**Elective Course 1 - Quality assurance in TVET and Skills Systems**

The elective program on quality in skills development will examine the challenges associated with defining, monitoring and maintaining quality in TVET and skills systems, programs and institutions. Within such a broad scope, the program will examine how quality is defined, why it’s important in skills systems and what strategies can be deployed to guarantee and ultimately improve quality. The program will also consider various indicators used to measure quality at the system and institutional levels and will review key elements of the institutional and governance arrangements used to monitor and regulate quality. The program will review examples from both developed and developing countries and will provide detailed overviews of several national systems. The program will draw on the particular experiences of participants who have extensive experience of quality assurance in various countries around the globe.

**Elective Course 2 - Career Guidance:**

As many countries face challenges related to a real or perceived mismatch between labour market supply and demand and in providing adequate employment support to workers faced with mid-career changes, there is a growing demand for increased access to career guidance. This elective will provide opportunities to examine current approaches to career guidance and the potential role for and linkages between educational institutions and public employment services. Through a combination of short technical presentations, interactive group work and discussion, issues such as helping the individual develop skills to make self-mediated career choices, policy implications, various delivery models, and the importance of robust labour market and occupational information will be considered.

By the conclusion of the elective participants will have gained an increased understanding of:

- What we mean by Career Guidance
- Why it is important
- The new Paradigm of Career Guidance
- Key Elements of Career Guidance
- The relationship between Career Guidance and TVET
- The role of Public Employment Services in Career Guidance / counseling:
  - How career guidance contributes to lifelong learning
  - Delivery models for career counseling Importance of Occupational and Labour Market information and sources

This elective will also examine policy implications related to the provision of Career Guidance translated into practical terms through a small group exercise.
Elective Course 3 - Skills for the rural economy

The objective of this elective is to review the characteristics of rural employment and skills acquisition, as well as the constraints – and how to overcome them - to the development of rural skills and employment. It will also be an opportunity for both participants and facilitators to share good practices in supporting skills development and decent work in rural communities, including contributing to improved income generation and environmentally sustainable development practices.

This course will examine the challenges and opportunities for enhancing skills of rural populations for improved access to employment and increased incomes. Training that exists for rural populations is often of inadequate quality. Rural girls and women face special challenges in gaining access to education and training. Teachers and trainers may be unqualified, equipment and technology out-dated, and teaching methods ill-suited to rural contexts. Training outside the formal training system is often the most important source of skills training. Rural populations face enormous challenges in obtaining training that is relevant to local economic conditions; the course will examine how to bring quality training closer to rural communities, seeking to move rural communities out of subsistence level agriculture to higher value farm and non-farm income generating activities.

The course will begin with an examination of the challenges faced by rural communities in seeking gainful employment and the constraints on skills provision. This will be followed by interactive group work to examine these challenges and constraints. The ILO’s Training for Rural Economic Empowerment programme (TREE) will be presented and discussed as one method of enhancing skills provision in rural communities and linking this training to rural value chains for more productive employment. AFD’s experience in dealing with skills for the rural economy will be highlighted thru different kind of country cases.
**Elective Course 4**

**Experiences in the design and implementation of the National Qualifications Systems**

In recent decades, responsible for the field of Technical Education and Vocational Training (TVET) and employment in each country have raised very similar issues regarding:

- The mismatch between supply and demand for skills;
- Improving coordination between the various training subsystems;
- How to ensure mechanisms for life long learning;
- Or about the mobility of citizens, workers and students, beyond national borders.

These issues or challenges were presented on a recurring basis in the reflections of public authorities, social workers and media.

Each country has sought from its resources, its possibilities, its development context and specific strategies for how best to respond.

Much has responded to these challenges with the programmed or spontaneous creation of a National System of Qualifications transcending traditional responses for TVET subsystems.

In elective course, we will try to analyze, based on the practical experience in different countries, different regions, the design and construction of a national qualifications system in response to questions and challenges mentioned above. We will analyze the processes conducted in order to identify best practices that can help actors and makers of TVET and employment systems to improve responses to its challenges with a practical approach and a spirit of constructive criticism and analysis.
Elective Course 5 - Skills development for entrepreneurship

The main objective of this Elective Course is to support job creation for youth through supporting skills development for youth entrepreneurship.

