

Skills for Development: Paradigm Shift

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Commonwealth of Learning

Ministerial Roundtable

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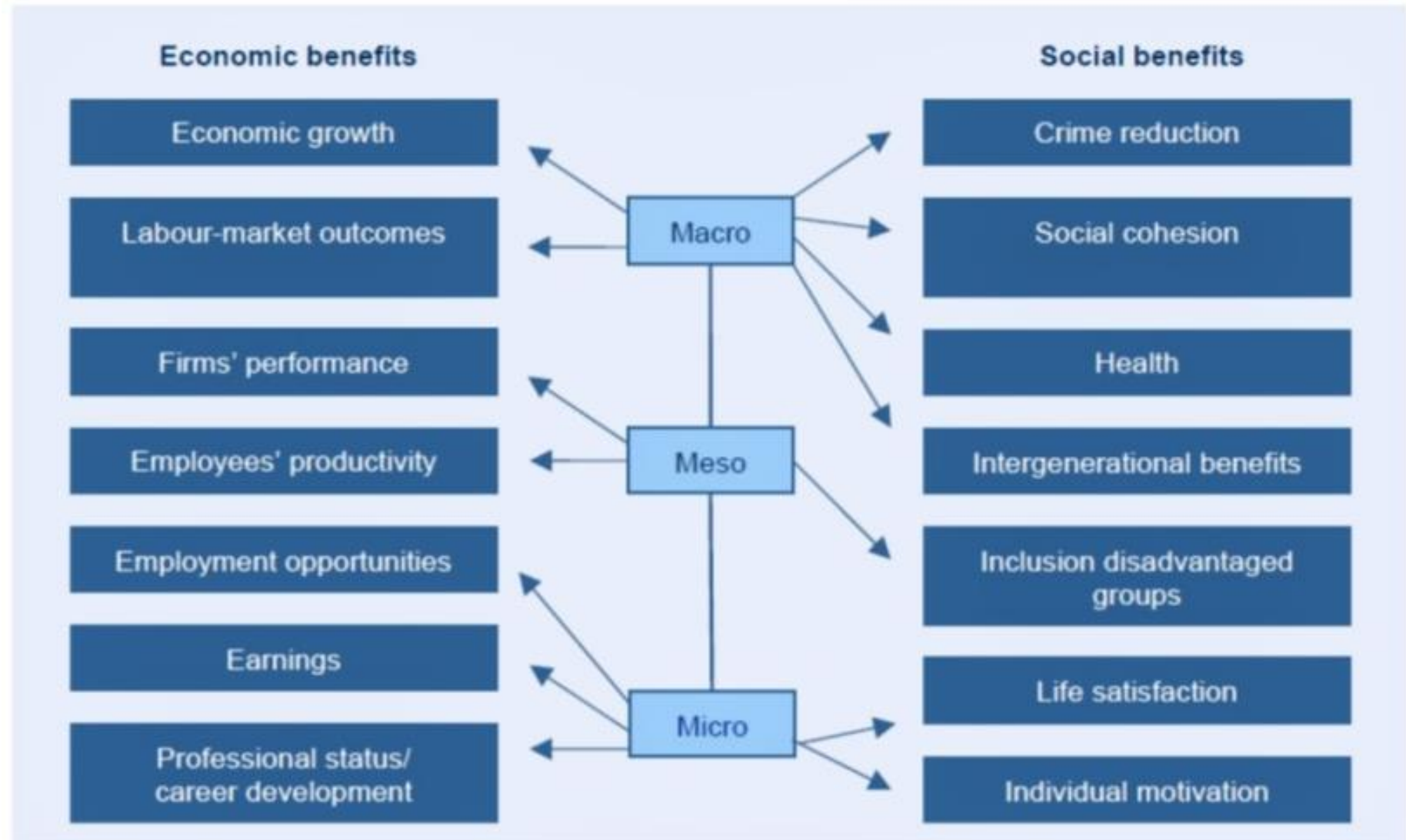
Fiji



