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## **How Successful is Field Training Program offered by the Public Authority for Applied Education and Training, PAAE&T, Kuwait, in Reducing Dependence on Expatriates?**

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**Abstract.** Technical and vocational education would significantly serve the need of developing countries in terms of lower the rate of poverty, reducing the number of people/youth unemployment, ensuring a stable economy, reducing rate of crimes, higher earning, and increasing self-development. It is also essential for the gulf states such as: Kuwait, Qatar, United Arab Emirates, where the lack of skilled and semi-skilled indigenous manpower is notable in essential sectors of their economy (e.g., electricity and water, health care, oil sector, infrastructure). Technical and vocational education is a dual type of educational system that would facilitate the transmission of students into work place. It is considered as a ‘golden’ opportunity particularly for youth to be easily employed by industries and business. The success of technical and vocational education would depend, to great extent, on the efficiency of apprenticeship where students spend certain time at industrial premises to gain the required skills. It allows students to experience the real work environment and to interact with machine, devices, and tools applied in industrial production site. This paper examines how successful is the field training program offered by the selected colleges and institutions at the Public Authority for Applied Education and Training, PAAE&T, in providing local industries with indigenous skilled and semi-skilled qualified manpower. The research is based on extensive field work that encompasses a review of the related literature, interviews with sample of heads of supervisors/heads of departments at the Ministry of Health, Ministry of Communications, Ministry of Electricity and Water, and the oil sector in order to assess the quality of field training program. Finally, the research will argue that unless the management of technical and vocational colleges and institutions recognize and appreciate the value of enhancing the quality of field training program with local industries, its contribution in tackling the shortage of skilled and semi-skilled indigenous in essential sectors on the economy will be below the government expectations, thus continuing relaying on expatriates for years ahead.

**Keywords.** Technical and Vocational, apprenticeship, Interaction between technical and vocational education and Local industries, Kuwait

### **1. Introduction**

Technical and vocational education is highly needed in the global world of work to cope with the rapid change in science and technology in industries and business. In developing countries, the urgent need for products, the diversity of production processes, the high rate of unemployment and poverty, the increase rate of people and youth unemployment, and the

decrease in wages level has called for urgent need for skilled and semi-skilled to revives the economy. Technical and vocational education viewed as a “dual system”. It allows the transfer of knowledge, skills, and attitudes through a proper interaction teaching and learning system to maintain a high quality of graduates. The “dual system” would permit a significant integration of apprentices into the workforce arena that reduces the level of youth unemployment and increase skills acquisition. (Gonon, 2017) It is an opportunity to open a gate to labour market and tackling unemployment, particularly among youth. The number of employment youth increased by 4.4 million to 17.5 million. (U.S. Bureau of Labor Statistics report, 2020). The word vocational education is used frequently to refer to “the acquisition of competencies in various occupations along with a more broad-based general education that is necessary for taking on a fast-changing world of work”. (NEP. 2020) Technical and vocational education is not just a unique type of education but also a certified type of education that would enhance indigenous capabilities that would be able to manage, maintain, and probably adapt the imported technology to suit local environments. Technical and vocational education refer to “those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life”. (UNESCO 2020) Technical and vocational education consist of education, training and skills development related to a wide range of career opportunities (Asian Development Bank, 2019), provide vocational skills and knowledge, to enhance qualifications and promote both career and communication culture compatible with the main principles of education (Mongolia Law, 2002), deliver training service based on the requirements of the society (NPD.TVE 2021), increase productivity and increase wage levels (UNESCO, 2016), and enhance youth expectation of employability (UNESCO, 2020) Technical and vocational education is considered as an effective solution to the sharp increase of youth unemployment in global market. It estimates that at least 475 million jobs required to be generated to absorb the 73 million currently unemployed youth population, in addition to, the influx of 40 million fresh entrants to the workforce market. (UNESCO, 2019) Several studies have emphasis of important role of industry in the success of technical and vocational education, TVET. The Interaction between Technical and vocational education and the enterprises economic division are eminently essential for the both the TVET and industries and job seekers. (UNEVOC, 2020) The impact of the pandemic and the rapid change in the country’s economy creating a gap between TVET and industries and business that require an extensive and urgent effort to close the existing widening gap by preparing a highly skilled workforce ready for the present and future job market. (Australian Government, 2020) Employers in industries and business can interact with TVET institutions in a diverse and fruitful methods, that includes, hiring TVET graduates, apprentices training programs, providing training completion qualifications, and forecasting future skills requirements. (Department of Education, 2020). One of the main advantages of a strong collaboration between TVET and industries is that, through win-win situation. (Syamhanim, et. al. 2021), facilitate work-based learning (Jabatan. et., al, 2019), and enhancing work experience. (Watisin, 2017) The importance of teachers in the area of technical and vocational education is also noted in related literature. The competencies of TVET graduates will be influence by the quality of TVET teachers and their competencies. (Jia., et. al. 2014, Andersson and Kopsen, 2015) Teachers would success in achieving TVET objectives if they have a high commitment and values. (Gomendio, 2017) Teachers with high level of emotional intelligence will demonstrate a positive emotion in tackling existing teaching and learning problems more than those who have a negative emotion. A tradition education system that imposed a rigid teaching and learning techniques would be applicable for those who tend

