer training focus the good relations between trainer and trainee, group training model attends the people with similar training needs and sheltered model is considered highly expensive/not popular in developing countries.

Different models for VT are being adopted by the different countries keeping in view their requirements/need in job market. Dual model for VT is the most important and other models adapted its modalities frequently. Mainstream, community based, apprentice ship/peer training, group training and sheltered model of VT are the models adapted by different countries. All these models have their special considerations and benefits for the rehabilitation/VET of PWDs.

Research studies

Research Paper No.10 of Cedefop, (2011) was designed to gather and analyze research evidence on vocational education and Training benefits across the Europe. Main aim of this research seems to collect evidence on the specific benefits of VT at micro, meso and macro levels and to examine the interdependencies of these levels. Both the economic and social benefits of VT are considered and the links between these two types benefits are explored wherever possible. It was a qualitative research based on comparative research results. Data is collected by secondary resources. The countries reported that VT benefits are difficult to allocate to a specific level because they occur simultaneously at different levels of analysis and may reinforce one another. The findings were structured in terms of economic benefits such as; labor market outcomes and enterprise performance and social benefits. It was concluded that the economic benefits of VT are widespread (Cedefop, 2011). There is no universal/singular VT model which may guarantee the maximum benefits. The effects of VT occur at micro, meso and macro level, but all these three levels are strongly interlinked and cannot be disentangle. Positive effects of VT at individual level may guarantee the effects at group and society as a whole. It is also true that positive effects at society level may affect group and individual. Key finding of this research are that few countries in Europe are systematically using research as structural input to their VT policy making.

In Pakistan, policies are framed for the betterment of disabled persons but their implementation remained a problem. Ahmed, Khan & Naseem, (2011) in a study analyzed to confirm exact status of policies and its implementation for special persons in Pakistan, adopted the historical, analytical and comparative approach. They analyzed/probed these educational policies and their implementation status in Pakistan. In Disabled Persons (Employment and Rehabilitation) Ordinance, 1981, it was mentioned that Councils for the Rehabilitation of Disabled persons would be responsible to issue directions to relevant bodies for the implementation of the projects launched by the government. Establishment of training and vocational centers for equipping special persons with necessary skills is also the responsibility of Provincial Councils.

The National Policy for Persons with Disabilities, (2002), emphasis the provision of conducive environment for the realization of the full potential of persons with disabilities. The National Plan of Action for Persons with Disabilities, 2006 proposed the short term measure which includes expanding and reinforcing vocational training,

employment, promoting inclusive education and medical rehabilitation services. The plan identifies that all key reports is the non availability of accurate and reliable data about the magnitude or prevalence of disability in the country and this does not help in proper planning and policy making. It was analyzed in the plan all available legislations/policies/ground realities and found out that policies were not being implemented in true sprits. It can be concluded that policy makers should revisit all the policies and then there should be complete implementation of these policies in true sprits.

Vietnamese government and the resent emphasis on the importance of inclusion of PWDs in training, work and enterprise development especially for women. Str, (2008) conducted a research named mapping report of Vocational Training an EMP employment for people with disabilities in Vietnam basically it was aimed to help international Labor organization for implementation of certain decisions for the welfare and rehabilitation of disabled in Vietnam. The research is basically an over view of organizations representing PWDs as well as services related to vocational training, employment and entrepreneurship for PWDs with special focus to women with disabilities.

In Thailand, the authorities considered VT as important activity. Murray, (1998) in his research titled vocational training of disabled persons in Thailand: a challenge to policy markers under the umbrella of Cornell University ILR School tried to analyze the status of VT of PWDs and commented on the policies/provisions for PWDs in the country. The researcher explained the role of Department of Public welfare (DPW)/Ministry of Labour and public Welfare/East Asia Multidisciplinary. Advisory team (EASMAT) of ILO (international Labor organization). This study included the programs run by the Governmental Organization (GOs), Non-governmental Organizations (NGOs) and Special Schools regarding. Vocational training component included in their cumulus.

