



COMMONWEALTH *of* LEARNING

# **Skills in Demand model: Theory of change**



COMMONWEALTH *of* LEARNING

## **Skills in Demand model:**

### **Theory of change**

Terry Neal and Damodaram Kuppuswami

## Acknowledgements

COL would like to thank the teams who gave feedback on the draft Skills in Demand Theory of Change from the seven pilot Skills in Demand projects underway during 2021:

- Caribbean Association of National Training Agencies – TVET assessor, verifier and instructor training
- Kenya – pedagogical training
- Nauru – kitchen gardening
- Nigeria – mobile phone and computer repair
- Papua New Guinea – project management
- Tuvalu - construction
- Zambia – furniture making.

If you have any queries about this document, please contact: Ms Terry Neal

Education Specialist: Technical and Vocational Skills Development (TVSD) [tneal@col.org](mailto:tneal@col.org)

Commonwealth of Learning

4710 Kingsway, Suite 2500 Burnaby, BC V5H 4M2, CANADA Tel: +1.604.775.8200



Commonwealth of Learning, 2020

Any part of this document may be reproduced without permission, but with attribution to the Commonwealth of Learning and the author. CC-BY-SA

<http://creativecommons.org/licenses/by-sa/4.0>

## Table of Contents

Abbreviations.....	4
1. Executive summary.....	5
2. Context.....	6
3. Vision.....	6
4. Situation Analysis.....	8
No or low skills .....	9
Skills mismatch.....	9
Low quality TVET .....	10
Low access to TVET .....	11
Cultural stereotypes and discrimination .....	12
5. Results.....	14
Impact .....	15
Outcomes (necessary conditions to achieve the impact).....	16
Outputs (necessary conditions to achieve the outcomes).....	17
6. Strategies and interventions .....	18
Skills development for sustainable livelihoods .....	20
Fostering collaborative partnerships for workplace plus distance and online learning .....	20
Influencing policies for skills and entrepreneurship development .....	22
7. Key Assumptions.....	22
References.....	24
Appendix One: Global Human Capital Report, 2017 data for Commonwealth countries.....	27
Appendix Two: Skills in Demand pathway of change .....	29

## Abbreviations

COL:	Commonwealth of Learning
ILO:	International Labour Organisation
LTO:	long term outcome
PWD:	persons with disabilities
SDG:	sustainable development goal
TVET:	technical and vocational education and training
UNDP:	United Nations Development Program
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNESCO-UNEVOC:	UNESCO International Centre for TVET

## 1. Executive summary

The Theory of Change for the Commonwealth of Learning's (COL) Skills in Demand model is based on the fundamental logic that:

- a. formal qualifications in technical and vocational skills selected because of potential demand can provide access to labour markets that in turn lead to improved incomes and security;
- b. workplace plus distance and online learning can increase access to gaining such formal qualifications by increasing affordability and flexibility, while enhancing relevance and the ability to achieve and demonstrate competence (quality).

The Theory of Change identifies the two global challenges of high unemployment and low productivity in employment. Several factors reinforce present inequalities i.e., low or no skills, skills mismatch, low quality technical and vocational education and training (TVET), limited access to TVET and cultural stereotypes and discrimination.

Skills in Demand projects seek to address these challenges through three interventions:

- skills development for sustainable livelihoods
- fostering collaborative partnerships for workplace plus distance and online learning
- influencing policies for skills and entrepreneurship development.

These three activities align with COL's three pathways of change to achieve long term outcomes at government, institution and individual levels. The desired impact of COL's Skills in Demand model is that all women and men from disadvantaged backgrounds – including youth and persons with disabilities (PWD) – have increased access to labour markets and gain improved incomes and security. They will be employed in quality jobs and sustainable livelihoods that contribute to their improved well-being.

In targeting disadvantaged learners, the Theory of Change acknowledges diversity across the 46 developing Commonwealth countries within which COL works. In large country contexts, disadvantage tends to be linked to low incomes, particularly living below the poverty line, and barriers to access through cultural norms and prejudice and the rural/urban divide. For small island states, such as in the Pacific or Caribbean, disadvantage tends to be national. Whole countries share limited access to markets for food and most materials, poor infrastructure, limited economic opportunities and vulnerability to cyclones and rising sea levels due to climate change.

## 2. Context

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government in 1987 to promote the development and sharing of open learning and distance education knowledge, resources and technologies. COL seeks to provide Commonwealth citizens greater access to quality education and training through open, distance and technology-enabled learning. The assumption is that this will then allow these citizens to benefit from improved livelihoods, greater gender equity and overall economic, social and cultural development leading to sustainable development.

COL has worked with open universities and open schools to increase access to education while reducing costs and not compromising quality. However, the dominant open and distance learning model for education is only transferable to the theory component of TVET programmes which may be as low as 20%. Practical skills development needs experience in on-campus workshops or workplaces. COL is working with national TVET agencies to support TVET institutions to implement blended models which harness the potential of distance and technology enhanced learning to increase quality and relevance. However, in most of these learning models do not significantly increase access because learners still need to attend campuses much of the time and the costs of providing the physical infrastructure in campus-based workshops remain high.

The Skills in Demand model builds on COL's generic capacity building of national TVET systems' capacity in distance and technology enhanced learning. COL supports TVET institutions whose capacity has already been built to implement projects targeting disadvantaged learners in workplaces. The focus is on increasing access for these disadvantaged learners through decreasing costs and increasing flexibility.

## 3. Vision

*How nations develop their human capital can be a more important determinant of their long-term success than virtually any other factor. By "human capital" we mean the knowledge and skills people possess that enable them to create value in the global economic system. Human capital is not defined solely through formal education and skilling. It can be enhanced over time, growing through use—and depreciating through lack of use—across people's lifetimes.*

*(World Economic Forum, 2017a)*

The Theory of Change for COL's Skills in Demand model is based on the fundamental logic that:

- c. formal qualifications in technical and vocational skills selected because of potential demand can provide access to labour markets that in turn lead to improved incomes and security;
- d. workplace plus distance and online learning can increase access to gaining such formal qualifications by increasing affordability and flexibility, while enhancing relevance and the ability to achieve and demonstrate competence (quality).

The model is also guided by the principle of substantive equality in terms of opportunities and results to ensure that people from disadvantaged backgrounds<sup>1</sup> - women, youth and persons with disabilities - are engaged and remain in sustainable and productive employment.

The specific changes expected from implementing a Skills in Demand model are

- a. significant reduction in the level of unemployment - particularly by increasing the proportion of youth in employment, education or training, of women in science, technology, engineering and mathematics (STEM)- related employment, and of PWD in employment;
- b. improved income and empowerment for those already in employment;
- c. improved quality of jobs that are appropriate to individuals' skills and enable them to achieve their full productive potential.

