

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

STED Lessons and implementation measures- synthesis

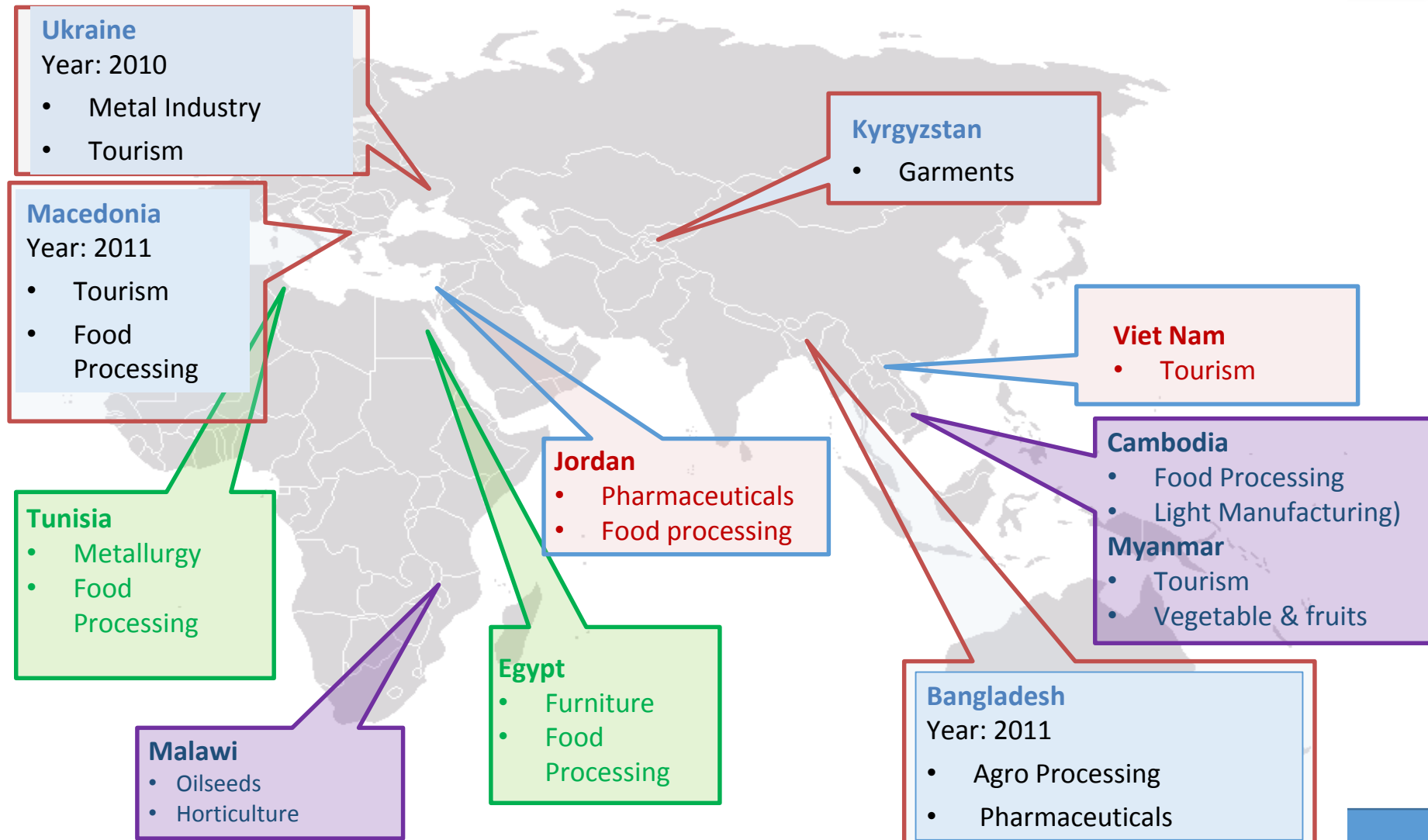
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STED work so far

(11 countries and 19 sectors)

