

G20 Training Strategy – Knowledge Sharing Workshop on Skills for Employment

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**Session 5: Skills Indicators for Employment and Productivity
- Perspectives from Developing Countries –**

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Methodology

Question:

WHAT are the proposed answers? (ACTIONS)	WHY are the proposals suggested? (RESULTS)				
	Reason 1	Reason 2	Reason 3	Reason 4	Reason 5
	HOW are the results to be achieved? (INTERVENTIONS)	HOW are the results to be achieved? (INTERVENTIONS)	HOW are the results to be achieved? (INTERVENTIONS)	HOW are the results to be achieved? (INTERVENTIONS)	HOW are the results to be achieved? (INTERVENTIONS)

Priorities

Question 1 : What are the priorities for further South-South Knowledge Sharing?

Actions	Result Areas				
	Quality	Demand Responsiveness	Access	Equity (Inclusiveness)	Financial Sustainability
Teacher Training	Teacher Upgrade	Industry attachments		Female Teachers	
TEVET Information Systems	Quality Indicators	Industry Linkages	Career Information	Career Information	TVET Performance Indicators
Qualifications Frameworks	Standards	Qualifications based on industry standards	Certification of qualifications from a variety of learning pathways	Certification of non-formal training	
LMIS	Employability	Skills Gaps	Employment Patterns	Employment Patterns	
TVET M&E	Relevant Indicators	Relevant Indicators	Relevant Indicators	Relevant Indicators	Relevant Indicators

Avenues for Support



Question 2 : What avenues could be explored for receiving or providing technical and financial support to build on the G20 Training Strategy?

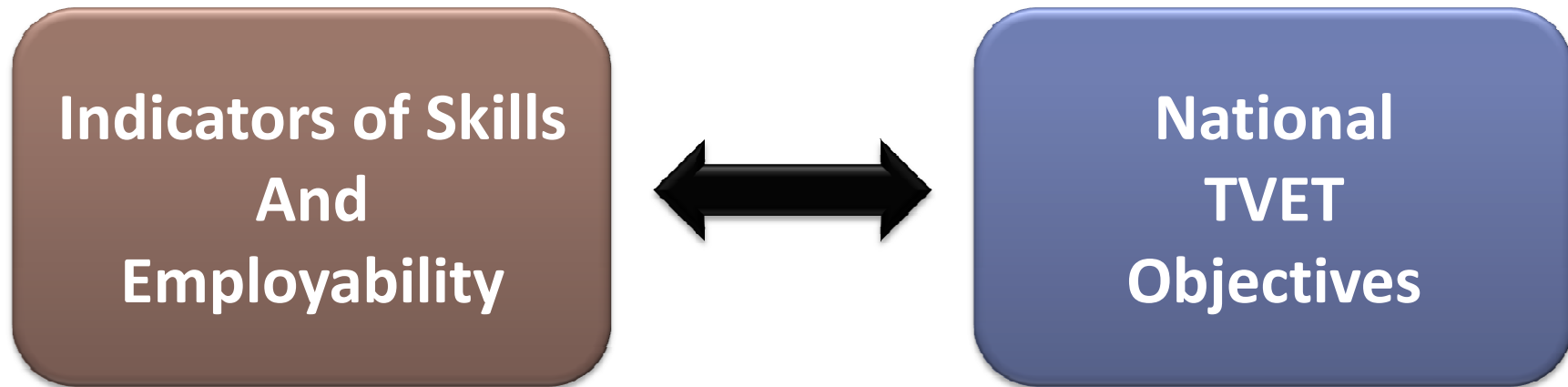
Actions	Result Areas				
	Quality	Demand Responsiveness	Access	Equity (Inclusiveness)	Financial Sustainability
Government Ministries	Policy Frameworks and Policy Harmonisation	Policy Frameworks and Policy Harmonisation	Policy Frameworks and Policy Harmonisation	Policy Frameworks and Policy Harmonisation	Policy Frameworks and Policy Harmonisation
TVET Regulatory Authorities	Standards	Sector Coordination	Learning Pathways	Certification Systems	
Industry Associations	Occupational Standards	Occupational Profiles	Work-Based Learning	Gender Disability Environment	Training Levies
Civil Society			Vulnerable Learners	Disadvantaged Groups	
SME Associations		Skills in the Informal Sector	Youth and Women	Decent Work	

