

## **DESIGNING A MODEL OF VOCATIONAL TRAINING PROGRAMS FOR DISABLES THROUGH ODL**

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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 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 the national existing situations were critically analyzed during desk review and finally a plan of VT for disables was proposed. A survey was conducted via a questionnaire to get opinion of the heads and senior vocational instructors of Federal Government vocational training and rehabilitation centers for PWDs. The collected data was statistically analyzed to quantify the suggestions on proposed model.

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. The syllabus, activities and methodology proposed for the vocational training of the students at special education centers for the disabled was agreed upon by the experts. It was recommended that vocational training model on various jobs for specific disabilities may be developed. Vocational training model for after school youth may also be developed on similar pattern. It was recommended that vocational training must be implemented through ODL for the training of PWDs in acquiring vocational skills if there is no vocational skill training teacher or resources available at the centers.

In this way a large number of individuals who are taking education at special education centers and institutions can take benefits from VET programs at a time with minimal cost provided at their door steps or at institutions.

**Keywords:** Disable persons, vocational training, rehabilitation, ODL, model on specific jobs for disable.

## **INTRODUCTION**

Vocational training of persons having disabilities is the part of ongoing rehabilitation process. Vocational training is designed to enable a disabled person for a suitable job which is in line with his vocational potential and he finds it easy to successfully advance in it. Vocational education and training focuses on abilities of people having disability to make them useful/productive worker in different jobs according to their abilities.

In this regard Abbas (2005, p.3) says that, "Vocational training means preparing affected people with physical, sensory or emotional disabilities for employment and helping them cope effectively with the environment". It has been observed that the provided vocational training facilities are not enough in accordance with the requirements of persons with disabilities in both sectors; public and private. The Government of Pakistan (2002) emphasizes that the vocational training programs either administered by the federal, provincial, district governments or by private agencies should be utilization (Government of Pakistan, 2002, p.8). The existing facilities end up till the offering of pre-vocational skill training programs at schools for special children. The number of institution offering vocational courses at national level is also negligible.

There are also no standard criteria of vocational training curriculum selection for different levels. The special schools do not maintain any record of the students' work that has left the school. Only few disabled students got jobs after leaving the schools, some got jobs either on the basis of their own efforts or the skills they gained after leaving the school. Such students are few in number while there is a large majority of school leavers who is sitting idle due to lack of vocational training and employment opportunities for them. Therefore it is essential to develop and design vocational training program to be properly run at schools in order to train the disabled students vocationally.

Due to lack of availability of vocational and technical network in Pakistan, a need exists to establish vocational training through ODL.

## **LITERATURE REVIEW**

The vocational training is a movement towards reducing the gap between the normal and the handicapped. It is an essential tool for integrating the special people in society and making them productive member of community.

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. Methods of achieving this are similar to those used in planning for the able persons, (Sajjad, 2004).

There is probably not a single country in the world over where all young people' without exception, can learn the trade they would most like. Sharma (2006, p.63) was of the view that "Government needs to give high priority to vocational and skill-oriented education to the children with special needs". Government of Pakistan (2006, p.74) also identified in National plan of Action 23 actions to be taken for rehabilitation of persons with disability. PWD's can take up training to become skilled or semi-skilled workers in keeping with their capabilities and intellectual performance. Good pupils are free to acquire university entrance standards and enroll at college or university.

### **Vocational Training and Open and Distance Learning**

Open and distance learning provides an alternate which can be used vigorously in VET training. Numerous countries of the pacific island are imparting VET through distance learning (common wealth of learning, 2002). The face-to-face VET delivery system could not fulfill the requirements of all communities in any country. Similarly the national governments cannot provide facilities of courses and professional support regarding this training in each and every corner of the country.

Since the VET involves material and facility, delivery mechanism and professional support, its provision at different institutions is costly and sometimes provision is not possible to all sectors. The requirements of skilled workers at different times in the communities also make it cost effective. The cost of providing a range of skilled workers in the areas of building, energy generation, food production, health services and automobile maintenance, is very large when the traditional face to face delivery system is used. Therefore the distance learning have been suggested by the researchers the best solution to this problem.

The distance education train people without incurring the costs of travel, accommodation, etc. According to Bartam, Lene, & Williams (2004) "the only alternative at present is to invest heavily in sending students off shore to study. The cost is enormous because it includes the cost of living and transport as well the cost of tuition, but this mode of learning is supported by island government for high end training such as medicine and law, where students might be sent to the universities of the South Pacific.

However it is not supported by the Island government for high need training areas such as basic trade skills in building, electrical and mechanical trades where larger number of skilled people are

needed" (pp. 100-101). A broader range of programs can be delivered and made accessible to people on remote areas of any country via ODL. Rumble (1997) says "it also has enormous advantages of taking some it not all of the training out of firm's time and putting it into the trainee's private time" (Rumble, 1997:151-152). According to the outcomes and Recommendations (draft); "for developing countries like India, a properly planned and effectively implemented Vocational Education and Training (VET) system through open and distance learning (ODL) will

- equip the learners having varying learning abilities with particular emphasized on marginalized groups with appropriate skills for sustainable livelihood,
- facilitate creation of a pool of technologically qualified human resource, and
- make the youth entrepreneurs. However, in many countries, particularly in developing countries, the VET programme under the formal education system faces certain limitations with regard to expansion, access, and equity and cost effectiveness.