Upon completion of this elective participants will be better able to explain the rationale for supporting youth entrepreneurship as a component of youth employment programmes, and to describe the main policy options for designing the skills components of youth entrepreneurship support programmes.

The elective will cover how to integrate skills for youth entrepreneurship into a youth employment programme. There is a growing recognition among governments that in many countries jobs for young people are scarce, and that youth entrepreneurship becomes an important strategy for integrating young women and men into labour markets. However, youth entrepreneurship has its own specific dimensions compared to entrepreneurship in general. Due to limited resources, life and work experience and other challenges, young women and men face greater barriers to business start-up than older entrepreneurs. This year’s youth entrepreneurship elective will address some of the different challenges faced by young women and men entrepreneurs and will look at the importance of developing relevant skills for youth entrepreneurship. The elective will also look at the role of entrepreneurship education in creating the next wave of young entrepreneurs by using the ILO’s Know About Business package and examples of its on-going implementations in various countries. The case will be made for governments and the private sector to support youth entrepreneurship through providing a combination of training, counselling, coaching and mentoring services.

This elective will rely on a range of methods including presentations, case studies, group exercises and other participative methodologies.
Elective course 6 - Management of Training Institutions

Introduction:

The key role that training institutions play in the process of developing the economy and individuals means that managers of training institutions have to deal constantly with huge challenges.

Managing a training institution is not only limited to the day-to-day management of daily duties; it is also about, more than any other educational institution, dealing with the general developments in the country in adult training. It is also mastering a series of elements that constantly overlap to deal with and adapt to constant changes both internally and externally.

The directors and managers of these institutions must reconcile conflicting issues:
- Meet the needs and expectations of the economic and political climate
- Meet the growing needs of the public
- Adapt suggestions and the content of training to local requirements
- Obtain financial resources to meet all these expectations

It must also be borne in mind that professional training institutions make a contribution that depends on:
- The level of their students,
- Their qualifications which largely determine the content of training programmes,
- The skills of senior staff at the training institution, which determine the quality of programmes.

The main areas:

- A concrete approach to the problems the management of the institution face, particularly with respect to:
  - Issues in training and their impact,
  - The practical response to be made for the development of structures and people
  - Issues involved in the independence of centres and their financing.
- The tools to implement to deal with expectations and changes and particularly, assessment tools to:
  - Monitor management and training activities
  - Monitor quality and efficiency
  - Innovate, which is the source of development and future progress

Purpose of the workshop:

- Develop ideas on structural issues
- Share experiences on local work
- Analyse good practices

The training workshop is firstly intended to contribute to enriching consideration on training issues and more specifically those relating to how training is carried out, and also and above all, as a means of strengthening the skills of staff directly involved in the management of training institutions.

Basic content

- Education and training: Some objectives
  – Internal and external profitability of a professional training institution and adaptability of professional training to the needs of the labour market
- Importance of state policy
- Improving the management of training centres
- Detect and overcome relevance problems
- Make training systems successful
- Strengthen the efficiency of training systems.

**Training modules**

- Internal and external challenges for training centres
- Planning: anticipating change
- Organising training structures
- Human resources management
- Monitoring and assessment of performances
- Quality and continuous improvement at training centres
Elective Course 7

**Competence-based training (CBT) and Work-process Training (WPT)**

The objective of Elective Course 7 is to provide training that is relevant to the needs of the labour market, the involvement of employers in developing content for training is critically important.

The presentation on competency-based training will focus on the factors influencing TVET curricula—national goals for education and national TVET policies, planning training decision, collecting and analysing training-related data, collecting and analysing community-related data (labour market information) stakeholder involvement, business and industry partnerships, and determining curricula content using DACUM process. The discussion will involve exercises on developing training course content using the DACUM process by analysing duties and tasks.

