Annex 9: Skill Upgrading Needs of Senior VET administrators and Policy Makers– Team work Summary

OUTLINE TRAINING COURSE 1 – APSDEP/NATIONAL TRAINING COURSE FOR SENIOR VET ADMINISTRATORS AND POLICY MAKERS

A WHO IS THIS COURSE FOR?
The course is for people who work as policy makers in national agencies (departments, bureaus). These are not operational managers.

It is a national or sub-regional course.

B OBJECTIVE OF THE COURSE
At the end of the course the participants will be able to draft legislation and develop high level policy, modify existing policies, develop structure of the overall training system, and the structure of management. The course will aim at changing attitudes.

C COURSE CONTENTS
1. Review of training laws and regulations.
   1.1. Methods of policy review.
   1.2. How to formulate policy recommendations (e.g. there is a need to include costings, and to describe implications).
   1.3. Drafting legislation.
   1.4. Drafting implementing rules and regulations.

2. Identifying and measuring public demand for VET services
   2.1. Forecasting methods.
   2.2. Analysing labour market demand.
   2.3. Analysing training market.
   2.4. Setting national training priorities.
   2.5. Identifying national priority target groups

3. Reviewing and configuring structure of a national training supply
   3.1. Identifying training locations.
   3.2. Levels and types of training centres
   3.3. Distribution of training centres.

4. Principles and methods of VET planning
   4.1. Student demand driven planning.
   4.2. Labour market signals driven planning.
   4.3. Strategic planning.
   4.4. National training plan and institutional (PTC) plan.

5. Budgeting models and financing.
   5.1. The basis for resource allocation, including contingency provisions.
   5.2. Managing performance-based funding.
   5.3. Capital and operating funding.
5.4. Sources of funding (government funding, levies from industry, fees, commercial income).
5.5. Funding methods (grants, EFTS-based).

6. Technical support services.
   6.1. Training information system.
   6.2. Curriculum development.
   6.3. Teacher training.
   6.4. Skills testing and certification.
   6.5. Training aids and materials.
   6.6. Quality assurance systems.
   6.7. Vocational guidance.

7. Equitable access to training.
   7.1. Understanding the concept of equitable access.
   7.2. Reviewing and measuring.
   7.3. Methods of promoting equity.

8. Implementing strategic and operational management of the VET sector.
   8.2. Centralisation/decentralisation, decision making processes.
   8.3. Determining the training centres’ mode of operation.
   8.4. Human resource management, including staff development, remuneration, contracts.

   9.1. Definition of outputs and outcomes.
   9.3. Monitoring and audit systems.
   9.4. Reporting.

D PREPARATION, DELIVERY, AND ASSESSMENT
We use best practice examples throughout the course.

Pre-Training
- Distribute case studies.
- Participants prepare own profiles and country profiles.

During Training
- Workshops with specific outputs
- Plenary sessions
- Small group discussions
- Case study reviews

Assessment
- Participants prepare
  - Draft policies
  - Draft legislation
- They design training structure.
A Detailed Outline For A Training Course For PTC’s Management Staff

A WHO IS THE COURSE FOR?
Course is for PTC directors and section chiefs. This course is to be run on a national basis.

B THE OBJECTIVE OF THE COURSE
Participants will be able to understand and effectively implement training policy, and will be capable to manage and run PTCs effectively.

C COURSE CONTENTS

Module 1: National training policies, laws and regulations
  Unit 1 Understanding training and employment laws and regulations and their implications to PTC.
  Unit 2 Implementing national training policies

Module 2: National training system
  Unit 1 Understanding structure of the national training system
  Unit 2 Understanding the legal status of a PTC and the scope of operational autonomy
  Unit 3 Understanding interrelations between a PTC and training system as a whole

Module 3: School Management System
  Unit 1: Mission statement of national training system.
  Unit 2: School legal status and scope of autonomy
  Unit 3: School principal’s rights, accountability, and obligations
  Unit 4: School management committee
  Unit 5: School organization structure
  Unit 5: Training information System (TIS)

Module 4: Planning of Training
  Unit 1: Understanding demand for training services (labour market demand/training market demand)
  Unit 2: Techniques for learning market demand – school
  Unit 3: Work with employers

Module 5: Budgeting And Financing
  Unit 1: Budgeting procedures
  Unit 2: Producing program / activities
  Unit 3: Sources of financing.
  Unit 4: Resource generation
Module 6: Student Management
  Unit 1: Measuring student management
  Unit 2: Vocational and operational guidance (student handbook)
  Unit 3: Job placement.
  Unit 4: Course instruction
  Unit 5: Student welfare

Module 7: Staff Management
  Unit 1: Job description
  Unit 2: Staff recruitment and training
  Unit 3: Application of labor law.
  Unit 4: Part time staff
  Unit 4: Supervision of teachers

Module 8: Facilities Management
  Unit 1: Building management
  Unit 2: Equipment management
  Unit 3: Materials supply

Module 9: Course Management
  Unit 1: Course development, introduction and replacement
  Unit 2: Course evaluation
  Unit 3: On the job training

Module 10: Technical Services
  Unit 1: Curriculum development
  Unit 2: Skill testing
  Unit 3: Teacher retraining
  Unit 4: Quality assurance
  Unit 5: Teaching method

Module 11: Performance And Reporting Management
  Unit 1: Graduate and employers surveys
  Unit 2: Evaluation of school performance and efficiency
  Unit 3: Producing school annual report

D COURSE PREPARATION, DELIVERY, AND ASSESSMENT
Best practice examples to be used throughout the course.

Pre-Training
- Distribute case studies.
- Participants prepare own profiles and centre profiles.

During Training
- Workshops with specific outputs
- Plenary sessions
- Small group discussions
- Case study reviews
Assessment

- Participants prepare
  - Sample management structures
  - Statements of objectives
  - Operational plans and budgets