



Linking Education and Training to Employment – The ILO Perspective

LINKING EDUCATION AND TRAINING TO Employment – PROMOTING EFFECTIVE SKILLS DEVELOPMENT POLICIES AND SYSTEMS – THE ILO PERSPECTIVE

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Michael Axmann,
Skills and Employability Department, ILO



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Certifying and Recognizing Prior Learning (RPL) for Employment:

Link to Certification and Assessment Systems

Involving Employers and Workers in Skills Development Reform:

Link to the Private Sector

Cross Cutting

Involving Institutional Stakeholders:
Link to the TVET System

Organizing Training for Employment within Sectors:
Link to Sectoral Development



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Criteria for making this link

“Institutionalizing” involvement of the private sector on all levels

Providing “demand-driven” skills development, taking a sectoral perspective

Turning institutions into true “service providers” with non-bureaucratic management, with regional autonomy for working with the private sector

Looking at “different options” for the recognition of prior learning



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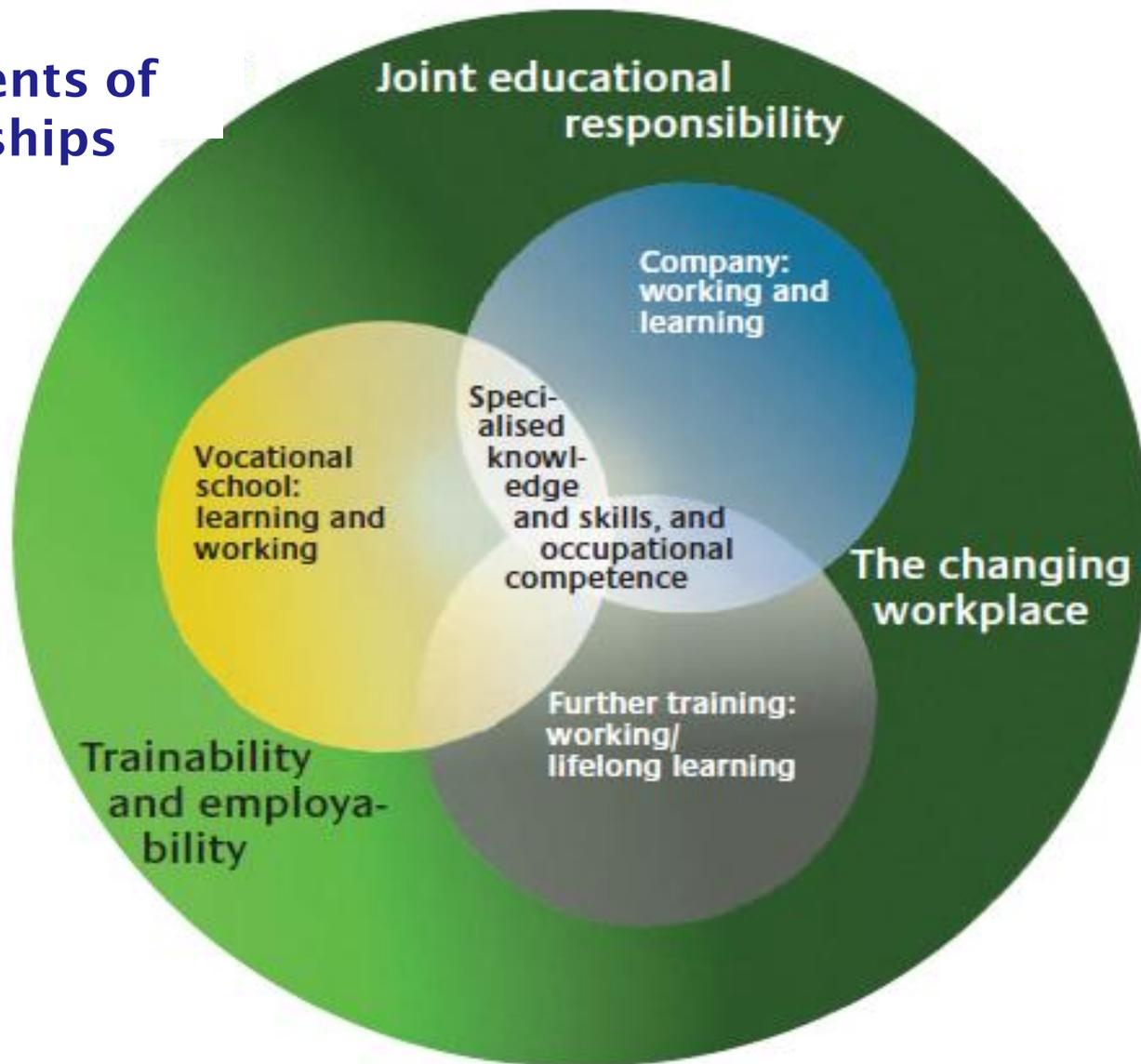
Involving Employers and
Workers in Skills Development
Reform:
Link to the Private Sector

