

## Annex 5: Policy Problems and Solutions Regarding PTCs – Workshop Summary

The summary presents the problems identified in the workshop, the proposed solutions, and example of countries where such solutions are in place or are being put into place.

<i>Problem</i>	Legislation does not provide clear written training policies.
<i>Solution</i>	Develop clear policies in writing and make the policies public.
<i>Example</i>	Nepal, Cambodia, Philippines
<i>Problem</i>	No clear policies in the public training system on centralisation versus decentralisation.
<i>Solution</i>	Define what can be centralised (technical support) and what can be decentralised (training provision).
<i>Example</i>	Sri Lanka, Nepal, Philippines, Lao PDR
<i>Problem</i>	The legal status – i.e. lack of autonomy of training centres.
<i>Solution</i>	To decentralise.
<i>Example</i>	New Zealand
<i>Problem</i>	Poor, ineffective national planning of training.
<i>Solution</i>	Ask industry groups to come up with sectoral plans, validated by a national body.
<i>Example</i>	Sri Lanka, Philippines
<i>Problem</i>	Poor funding mechanisms – funding is not linked to performance.
<i>Solution</i>	Performance based funding, based on enrolment and employment outcomes.
<i>Example</i>	None suggested
<i>Problem</i>	The lack of policy on the involvement of many parties in skills development.
<i>Solution</i>	Employers should train their own employees. This should be legally mandated.
<i>Example</i>	Japan, Korea.
<i>Problem</i>	No policy about who gets training.
<i>Solution</i>	There should be priority target groups established by tripartite agreement. Eligibility and conditions should be specified and should take account of equitable access to training.
<i>Example</i>	Australia
<i>Problem</i>	Training centres are not distributed rationally to provide equitable access for all citizens.
<i>Solution</i>	Demographic mapping.
<i>Example</i>	Thailand, Viet Nam
<i>Problem</i>	No reliable way of determining priorities for what training programmes are

	offered by training centres.
<i>Solution</i>	Priorities should be based on market demand, and reviewed regularly.
<i>Example</i>	Singapore, Australia
<i>Problem</i>	A lack of a national training policy to drive continuing learning.
<i>Solution</i>	Make continuing training part of national training policy.
<i>Example</i>	Japan, Nepal
<i>Problem</i>	Trainers are not sufficiently trained and experienced.
<i>Solution</i>	Policy should mention the requirement to provide ongoing training for trainers.
<i>Example</i>	Sri Lanka
<i>Problem</i>	National curriculum framework is not heeded – lack of compliance. This happens because there is no quality assurance system.
<i>Solution</i>	A quality assurance system must be introduced to check that curriculum framework is implemented.
<i>Example</i>	New Zealand
<i>Problem</i>	There is a lack of compliance with and acceptance of assessment certification, and there are problems with the capability of staff to assess and certify.
<i>Solution</i>	Improve staff capability to assess skills
<i>Example</i>	None suggested
<i>Problem</i>	Inadequate technical support in terms of training instructors, development of national curriculum, and the training of PTCs' managers.
<i>Solution</i>	Upgrade and upskill by sending instructors overseas. Develop a training programme for
<i>Example</i>	None suggested
<i>Problem</i>	Lack of training information systems.
<i>Solution</i>	Development of effective training information systems.
<i>Example</i>	New Zealand
<i>Problem</i>	Limited flexibility in the national planning of training.
<i>Solution</i>	Decentralise responsibility to training institutes and give proportionate authority. Train managers in planning of training
<i>Example</i>	New Zealand, Australia
<i>Problem</i>	Funding is solely dependent on government.
<i>Solution</i>	Provide incentives such as tax rebates. Look at getting funding from different levels of government. Use levies and user fees.
<i>Example</i>	USA, Fiji
<i>Problem</i>	Absence of linkages between policy making bodies and implementing bodies (training centres), for example in Korea.
<i>Solution</i>	Training centres establish performance agreements with funding agencies.
<i>Example</i>	New Zealand, UK

<i>Problem</i>	Low government priority assigned to public training.
<i>Solution</i>	Make government aware of the great benefits of training.
<i>Example</i>	Japan
<i>Problem</i>	Weak training legislation.
<i>Solution</i>	Need to strengthen legislation and define role of public and private vocational training.
<i>Example</i>	Japan, Korea, Philippines
<i>Problem</i>	Insufficient budget for vocational training.
<i>Solution</i>	Provide autonomy and encourage training in a favourable environment.
<i>Example</i>	None suggested
<i>Problem</i>	Unclear management configuration of training systems.
<i>Solution</i>	To define the role of each agency, or have one top level Ministry.
<i>Example</i>	Sri Lanka
<i>Problem</i>	Lack of national skill testing system.
<i>Solution</i>	Introduce national skill testing system.
<i>Example</i>	Thailand, Japan, China, Sri Lanka, Nepal, Indonesia