My Submissions

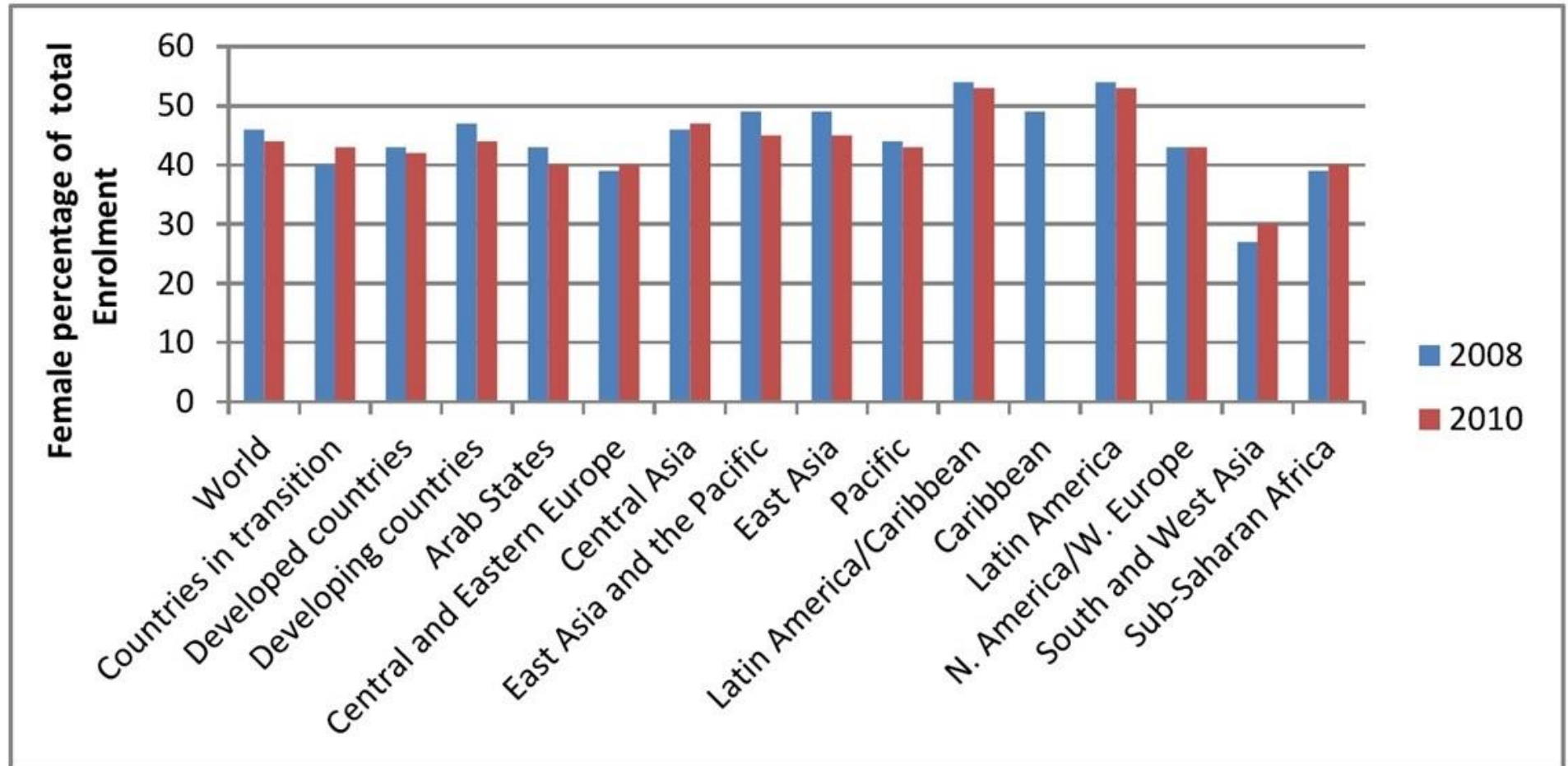
- Skills Development programmes such as TVET has been facing challenges due to their limited ability in generating developmental externalities
- Rigid formal systems and business as usual approach are the major reasons for such a state.
- Skills development can learn from non-formal education to play a major role in sustainable development process

Skills Development: If Successful !!



Source: CEDEFOP 2011, *Research paper 10: The benefits of vocational education and training*, Publications Office of the European Union, Luxembourg.

Skills Development: Access & Inclusion

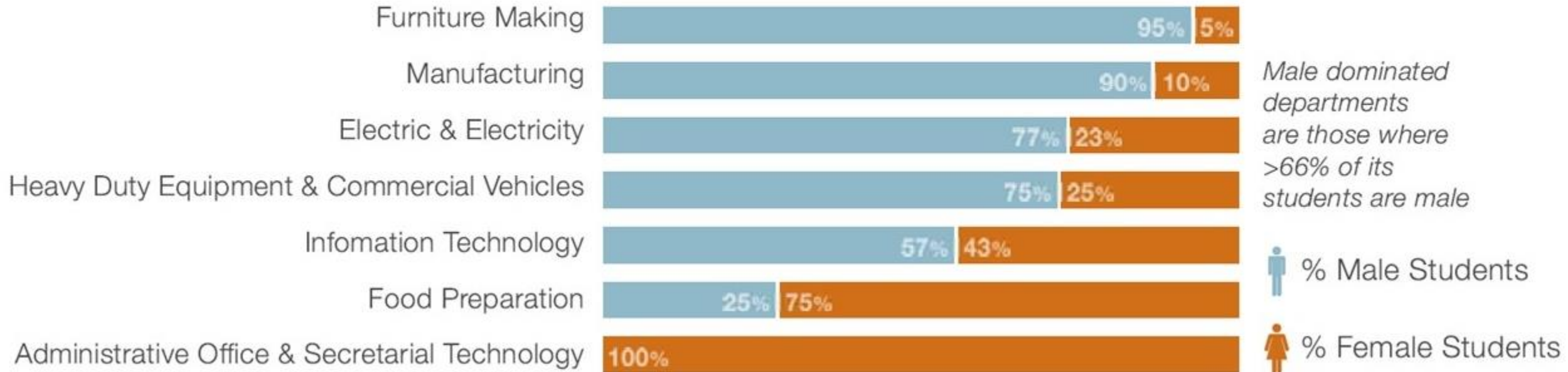


Source:
<http://ogma.net.au:8080/vital/access/services/Download/uon:14429/ATTACHMENT02?view=true>

Proportions of females in secondary TVET Programmes by country status of development by year (Source: Extracted from *EFA Global Monitoring Report* by UNESCO (2011, p.324, Tble 7; UNESCO, 2012, p. 370, Table 7).

