

8th December 1988

Mr Lee Kat Kan
Assistant Director
(Training) Public Service Division
Ministry of Finance

Dear Mr Lee Kat Kan

TECHNICAL FOLLOW-UP TEAM FOR JICA EX-PARTICIPANTS OF
GROUP TRAINING COURSE IN VOCATIONAL TRAINING STAFF
(AUTOMOTIVE ENGINEERING & PLASTIC WORKING & WELDING ENGINEERING)

I would like to express my sincere thanks for your kindness and hospitality extended to us in sparing your valuable time when we called on you in connection with the follow-up service for the ex-participants who took part in the Group Training Course in Vocational Training Staff (Automotive Engineering and Plastic Working & Welding Engineering).

It was a useful opportunity for us to know the real situation as well as to observe and study the facilities and equipment for the institutes related to vocational training in your country.

We are also very much pleased to know that ex-participants are positively engaged in the improvement of vocational training.

Based on our meetings and discussions with ex-participants and persons concerned, we have made a report and submit it to you for your kind reference.

I wish to extend my greatest gratitude to you again and I hope the close relationship between us will be further enhanced.

Sincerely yours

Tetsugoro Muramoto

TETSUGORO MURAMOTO
Team Leader
Follow-up Team of Group Training Course
in Vocational Staff
Japan International Cooperation Agency

- cc : (1) Dr Law Song Seng
ph D. FIES. PPA
Director,
Vocational & Industrial Training Board
- (2) Mr Kenichi Sado
First Secretary
Embassy of Japan, Singapore
- (3) Mr Mitsuo Ishizaki
Resident Representative,
JICA Singapore Office

Summary Report by the Follow-up Team of the Group Training Course
in Vocational Training Staff.

1. Background

The Group Training Course in Vocational Training Staff has been started in fiscal year 1963 by the Government of Japan as a part of Technical Cooperation Programmes for developing countries.

Japan International Cooperation Agency (JICA) is responsible for both planning and implementation of the course in collaboration with the Ministry of Labour, Employment Promotion Projects Corporation (EPPC) and Institute of Vocational Training (IVT).

In fiscal year 1988, 49 participants from 21 countries have attended the Course covering seven fields of trade, viz., Mechanical Engineering, Electrical Engineering, Electronic Engineering, Wooden Article Engineering, Automotive Engineering, Plastic Working & Welding Engineering, Architecture Engineering.

Purpose of the Course is to provide an opportunity of refreshing and upgrading training for vocational instructors in developing countries through lectures, discussions, practice and observations so that they may improve their teaching competence and play a more important role in their profession after returning to their respective countries.

With this background, the Follow-up Team for this Course was dispatched to Singapore with its members consisting of :

Dr. TETSUGORO MURAMOTO	Professor, Plastic Working & Welding Engineering Course The Institute of Vocational Training EPPC (Team Leader)
Mr. KATSUYA SHIBANUMA	Associate Professor, Automotive Engineering Course The Institute of Vocational Training EPPC
Mr. HIROSHI HASHIURA	Deputy Head, General Affairs Division Hachioji International Training Centre, JICA (Coordinator of the Team)

2. Objectives

The objectives of the Team were as follows :

- (1) Interviewing ex-participants of the Group Training Course in Vocational Training Staff mainly in the field of Automotive Engineering and Plastic Working & Welding Engineering.
 - (a) to see how they are getting along nowadays.
 - (b) to the extent of utilization of what they have acquired in Japan.
 - (c) to ask their opinions and suggestions for further improvement of the Course.
- (2) Investigating the present situation of the ex-participants especially in the field of Automotive Engineering & Plastic Working & Welding Engineering for the purpose of further programme improvement.
- (3) Holding a seminar to present current topics on vocational training in Plastic Working & Welding Engineering and Automotive Engineering.

Title : (1) Topics on Automatic Welding and its application.

- (2) Safety of Motor vehicles (Occupant's Safety by use of variable Energy absorbing Bumpers) and Mechanism of Motor Vehicles (Steering System. etc.)

3. Methods

To attain these objectives, the Team took the following procedures.

- (1) A Questionnaire was sent in advance to each ex-participant and a meeting with them was held on the basis of their answers when the Team visited the country.
- (2) The Team met ex-participants individually or as a group, to hear directly of their jobs after returning from Japan, relationship between the Course contents and their jobs, and frank comments and suggestions for future improvements of the Course implementation.
- (3) The Team visited some organizations and vocational training institutes concerned.

4. Itinerary of the Team

- Dec 4 (Sun) : Arrival in Singapore.
- Dec 5 (Mon) : Meeting with JICA office and Embassy of Japan.
Courtesy call to Public Service Division, Ministry of Finance.
- Dec 6 (Tue) : Courtesy call on Dr Law Song Seng
Director, Vocational & Industrial Training Board.
Visit to Pasir Panjang Vocational Institute
(for Welding Engineering Course).
Visit to Ang Mo Kio Vocational Institute
(for Automotive Engineering Course).
- Dec 7 (Wed) : Interview and Discussion with ex-participants.
Seminar
(1) Topics of Automatic Welding and its application.
(2) Safety of Motor Vehicles and Mechanism of Motor Vehicles etc.
- Dec 8 (Thu) : Reporting to JICA office etc.
Friendship Party.
- Dec 9 (Fri) : Departure from Singapore.

5. Comments and suggestions received from ex-participants

- (1) Knowledge and Techniques acquired in the course have been effectively utilized in their respective jobs after returning to Singapore.
- (2) More time should be allocated to practical training applicable to vocational institution level for the future training programme.
- (3) A number of ex-participants request to have the other opportunity to visit Japan for further up-grading techniques.
- (4) Educational and professional levels of participants are suggested to be as uniform as possible.
- (5) Latest technical information and periodicals are requested to be continuously sent to them as one of follow-up services.
- (6) Existing Plastic Working & Welding Engineering course should be divided into two courses to attain better results in the respective field.
- (7) Latest computer technology should be taught in the Automotive Engineering course etc.

6. General Impression

The Team visited Singapore from December 4th, 1988 to December 8th, 1988 for 5 days.

Though the duration of the stay was quite limited, the Team was deeply impressed to see the ex-participants contributed actively to the development of your country.

This visit was also a precious chance to directly exchange views and opinions for further improvement of the course.

After we return to Japan, we will make the recommendation for the improvement of the course on the basis of the experience to this visit.

Finally, we sincerely request for the more support and cooperation to the implementation of the course, which is a part of technical cooperation programmes between both countries.

(3) インドネシア関係機関に提出した所見

16th December, 1988

Mr. Darwanto
Secretary General
Ministry of Man Power

Dear Mr. Darwanto,

TECHNICAL FOLLOW-UP TEAM FOR JICA EX-PARTICIPANTS OF
GROUP TRAINING COURSE IN VOCATIONAL TRAINING STAFF
(AUTOMOTIVE ENGINEERING & PLASTIC WORKING & WELDING ENGINEERING)

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TETSUGORO MURAMOTO
Team Leader
Follow-up Team of Group Training Course
in Vocational Staff
Japan International Cooperation Agency

- cc : (1) Mr. Ismail Sumaryo
Director-General of Man Power
Development and Placement
Ministry of Man Power
- (2) Mr. Kenji Kasai
Second Secretary
Embassy of Japan, Indonesia
- (3) Mr. Yasuo Kitano
Resident Representative,
JICA Indonesia Office

Summary Report by the Follow-up Team of the Group Training Course in Vocational Training Staff.

