

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.
 - 8.1. Mission statement.
 - 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. Measuring training system's performance.
 - 9.1. Definition of outputs and outcomes.
 - 9.2. Measuring efficiency and effectiveness.
 - 9.3. Monitoring and audit systems.
 - 9.4. Reporting.
 - 9.5. Using key performance indicators.

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