Skills Development: Access & Inclusion

WHAT ARE THE MALE DOMINATED DEPARTMENTS?



Source: Buehren, Niklas; Van Salisbury, Taylor. 2017. Female Enrollment in Male-Dominated Vocational Training Courses : Preferences and Prospects. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/27481> License: CC BY 3.0 IGO."

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

ADEA, Richard Walther, Shanghai, 3rd TVET Congress

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

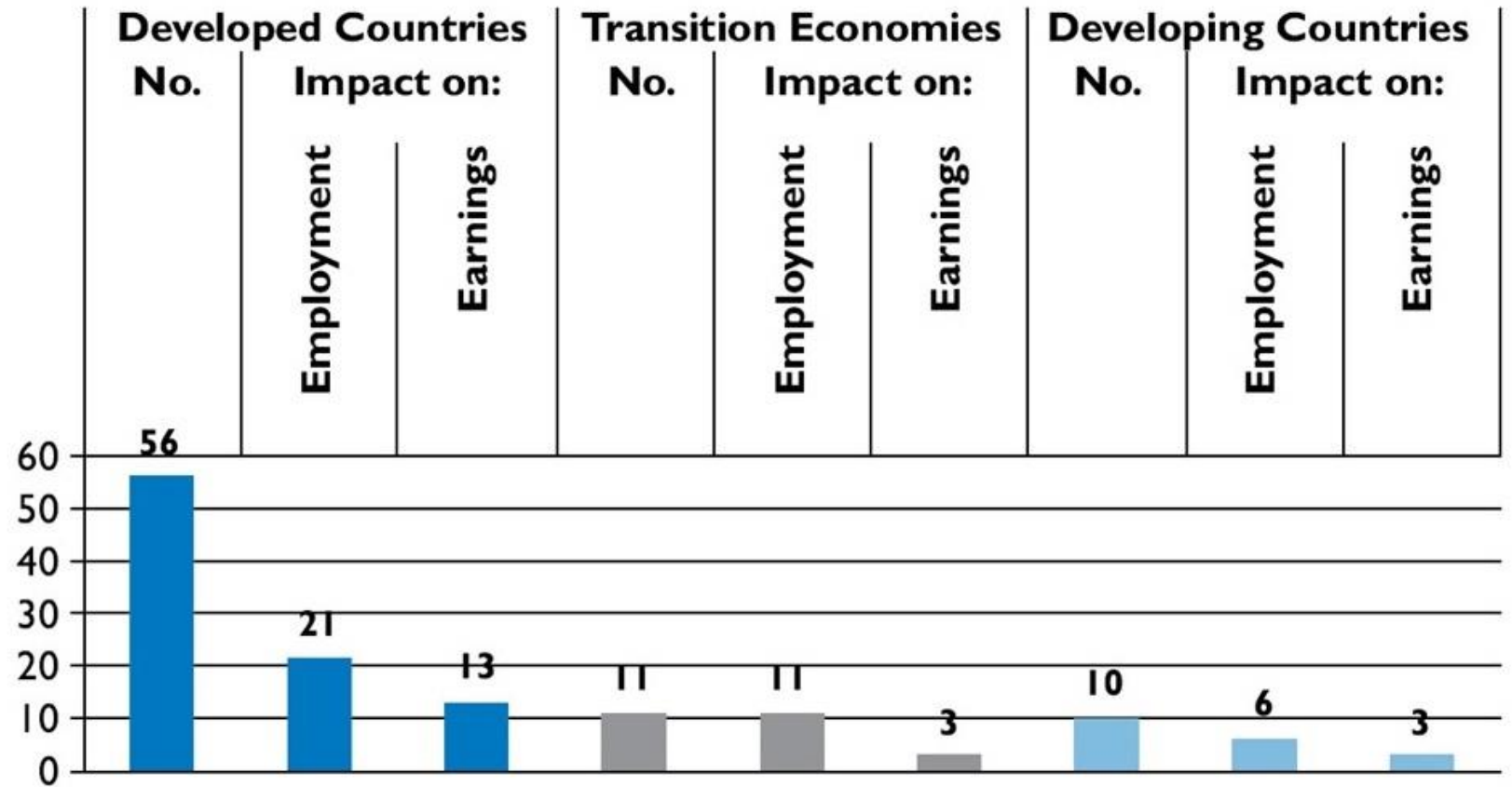
Richard Walther

ADEA (Association for the Development of Education in Africa)

<http://www.unesco.org/education/TVET2012/parallel-sessions-day1/3/R-Walther.pdf>

