

SME-Driven Training Design Process: Innovation in Developing Training Programs

Context

There is a need to develop training modules that are responsive to the needs of SME and that are owned and supported by the sub-sectors. Training providers also need to strengthen their capacities in designing and developing training products. An assessment of the sector showed that 80 % of the training partners of SMEDSEP lacked a systematic program in designing skills training modules with SME involvement.

As part of its program on Sector-specific Demand-driven Training Products (SSDDTP), SMEDSEP, spearheaded by the German Technical Cooperation (GTZ) in partnership with the Department of Trade and Industry (DTI) and the Technical Education and Skills Development Authority (TESDA), conceptualized the CVP approach in designing SME-driven training modules. (See SSDDTP Information Brief for more details).

Problem

Most service providers intending to offer sector-specific demand-driven training products for small and medium enterprises (SME) lack know-how in the systematic designing of training products with the direct participation of their target clientele.

Solution

Develop **SME-driven training products** through a course validation process (CVP) with focus group discussion (FGD) as the overall methodology.

Approach

SME-Driven Training Design Process

The SME-driven Training Design Process has provided training service providers with an efficient, responsive, transparent and participatory approach in ensuring the development of sector-specific, SME-driven training modules.

The CVP component of the SME-Driven Training Design Process is under-taken in approximately a four-hour session involving four steps shown in Figure 1. The purpose of each step and the key guide questions for the FGD are likewise presented in the table below.

The requirements for the successful conduct of CVP are: (1) Participants who are strategically-selected SME owner/ manager (2) FGD facilitator; (3) Documentation; (4) Conducive Workshop Venue, and (5) Facilitation guide template (on a flip chart, manila paper or shown as powerpoint presentation, depending on availability).

Figure 1. The Four-Step CVP

Estimated Time: 4 Hours

STEP	Step 1 Prepare workers' Skills Profile	Step 2 Match Skills Profile with Learning Outcomes of proposed Training Module	Step 3 Ascertain training priority of Learning Outcomes	Step 4 Validate proposed Training Module Delivery Framework
PURPOSE	Indicate a quick sketch of the industry-desired Skills Profile of target workers	Validate the content of the proposed training module. Analyze gaps between the desired and the proposed learning coverages	Analyze actual training needs of workers to be trained	To gauge industry clientele's preferences on each training aspect
QUESTIONS	What does your worker currently do? What else do you think should they be doing?	Do the proposed Learning Outcomes cover sufficiently the scope of the workers' task and responsibilities? If not, which are not covered?	What is the level of training priority of each Learning Outcome?	How do you like the proposed delivery framework (frequency, duration, modality, schedule, cost, assessment and certification) to be?

At the end of the process, the training providers and course developers would have generated vital industry-based data and information, which they can utilize to develop and finalize relevant and user-friendly training modules with inputs and insights from the sub-sectors.

To share and transfer the theoretical and practical know-how of this approach to the partner training provider, at least four CVP workshops were conducted among ICT and Tourism industry representatives.

Of these four, two were facilitated by a GTZ Program Officer who demonstrated to the partner training provider the process of conducting the CVP. One of these workshops was for the ICT sector in Cebu, focused on computer-aided design and drafting training module while the other one was on developing training modules on international culinary and kitchen management for the Tourism sector in Negros Occidental.

The two other workshops were, in turn, facilitated by an in-house trainer with some coaching/mentoring from the GTZ Program Officer.

Key Results

- Availability of SME-specified skills training modules in the market increased
- Training modules owned and endorsed by the SME industry
- SME and labor's enthusiastic ownership and buy-in of training modules secured
- Age-old skills mismatch problem mitigated
- Capacities of training providers in designing SME-driven training products enhanced
- Market opportunities for SME-driven training products identified, harnessed and maximized by training providers
- SME-driven training products for replication developed and tested

Figure 2. SMEDSEP I Skills Training Module Production

Training Providers	5	Pilot Provinces	2
Training Modules	8	No. of Runs (Max)	5

Success Factors

The three essential elements for ensuring the success of the CVP approach are:

- Strategically selected panel of 5-15 industry insiders and decision-makers;
- A CVP template, complete with the guide questions for each step in the process
- A competent process facilitator, trained/coached from the ranks of the training provider's faculty.

CASE: La Consolacion College – Bacolod

The good practice of SME-driven training module design and development has been utilized by the La Consolacion College-Bacolod in the three training programs they promoted under SMEDSEP. The three Tourism-related training modules are: International Culinary and Kitchen Management, Food and Beverage Product Pricing, and Food Service Skills Enhancement. The first training module has, thus far, been conducted commercially for three times already to an increasing number of attendees and at profitable fee levels. A fourth run of the same module is slated in November this year. The two other training modules are scheduled to be offered in 2007.