

8. TRAINING AND DEVELOPMENT

- 8.1 Public Officers are today at the helm of complex challenges of administration in critical sectors which require domain expertise, competencies to deliver and deep insights into the social and economic realities besides qualities of leadership, capacity to manage and response to change. Consequently, training which is, universally acknowledged as a critical component of human resource development, remains one of the main concerns of Management to sustain employees' continual growth. It aims at improving the performance and productivity of staff and ensures that public sector employees have the relevant updated skills, knowledge and commitment to change entrenched mind-sets.
- 8.2 As an integral part of Human Resource Management, training and development occupies a prominent position in the overall strategy to develop a professional, impartial and efficient public service that nurtures a culture of performance. It is essential in the public service to keep pace and be attuned to the prevailing fast changing environment requiring public officers to assimilate new skills and attitudes throughout their career while bringing about the right attitudinal orientation.
- 8.3 Public Officers are thus, expected to be public service leaders, working consciously with stakeholders both within the public service and the outer civil society to promote and deliver public services which are responsive to citizens and clients' needs. In so doing, training and development enhances the professionalism of the public service given, in this modern era, a knowledgeable public service is no longer an option but a pre-requisite.

Previous Recommendations

- 8.4 Our public sector has, for the last two decades, been marked by a constructive, phased and well-planned approach to enable the training and development of its employees. The Bureau, in its successive Reports, has inseedinated the culture of training and development highlighting its continued relevance and importance as well as providing guidelines for attaining the set objectives. The main provisions made in the Bureau's past Reports are summarised below:
- (i) to reinforce the training and development function, the 2003 PRB Report provided for the necessary institutional arrangements through a series of appropriate recommendations. These include the provision of at least 40 hours training annually and for training to be based on needs identified to support the administrative reforms efforts and help achieve continuous improvement;
 - (ii) the strategic content of training and clarification on the role of different parties involved in training and development functions were emphasised in the 2008 PRB Report. Recommendations were also made for public sector organisations to increase their training budget and maintain a database on training;

- (iii) the 2013 PRB Report encouraged organisations to provide training and development activities in a more systematic manner with focus on the acquisition of competencies, both technical and attitudinal; and
- (iv) in its 2016 Report the Bureau has, in line with Government vision to transform the public service, further enhanced strategic human resource management in the Public Sector by emphasising on the numerous appropriate training interventions and the need for setting up of Training Committees in organisations. The Bureau has also indicatively stated the roles and responsibilities of the then Ministry of Civil Service and Administrative Reforms, Ministries/Departments/Organisations and the individual employee regarding training.

Policy of Government

- 8.5 To foster excellence in the public service, it is Government's policy that organisations should ensure that their employees are adequately equipped and trained in their respective domains. Government in its Programme 2020–2024, therefore, advocated investment in human resources to acquire and enhance relevant skills through training. It is also to be recalled that, in its 2015-2019 Programme, Government committed itself to bring transformational change in the public service to render it more responsible and responsive in order to inculcate a continuous learning culture and provide an expedient service to boost the economy.
- 8.6 In its endeavour to achieving sustainable development and raising the standard of living of people, Government considers that a trained workforce is imperative. As such, Government through the Ministry of Public Service, Administrative and Institutional Reforms, is sparing no effort to provide opportunities to equip public officers with the necessary knowledge, skills and competencies to help them in performing their duties effectively and efficiently in a more customer-friendly manner. For the financial year 2020/2021, an amount of Rs 113 Million was provided for the purpose of enhancing the competencies of public officers through training.

Key Players

- 8.7 The role and responsibilities of key players involved in training and development are:

(i) Ministry of Public Service, Administrative and Institutional Reforms (MPSAIR)

The MPSAIR has the pertinent human resource challenge to ensure that the public service is, at all times and at all levels, manned by the most suitable human resources with appropriate skills, competencies and attitude. To this end, it considers training and development as an essential component of human resource management to shape up a knowledge based public service and ensure a paradigm shift in public service delivery. The moreso, capacity building and capacity development are the central and integral constituent of the Public Sector Business Transformation Strategy driven by the Ministry.

(ii) Civil Service College, Mauritius (CSCM)

Incorporated as a private company, the CSCM, caters for the training and development needs of public officers at all levels, including those from Local Authorities and Parastatal Bodies. The CSCM has been delivering, since 2015, some 45 competency-based training courses and has trained more than 30,000 public sector employees through face to face and the E-Learning System. It also designs new modules in line with the requirement for the grades in question.

