

2. THE METHODOLOGY OF THE MEETING

- 2.1 As outlined in the Introduction to this report, the meeting had a practical orientation. It followed a sequence of discussion and analysis agreed to by the participants at the commencement of the meeting. This sequence can be followed with practical benefit in a variety of developmental situations in Island Developing and other Specially Disadvantaged States.
- 2.2 As Chapter 1 and the extracts from the Country Papers included in this report show, there are development needs across the whole spectrum of the economy and the social fabric of small states. The determination of priorities within the broad sectors of agriculture, industry and services is a matter for political debate and consensus, and the results invariably find expression in national development plans.
- 2.3 Within these broad areas of priority it is necessary to identify specific programmes and projects designed to meet and contribute to the achievement of national development objectives. For example, the development of the fishing industry is important to many small states. To achieve such development will require programmes and projects which may include boat building, net and sail making, the installation of freezer plants, the development of new marketing infrastructures, the improved servicing of fishing equipment and many other components.
- 2.4 For each of these components there will be training implications. Our example of improved servicing of fishing equipment (see Figure 1) and, in particular, the servicing and maintenance of outboard motors (of great importance to the burgeoning fishing industries of small states) allows an extension and mobility of the fishing capacity. However, as the outboard motor is likely to be imported machinery, its working needs must be fully comprehended and met if it is to be used efficiently and economically. Fisherman must know how best to service the machine and must be aware of the availability and cost of spare parts. Each of these concerns has training implications. How is this information to be imparted and by whom? What sort of training response is appropriate and available? How can indigenous training skills be utilised to fullest effect?
- 2.5 In Figure 1 this example is analysed in a series of identification stages. Whilst treated sequentially the nine stages are all preparatory to the implementation of a training programme in order to develop a national training response to a developmental need.
- 2.6 This identification process forms the basis for the analysis of innovation in technical and vocational education and training in the rest of this report.

FIGURE I

INNOVATION IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING -
NEEDS, RESPONSE AND POTENTIAL

1. Identification of development priority e.g. The fishing industry
2. Identification of specific development needs e.g. The operation, servicing and maintenance of outboard motors on fishing boats
3. Identification of existing training e.g. Informal training among fishermen.

Extension services by the fisheries officer.

School based evening courses.

Technical college extension courses.

Ministry of Works training courses.

Initial training advice by manufacturers' agent.
4. Identification of improved training response using existing indigenous training skills e.g. Mobile training team running short courses in fishing villages composed of a technical college lecturer, an experienced fisherman, the manufacturers' agent and a fisheries extension officer.
5. Identification of existing management processes e.g. Hierarchical management structures in ministries, colleges and companies - relatively inflexible in meeting specific development needs as they arise.
6. Identification of improved management processes using indigenous experts e.g. Co-ordinated management of a mobile fisheries training team by a college or ministry drawing upon the widest possible range of indigenous training skills.
7. Learning from others e.g. Training courses for village fishermen (such as at the

Tarawa Technical Institute,
Kiribati, South Pacific).

8. Designing innovative
training programmes

e.g. A mobile training team to
train fishermen in the
operation, servicing and
maintenance of outboard
motors.

- targets group
- detailed objectives
- strategies to gain
social acceptance
- training methodology
- finance
- operational needs
- co-ordination of all
training resources
- resource implications/
outside assistance
- evaluation

9. Identifying forms of regional
and international co-operation
to complement and reinforce
the national training effort

e.g. Short-term attachments to the
team of advisers from
within the region.

Short-term attachments for
team members to institutions
and programmes within the
region and beyond.

Financial support for the
development of training
resources and equipment.