



Skills Development and Employability

Outcome Statement:

Skills development improves employability of workers, productivity of enterprises and inclusiveness of economic growth

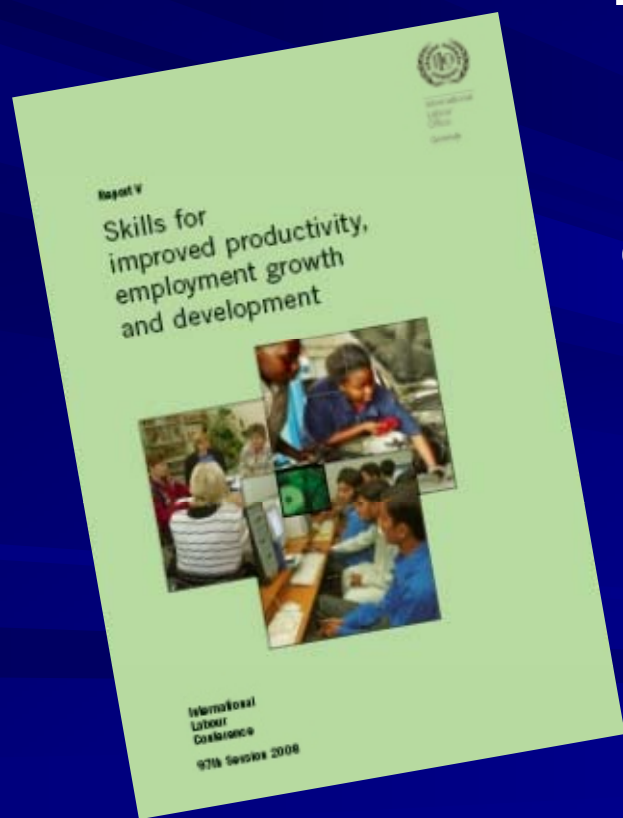
Skills component of Decent Work

Recommendation No. 195 on Human Resources Development: Education, training and lifelong learning (2004)

- Education, training and lifelong learning are fundamental, but by themselves insufficient to help individuals gain decent jobs.
- Training and skills development must form an integral part of broad economic, social and labour market policies in order to sustain economic and job growth and social development.
- Training and skills development policies should promote equal opportunities for women and men and help eradicate poverty.

ILO framework: Conclusions from International Labour Conference 2008

How can skills development help increase both productivity and employment in order to attain development goals?



Skills as part of a Virtuous Circle

More and better skills makes it easier to:

- **Innovate**
- **Adopt new technologies**
- **Attract investment**
- **Compete in new markets, and**
- **Diversify the economy**

Which boosts job growth while at the same time improves productivity

**To sustain a “virtuous circle,”
skills development policies
serve 3 objectives:**

- 1. Match demand and supply of skills**
- 2. Maintain employability of workers
and sustainability of enterprises**
- 3. Sustain a dynamic development
process**



Dynamic development process: Prepare for future jobs

Integrate skills into *national and sector* development strategies

Include skills in responses to *global* drivers of change:

- technology
- trade
- climate change



Coordination is critical for success

To tackle the gaps between...

- ... basic education, vocational training, the job market, and lifelong learning**
- ... skills providers and employers**
- ... skills development and industrial, investment, trade, technology and environmental policies**

Coordination is critical for success

through institutions such as

- **Inter-ministerial mechanisms – linked to national development frameworks**
- **Social dialogue**
- **Deliver as One – with UN agencies at country level**
- **Skills forecasting and labour market information systems**
- **Value chains**
- **Industrial clusters**