(iii) Ministries/Departments/Organisations

Ministries/Departments/Organisations have the corporate responsibility to ensure sustained performance and productivity through training and development of their employees.

(iv) Ministry of Finance, Economic Planning and Development (MoFEPD)

The MoFEPD being responsible for financial matters is a vital stakeholder. It plays an important role in considering that adequate budget has been provided to organisations for training and development purposes.

(v) Pay Research Bureau (PRB)

The PRB ensures that governmental policies in respect of training and development are framed into appropriate recommendations for their implementation.

(vi) Employees

Employees have the professional obligation to update their knowledge and improve their skills to remain efficient and effective in the public service. They should also share knowledge acquired through training and development with other employees to inculcate a learning culture in the organisation.

Representations of Federations

8.8 During consultative meetings held in the context of this review exercise, all the Federations have unanimously represented that, in spite of appropriate recommendations contained in the successive PRB Reports, the provision of training has not progressed rapidly enough. They presumed that this may be due to a lack of proper monitoring and evaluation of training in organisations. They further averred that the courses availed as at date are not in line with organisations' needs. Consequently, they requested that in each Ministry/Department/ Organisation, the responsibility for training be conferred upon a dedicated grade/officer.

- 8.9 Federations have even appealed that the implementation of training programmes should cater for all grades. They also stated that financial allocation for training is earmarked by all organisations in the budget and the funds could have been used more judiciously for the benefit of all employees. Their contention is that employees at lower levels are not provided with adequate training facilities. Others have also remarked that the number of hours of training should be increased and standardised in the range of 75 to 100 hours of training per officer yearly.
- 8.10 The Federations also expressed that there is need for a proper training needs assessment and it is mandatory to gauge its viability and fair repartition. They further apprised the Bureau that the competency-based training programmes should be framed in such a manner so as to meet the needs of unskilled, semi-skilled and skilled employees as well as other public sector employees, based on current operational needs, instead of providing generic training courses.

Submissions of the MPSAIR

- 8.11 In its submission, the MPSAIR has reiterated that training remains one of the main pillars to transform the public service. To this end, the Bureau was apprised that the Ministry intends to “professionalise” the public service, in partnership with the Civil Service College, Mauritius by offering officers the opportunity to become certified on Industry Lead Certification. The Ministry equally informed that it aims to provide public sector employees with continuous professional development in their respective fields with a view to equip them with skills, knowledge and expertise to operate in a more professional manner.

Proposals of Ministries/Departments/Organisations

- 8.12 To ensure the provision of adequate training, Management of Ministries/Departments/Organisations mainly proposed to: make all the training courses free of charge; provide training during weekends and customised training based on the specificities of the respective organisations; tap the services of international resource persons for certain specialised/technical training when local expertise is unavailable; align training with Management goals, expectations of the employees and latest practices; avail public officers of foreign exposure through technical assistance or bilateral agreement; and make Training Committees fully functional at organisational level.

Survey Findings

- 8.13 In the context of this review exercise, the Bureau carried out a survey to gauge the extent to which recommendations in respect of Training and Development have been implemented. The Bureau solicited the support and active participation of Management on the survey during consultative meetings. The Ministries/Departments/Organisations were issued survey forms and were required to submit the duly filled in forms within a delay set by the Bureau. However, an extension was granted to all stakeholders at the closing date for the submission of the survey form, due to COVID-19 Pandemic. Despite the additional time allocated, the response rate

for the Civil Service was 63% including the Rodrigues Regional Assembly; 57% for Parastatal Bodies and 50% for Local Authorities.

- 8.14 The survey findings have revealed that funds earmarked for training in the budgets varied from organisation to organisation. The average usage of funds for training was 63% in the Civil Service, 35.6% in Parastatal Bodies and 64% in Local Authorities. As regards, the minimum annual training requirements, more than 50% of organisations were not able to meet the target. The reasons thereof were due to insufficient budget, lack of time to organise/mount training programmes, inability to identify training courses and high workload leaving little time for training, amongst others.
- 8.15 It was also confirmed that only some 15% of employees in the Workmen's Group were given training as compared to officers in the Clerical, Executive and Technician group which accounted for some 49%. The average percentage of officers in Administrative, other professional grades and above was below 37%. The survey has also disclosed that there were no proper follow-up and collection of feedback of officers who have been trained. Moreover, organisations were not adopting a systematic approach to training of staff; and funds were not utilised to the optimum, particularly in Parastatal Bodies. There was also an unequal provision of training to staff especially those at the lower levels.