- ✚ working with apprenticeships
- ✚ “institutionalized” mechanism for the design and implementation of policies and strategies in vocational education and training
- ✚ international experiences in the involvement of employers and workers in skills development



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Basis elements of apprenticeships





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The BIBB Board

Advisory capacity
1 representative of the
Federal Employment
Services

Federal Government
5 representatives
16 votes

Advisory capacity
1 representative of the
federal association of top-level
municipal associations





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International experiences in tri-partite involvement in skills sector councils

	Bi-partite Sectoral Funds in the Netherlands	Tri-partite Sector Councils in Canada
Institutional linkages with the private sector	Shared responsibility of governments, enterprises and workers and organized by industrial sectors	Sector councils bring together employers, labour stakeholders and government representatives in key industries
Target sectors	100 bipartite sectoral funds for training and development in construction, health care, engineering professions, logistics and transport and agriculture	Currently 29 sector councils, for example in steels, textiles, biotechnology and in trade covering approx. 50% of Canada's labour market
Sources of funding/ utilization of funds	Cost sharing between enterprises and government (50/50), 0.5 to 1.0 per cent of companies' wage bills / <i>provision of training, research on new skills needs, career guidance information</i>	Approximately Canadian Dollars 60 Mio. annually provided by government and enterprises / <i>provision of training, labour market research and employment services</i>



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Sectors usually consist of different stakeholders, e. g.

- ✚ Ministries and legal administration
- ✚ Manufacturers
- ✚ Supplier of components
- ✚ Public and private research and development
- ✚ Public/private institutions of vocational education
- ✚ Services
- ✚ Associations/Lobbyists
- ✚ Unions and trade associations

Organizing Training for
Employment within Sectors:
Link to Sectoral Development



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Example: Overview of business fields within the wind energy sector

Wind Energy Sector Business fields within the cluster Wind Energy Turbines (WET)

Business fields

WET
Planning

WET
Production

WET
Installation

WET
Operation

WET
Maintenance



Economists,
Merchants,
Legal Experts



Engineers,
IT-Experts,
Nature Scientifics



Mechanics,
Electricians,
Low skilled
worker



Engineers,
Nature
Scientifics,
IT Experts



Masons,
Mechanics,
Electricians,
Low skilled W.



Economists,
Merchants,
Legal Experts



Mechanics,
Electricians,
Mechatronics,
IT Experts



Service-
Technicians,
Electricians,
Mechatronics

According to: Petersen, A. Willi, IMWatT „Internationalisierte Mechatronik für Windkraft-Technologie“, Flensburg, 2008



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Focusing on wind energy:

- ✚ for the maintenance of wind energy turbines, skilled workers are principally available
- ✚ current skilled workers do not have the precise competence profiles yet, in addition legal certificates necessary to carry out maintenance are not yet available
- ✚ no specific occupation exists yet



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Consequences for skills programmes e. g. in wind energy in Germany

Public and private institutions for further education :

- + programmes last from 2-5 days to 2 years

Federal Institute for Vocational Education and Training:

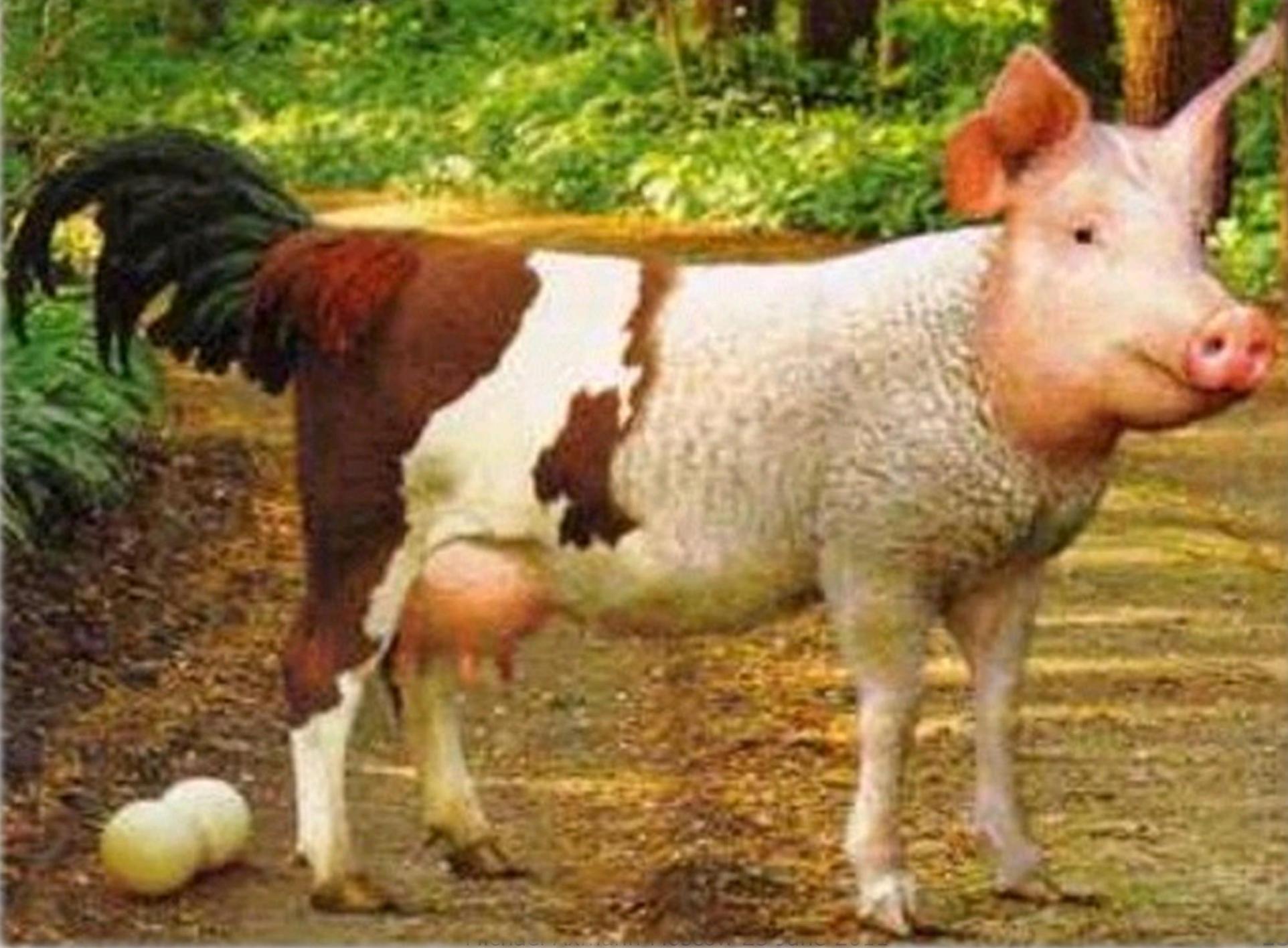
- + BIBB is involved at all levels

Researchers at universities:

- + vocational education researchers support new developments in vocational education

Manufacturers and service companies:

- + either upgrade staff through in-house training or send them to public/private institutions for vocational education

