

1: The CIRI Foundation – Vocational Training

Vocational training is part of a tertiary training that puts full emphasis on skills and knowledge required for a particular job function or trade. It covers a wide range of careers and industries like technology, office work, retail and hospitality.

Instead of practicing an income-generating profession they are considered to be housewives, i. This discrimination of women also extends to the job market. Even if a woman is allowed to go for work, the only jobs they can find are in farming, constructing and tailoring sectors where they earn far less money than men. But with regard to the poor families in Wayanad, an additional income by the wives would be an important relief. This holds even more true for widows and their families. For them an income-generating job is nothing less than vital. Home appliances such as mixer, grinders and electric irons have become indispensable in Kerala today, even in rural areas. Almost every household is utilizing such appliances and most of the shops sell those items. However, there are no repair centers in rural areas to resolve maintenance issues and even for the slightest problem the machines have to be taken all the way to the nearest town for repair. Once in town, the broken appliance stays in the repair shop for several days until the people can go again and collect it. So on the one hand there is an urgent need for independent income-generating opportunities for women and on the other hand there is a definite need for repair and maintenance services in rural areas. The aims and benefits of the project In order to provide women an opportunity to start their own small businesses by offering repair and maintenance services for small electronic appliances, they shall be trained the necessary skills. This will not only benefit them, but also every other household in the Panchayath: The people of the Panchayath as a whole can benefit in terms of less money needs to be spend on travel costs for repairing, faster service and less ecologically harmful waste – since reuse is better than buy new items. Groups of our trained professionals will start with offering their services from door to door while conducting the actual repair and maintenance work if a quick on-site service is not possible at their homes. This will enable them to both starting their own business and gaining the crucial reputation as well as earning the necessary money to open their own repair and maintenance shops. The people in those rural areas would never again have to go all the way to the nearest city and spend unnecessary money, time and effort to get basic, everyday appliances fixed. With these technical skills women can show that they are able to learn and work as well in men-dominated branches and earn their own income to support their families. Last year RASTA started a similar project with the aim of repairing the installed solar panels in rural villages. Implementation Process of the Project Training Phase The women will be trained by an external, experienced repairmen acting as instructor. This training phase will continue for 6 months to impart them in-depth knowledge about the functioning of different kinds of home appliances as well as the necessary skills to fix any kind of damage. In addition to that the women will acquire basic business administration skills. Even though the women will work together and support each other in groups of 2 max. The training will take place in a rented facility that is situated as nearby as possible to the participants homes and the areas where they will prospectively offer their services. This facilitates the everyday trips to the training facility as well as it reduces the travelling costs for all participants – likewise at the later stage when they will receive at least one of their weekly training sessions in the different rural areas. Starting after the first 3 months of training, so after having gained the basic knowledge and skills, the instructor will take the participants to the different rural areas where they will later start their businesses at least once a week. There they will receive public training sessions in terms of repairing broken appliances from local families under the guidance of the instructor. Those public training sessions are mutually beneficial for the local people, that will get a repair service, as well as the future repairwomen, that will have the unique opportunity to introduce themselves to their future clients and advertise for their future businesses. Starting Business Phase The women will start their businesses by offering door to door repair and maintenance services. At this phase the women will not have an actual repair shop, but they will perform more complex or time-consuming repair orders in their homes. Instead this starting-small approach is meant to reduce the upfront costs for the start of each micro-enterprise to almost none. The instructor will not be involved during this phase, which requires all participants to translate their theoretical knowledge and practical skills into

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practice and to act self-responsible. Within 6 months the women will become autonomous entrepreneurs and gain a lot of working experience. In addition to that, they will earn the necessary money to continue their businesses on a solid financial footing or even to expand their businesses, i. Refreshment Training After their first 6 months in business, the women will receive a refreshment training to refine and extend their knowledge and skills in terms of both repairing and business administration. This also poses an opportunity to clarify doubts, exchange ideas and recommendations as well as develop plans for the future. Going Back to Business After receiving final instructions and guidance the women will continue their businesses completely autonomous. If they want and if they have earned the needed funding, they can even open their own repair shops. To ensure sustainability, RASTA will keep in touch with the women and encourage and request them to qualify other women from other Panchayaths as initially agreed. The project is conceptualized to continue for years, depending on the actual demand. In the following years, RASTA will conduct surveys to assess the demand in other areas and to select women from other Panchayaths, inside and outside of Wayanad. The training scheme will be somehow different in that the already qualified women will impart their knowledge and qualify other women , depending on the respective capacity by fully including them into every aspect of their work. Every small donation helps us to change the lives of motivated rural women for the better and to make a decisively contribution to the development of rural communities.