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Plastic Working & Welding
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Automotive Engineering Course
The Institute of Vocational Training
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Mr. HIROSHI HASHIURA Deputy Head,
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- (3) The Team visited some organizations and vocational training institutes concerned.

4. Itinerary of the Team

Dec 9 (Fri) : Arrival in Indonesia.

Dec 10 (Sat) : Meeting with JICA office.

Dec 11 (Sun) : LV. Jakarta, Ar. Yogyakarta.

Dec 12 (Mon) : Visit to Balai Latihan Kerja, Yogyakarta Interview and Discussion with ex-participants etc.

Dec 13 (Tue) : Interview and Discussion with ex-participants.

LV. Yogyakarta Ar. Jakarta.

Dec 14 (Wed) : Courtesy call on Secretary General, Ministry of Man Power.

Visit to CEVEST.

Visit to Balai Latihan Kerja Jakarta and Balai Latihan Kerja Las Jakarta.

Dec 15 (Thu) : Seminar

(Opening Ceremony)

(1) Topics of Automotive Welding and its application

(2) Safety of Motor Vehicles and Mechanism of Motor Vehicles etc.

Question and Answer Session

Interview and Discussion with ex-participants.

Dec 16 (Fri) Reporting to JICA Office etc.

Departure from Indonesia.

5. Comments and suggestions received from ex-participants

(1) Knowledge and Techniques acquired in the course have been effectively utilized in their respective jobs after returning to Indonesia.

(2) More time should be allocated to practical training applicable to vocational institution level for the future training programme.

(3) A number of ex-participants request to have the other opportunity to visit Japan for further up-grading techniques.

(4) Educational and professional levels of participants are suggested to be as uniform as possible.

- (5) Latest technical information and periodicals are requested to be sent to them as one of follow-up services.
- (6) Existing Plastic Working & Welding Engineering course should be divided into two courses to attain better results in the respective field.

6. General Impression

The Team visited Indonesia from December 9, 1988 to December 16, 1988 for 8 days.

Though the duration of the stay was quite limited, the Team was deeply impressed to see the ex-participants contributed actively to the development of your country.

This visit was also a precious chance to directly exchange views and opinions for further improvement of the course.

After we return to Japan, we will be make the recommendation for the improvement of the course on the basis of the experience to this visit.

Finally, we sincerely request for the more support and cooperation to the implementation of the course, which is a part of technical cooperation programmes between both countries.

4. 持ち帰り資料一覧

(Sri Lanka分)

- (1) TRAINING PROGRAMME FOR National Certificate in Engineering Craft Practice, GAS AND ARC WELDER
- (2) LABOUR IN SRI LANKA A DECADE OF PROGRESS
- (3) FOREMAN TRAINING INSTITUTE
- (4) UNIVESITY GRANTS COMMISSION SRI LANKA
- (5) The University Grants Commission & The Universities of Sri Lanka
- (6) MINISTRY OF HIGHER EDUCATION (86~87 & 87~88)
- (7) PROGRESS OF TECHNICAL EDUCATION
- (8) BUDDHASRAWAKA
DHARMAPITHAYA
Bhikkhu University
- (9) THE NATIONAL YOUTH CENTRE

(Singapore分)

- (1) PROSPECTUS
Diploma in Applied Arts
Industrial Technician Certificate in Business Studies
- (2) PROSPECTUS
ANG MO KIO VOCATIONAL INSTITUTE
- (3) PROSPECTUS
Pasir Panjang Vocational Institute
- (4) PROSPECTUS
Preliminary Cetificate in Business Studies etc
- (5) PROSPECTUS
Industrial Technician Certificate Courses etc.
- (6) Testing and Certification System
Vocational and Industrial Training Board
- (7) PROSPECTUS
Most Modular Skills Training
- (8) PROSPECTUS 1988
Part-Time Continuing and Training Courses

(9) ANNUAL REPORT, 86~87

Vocational & Industrial Training Board

(10) Vocational Training in Singapore Dr. Law Song Seng

August 1988

(Indonesia分)

(1) (CEVEST)

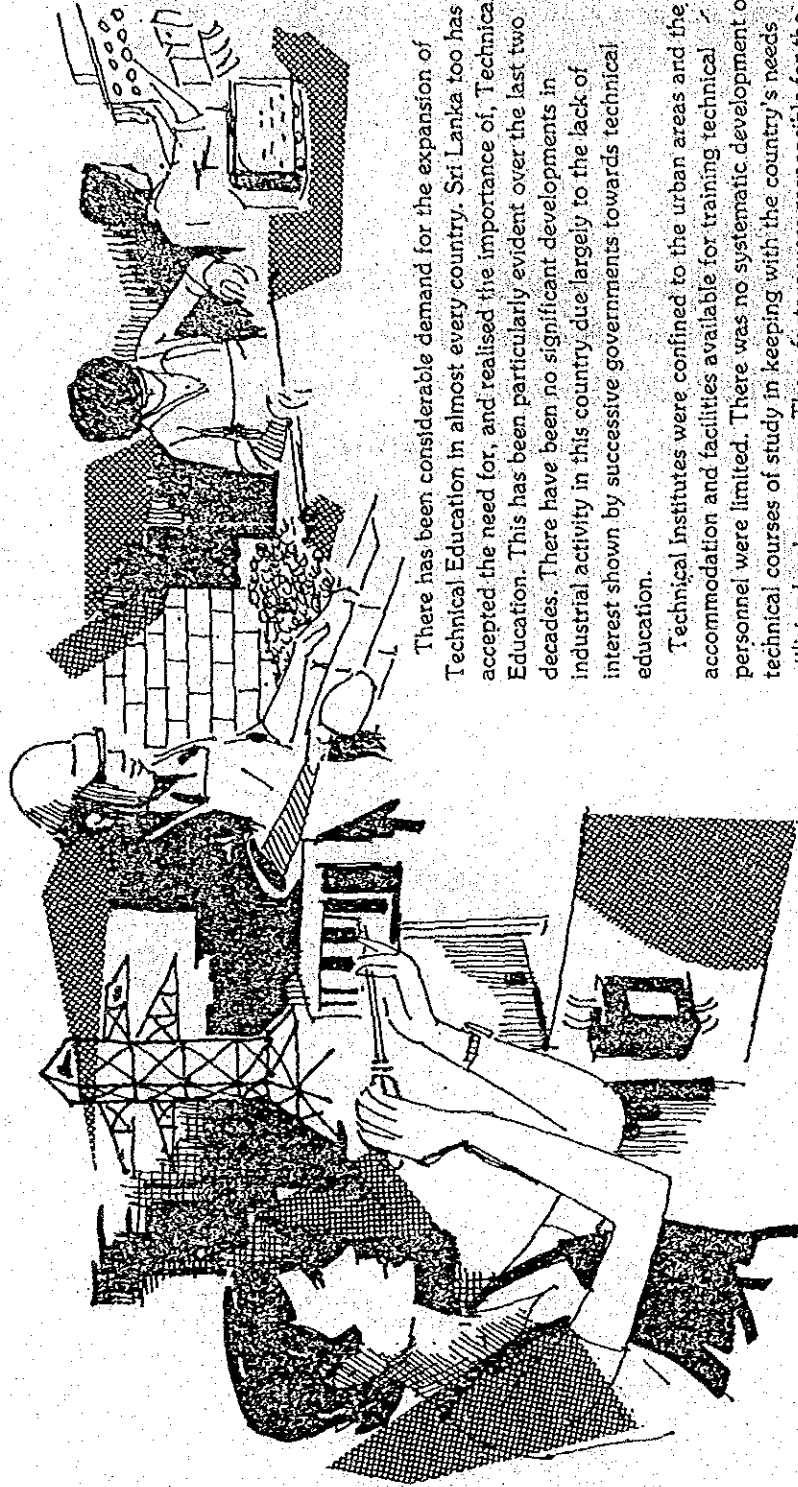
The Center for Vocational and Extension Service Training