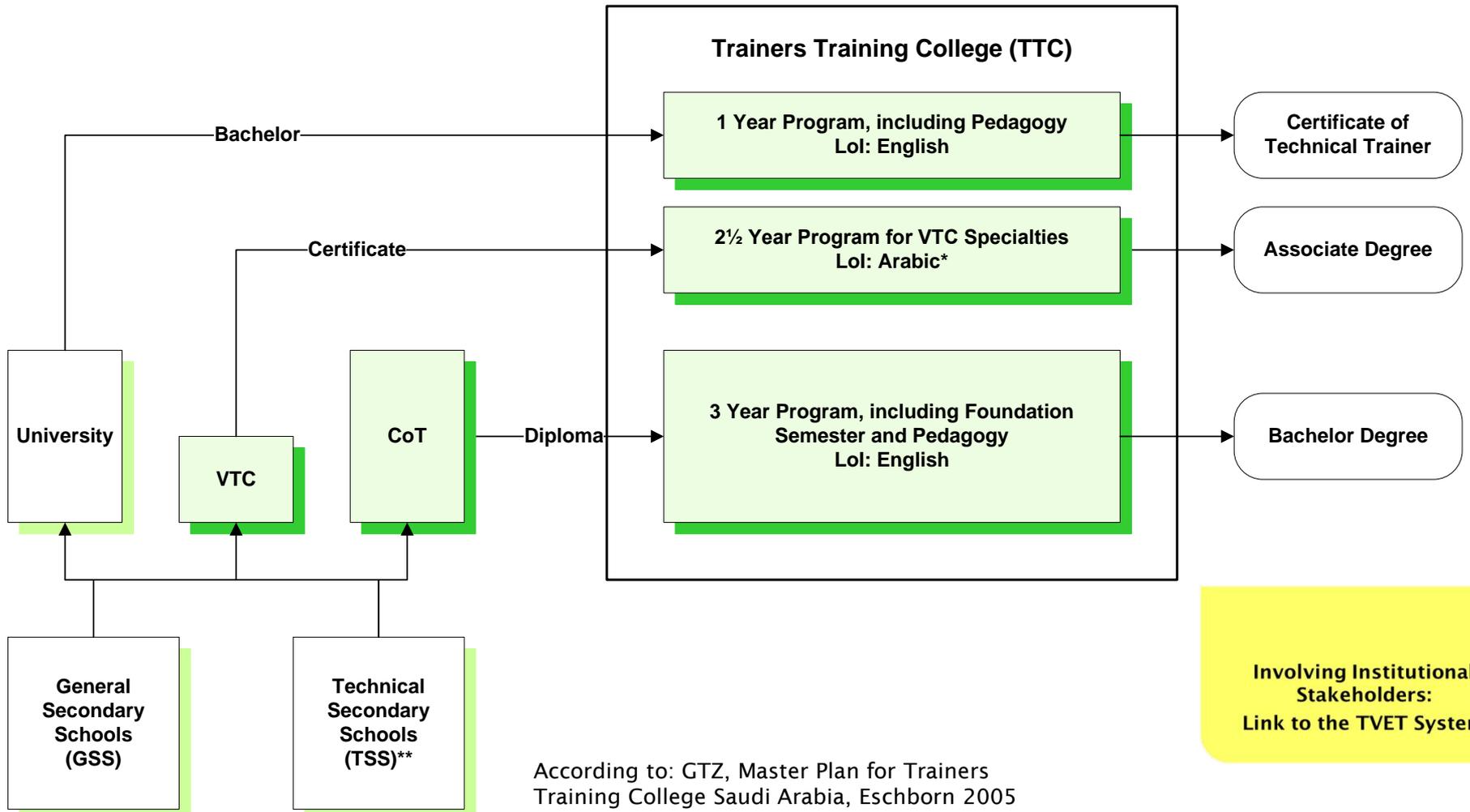




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Master Plan Teacher Training College in Saudi Arabia

Kinds of Trainers in Technical Vocational Training





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Structure of the Bachelor Programme

Sem.	General Studies	Vocational Pedagogy	Applied Vocational Pedagogy	Vocational Training Field Practice	Mathematics/Science	General English	Technical English	Vocational Discipline	Company Field Practice	Bachelor Project	TOTAL	Sem.
6	2	2	2					6		12	24	6
5				12					12		24	5
4	2	4	2		2			14			24	4
3	2	4	2		2		2	12			24	3
2	2	4	2		2		2	12			24	2
1	2	6			2	12	4				26	1
TOT	10	20	8	12	8	12	8	44	12	12	146	TOT

According to: GTZ, Master Plan for Trainers Training College Saudi Arabia, Eschborn 2005



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Structure of the German teacher training system

- ✚ practical work experience [1 year]
- ✚ Bachelor of Science (BSc) [3 years]
- ✚ Master of Education (MEd) [2 years]
- ✚ VETTI (pre-service TVET teacher training) [1,5 years]