The presentation on work-process training will focus on the development of quality apprenticeship systems through systematic development of work-process training tools. The group work will involve exercises on developing training course content for quality apprenticeships using work- and business process analytical tools in a practical example for a learning situation in marketing.
# Elective Course 8 - Monitoring and evaluation of training

The main objective of this course is to assess the main issues and methodologies in drawing up a system to assess the results, impact and effect of training programmes. Secondly, it aims to clarify a certain number of concepts and definitions, to make them operational within a labour collective.

At the end of this course, participants will be able to:
- Identify the issues in an assessment scheme.
- Identify the parties concerned.
- Identify the actors involved in the assessment.
- Situate the assessment within the project cycle.
- Define the purpose of the assessment in the supply chain.
- Use this to design the outlines and organise the stages of performance.
- Concentrate on the most suitable methodologies for the situation.

### Methodology matrix:

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<tr>
<th>Areas</th>
<th>4 levels of assessment</th>
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<td>Learner</td>
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<tr>
<td>Documents</td>
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<td>Tests and trials</td>
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<td>Through observation and measurement</td>
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* About the person, labour, company, community, society, etc.

The course will deal with:
- Issues in the assessment and its actors
- Stages of and assessment times
- Techniques and methodologies
- Links with quality programmes and M&E models
- Measuring results, effect and impact
- Assessment of efficiency and effectiveness.
**Elective Course 9 - Promoting Quality Apprenticeship Systems**

After a period of fading interest in apprenticeship systems internationally, the aggravated global youth employment crisis has brought apprenticeship back to the policy agenda. It is recognized that countries with well-established apprenticeship systems tend to be better at managing school-to-work transitions for youth, and enjoy lower ratios of youth unemployment rate to adult unemployment rate. However, “export” of apprenticeship systems to developing countries has, in many cases, failed and thus doubts about the transferability of successful apprenticeship systems persist in the international skills development community. This is why in this course key elements for quality apprenticeship design will be presented, discussed and put in real practice so that at the end of the course the participants will have a set of practical tools to take with them.

The two days Elective Course 9 on promoting quality apprenticeship systems will provide definitions, allow for discussions, give case studies, and involve the participants in role plays and exercises on how to design quality apprenticeship systems through social dialogue, how to provide suggestions for a clear division of roles and responsibilities for different actors, how to fund apprenticeship systems and how to provide a legal framework for quality apprenticeships. This will done on the basis of ILO Recommendation 195, and ILC Report V: Skills for improved productivity, employment growth and development, and the ILO G 20 Training Strategy for a skilled workforce for strong, sustainable and balanced growth.

**Elective Course 10 - Financing of training**

Financing technical and vocational education and training is capital intensive, as such, largely been the responsibility of the government in most developing countries, with very minimal cost-sharing arrangement with other stakeholders. While the cost of providing quality education and training continues to rise, government budgetary allocation in some countries is decreasing due other competing priorities.

The two days Elective Course on financing training will involve discussion, case studies, and exercises on who should pay for training in participants’ respective countries, single and multi-sources of financing, its advantages and disadvantages, accountability of funds, management and governance, and policy implication of financing training in line with ILO Recommendation 195, and Report V: Skills for improved productivity, employment growth and development.
Elective Course 11 - Anticipation of skills needs

The main objective of this two days Elective Course is to help participants understand the central importance of identifying current and future skill needs and labour market imbalances in a broader policy framework, and to acquire basic knowledge on how to go about it.

Upon completion of the course, participants will have a good understanding of drivers of change which impact skills demand and realise why imbalances occur on the labour market and what their consequences are (the Why?). The course will help to understand critical milestones, questions, objectives, beneficiaries and target groups of anticipating skill needs for the labour market (the What? and Who?). Participants will learn about quantitative and qualitative methods, ILO tools which can be used for skill needs anticipation and matching supply and demand of skills on the labour market (the How?). The system of early identification of skill needs will be dealt with in a wider context of labour market information and intelligence, and related institutional frameworks. Participants would be encouraged to reflect on the situation in their own countries and to discuss with others.

