International Labour Organization

2021-22 Executive Training Course for Policymakers on the 2030 Agenda for Sustainable Development

April 11, 2022

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The presentation will…..

- Highlight the key SDGs related to technical and vocational education and training (TVET) and skills development;

- Consider the links between reskilling, upskilling and lifelong learning; and

- Share some country examples of recent initiatives.

SDG 4: Quality Education

By 2030, SDG 4 calls on Member States to:

- Ensure equal access to affordable and quality TVET programmes (target 4.3)

- Substantially increase the number of youth and adults with relevant skills for employment, decent jobs and entrepreneurship (4.4)

- Eliminate gender disparities in education (4.5)

- Ensure that all learners acquire the knowledge and skills needed to promote sustainable development (4.7)

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SDG 8: Promote inclusive and sustainable economic growth, employment and decent work for all

SDG 8 calls on Member States to:

8 DECENT WORK AND ECONOMIC GROWTH

- By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value (target 8.5)

- By 2020, substantially reduce the proportion of youth not in employment, education or training (8.6)

A challenging international context

▶ Covid-19 crisis and economic recovery

▶ Supply chain restructuring, reshoring

▶ Digital transformation – workplaces and occupations

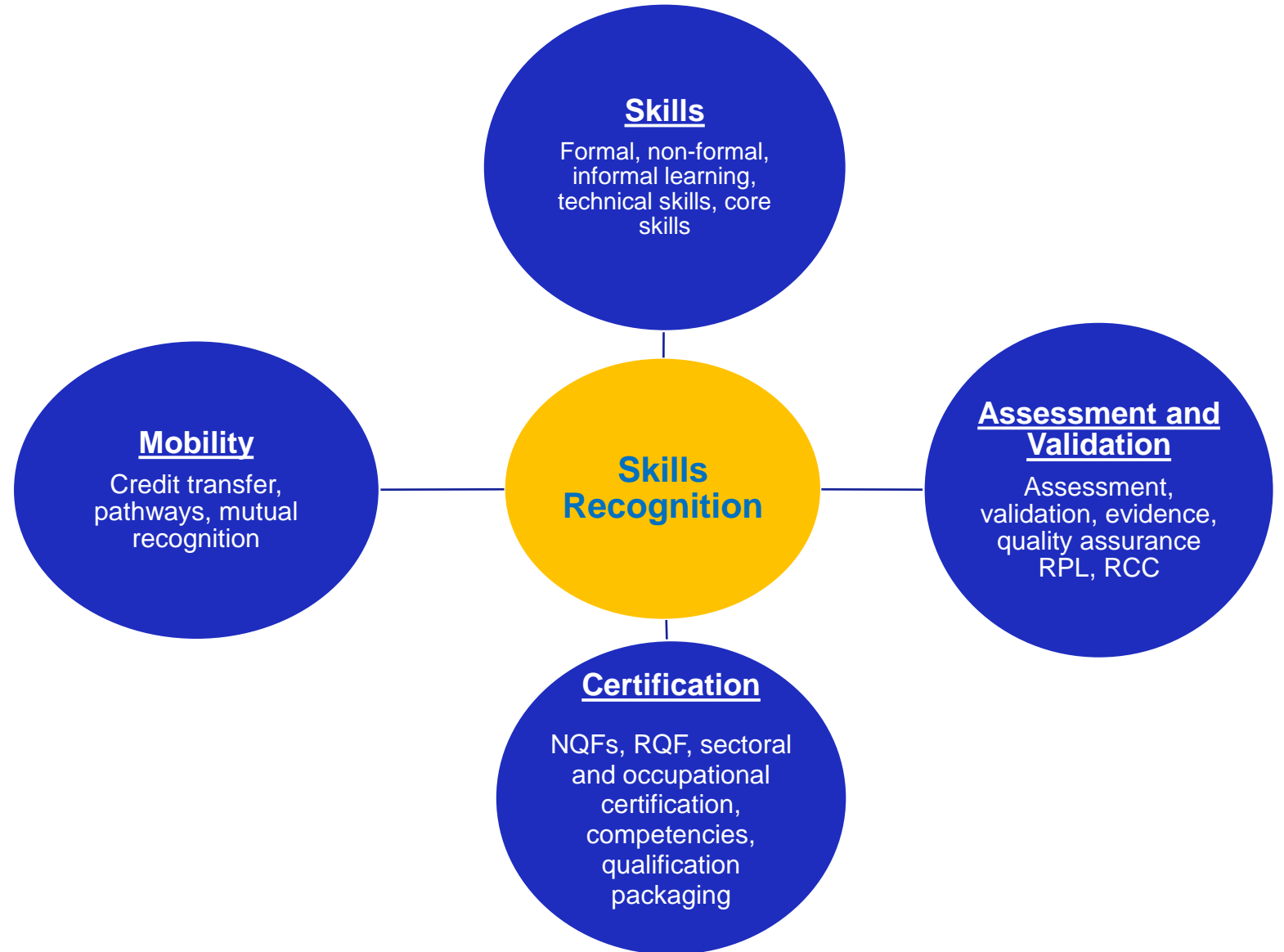▶ New occupations and activities

▶ Decarbonisation

▶ Demographic change

Examples

▶ End of routine tasks due to automation and digitalisation

▶ Complementarity between soft skills and digital

▶ Continuous population growth, aging

▶ Compliance with environmental rules

▶ Sectors: digital services, sea, health, creative activities

Lifelong learning playing a key role

- ▶ Skilling and re-skilling for better matching and transitions

- ▶ Preparation of youth for the labour market and reduction of NEET

- ▶ Support sector expansion and economic diversification

- ▶ Stimulate entrepreneurship

- ▶ Increase female participation in the labour market

- ▶ Generate a national based skills pool

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The centrality of skills recognition

Skills
Formal, non-formal, informal learning, technical skills, core skills

Mobility
Credit transfer, pathways, mutual recognition

Skills Recognition

Assessment and Validation
Assessment, validation, evidence, quality assurance RPL, RCC

Certification
NQFs, RQF, sectoral and occupational certification, competencies, qualification packaging

Skills Recognition

