

Annex 7: Operational Problems of PTCs – Workshop Summary

<i>Staffing and Quality of Teachers</i>	
<i>Problem 1</i>	Qualifications for instructors have not been prescribed
<i>Solution 1</i>	Qualifications (vocational and teaching) for instructors should be prescribed by national authority.
<i>Example 1</i>	Thailand, Nepal, Philippines, China
<i>Problem 2</i>	
<i>Problem 2</i>	There is limited national capacity for teacher training.
<i>Solution 2</i>	a) Recruitment of part-time teachers from industry. b) Distance learning.
<i>Example 2</i>	Fiji (industry), Nepal (part-time)
<i>Problem 3</i>	
<i>Problem 3</i>	Lack of quality and/or teaching experience on the part of instructors.
<i>Solution 3</i>	a) Recruitment of part-time instructors. b) Upgrading of instructors at instructor teaching centre. c) Teaching licence. d) Develop language programme for instructors. e) Orientation.
<i>Example 3</i>	Philippines
<i>Problem 4</i>	
<i>Problem 4</i>	Political and official interference.
<i>Solution 4</i>	Avoid interference.
<i>Example 4</i>	None suggested
<i>Problem 5</i>	
<i>Problem 5</i>	Difficulty recruiting instructors because of low wages.
<i>Solution 5</i>	Provide incentives such as accommodation.
<i>Example 5</i>	None suggested
<i>Enrolments and Student Management</i>	
<i>Problem 1</i>	No student management committee for guidance, absence of student management system.
<i>Solution 1</i>	a) Develop a system for student management. b) Provide career guidance.
<i>Example 1</i>	New Zealand, Fiji
<i>Problem 2</i>	
<i>Problem 2</i>	Lack of enrolments because of stigma, e.g. agriculture, carpentry, or because courses are badly designed.
<i>Solution 2</i>	a) Career information dissemination. b) Strengthen vocational guidance. c) Have relevant courses. d) Improve marketing. e) Decentralisation.
<i>Example 2</i>	New Zealand
<i>Problem 3</i>	
<i>Problem 3</i>	Too many applications for limited places.
<i>Solution 3</i>	a) Distance education. b) Improve distribution of training opportunities.

	c) Rationing with means testing.
<i>Example 3</i>	None suggested
<i>Problem 4</i>	
	Weak record keeping.
<i>Solution 4</i>	a) Develop standard system for centres. b) Supply training information system.
<i>Example 4</i>	None suggested
<i>Course Development and Replacement</i>	
<i>Problem</i>	Course development is not anchored on market demand.
<i>Solution</i>	a) Course development should take into account industry's requirements through a liaison process. b) Close redundant courses. c) Course definition should provide flexibility to include optional content. d) Use on-job training. e) Advisory boards.
<i>Example</i>	Philippines, Sri Lanka, Thailand
<i>Training Market Analysis and Planning of Training Delivery</i>	
<i>Problem</i>	Absence of a system for training market analysis (at training centre level).
<i>Solution</i>	a) Liaison officer/unit. b) Teachers visit graduates at employers. c) Tracer studies. d) Develop a system for labour market signals analysis and train PTCs' management staff
<i>Example</i>	Bahrain, Australia
<i>Curriculum Development</i>	
<i>Problem</i>	Teachers don't have expertise in developing teaching material.
<i>Solution</i>	Teachers should be trained in developing teaching material or there should be a unit to develop teaching material.
<i>Example</i>	Sri Lanka
<i>Curriculum Compliance</i>	
<i>Problem</i>	Instructors do not comply with requirements of curriculum.
<i>Solution</i>	Introduce quality management systems.
<i>Example</i>	Thailand, Viet Nam
<i>Teaching Method and Textbooks</i>	
<i>Problem 1</i>	Old fashioned materials and old fashioned attitudes.
<i>Solution 1</i>	Train staff and develop better learning resources.
<i>Example 1</i>	Canada, Sri Lanka
<i>Problem 2</i>	
	Not enough text books or teaching aids.
<i>Solution 2</i>	a) Provide more books and equipment. b) Use the Internet to publish teaching material.
<i>Example 2</i>	South Korea

<i>Practical Instruction of Trainees</i>	
<i>Problem</i>	There is insufficient training equipment and funds.
<i>Solution</i>	a) Collaborate with industry. b) Pool resources amongst several PTCs.
<i>Example</i>	India
<i>Skill Testing and Certification</i>	
<i>Problem 1</i>	There are inconsistent skill standards.
<i>Solution 1</i>	Have one national organisation under government supervision to develop and demonstrate skill standards.
<i>Example 1</i>	Sri Lanka
<i>Problem 2</i>	Employers and the public don't recognise standards.
<i>Solution 2</i>	a) Involve employers in developing standards. b) Publicise standards.
<i>Example 2</i>	China
<i>Follow-Up of Graduates</i>	
<i>Problem</i>	There are no staff or resources to follow-up graduates.
<i>Solution</i>	a) Provide more resources. b) Use current students to follow up previous students.
<i>Example</i>	Australia
<i>PTCs' Management Structures and Practices</i>	
<i>Problem 1</i>	Inappropriate and centralised management structures.
<i>Solution 1</i>	Introduce more autonomy into the national VET system. Train PTCs' directors as well as the senior managers in managing and running training institutions.
<i>Example 1</i>	Fiji, South Korea
<i>Problem 2</i>	Lack of consultation.
<i>Solution 2</i>	Introduce participative management. Train managers.
<i>Example 2</i>	Fiji, South Korea
<i>Financing and Resource Generation</i>	
<i>Problem</i>	Lack of flexibility with programme funding.
<i>Solution</i>	a) Look at alternative funding sources (levies, commercial income). b) Train VET administrators and PTCs' principals in financial management.
<i>Example</i>	Sri Lanka
<i>Availability of Training Equipment</i>	
<i>Problem</i>	Lack of equipment and old fashioned equipment.
<i>Solution</i>	a) Better planning and more resources. b) Better utilisation of training facilities and workshops by more flexible time-tabling.
<i>Example</i>	None suggested

<i>Performance Measurement</i>	
<i>Problem 1</i>	There is a lack of information with which to measure performance.
<i>Solution 1</i>	Implement a training information system which would provide inputs for measuring performance of PTCs.
<i>Example 1</i>	New Zealand
<i>Problem 2</i>	
<i>Problem 2</i>	There are no standards for the definition of key performance indicators (KPI).
<i>Solution 2</i>	a) Develop standards. b) Use existing international standards.
<i>Example 2</i>	New Zealand