Our measurement of results will include employment and better jobs for individuals and the positive ripple effect of these changes among their families and communities through improved standards of living. This would be reflected in their enhanced educational attainment, better health status and reduced vulnerabilities. We will also look for 'transformative changes' within the social structures that deprived individuals of access to quality skills training and denied them equal opportunities for economic growth. This involves improved performance of TVET institutions in fulfilling their social responsibility and addressing the current inequality and discrimination in skills development.

These results anticipated from the Skills in Demand model converge primarily with Sustainable Development Goals (SDG) 4 and 8. This relates to equal access for the vulnerable including, women, youth and persons with disabilities to affordable quality technical and vocational education and to increase among them relevant skills for employment (4.3 - 4.6). In terms of Goal 8, this relates to achieving full and productive employment for all women and men, including young people and persons with disabilities – supported by policies that promote productive activities, decent jobs creation and entrepreneurship (8.3, 8.5-8.6). There is also synergy between the results expected

---

<sup>1</sup> People living below the poverty line or from communities showing lower social or economic indicators.



through Skills in Demand initiatives and COL's corporate long-term outcomes (LTO) for its Strategic Plan 2021-2027:

- LTO1 - Improved effectiveness of government in leveraging open and distance learning
- LTO2 – improved institutional effectiveness in leveraging open and distance learning
- LTO3 - Increased, equitable and inclusive access to quality learning opportunities, especially for women, girls and PWD.

The key assumption behind the expected impact is that effectively skilling a greater proportion of the workforce, especially from disadvantaged backgrounds, will enhance individual, industry (formal and informal) and national productivity and economic growth thereby reducing poverty and inequality in the long term. A situational analysis provides the context of current challenges to be overcome to achieve this impact.

#### **4. Situation Analysis**

Unemployment (8–12%) and low productivity in employment (capturing only 55% of overall human economic capital, and only one-third among youth) are two key challenges facing many developing countries today (World Economic Forum, 2014a, 2018). Before the COVID 19 pandemic, this was predicted to get worse. The global working-age population is projected to grow by 21% in 2010-2030. In early 2019, 172 million people were unemployed - with women, young people (ages 15–24) and persons with disabilities much less likely to be working. Further, it is estimated that over the next decade, nearly 500 million new jobs - 90% of them in developing countries - will be needed to absorb the 73 million youth currently unemployed and 40 million new entrants into the labour market each year (UNESCO, 2016). Moreover, within the middle class that is now a third of total employment in developing countries (with the percentage having tripled between 1991 and 2015), there is slower growth, widening inequality and not enough jobs to keep up with the growing labour force (UNDP, n.d.).

The COVID-19 pandemic has adversely affected employment, and education and training for the whole world. Early 2021, the International Labour Organisation (ILO) estimated global employment losses in 2020 of 114 million jobs relative to 2019, with women and youth experiencing higher employment losses than men and older workers. The report highlighted the uneven distribution of job destruction, with low-paid and low-skilled jobs disproportionately affected, and predicted still greater inequality in the future (ILO, 2021).

Most poor rely on subsistence agriculture or the informal economy - often creating their own employment opportunities. But these jobs may not guarantee them decent work. The

informal sector that employs 61% of the workforce tends to be ‘characterized by low pay and little or no access to social protection’ (55% of the world’s population living without social protection systems) and therefore, does not lift people out of poverty (ILO, 2019). Approximately 1.44 billion workers across the world are in vulnerable employment (UNESCO, 2016). And in 2018, eight percent of employed workers and their families lived in extreme poverty (United Nations, n.d.). Further, there is significant variation in the median age of the population across the commonwealth countries (ranging from 15.8 in Uganda to 40.9 in Malta), which has implications for the projected demand for TVET. Most of these countries are struggling to transition their young people into employment, education or training with vocational education enrolment rates ranging from only 0.4% to 50% (Appendix One).

Several factors - connected to existing power imbalances – reinforce the present inequalities and contribute to the current situation of low employment and underemployment:

- No or low skills
- Skills mismatch
- Low quality TVET
- Limited access to TVET
- Cultural stereotypes and discrimination.

### **No or low skills**

Individuals with no or low skills have limited livelihood choices and tend to be confined to unskilled labour and unstable low-wage jobs, thereby reducing their labour force productivity. They are vulnerable to discriminatory and exploitative practices in terms of wages and abuse, and to job losses and labour market shocks. Thus, low skills contribute to and perpetuate a vicious cycle of poverty and inequality. This situation is particularly grave amongst women and youth. Globally in 2010, only 55.2% women (compared to 81.4% men) and 47.7% in the age group 15-24 participated in the labour force. Young people are three times as likely as other people to be unemployed. Women are more likely to be in precarious employment with poor working conditions (Kabeer, 2012). Moreover, more than two billion working age adults and about 429 million youth under 25 are not equipped with the essential literacy and numeracy skills (including soft skills) required by employers (World Bank, n.d.).

### **Skills mismatch**

The skills mismatch has two dimensions:

- a. people gaining skills that are not relevant to the labour market – rendering them vulnerable to not finding work or to opting for jobs below their skill level
- b. employers struggling to find workers with the necessary skills. Globally nearly half of all employers reported difficulty filling jobs (Manpower Group, 2018). In the Sub-

Saharan Africa region, employers (41% of firms in Tanzania and 30% in Kenya) identify inadequately skilled workforce as a major constraint (World Economic Forum, 2017b).

This skills mismatch is estimated to increase. It is predicted that by 2020, 42% of core skills required across occupations would be different and by 2030, about 400-800 million people will be displaced from their jobs (McKinsey, 2017). A major driver of these changes is the growing use of digital technologies and automation, combined with limited investment by companies to upskill and reskill workers. Therefore, the current workers in low skill roles (in workplaces not yet using technology), find either no or low opportunities for individual growth within their existing roles - thus making them more vulnerable to these changes.

### **Low quality TVET**

Unfortunately, in developing countries the TVET sector is often not effectively developing skills to address the emerging challenges. Therefore, those who gain TVET qualifications may not acquire the skills they need for employment. Key factors that contribute to this are:

- a. Low relevance - Often formal TVET courses are not co-developed with industry to ensure that the imparted skills meet the labour markets' requirements. TVET institutions have been slow to respond to the changing skills needs of industries and may not have the necessary relationships with industry to be able to understand the new and emerging skills required for the labour market. There has been some progress with moves to national qualifications frameworks and skills bodies charged with consulting with industry to develop national competency-based qualifications. However, this process is slow, resource-intensive, and requires new skills for those developing the qualifications. The process also tends to consult the formal sector and may not consider and include informal sector needs.
- b. Educator quality - In developing countries, TVET teachers often have no or limited work experience in the skills that they are teaching young people. Many of them still rely on traditional teaching-learning methods, especially focusing on theoretical knowledge rather than the ability to do the job. Inadequate and obsolete infrastructure further hinders the institutions' ability to catch up with the latest technical development. As countries move to implement competency-based education and assessment, there is a shortage of trained standards developers, assessors and verifiers, as well as teachers, to implement the new system. Similarly, with growing recognition of the benefits of workplace learning, there is a shortage of trained supervisors or master craftsmen and assessors in workplaces.