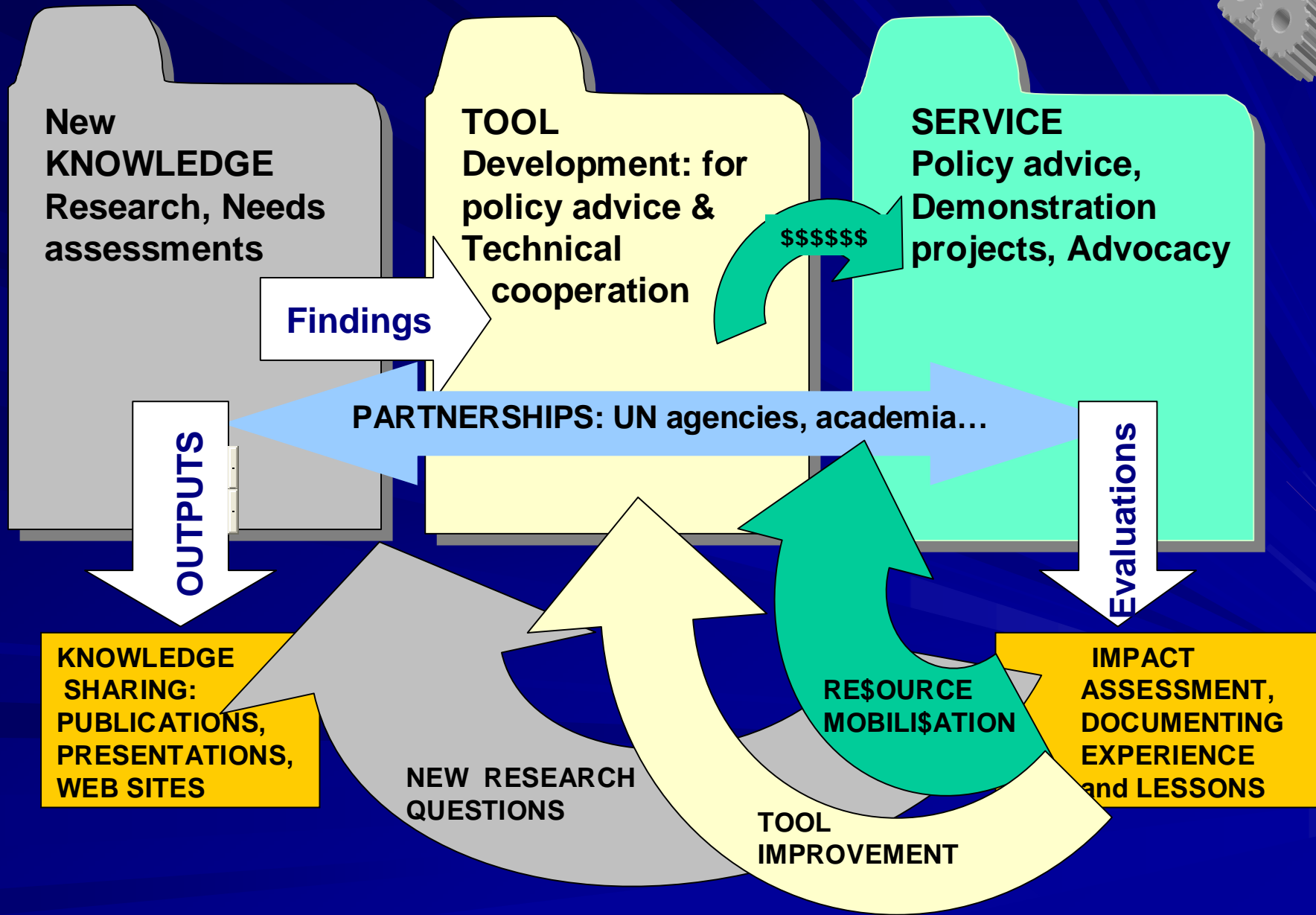
SKILLS' service cycles, 2008-11

Outcome Statement: Skills development improves employability of workers, productivity of enterprises & inclusiveness of economic growth

- **Skills development policies**
- **Skills for poverty reduction**
- **Skills for youth employment**
- **Include Disability**

5. Employment Services

Means of action linked in Service Cycles



Skills' Research Agenda

The 2008 ILC skills conclusions:

- 1. The Office should not just identify “good practices” but help constituents understand why they work**
 - under what conditions,
 - in combination with what other policies,
 - with what financial and human resources
- 2. The Office should help member States develop appropriate policies**
 - avoid “policy borrowing,”
 - resist “policy selling,” and instead
 - design policies based on understanding their own needs and the policy options available to them,
 - apply the principles in ILO standards and policy guidance and adapt policies and approaches to their own circumstances and goals, and
 - integrate monitoring and impact assessment.