Human Resources Development Project in Indonesia

(2) CEVEST案内(職業訓練指導員)

(3) Vocational Training Institute, Yogyakarta

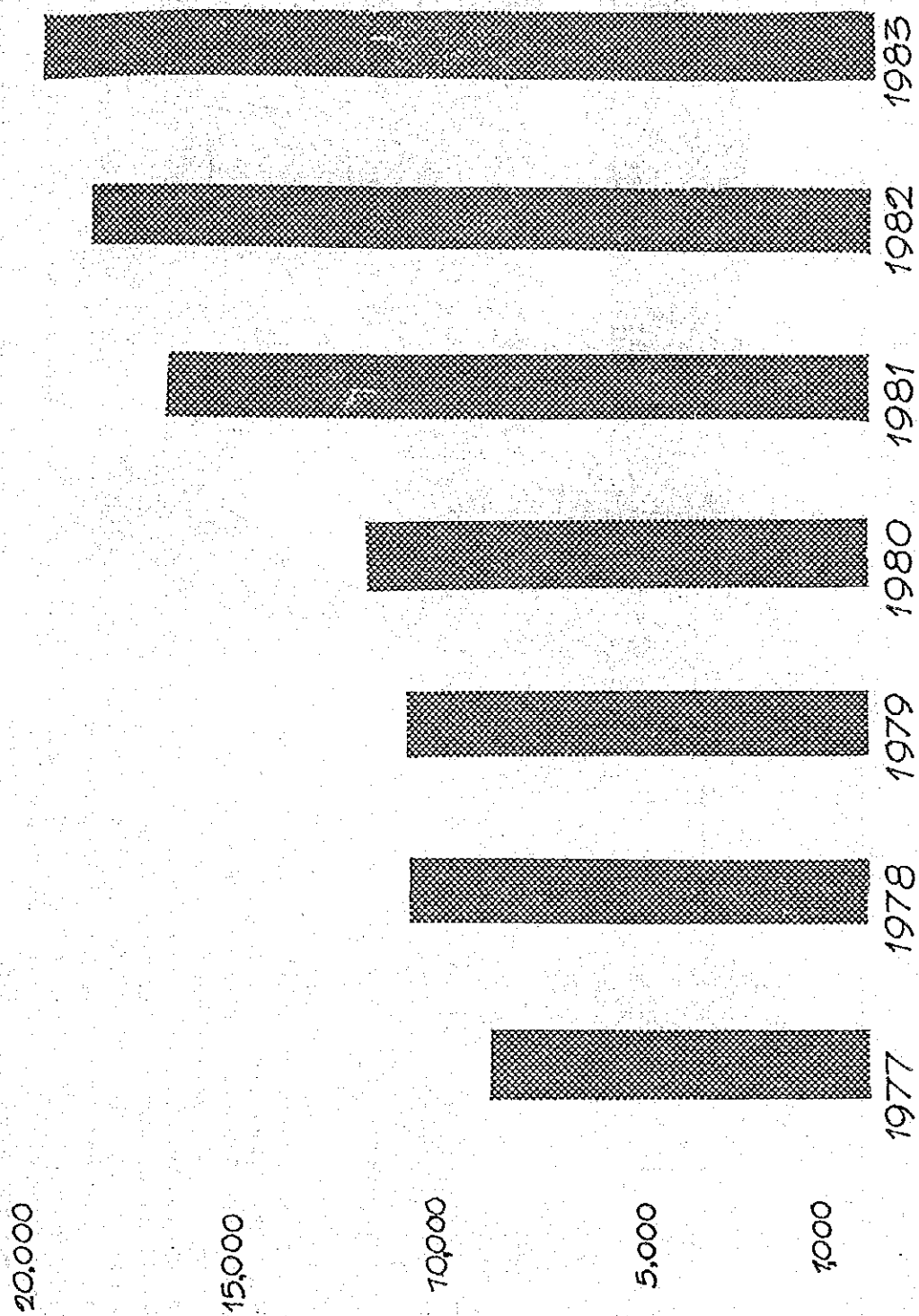
Demand for Technology



There has been considerable demand for the expansion of Technical Education in almost every country. Sri Lanka too has accepted the need for, and realised the importance of, Technical Education. This has been particularly evident over the last two decades. There have been no significant developments in industrial activity in this country due largely to the lack of interest shown by successive governments towards technical education.

Technical Institutes were confined to the urban areas and the accommodation and facilities available for training technical personnel were limited. There was no systematic development of technical courses of study in keeping with the country's needs, utilizing local resources. These factors were responsible for the very low level of technical education in the country.

