Skills for Development: Paradigm Shift

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Commonwealth of Learning
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• Skills Development programmes such as TVET has been facing challenges due to their limited ability in generating developmental externalities

• Rigid formal systems and business as usual approach are the major reasons for such a state.

• Skills development can learn from non-formal education to play a major role in sustainable development process
Skills Development: If Successful!!

Skills Development: Access & Inclusion

Skills Development: Access & Inclusion

<table>
<thead>
<tr>
<th>Department</th>
<th>Male Students</th>
<th>Female Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture Making</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Electric &amp; Electricity</td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>Heavy Duty Equipment &amp; Commercial Vehicles</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Food Preparation</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Administrative Office &amp; Secretarial Technology</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Male dominated departments are those where >66% of its students are male.

The African context

TVET is underfinanced

• TVET is considered as a means of training young people to help them into work but it only a small number of them (between 1% and 10%) can access it.
• TVET must respond to the strong demand for skills from the formal and informal economy, although it is still generally underfinanced (an average of 5% of the public education expenditure).
• TVET is a undervalued part of the education system (it is seen as a second chance educational option), despite strategic plans considering it to be a critical means of improving the economic and social situation.
• Almost all public financing goes to formal or center-based TVET.

Source:
The Financing and Costs of Technical and Vocational Skills Development (TVSD)
The Case of Africa

Third International Congress on TVET
Shanghai 13-16 May 2012

Richard Walther
ADEA (Association for the Development of Education in Africa)

Skills Development: Employment & Income

<table>
<thead>
<tr>
<th>Developed Countries</th>
<th>Transition Economies</th>
<th>Developing Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 56</td>
<td>No. 21</td>
<td>No. 10</td>
</tr>
<tr>
<td>Impact on:</td>
<td>Impact on:</td>
<td>Impact on:</td>
</tr>
<tr>
<td>Employment</td>
<td>Employment</td>
<td>Employment</td>
</tr>
<tr>
<td>Earnings</td>
<td>Earnings</td>
<td>Earnings</td>
</tr>
<tr>
<td>13</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>


Source:
Page 28
Percentage of Interventions with Positive Labor Market Impact and With Cost-Effectiveness, by Region\(^1\)

<table>
<thead>
<tr>
<th>Region</th>
<th>% QOI = 1, 2 or 3</th>
<th>% QOI = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe &amp; Central Asia</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Latin America &amp; Caribbean</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>Middle East &amp; North Africa</td>
<td>67%</td>
<td>0%</td>
</tr>
<tr>
<td>OECD</td>
<td>60%</td>
<td>8%</td>
</tr>
<tr>
<td>South and East Asia &amp; Pacific</td>
<td>94%</td>
<td>0%</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>92%</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>78%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Source:


Difficulty Filling Vacancies in Asia and the Pacific (%)


Source:

Experiences of COL: Flexible & Blended Learning of TVSD

<table>
<thead>
<tr>
<th>Area of satisfaction</th>
<th>Mean Score after training</th>
<th>*Mean Score before training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Operate from own workshop/factory</td>
<td>3.87</td>
<td>3.32</td>
</tr>
<tr>
<td>Own a vehicle</td>
<td>3.41</td>
<td>2.43</td>
</tr>
<tr>
<td>Material acquisition</td>
<td>4.07</td>
<td>3.12</td>
</tr>
<tr>
<td>Live in own apartment</td>
<td>3.08</td>
<td>3.23</td>
</tr>
<tr>
<td>Increased self-confidence &amp; esteem</td>
<td>3.28</td>
<td>3.98</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.54</strong></td>
<td><strong>3.22</strong></td>
</tr>
</tbody>
</table>

Source: Field Data, 2016
Experiences of COL:
Lifelong Learning for Farmers (L3F); Skills Development in Animal Husbandry

Every $1 invested in learning, facilitation and networking resulted in $9 worth of income and assets.

1% increase in empowerment
2.3% increase in profit

100% Prompt Repayments to Financial Institutions which earned 8 times more income from L3F farmers for the same product compared to non L3F farmers in the same region.