Observations

- 8.16 After analysing the submissions of all stakeholders as well as the survey findings, the Bureau noted that in some instances, certain recommendations of the PRB Report are implemented partially and as a result may give rise to serious concern among employees. We also observed that in some organisations, adequate funds have not been earmarked for training. Moreover, in a few cases, minimal value is given to training programmes by Management as they tend to be guided by the compulsions of the short-term needs against the long-term objectives of the organisation and thus only "spareables" get trained to the disadvantage of the "good performers".
- 8.17 We consider that training which is, an effective and tested tool for performance enhancement, should be imparted to officers of all rungs starting from the lowest and grassroots level to the highest in policy making. It is also imperative for Management to move towards a strategic human resource management system for sustaining the transformation of the public service. Hence, it is fundamental to match individuals' competencies with the jobs they have to do and bridge competency gaps for current and future roles through training. We equally consider that faced with global challenges, training can no longer be a matter of faith and needs to reveal the returns on investment.

- 8.18 Any skill strategy to cope with ongoing work-related changes imperatively places employee's development in a focal position. Different institutional structures exist to manage and oversee training from various approaches wherein the alignment of training objective at individual, organisational and public sector level is the overriding aim. It has been noted that more emphasis is being laid on embedding learning in the cultures and values of the organisation. In this context, the Bureau considers that to meet the set targets, learning incentives linked to Performance Management System aligned on organisational plans are more likely to be effective. It is good to mention that OECD countries have already embarked on the shift from training and development to learning and development.
- 8.19 Overall, the Bureau considers that training would continue to play a major role in staff development in the public sector and should be an on-going process. Additionally, Government is fully committed with the setting of a Key Performance Indicator of 90% for the use of training budget by public sector organisations to ensure that public sector employees are technically equipped and well-trained.
- 8.20 Against this backdrop, we are in this Report while revisiting the recommendation contained in our 2016 Report as regards the training interventions, providing for a dedicated position to cater for proper framing, planning and coordination of the training programmes in the public sector and also for an appropriate framework for the Training Committees. **The Bureau equally holds that the minimum number of hours of training to be dispensed annually to public sector employees should be maintained.**

Training Interventions

- 8.21 To better equip public officers with the competencies for their present and future jobs, training has to be provided not only at the time of entry in the service but also periodically during the course of their careers. Officers at all levels in an organisation should benefit from such developmental interventions and training programmes must be designed to meet the needs of officers when they arise. In the course of service, public officers should, as far as practicable, be given the opportunity to attend training courses, seminars and workshops overseas with a view to enhancing their knowledge in various areas and broadening their outlook.
- 8.22 In recent times with the Covid-19 Pandemic and the growing importance of work from home policies, a new employee training paradigm has emerged at international level with regard to digital literacy and online training to enable the continued learning and development of employees. These include simulation-based employee training, e-learning, on-line mentoring and group discussions on e-platforms, amongst others.

- 8.23 Considering the increasing importance of training and development to adapt to the new normal and to deal with future challenges, we are upholding the training interventions that the MPSAIR, CSCM and Public Sector Organisations need to adopt in framing training policies while providing for online training.

Recommendation 1

8.24 We recommend that the MPSAIR, CSCM and Public Sector Organisations should adopt appropriate training interventions, as follows, in the framing of their training policies:

- **Entry Level Training:** To be imparted to all employees before they are assigned duties/responsibilities of any post after recruitment.
- **Mid-Career Training:** A career-linked training to be provided to all employees at various levels/stages of their career before they are promoted to positions of higher responsibilities.
- **Short Term Thematic Training:** To be made available to employees preferably once in two years with an objective to build their professional competencies in relevant themes and to inculcate desirable Personal Attributes.
- **Customised Training:** An intensive programme specifically designed for officers working in a particular domain/sector with the objective of providing deeper knowledge, latest developments and understanding of the small practices and also to facilitate experimental learning and sharing.
- **Orientation Training:** To be provided to employees, who have been posted to a new Ministry/Department/Organisation, with the objective of familiarising therein with the grades and overall functioning of the concerned Ministry/Department/Organisation.
- **Long-Term Training:** To facilitate officers, especially the new generation to upgrade their knowledge and skills in the sector having relevance to their current or future assignments, by requiring higher qualification either locally or online or abroad, thus enabling them to contribute to higher performance in the service.
- **Workshops/Seminars/Conferences:** Middle or Senior level officers should be given opportunities to attend National and International Workshops/Seminars/Conferences to acquaint themselves with relevant knowledge, latest thinking and technological developments/devices.
- **Overseas Training:** For officers in the professional grades to broaden their horizon. In such cases, the Responsible Officer should stand guided by guidelines set by Ministry of Finance, Economic Planning and Development.
- **Online Learning:** To cater for the new normal and to facilitate the continuous professional development of officers in the public service at large and officers

at their own pace and without disruption to their normal work activities in their respective organisations.

- 8.25 We further recommend that the MPSAIR in consultation with the CSCM should consider providing online training to employees who are required to work from home as part of the Business Continuity plan in case of *force majeure*.**

Training Manager

Training Needs Assessment

- 8.26 A modern public service requires professional, skilled and well-trained public officers. As a basic method of human resources development, training should be adjusted to the organisational requirements and should be conducted continuously and systematically. In fact, all efficient training programs start with a needs assessment.
- 8.27 In its 2016 Report, the Bureau had recommended that Ministries/Departments will have to carry out periodic Training Needs Assessments (TNA) in respect of all the functions of the organisation. In this context, the MPSAIR made arrangement with the Civil Service College, Mauritius for officers of the Human Resource Management Cadre (HRM) to follow a training programme on "Training Needs Assessment and Planning and Budgeting". The training programme was designed to enable officers of the HR Cadre to identify learning and performance gaps in an organisation and consequently the training and development needs of employees across the various levels. Subsequently, some Ministries have successfully carried out TNA in various grades including the Workmen's Group, General Services Grades and the HRM Cadre.
- 8.28 In the context of this Report, both Management and the staff side have submitted that the demand for training from officers/employees at all levels is increasing. It is perceived that programme for adequate training could not be mounted/scheduled for this particular reason. On the other hand, there are officers who have already availed of training opportunities and training assessment could not be carried out at the appropriate time for various reasons. Hence, they requested that the responsibility of identifying, mounting, selecting and monitoring of training and development should be entrusted to a dedicated officer.
- 8.29 The Bureau has examined the request and is providing for a dedicated position to be responsible for training and development while revisiting the existing provision for training needs assessment as a critical part of the training function.

Recommendation 2

- 8.30 We recommend that an officer not below the grade of Assistant Manager, Human Resources be designated as Training Manager to be responsible for the implementation of Training and Development as well as carrying out periodic Training Needs Assessments in respect of all the functions of the organisation and subsequently consider making specific proposals, among others, for**

Competency-Based training so as to equip public officers with the required skills, knowledge and competencies.

- 8.31 In addition to the above recommendation, the Training Manager should, *inter-alia*, be responsible to: compile a list of training requested by employees and those identified through the process of performance appraisal and TNA; assess the relevancy of training courses and prioritise training needs of officers; liaise with the MPSAIR and the CSCM for the mounting of appropriate training courses; plan and monitor the training of officers; carry out periodic evaluation of training programme to assess the impact of training provided to officers; follow-up on officers who have already attended training programmes; maintain a database on training programmes and officers trained; carry out research to identify the relevant field of training for employees of the organisation; and submit to the Training Committee for approval on the budget training requirement of the organisation with a view to meeting the recommended hours of training.

Recommendation 3**8.32 We recommend that:**

- (a) **the implementation modalities including the designation of Training Managers should rest with the MPSAIR. To ensure coverage for the whole Civil Service and for more efficiency, a Training Manager may be entrusted the responsibility of more than one Department/ Organisation; and**
- (b) **the Training Manager should be paid a monthly non-pensionable allowance equivalent to two increments at point reached in the salary scale for performing the duties and shouldering responsibilities listed at paragraphs 8.30 and 8.31 above.**