- Skills recognition is a process to assess and certify the competences and knowledge of a person regardless of how, when and where the learning has occurred.

- Assessment is done against prescribed standards (learning outcomes) for a partial or full qualification.

- Known by various terms including:

  ➢ RPL (South & East Africa, South Asia, Australia) – recognition of prior learning

  ➢ PLAR (Canada) - prior learning assessment & recognition

  ➢ APL   (England) – assessment of prior learning

  ➢ VNFIL (Countries in Europe) - validation of non formal and informal learn

Skills Recognition

Challenges

- Very slow implementation and up scaling
- Confusing language and differing definitions
- Parity with formal training
- Time consuming and expensive
- Individualized, rigorous assessment
- Complex methodology
- Extensive guidance to candidates
- Challenging to assess persons with low literacy skills
- Native language vs language for assessment

Opportunities

- Don't compromise with the quality of assessment
- Establish an effective M&E system
- Collect and publicise information about impact and benefits of RPL
- Involve all stakeholders in RPL and ensure their ownership
- Ensure close matching between Occupational Standards & Qualification Standards
- Develop innovative, efficient assessment tools
- Promote awareness about RPL and its benefits
- Make provision for skills upgrading opportunities

Creating learning and career pathways

- Enable individual potential and contribution to economy and society

- Career guidance and counselling using labour market intelligence and support services: employment services, training organisations

- RPL and flexible learning solutions (modular, digital)

- Promote TVET + attractiveness

Linking upskilling and reskilling with local development

Integrated District Development in South Africa

In 2021 the Ministry of Cooperative Governance and Traditional Affairs (COGTA) and the UN in South Africa launched a partnership to support implementation of the District Development Model (DDM). The DDM is an initiative to support local economic development and service delivery, by seeking greater coherence and coordination across the three spheres of government. With inputs from ILO and UNDP, under the Business Solutions Centres mechanism, the agencies focused on supporting digital skills in O.R. Tambo and Waterberg districts under the initiative: Digital Skilling to Enhance Youth Employment In The 4th Industrial Revolution. The objectives of this initiative were to extend digital training to youth not in employment, education or training, covering content that includes basic digital literacy training, as well as an introduction to more advanced digital awareness, such as data science training.