- c. Separation from the workplace – Many skills development courses are offered in TVET institutions away from workplaces. These institutions see their role ending with completion of training rather than including support for learners to transition to workplaces. As a result, TVET institutions struggle to expose learners to work relevant problems and to give them an opportunity to practice the skills learnt to become fully competent. This situation is exacerbated by no or limited and often outdated physical infrastructure and by lack of industry experience among TVET educators to overcome those challenges.
- d. Low government investment - Governments tend to dedicate a lower share of public budget to TVET compared to other levels of education (UNESCO, 2017). For example, in Africa, the percentage of the national education budget dedicated to TVET varies from 1% (Togo) to 11% (Mali). In Ghana, the TVET subsector was allocated only 3.7% of the education budget in 2014, compared with 22% for the senior secondary education subsector (Afeti, n.d.).

### **Low access to TVET**

The causes for low access are deeper and systemic with no public policies promoting equity in opportunities for skills development. This includes four key aspects:

- a. Location – In most developing countries, there is significant urban bias in locating TVET institutions, with a limited number of public and private providers serving rural populations. Rural institutions find it difficult to recruit educational staff or trainers, and marginalised rural communities struggle to afford travel and accommodation costs so that their children can access TVET in urban locations.
- b. Affordability – Institution based TVET courses tend to be more expensive compared to general education because the cost of materials, equipment and related facilities are higher. Moreover, they require significant recurring investment to maintain and to update physical infrastructure. Also, competency-based assessment processes tend to be more expensive than traditional methods, with the need for materials and higher assessor to learner ratios. At the same time, a growing number of private TVET institutions, not supported through public funding, rely on families' and learners' private expenditure to cover enrolment fees (Johnstone and Marcucci, 2010). Affordability affects the profile of who enrolls in TVET and causes exclusion of youth from disadvantaged communities.
- c. Flexibility - While some countries are changing their vocational education to offer learners more choice of where, when, what and how they learn, most countries still

provide inflexible curricula and delivery TVET models that do not suit local contexts and learners' diverse needs. Proven flexible models from open universities and open schooling are not immediately transferable to TVET, because most TVET programmes include practical skills development, usually making up well over half of a programme.

- d. Enrolment provision – The implications of a lower share of public budget for the TVET sector are three-fold. First, this leads to a limited number of places in TVET institutions, which are not able to meet the demand from youth entering the labour market every year (300 million people by 2020) and the growing need for reskilling of those in the labour market, including vulnerable workers who are at risk of losing jobs as they require higher skills. Second, it does not cover the high costs required for supporting the development of practical skills on-campus. Third, with growing demand for TVET, the public institutions are able to fill the limited numbers of places even if they do not offer quality relevant TVET.

### **Cultural stereotypes and discrimination**

Cultural norms and prejudices also work against TVET enrolment and causes exclusion.

- a. Low perception of TVET - TVET tends to be perceived as less attractive than higher education and as relevant for the non-elite (Winch, 2013). So, young people and their parents are reluctant to consider it as a viable educational option. This is despite the increasing global demand for those with technical skills, and growing evidence of higher education programmes with poor employability outcomes. In developing countries, the poor quality and relevance of TVET courses tend to perpetuate the low image in the community. Hence, the participation in TVET comes as a second option at best. Moreover, the direct and indirect costs of TVET and the paucity of 'good jobs' discourage families from prioritising TVET to maximise household income and provide food security (Hartl, 2009). This low uptake of TVET limits the range of viable education options for youth - it means that industry cannot find the skills they need to maintain and grow their businesses and hinders countries from achieving their social and economic goals (UNESCO-UNEVOC, 2018).
- b. Gender bias - Only 31 out of 133 countries achieved gender parity in TVET, and gender disparity in TVET persists regardless of the national level of development (ILO, 2020). Barriers include stereotypic views of the role of girls in household labour and unpaid care work for their families, financial constraints and female-unfriendly TVET environments. Gender disparity is more pronounced in the TVET choices that girls and families make, with negative attitudes towards technical or trades training,

and encouragement into training for female dominated occupations, such as hospitality, secretarial, handicrafts, dressmaking and the beauty industry (COL, 2020). These occupations tend to have poorer working conditions and lower returns than male dominated occupations (UNESCO, 2016; ILO, 2017) More than that, science, technology, engineering and mathematics TVET prepares learners for occupations that predicted to be in greater demand in the future (UNESCO-UNEVOC, 2020). Women who enter male-dominated sectors, which tend to be science, technology, engineering and mathematics TVET related occupations, earn three times more than women in female-dominated sectors. (ILO 2017). These trends translate into limited 'employment options, economic returns and long-term career development' for women (Hartl, 2009). ILO (2018) note three key gender gaps in the labour market:

- Women are less likely to participate in the labour market
- Those who do participate are less likely to find employment, and COVID 19 has exacerbated this situation
- Women are more likely to be in vulnerable employment, particularly as contributing unpaid family workers.

Girls also experience greater risk of marriage and early pregnancy which contribute to them leaving school and entering the labour market before they gain the skills to secure a formal sector job, in many cases, settling for unstable jobs.

- c. Bias against persons with disabilities - In 2010, ILO (2009) estimated that there are 650 million PWD in the world, with at least 80 percent of them living in developing countries. Most of these people are excluded from TVET and the world of work, with little option to escape poverty. The study sought to quantify the cost to societies of excluding PWD, and concluded that economic losses range from 3 to 7 percent of GDP. Disabling environments, including lack of access to TVET, make PWD less productive in employment than they would otherwise be. Increased access to TVET is not expected to lift the productivity of PWD to population average, but it is hoped that increased access would narrow the gap between the actual and the potential productivity level of a person at a given disability level.

In Zambia, a study on 'Living Conditions among People with Activity Limitations in Zambia' (2006) found that a significantly higher proportion of PWD were currently unemployed, as compared to non-disabled persons. While Zambia has a robust vocational skills training system, with more than 300 institutions, PWD were largely excluded from training on an equal basis with other students. When training was provided it was often in segregated settings and not of standards comparable to that

offered in general TVET centres. Negative attitudes and public perceptions about persons with disabilities combined with physical barriers and a lack of adapted curricula and training materials presented obstacles to accessing opportunities for vocational training open to the general population. This systematic exclusion of young disabled persons from mainstream skills training exacerbated their poverty and limited their opportunities in life.

As a result of a low level of skills, irrelevant skills, and not being able to access quality TVET - disadvantaged communities – especially youth, women and PWD - experience low productivity and low household incomes. More than half (53.2%) are living in extreme poverty and are employed in low quality jobs - earning less than \$1.25 a day. The transition to decent work is slow and difficult (UNDP, 2017; Plan International, 2018). The consequences of this situation for marginalised families are manifold. It is noticed in their low educational attainment and poor health status. Also, the unemployment and under-employment can damage an individual's perception of self-worth and may lead to high levels of mental stress (Goldsmith et al, 1996; Jahoda 1998). All these together, result in greater vulnerability to poverty and inequality, and limits economic potential at individual, industry and country levels.