Skills Development: Employment & Income

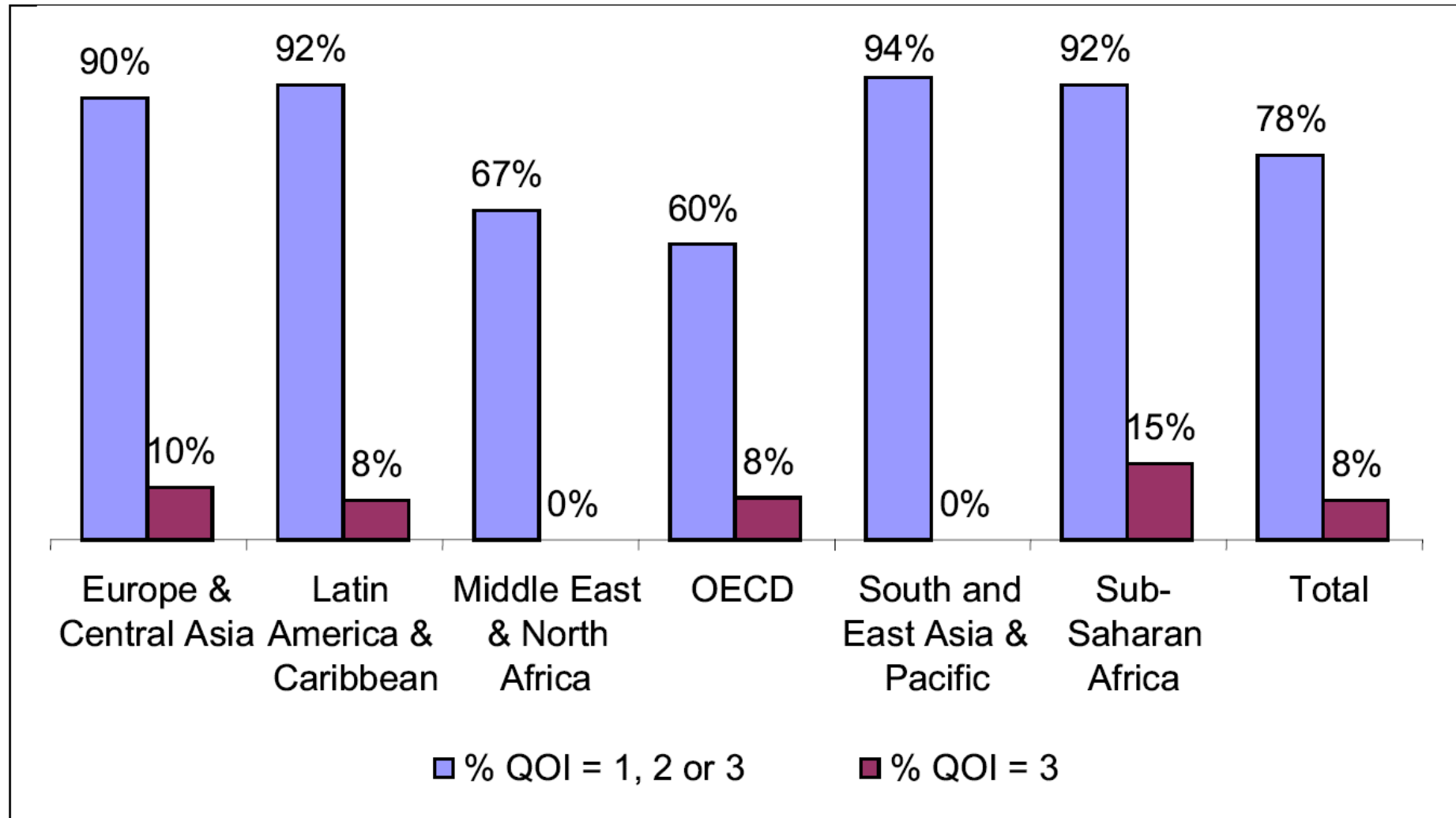
Effects of Training Programs for Unemployed Persons on Employment and Wages by Level of Country Development



Source
<https://www.adb.org/sites/default/files/publications/28624/good-practice-education-training.pdf>
 Page 28

Source: Betcherman et al. 2004.

Percentage of Interventions with Positive Labor Market Impact and With Cost-Effectiveness, by Region¹