See https://www.cogta.gov.za/ddm/

Financing and incentives

▶ Finance TVET and LLL

▶ Find adequate funding formula for national context

▶ Cost-sharing principles

▶ Stimulate demand (individual, organisational)

▶ Role of skills anticipation and social partners

▶ Financial and non-financial incentives
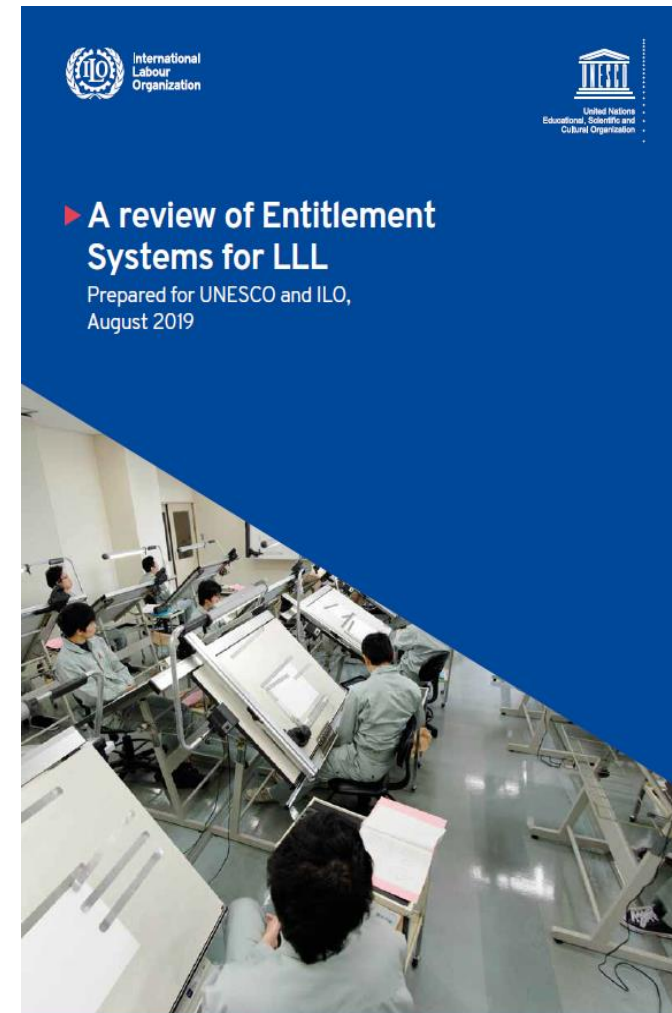
▶ Role of levy based training funds

Individual learning entitlements

There are limited examples of integrated and mature systems: France and Singapore

Many other countries are putting elements of a system in place - Korea, Japan, Thailand, USA, Morocco, England, EU.

Those countries which have a mature, or near-mature systems have:

- legislation in place
- a centralised body to manage
- sufficient sustainable financing
- adequate training infrastructure and
- effective information dissemination

A review of Entitlement Systems for LLL
Prepared for UNESCO and ILO,
August 2019

ILO & UNESCO 2021

ilo.org

Conclusion

- ▶ LLL is a growing policy priority and central to achievement of SDG4

- ▶ Skills recognition forms an essential core of LLL strategies

- ▶ Integrated and flexible support, financing and programming, based on sound labour market intelligence, is required to support reskilling and upskilling

- ▶ Tripartite engagement is key

Thanks for your attention