Consequently a large number of individuals who would like to acquire competencies and skills are excluded from the benefits of VET" (International Conference Vocational Education and Training through Open Schooling, 8-10 February, 2006).

All level education is being delivered very rapidly by distance learning. The developed countries have opted this mode in the process of imparting TVET (technical/vocational education and training) reform more rapidly than developing countries. As AM KOMBE Stevens (August 2001) concluded that "the most viable option for the region (Sub Sahara Africa), under the prevailing conditions, is the implementation of a relatively basic model of distance education delivery that integrates print-based materials, remote study/ access centers, and the incorporation of face-to-face components for imparting manual/ psycho-motor skills". Therefore the study was designed to formulate a model of vocational training of disabled through distance and open learning.

## **OBJECTIVES OF THE STUDY**

The research intended to achieve the following objectives:

- To critically analyze the existing vocational training programs.
- To prepare a model of vocational training program for disable children.
- To analyze experts opinions on the proposed model of vocational training program through ODL.

## **DELIMITATIONS OF THE STUDY**

The research was delimited to the:

- Development of a proposed model of vocational training programs for disables only for three levels of disability i.e. mild, moderate and severe.
- Only the existing vocational training models/programs of Israel, U.K., Vietnamese, Japan and Thailand were critically analyzed.

## **RESEARCH METHODOLOGY**

The research was descriptive in nature. Desk review was carried out to critically analyze the vocational training programs and to develop a model of vocational training program for disables. The survey method was applied to take expert views on the proposed model.

### **Preparation of Model**

The model was prepared through many stages. Firstly, Israel, U. K., Vietnam, Japan and Thailand models/vocational training programs were critically analyzed. Components for the model were drawn from the findings of this analysis.

Secondly, present situation was analyzed thoroughly and it was revealed that VT for PWDs in Pakistan is almost neglected.

Thirdly, these components were discussed with the experts of special education.

Fourthly, since the model had to involve specific job training to the disables, therefore information on vocational skills for the jobs of cashier, receptionist and computer operator were collected and enlisted from the internet search regarding these jobs.

Afterward these information were got confirmed from the professional experts of these jobs by discussing with them.

### **Population**

The population of the study comprised of heads (11) and all vocational instructors (55) working at all vocational training and rehabilitation centers previously governed by Federal Government.

### **Sample of the Research**

The sample of study comprised of 22 respondents, i.e., 11 heads and 11 vocational instructors. One head and one senior most instructor from each vocational training and rehabilitation center were selected for the sample of the study.

### **Instrument**

Expert opinion on proposed model was gathered through a questionnaire containing 23 items, 16 items on VET model and 07 items on the use of ODL for the vocational training. 22 items were responded on Yes or No options and one on open ended option.

## **FINDINGS AND RESULTS**

The current study was aimed at designing a model for the vocational training of disables through ODL. In this respect a thorough desk review of vocational training programs/systems in different countries, i.e. Israel, U.K, Vietnamese, Japan and Thailand was carried out. A model of vocational training was designed for the jobs of cashier designed for the hearing impaired students with mild disability, receptionist designed for the physically handicapped students with moderate disability, computer operator designed for the visually impaired students with severe disability. Expert's

views were sought on the proposed model as well as opinions regarding delivery of this vocational training through ODL.

### **A Proposed Model of Vocational Training Programs for Disable**

An adult is always preferred being an earning individual of the society, but in case of disability, the disable children and adults require vocational training along with school education from the early school years. The pioneer world report on disability by World Health Organization (2011), reveals that "more than one billion people in the world are disabled and 110-190 million encounter significant difficulties in their daily lives" (p.8). At many places the medical treatment and rehabilitation services for people with disabilities are provided at very low grade or do not exist. This is due to different reasons such as lack of awareness, education professionals and training. There is a dire need to enhance the number and variety of trained professionals working at schools and training institutions for the benefit of disabled population. The International Labor Organization (2009), states that "the increasing pace of economic, social and technological change, coupled with the growing need to seize opportunities opening up in a rapidly-integrating world economy requires continuous policy and institutional adaptation" (p.24). It has been observed that investment on producing skilled personnel in education and training always become a key to economic and social development of a nation. Because the money spent on developing peoples' skills and capabilities increases his participation in economic and social life.

In some countries like Germany, Israel, Singapore, Thailand, Nepal, Australia, India, Japan and South Africa, vocational training models were developed, implemented and followed accordingly. Each and every model has its special features owing to the community's needs and requirements. So it is said that not a single model can be applicable to all situations.

In Pakistan the vocational training facilities are not sufficient to meet the requirement of persons with disabilities in both public and private sector (National Policy for Persons with Disabilities, 2002). Therefore the setup of vocational training center at district level was recommended for the betterment of socio-economic conditions of the PWDs. 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. Vocational training of disables is restricted up to mere level of pre-vocational skills/training in National Special Education Centers. The main emphasis of this training is only to develop pre-vocational skills.

Similarly in vocational rehabilitation centers training of vocational skills is being imparted which is mainly of obsolete nature (e.g.) cane work, chick work, knitting, telephone operator, sewing, music, welding, agriculture, etc. The teaching methodology is also not appropriate and practicable. Therefore the students after this training again become dependent and neither find any job in the market nor the employer are satisfied with their vocational skills. An appropriate system of vocational skill development is desperately required in the present situation. In this research study a model of vocational training has been proposed.

Ground realities have been observed minutely and model is extended right from the existing situation. Trends and issues are kept in mind and the same is finalized keeping in mind the futuristic approach.

