RATIONALE

Demographic trends, technological advances, and economic globalisation will shape the 21st century workplace (Karoly and Panis: 2004) and the characteristics of the workforce. These three forces, as seen by the experts, do not move independently of one another but can have important interactive and interrelated effects for the future of the work, the workers and the workplace.

The globalisation of the economy, which brought an inflow of immigrants from developing countries to most developed countries, has been largely responsible for a continuing increase in the racial and ethnic diversity of the workforce. The steadily increasing female workforce participation rates, combined with decreasing male rates, have brought the labor force closer to gender balance (Karoly and Panis). These will require new employability skills on communication, collaboration and in understanding cross-cultural diversity and gender sensitivity.

The integration of technologies and disciplines is generating advances in research and development, production processes, and the existing products and services and the development of new ones. These rapid technological advancements place the skills and preparation of the workforce into the fore, particularly the ability to adapt and use the changing technologies and meet the shifting product demand of the consumers.

The shifts in the nature of business organisations and the growing importance of knowledge-based work support the need for strong non-routine cognitive skills, such as abstract reasoning, problem solving, communication, and collaboration. Within this context, education and training become a continuous process throughout the life course involving training and retraining that continues to go beyond the initial entry into the labor market.

With this context, this training programme has been designed to provide the participants with the knowledge and skills in identifying relevant competencies that would meet the needs of the 21st century workplace and workforce. Specifically, it will focus on the competency identification process and the integration of these competencies into the curriculum.

OBJECTIVES

At the end of this training programme, the participants should be able to conduct the competency identification process and integrate these competencies into the curriculum. Specifically, the participants are expected to:
1. describe the 21st century worker and workplace;
2. identify employability skills;
3. explain the (TVET) programme development practices of Southeast Asian countries;
4. discuss the process of projecting labour-supply demand;
5. explain the concept of competency;
6. identify the 21st century industry competencies;
7. specify the competencies;
8. discuss qualifications framework;
9. integrate industry competencies in the TVET programme; and
10. prepare action plan on how to improve the participant’s TVET programme to meet industry needs.

CONTENTS

1. The 21st Century Worker and Work Environment
   This session will provide an overview of the characteristics of the 21st century worker and work environment structure. It will also deal on the different factors that cause changes in the work environment. Based on these factors, the participants’ will identify generic skills that a 21st century worker must perform.

2. Employability Skills for the 21st Century
   Employability skills are abilities that apply across a variety of jobs and life contexts. These are known by several other names such as, key skills, core skills, key competencies, etc. This session will introduce to the participants the employability skills identified by employers as necessary for the workers to perform and be able to cope in the 21st century work environment.

3. TVET Programme Development Practices of Southeast Asian Countries
   Through their country paper presentation, the participants will discuss and share their practices, and the issues and challenges they encountered in their VTE programme development, especially in integrating 21st century skills. The discussion will also focus on the educational structure of their countries.

4. Projecting the Labour Supply and Demand
   This session will discuss the factors to be considered in identifying the TVET programmes that can be implemented by the institution based on labour supply and demand. The topics include identifying current and projected sources of employment, methods of labor forecasting, and assessing current and projected labor supply.

5. Understanding the Concept of Industry Competency
   An understanding of the concept of competency will be the focus of this session. This concept will deal on the dimensions, characteristics and types of competencies that should be contained in a TVET curriculum.

6. Identifying the 21st Century Industry Competencies
   There are many ways of identifying competencies. Functional analysis is one of the most comprehensive because it dissects the whole industry from its primary purpose up to the basic functions performed by an individual in the workplace. These basic functions are then translated into
competencies that are group into qualifications. This session will provide the participants the experience on how functional analysis is conducted to identify 21\textsuperscript{st} century industry competencies performed by workers in a particular industry.

7. **Specifying the Competency**  
Specifying the basic functions identified in the functional analysis workshop which become the units of competency will be the focused of this topic. The participants will identify the elements in a competency, the performance criteria to measure the attainment of competency and the methods in assessing the competency.

8. **Qualifications Framework**  
A qualification is a cluster of competencies grouped and packaged into meaningful workplace combinations reflecting complete and recognizable job roles. This is usually the basis for the TVET programme offered by the education and training providers. This session deals on the development of packaging rules which will be used to select and cluster the competencies into qualification.

9. **Integrating the Industry Competencies in the TVET Programme**  
The process of integrating the industry competencies into the curriculum will be discussed in this session. The focus of discussion and workshop activities will be the integration of the industry competencies into the existing structure of the TVET programme.

10. **Action Planning**  
The participants will be required to submit an action plan based on what they have learned in the training programme and to be implemented in their respective institution.

**DURATION**

The course will run for ten (10) days. It is scheduled from 3\textsuperscript{rd} – 14\textsuperscript{th} February 2020.

**DELIVERY METHOD**

The medium of instruction for this course is English. This course will be delivered using a variety of teaching methods and techniques that would elicit the prior knowledge and experiences of the participants on the subject matter. Foremost among these methods are:

- sharing of experiences
- lecture and discussion
- workshop
- plenary presentation and critiquing of workshop output.

**EXPECTED OUTPUT**

After undergoing this training programme, the participants are expected to develop an action plan on improving their TVET programme through the integration of 21\textsuperscript{st} century industry competency requirements.
TARGET PARTICIPANTS
The participants to this course are principals/administrators, supervisors, instructors, and curriculum development facilitators. They should have good command of the English language and basic competence in using computer.

COURSE REQUIREMENTS
The participants are required to bring the list of TVET programmes with the subject components offered by their institutions, curriculum documents in their field of specialisation and a Wi-Fi-enabled laptop.

COURSE COORDINATOR
For further inquiries, please contact the Course Coordinator:

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REFERENCES