The above research studies on VT revealed that in each country, the stake holders are trying hard to enhance the role of vocational training in the successful rehabilitation of PWD,s. Jobs are being specified, curriculums are being designed and methodologies are being finalized so that the VT for PWD,s may be ensured and they should be made beneficial/productive citizens of of their communities. ICT/computer based learning is emphasized in this regard and PWD,s are ensured to work independently so that they may feel high being honorable citizens of their countries.

OBJECTIVES OF THE STUDY

The objectives of the study were:

1. To critically analyze the existing vocational training programs.
2. To prepare a model of vocational training program for disable children.
3. To analyze experts opinions on the proposed model of vocational training program

METHODOLOGY

The study was descriptive in nature. Therefore, survey approach was considered appropriate. After the study of related literature, questionnaire as a tool of research was drafted and was validated and a expert opinion on the model. There was 15 items in a questionnaire. There were only yes and no opinion on the questionnaire. The population (66) of the study comprises of the heads and all vocational instructors of all (11) vocational training rehabilitation centers previously governed by the federal government. The sample of the study comprises of 11 heads and 11 vocational (one head and one Senior instructor) from each vocational training and rehabilitation centre.

RESULTS AND DISCUSSION

Data collected through questionnaires was tabulated and descriptively analyzed on the basis of different statistical tool i.e. percentage and mean score using SPSS.

Table 1: Expert opinion on the model (N=20)

S.N.	Statement	Yes		No	
		f	%	f	%
1	Do you think that Vocational training is helpful for rehabilitation of PWDS?	19	95	01	05
2	Are you satisfied with the present situation of VT for PWDs in the country?	01	05	19	95
3	Is duration period proposed for the training appropriate?	18	90	02	10
4	Do you agree with the structure of this model?	17	85	03	15

5	Do you agree with the procedure of this model?	17	85	03	15
6	Do you consider the model practicable?	18	90	02	10
7	Do you endorse the vocational training plan proposed in this model?	16	80	04	20
8	Do you think that our disabled students will be willing to take VT at the centers through this model?	18	90	02	10
9	Do you think that the model can be generalized for all disabilities?	15	75	05	25
10	Do you think this model will be an extra burden for your institution?	05	25	15	75
11	Do you think extra funds will be needed for the implementation of this model?	05	25	15	75
12	Do you consider this model comprehensive enough for vocational training?	18	90	02	10
13	Do you feel that some extra training is required to the staff for successful implementation of this model?	04	20	16	80
14	Can already working instructors easily manage to adopt this model for the disabled students at their centers?	19	95	01	05
15	Will this model win the fame among the stake holders?	18	90	02	10
	Σ	208	92		
	N (no of statements)	15	15		
	Mean	13.86	6.13		
	Standard deviation (SD)	6.01	5.58		

The table 4.1 shows that 95% respondents opined that VT is helpful for rehabilitation of PWDs and only 5% respondents did not agree with this. Only 5% respondents were satisfied with the current situation of VT for PWDs in the country while 95% were not. 90% respondents considered the duration of period for VT appropriate while only 10% did not think so. 90% respondents are agreed with the structure for the model while 10% did not agree with it. 85% respondents were agreed with the structure & procedure of the model while only 15% were not. 90% respondents considered model practicable while 10% did not think so. 80% respondents endorsed the VT plan in the model while 20% did not endorse it. 90% respondents thought that the students would be willing to get VT through this model while 10% are of opposite view. 75% respondents said that the model could be generalized for all disabilities while 25% did not think so. 75% respondents did not think this model an extra burden while 25% took it as burden. 75% respondents were of the view that no extra funds were required for implementation of the model while 25% had opposite opinion. 90% respondents thought that the model was comprehensive enough for VT while 10% did not think so. 80% respondents opined that no extra training of the staff is required for implementation of the model while 20% thought it required. 95% respondents opined that the working instruction could easily manage to adopt this model in their centers while only 5% had opposite opinion. 90% respondents were of the view that the model would win frame among the stakeholders while 10% did not think so. Mean score of “Yes” was 13.86 while the mean score of “No” was 6.13 and SD for both types of options was 6.01 and 5.58 respectively.