total = 7,5 years



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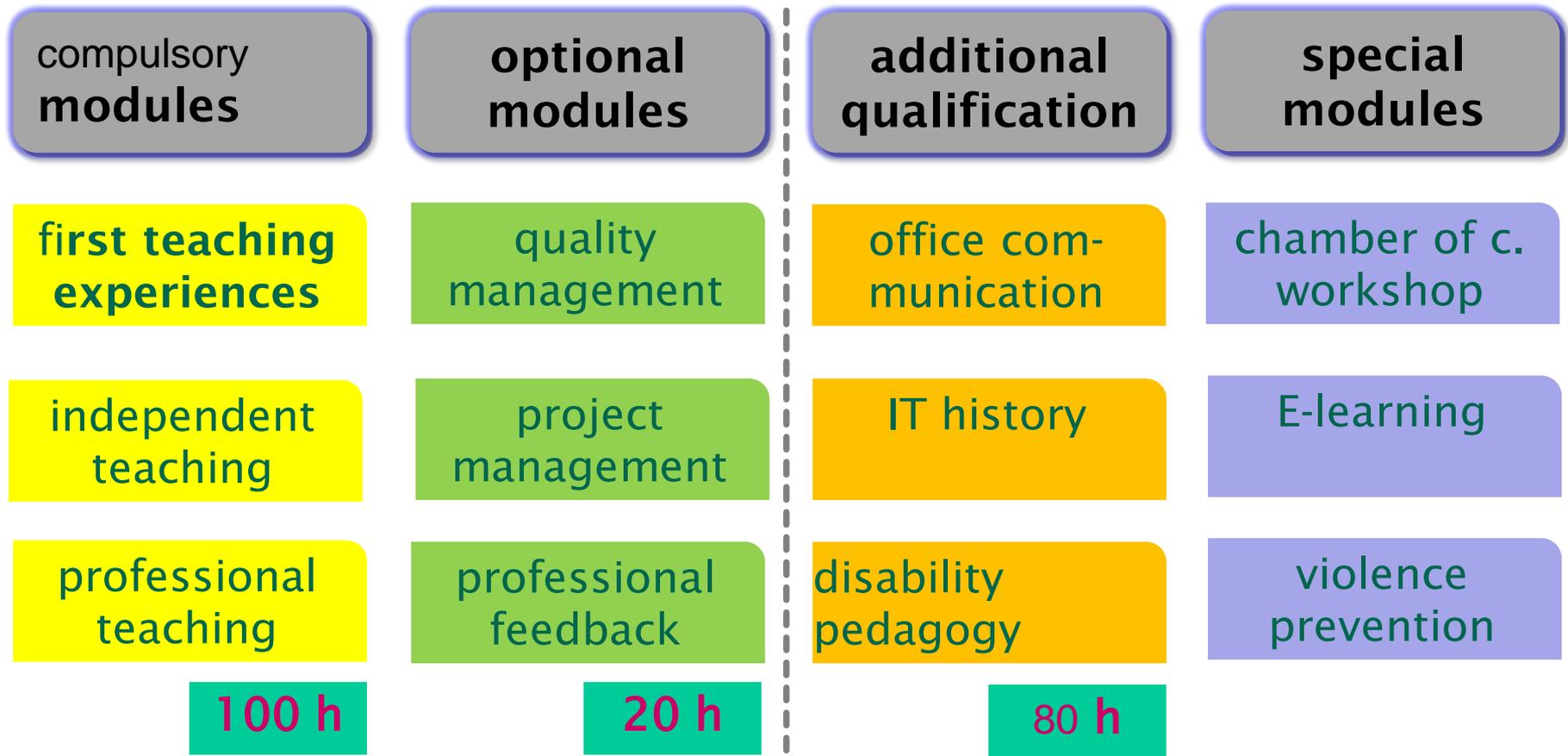
Composition of BSc and MEd

Master 120 CP	10	Master thesis and colloquium Research internship			Sciences of the second disciplines, subject related didactics	
	9	Occupational science of the vocational discipline	Vocational pedagogy and subject related didactics			
	8					
	7					
	Sem.	First discipline			Second discipline	
Bachelor 180 CP	6	Bachelor thesis Preparation seminar for the Bachelor thesis			Sciences of the second discipline	
	5	Fundamentals mathematics, natural sciences and technical sciences	Engineering science	Sciences of occupations		Educational sciences, vocational pedagogy
	4					
	3					
	2					
	1					
	Sem.				First discipline	



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Pre-service TVET teacher training



According to: Studienseminar Oldenburg, <http://www.studienseminar-ol-bbs.de>



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Certification and assessment in CBTs (Australia) and dual systems (Germany)

Certifying and Recognizing Prior Learning (RPL) for Employment:

[Link to Certification and Assessment Systems](#)

political/organizational level

criteria	differences
laws	according to a federal law company trainers have to be examined to be entitled to train apprentices, <i>in Australia e. g. CBT has to follow territories laws</i>
financing	dual system: enterprises, <i>CBT: participants share the costs partly</i>
linking training to employment	employment contract for apprentices
teacher/trainer qualification	instructors have to be examined (special exam), TVET teachers have to graduate at universities (MEd/1. state exam) and in addition to carry out the practical phase (VETTI) 2. state exam, <i>formal standard qualification for teacher</i>



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Certification and assessment...(continued)

curricula level

criteria	differences
curricula	training plans and learning fields are standardized, comprehensive and binding, <i>training packages are modular, and follow a standardized framework, time is flexible</i>
qualifications	occupations in the dual system are not internally differentiated, <i>CBT approach differentiates qualifications according to different levels and integration in a frame (NQF)</i>

learning processes

criteria	differences
methods	dual system: applying professional vocational pedagogy methods especially in the vocational training institutes
objectives	highlighting key competences, gain occupational competence, <i>focusing on knowledge, skills and competences</i>
certification	federal standardized certification in the first half and at the end of the apprenticeship, <i>different practical methods to certify individual modules and single units</i>