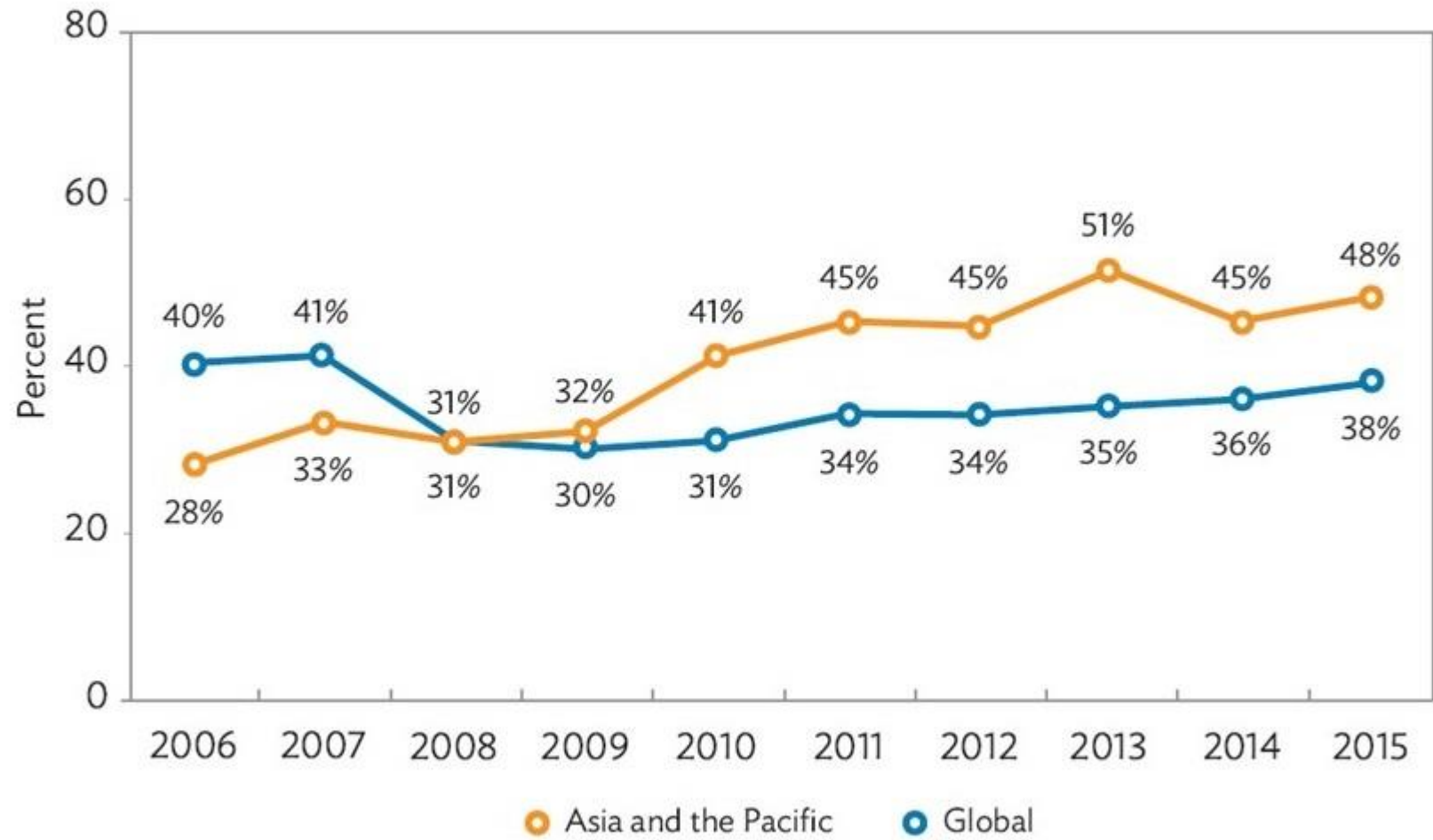


Source:

Betcherman G, Godfrey M, Puerto S, Rother F, Stavreska A (2007) A review of interventions to support young workers: Findings of the youth employment inventory (Social Protection Discussion Paper No. 0715). World Bank, Washington

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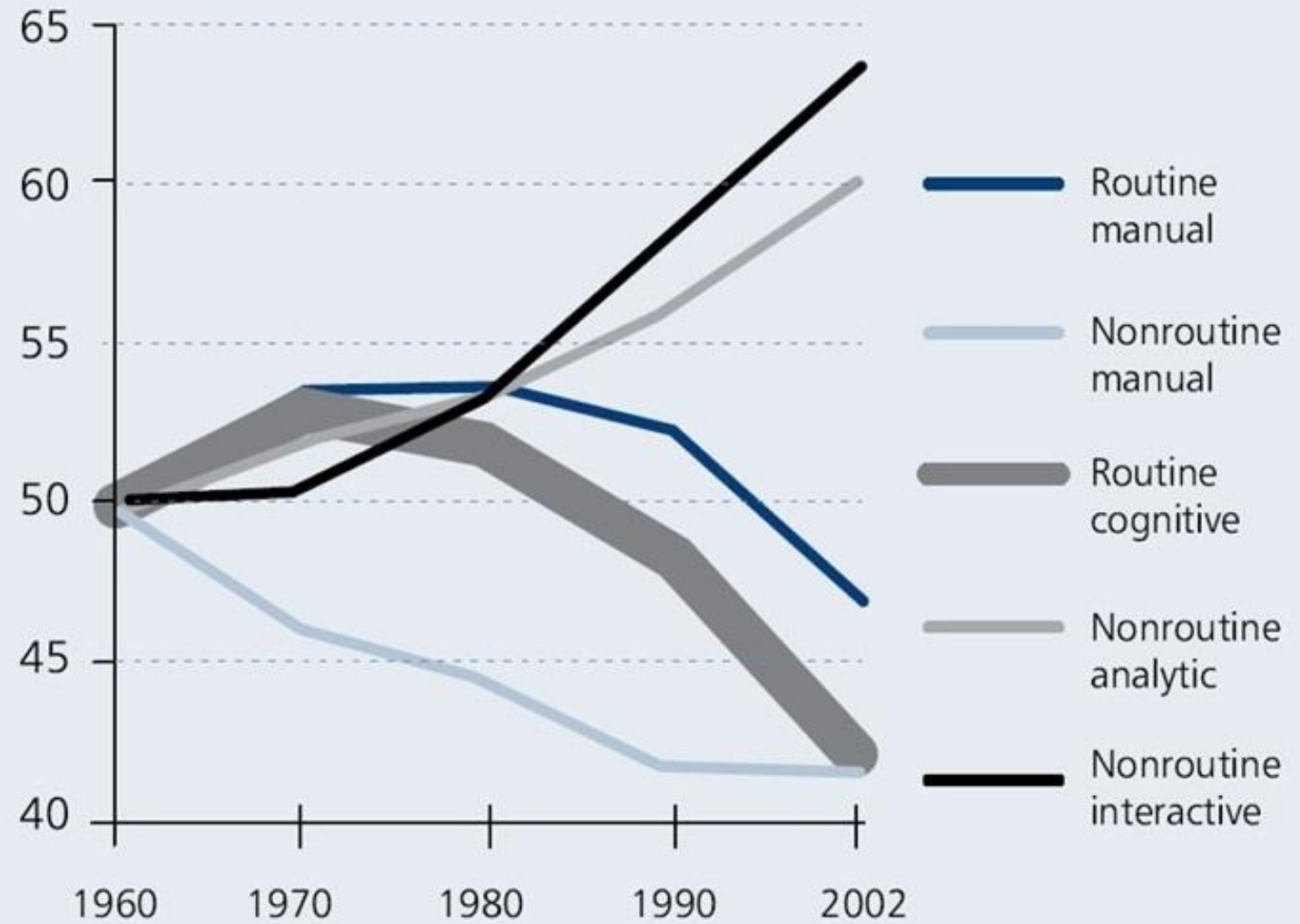
Difficulty Filling Vacancies in Asia and the Pacific (%)