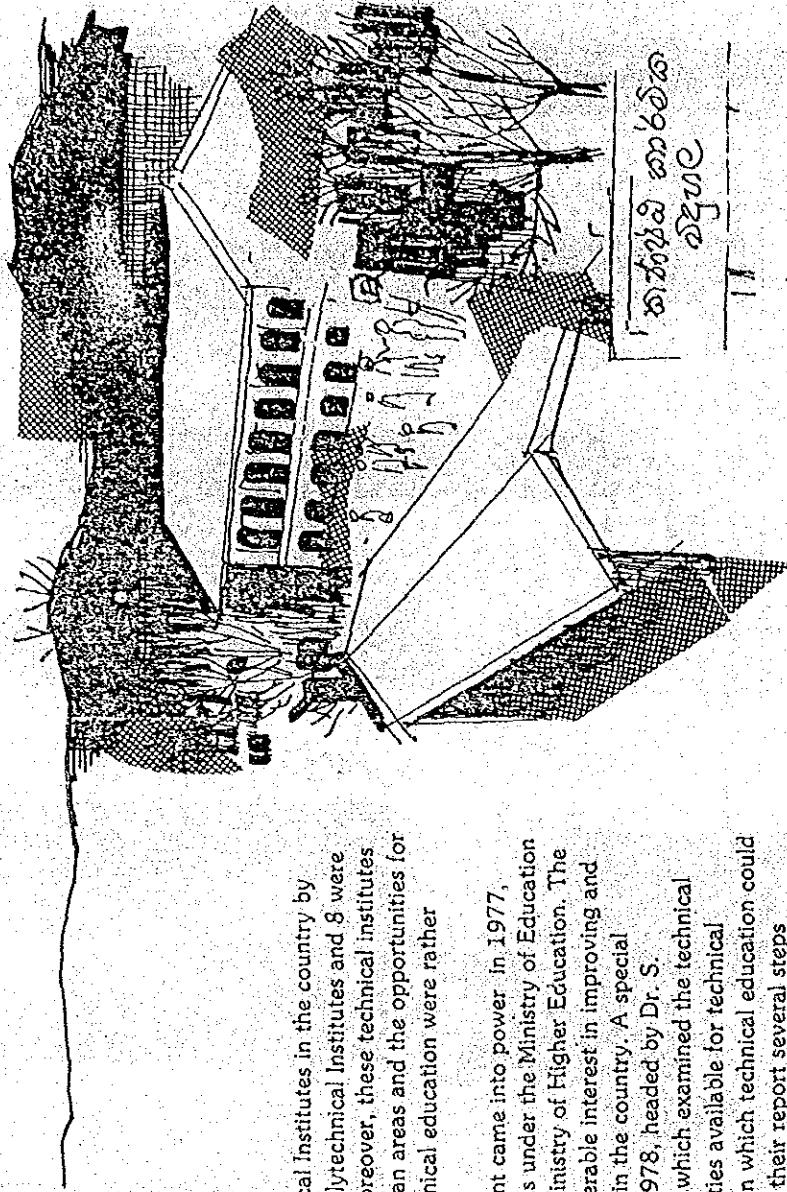
Number of students of Technical Institutes in Sri Lanka



Limited Facilities

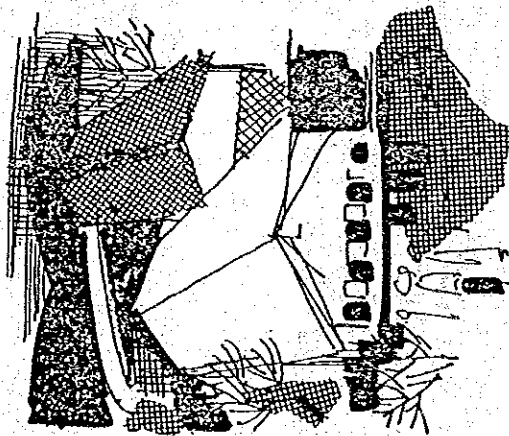
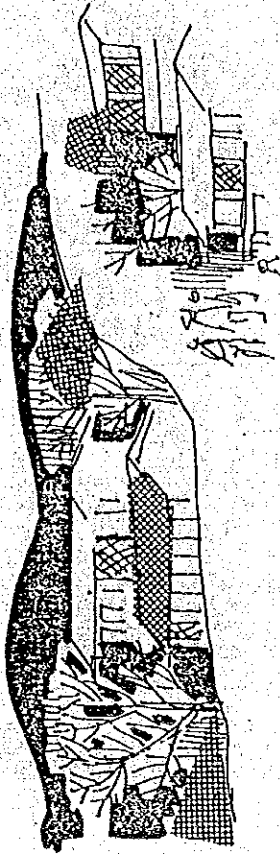
There were only 15 Technical Institutes in the country by 1977, out of which 7 were Polytechnical Institutes and 8 were Junior Technical Institutes. Moreover, these technical institutes were established mainly in urban areas and the opportunities for rural students to obtain a technical education were rather limited.

After the present Government came into power in 1977, Technical Education, which was under the Ministry of Education till then, was assigned to the Ministry of Higher Education. The Government has shown considerable interest in improving and expanding technical education in the country. A special Committee was appointed in 1978, headed by Dr. S. Gnanalingam. This Committee which examined the technical needs of the country, the facilities available for technical education as well as the ways in which technical education could be improved, recommended in their report several steps necessary to upgrade technical education. Many of those recommendations have been implemented.



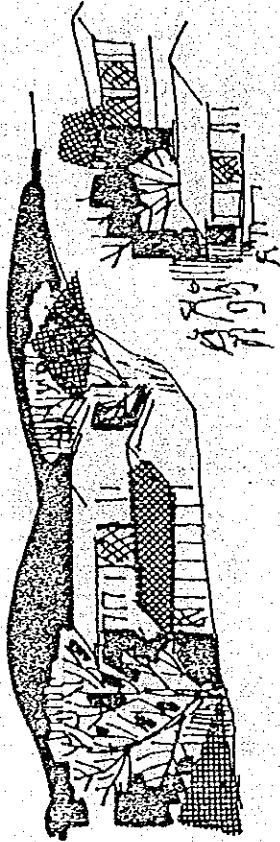
Technical Institutes all over the Country

One of the recommendations of the Committee was the establishment of Technical Institutes in every District. Twelve (12) Technical Institutes have been established in various parts of the island during the last seven years. Of the newly established Technical Institutes, one (1) is a Polytechnical Institute, six (6) are Technical Institutes and five (5) are Affiliated Technical Institutes. Thus, the number of technical institutions has now increased up to 27.



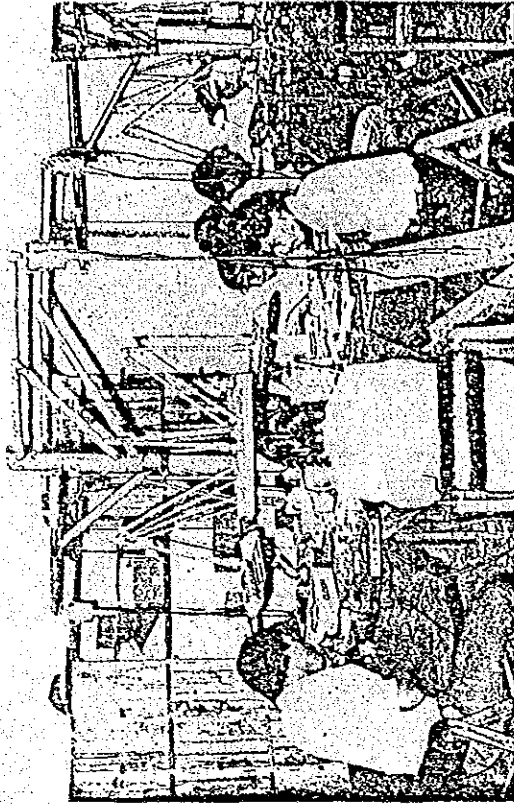
New Building declared open by His Excellency the President for A. T. U. Bellata