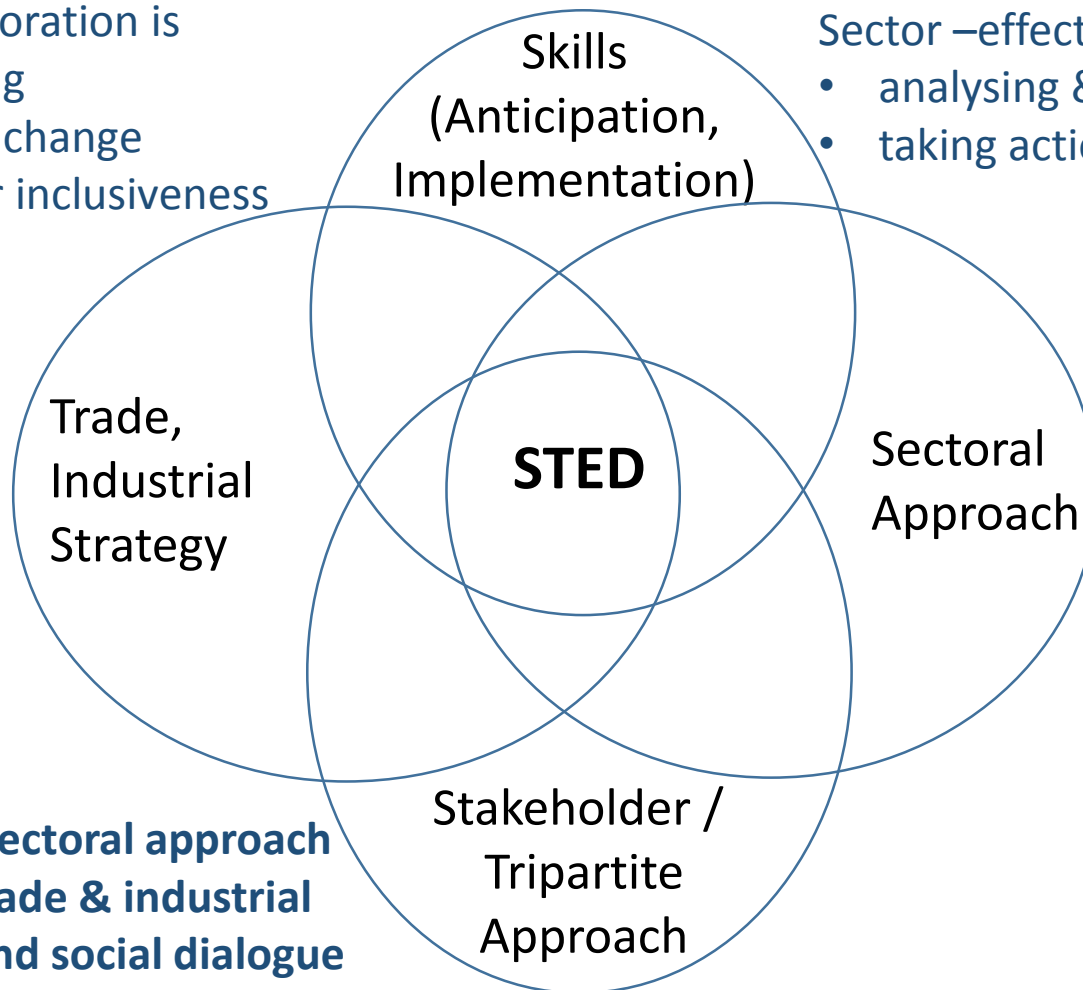


What is Distinctive about STED?



Need for collaboration is especially strong

- exposure to change
- potential for inclusiveness



Sector –effective level for

- analysing & anticipating skills needs
- taking actions on these

- similar skills needs
- similar occupations
- similar E&T providers

To great extent

- similar technologies
- Similar forms of WO

It combines a sectoral approach to skills with trade & industrial perspective , and social dialogue