### **Structure**

The proposed model of vocational training for disabled is meant for the students of secondary level and relates to the disability levels such as mild, moderate and severe.

The model proceeds according to the needs of disabled and is applicable within the held resources irrespective to the type of disability and the training depends on pre-requisite skills of particular job in a group. The disabled persons fulfilling the pre-requisite skills will be eligible to gain vocational training of the mentioned job.

### **Objectives**

The main objectives of this proposed model are as under;

- To prepare disabled students for work by providing them with education and knowledge-based training for certain occupations; i.e. cashier, receptionist and computer operator.
- To prepare disabled student a beneficial citizen of the society.
- To ensure rehabilitation of disabled towards social/economical terms
- To enhance the reality of student profile and making it vocational/job skills based.
- To give awareness to the policy makers for the vocational rehabilitation of disabled from a new dimension.

### **Professional Support**

The professional support for vocational training will be provided by the vocational instructor working at special education centers. These vocational teachers should be well experienced in teaching of vocational skills, vocational education and training.

### **Vocational Training Plan**

The vocational training has been planned for disabled children classified on the basis of level of disability such as mild, moderate and severe. Vocational training of these three groups is given separately as follows:

#### **Hearing Impaired Students with Mild Disability**

##### ***Specific Job***

The job specification of cashier in a firm/bank is recommended for mild hearing students.

##### ***Pre-requisite Skills***

Pre-requisite skills for the said job are;

- Math skills; i.e. counting, addition, subtraction, multiplication, division
- Writing skills
- Counting skills
- Well developed fine motor skills
- Social interaction

### ***Required Job Skills***

Required job skills for the post of cashier are;

- Development of cash handling skills
- Development of quick calculation abilities
- Development of advance counting and calculation skills
- Development of organizational skills in order to carry out all the tasks
- Development of strong customer skills
- Development of skills such as receiving the payment of bills of different categories, online transactions, etc.

### ***Objectives***

The main objectives of vocational training for the post of cashier are as under:

- To perform as cashier
- To produce cash handling skills
- To enable for quick calculations and counting
- To inculcate organizational skills
- To deal with customer efficiently

### ***Training Procedure***

The duration of the training will be six months/24 weeks. The registered students will undergo the given vocational activities during the training period.

Syllabus for the job skills as Cashier

The syllabus of vocational training will comprise the current syllabus of secondary level including languages, art and craft, social studies, science, Islamite and math. The math subject particularly should cover the following;

#### ***Math Skills***

This component will cover number system including questions on simplification, Percentage, decimals, fractions, LCM, HCF, Ratio and Proportion, Percentage, Average, Profit and Loss, Discount, Simple and Compound Interest, Time and work, Time and Distance, etc.

#### ***Numerical Ability***

Ability to solve numerical problems using the four fundamental rules of arithmetic: addition, subtraction, multiplication, and division.

#### ***General Knowledge/Current Affairs***

General awareness of the environment around him. Knowledge of currency (local/ national and international).

#### ***Clerical Aptitude***

Noting and drafting, preservation and maintenance of records of cash receipts and deposits Verbal and non verbal responses, typing etc.

**Activity No.1**  
**Cash Handling**

- Students will be given mixed coins of values in rupees 01, 02, 05, 50 and they will be asked to group coins in values of rupees 5, 10, 20, 30,.....200 differently. The students will be given experiences to add and subtract the values of coins from 25, 50, 100, and 200.
- Students will be given 25 coins and they will be asked to sort 15 coins and then write the total coins, amount of sorted coins and is equal remaining amount in figures/words.
- Students will be given two packets of 25 coins and they will be asked to add 10 coins from packet to the other and then write same in figures/words. On the same pattern the activity will be extended up to 50, 100, and 200 coins.
- Students will be given mixed notes of rupees 10, 20, 50, 100 and 500 and will be asked to group these notes in values of rupees 100, 200, 300,.....5000 etc. The students will be given experiences to add and subtract these values of notes from 200, 500, 1000, 5000.
- Students will be given 200 notes and they will be asked to sort 50 notes and then write the total notes, amount of sorted notes and remaining amount in figures/words. On the same pattern the activity will be extended up to 500, 1000, 2000.
- Rehearsal/practice of above activities up till the development of skill in reasonable time span.
- Rehearsal/practice will be continuing until quicker than the reasonable time span, i.e., as quickly as within 3 to 5 seconds.

**Activity No.2**  
**Counting and Calculation**

- Students will be given the currency notes of 10, 20, 50, 100, 500 and 1000 for practicing counting and calculations.
- They will be provided bundles of 10 to 1000 rupees notes and they will be asked to make bundles of ten notes in each category and write down the amount in figure.
- They will be provided 10 notes of 10 to 1000 rupees and asked to fetch out 5 notes of each category and then they will be asked to write the same in words/figures.
- Students will be asked to make 5 sets of two notes of each category (10 to 1000) and then count it and will write the same in figures/words.
- Rehearsal/practice of above activities up till the development of skill in reasonable time span.
- Rehearsal/practice will be continuing until quicker than the reasonable time span, i.e., as quickly as within 3 to 5 seconds.

