

## Matrix of areas for technical cooperation

ANNEX A

As of 18-01-06

ISSUE	INTEREST IN		MEANS	BARRIERS	ACTIVITY/PRIORITY	SUPPORT	
	LEARNING	SHARING					
National systems of qualification and recognition that are internationally valid; and the mutual recognition of qualifications and skills between countries in the region. Quality assurance systems to ensure validity of certification.	Achieving Mutual Recognition & skills and qualifications	ALL	Philippines; ANZ, Thailand	Workshop, technical assistance, fellowships	Funding	1: Technical workshop on Qualification Frameworks in the broader context of quality assurance and regional recognition: staged process beginning with information collection, analysis and dissemination, followed by technical workshop to explore key topics in depth, building the basis for development of regional recognition framework.  2: Specific topic to be addressed within the above (linked to quality assurance): new skills for trainers, new approaches for learning, e.g. coaching / mentoring to deliver soft skills.  3: Workshop on approaches to testing and examinations (later)	Australia, New Zealand, Thailand, Philippines, Singapore and India indicate potential for support.
	How to develop a national qualifications framework	Vietnam, Bangladesh, Solomon, Mongolia, Indonesia, Kiribati, India, Malaysia	New Zealand, China, Philippines, Thailand	Workshops	Funding		
	Regional Competency standard (Asia)	All	All	Workshop, technical assistance, fellowships	Funding		
	Accreditation of migrant worker skills	Australia, Iran, Laos, India Afghanistan, Bangladesh	Australia,	Links to specialized agencies i.e. IOM for info, experience and expertise	Inter-agency cooperation needed		
	International benchmarks, concerning training and recognition and mutual recognition of qualifications	all	all	Access to models, evaluations of other country approaches, and views of tripartite partners for their views; support for preliminary study and assessment before study tours; funding to support reform or development programs; consultancies (access to quality consultants); bilateral agreements	Quality of consultants, funds, capacity to do initial policy and research work, issues are often handled bilaterally		
	National Qualifications Frameworks	all	all				
Quality assurance of training providers and of qualifications achieved	all	all					
Sustained availability of quality skills development services in countries; including solid financing, financial support of employers, and continuing refreshment of training approaches and trainer skills.	How to promote and develop private sector training in the workplace	ALL	Thailand, Malaysia Regional employer	Workshop	Funding incentives	2: Develop web-based program on public-private partnerships in skills development  1: Facilitate country-country partnerships for advice and support in specific areas	ILO-Turin
	Help improve training facilities in less developed economies	Bangladesh, Solomon, Indonesia, Kiribati, Mongolia	Malaysia, Philippines, Thailand	Training, workshops	donor assistance required		
	Involvement of employers and the private sector in skills development	Sri Lanka, Vanuatu, Laos, Solomon Islands	all	Provision of information on good practice in region e.g. IMC's (India) SD councils (Pakistan) CII's (India)	Financing of training program		
	Financing Skills Development	all	all	Training program using ILO materials	Fund to organize training		
	Training for new fields, content and delivery methods						
	Skills of trainers - use of new and effective approaches	Solomon Islands		Relates to the location of training - in workplaces, private sector etc. Access to information on methods, training of trainers.			

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Useable Labour Market information and other mechanisms to ensure that training provided meets national and international employment demand, currently and in the future.	Relevance to demand: of students, of employers, and for the long term; for national and international employment			Access to skill and competency requirements of other countries; exchange of experts; information on means that have been taken nationally to ensure relevance (Training Boards, Sector Councils etc., and evaluations of them)	LMI is not the total answer and is not always right in detail or over time. High cost to create LMI where it doesn't exist.	2: Compile and make available country level data on LM needs, with annual updates. 3: Technical support to countries to improve LMI systems 3: Research on experiences with linking demand mechanisms with supply decisions: range of approaches and the resulting impacts.	Australia  Nepal, Cambodia, Sri Lanka, Singapore, Korea
Effective approaches to ensure skills development for specific groups: transfer of information and models between countries with similar or complementary situations.	Lack of gender equality in vocational training	All	Philippines, Thailand, Malaysia, Bangladesh	Workshops to develop good practice guide	Funding	2: Collate and disseminate existing research, experiences and models.	SKILLS-AP with input from network countries
	Special target groups  Effective means of ensuring skills development for specific groups of people: women, youth, older workers, workers in transition, high- and lower-skill migrants, informal and rural workers. Issues include access, realistic career/work advice and location of learning (at and before work)	all  New Zealand, Nepal, Japan, Sri Lanka, Solomon Islands		Share information on approaches e.g. TREE, EOW (for women). Availability of existing reports and studies - 'digested' for easy access. Facilitation w-w and e-e exchanges of views. Facilitate specialist groups around common interests (e.g. countries with aging workforces; countries with migrant workforces, etc.)	Training in CBT is expensive Prioritize issues/groups for most strategic, ensure non-government views are sought and included in discussions, loss of professional capacities in some countries, funding (need for external support depends on the group of countries interested in an issue), language prevents easy access to information.	2: Launch pilots/demonstrations in additional countries on request and where funds available.  2: Study tours to functioning models where appropriate.  1: Access and links on website	SKILLS-AP

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Soft Skills'	New skill areas 'soft' skills - developing curricula and establishing standards: areas include entrepreneurship, life skills, leadership, and links to realistic work expectations.	ALL	All	Exchange of training modules as they are developed, develop regional framework for core skills and menu of implementation approaches	Ownership of training modules	<p>2: Employer-led workshop on leadership and entrepreneurship.</p> <p>1: Work towards region-wide framework of measurable competencies in employability skills, through initial research and meeting to agree on understanding of employability skills, followed by plan to progress to competency definition.</p> <p>3: Research on practical ways to stimulate life long learning for people in work.</p>	<p>Employer organizations in region, ACT/EMP, Indonesia</p> <p>Australia, Employers</p> <p>New Zealand</p>
Very small countries	How to facilitate training in countries where numbers are small	NZ, Kiribati, Solomon	Thailand,	Research workshop	ILO facilitation	<p>2: Facilitation of large-small country assistance partnerships</p> <p>2: Pilot Community Based Training if interest and funds available.</p> <p>2: Study on strategic approaches to skills development, other examples (Caribbean)</p>	Big : China, Malaysia, India. Small :Solomon Islands, Kiribati
Policies for financing for training for both in- and out-migrant workers	Policies for financing for training for both in- and out-migrant workers			Exchange of policies on how to recoup funds e.g. remittance policies.			