Technical Institutes all over the Country

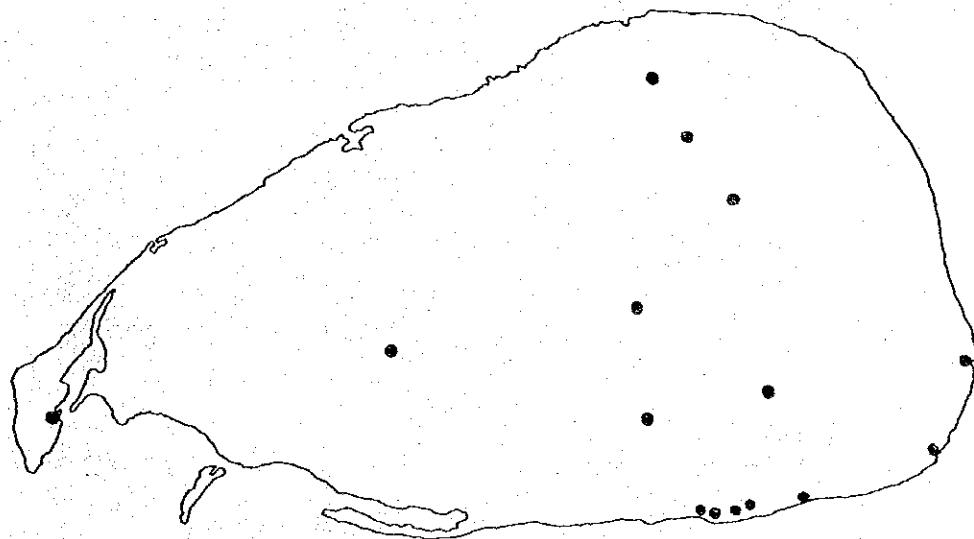


With the improvement of facilities for technical education in the country and the availability of job opportunities, locally and abroad, in the technical field there has been an increase in the number of students interested in acquiring technical knowledge. The Government has therefore taken the necessary measures to revise and modernize technical courses as well as to introduce new courses to suit the needs of the times. The new technical courses that are being very satisfactorily conducted at several Technical Institutes in the country include basic electronics, jewellery designing, conducted with assistance from the Belgian Government, air-conditioning and refrigeration, installation of antennae, and secretarial practice.

Apart from these, the courses in several aspects of building construction sponsored by the Ministry of Local Government, Housing and Construction under the Construction Industry Training Programme (CITP) are being conducted very satisfactorily at several technical institutes in various parts of the country.



Number of Technical Institutes in Sri Lanka-1977



Polytechnical Institutes

1. Sri Lanka Technical College, Maradana (1894)
2. The Polytechnical Institute, Galle (1957)
3. The Polytechnical Institute, Jaffna (1959)
4. The Polytechnical Institute, Kandy (1959)
5. The Polytechnical Institute, Badulla (1962)
6. The Hardy Senior Technical Institute, Amparai (1967)
7. The Polytechnical Institute, Dehiwela (1967)

Junior Technical Institutes:

8. The Junior Technical Institute, Kegalle (1964)
9. The Junior Technical Institute, Kurunegala (1965)
10. The Junior Technical Institute, Anurachapura (1965)
11. The Junior Technical Institute, Ratmalana (1967)
12. The Junior Technical Institute, Kalutara (1974)
13. The Junior Technical Institute, Sammanthurai (1974)
14. The Junior Technical Institute, Matara (1974)
15. The Junior Technical Institute, Ratnapura (1975)

Number of Technical Institutes in Sri Lanka-1984

Polytechnical Institutes

1. Sri Lanka Technical College, Maradana (1894)
2. The Polytechnical Institute, Galle (1957)
3. The Polytechnical Institute, Jaffna (1959)
4. The Polytechnical Institute, Kandy (1959)
5. The Polytechnical Institute, Badulla (1962)
6. The Hardy Senior Technical Institute, Amparai (1967)
7. The Polytechnical Institute, Dehiwela (1967)
8. The Polytechnical Institute, Warakapola (1978)

Junior Technical Institutes

9. The Junior Technical Institute, Kegalle (1964)
10. The Junior Technical Institute, Kurunegala (1965)
11. The Junior Technical Institute, Anuradhapura (1965)
12. The Junior Technical Institute, Ratmalana (1967)
13. The Junior Technical Institute, Kalutara (1974)
14. The Junior Technical Institute, Sammanthurai (1974)
15. The Junior Technical Institute, Matara (1974)
16. The Junior Technical Institute, Rainapura (1975)
17. The Junior Technical Institute, Mattakkuliya (1978)
18. The Junior Technical Institute, Kuliyaipitiya (1978)
19. The Junior Technical Institute, Homagama (1979)
20. The Junior Technical Institute, Nuwara-Eliya (1979)
21. The Junior Technical Institute, Hasalaka (1981)
22. The Junior Technical Institute, Dambulla (1982)

Affiliated Technical Units

23. Affiliated Technical Unit, Pathadumbura (1978)
24. Affiliated Technical Unit, Beliatta (1980)
25. Affiliated Technical Unit, Balapitiya (1982)
26. Affiliated Technical Unit, Wariyapola (1982)
27. Affiliated Technical Unit, Batticaloa (1983)



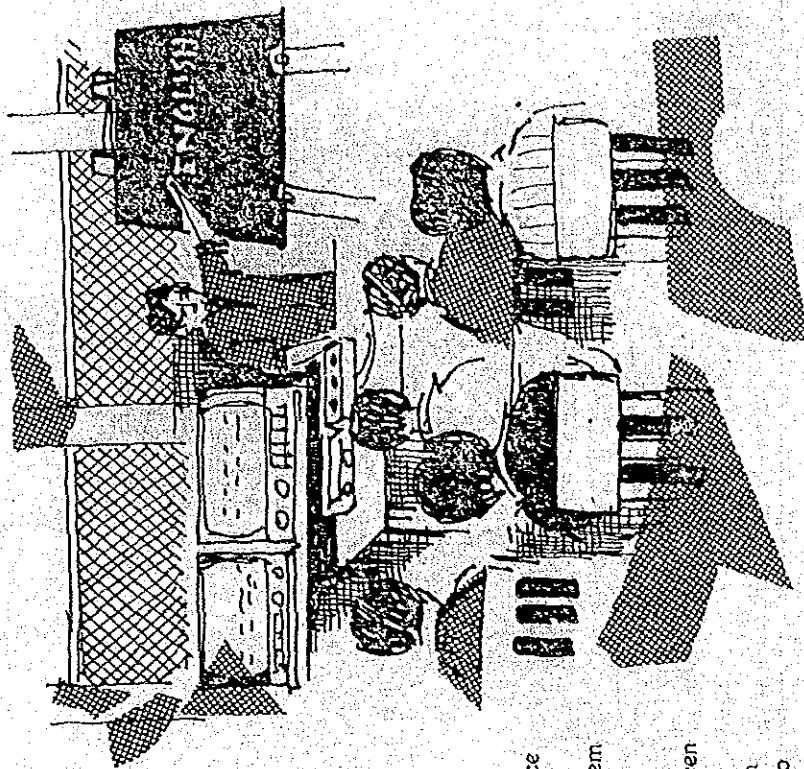
Needs of the Times



The Ministry of Higher Education has taken a special interest to introduce short-term courses to train more personnel in a short time in place of out-dated courses, in keeping with the needs of modern times. Another objective is to encourage students following short-term courses such as air-conditioning and refrigeration and installation of antennae to be trained for self-employment.