**Activity No.3**  
**Organizational Skills**

- Exercises of proper entries of receiving/handing over cash should be practiced in ledgers.
- Proper ledger will be provided to them and they will be asked to enter each incoming/outgoing amount properly in specified boxes/places.
- Supervised practice/rehearsals will be continued up till the accuracy of the task.
- Independent rehearsals/practice will also be provided

- Entries will be feeded in the shape of computer data for further proceedings of the organization.
- **Activity No.4 Customer Care Skills**
- The students will be asked to work in artificial setting provided to them for observation and participation in customer care services.
- The experience of customer care services will be given on job training in natural settings under proper supervision/observation.

### **Evaluation of Job Skills**

Evaluation of job skills will be held comprehensively on the given criteria in activities. The trainees will be tested on these basis and granted grades.

### **On Job Training**

Successful completers will be recommended for one month on job training. On job training will be splitted into two phases;

- Two weeks guided training under the direct supervision of the real cashier in a firm/bank.
- Independent training will be organized for the last two weeks. The trainee will work as independent cashier during this period. Successful completion will ensure the certification from the institution.

### **Physically Handicapped Students with Moderate Disability**

#### **Specific Job**

The job specification of receptionist in an organization is recommended for moderate physically handicapped students.

#### **Pre-requisite Skills**

Pre-requisite skills for the said job are as under:

- Communication skills
- Operate the door/entry system
- Meet and greet clients and visitors
- Login visitors and clients
- Required job skills

#### **Required job skills for the post of receptionist are;**

- Development of effective team working skills
- Development of high level organizational skills
- Development of precise attention to detail
- Development of ability to multi task
- Development of diplomacy and sensitivity when working with client
- Development of good ICT skills

### **Objectives**

The main objectives of vocational training for the post of receptionist are as under:

- To perform as receptionist
- To deal the visitors efficiently
- To train in ICT skills
- To create high level organizational skills
- To enable them for multi tasks

### **Training Procedure**

The duration of the training will be three months/12 weeks. The registered students will undergo the following activities during the training period.

### **Syllabus for Receptionist**

- The importance of the Receptionist's role in the organization
- Creating the right first impression
- Personal presentation
- Good communications skills
- Handling incoming and outgoing calls
- Dealing with people/difficult customers
- Maintain links with all other posts available in organization
- Time management
- Effective organizational skills
- Knowledge of organizational structure

### **Activity No.1**

#### **Diary/Dispatch/Appointments**

- Practice of entering incoming documents in organization's diary register under the titles of serial No, date, subject, sender and receiving person/branch for first two weeks under supervision and then for two weeks independently.
- Practice of each and every out going document in organization's dispatch register under the titles of serial no, date, subject, file no, sender, recipient and mode of dispatch for two weeks under supervision and then for two weeks independently.
- Practice of greeting the visitor, asking them about the purpose of visit, make links or give them the convenient date and time (appointment) for the required person/branch (if required) for two weeks observation to the senior person already doing these duties, then two weeks practice under supervision and then finally two weeks independently practice and recording of appointments in the appointment register and issuance of chits to the concerned visitor.

### **Activity No.2**

#### **Receptionist's Organization Skills**

- Organization of a lecture/seminar for telling them the importance of role of the receptionist in an organization
- The practical experience for creating very first impression will be given by the vocational instructor along with teaching them about personal presentation, proper

preparation of job side through role playing/video recording. The students will be asked for maintaining proper hair cut/combing/hair style. Well dressing/uniform maintenance will be ensured through role modeling/video recordings.

### **Activity No.3**

#### ***Communication Skills***

Communication skills include practice in following/giving direction accurately, communicating information, understanding and processing information and requesting or offering assistance up till the maximum accuracy/responsibility.

### **Activity No.4**

#### ***Telephone Calls***

The students will be given experience of receiving, dialing and transfer of local, national, international, intercom and cell phone calls quickly and efficiently according to the following schedule;

- Observation of said activities in the natural setting for two weeks.
- Performing the said activities under supervision for two weeks.
- Performing the said activities independently for two weeks.
- Excessive practical, exercise for lifting, holding, dialing and noting the information from caller will be given for two weeks under instructions.

### **Activity No.5**

#### ***Organizational Skills***

Organizational skills will be ensured by teaching time management through daily schedules, staying on task until the home time, using time accordingly, keeping work area clean/organized, keeping a check list of necessary tasks for accomplishment with in specified time, breaking of task in to simple steps and songs and games that help improve memory.

#### ***Evaluation of Job Skills***

Evaluation of job skills will be held comprehensively on the given criteria in activities. The trainees will be tested on these basis and granted grades.

#### ***On Job Training***

Successful completers will be recommended for two weeks on job training. On job training will be splitted into two phases;

- One week guided training under the direct supervision of the real receptionist in an organization.
- Independent training will be organized for the last second week. The trainee will work as independent receptionist during this period. Successful completion will ensure the certification from the institution.

## **Visually Impaired students with severe disability**

### ***Specific Job***

The job specification of Computer Operator in an organization is recommended for severe visually impaired students.

### ***Pre-requisite Skills***

Pre-requisite skills for the said job are;

- **Listening skills**
- **Mobility and orientation skills**
- **Find motor skills**
- **Retention skills**
- **Proficiency in English language**
- **Braille training**

### ***Required Job Skills***

Required job skills for the post of Computer operator are;

- **Development of key punching skills**
- **Development of ICT skills**
- **Development of skills using software**
- **Development of skills using hardware**
- **Development of allied computer accessories**
- **Development of skills using software specific for blind such as JAWZ, Open book, etc.**

### ***Objectives***

The main objectives of vocational training for the post of computer operator are as under:

- **To perform as computer operator**
- **To accomplish the assigned tasks efficiently**
- **To train them in ICT skills**
- **To promote the fine motor skills/key punching of the trainees**

### ***Training Procedure***

The duration of the training will be six months/24 weeks. The registered students will undergo the following activities during the training period.