## 5. Results

Figure 1 outlines the key elements of the Skills in Demand Theory of Change. At the heart is accessible skills development through workplace plus distance and online learning. The training is towards national qualifications to ensure relevance and achieve quality through national quality assurance systems and long-term sustainability through national TVET funding. The cost of training is reduced through use of physical and human resources in workplaces and reuse and repurposing of open educational resources to achieve scale.

TVET institutions and industry collaborate to co-design the blended TVET and build each other's capacity, with COL also contributing to capacity building. Government support is important for recognition of national qualifications and over time TVET institutions gather evidence and advocate to influence the State to support the model of delivery and to develop policies and processes to promote skills development for disadvantaged learners.

All of this contributes to learners acquiring skills and credentials. As they access post-training support they move into employment and increase their income and productivity, which in turn feeds back to improve the performance of industry.

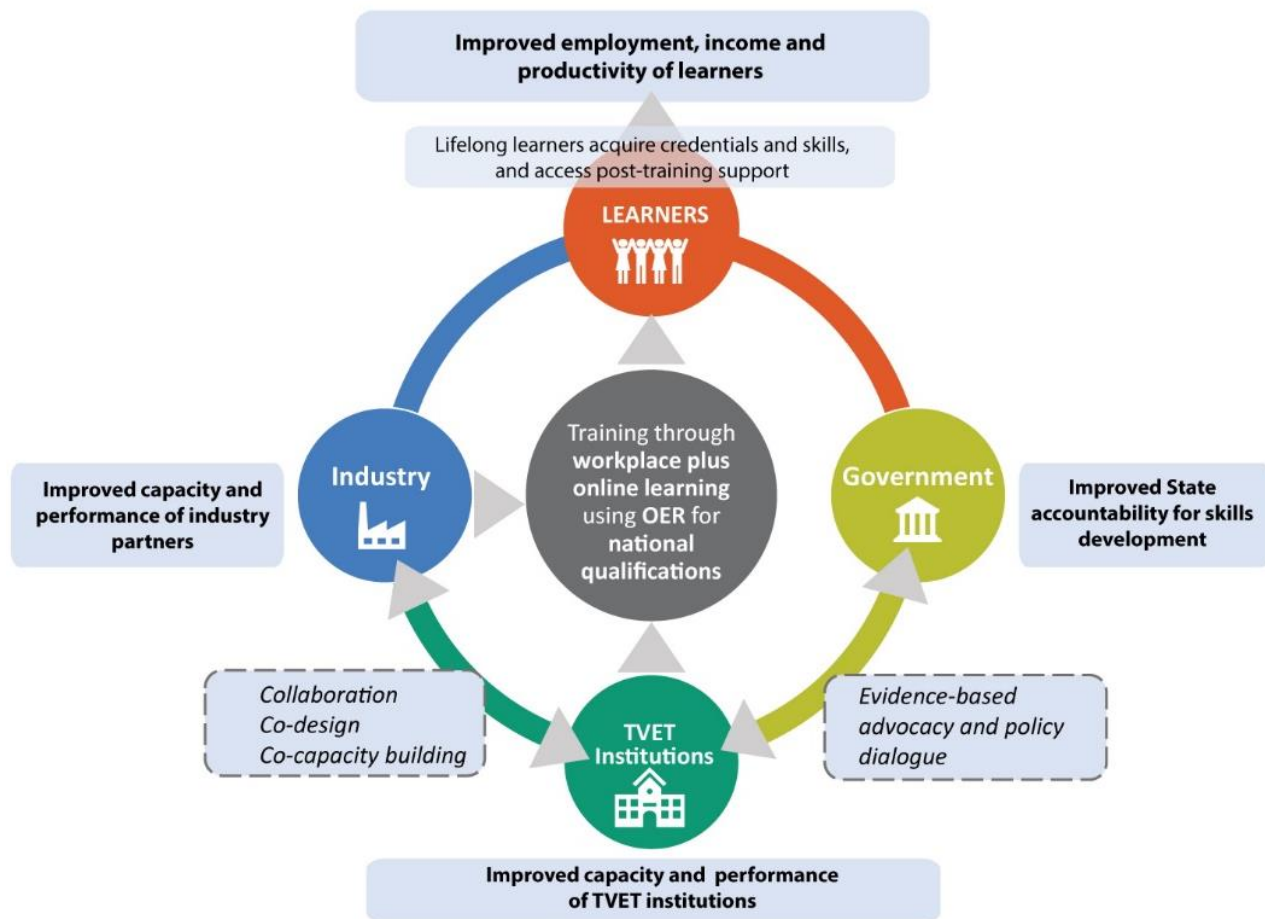


Figure 1: Skills in Demand Theory of Change.

## Impact

The aim of COL’s Skills in Demand model is that all women and men from disadvantaged backgrounds – including youth and persons with disabilities – have increased access to labour markets and gain improved incomes and security. They will be employed in quality jobs and sustainable livelihoods that contribute to their improved well-being. This impact would be achieved through five clear pathways of changes in terms of medium-term outcomes and short-term outputs.

The model targets disadvantaged learners. The 46 developing Commonwealth countries within which COL works range from India, one of the largest countries in the world to Tuvalu and Kiribati in the Pacific, two of the smallest countries in the world. Within this diversity, disadvantaged means different things. In large country contexts, disadvantage tends to be linked to low incomes, particularly living below the poverty line, and barriers to access through cultural norms and prejudice and the rural/urban divide. For small island states, such as in the Pacific or Caribbean, disadvantage tends to be national. Whole countries share



limited access to markets for food and most materials, poor infrastructure, limited economic opportunities and vulnerability to cyclones and rising sea levels due to climate change. The Skills in Demand model works in different countries to achieve desired outcomes for these diverse disadvantaged learners.

Below are the outcomes and outputs which contribute to this high-level description of the Skills in Demand model.

### **Outcomes (necessary conditions to achieve the impact)**

#### *Learners*

- More female and male learners from disadvantaged backgrounds – including youth and persons with disabilities – register improved productivity as well as quality and increased income from their employment and entrepreneurship in formal and informal economies (SDG 8.5).
- More female and male learners from disadvantaged backgrounds – including youth and persons with disabilities – complete equitable and quality technical and vocational education training relevant to sustainable livelihoods with certified competency. (SDG 4.3 – 4.6)

#### *Community*

- Socially cohesive communities effectively manage the interface with TVET institutions and industries (formal and informal) to encourage their members into workplace skills training as well as into productive employment after the training.
- Empowered communities advocate, and hold the State accountable, for policies and budgets that increase the access to relevant and quality skills development with specific inclusion of women, youth and persons with disabilities from disadvantaged backgrounds.