to joint technical and vocational educational system. The transfer of theoretical concepts into practical functions require a highly sophisticated skill. The success of technical and vocational education would, to great extent, relay on the competencies of teachers and trainers. (Jia et. al., 2014) Many countries, including developing countries has realized and appreciate apprenticeship as an ultimate solution for providing industries with skilled and semi-skilled workforce. Apprenticeships is considered as another forms of work interaction learning where students not only use machines and tools but also practice their creativity and talent in a real work environment. It is a type of live learning through coaching and learning by mistake. A study for the Organization for Economic Cooperation and Development (OECD) review and examine different technical and vocational systems revealed that "after a period of relative neglect in many countries, apprenticeship and other forms of work-based learning are experiencing a revival". (OECD, 2018) Apprentices can promote in forging connections between technical and vocational institutions and industries and business. (Caruso et. al., 2020) The dual system of apprenticeship has been noted to play a vital role in closing the gap between technical and vocational institution and industry. It is an effective method that would permit a smooth school to work transformation. It combines of workplace extensive training programs that allows students to convert theory into real practice under the supervision of workplace supervisors. Younger apprentices reap higher in their first year in working in labour market than other vocational student qualified at the same degree. (Cavaglia et al, 2020) As a result, a close collaboration between technical and vocational institutions and industries is considered highly significant to ensure the provision of transferring the relevant skills through on-the-job training programs and apprenticeship. In fact, the adaptability of the manpower must be promoted through the development of transferable skills, wider technical and vocational profiles, on-the-job learning program that encompasses apprenticeship. (The World Bank, 2016)

The gulf states governments acknowledge the need to equipped indigenous manpower with the necessary knowledge, skills and attitude to enable them to work in local industries and business. The dependence rate on expatriates in the gulf states is high particularly in essential sector of their economy (e.g., oil and electricity and eater, health sector, infrastructure). The United Arab Emirates (U.A.E.), like most of the gulf states relay heavily on expatriates' manpower (nearly 90% of the population), in the Kingdom of Saudi Arabia, it is estimated that expat constitute over 10 million out of its population, and half in Oman and Bahrain. (Sabena, 2020) The current population of Kuwait in 2021 is 4,328,550 a 1.36% increase from 2020. Expatriates account for about 70% of Kuwaiti population, among which 1.1 million Arab expatriates and 1.4 million Asian expatriates. (World Population Review, 2021) Due to the outbreak of Covid 19 pandemic and its impact on jobs declines, the employment level would expect to fall by at least 13%. For instance, in the Kingdom of Saudi Arabia, 1.2 million expats forecast to leave this year, and Kuwait planning to reduce expat numbers to 30% from its current 70% of the total populace. (Christopher, 2020) Decision makers in the gulf states have realized the urgent need to enhance indigenous capabilities by setting a plan to promote the availability of indigenous capabilities able to adapt, maintain, and manage the imported technology apply in local industries and business. Therefore, attention was diverted into technical and vocational education to respond to the need on skilled and semi-skilled national manpower particularly in essential sectors of the gulf states economy (e.g., oil and electricity and water, health sector, infrastructure). However, the success of technical and vocational education would depend on the management mentality in establishing an effective and fruitful collaboration with local industries and business. It is a management responsibility to identify and determine the level of knowledge, skills, and attitudes that are mostly required by the recipients of technical and vocational graduates. Kuwaiti key figures have appreciated the curial role of technical and

