

Inter-regional Technical Forum on Skills for Trade, Employability and Inclusive Growth

Skills and INCLUSIVE growth: No one left behind

Laura BREWER

Skills development and youth employment specialist
ILO

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Structure of presentation



- Background
- Key concepts and definitions
- Challenges: 3 big questions
- Addressing the challenges: Policy and program initiatives

Background



- 2030 Agenda for Sustainable Development pledge “No one will be left behind” (SDGs 4, 5 and 8)
- Effective skills development is central to productivity, innovation and social inclusion,
 - but many countries fail to integrate skills into national employment and development policies
- Global economic integration- +ve and –ve consequences including rising inequality
- Who are disadvantaged, how and why? Women, Youth, Informal workers, Rural, PwD

Terminology



- **Employability:** “portable competencies and qualifications that enhance an individual’s capacity to make use of the education and training opportunities available in order to secure and retain decent work, to progress within the enterprise and between jobs, and to cope with changing technology and labour market conditions”
- **Disadvantaged/vulnerable groups:** refers to income poverty, or lack of experience in and poor understanding of the formal job market; discrimination on the basis of gender, disability, race or ethnicity amongst others; and geographical isolation with poor access to quality education and job opportunities.

Challenges: 3 big questions



1. What is known about the successes and failures of vocational and wider training policies in reaching socially disadvantaged groups?
2. What are the features of ALMPs that succeed or fail to generate opportunities for decent employment?
3. What are the central reform initiatives and governance challenges that need to be considered?

Q 1: What do we know...?



- A good start is essential, so delay exit from formal education and training:
 - ✓ Flexible delivery
 - ✓ Expand outreach
 - ✓ Transfer cash/food to poor households
 - ✓ Identify risk of dropout and address early
 - ✓ Provide a second chance
 - ✓ Do not neglect quality
- Attachment to the LM is important

Q1: What do we know...?



- TVET is more effective when closely linked to labour demand.
- ALMPS that acknowledge that special programs providing skills and other support services improve LM outcomes for disadvantaged groups
- Involvement of employers in the design and delivery of training leads to better outcomes for all, including the disadvantaged

What do we know..? Cont'd



- Including a few vocational courses in 2ndary ed program does not increase options for employment
- Apprenticeships can be an effective means for providing skills for the labour market, but....
- TVET is not a guarantee of solution to youth unemployment
- The option to pursue a TVET pathway in 2ndary education can lead to increased retention and educational attainment

Q 2: What are the features of ALMPs ...?



- Targeted: identify the needs of your target group and adapt approach accordingly
- Package services:
 - ✓ Literacy and remedial education
 - ✓ Vocational and job-readiness training
 - ✓ Job search assistance
 - ✓ Guidance and counselling
- Combine classroom with workplace training
- Learn, earn, save and invest approach

Q3: Reform initiatives...?



- Governance:
 - Various ministries, NGOs, businesses and private providers (quality assurance; coordination; LMI; regulation)
- Finance:
 - Shift spending control from supply to demand side
 - Mobilizing more financing to skills development and its distribution (infrastructure, teacher training, equipment...)
 - Performance based budgeting
 - Financing end users (vouchers)
 - Training funds

Q3: Reforms...? Cont'd



- Market:
 - LMI
 - Career counselling
 - Occupational standards setting,
 - Skills testing, certification
 - Accreditation of providers
 - Qualifications frameworks and RPL
- Training centers/schools
 - More closely linked with industry
 - Update curricula and instructional materials
 - Train instructors
 - Strengthen mgmt
 - Update facilities



Thank you!