2: Examples of Vocational Skills | Career Trend

Training for this vocational skill is available through community colleges and technical schools. As a medical records technician, you convert patient data into codes according to classification systems for physicians, insurance companies and billing departments.

With this in mind, the organization provides vocational and skills training in eight different trades for youngsters above 14 years, focusing on their traits and interests. Founded in the year , IQ-Toys is a vocational unit to enable youngsters with different abilities to learn woodwork in a structured manner and to provide them professional knowledge for further guided integration into society. KIRAN provides training in general wood work focusing on the manufacture of furniture, especially special chairs, standing tables, and corner chairs for children with disabilities as well as a wide variety of basic furniture such as tables, chairs, and benches. All of the products created through this unit help to supplement the furniture on-campus, and aid devices distributed to our students and through or community based rehabilitation and outreach services.

Horticulture and Organic Farming: In this vocational unit the trainees learn about horticulture work such as preparing flower beds, trimming herbs, cultivating roses, preparing seeds for nursery, identifying different plants, overall garden care, as well as organic farming such as field preparation, irrigation, tilling, and harvesting. Throughout the year KIRAN has phased out chemical fertilizers, pesticides, and herbicides while developing our own organic methods for maintenance. The trainees have been an integral part of this transition learning firsthand the methods to create organic farms as well as contributing ideas and techniques for the transition process and creation of organic fertilizers, pesticides, and herbicides. The tailoring program focuses on providing training for independent and self-employment in the manufacturing of textile goods. In the Bakery Unit youngsters with different abilities have the chance to develop their skills as a baker. The Bakery program provides an opportunity for employment in a bakery, and also opens up doors for self-employment. We also fulfill small and bulk orders for schools, cafes, and other organizations in Varanasi city.

Physiotherapy, 2 Year Course: KIRAN provides basic training of assistant physiotherapists including the basic knowledge of therapy and therapeutic aids. Assistants help during therapy sessions in our physiotherapy unit of rehabilitation in collaboration with other trained physiotherapists. After completion of this program, trainees have an opportunity to gain employment in other workshops throughout India. After completion of this program, trainees have an opportunity to gain employment in facilities manufacturing these items, as well as the possibility of becoming self-employed. Saksham Grihini is a program intended for girls from rural areas, who could not complete their primary education or who have not received an education due to unfavorable circumstances. Girls in this program are given basic education in math, general knowledge, nutrition, health, and first aid, as well as skills training in tailoring, food preparation, and child care. Annually girls in this program also take an education exposure trip locally through Varanasi. Recently the trainees have begun a roof top garden and are practicing horticulture for flowers and vegetables with assistance from our horticultural training program. The focus of this program is to offer basic education and training for girls who otherwise would not have the opportunity and often return to their family homes to become mothers. Through the course, effort is made to develop basic understanding on health and safety, as well as their rights as a woman in hopes of creating independence for their livelihood and future. Join us as a Volunteer You may write to:

3: Vocational Training Services: Overview

Vocational /Skill Training KIRAN Society constantly strives to equip the youngsters with skills that helps them to be better prepared for their future lives. With this in mind, the organization provides vocational and skills training in eight different trades for youngsters above 14 years, focusing on their traits and interests.