#### *TVET institutions*

- Improved performance of TVET institutions in delivering accessible, quality and relevant skills development courses that meet labour market requirements and community needs.
- Increased capacity of TVET educators to design and develop workplace plus distance and online learning and assess competency in technical and vocational skills that are relevant to sustainable livelihoods.

#### *Industries/informal apprenticeships*

- Improved productivity and increased income achieved by industry partners (formal and informal).

- Effective implementation of policies by industry partners (formal and informal) for creating quality new jobs and placement of graduates in jobs with full protection of labour rights, as well as for promoting self-employment.

#### *State obligation*

- Improved State accountability for formulation and/or effective enforcement of policies<sup>2</sup>, implementation of programmes<sup>3</sup> and allocation of funding that support skills development using workplace plus distance and online learning as well as productive employment especially among women, youth and PWD from disadvantaged backgrounds. (SDG 4.3, 8.3)

### **Outputs (necessary conditions to achieve the outcomes)**

#### *Learners*

- Lifelong learners including women, youth and persons with disability, accessing workplace and community-based learning services to acquire skills in sustainable livelihoods.
- Trained learners receiving career counselling and post-training support services

#### *Community*

- Community/neighbourhood support groups that advise on skills gaps and careers as well as encourage its members to enrol and complete TVET programmes.
- More community/neighbourhood members become aware of gender stereotypes in skills training as well as in livelihoods.
- More community/neighbourhood members become aware of the prospects of skills development and on the inadequacy of policies and budgets to TVET.

#### *TVET institutions*

- TVET institutions established collaborative partnerships with communities industry (formal and informal) partners to recruit learners for training, co-design and deliver workplace learning, and to support them in post-training employment.
- Relevant, quality, accessible (affordable and flexible) and up to date skills development courses are developed and offered to trainees.
- Sound policies and strategies are available that integrate workplace plus distance and online learning into TVET curricula including to remove barriers for learners with disabilities.

---

<sup>2</sup> Include enhancing enrolment provision; targeting of disadvantaged communities; gendered laws to create a level playing field for women entrepreneurs; labour market policy targeting the unemployed; recognition of end line qualification accreditation nationally.

<sup>3</sup> Include expanding economic choices for the poor, extending incentives or support measures to attract and retain trainees in skills training (stipend to cover loss of income, childcare, access to technology).

- Robust institutional mechanisms (re)established that support achievement of competency-based qualifications at affordable cost with flexible approach.
- Trained TVET educators (teachers, supervisors, assessors, verifiers) design and develop new or updated courses as well as support and assess them to maintain ongoing relevance to the labour market and community needs, including the needs of learners with disabilities.

#### *Industry partners in the formal and informal economies*

- Trained workplace supervisors and assessors, including master crafts persons for informal apprenticeships.
- Policies and practices of industry partners that promote workplace training, post-training job placement or self-employment of lifelong learners.
- Formal industry partners contributing funds and in kind to support workplace training.
- Measures that promote safe and secure working environments.
- Mentors/supervisors that support learners within workplace training environments to develop and demonstrate competency in skills relevant to labour market.

#### *State obligation*

- Policy dialogue and legislative advocacy on adapting Skills in Demand model with competency based workplace and distance and online learning into the formal TVET system. Evidence based action research on the efficacy of the Skills in Demand model for skills development to feed into this advocacy measure.
- Targeted public campaigns to advocate for policies and funding that support relevant, quality and accessible TVET.

## **6. Strategies and interventions**

The strategies and interventions are designed to act on the challenges in the context and to bring about the changes to realise the desired situation and anticipated results.

The strategies for Skills in Demand are grounded in the social transformation approach – enabling groups of institutions to work together to change the systems and/or public policies. It recognises that the growing economy requires advanced and flexible skills to address the employment and productivity challenges that emerge with changing labour market conditions. This model believes in skills development interventions that:

- Are relevant to employment and entrepreneurship.
- Match the TVET supply with industry/community demands particularly through formal, national qualifications developed in consultation with industry.
- Increase access and support for lifelong learning through flexible and affordable models using distance and online learning.

- Work within national quality assurance processes i.e., assess competency in technical skills.
- Prepare learners to effectively participate in civil society and learn for life, and to conserve the environment through foundational literacy and numeracy.

There is a growing recognition of the value of workplace training to prepare young people for employment and entrepreneurship (Plan International, 2018). The ILO has proven success in formalising the informal apprenticeship systems to improve marginalised individuals' skills and employment opportunities (ILO, 2012). This is seen as one way to overcome the mismatch between what education provides and what businesses require. Such measures require collaborative effort from all stakeholders and include two actions. First, reducing the gap between the knowledge and skills generated in the educational system and the knowledge and skills sought by employers. Second, targeting continuous skill development and use during the employment life cycle (World Economic Forum, 2014b). Moreover, the workplace approach offers the opportunity to use the existing physical infrastructure and skilled supervisors as coaches in workplaces, thus reducing the costs of training. This is substantiated by a New Zealand study (Industry Training Federation, 2018) that showed - for one million dollars of government investment, the workplace-based training system qualified 306 people, while polytechnics qualified 51 people, and universities 19.

Open universities have demonstrated that through distance and online learning it is possible to increase access to higher education while reducing costs and not compromising quality – breaking the iron triangle (Daniel et al, 2009). However, the dominant open and distance learning model for higher education is only transferable to the theory component of TVET programmes which may be as low as 20%. For practical skills development, we need to look elsewhere. For more than 100 years, Australia and New Zealand have worked with an open TVET model centred around theory by distance and practical skills development in the workplace, more recently moving to use technology (Alkema and Neal, 2019). Other countries, such as Canada and Germany, have also moved to act on the potential of technology through supplementing apprenticeships with distance and online learning (Kanwar et al, 2019). Guided by these perspectives, the Skills in Demand model presents three core strategies:

- Effective skills development based in workplaces using distance and online learning to integrate three elements – access, relevance and quality.
- Collaborative partnerships among community, TVET institutions and industries as a foundation for steering economic growth for the communities. Within this perspective, the communities that are below poverty line or socially and economically

backward - especially women, youth and persons with disability - will receive specific attention.

- Influencing institutional and governmental policies to ensure a sustained enabling environment for Skills in Demand models.

Appendix Two: Skills in Demand pathway of change gives a high level summary of the strategies. Activities specific to each strategy include:

### **Skills development for sustainable livelihoods**

- Enrolment of learners/apprenticeships into workplace plus distance and online learning opportunities.
- Deliver competency-based training within national training system requirements and award national, formal qualifications that include:
  - Technical skills relevant to employment and entrepreneurship.
  - Foundational skills, cognitive skills and socio-emotional skills (communication, problem solving, critical thinking, decision making; inter-personal skills of self-control and a positive self-concept) to foster human capital development and workforce success.
  - Human rights, gender equality and environmental conservation.
  - Modular pathways to support lifelong learning.
- Career counselling and post-training support services to the trained learners/apprentices by volunteer mentors.