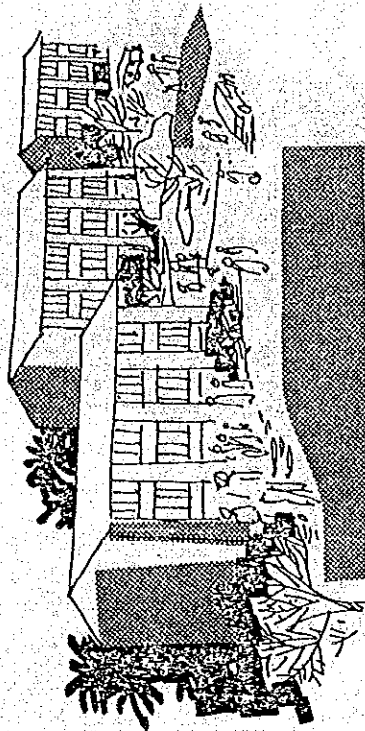
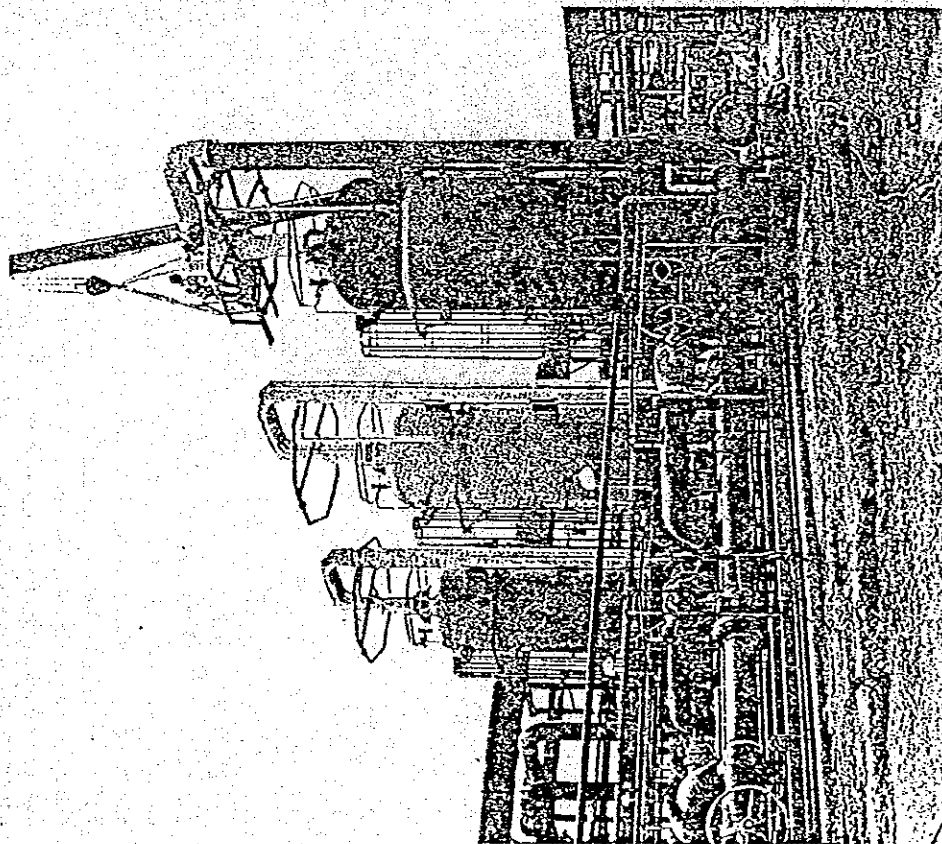
More part-time evening and week-end courses have been introduced to help employed persons to follow such courses of studies.

Knowledge in English Language and Skills



A regular programme has been organised with the assistance of the British Council to improve the knowledge in English of students receiving technical education. This would open to them the doors for foreign employment. Under this programme, known as the English for Specific Purposes (ESP) Programme, the teaching of English language at Technical Institutes has been organised methodically and a large number of instructors in English have been trained both locally and abroad. The British Council has provided the services of a number of volunteers to carry out this work.

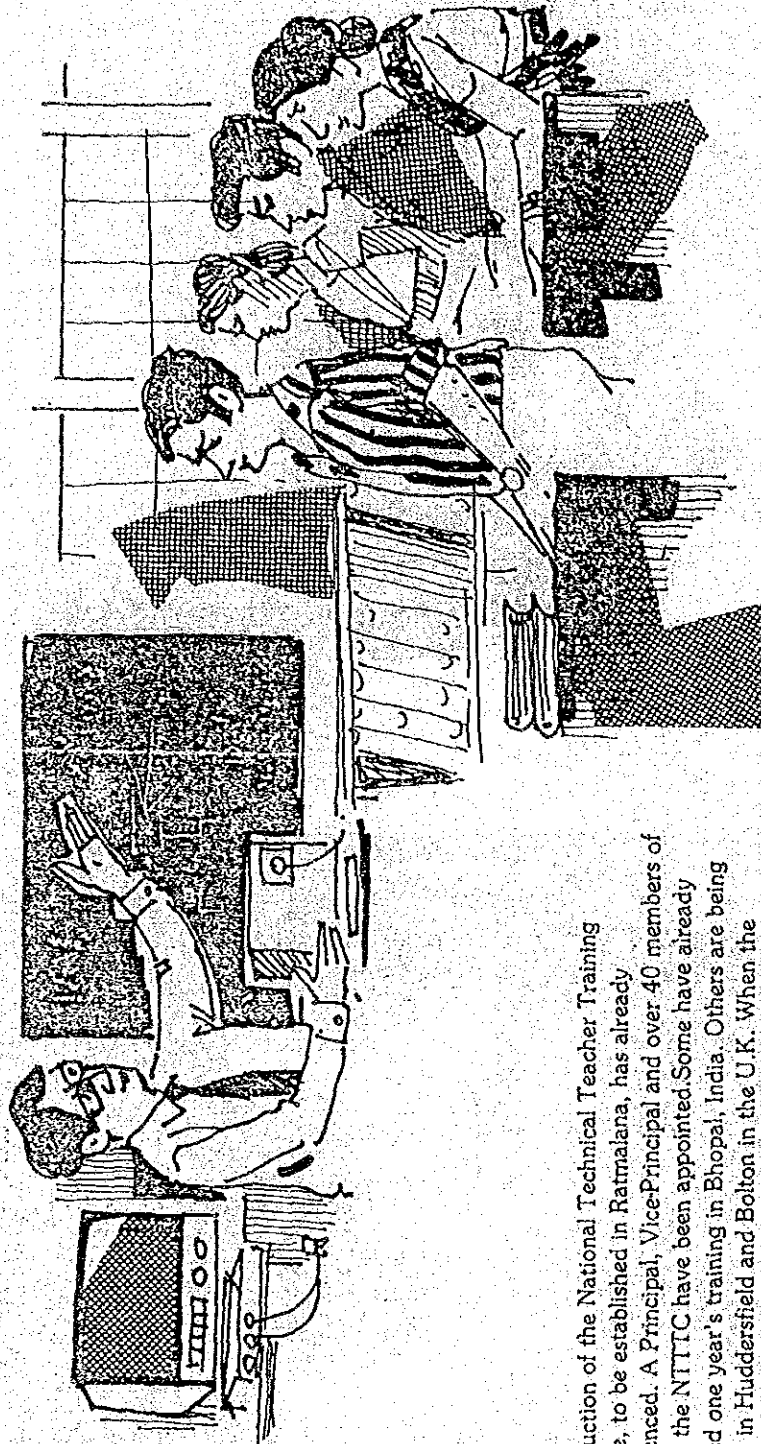
Technical Education Project



The Technical Education Development Project funded jointly by the Asian Development Bank (ADB), the United Nations Development Programme (UNDP), and the Swedish International Development Authority (SIDA) is another special project initiated by the present government for improving Technical Education. This project, which is estimated to cost over Rs. 500 million, will be implemented from 1983 - 86 in three phases. It is now well under way.