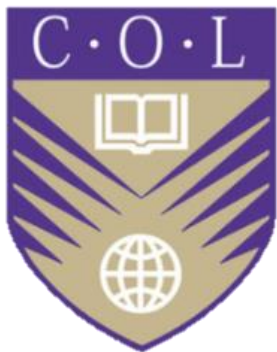
Source:
<https://www.adb.org/sites/default/files/publication/176736/challenges-and-opportunities-skills-asia.pdf>

Source: 2015 Talent Shortage Survey (ManpowerGroup 2015).

Demand for Skills (US)



Source: Frank Levy and Richard Murnane, presented by Richard Desjardins, Organisation for Economic Co-operation and Development, at the International Skills Forum at ADB headquarters, December 2011.



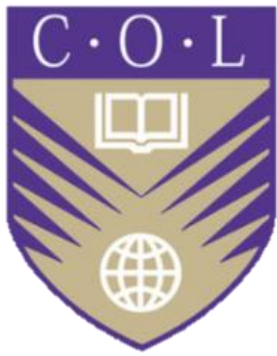
Experiences of COL : Flexible & Blended Learning of TVSD

How the training has affected your livelihood?

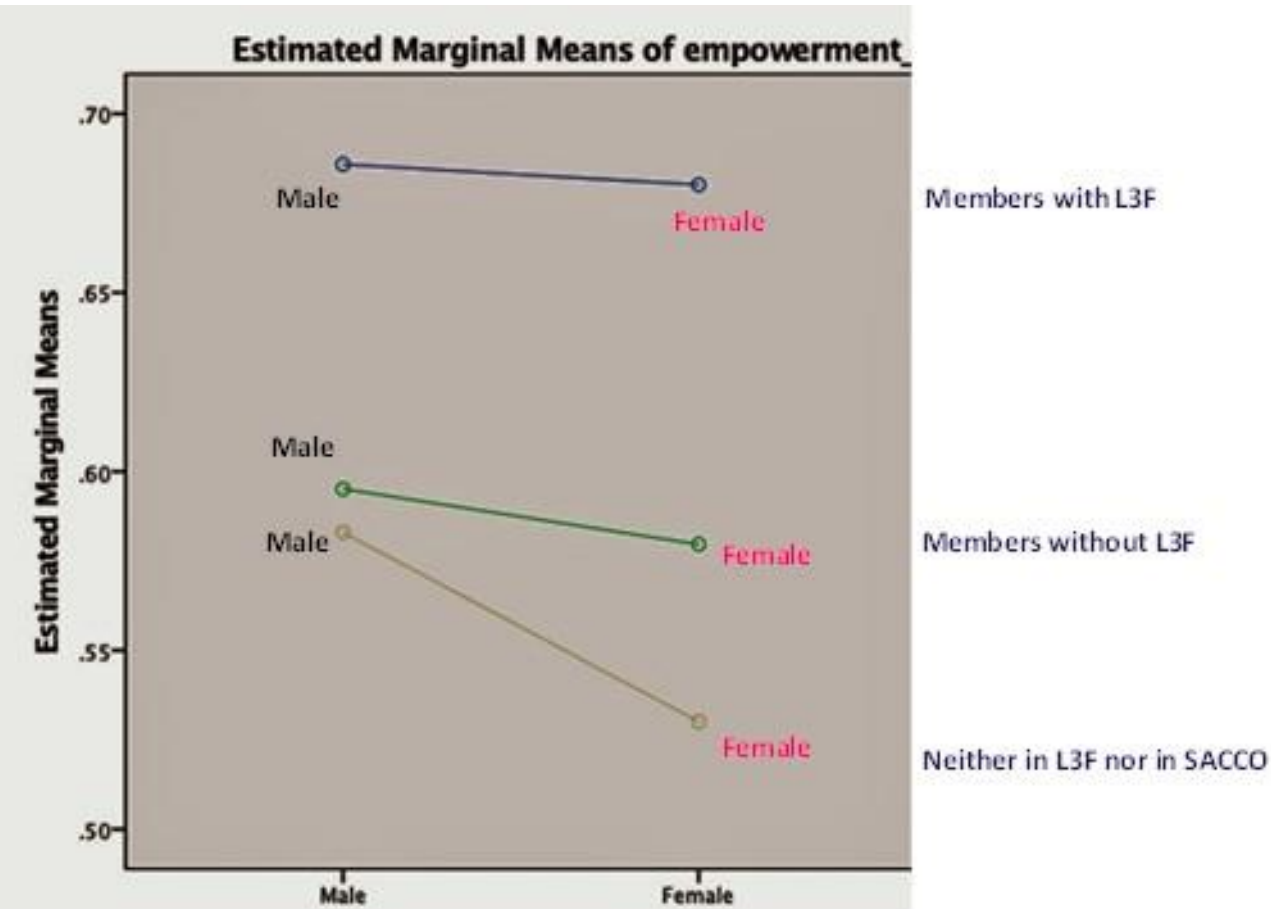
Area of satisfaction	Mean Score after training		*Mean Score before training	
	Male	Female	Male	Female
Operate from own workshop/factory	3.87	3.32	3.11	3.04
Own a vehicle	3.41	2.43	2.98	2.17
Material acquisition	4.07	3.12	3.54	2.14
Live in own apartment	3.08	3.23	2.13	2.04
Increased self-confidence & esteem	3.28	3.98	3.19	2.57
Total	3.54	3.22	2.99	2.39