### **Fostering collaborative partnerships for workplace plus distance and online learning**

Building partnerships among educational institutions, industries and communities for workplace training blended with distance and online learning to meet agreed priority skill gaps. In the first instance, COL will work with existing educational institutions and government partners, who will identify industries and communities open to participating in Skills in Demand models.

### **Community partners**

- Formation of community support groups and establish/strengthen their links with local labour market as a measure of sustainability. Educational institutions and industries establish links with parents and youth in the communities/neighbourhood.
- Community awareness on prospects of skills development, scope of workplace learning, gender stereotypes in skills training/livelihoods and on inadequacy of public policies and budgets for skills training.
- Promotion of volunteer mentors to support trained learners.

## TVET Institutions

- Establishing collaborative partnership with communities and industries.
- Selecting or developing relevant qualifications to meet identified community and industry challenges in employment and entrepreneurship – for development of skills development courses with integration of foundation skills, awareness on human rights, gender equality and environmental conservation.
- Institutional capacity building of TVET educators in business case development, workplace learning, distance and online learning, competency-based training and assessment, M&E including tracer studies, workplace and community-based learner support, labour rights, safe working environment etc.
  - Working with industry or community partners to codesign and develop accessible, relevant, quality learning experiences to be delivered in the workplace using distance and online learning. This includes:
    - Selecting relevant qualifications to solve agreed community and industry challenges.
    - Mapping existing workplace or community training practices against learning outcomes and occupational standards as well as designing other learning activities and competency-based assessment.
    - Defining and establishing the necessary technology infrastructure to support workplace plus distance and online models.
    - Developing open educational resources to support learning and competency-based assessment that can be reused and repurposed to achieve scale within and across projects.
- Promotion of volunteer mentors to provide career counselling and post-training support services to trainees in - setting up small enterprises or job placement in industries.
- Sensitisation on targeting women, youth and persons with disability in skills training as well as on inclusive and barrier free environment/methodology.
- Review and revise of policies and strategies for Skills in Demand model, implementing competency based workplace plus distance and online learning to support access for disadvantaged learners.
- Review and revise institutional mechanisms to support/manage the competency-based skills development.

## Industry partners

- Building the capacity of master crafts persons for workplace supervision and assessment.
- Sensitisation on targeting women, youth and persons with disability in skills training as well as on inclusive and barrier free environment/methodology.
- Reviewing and revising policies to promote workplace learning, post-training job placement and self-employment of learners. Also funding skills training.
- Promotion of safe and secure working environment.

- Promotion of volunteer mentors to provide career counselling and post-training support services to trainees in job placement in industries or in setting up self-employment.

### **Influencing policies for skills and entrepreneurship development**

- Creating awareness with and through community support groups to advocate for pro-poor skills development policies and funding.
- Targeted campaigns involving community, TVET and industry partners to advocate for public policies and budgets that are sensitive to emerging needs and perspectives of skills development Desk research on existing policies on skills development including funding arrangements will feed the advocacy agenda.
- Promoting translation of policies to native languages for transparency.
- Collection of evidence on effectiveness and efficiency of workplace plus distance and online learning models as well as developing website to share knowledge and success stories.
- Advocacy for scaling up workplace plus distance and online learning model in the formal TVET system.
- Engage with mass media to persuade government to take policy into practice and educating public on issues related to skills development.

## **7. Key Assumptions**

- Effectively skilling the workforce enhances the productivity and economic growth of individuals and companies and this, in the long term, reduces poverty and inequality.
- Political will and commitment of the State exist to advance skills development, employment and entrepreneurship among people from disadvantaged backgrounds.
- Targeting informal apprenticeships will reach out to large numbers of marginalised people.
- Targeting people from disadvantaged backgrounds – women, youth and persons with disabilities - increases programme effectiveness.
- Enhancing productivity of the informal sector will accelerate national economic growth.
- Acquiring job specific skills and industry or community related work experience helps to establish closer links with the labour market, match to available jobs, improve employability and facilitate the transition into employment.
- Industry and communities have skills and productivity gaps that can be filled with demand led TVET using workplace plus distance and online learning .
- Gaining national qualifications will give learners skills relevant to the labour market, assure quality through existing processes and enable sustainability through accessing public funding.
- TVET educator training has a positive impact on learning and assessment and can itself be done through workplace and distance and online learning models.

- Increased accountability of institutions to communities will positively impact the outcomes for learners from disadvantaged communities.
- Well-designed accessible training and entrepreneurship programmes together with career counselling and post-training support services can improve employability for youth, women and persons with disabilities.
- Workplace plus distance and online learning, scaled through reuse and repurposing of open education resources, will increase access through more affordable and flexible courses.
- A robust participatory design and evaluation process will better uncover the existing challenges and potential solutions - build greater buy-in and support improved implementation and outcomes across industry and TVET contexts.
- Industry partners in formal and informal economies will believe that workplace plus distance and online learning models can address their skills gaps or skill instability and are willing to offer their workplace and staff for training.
- Educational institutions are motivated to adopt distance and online learning for skills development and are willing to partner with industries and communities.
- There are jobs available in the formal and informal economies for women, youth and persons with disabilities and they can compete in the marketplace.
- Industry and education partners exist that are, or can become capable in distance and online learning, technology use and competency-based training to successfully develop models to decrease costs and prove enough return of investment.
- Capable consultants are available to build capability in the necessary technology selection and implementation, learning design, open educational resources use and development, workplace and community-based training, competency-based assessment, and in evaluation.



## References

- Afeti, G. (n.d.). The Importance of TVET in Africa's Socio-economic Development. Retrieved from <http://education.africapolicyreview.com/education-youth-development/the-importance-of-tvet-in-africas-socio-economic-development/>
- Akelma, A., & Neal, A. (2020, November 12). Distance Plus Workplace Learning: Solution to Global Skills Development [Slides]. Retrieved from <http://oasis.col.org/handle/11599/3529>
- Commonwealth of Learning (COL). (2020). Creating New Opportunities for Women and Girls: Enhancing Women's and Girls' Success in Technical and Vocational Education. Retrieved from [http://oasis.col.org/bitstream/handle/11599/3732/2020\\_Gender\\_TVET\\_Policy\\_Brief.pdf?sequence=1&isAllowed=y](http://oasis.col.org/bitstream/handle/11599/3732/2020_Gender_TVET_Policy_Brief.pdf?sequence=1&isAllowed=y)
- Daniel, J., Kanwar, A., & Uvalić-Trumbić, S. (2009). Breaking Higher Education's Iron Triangle: Access, Cost, and Quality. *Change: The Magazine of Higher Learning*, 41(2), 30–35. <https://doi.org/10.3200/CHNG.41.2.30-35>
- Hartl, M. (2009). Technical and vocational education and training (TVET) and skills development for poverty reduction – do rural women benefit? International Fund for Agricultural Development. Retrieved from [http://fao-ilo.org/fileadmin/user\\_upload/fao\\_ilo/pdf/Papers/25\\_March/Hartl-formatted\\_01.pdf](http://fao-ilo.org/fileadmin/user_upload/fao_ilo/pdf/Papers/25_March/Hartl-formatted_01.pdf)
- International Labour Organization (ILO). (2009). The price of exclusion: The economic consequences of excluding people with disabilities from the world of work. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_146260.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_146260.pdf)
- International Labour Organization (ILO). (2012). Upgrading informal apprenticeship A resource guide for Africa. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---africa/---ro-abidjan/documents/publication/wcms\\_171393.pdf](https://www.ilo.org/wcmsp5/groups/public/---africa/---ro-abidjan/documents/publication/wcms_171393.pdf)
- International Labour Organization (ILO). (2018). World Employment and Social Outlook: Trends for Women 2018 – Global snapshot. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_619577.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_619577.pdf)
- International Labour Organization (ILO). (2019). World Employment and Social Outlook – Trends 2019. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_670542.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_670542.pdf)
- International Labour Organization (ILO). (2020). The gender divide in skills development: Progress, challenges and policy options for empowering women. Retrieved from