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EQF Conference in Budapest May 2011

- ✚ three years after the adoption of the recommendation on the establishment of the EQF and
- ✚ more than half way through to reporting to the European Parliament and Council in 2013, a
- ✚ stocktaking event in Budapest with more than 200 participants from more than 40 countries took place and it was
- ✚ organized by EU, ETF and CEDEFOP in close cooperation with the EQF Advisory Group

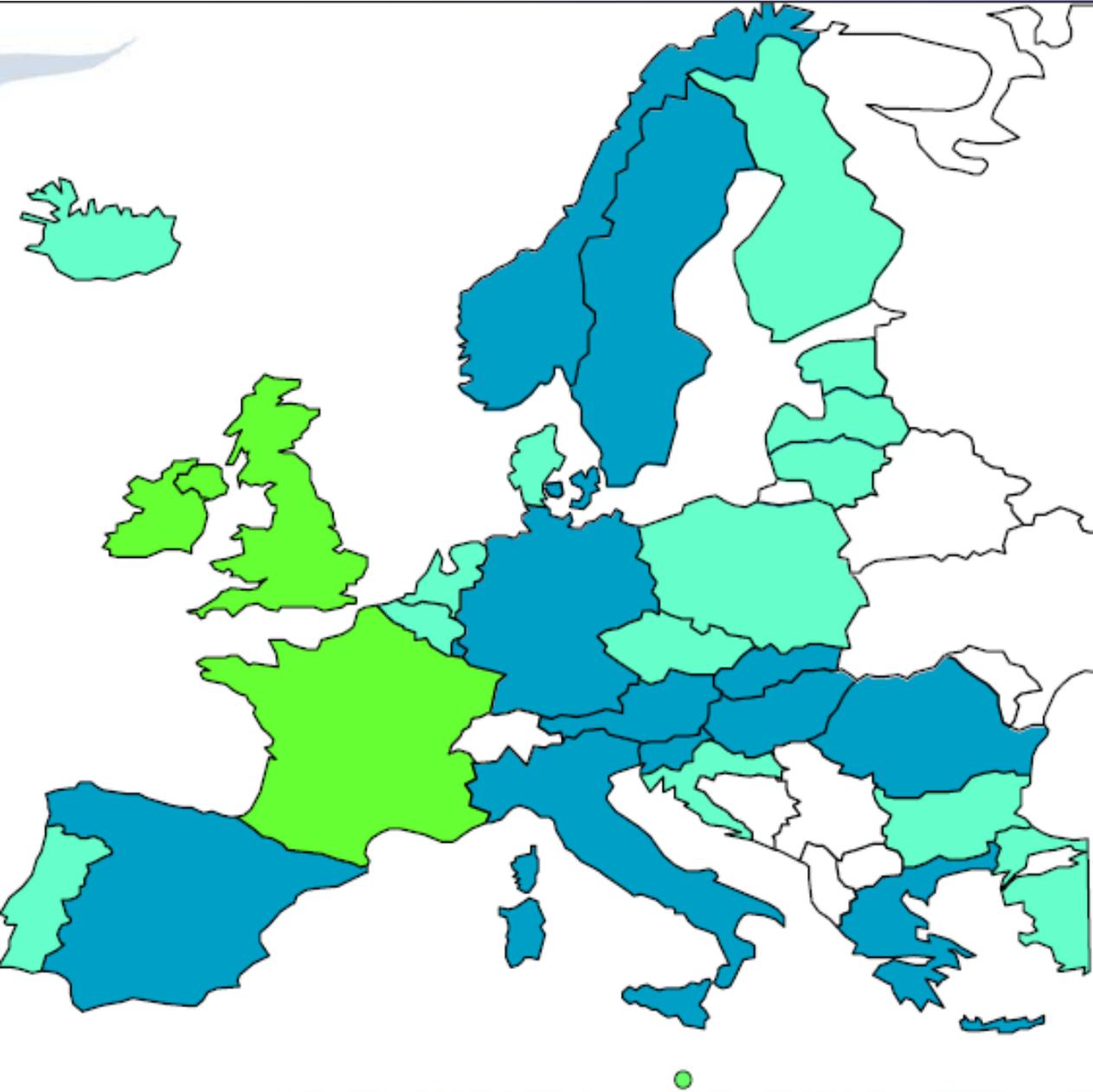


European
Qualifications
Framework

By 2010

By 2011

By 2012





COMPARISON (Up to 5 examples of qualifications are provided for each NQF level. National systems may include many other qualifications at these levels)