Indeed, it is in line with its work to foster inclusive and equitable quality education and lifelong learning opportunities for all. In a letter to the Prussian king, [7] he wrote: People obviously cannot be good craftworkers, merchants, soldiers or businessmen unless, regardless of their occupation, they are good, upstanding and "according to their condition" well-informed human beings and citizens. If this basis is laid through schooling, vocational skills are easily acquired later on, and a person is always free to move from one occupation to another, as so often happens in life. These programs were created and supported by the Federal Government and delivered by Provincial Governments at various technical colleges and regional universities as well at industrial centers; initially created to cover the lack of technical specialists in Argentina at that time of a rapid industrialization expansion across the country. The degrees granted were that of Technician and Factory Engineer in many specialties. National Training System Australia In Australia vocational education and training is mostly post-secondary and provided through the vocational education and training VET system by registered training organisations. However some secondary schools do offer school-based apprenticeships and traineeships for students in years 10, 11 and This system encompasses both public, TAFE , and private providers in a national training framework consisting of the Australian Quality Training Framework, Australian Qualifications Framework and Industry Training Packages which define the competency standards for the different vocational qualifications. Both involve a legal contract between the employer and the apprentice or trainee and provide a combination of school-based and workplace training. Apprenticeships typically last three to four years, traineeships only one to two years. Apprentices and trainees receive a wage which increases as they progress through the training scheme. A central concept of the VET system is "national recognition", whereby the assessments and awards of any one registered training organisation must be recognised by all others, and the decisions of any VET regulatory authority must be recognised by the all states and territories. This allows national portability of qualifications and units of competency. It is responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training VET. The boundaries between vocational education and tertiary education are becoming more blurred. Such applied courses include equine studies, winemaking and viticulture, aquaculture, information technology, music, illustration, culinary management and many more. But it became less effective with the transition of the economies of post-Soviet countries to a market economy. European Union[edit] Education and training is the responsibility of member states, but the single European labour market makes some cooperation on education imperative, including on vocational education and training. The process is based on mutually agreed priorities that are reviewed periodically. There is strong support, particularly in northern Europe, for a shift of resources from university education to vocational training. This is due to the perception that an oversupply of university graduates in many fields of study has aggravated graduate unemployment and underemployment. At the same time, employers are experiencing a shortage of skilled tradespeople. After the nine-year comprehensive school, almost all students choose to go to either a lukio high school , which is an institution preparing students for tertiary education, or to a vocational school. Both forms of secondary education last three years, and give a formal qualification to enter university or ammattikorkeakoulu , i. In certain fields e. The education in vocational school is free, and students from low-income families are eligible for a state student grant. The curriculum is primarily vocational, and the academic part of the curriculum is adapted to the needs of a given course. The vocational schools are mostly maintained by municipalities. After completing secondary education, one can enter higher vocational schools ammattikorkeakoulu, or AMK or universities. It is also possible for a student to choose both lukio and vocational schooling. The education in such cases lasts usually from three to four years. Germany[edit] Vocational education in Germany is based on the German model. The system is very popular in modern

