

Foreword

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The theme for the fourth edition of *Voice in Education* is Technical Education: Past, Present, and Future. Technical education, 1951-1969, contributed significantly to the positive development of male students. This is a particularly important topic for Bermuda because the replication of technical education's impact, focusing on black males of today and tomorrow, has been called for across various sectors of society, including education and government.

Most of the articles focus on the implementation and impact of the Bermuda Technical Institute (BTI), 1951-1969. The journey begins by reviewing the history of technical education in Bermuda through the lens of newspaper and government reports that chronicled the life of the school from development to demise. Ebbin concludes that the Bermuda Technical Institute had a significant impact on education in its 13-year duration and implies that its replication is still a topic of debate.

Following this article, Wasi, a graduate of Bermuda Technical Institute (BTI), provides a poignant personal testimony about the impact of BTI on his life and career. He highlights those aspects of the school that made it unique and produced confident graduates who excelled in their areas of training. At the end of his article, Wasi calls for the re-establishment of technical education which he believes is critical to Bermuda's self-sustainability.

Tankard picks up the importance of the technical education theme relative to the positive educational attainment of black males. He describes the rebirth of technical education in the new applied technology programme at Bermuda College. This successful dual enrolment programme affords high school students an opportunity to improve their educational attainment in high school, while simultaneously earning college certification. Tankard concludes that government, industry partners, and other stakeholders should invest substantially in technical education.

Selassie places technical education in a global historical context and describes industrial development and technical education in Bermuda from the early nineteenth century to the present day. He describes efforts of the Bermudian government to revive technical training through workforce development. Selassie emphasises the need for sustained collaborative partnerships between government entities and community partners to advance technical training and occupations.

The final article illustrates the global importance of technical training to the self-sustainability of women in Nigeria. Babalola describes women empowerment programmes which were used to teach vocations. In this instance, the Nigerian government collaborated with international partners with the goal of effecting improved welfare for women and their families. She concludes that the programmes should be extended and that the women need to be more inclusive in programme planning. She suggests that the programme be reorganised into a department of adult and non-formal education, similar to technical education and workforce development.

This volume of *Voice in Education* relays the history of technical education in Bermuda and relates the importance of technical education regarding societal and community needs. The articles have also referenced possibilities in programme development in Bermuda and in Nigeria to illustrate the global importance of this topic. The articles cause us to reflect on the past, to consider our present, and to project future possibilities. All articles point to the importance of technical education as both a means of providing viable career pathways, encouraging productive citizenship, and fostering self-sustainability.