It was found out that most of the respondents (95%) this VT model will be helpful for PWDs. Most of the respondents (95%) were not satisfied with present position of VT for PWDs in the country. Mostly respondents (90%) agreed the period proposed for VT is appropriate. Most of the respondents (90%) agreed with the structure of the proposed model while others not agreed. Mostly (85%) agreed with the procedure while some of them not. Most of the respondents (90%) considered model practicable while some of them do not. Mostly (80%) of the respondents agreed to endorsed the vocational training plan proposed in the model while some do not want. Most of the respondents (90%) of the view that students would be willing to got VT while some of them not. Mostly respondents (75%) thought it could be generalized for all disabilities while some not agreed. Most of the respondents (75%) opined that the model would not be in extra burden for their institutions and it needed not any extra funds for its implementation while others have opposite opinion. Majority of the respondents (90%) considered the model comprehensive enough for vocation training while others do not think so. Mostly respondents (80%) agreed the extra training of staff while others do not. Most of the respondents (95%) were of the view that the already working instructors can easily manage to adopt this model

without any extra training and the students will be willing to get VT through this model while some do not agree. Most of the respondents (90%) hoped that the model would win frame among its stakeholders while others do not think so.

Table 2: Analysis of open ended question (N=20)

Item No.	Statement	Responses	f	%
16	Would you like to suggest certain changes / instructions in this model?	The model should have been proposed disability-wise.	10	50
		The implementation of this model should be through concerned authorities.	06	30
		The vocational rehabilitation centers for disabled must be established in each district headquarters of the country.	04	20
	Mean		6.67	
	Standard deviation (SD)		2.5	

In the response of open ended question, 50% respondents suggested that the model should have been proposed disability-wise. 30% wanted its implementation through concerned authorities. 20% suggested that vocational rehabilitation centers for disabled must be established in each district headquarters of the country.

It was found out that the model should have been proposed disability-wise. Implementation of this model should be through concerned authorities. Vocational training and rehabilitation centers for disabled may be established in each district of the country.

CONCLUSIONS AND DISCUSSION

All models of vocational training, which are being implemented in the different countries of the world have their own strengths/weaknesses keeping in view the local condition/requirements. Dual model of Germany is considered though very successful model for VT but still almost all countries have their reservations about it, owing to their local conditions and requirements. Lack of proper management of the coordination between theory and practice seems the most crucial in this regard. Israeli model for VT still needs adaptation from other countries keeping in view their legislation, policies, plans and infra structure. On the job vocational training models as wonderful advantages of practical nature but lacks theory of the concept. Apprenticeship vocational model also face problems of infra structure and lack of coordination between theory and practice. Proposed model also needs expansion towards all the disabilities/locations/professions meant for/adaptable by the PWDs. ICT implementation in vocational training of PWDs is considered remarkably beneficial and admired at all levels by all stake holders.

The findings of the study revealed that different vocational models/programs implemented in different countries emphasized that proper vocational training is the most important requirement in the process of rehabilitation of PWD world-wide. Technologies are making the things better. Therefore need for proper syllabus and vocational activities is being felt at all levels. Infra structure for vocational training of disable is required. Expansion in provision and trends are needed to be merged with the existing practices. The situation needs special attention of all stake-holders and authorities for up-dation of current practices at the special education centers for the implementation of the Proposed Model of vocational training of disable in the country.

Recommendations

The study recommended that;