Identification of Skills Gaps

Question 3: How can we identify and fill existing gaps that deter investment in skills development and productivity?

Actions	Result Areas				
	Quality	Demand Responsiveness	Access	Equity (Inclusiveness)	Financial Sustainability
Policy Analysis and Review	Relevance and Effectiveness	Relevance and Effectiveness	Relevance and Effectiveness	Relevance and Effectiveness	Relevance and Effectiveness
Thematic Studies	Quality Assurance Systems	Industry Perceptions	Barriers to Entry	Barriers to inclusiveness	TVET Financing Mechanisms
Case Studies	Challenges Best Practices	Challenges Best Practices	Challenges Best Practices	Challenges Best Practices	Challenges Best Practices
South-South Partnerships	Staff Exchange	Models of industry involvement	New approaches to increased access to TVET	New approaches to equity in TVET	Models of TVET Financing

Indicators for Skills and Employment



The following Guidelines have been developed by the Southern African Development Community (SADC) for Monitoring and Evaluation of TVET

TVET Indicators (1)



TVET Indicator		Policy Objective
1.	The national socio-economic context	Locating the development of the TVET system within the national socio-economic context.
2.	Place of TVET in Overall National Development Strategies and Policies	Assessing the importance of TVET in policy objectives for achieving national development strategies, including poverty alleviation, economic growth and entrepreneurship.
3.	Policies on TVET for the informal economy	Assessing the importance of TVET in policy objectives for the informal economy within a national economy
4.	Policies on articulation with schooling/post-secondary / higher education.	Locating TVET within overall education policy, including issues of access and progression
5.	State of the development of the national qualifications framework	Measuring the development of the national qualifications framework as a strategy for harmonization and benchmarking of qualifications
6.	State of the quality assurance system in TVET	Measuring the development of the quality assurance system in the TVET sector.

TVET Indicators (2)