STED programme

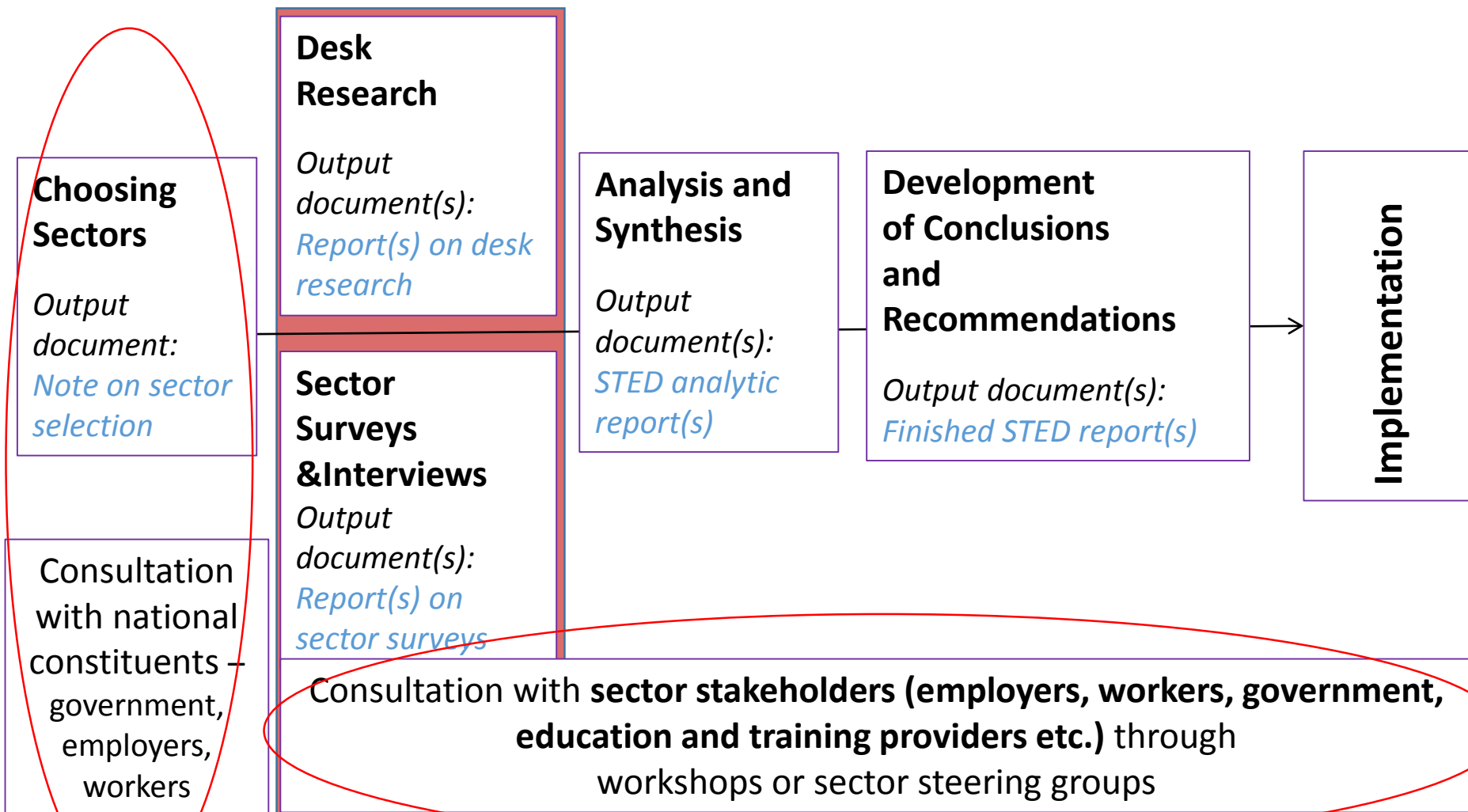


STED works with national and sectoral partners to understand

- the strategic development challenges facing each target sector
- the contribution that skills development can make to addressing those challenges



STED Analytical Workflow



STED approach



STED Analytical phase

Skills strategies for the target sector

- Strategic analysis
- Social dialogue

STED Implementation phase

Practical implementation under STED-work depends on

- Identified skills needs
- National and sectoral context

Address some of the priority skills needs identified

- Partners ownership

Examples of STED implementation measures



- Developing and piloting of occupational skills standards and new curricula based on these standards
- Development and provision of courses in HR management and in marketing for managers at firms
- TOTs in areas including: hospitality and food service skills; technical aspects of sourcing and finishing wood and career counselling
- Development and piloting of programmes to develop priority technical skills in areas including: greenhouse horticulture; food labelling; and pharmaceutical production
- Mainstreaming of quality and food safety standards in TVET programmes for the agro-food sectors
- Preparation of careers information materials for priority occupations

STED programme



- Enhance/build skills governance mechanisms and institutions
 - by involving national and sector partners
 - in sector-focused skills anticipation activities
 - in sector-focused implementation processes
 - the processes that can be mainstreamed into the countries' and sectors' skills governance system
- STED-based activities provides
 - working illustration of sectoral approach to skills governance
 - establish a process of working at sector level
 - enable partners to test and pilot some of the basic functions of skills councils

STED Process Lessons learned



- National and sectoral development strategies
- Strong ownership and involvement
- Cross-ministerial collaboration
- Social dialogue
- Build on existing systems and reform processes
- Make better use of existing resources and better targeting
- Sustainability
 - Clearly defined Theory of Change
 - STED RBM and M&E framework
 - Capacity building
 - Building institutional mechanisms



STED's overall theory of change is about how interventions will effect changes in skills development systems that would lead to enhanced competitiveness, export and economic diversification of the sector, and ultimately more (decent) jobs.

Path to institutionalizing skills anticipation foreseen under STED



- Chartered by government ministries
- Organization
 - Sectoral under an national umbrella, or national with sectoral mechanisms
 - Governance – industry-led (with social partners), cross-ministerial, involvement by providers
 - Secretariat
 - Technical skills analysis and anticipation function
- Funding/resourcing
 - Resourcing/funding for skills anticipation system
 - Mechanism to influence or control resourcing of education and training provision



Thank you!