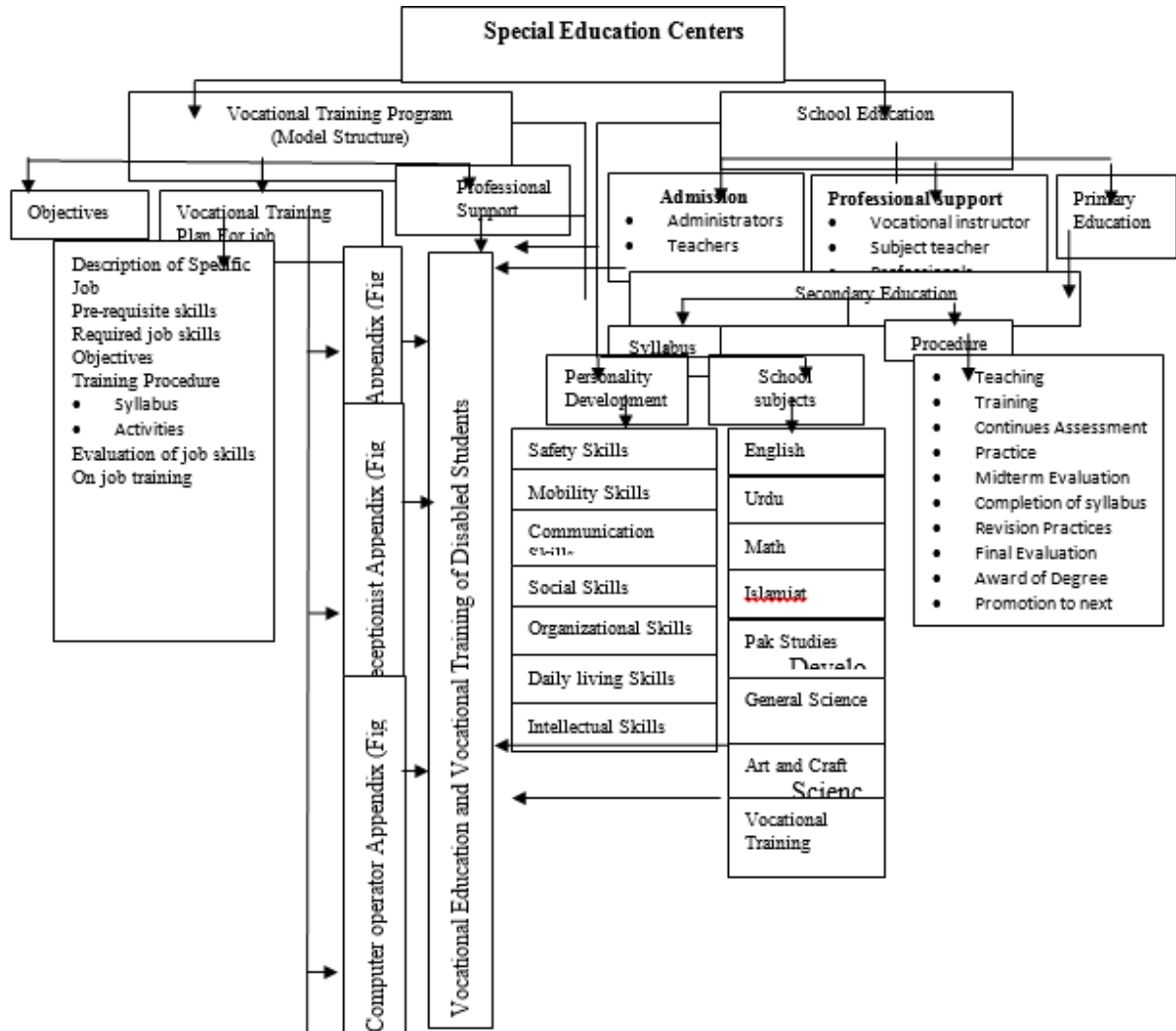
1. Vocational training model on various jobs for specific disabilities may be developed.
2. Vocational training model for after school youth may also be developed on similar pattern.
3. Course curricula of vocational training should be standardized and up-graded.
4. Supported employment should be introduced in Pakistan.
5. An effective vocational assessment should emphasize before enlisting the pre-requisites of the job.
6. The provision on job training should be made available.

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ANNEXURE- A : Pictorial Representation of Proposed Model of Vocational Training Program for Disable

MODEL OF VOCATIONAL TRAINING PROGRAM FOR DISABLE



ANNEXURE—B: Pictorial Representation of Model of Vocational Training Program for Cashier

Vocational Training Plan for the job of Cashier/Receptionist/Computer operator/