Germany: One in three companies offered apprenticeships in ; in the government signed a pledge with industrial unions that all companies except very small ones must take on apprentices. Hong Kong[edit] In Hong Kong , vocational education is usually for post-secondary 6 students. Hungary[edit] Normally at the end of elementary school at age 14 students are directed to one of three types of upper secondary education: These schools combine general education with some specific subjects, referred to as pre-vocational education and career orientation. At that point many students enrol in a post-secondary VET programme often at the same institution a vocational qualification, although they may also seek entry to tertiary education. Vocational training schools *szakiskola* initially provide two years of general education, combined with some pre-vocational education and career orientation, they then choose an occupation, and then receive two or three years of vocational education and training focusing on that occupationâ€™such as bricklayer. Students do not obtain the *maturata* but a vocational qualification at the end of a successfully completed programme. Demand for vocational training, both from the labour market and among students, has declined while it has increased for upper secondary schools delivering the *maturata*. To harmonize the variations and multiplicity in terms of standards and costs, the National Skills Qualification Framework [20] was launched in December The National Skills Qualifications Framework NSQF is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. Articulating the need for such a Ministry, the Prime Minister said, [1] , "A separate Ministry, which will look after promoting entrepreneurship and skill development, would be created. Even developed countries have accorded priority to promoting skilled manpower". As a continuation of its efforts to harmonize and consolidate skill development activities across the country, the Government launched the 1st Skill India Development Mission NSDM on 15 July The Ministry works with various central ministries and departments and the State government in implementing the NSQF across all Government funded projects, based on a five-year implementation schedule for complete convergence. The involvement of the private sector in various aspects of skill development has enhanced access, quality, and innovative financing models leading to sustainable skill development organizations on the ground. Credit equivalency, transnational standards, quality assurance and standards are being managed by the Ministry through the National Skill Development Agency an autonomous body under the Ministry in close partnership with industry-led sector-specific bodies Sector Skill Councils and various line ministries. India has bilateral collaboration with governments including those of the UK, Australia, Germany, Canada, and the UAE, with the intention of implementing globally acceptable standards and providing the Indian workforce with overseas job mobility. They are two-year schools that many students study at after finishing high school although it is not always required that students graduate from high school. Some have a wide range of majors, others only a few majors. Some examples are computer technology , fashion , and English. South Korea[edit] Vocational high schools offer programmes in five fields: In principle, all students in the first year of high school 10th grade follow a common national curriculum, In the second and third years 11th and 12th grades students are offered courses relevant to their specialisation. In some programmes, students may participate in workplace training through co-operation between schools and local employers. The government is now piloting Vocational Meister Schools in which workplace training is an important part of the programme. Around half of all vocational high schools are private. Private and public schools operate according to similar rules; for example, they charge the same fees for high school education, with an exemption for poorer families. The number of students in vocational high schools has decreased, from about half of students in down to about one-quarter today. To make vocational high schools more attractive, in April the Korean government changed the name of vocational high schools into professional high schools. With the change of the name the government also facilitated the entry of vocational high school graduates to colleges and universities. At tertiary level, vocational education and training is provided in junior colleges two- and three-year programmes and at polytechnic colleges. Education at junior colleges and in two-year programmes in polytechnic colleges leads to an Industrial associate degree. Polytechnics also provide one-year programmes for craftsmen and master craftsmen and short programmes for employed workers. The requirements for

admission to these institutions are in principle the same as those in the rest of tertiary sector on the basis of the College Scholastic Aptitude Test but candidates with vocational qualifications are given priority in the admission process. Fees charged by private colleges are approximately twice those of public institutions. Polytechnic colleges are state-run institutions under the responsibility of the Ministry of Labour; government funding keeps student fees much lower than those charged by other tertiary institutions. There are numerous vocational education centres here including vocational schools high schools to train skilled students , technic schools high schools to train future engineers and vocational colleges all of them under the Ministry of Education. Mexico[edit] In Mexico, both federal and state governments are responsible for the administration of vocational education. Federal schools are funded by the federal budget, in addition to their own funding sources. Compulsory education including primary and lower secondary education finishes at the age of 15 and about half of those aged to are enrolled full-time or part-time in education. All programmes at upper secondary level require the payment of a tuition fee. The upper secondary vocational education system in Mexico includes over a dozen subsystems administrative units within the Upper Secondary Education Undersecretariat of the Ministry of Public Education, responsible for vocational programmes which differ from each other to varying degrees in content, administration, and target group. The large number of school types and corresponding administrative units within the Ministry of Public Education makes the institutional landscape of vocational education and training complex by international standards. Vocational education and training provided under the Upper Secondary Education Undersecretariat includes three main types of programme: After completing the programme, students may enter the labour market. This programme does not provide direct access to tertiary education. Those who complete lower secondary education may choose between two broad options of vocational upper secondary education at ISCED 3 level. Both programmes normally take three years to complete and offer a vocational degree as well as the baccalaureate, which is required for entry into tertiary education. Students are required to complete hours of practical training. It includes more general and less vocational education: The programmes can be attended in either of two pathways. So in effect, students have a choice out of 32 trajectories, leading to over professional qualifications. BBL-Apprentices usually receive a wage negotiated in collective agreements. Employers taking on these apprentices receive a subsidy in the form of a tax reduction on the wages of the apprentice. The social partners participate actively in the development of policy. Its responsibility is to advise the Minister on the development of the national vocational education and training system, based on the full consensus of the constituent members the representative organisations of schools and of entrepreneurship and their centres of expertise. The Centres of Expertises are linked to the four vocational education programmes provided in senior secondary VET on the content of VET programmes and on trends and future skill needs. The unique element is that ITOs purchase training as well as set standards and aggregate industry opinion about skills in the labour market. Moreover, much of the training is generic. This challenges the prevailing idea of vocational education and the standard layperson view that it focuses on apprenticeships. Norway[edit] Nearly all those leaving lower secondary school enter upper secondary education, and around half follow one of nine vocational programmes. These programmes typically involve two years in school followed by two years of apprenticeship in a company. The first year provides general education alongside introductory knowledge of the vocational area. During the second year, courses become more trade-specific. Employers taking on apprentices receive a subsidy, equivalent to the cost of one year in school.