vocational institutions in providing essential sectors of the economy with the skilled and semi-skilled indigenous manpower in order to reduce, to great extent, the dependence on expatriates. The Kuwaiti government has forged the Public Authority for Applied Education and Training, PAAE&T, in 1982 to respond to the urgent of essential sectors of the economy from semi and skilled indigenous manpower. The PAAE&T aims include interaction with major institutions in the labour market, training national manpower, joint research with local industries, and linking programs to society's needs and requirements. In another word, the Kuwaiti government attention is not only to prepare students to the world of work but also to closing the gap between technical and vocational institutions and local industries. The PAAE&T has five colleges and eight training centers. The aim of the PAAE&T is to **“to provide the national technical workforce that meets the requirements of social and economic development in terms of quantity and quality... and taking into account the general indicators of the needs of the labor market and the variables it carries that govern the labor market needs of graduates of applied colleges and training institutes”**. (The PAAE&T Website) The research focuses on the assessing the quality of field training program offered by the selected colleges and institutions at the PAAE&T. In addition to, measuring the success of the selected colleges and institutions in reducing dependence on expatriates. The selected colleges and institutions at the PAAE&T are: the College of Technological Studies, CTS, the College of Health Sciences CHS, the College of Nursing, CN, the Institute of Nursing, IN, the Higher Institute of Communications and Navigations, HIC&N, and the Higher Institute of Energy, HIE. The selected industries are: the Ministry of Electricity & Water, The Ministry of Communications, the Ministry of Health, and the oil sector. It hopes that the results of this research would guide the management of the PAAE&T in setting and implementing an appropriate and an efficient plan that would contribute significantly in enhancing the quality of field training program and the standard of the PAAE&T graduates. Thus, reducing the level of dependence on expatriates.

### 3. Research Objectives:

- a. To identify and examine the perception of the recipients of the PAAE&T graduates towards the quality of field training program offered by the selected colleges and institutions at the PAAE&T.
- b. To identify and examine those obstacles (if any) that might affect the quality of the PAAE&T graduates.
- c. Discussions and Recommendations.

The outcomes of this research would indeed guide the management of the selected colleges and institutions at the PAAE&T, to improve the quality of field training program. In addition to, enhancing the quality of the PAAE&T graduates. Overall, achieving the PAAE&T objectives in providing the recipients of the PAAE&T graduates with skilled and semi-skilled indigenous manpower. Thus, reducing dependence on expatriates.

### 4. Materials and Methods

#### 4.1 Design

This research consisted of a descriptive survey designed to identify and examine the quality of field training program offered by the selected colleges and institutions at the PAAE&T. **The selected colleges and institutions at the PAAE&T are: the College of Technological Studies, CTS, the College of Health Sciences CHS, the College of Nursing, CN, the Institute of Nursing, IN, the Higher Institute of Communications and Navigations,**

**HIC&N, and the Higher Institute of Energy, HIE.** The selected recipients of the PAAE&T graduates are: the Ministry of Electricity & Water, The Ministry of Communications, the Ministry of Health, and the oil sector. The research focused on whether students acquired the necessary knowledge, skills and attitudes that are suitable to the recipients of the PAAE&T graduates. In addition to, examining the perception of the recipients of the PAAE&T graduates towards the quality of field training program offered by the selected colleges and institutions at the PAAE&T. The research focused on the requirements as well as the obstacles that may hinder the enhancement of the quality of field training program at the PAAE&T.

#### **4.2 Sample**

The research encompassed interviews with (6) heads of supervisors/heads of departments at each of the selected recipients of the PAAE&T graduates. The selected recipients of the PAAE&T graduates are: the Ministry of Electricity & Water, The Ministry of Communications, the Ministry of Health, and the oil sector. The selected heads of supervisors/heads of departments have more than 20 years of working experience and have a direct contact with the PAAE&T students who are attending field training program. The research focuses on examining the perceptions of selected heads of supervisors/heads of departments towards the quality of field training program offered at PAAE&T. Among the issues that were discussed are: students attendance rate, level of work commitment, ability to write a report, ability to use machines, devices, and tools, complete training duration, finish work assignment on time, level of knowledge, and ability to work in dangerous environment.