### ***Syllabus for computer operator***

#### ***Fundamentals of computer***

- **Introduction**
- **Input / Output & Processing (CPU)**
- **Memory Device**
- **Types of computers**
- **Characteristics of computer**
- **History & Generation**

### ***Applications of computer Windows XP Overview***

- **Some Basic Terminology & Typing Skills**
- **Desktop Settings & Control Panel**
- **Ms. DOS**
- **Ms. Paint**
- **WordPad**
- **Accessories & Multimedia**

### ***E-mail & Internet***

- **Introduction**
- **E-mail Account & Its Functions**
- **Search Engine**
- **Surfing WebPages**
- **Basics of Social Networking Site**

### ***Virus***

- **General Introduction**
- **Antivirus activities**

### ***Application Software***

- **JAWZ**
- **Open Book**
- **Microsoft Word**
- **Microsoft PowerPoint**
- **Microsoft Excel**
- **More: (practically Performed activities)**
- **Windows Seven Overview**
- **Burning CD/DVD**
- **Basics of Audio/Video editing**
- **Fundamentals of Hardware & Networking**
- **Formatting Hard disk**
- **Installing Windows**

### ***Activities of computer operator***

- **Hands/fingers exercise regarding punching for two days.**
- **Orientation of key board through tactile method one week.**
- **Free style key punching for three days.**
- **Typing exercise under supervision with necessary soft ware for blinds for two weeks.**
- **Orientation of computer hardware through tactile method for two weeks practical knowledge/performance of necessary software available for the use of computer accessories needed for the work of computer operator.**

### ***Evaluation of Job Skills***

**Evaluation of job skills will be held comprehensively on the given criteria in activities. The trainees will be tested on these basis and granted grades.**

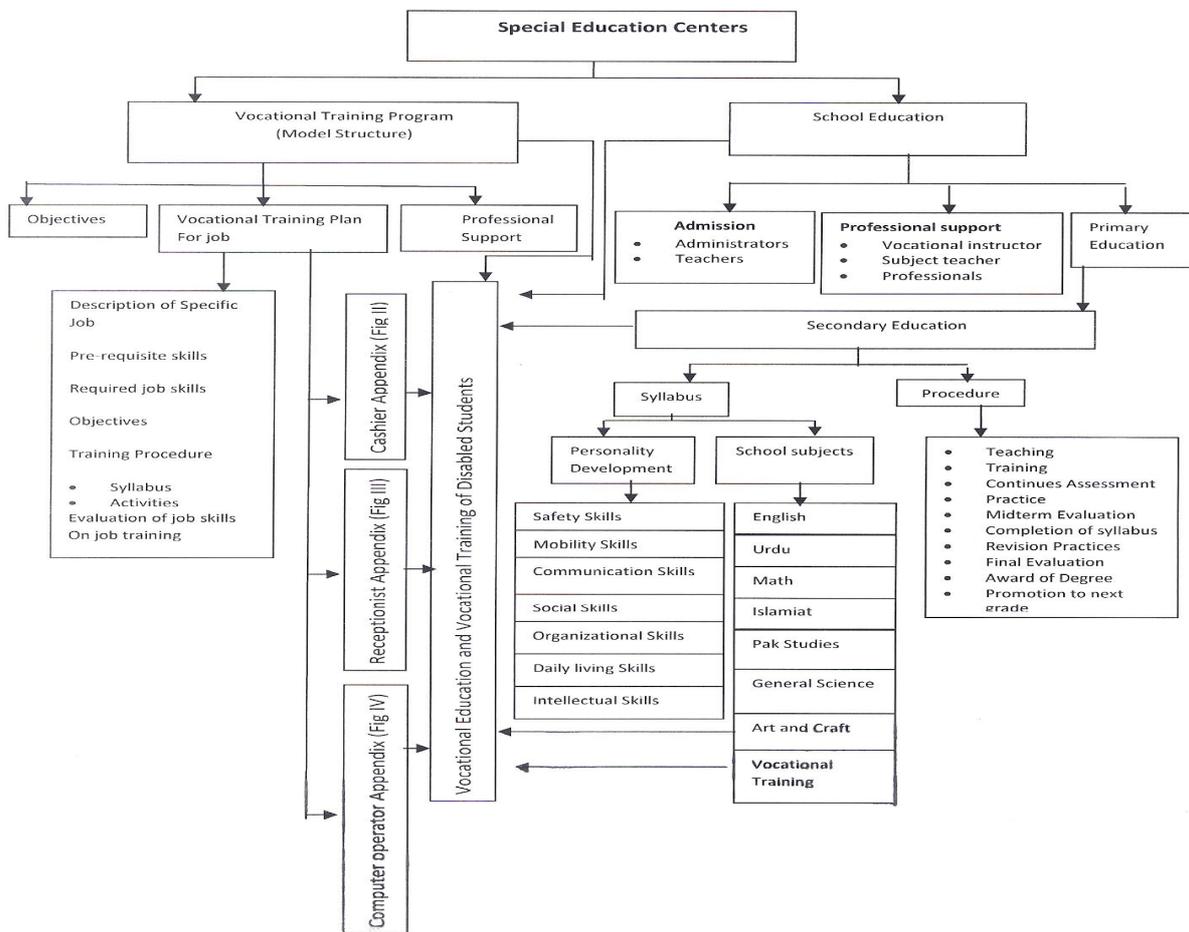
### On Job Training

Successful completers will be recommended for one month on job training. On job training will be splitted into two phases;