 England and Northern Ireland NCP: Ofqual & CCEA Referencing Report (Mar 2010) NQF/NQS SEE MORE + SELECT ANOTHER COUNTRY -	 EQF Levels	 Ireland NCP: National Qualifications Authority of Ireland Referencing Report (Jun 2009) NQF/NQS SEE MORE + SELECT ANOTHER COUNTRY -
QCF Level 8 Vocational Qualifications level 8	EQF Level 8	NFQ level 10 Doctoral Degree
QCF Level 7 National Vocational Qualifications Level 5 Vocational Qualifications level 7	EQF Level 7	NFQ level 9 Masters Degree Post-graduate Diploma



Common European tools in line with EQF





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Aims and impact of NQFs in ILO study

- + Improving communication of qualification systems: most successes although also problems**
- + Improving transparency of individual qualifications through learning outcomes: over-specification and unused “qualifications”**
- + Reducing mismatch between education and training and labour market: very little evidence**
- + Recognizing prior learning (RPL): little evidence**
- + Improving access: little evidence**



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THE INVOLVEMENT OF SOCIAL PARTNERS IN THE DESIGN, IMPLEMENTATION & EVALUATION OF NQF (7)



COUNTRY	DESIGN			IMPLEMENTATION			EVALUATION		
	G	E	W	G	E	W	G	E	W
Australia	●	●	●	●	●	●	● (7)	● (7)	● (7)
Bangladesh	●	◐	○	–	–	–	–	–	–
Botswana	●	●	○	●	○	○	–	–	–
Chile	●	◐	◐	–	–	–	–	–	–
Lithuania	●	◐	◐	–	–	–	–	–	–
Malaysia	●	◐	◐	●	◐	◐	–	–	–
Mauritius	● (7)	◐ (7)	◐ (7)	–	–	–	–	–	–
Mexico	●	●	○	●	○	○	–	–	–
New Zealand	●	◐	○	●	◐	○	●	●	○
Russia	●	●	●	–	–	–	–	–	–
South Africa	●	●	●	●	◐	◐	●	○	○
Sri Lanka	●	◐	◐	●	◐	◐	–	–	–
Tunisia	●	◐	◐	–	–	–	–	–	–
Turkey	● (7)	● (7)	● (7)	–	–	–	–	–	–
UK (England, Wales and Northern Ireland)	●	●	○	●	◐	○	●	○	○
UK (Scotland)	●	◐	◐	●	◐	◐	●	○	○
TOTAL	16			9			5		



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History of inter-agency collaboration and G20 Training Strategy

Inter-Agency Group on TVET

UNESCO, ILO, World Bank, OECD, regional development banks, EC

Pittsburgh Summit, September 2009

Asked the ILO, in partnership with other organizations to develop a training strategy
“.. to strengthen the ability of our workers to adapt to changing market demands and to benefit from innovation and investments in new technologies, clean energy, environment, health and infrastructure”

Toronto Summit, June 2010

Received and welcomed the G20 Training Strategy document

Seoul Summit, November 2010

- Adopted Multi-Year Action Plan on Development
- Human Resources Development Pillar builds on the G20 Training Strategy to strengthen national skills for employment policies and institutions