Cost of Training and Capacity Building: Six time Lesser than that of the agricultural extension and bank trainings.
• The probability of being employed increased by 50 p.p.
• Average number of hours worked per week increased by 11 hours.
• Income Increased by 5 times
**Programme Targeting**

### Relative Impact and Cost-effectiveness of Interventions Oriented towards the Disadvantaged

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Share of all interventions</th>
<th>Share of positive-impact interventions (QOI=1, 2, or 3)</th>
<th>Share of cost-effective interventions (QOI=3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>16%</td>
<td>18%</td>
<td>29%</td>
</tr>
<tr>
<td>Disabled</td>
<td>11%</td>
<td>10%</td>
<td>29%</td>
</tr>
<tr>
<td>Specific ethnicity</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Low Income</td>
<td>52%</td>
<td>58%</td>
<td>50%</td>
</tr>
<tr>
<td>Low Education</td>
<td>49%</td>
<td>60%</td>
<td>71%</td>
</tr>
</tbody>
</table>


Towards a paradigm shift:
From supply-led to a demand-led TVSD

Diploma route

Level of access

Diploma prepared

Job expected

No real profile for a job

Skills development route

Real profile for a job

Curriculum definition

Skills profile definition

Forseen job

World of work / Labour market / Economic and social demand

Source:
The Financing and Costs of Technical and Vocational Skills Development (TVSD)
The Case of Africa

**Inputs**
Money, staff, equipment, etc.

**Activities**
TVET interventions:
- Technical education
- Vocational education
- Vocational training
- On-the-job training
- Apprenticeship training

**Outputs**
Completion of a TVET intervention

**Intermediate outcomes**
Represented by the general construct employment:
- Job searches
- Job applications
- Job interviews

Represented by the general construct employability:
- Skills (e.g., vocational/technical)
- Qualifications
- Attitudes to work
- Career aspirations
- Work-related confidence
- Work-related self-employment
- Motivation (e.g., to find work to secure promotion at work)
- Job search skills
- Career management skills
- Job performance
- Employee productivity
- Job satisfaction
- Etc.

**Longer-term outcomes/impacts**
Represented by the general construct employment:
- Gaining initial employment
- Re-entering employment
- Obtaining 'better' employment (e.g., through promotion or gaining employment in the formal sector)
- Self-employment (starting a new business or expanding one)
- Working hours
- Payments (i.e., earnings, wages, salary or income)

**Underlying assumptions:**
Outcomes may be influenced by factors such as:
- Participant characteristics: age, gender, disability, ethnicity, etc.
- Intervention characteristics: TVET model, intervention duration, frequency, demand/supply drivers, etc.
- Broader context/external factors: community characteristics (e.g., neighbourhood SES), high/low national unemployment rate, political commitment/instability, etc.
## Characteristics of Supply- and Demand-Oriented Training Systems

<table>
<thead>
<tr>
<th>Area</th>
<th>Supply-Oriented</th>
<th>Demand-Oriented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market feedback</td>
<td>Indifference to the market</td>
<td>Relies on market feedback, e.g., tracer studies</td>
</tr>
<tr>
<td>Governance</td>
<td>Bureaucratic, government dominated</td>
<td>Participation by end users—employers</td>
</tr>
<tr>
<td>Management of institutions</td>
<td>Little, if any accountability, for results</td>
<td>Substantial accountability for results</td>
</tr>
<tr>
<td>Incentives</td>
<td>Obey rules, please paymaster</td>
<td>Raise revenue by selling services in the marketplace</td>
</tr>
<tr>
<td>Training programs</td>
<td>Same year-to-year</td>
<td>Vary by market demand</td>
</tr>
<tr>
<td>Instructors</td>
<td>Full-time, often civil service tenure or long-term contracts, low turnover; spend time exclusively in the training institution</td>
<td>Short-term contracts, use of part-time staff, sometimes rapid turnover; visit enterprises to learn skill requirements</td>
</tr>
<tr>
<td>Trainees</td>
<td>Trained in the institution only</td>
<td>Work practice, internships in industry</td>
</tr>
<tr>
<td>Facilities and equipment</td>
<td>Fixed</td>
<td>Adaptable, possibly rented</td>
</tr>
<tr>
<td>Budget</td>
<td>Assured, regardless of performance</td>
<td>Has to be earned</td>
</tr>
</tbody>
</table>

Paradigm Shift

• Programme Targeting
• Constituency Mobilized
• Demand Led Informal blended Learning
• Multi Sectoral_ Labour Market and Civil Society Participation
  • Formal, Non-Formal and Informal Learning Blended
  • Outcome Accountability
Thank you