#### **4.3 Instrumentation**

The target population for this research consists of interviews with (6) heads of supervisors/heads of departments at each of the recipients of the PAAE&T graduates. The selected recipients at the PAAE&T graduates are: the Ministry of Electricity & Water, The Ministry of Communications, the Ministry of Health, and the oil sector. The selected heads of supervisors have more that 20 years of working experience and having direct contact with the PAAE&T students who are attending field training program. The aim is to obtain an in-depth information on the quality of the field training program offered at the PAAE&T.

#### **4.4 Statistics and Parameters**

The statistics pertain to the sample. The parameters pertain to an entire population.

#### **4.5 The research parameters/sample are as follows:**

- a) Interviews were conducted with (6) heads of supervisors/heads of departments at each of the followings: Ministry of Electricity & Water, Ministry of Communications, Ministry of Health, and the oil sector.
- b) The selected colleges and institutions at the PAAE&T are: the College of Technological Studies, CTS, the College of Health Sciences CHS, the College of Nursing, CN, the Institute of Nursing, IN, the Higher Institute of Communications and Navigations, HIC&N, and the Higher Institute of Energy, HIE.

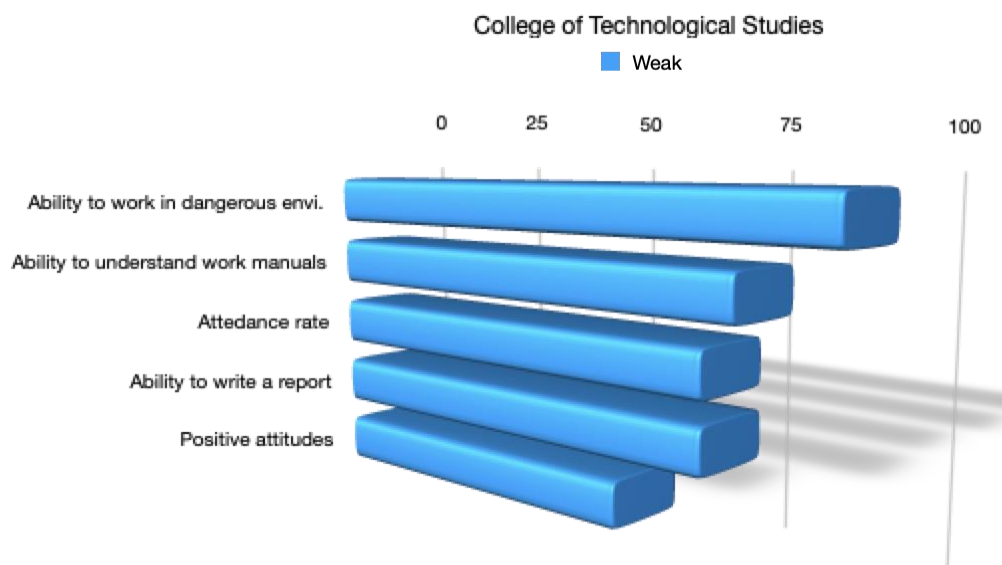
## 5. Research Findings:

### 5.1 The Characteristic of the Research Sample.

Interviews were conducted with (6) heads of supervisors/heads of departments at each of the recipients of the PAAE&T graduates. The selected heads of supervisors/heads of departments have more than 20 years of working experience and having direct contact with the PAAE&T students who are attending field training program. The objective was to examine their perception towards several issues related to the quality of field training program offered at the PAAE&T graduates (e.g., ability to identify work problem, work ethics, level of knowledge, level of skills).

### 5.2 Measuring the perception of the selected recipients of the PAAE&T graduates towards the quality of field training program offered by the PAAE&T.

An attempt has been made to examine the perception of selected supervisors/heads of departments at the recipients of the PAAE&T graduates towards various aspects related to field training program offered at the PAAE&T. The selected supervisors/heads of departments asked to rate the quality of field training program using the following scale: excellent, very good, good, acceptable, weak. The main findings for each of the selected colleges and institutions at the PAAE&T are clearly showed below.