Source: Field Data, 2016

Source:



Experiences of COL : Lifelong Learning for Farmers (L3F); Skills Development in Animal Husbandry

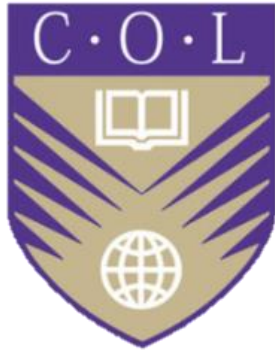


Every \$1 invested in learning, facilitation and networking resulted in **\$9** worth of income and assets

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

1% increase in empowerment
2.3% increase in profit

Cost of Training and Capacity Building: **Six time Lesser** than that of the agricultural extension and bank trainings



34,929
girls 
completed
skills training

6,673 
girls
gained
employment

1,620 
girls
joined
internships

453
child marriages
prevented


Experiences of COL :



- 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

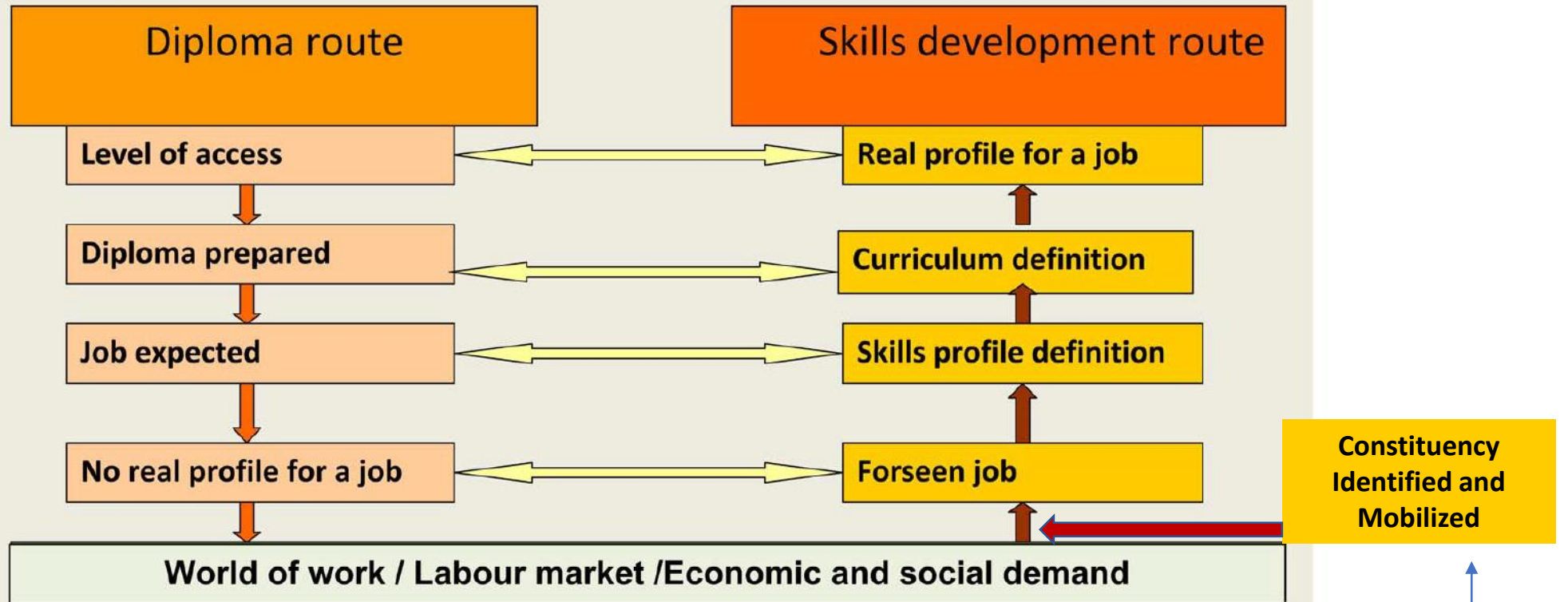
Relative Impact and Cost-effectiveness of Interventions Oriented towards the Disadvantaged