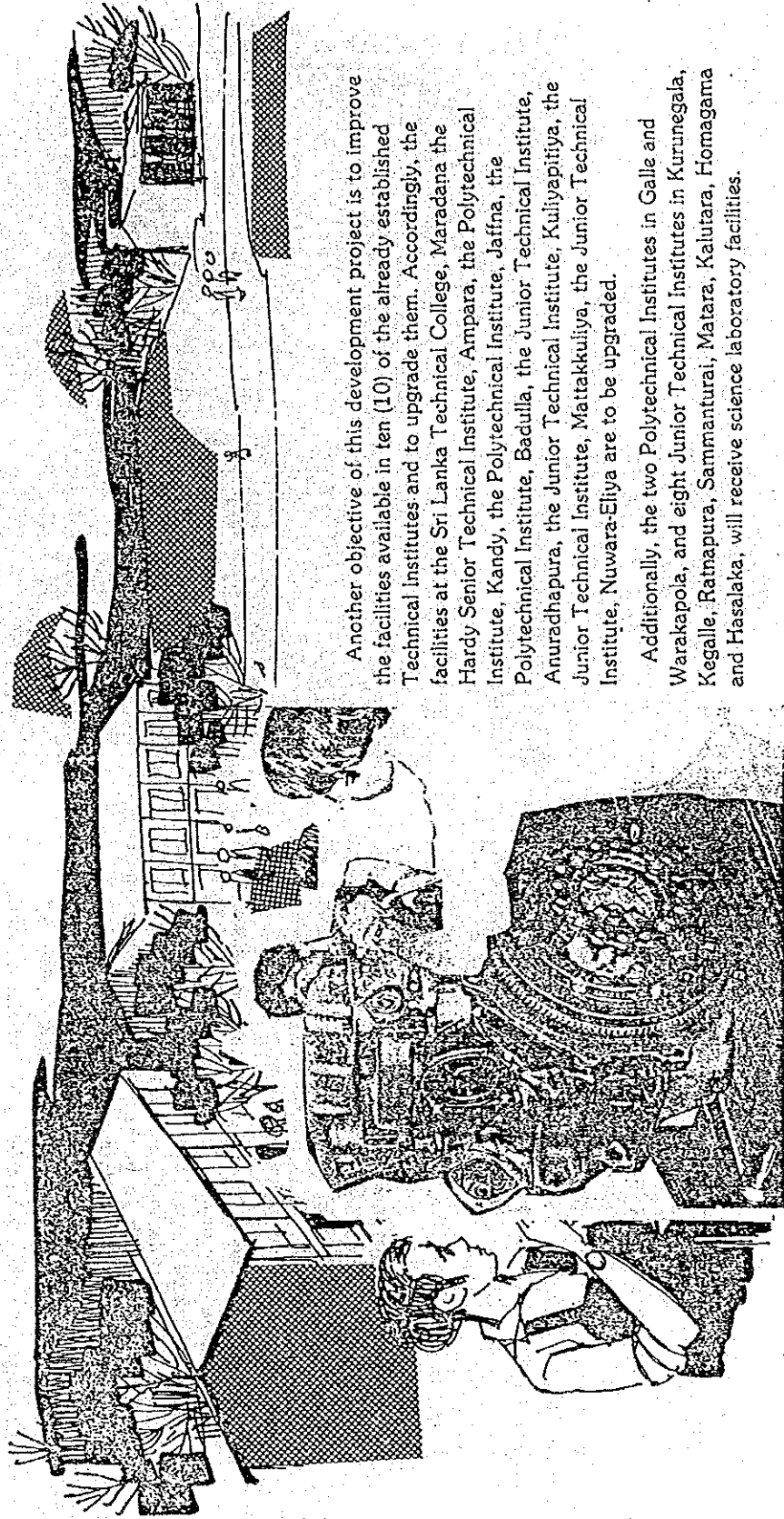
Among the main activities of this Project is the establishment of National Technical Teacher Training College (NTTTC) for training teachers in the technical institutes in the technician, craft and commerce fields.

National Technical Teacher Training College (NTTTC)



Construction of the National Technical Teacher Training College, to be established in Ratmalana, has already commenced. A Principal, Vice-Principal and over 40 members of staff in the NTTTC have been appointed. Some have already received one year's training in Bhopal, India. Others are being trained in Huddersfield and Bolton in the U.K. When the NTTTC has been established, it is expected to be able to train about 150 instructors annually.

Increased Facilities



Another objective of this development project is to improve the facilities available in ten (10) of the already established Technical Institutes and to upgrade them. Accordingly, the facilities at the Sri Lanka Technical College, Maradana, the Hardy Senior Technical Institute, Ampara, the Polytechnical Institute, Kandy, the Polytechnical Institute, Jaffna, the Polytechnical Institute, Badulla, the Junior Technical Institute, Anuradhapura, the Junior Technical Institute, Kuliyaipitiya, the Junior Technical Institute, Mattakkuliya, the Junior Technical Institute, Nuwara-Eliya are to be upgraded.

Additionally, the two Polytechnical Institutes in Galle and Warakapola, and eight Junior Technical Institutes in Kurunegala, Kegalle, Ratnapura, Sammanturai, Matara, Kalutara, Homagama and Hasalaka, will receive science laboratory facilities.