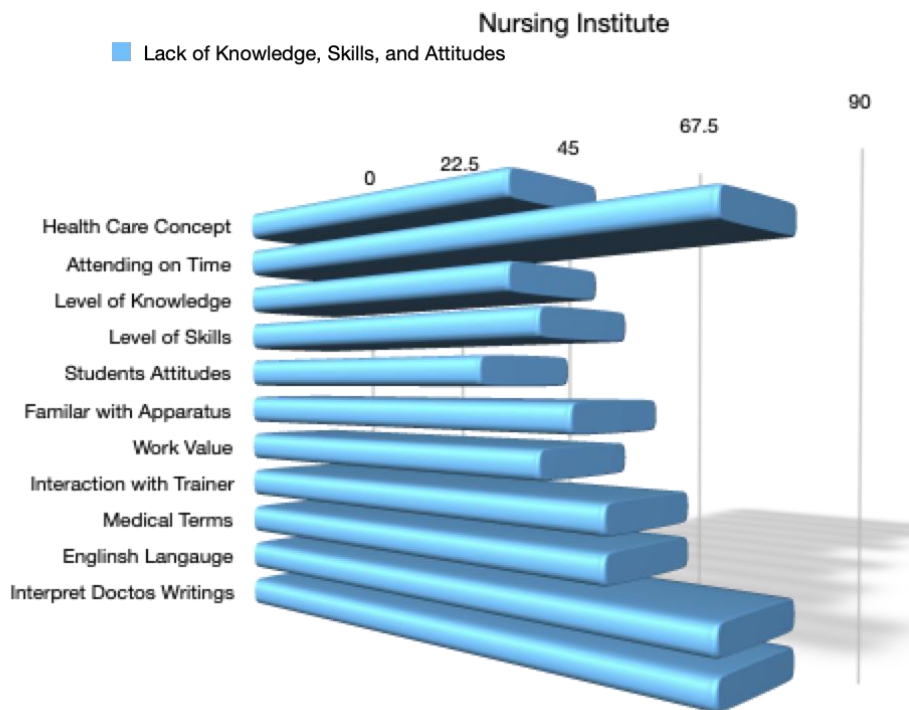
It is inevitable that students who graduates from the College of Technological Studies would be expected to work with machines and tools. Consequently, this type of working environment would be considered as a hazardous working place. However, students are well aware of such working environment while they were attending workshops and laboratories in either at their college or/and while attending field training program in industrial premises. It is also expected that students are taught about safety and health precautions and rules and how to deal with a hazardous machines, tools, and materials. Surprisingly enough, approximately 95% of the selected students are rejecting the idea of working in a hazardous working place. It is essential that students are able to read and understand work manuals to understand and follow work procedures and safety and health protocol, since approximately 80% of the selected students

have rated “weak” by the selected supervisors. This was worsening by the attendance rate of students, since approximately 75% of the selected students provide several excuses to either be absent or leave field training program site. The communications skills in importance to exchange information and data regarding all aspect of work performance and safety and health procedures, rules and regulations. There is a notable lack of skills in writing a proper technical report in Arabic language by the selected students and writing a report in English language would be impossible. The oil sector and the Ministry of Electricity and Water for example employed high percentage of foreigners who students have to communicate and exchange information’s and data. The lack of student’s ability to communicate (speaking and writing) in English language is highly notable by the selected supervisors. The selected supervisors voiced concern about students lack of positive attitudes since 60% of the selected students’ attitudes have been rated as “weak”.

In respect to the **College of Health Sciences, CHS**, the research focusses on examining the perception of the health sector supervisors regarding the quality of field training program offered by the CHS. As a result, Interview have been made with six selected supervisors in three major hospitals at the health sector in order to assess the quality of field training program. Selected supervisors at the health sector have provided a significant information regarding the quality of field training program that would contribute successfully, if seriously considered, in improving the standard of field training program. Supervisors at the health sector has express their view towards the attitude of the CHS students during the field training program. Nearly half (50%) of the attending students did not consider field training program seriously. Unfortunately, they perceive field training program as “vacation” or a “break” from the CHS classes. In most cases they act uninterested in working at the pharmacies or at the laboratories either in hospital or medical clinics. They tend to sneak out of work for any possible reason. Others, have been influence by other managerial staff in the same work location and totally ignored attending at the allocated pharmacy or laboratory, and instead spend a considerable time in other departments offices. This unpleasant act causes a frustration and discomfort among the supervisors at the health sector The research also revealed that the majority of students lack essential skills that are necessary for working as a pharmacist or as a laboratory specialist such as: communication skills, dealing with patients, work privacy, work loyalty, work ethics, preparing medicine, proper dealing with medicine raw material, understanding and interpreting doctors writing, understanding types of medicine especially those which combined more than one medicine, learning how to record and check the availability of certain medicine, and the ability to communicate in English language. Overall, supervisors at the health sector stress on the need to establish a linkage with the CHS in order to identify needs and set an effective learning curriculum and strict evaluation scheme. In addition to, reviewing the current field training program which has serious deficiencies that has a direct impact of the quality of students and graduates. It is worth mentioning at this point, that male student seems reluctant to dedicate time and effort in field training program comparing to female students. Therefore, supervisors at the health sector are, to some extent, in fever to deal with female students rather than male students.