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

Betcherman G, Godfrey M, Puerto S, Rother F, Stavreska A (2007) A review of interventions to support young workers: Findings of the youth employment inventory (Social Protection Discussion Paper No. 0715). World Bank, Washington

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



Source:

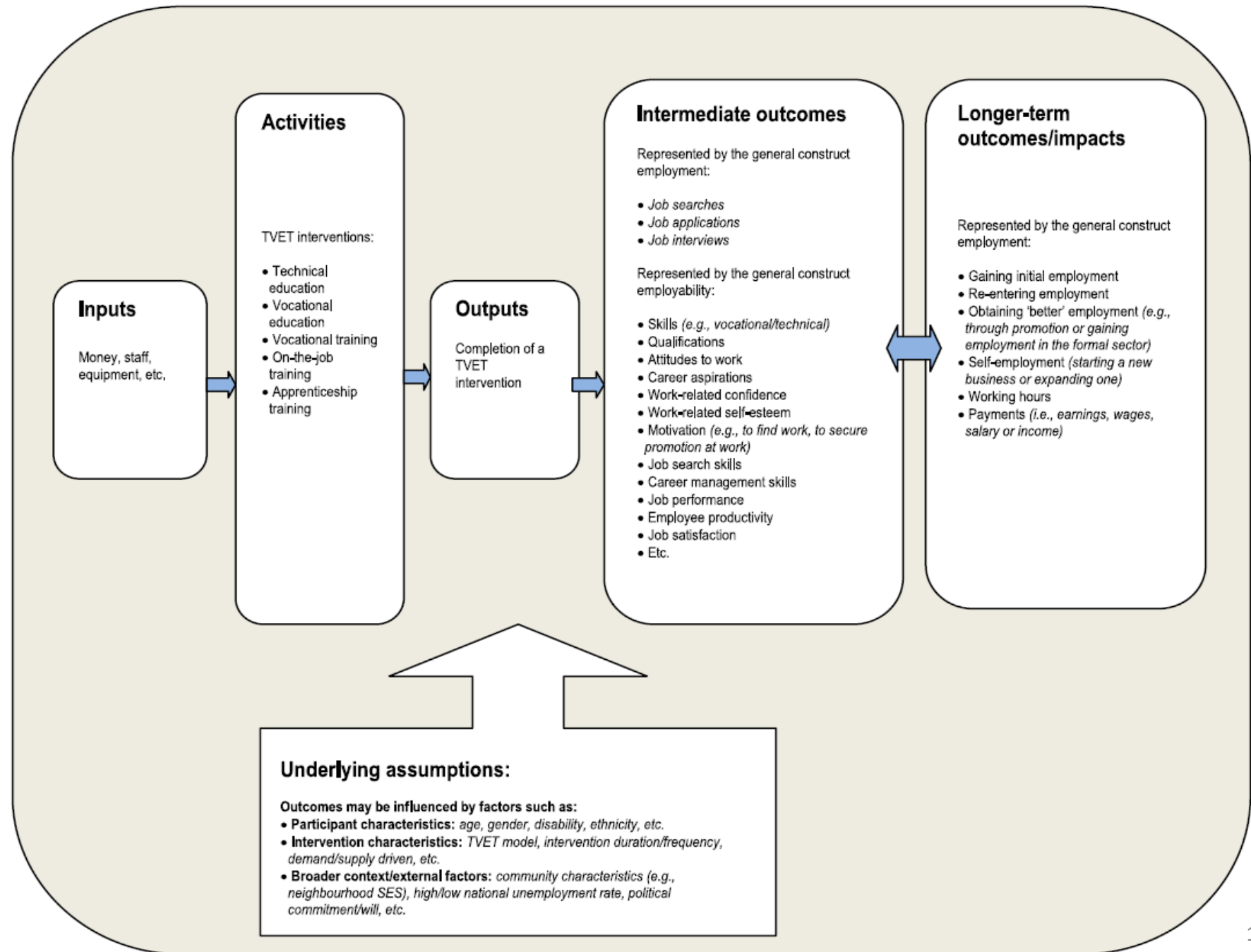
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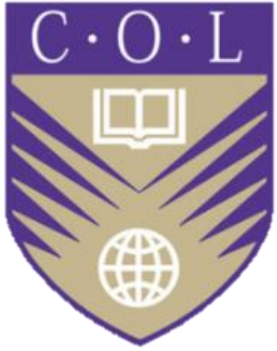
<http://www.unesco.org/education/TVET2012/parallel-sessions-day1/3/R-Walther.pdf>



Characteristics of Supply- and Demand-Oriented Training Systems

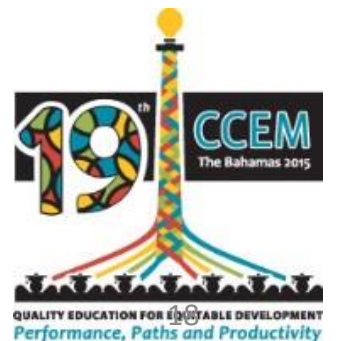
Area	Supply-Oriented	Demand-Oriented
Market feedback	Indifference to the market	Relies on market feedback, e.g., tracer studies
Governance	Bureaucratic, government dominated	Participation by end users—employers
Management of institutions	Little, if any accountability, for results	Substantial accountability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

Source:
<https://www.adb.org/sites/default/files/publication/28624/good-practice-education-training.pdf>



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