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4: #1 Vocational Training Site in Malaysia:

Horticultural Therapy Healing Center launch their vocational skills enhancement program in horticulture for the young adults with special needs.

What follows are the questions and the answers we were able to determine at this time. When more information becomes available, we will update this report. DOL officials estimate that at least 1, of the more than , people who received some type of job search assistance or training during FY have disabilities. DOL does not have a specific job-training program for the disabled, although other state agencies sponsor such programs see below. They may legally ask veterans if they have a disability, and, according to John McCarthy, DOL legislative liaison, veterans comprise of the 1, Any other person with a disability would have to volunteer the information. All DOL job services are available to anyone seeking a job regardless of whether or not the person has a disability. DOL does not have data immediately available on this. The easiest way is to go to the nearest Connecticut Works center or regional workforce development board see link for Connecticut Works locations: Much of what states do to provide job assistance or training to people with disabilities exists due to federal law, the Federal Rehabilitation Act of Furthermore, the ADA, enacted in , requires employers to provide reasonable accommodation for people with disabilities in the workplace. Federal Rehabilitation Act The rehabilitation act, in part, requires state social service agencies accepting federal funds for vocational rehabilitation programs to ensure that all handicapped people they serve have access to the programs and the opportunity to participate and benefit from services. In effect, this requires state vocational rehabilitation programs to tailor programs to any type of disability. Vocational rehabilitation assists people with physical or mental disabilities to find and keep a job. The individual must be expected to benefit from rehabilitation services. Services are individualized and may include the following: It covers four major areas: The employment section requires businesses to provide reasonable accommodation to protect the rights of people with disabilities in all aspects of employment. Accommodations may include restructuring jobs; altering the layout of workstations; modifying equipment, application process, hiring, wages, benefits, and other aspects of employment. Most of the funding for job training, for disabled people and anyone else, comes from the federal government. The federal government funds the vast majority of state DOL programs, and most of the programs administered through the state Office of Workforce Competitiveness and the regional workforce development boards are funded with federal WIA money. It provides them the assistance to prepare for, find, and keep a job; job placement is one type of assistance the bureau provides. BRS provides assistance on a priority basis, serving those having the severest disability first. Funding for these services comes primarily from the federal Rehabilitation Services Administration and state appropriations. The following is a partial list of services that someone might receive: The division was shut down in early in due to the lay-off of the state employees supervising the program. The program was eliminated in the biennial budget. The aim is to transition these people from a sheltered work setting to competitive jobs.

5: Vocational /Skill Training - KIRAN Society

The Department of Skill Labour (DSD), formerly known as National Vocational Training Council (NVTC) is responsible for the planning and evaluation of work and vocational training programs. The Human Resources Development Council (HRDC), which was established in , supervises the administration of the Human Resource Development Fund (HRDF.

6: Skill Development Training And Vocational Courses in Mumbai

Vocational skills, Jake explains, are practical or firsthand skills that help a person master a trade or a job. Often, vocational skills can be obtained through hands-on experience on the job.

7: Vocational Skill Training Program | CAD Myanmar Projects

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One day Interaction program between vocational training organisations at Godabari Vocational & Skill Development Training Center, Bhainsepati added 3 new photos with Jbkhaling Rai and 2 others at Balthali Village Resort Kavre.

8: Vocational education - Wikipedia

Qinhuangdao Sufu Electronic CO.,Ltd is manufacturer specialize in #solarpanel. In order to improve the product quality,our engineer will give workers trainin.

9: JOB TRAINING FOR PEOPLE WITH DISABILITIES

A lot of people has been asking me for a list of vocational training courses to better advise them on their career interest. Therefore, we constructed a list of vocational training programs from different states of America and across the world.

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