Training Committees

- 8.33 The Bureau has, in its previous Reports recommended the setting up of Training Committees to ensure that Ministries/Departments/Organisations engage themselves in identifying their training needs; come up with proper training plans and approach the Civil Service College, Mauritius to mount programmes to benefit a maximum number of their staff.
- 8.34 During consultations for this review exercise, we have been apprised that Training Committees are not fully functional and effective. Moreover, in July 2020, Government decided that, in line with the objectives set in the Public Sector Transformation Strategy, the performance of Ministries/Departments should be gauged and three Key Performance Indicators were identified, one of which is the proper use of training budget allocated to Ministries/Departments.
- 8.35 The Bureau, therefore, views that there is a dire need to reinforce the mechanism in place to ensure that the Training Committees are provided with the adequate resources and support in order to ensure that appropriate training courses are

identified, mounted and conducted for different levels of employees in line with the vision of Government to revamp and re-engineer the public sector.

Recommendation 4

- 8.36 We recommend that in order to assist the Training Manager in the accomplishment of his key functions, Supervising Officers of Ministries/Departments/Organisations should mandatorily set up a Training Committee at their level and submit details of its composition to the MPSAIR. Under the guidance and advice of the Training Manager, the Training Committee should be required to elaborate a Training Action Plan for short-term as well as the strategy for the long-term that will take on board the specific training needs and requirements of each and every Ministry/Department/Organisation; ensure that there is optimum use of funds allocated in their budget under their respective vote items for training of staff; and facilitate the continuous professional development and growth of public officers across the Public Sector. The Training Committee should meet on a quarterly basis or earlier, if so required.**
- 8.37 We further recommend that Supervising Officers of Ministries/Departments/Organisations with the assistance of the Training Manager should ensure the implementation of the Training Action Plan at the level of the Transformation Implementation Committee (TIC) that has been set up in their Ministries/Departments/Organisations. The TIC will be required to monitor that the training budget is efficiently being utilised and report thereon, together with any difficulty encountered, to the National Planning and Results Committee set up at the level of the MPSAIR for any action deemed appropriate.**
- 8.38 We additionally recommend that in order to attain the objective of being high performing organisations, Public Sector organisations should ensure:**
- (a) the alignment and integration of learning and development initiatives with corporate and business planning through the review of existing activities and initiation of new learning programs that support corporate plans;**
 - (b) that there is accountability for learning and development from Management and employees; and**
 - (c) there is formal, systematic and rigorous evaluation of learning and development.**

List of Training proposed by Management and the Staff Side

- 8.39** During consultations, representatives of the staff side were requested to submit a list of training that would be suitable for their affiliates. Management was also requested through the survey to provide a list of training courses that would be required by their respective organisations to enhance service delivery. The Bureau has obtained a low response from the Federations/Unions on the courses required by the employees. Management, on the other-hand, responded on the training

areas to be provided to employees. **The list of training programmes/areas of training submitted by Management and the staff side is being reproduced at Annex for appropriate action by the MPSAIR and CSCM.**

ANNEX**List of Training Proposed by Management****Civil Service:**

1. Personal grooming, behavioural change, ethical behaviour
2. Safety and Health at work place and Fire Fighting
3. Performance Excellence
4. Training on Road Safety
5. Training in First Aid
6. Training on Gender Equality
7. Communication Skills
8. Handling difficult customers/customer care
9. Manual Handling
10. Confidentiality values
11. Floral decoration
12. Boulangerie, Bakery and Pastry preparations
13. Butler and Villa Services
14. Basic HR, Finance and Procurement
15. Basic IT skills
16. Drivers - Safe driving practices by the Police Department
17. Code of Ethics
18. Training on how to handle Audio-Visual materials & equipment safely
19. PMS Performance and Public Service Excellence for workmen's group
20. Conflict - Addressing to conflict issue Handling of PABX
21. Training on Articulated vehicle/ forklift/ operating cranes for HVM Drivers
22. Tea Making & Service for Office Auxiliaries
23. Refresher courses in relevant field for the Tradesman Class
24. Tactical driving (Driver)
25. Team building/ Team Work
26. Basic HR Regulations/ Labour Laws
27. Mechanic courses for Driver to attend to emergencies

Parastatal Bodies:

1. Customer Care Course and Ethical Conduct
2. Basic maintenance (electrical/ mechanical/ woodwork)
3. Safety & Health basic courses
4. Human Resource, Procurement Exercise, Health and Safety, IT, Binding, Repairing of IT equipment and photocopier machines, photography, finance, clerical duties among others
5. Customer Service excellence for conductors
6. Improving efficiency in organisations
7. Communication and Interpersonal skills
8. First Aid
9. E-learning training
10. Operating a telephone switchboard and how to communicate over the phone.
11. Training on the utilisation of equipment like brush cutter, chainsaw and welding machine and on different techniques of plant propagation
12. Mastering Telephone Skills
13. Welding, Carpentry, painting and Masonry works
14. Awareness sessions on basic technicalities of their job/ Health and Safety/ Wellness and (company) Organisation values and vision mission
15. Security aspects in the office
16. Supervisory Skills
17. Photocopying/ Binding/ Collating of simple documents
18. Problem-solving skills
19. Conflict Resolution
20. Gardening practices/ Nursery practices

Local Authorities:

1. Welding
2. Replacing of tyres for Refuse collection
3. Customer service as they deal in public and training of skills/upgrade bearing in mind the technological advancement for example, incinerator operators use of machine to incinerate with appropriate gears and technologies
4. Training related to different trade available in Local Authorities
5. Safety training regarding good work practice/manual handling operations
6. Refresher training in order to incorporate the latest development in a particular field
7. Training courses for General workers/Handy workers in the following fields: Plumbing/ Masonry/ Carpentry/ Welding/ Painting. Refresher courses for Gardeners in the field of Gardening

Rodrigues Regional Assembly:

1. Customer service as a continuous professional development training item
2. Information and Communication Technology
3. Code of ethics
4. Procurement and Store Management
5. Customer care, Counter Service and Front Desk
6. Health and Safety, job knowledge
7. For Electricians, IVTB Courses so that they can be aware of modern technology
8. Drivers to be given an awareness of mechanical problems trouble shooting
9. Training of advanced excel to new staff

List of Training Proposed by Staff Side

1. AutoCAD Software.
2. Geographic Information System (GIS) Software.
3. Training in Excel for data compilation, updating of records and databases.
4. Using Total Stations, GPS and Drones for Survey.
5. Surveying techniques and data collection.
6. Technical Report writing.
7. Building construction and material and building survey (Building defects, listed and historical buildings, types of buildings).
8. Statute and law related to valuation (LGA, L Acq A, LTDA, Rent A, Curatelle) and various courts and courts procedures (ARC, OU).
9. LAVIMS, CAMA System and the Valuation Roll.
10. Information Technology.
11. Landed property and various aspects of land and property ownership (right of way, highway, way leaves, copyhold, freehold interest, leasehold interests, elevation right, bare ownership).
12. Nature of deeds (terms and terminology in deeds and transfer of shares TSH).
13. Planning and planning policies.
14. Reading and drawing of plans (use of AUTO CAD or other software for plan drawing).
15. Basics of Valuation Principles (Methods of Valuation).
16. Communication skills.
17. Use of devices (high tech printers, tablets, distometers, etc)
18. Courses on Professional Rehabilitation namely Techniques for improving functional mobility; developing more precise methods of measuring impairments, disabilities, social and functional limitations; degenerative disease; multi trauma injury due to R.T.A (Road Traffic Accident); Therapeutic exercise such as manual therapy, neurological re-education moralistic for pain relief; and means to improve muscle control and stability of joints.
19. Regular Training in Physiotherapy, Speech Therapy, Occupational Therapy, Mental Rehabilitation.
20. Training in Sterilisation Techniques for Superintendent, CSSD and Supervisor, CSSD.

21. Customer Care, Public Relation, Good Governance, Telephone Operation, PABX Console, Receptionist, First Aid, IC3, Health and Safety and Leadership Skills.
22. Training in the following fields: basic precautions in handling specimens for analysis; different tests analysis performed in health laboratory; Health and Safety at workplace; and Quality Management System for Health Laboratory Auxiliary Cadre.
23. Training in Comprehensive First Aid; Specialist driving skills; patient moving and handling techniques; basic life support and patient care skills for Ambulance Personnel.
24. Training be provided in the following fields: Human Anatomy; Hygiene; and Embalming of dead bodies for Mortuary Attendant.
25. Training to operate the incubators for Hatchery Operators.
26. Trade Skill Courses: Computer Technician; Technician (Photocopy Machine/Fax Machine and Electronic Binding Machine); Air Conditioning Technician; and Electrical Technician.