The course will cover: main conceptual issues of anticipating skills needs for the labour market and as part of national and/or sectoral strategies; methods for skills anticipation at national, sub-national and sectoral levels; use of labour market information for skills anticipation and matching; institutional approaches conducive to anticipating and matching skills, including sectoral approaches.

The course will rely on a range of methods including presentations, country examples, case studies, sharing tools, group work and other participative methodologies.

Elective Course 12 - Governance and the Coordination of Skills Development

Skills development is crucial: for people and for the economy. But it will only work effectively if the ‘skills system’ is managed properly. This interesting course, run by the same tutor for the last 4 years, will help both policy makers and practitioners to secure a coherent, ‘joined up’ approach to skills development in order to secure better outcomes for people and the economy. The course is a mix of presentations, discussion and action learning. It will provide you with new and useful material, ideas, case studies, references and discussion.

It begins by explaining the need for, and benefits of, a strategic and integrated approach to the skills agenda and draws attention to the various approaches of international organisations like the ILO, ETF, World Bank and the OECD. It then proposes a usable framework/agenda for making the skills system work better and sets out how TVET governance could be improved. This part of the course includes a presentation, group discussion and a group exercise.

The course then goes on to look at the ‘policy process’ and how coordination can be improved by moving beyond ‘policy silos’. It looks at both the Organisation and Tools, that can be used to promote more effective coordination. Following a presentation there will be a group exercise, drawing on the experiences of the countries in the room.

The final part of the course first looks at the need to improve the delivery and tailoring of skills development ‘on the ground’ at the sectoral and local levels and what is needed to improve things. It then considers how ‘partnership working’ can improve skills governance. Our final group exercise is designed to come up with your 3 top ‘takeaways’ (what you have learnt) from the course and to identify what you plan to do differently on your return home to your country, to help improve skills development.
**Elective Course 13**

**Out of Informality? Skills development and recognition of prior learning (RPL)**

The objective of this elective is to review characteristics of skills acquisition and recognition in the informal economy, and how the process can be improved to promote better employment. It will also be an opportunity for both participants and facilitators to share good practices in supporting skills development and decent work in the informal economy, recognition of non-formal and informal learning, and moving out of informality.

The course will begin with an examination of the characteristics and ‘importance’ of the informal economy, the challenges faced by women and men in acquiring better skills, and the question whether skills development can facilitate transition to formalisation? This will be followed by interactive group work to examine these issues. The ILO methodology on Upgrading Informal Apprenticeship and the lessons learnt from implementation of this methodology will be presented and discussed. Participants will share their country experiences, and discuss how they can adapt the ILO methodology to their country context. Finally, methodologies for “Recognition of Prior Learning (RPL)” and the challenges faced by countries in implementing RPL will be discussed, and together with participants, practical approaches for RPL will be identified. Participants are requested to bring information about country policies and programmes related to skills development and recognition for informal economy, including those for informal apprenticeship and RPL.

The methodology for the course would be based on active involvement of participants and sharing of their experiences, using a range of methods including presentations, case studies, group exercises and other participative methodologies.

**Elective Course 14 - Public private partnerships (PPP) and skills development**

The main objective of this Elective Course is to understand the principles and opportunities of PPP related to skills development.

Upon completion of this elective participants will be better able to:

- define and delimit Public Private Partnerships (PPP) in TVET’s environment,
- understand how Public Private Partnerships contribute to skill development,
- see PPP as Competency Based Approach,
- know the different type of Public Private Partnerships according to TVET model and context:
  - Legal and institutional framework for PPPs,
  - Cost and funding: from stakeholder’s perspective (public and private sector, companies, PTFs).

The elective will cover:

- Successful PPPs context or Background in developing countries
- Sector approach
- Role of private sector and role of administration
- PPPs management risks
- Possible legal status for carrying PPP structures
- Basis of PPP’s economic model in TVET’s environment
- Issues and Options of:
  - AFD’s PPP mechanism and its set up process
  - BMZ’s PPP mechanism and its set up process
  - UNIDO’s PPP mechanisms and its set up process in targeting industrial skills development (LKDF-projects)