[https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_244380.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_244380.pdf)

International Labour Organization (ILO). (2021). ILO Monitor: COVID-19 and the World of Work. Seventh edition: Update Estimates and Analysis. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/briefingnote/wcms\\_767028.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/briefingnote/wcms_767028.pdf)

Kabeer, N. (2012). Women's economic empowerment and inclusive growth: labour markets and enterprise development. Discussion Paper No. 29. Centre for Development Policy & Research, School of Oriental & African Studies, University of London.

Kanwar, A., Balasubramanian, K., & Carr, A. (2019). Changing the TVET Paradigm: New Models for Lifelong Learning. International Journal of Training Research, 17(sup1), 54–68. <https://doi.org/10.1080/14480220.2019.1629722>

Manpower Group. (2018). Talent Shortages at Record High: 45% of Employers Around the World Report Difficulty Filling Roles. Retrieved from <https://www.manpowergroup.com/media-center/news-releases/talent+shortages+at+record+high+45+of+employers+around+the+world+report+difficulty+filling+roles>

Mckinsey. (2017). Jobs Lost, Jobs Gained: What the Future of Work Will Mean for Jobs, Skills, and Wages. Retrieved from <https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages>

Plan International. (2018). Youth Employment and Entrepreneurship: An Annotated Bibliography. Retrieved from [https://plan-international.org/file/26541/download?token=e\\_7l\\_ukh](https://plan-international.org/file/26541/download?token=e_7l_ukh)

SINTEF. (2006). Living Conditions among People with Activity Limitations in Zambia. A National Representative Study. Retrieved from <https://sintef.brage.unit.no/sintef-xmlui/handle/11250/2443386>

Industry Training Federation. (2018). Cost of Qualifications by Sub-sector (tab 3) [PowerBI]. Retrieved from: <http://Tinyurl.com/costofprovision>

UNDP. (n.d.). Goal 8: Decent Work and Economic Growth. Retrieved from <https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-8-decent-work-and-economic-growth.html>

UNESCO. (2016). Strategy for Technical and Vocational Education and Training (TVET) (2016-2021). Retrieved from <https://en.unesco.org/sites/default/files/tvet.pdf>

UNESCO-UNEVOC. (n.d.). What We Do. Retrieved from <https://unevoc.unesco.org/home/UNESCO-UNEVOC++What+we+do>

- UNESCO-UNEVOC. (2017). Diversifying the Funding Sources for TVET. Retrieved from [https://unevoc.unesco.org/up/vc\\_fin\\_synthesis.pdf#:~:text=January%202017%20on%20the%20topic%20of%20%E2%80%9CDiversifying%20the,development%20conducted%20in%20South-East%20Asia%20%28French%20Development%20Agency%2C](https://unevoc.unesco.org/up/vc_fin_synthesis.pdf#:~:text=January%202017%20on%20the%20topic%20of%20%E2%80%9CDiversifying%20the,development%20conducted%20in%20South-East%20Asia%20%28French%20Development%20Agency%2C)
- UNESCO-UNEVOC. (2018). Improving the Image of TVET. Retrieved from [https://unevoc.unesco.org/up/vc\\_synthesis\\_21.pdf](https://unevoc.unesco.org/up/vc_synthesis_21.pdf)
- UNESCO-UNEVOC. (2020). Boosting Gender Equality in Science and Technology: A Challenge for TVET Programmes and Careers. Retrieved from [https://unevoc.unesco.org/pub/boosting\\_gender\\_equality\\_in\\_science\\_and\\_technology.pdf](https://unevoc.unesco.org/pub/boosting_gender_equality_in_science_and_technology.pdf)
- United Nation. (n.d.). Goal 1: End Poverty in All Its Forms Everywhere. Retrieved from <https://www.un.org/sustainabledevelopment/poverty/>
- Winch, C. (2013). The Attractiveness of TVET. Revisiting Global Trends in TVET. Retrieved from [https://unevoc.unesco.org/fileadmin/up/2013\\_epub\\_revisiting\\_global\\_trends\\_in\\_tvete\\_chapter3.pdf](https://unevoc.unesco.org/fileadmin/up/2013_epub_revisiting_global_trends_in_tvete_chapter3.pdf)
- World Bank. (n.d.). Skills Development. Retrieved from <https://www.worldbank.org/en/topic/skillsdevelopment>
- World Economic Forum. (2014a). Global Risks Report 2014. Retrieved from <http://reports.weforum.org/global-risks-2014>
- World Economic Forum. (2014b). Matching Skills and Labour Market Needs Building Social Partnerships for Better Skills and Better Jobs. Retrieved from [http://www3.weforum.org/docs/GAC/2014/WEF\\_GAC\\_Employment\\_MatchingSkillsLabourMarket\\_Report\\_2014.pdf](http://www3.weforum.org/docs/GAC/2014/WEF_GAC_Employment_MatchingSkillsLabourMarket_Report_2014.pdf)
- World Economic Forum. (2017a). The Global Human Capital Report 2017: Preparing People for The Future of Work. Retrieved from <https://weforum.ent.box.com/s/dari4dktg4jt2g9xo2o5pksjpatvawdb>
- World Economic Forum. (2017b). The Future of Jobs and Skills in Africa: Preparing the Region for the Fourth Industrial Revolution. Retrieved from [http://www3.weforum.org/docs/WEF\\_EGW\\_FOJ\\_Africa.pdf](http://www3.weforum.org/docs/WEF_EGW_FOJ_Africa.pdf)
- World Economic Forum. (2018). Demography, unemployment, and automation: Challenges in creating jobs until 2030. Retrieved from <https://www.weforum.org/agenda/2018/12/demography-unemployment-and-automation-challenges-in-creating-jobs-until-2030/>