- Two weeks guided training under the direct supervision of the real computer operator in an organization.
- Independent training will be organized for the last two weeks. The trainee will work as independent computer operator during this period. Successful completion will ensure the certification from the institution. The flow sheet diagrams of the model were prepared and these are as follows:

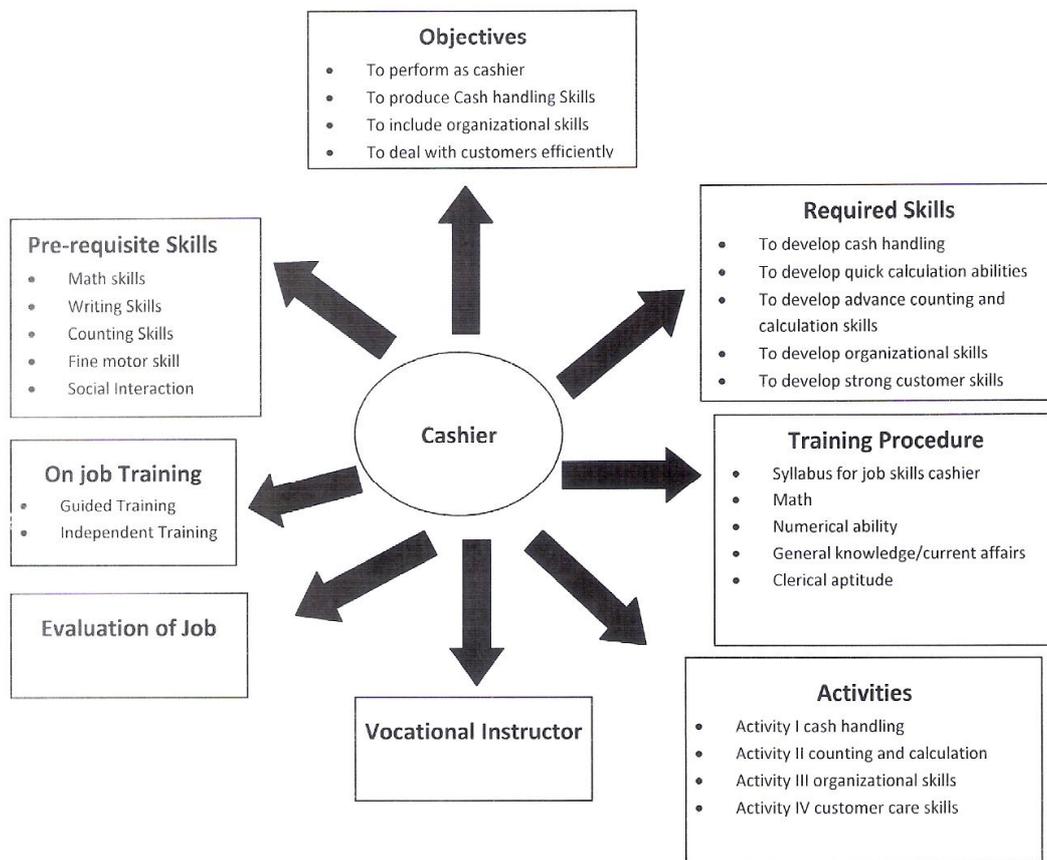
**Fig.1: Pictorial Representation of Proposed Model of Vocational Training Program for Disable**