Technical and vocational education is viewed as a dual system. This implies that students spend time in industrial premises to transfer what has been learned in classroom, workshops, and laboratories in real work place. The main characteristic of a dual system is an apprenticeship which links technical and vocational institutions with workplace. It is an opportunity that allow closing the gap between both parties in order to facilitate the transfer of students from colleges

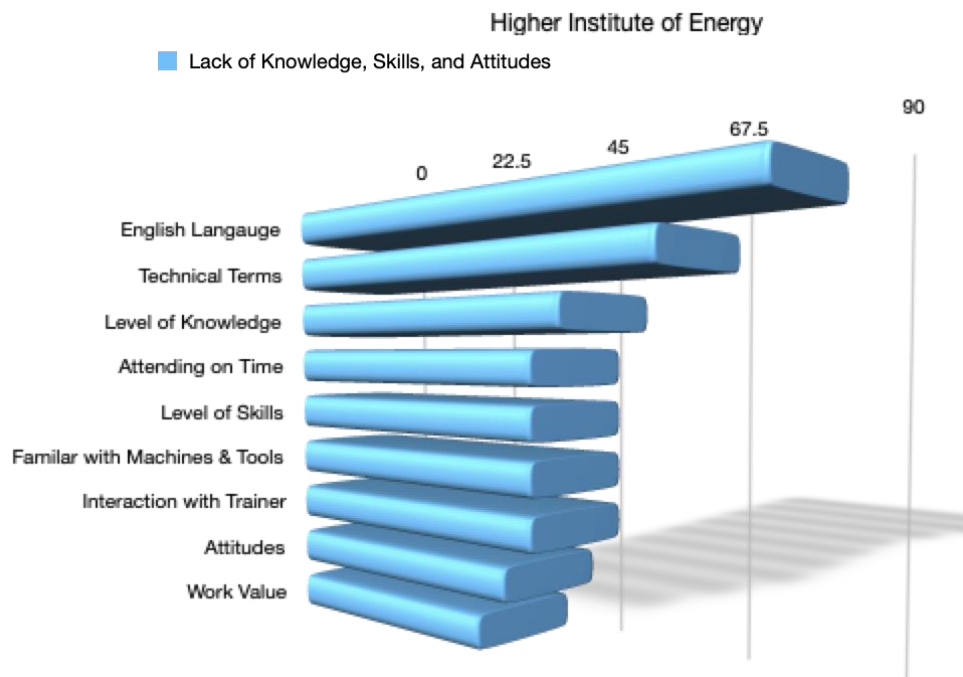
to work. Interviews have been made with selected heads of nurses at four major hospitals in four districts out of six districts, in order to evaluate the efficiency of field training program that is being offered by the **College on Nursing, CN**. No doubt that, selected heads of nurses who have more than 26 years of working experience as nurses would provide a significant information regarding the quality of field training program. In addition to, providing recommendations related to the enhancement of field training program and overcoming those obstacles that might hinder the achievement of the assigned embedded objectives. Selected heads of nurses indicated that the majority of students (approximately 55%) lack a considerable knowledge and skills regarding their field of specialization. In fact, they voice complain and frustration on the unaccepted level of students' knowledge and skills. This was worsening by more than half of the students (approximately 55%) who showed negative attitudes towards learning while attending field training program at the health sector. In fact, selected heads of nurses were surprised that the majority of students (approximately 55%) lack not only basic medical terms but also conducting a simple procedure. According to a senior head of nurses in one of the major hospitals, she indicated that when asked students why lacking such basic skills, the majority of students (approximately 55%) confidently replied "we did not have the full capacity to perform certain procedures since we are mostly relying on watching". The research also showed that the majority of students (approximately 55%) who are attending field training program lack essential skills that are necessary for working as a nurse such as: understanding basic medical terms, communication skills, dealing with patients, work privacy, work loyalty, work ethics, performing simple procedures, and the ability to communicate in English language. Selected heads of nurses at the health sector stress on the need to establish a linkage with the CN in order to solve those deficiencies which would affect the quality of the CN graduates. Selected heads of nurses at the health sector voice complain about students' attitude during field training program. The majority of those enrolling in field training program (approximately 55%) ignored the importance of such program. Unfortunately, they viewed field training program as a "break" from being at the CN premises. There are (approximately 30%) who tends to sneak out of field training program for any possible excuse. This unpleasant act from students has caused a frustration and discomfort among the supervisors at the health sector and they assured that no tangible satisfactory outcomes would be achieve from field training program unless serious action in applied from the CN perspective. Selected heads of nurses blame the management of the CN for not reviewing, monitoring, and evaluating the standard of field training program. An attempt has been exerted to identify if selected heads of departments at the CN has previously reviewed and evaluate the quality of field training program and the answer was "no".