## Appendix One: Global Human Capital Report, 2017 data for Commonwealth countries

Source: Global Human Capital Report 2017, <https://weforum.ent.box.com/s/dari4dktg4it2g9xo2o5pksjpatvawdb>

**Table One: TVET and employment data for Commonwealth countries with data**

Region	Country	Population (1000s)	Median age of population (years)	Labour force participation rate (%)	Unemployment rate %	Youth NEET* rate (%)	Vocational education enrolment rate	Tertiary education enrolment rate	Public spending on education (% GDP)
Mature TVET systems	Australia	24,126	37.4	64.8	5.7	9.8	50.5	90.3	5.2
	Canada	36,290	40.5	65.7	7.0	10.3	7.8	58.9	5.3
	New Zealand	4,661	37.3	69.8	5.1	12.0	33.9	80.9	6.4
	Singapore	5,622	40.0	68.3	1.8	11.4	11.2	69.8	2.9
	United Kingdom	65,789	40.2	62.9	4.8	11.1	42.7	56.5	5.7
Africa	Botswana	2,250	24.4	69.6	17.9	35.5	17.0	27.5	9.6
	Cameroon	23,439	18.3	69.0	3.8	10.8	24.1	17.5	3.0
	Gambia, The	2,039	17.0	59.0	9.4	34.0	24.4	3.1	2.8
	Ghana	28,207	20.4	79.6	5.2	nd	5.1	15.9	6.2
	Kenya	48,462	19.0	Nd	12.2	nd	1.0	4.0	5.3
	Lesotho	2,204	21.3	55.9	24.4	nd	11.7	9.8	11.4
	Malawi	18,092	17.4	77.7	6.0	nd	nd	0.8	5.6
	Malaysia	31,187	27.7	67.7	3.5	1.2	21.1	26.1	5.0
	Mauritius	1,262	35.6	59.4	7.3	nd	4.5	36.7	4.9
	Mozambique	28,829	17.2	79.8	25.3	10.1	8.3	6.0	6.5
	Namibia	2,480	21.0	60.8	18.4	30.5	nd	9.3	8.3
	Nigeria	185,990	17.9	72.3	4.3	nd	6.9	10.1	3.1
	Rwanda	11,918	19.4	73.6	3.4	nd	34.4	7.5	3.6
	Sierra Leone	7,396	18.3	60.5	2.8	nd	30.1	2.2	2.7
	South Africa	56,015	26.1	54.6	25.2	30.5	8.9	19.4	6.0
	Swaziland	1,343	20.4	Nd	28.2	nd	nd	5.3	7.0
	Tanzania	55,572	17.3	84.0	2.1	14.9	57.8	3.6	3.5
Uganda	41,488	15.8	85.8	1.9	5.9	20.9	4.5	2.2	
Zambia	16,591	17.1	74.6	7.8	12.9	nd	nd	1.1	

Asia	Bangladesh	162,952	25.6	57.2	4.4	20.2	9.5	13.4	1.9
	Brunei	423	30.0	65.6	7.0	17.2	16.8	30.8	4.4
	India	1,324,171	26.7	52.5	4.9	27.5	2.5	25.5	3.8
	Pakistan	193,203	22.5	45.2	5.9	nd	6.0	9.9	2.6
	Sri Lanka	20,798	32.3	53.8	4.4	27.7	11.9	19.8	2.2
Caribbean	Barbados	285	38.5	65.1	11.3	nd	0.4	65.4	6.6
	Guyana	773	24.6	56.8	11.8	nd	9.7	12.5	3.2
	Jamaica	2,881	29.4	64.8	13.2	nd	nd	27.2	5.5
	Trinidad and Tobago	1,365	33.9	60.6	3.4	52.5	2.0	12.0	3.1
Europe	Malta	429	40.9	55.0	4.7	10.3	12.7	47.0	7.8
Pacific	No data								

\* not in employment, education or training

nd – no data

**Table Two: Commonwealth countries with no data**

Caribbean	Pacific	Other
Antigua and Barbuda	Fiji	Seychelles
Belize	Kiribati	
Dominica	Nauru	
Grenada	Papua New Guinea	
St Christopher and Nevis	Samoa	
St Lucia	Solomon Islands	
St Vincent and the Grenadines	Tonga	
The Bahamas	Tuvalu	
	Vanuatu	

## Appendix Two: Skills in Demand pathway of change

Skills in Demand pathway of change				
Impact	All women and men from disadvantaged backgrounds - including youth and persons with disabilities - will have access to labour markets and gain improved incomes and security			
Outcomes	<p>More women and men from disadvantaged backgrounds – including youth and persons with disabilities</p> <ul style="list-style-type: none"> <li>- register increased income</li> <li>- gain full and productive employment</li> <li>- complete formal TVET</li> </ul>	<ul style="list-style-type: none"> <li>- TVET institutions improve performance in offering accessible, quality and relevant TVET.</li> <li>- TVET educators more capable to develop and assess skills relevant to sustainable livelihoods</li> </ul>	<p>Industry partners in formal and informal economies</p> <ul style="list-style-type: none"> <li>- improve productivity and increase income</li> <li>- implement policies for creating quality new jobs and placing graduates in work</li> </ul>	<p>Improved State accountability for policies, programmes and funding that support skills development and productive employment among people from disadvantaged backgrounds</p>
Outputs	<p>Relevant, quality and accessible TVET</p> <p>Lifelong learners acquire skills</p>	<p>TVET institutions</p> <ul style="list-style-type: none"> <li>- Collaborative partnerships with industry</li> <li>- Improved policies and practices</li> </ul>	<p>Industry</p> <ul style="list-style-type: none"> <li>- Collaborative partnerships with TVET institutions</li> <li>- Improved policies and practices</li> </ul>	<p>Policy dialogue and legislative advocacy for relevant, quality and accessible TVET</p>

	- Trained learners access post-training support	- Trained TVET educators	- Trained workplace mentors and assessors	
Activities	<b>Skills development for sustainable livelihoods</b> <ul style="list-style-type: none"> <li>- Develop digital OER</li> <li>- Enroll disadvantaged learners</li> <li>- Deliver workplace plus online learning</li> <li>- Award national qualifications</li> </ul>	<b>Fostering collaborative partnerships</b> <ul style="list-style-type: none"> <li>- Partnerships – TVET and industry</li> <li>- Qualifications for skills in demand</li> <li>- Participatory design for workplace plus online learning</li> <li>- Capacity building</li> <li>- Post-training support for learners</li> </ul>	<b>Influencing policies for TVET</b> <ul style="list-style-type: none"> <li>- Creating awareness in communities</li> <li>- Advocacy for public policies and budgets, scaling up model within formal TVET systems</li> </ul>	
Problem	<p>Unemployment and underemployment, especially for youth, women and persons with disabilities</p> <p>TVET characterised by poor quality, low relevance and limited accessibility</p> <p>Females encouraged into stereotypic lower income jobs</p>			