#### MODEL OF VOCATIONAL TRAINING PROGRAM FOR DISABLE



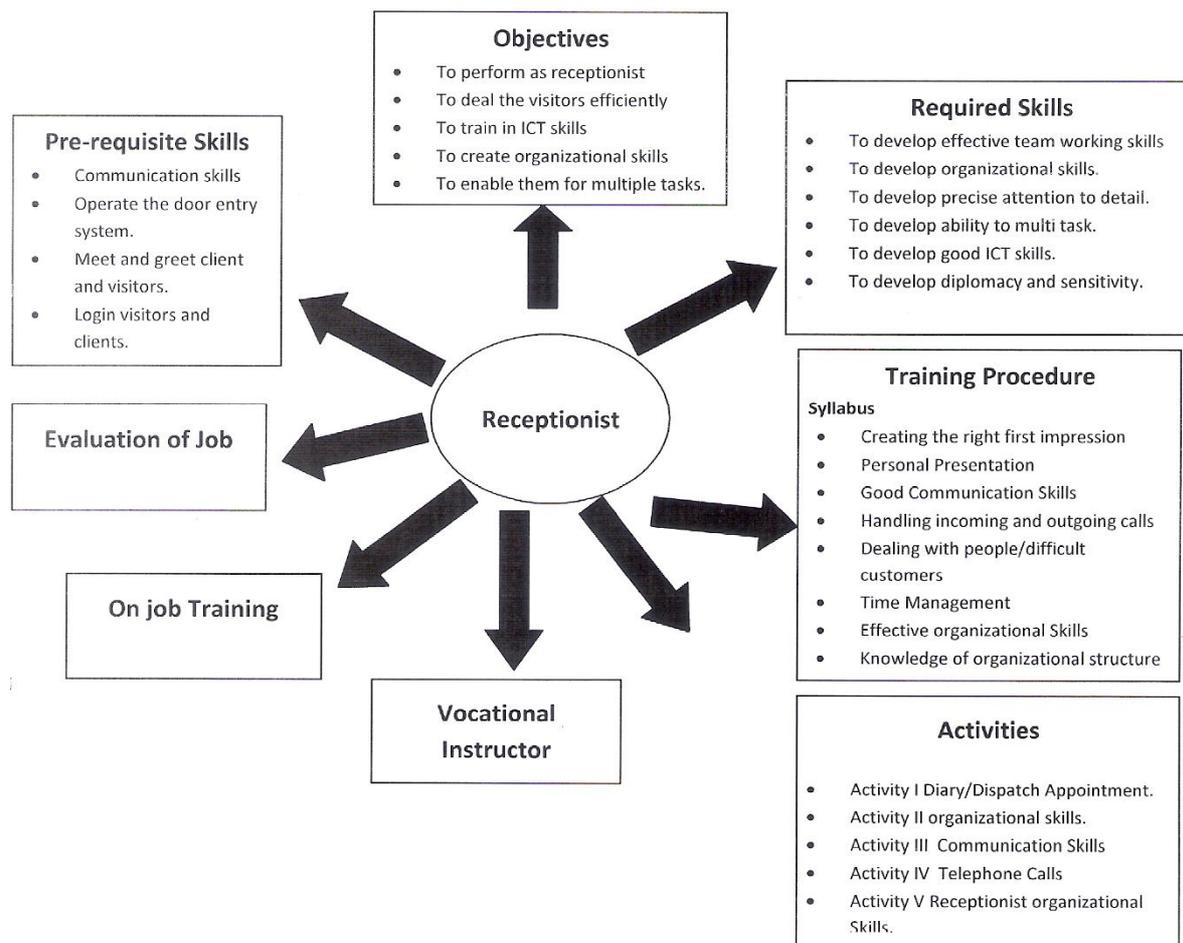
**Fig2: Pictorial Representation of Model of Vocational Training Program for Cashier**

**VOCATIONAL TRAINING PLAN FOR THE JOB OF CASHIER**



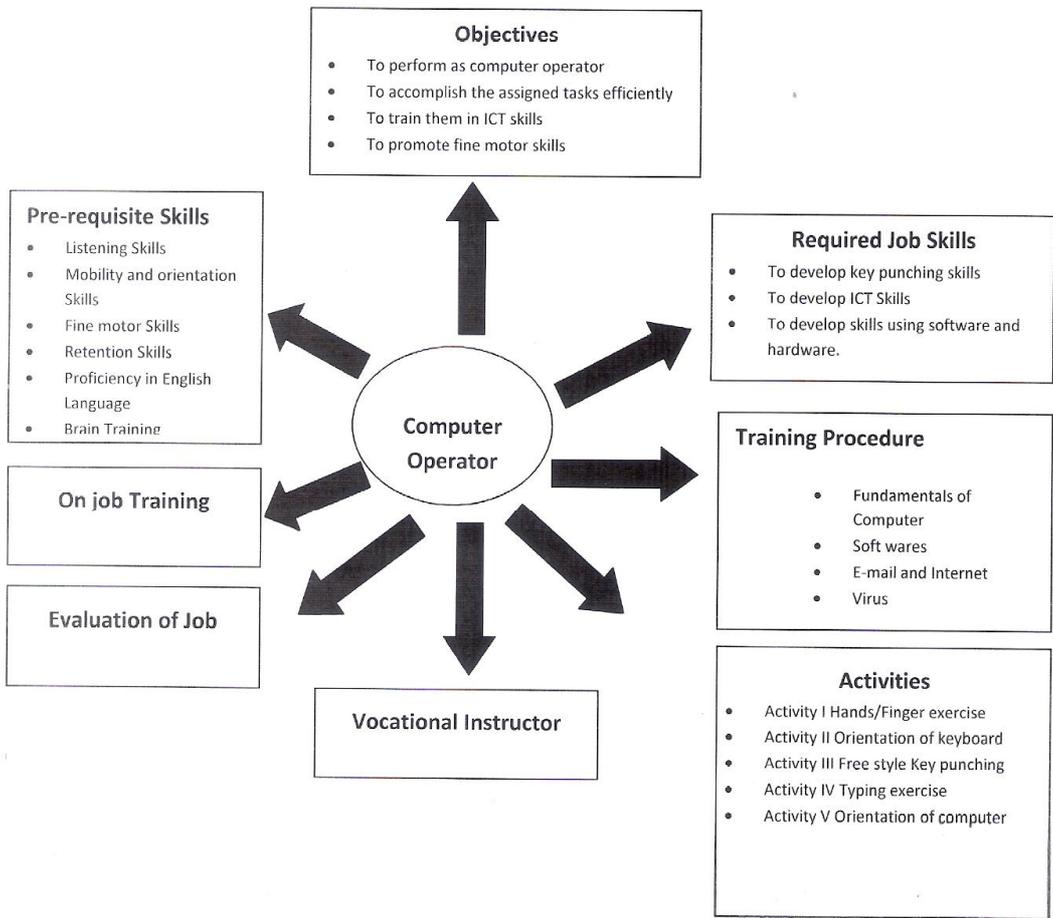
**Fig 3: Pictorial Representation of Model of Vocational Training Program for Receptionist**

**VOCATIONAL TRAINING PLAN FOR THE JOB OF RECEPTIONIST**



**Fig 4: Pictorial Representation of Model of Vocational Training Program for Computer Operator**

**VOCATIONAL TRAINING PLAN FOR THE JOB OF COMPUTER OPERATOR**



## ANALYSIS OF THE INFORMATION GATHERED THROUGH A QUESTIONNAIRE

A questionnaire comprising 23 items distributed in two parts was distributed to the 11 heads and 11 senior most vocational instructors. Out of 22 the 20 respondents returned back the questionnaire. The response rate was 91%. Analysis is given below in following tables separately.