Skills' research agenda

1. **Forward-looking skills development – skills for new technologies, reducing skills mismatch**
2. **Improving informal apprenticeship systems (Africa)**
3. **Qualifications Frameworks implementation and impact: experience in developing countries**
4. **Meeting skill gaps for green jobs**
5. **Expanding employment services in the informal economy**

Qualifications Framework – research focuses on Labour Market Impact

- Empirical analysis of QF implementation and impact:
 - How QF have been designed
 - How are they working
 - How effective are they – how do countries track impact
 - Are they helping employers and trainers communicate?
 - What are the conditions for success: for QF to contribute to labour market and employment objectives
- **The main research questions are:**
 - To what extent are qualifications frameworks a way of achieving the various desired policy objectives associated with them?
 - What models and implementation strategies and approaches are most appropriate in which contexts?

Qualifications Framework research: approach and methodology

Literature review including a map of NQFs internationally.

Case studies of 18 countries:

- Focus on country context, labour market issues, nature of education and training system, and on why countries have chosen to go this route
- Phase one: assess the design of the NQF objectives, scope, role of key players, implementation processes, role of donors.
- Phase two: analyse the labour market impact - ownership and use of the NQF, monitoring methods and practice, evidence of labour market outcomes, views of stakeholders on how NQF contributes to skills objectives.

Qualifications Framework research: Case Studies

- **5 Early starters: England, Scotland, Australia, New Zealand and South Africa**
- **13 Recent starters:**
 - Africa: Botswana, Mauritius, Tunisia
 - Europe: Germany, Lithuania, Russia, Turkey
 - Asia: Bangladesh, Malaysia, Sri Lanka
 - Americas: Chile, Colombia, Mexico

The European Training Foundation is a research partner for the project.

Qualifications Framework research framework

- Political and economic context
- Policy objectives, expectations
- Structure and design
- Implementation strategies and practice
- Experience of practitioners
- Experience of users: employers, trainers
- Evidence of positive & negative outcomes
- Conditions for success

Qualifications Framework research – Progress, Status

- Early Starter countries – Reviews completed
- Late Starters
 - Drafts of first section, on objectives, design, processes
 - Researchers' workshop end-June
 - Experience of QF users now being documented
 - Studies to be completed by 30 September
- Report by end November
- International workshop – other donors, agencies – February 2009

Qualifications Framework research – findings from Early Starters

Achievements are important but limited in relation to original aims:

New Zealand: increased numbers of providers through accreditation and state linked subsidies.

Scotland: positive developments in access, progression, and transfer, a more transparent and flexible system, and has retained support of all sectors of education and training – developed incrementally over decades

Australia: a national VET system in which industry representatives play a strong role.

England and Wales: National Vocational Qualifications have had some successes in some niche areas

South Africa: not meeting key objective of recognizing prior learning of persons disadvantaged in education and labour markets.

Qualifications Framework research: findings from early starters

Lessons across countries:

- Qualifications frameworks are not static. All 5 have changed considerably over time.
- A loose comprehensive framework can be useful in creating pathways to higher learning
- Increased (although mixed) involvement of employers to help define qualifications, although employers do not always want to be involved
- BUT little indication of whether employers trust and use the NQF qualifications more than the old ones
- A problem across all frameworks where new qualifications and competences have been designed is lack of uptake, with many not being used at all.
- Ministries/Departments of education still dominate, with limited formal roles for Ministries of Labour.
- Many countries not tracking labour market results.

4. Qualifications Framework research: envisaged publications

- 2 Working Papers will share interim learning from the project:
 - 1. *Thinking About NQFs.*
 - 2. *Learning from the early NQFs.*

- The 3 final publications envisaged include:
 - 3. The project synthesis report.
 - 4. A short policy brief.
 - 5. A book.

- *Learning from Latin America will inform these global products!*

- *And the analysis of experience elsewhere will inform ILO work with constituents in Latin America.*

Christine Evans-Klock
Director
Skills and Employability Department
ILO
evans-klock@ilo.org

***“Skills for improved productivity,
employment growth and development” at***

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