Evaluation Centre

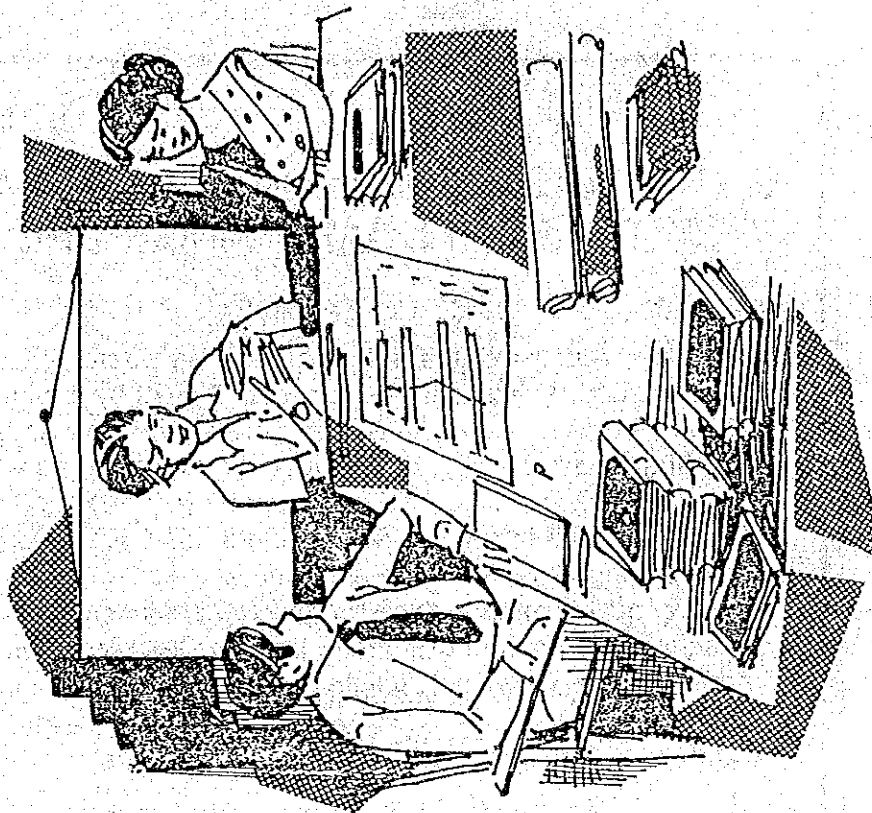


Another objective of this Project is curricula revision and development. A Curriculum Development Unit will be set up. Modernizing some of the technical courses conducted at present to suit the present day requirements is another objective. The Evaluation Unit to be established will assess student performance and also validate course material.

Measures are being taken to systematically collect and maintain data and statistics relating to Technical Education.

A Media Resources unit will be set up for the development of teaching/learning resources. The Technical Education Project which covers a period of five years will be implemented in three phases and a Project Implementation Unit (PIU) has been established at the Sri Lanka Technical College, Maradana.

Consultative Committee



With the objective of improving the administration of Technical Institutes, District Consultative Committees have been established. These committees enable students, teachers, parents and the residents of the locality to participate in discussions to improve the teaching in these Institutes and to make their administration more efficient.

At present, about twenty thousand students are being trained in various technical fields at the Technical Institutes located throughout the island. But, the large numbers of applications received annually is proof that more than double this number would wish to be trained in technical spheres. The facilities available at the Technical Institutes at present are limited and all applicants cannot be admitted. However, the aim of the present Government is to provide facilities in technical institutions in the near future to all those who seek admission.

6 THE VOCATIONAL AND INDUSTRIAL TRAINING BOARD, SINGAPORE

1 The Vocational and Industrial Training Board (VITB) is a statutory board. It was formed on 1 April 1979 by the amalgamation of the Adult Education Board and the Industrial Training Board.

2 The VITB is the national authority and agency for the development, provision and administration of vocational training in Singapore. Its main function is to provide training to school-leavers and workers in industry. School-leavers are normally trained through full-time courses while workers and other adult learners are trained through part-time or Continuing Education & Training (CET) courses.

3 Courses offered by the VITB, both full-time and part-time, cover a wide area ranging from industrial and commercial to service and academic.

4 The courses are conducted in the VITB's 16 training institutes and a number of Ministry of Education schools.

5 Full-time courses offered come under the following types:

- **Diploma in Applied Arts Courses**
These three-year courses train persons with the General Certificate of Education Ordinary (GCE 'O') for employment at the sub-professional level.
- **Industrial Technician Certificate (ITC) Courses**
These courses for GCE 'O' and General Certificate

THE VOCATIONAL AND INDUSTRIAL
TRAINING BOARD

of Education (GCE 'N') holders prepare trainees to be technicians and junior supervisors. The training duration is two years.

- **Certificate in Business Studies (CBS) Courses**
These two-year courses for GCE 'O' and GCE 'N' holders develop trainees into competent accounts and secretarial personnel.
- **Preliminary Certificate in Business Studies (PCBS) Course**
This one-year course for GCE 'O' and GCE 'N' holders provides training in a range of office competencies to prepare trainees to be effective clerical workers.
- **National Trade Certificate (NTC) Courses**
These courses train persons to become skilled workers. The National Trade Certificate System is three-tiered. The first or the highest tier is the National Trade Certificate Grade 1 (NTC 1), the level of a highly skilled craftsman, attained after a number of years of work experience and advanced training. Certification at the NTC-1 level was introduced in 1987 for the Precision Engineering (Tool & Die Making) course offered by the Brown Boveri Government Training Centre. At present, the Board offers most courses at only two levels – the National Trade Certificate Grade 2 (NTC-2) level at which training is intensive and specialised, and the National Trade certificate Grade 3 (NTC-3) level at which training is broad-based. The training duration for NTC-2 courses is two years for GCE 'O' and GCE 'N' holders. NTC-3 holders may also pursue NTC-2 training, mainly through apprentice-

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ship. NTC-3 training is either one or two years, depending on the academic qualifications of the trainees. Those who have completed Secondary 4 Normal (S4N) or Secondary 3 Express (S3E) may enrol in the one-year course. Those who have completed Primary 8 Extended (P8E) and premature secondary school-leavers may enrol in the two-year course.

- **Basic Skills Training (BST)**
This is the common first year of the two-year NTC-3 courses. Trainees undergoing BST receive training in the basic skills. Upon completion of BST, trainees proceed for training at the NTC-3 level.
- **Pre-Vocational Training (PVT)**
This is a one-year training course for Primary 8 Monolingual (P8M) school-leavers. The training aims at exposing trainees to a range of common basic manual skills in fabrication, electronics, assembly and maintenance and building, as well as in basic work discipline and attitudes. The trainees are also taught English Language and Mathematics.

Part-time courses offered come under the following categories:

- **Academic Education Centre**
Secondary 1 Normal to Pre-University 2
Worker Improvement Through Secondary Education (WISE) in English Language and Mathematics
Basic Education for Skills Training (BEST) in English Language and Mathematics

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- Vocational Skill Development Courses
 - Industrial Technician Certificate
 - National Trade Certificate Grade 2
 - National Trade Certificate Grade 3
 - Business Studies
 - City & Guild of London Institute
 - Non-Examination Vocational Skill

6 With more than a decade's experience in training, the VITB possesses the expertise and facilities to offer quality training.

7 VITB staff are technically and pedagogically qualified. They are kept up-to-date through overseas training, in-service courses and in-plant attachment with industries.

8 The curricula of all VITB courses are very carefully developed so that they are relevant to the needs of industry. They are developed by in-house specialists, in consultation with industry professionals.

9 Training sessions are mainly practical, carried out in workshops and laboratories where equipment is provided on a one-to-one basis. Theory is conducted through classroom teaching. All lessons are supported by specially prepared instructional materials and audio-visual aids. They are realistic and lively.

10 As for training facilities, all efforts have been made to ensure that the training equipment and machinery are up-to-date and the institutes provide an environment conducive to training.

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11 VITB training encompasses more than just skills. Trainees are given further education in English Language and Mathematics. They are taught good work attitudes. Through physical education and extra curricula activities they enjoy full personal development. VITB trainees receive 'total training', which develops their skills and prepare them both physically and mentally for the world of work.

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JICA