Note: The above percentages are an approximate estimation obtained from the selected senior supervisors at the health sector.

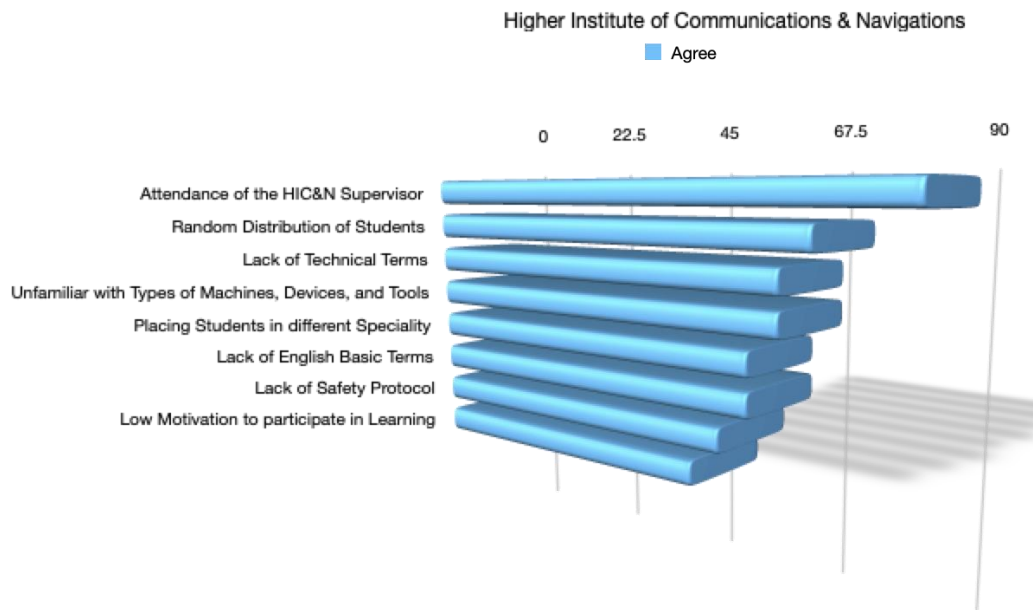
The main characteristic of a dual system is an apprenticeship which links technical and vocational institutions with workplace. It is an opportunity that allow closing the gap between both parties (the health sector and the **Nursing Institute**) in order to facilitate the transfer of students from colleges and institutions to work place. Interviews have been made with selected heads of nurses at four major hospitals in four districts out of six districts, in order to evaluate the efficiency of field training program. No doubt that, selected heads of nurses who have more than 26 years of working experience as nurses would provide a significant information regarding the quality of field training program. In addition to, providing recommendations related to the enhancement of field training program and overcoming those obstacles that might hinder the achievement of the assigned embedded objectives. The findings of the research stress on the needs to enhance the concept of health care, since approximately 55% of graduates are either unaware of the importance of the health care or neglected dedicating efforts to sincerely service at the health care after graduation. The majority of students (approximately 85%), attend field training program on time since there is an assessment and scores allocated for student's attendance. The selected heads of nurses have questioned to assess the level of students' knowledge, skills, and attitudes during field training program. They agreed that the majority of students (approximately 50%-60%), have an acceptable level of knowledge, skills, and attitudes. However, approximately 65% of those attending field training program seem unfamiliar with the types of medical apparatus and tools available at the hospital medical facilities. The majority of students (approximately 70%) also showed active interest and participation with the trainers. The selected heads of nurses recommend that the Institute of Nursing exert a considerable effort on stressing on the issue of work value since approximately 60% of students constantly asking about the salary and which hospital wards, they offer more allowance. It was notable that students lack basic medical terms (approximately 70%), and a

clear weakness in speaking and writing in English language (approximately 85%). The was worsening be student’s inability to understand or interpret doctors writing (approximately 85%).