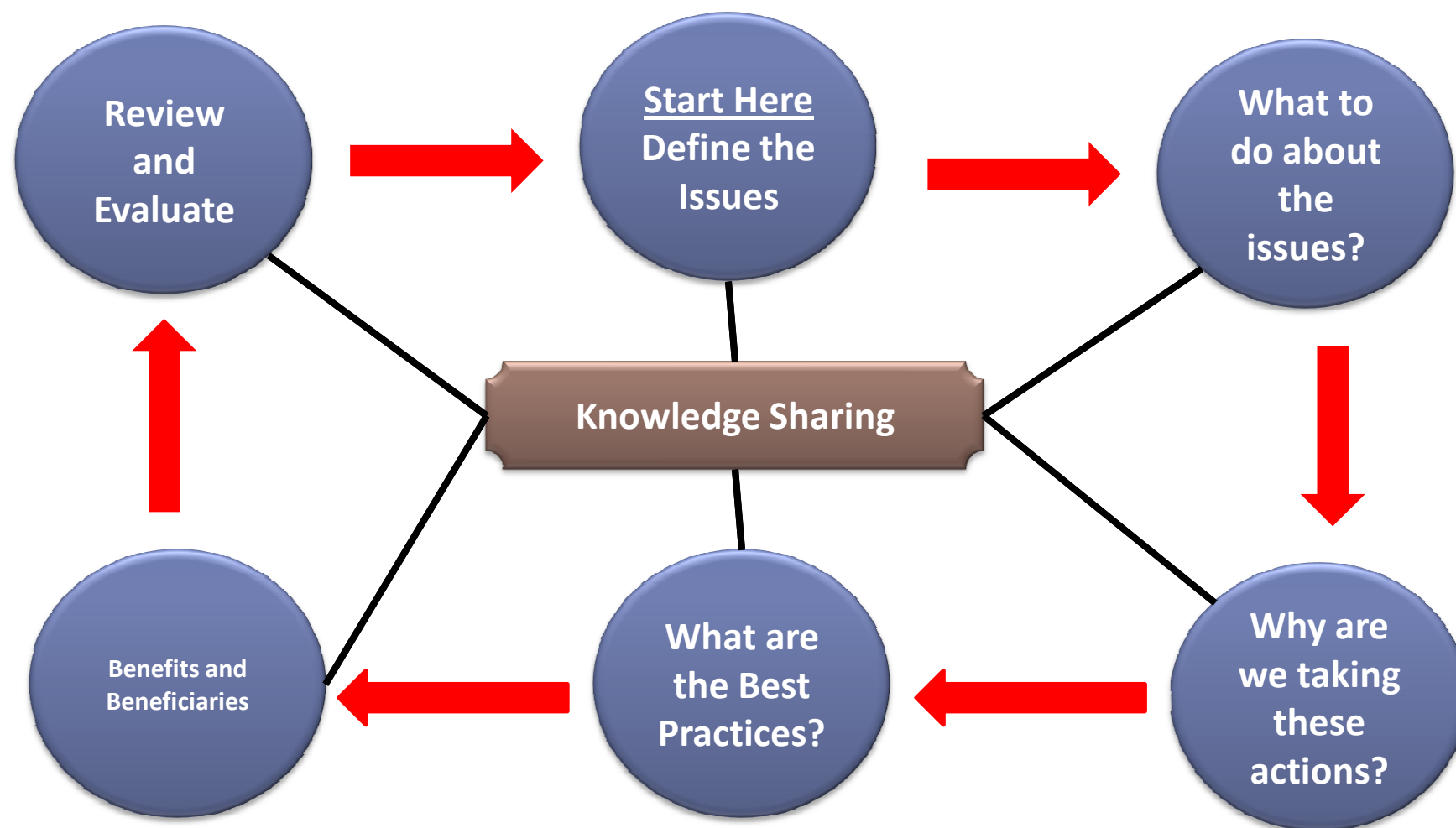
TVET Indicator		Policy Objective
7.	State of the national governance and co-ordination system for TVET.	Measuring the development of the governance and co-ordination system for TVET to ensure sector meets national development priorities effectively and efficiently
8.	State of TVET-MIS	Enabling systematic planning, monitoring and evaluation of TVET
9.	State of institutional governance in TVET	Promoting institutional governance and accountability to enhance responsiveness to economic and social partners
10.	Extent of industry role in TVET	Promoting responsiveness through greater employer involvement in TVET
11.	Total enrolments in TVET	Measuring the size of the TVET system to support planning and development
12.	Pass rates	To assess the efficacy of TVET systems based on learner outcomes

TVET Indicators (3)



TVET Indicator		Policy Objective
13.	TVET Throughput Rates	Measuring the successful completion of TVET programmes as an indicator of quality and efficiency of TVET system.
14.	TVET Destination Rates into Employment	Measuring employment outcomes of learners as an indicator of quality and effectiveness of the TVET system
15.	Total TVET instructional staff	Assessing the teaching/instructional capacity of the TVET sector as a major input into overall TVET capacity.
16.	Number of providers that provide TVET instructor training	Assessing the staff development capacity of the TVET sector as a major input into overall TVET capacity
17.	Number of students enrolled in TVET instructor training	Assessing the staff development capacity of the TVET sector as a major input into overall TVET capacity
18.	Expenditure on TVET	Assessing commitment to national skills development objectives.

CONCLUSION



End

Thank You