**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
	$\Sigma$	208	92		
	N (no of statements)	15	15		
	Mean	13.86	6.13		
	Standard deviation (SD)	6.01	5.58		

The table 4 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.

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

Item	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.

The table shows, respondents were of the opinion that vocational training through ODL is the most appropriate and alternate mode of vocational skill training of the disabled persons if there is no vocational skill training teacher or resources available (95 %, 90 %, 80 %, 80%).

The respondents were of the opinion that Video programs, CDRoms on programmed instruction, Film clips on the employers concerns, On-line interview of the child, On-line of students' portfolio, On-line discussion off counselor/vocational teacher with employer on client's vocational skills (90%, 95%, 90%, 95%, 95%) are appropriate resources of ODL for vocational training of disabled.

**Table: 3**  
**Expert opinion regarding Vocational training through ODL (N=20)**

S/N	QUESTIONS	YES	%	NO	%
		f	%	f	%
17	Vocational training through ODL is possible?	16	80	4	20
18	It is appropriate to develop a short course on vocational skill training for the disabled through ODL.	19	95	1	05
19	ODL is the most appropriate and alternate mode of vocational skill training of the disabled persons if there is no vocational skill training teacher or resources available.	18	90	2	10
20	Will every special education institution agree to get register its students having vocational potential.	15	75	5	25
21	Is it possible that students get vocational skill training through ODL while studying at school times?	16	80	4	20
22	All children can get enrollment in short course on vocational training at AIOU.	16	80	4	20
23	Various resources of ODL as mentioned below are enough for vocational training.				
	Text/print content for training	10	50	10	50
	-Video programs on the vocational skill training	18	90	2	10
	-CD ROMs on programmed instruction of vocational training	19	95	1	05
	Evaluation/examination of skills through ODL	12	80	8	20
	-Film clips on the employers concerns	16	90	4	10
	/On-line registration of disabled client	18	95	2	05
	/On-line interview of the child	12	80	8	20
	/On-line of students portfolio	19	95	1	05
	On-line discussion off counselor/vocational teacher with employer on client's vocational skills	16	80	4	20

## FINDINGS

The findings of the research were as follow;

### Critical Analysis of the Existing Vocational Training Programs/Models

1. A vocational training model is required to reduce socio-economic gap and to set professional standards by developing human resources trained in trades.
2. Work place is the best place to learn accompanied by the relevance of VET and then the supported employment.

3. Engage PWDs with appropriate training methods included start with basics, group work, using online platform for teaching and learning materials, teaching finding resources and intensive schedule.
4. Lack of standard curriculum Department of Public Welfare training courses was relatively low.
5. E-inclusion of PWDs is the need of this era.

#### **Proposed Model of Vocational Training Program for Disable**

6. The proposed model of vocational training program for mild, moderate and severe disable was prepared. The pictorial diagram was developed.
7. The vocational training plan was developed for the job of cashier for mild disable group. The pictorial diagram was developed.
8. The vocational training plan was developed for the job of receptionist for moderate disable group. The pictorial diagram was developed.
9. The vocational training plan was developed for the job of computer operator for severe disable group. The pictorial diagram was developed.

#### **Expert Opinion on the Proposed Model of Vocational Training Programs for Disable**

10. Most of the respondents (95%) suggested that vocational training is help full for rehabilitation of the disable.
11. Most of the respondents (80%-90%) agreed that model is comprehensive enough practicable. Its structure, duration, procedure and vocational training plan was greatly endorsed by the respondents.
12. Majority of the respondents (75%) were in favor of the generalize ability of the model. They had the opinion it will not be and extra burden for the institutions because no extra fund will be needed.
13. Majority of the respondents (80%-95%) were of the opinion that 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. All the disable students will be willing to get VT through this model.
14. Mostly suggested that the model should be implemented through ODL system by involving authorities.
15. Mostly were of the view that vocational training through ODL is the most appropriate and alternate mode of vocational skill training of the disabled persons if there is no vocational skill training teacher or resources available

#### **DISCUSSION**

All models of vocational training, which are being implemented in the different countries of the world have their own strengthens/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 through ODL.**

## **CONCLUSION**

**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 are 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.**

**Vocational Education and Vocational Training must be implemented through open and distance learning (ODL).**

**A large number of individuals who are taking education at special education centers and institutions can take benefits from VET programs at a time with minimal cost provided at their door steps or institutions.**

## **RECOMMENDATIONS**

**The study recommended that;**

- **Vocational training model on various jobs for specific disabilities may be developed.**
- **Vocational training model for after school youth may also be developed on similar pattern.**
- **Course curricula of vocational training should be standardized and up-graded.**
- **Supported employment should be introduced in Pakistan.**
- **An effective vocational assessment should emphasize before enlisting the pre-requisites of the job.**
- **Vocational training must be implemented through ODL for the training of the disabled persons in vocational skill if there is no vocational skill training teacher or resources available at the centers.**

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