Note: The above percentages are an approximate estimation obtained from the selected senior supervisors at the Ministry of Electricity and Water.

The findings of the research revealed that approximately 50% of the total students at the **Higher Institute of Energy**, HIE attend field training program on time since there is an assessment and scores allocated for student’s attendance. The selected heads of supervisors have been asked to evaluate the level of students’ knowledge, skills, and attitudes during field training program. They stated that approximately 55% of students have an acceptable level of knowledge, approximately 50% of students have acceptable level of skills, and approximately 45% of students have acceptable level of positive attitude. However, approximately 50% of those students attending field training program seemed unfamiliar with the types of machines, devices, monitors, and tools applied at the Ministry of Electricity and Water and at the oil sector. In respect to students’ interaction with trainers, approximately 50% showed a positive attitude towards trainers. The selected heads of supervisors at the Ministry of Electricity and Water and at the oil sector strongly suggest that the Higher Institute of Energy must exert a considerable effort in stressing on the issue of work value since approximately 40% of students are eager to transfer to other departments for a better allowance. It was notable that students lack basic technical terms (approximately 70%), and a clear lack of speaking and writing skills in English language (approximately 85%).



Note: The above percentages are an approximate estimation obtained from the selected heads of departments at the Ministry of Communications.

The findings at the **Higher Institute of Communications & Navigation** showed that approximately 55%-70% of the selected heads of departments at the Ministry of Communication “agree” that students who attended field training program lack essential skills in English basic terms, safety protocol, technical terms, unfamiliar with types of machines, devices, and tools, and low motivation in participating in the learning process. The majority (approximately 75%) of the selected the HIC&N graduates who are already working at the Ministry of Communications confirmed that the distribution of students for field training program is conducted randomly based on the readiness of the recipient’s sector rather than students’ area of speciality.

## 6. Conclusions

Technical and vocational education permit students to spend a certain time in industrial premises to acquire the necessary knowledge, skills, and attitudes that are mostly needed by industries. It is called industrial or field training program, sandwich courses, and apprenticeship. The aim is to allow students to adapt to work environment and interact with machines, devices, and tools applied in industries. In addition to, allowing the opportunity for students to communicate with workers and supervisors to gain more information about all aspect related to their future career. In Kuwait, as in many other similar gulf states (e.g., Qatar, United Arab Emirates, Bahrain), the need for indigenous skilled and semi-skilled manpower in highly demanded in essential sectors of their economy (e.g., health care, oil, electricity and water, and infrastructure). Technical and vocational institutions are viewed as the ultimate solution for enhancing national competencies and reducing dependence on expatriates. However, the success of field training program in shaping students’ knowledge, skills, and attitudes would depend, to great extent, on the quality of the management of technical and vocational institutions. In other word, the management must absorb and appreciate the role of field training program in achieving the institutional objectives and respond to the overall manpower national plan. It is entirely the responsibility of the management of technical and vocational institution

to successfully collaborate with industries and dedicate all available resources to ensure tangible and fruitful outcomes. The findings of this research showed, without doubt, that there is a significant deficiency in organization, implementing, and evaluating field training program. The lack of technical/medical terms, inability to communicate in English language where foreign employees are active or working at the recipient sectors, the lack of skills in writing a short technical report, the inability to use machines, devices, and tools in a proper manner, lack of skills to conduct simple medical procedures, and low motivation to attend or complete the duration of field training program are some of the negative symptoms characterize field training program offered at the PAAE&T.

The management of the selected colleges and institutions must exert efforts to enhance the quality of its field training program and set a strict rules and requirements to ensure obtaining the setting objectives. The PAAE&T must focus on the quality of graduates rather quantity so that tangible and satisfactory outcomes can be achieved. “The authority seeks to achieve... that meets the requirements of social and economic development in terms of **quantity and quality**, through its admission policy...” (The PAAE&T Vision & Mission Statement) Therefore, unless the selected colleges and institutions thoroughly realized the importance of enhancing the quality rather than the quantity of graduates as well as forging a strong link with the recipients of the PAAE&T graduates, Kuwait would continue, without doubt, relying on expatriates for years ahead.

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