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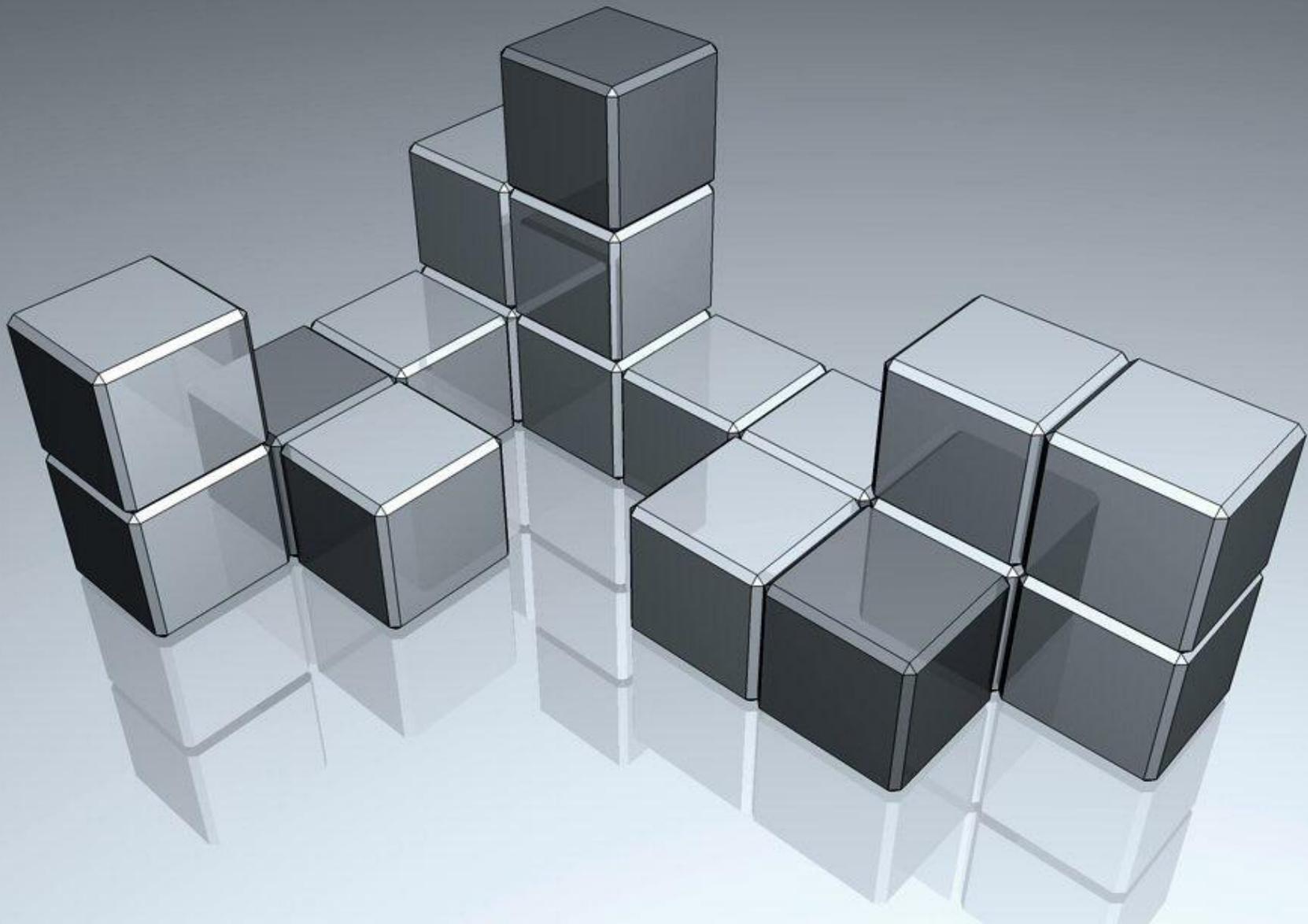
G20 training strategy Drivers of change - the “Why”

On *supply* side:

1. Demographic challenge
2. Educational attainment
3. Commitment to inclusive growth

On *demand* side

4. Globalization of markets
5. Technological innovation
6. Climate change





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G20 Training Strategy Building blocks - the “How”

1. Anticipating skill needs
2. Participation of social partners
3. Sectoral approaches
4. Labour market information and employment services
5. Training quality and relevance
6. Gender equality
7. Broad access to training
8. Finance
9. Assessing policy performance



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Rating sheet for identifying strengths and weaknesses of the national vocational education system

-5	-4	-3	-2	-1	G20: Building blocks of strong training and skills development strategies	1	2	3	4	5
					Anticipating skill needs					
					Participation of social partners					
					Sectoral approaches					
					Labour market information and employment services					
					Training quality and relevance					
					Gender equality					
					Broad access to training					
					Finance					
					Assessing policy performance					



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Situation in the Russian Federation

- ✚ responsibilities for vocational education and training in different ministries,
- ✚ ambitious employment goals (25 Mio highly skilled workers)
- ✚ ongoing modernization process prepared in different expert groups
- ✚ competing interests in the development of a certification and assessment system
- ✚ mistrust and communication mismatch
- ✚ certification and assessment discussion not enough embedded in a national skills development strategy



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Recommendations for the Russian Federation (RF)

“Institutionalizing” involvement of the private sector on all levels, *for example by creating sector skills councils*

Providing “demand-driven” skills development, taking a sectoral perspective *e. g. in the energy sector in the RF*

Turning institutions into true “service providers” with non-bureaucratic management, with regional autonomy for working with the private sector *e. g. through new programmes for teachers and managers in vocational education and training*

Looking at “different options” for the recognition of prior learning *for example comparing NQFs with other systems for certification and assessment*



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• спасибо!

