



International  
Labour  
Organization



▶ **Applying the G20 Training Strategy:  
A Partnership of the ILO and  
the Russian Federation (Phase 2)**

▶ **Key results**



# Key results

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# ► Why

## Towards stronger national skills systems to improve employability

The International Labour Organization (ILO) in collaboration with other partner organizations, developed the [G20 Training Strategy: A skilled workforce for strong, sustainable and balanced growth](#) at the request of G20 leaders to equip the workforce with the skills required for a decent future of work.

The Applying the G20 Training Strategy: A Partnership of the ILO and the Russian Federation (Phase 2), is a continued response of the Russian Federation, represented by the Ministry of Finance and the ILO to support the application of this strategy.

The project worked based on the application of the G20 Training Strategy nine building blocks:

### Building blocks of the G20 Training Strategy

-  ► Anticipating future skills needs
-  ► Participation of social partners
-  ► Sectoral approaches
-  ► Labour market information and employment services
-  ► Quality Training and relevance
-  ► Gender Equality
-  ► Broad access to training
-  ► Financing training
-  ► Assessing policy performance

► The development objective of the project was to strengthen national skills development systems, policies and strategies to improve employability of both women and men, promote equal access to employment opportunities as well as equal treatment including increased incomes, for inclusive and sustainable growth.



## ▶ How

### Objectives for stronger national skills systems

Since its inception phase in 2017, the Project aimed to assist developing and middle-income countries to assess their skills development needs and support the capacity development of national stakeholders to critically analyze, design, update and adapt national and sectoral skills development systems to find country-specific solutions to improve employability and promote decent employment opportunities for all.

The three immediate Objectives of the project were:

1.

#### At national level



To assist and support countries to assess skills needs and increase the capacity of governments and stakeholders to review, reform and implement national skills development policies and strategies in line with country priorities.

2.

#### At sectoral level



To strengthen national and sectoral skills development systems to improve employability by delivering quality training and applying occupational standards, qualifications, competence-based training programmes and assessment instruments.

3.

#### Support to TVET institutions



To provide support to improve national Technical Vocational Education and Training (TVET) systems and policies to better identify and respond to industries' demand for skilled workforce, enhance people's employability and support economic growth.

## ▶ When and where

### A roadmap for skills development systems, a project with sustainable results

The project's agreement was signed on 5th December 2016.

Since its inception phase initiated in 2017, the project has worked together with representatives of governments, employers' and workers' organizations, among other key stakeholders, to create a roadmap of transformation towards stronger skills development systems, policies and strategies to improve employability and deliver quality training in 6 countries: Armenia, Kyrgyzstan, Tajikistan, the Russian Federation, Jordan and Viet Nam.



# ▶ What

## A snapshot of the global project results

Based on the application of the G20 Training Strategy nine building blocks:



▶ **Anticipating future skills needs:** the **Skills for Trade and Economic Diversification (STED)** methodology was implemented in Jordan and Viet Nam to identify skills needs in main sectors of the economy.



▶ **Participation of social partners:** a **co-organization of activities** specific for worker's representatives held in Rostov on Don, Russia, Dushanbe, Tajikistan and Yerevan.



▶ **Sectoral approaches:** **establishment of Sectoral Skills Councils (SSCs)** to strengthen systems of sectoral TVET governance.



▶ **Labour market information:** **Career Guidance and Counselling** activities carried out in Armenia and Viet Nam.



▶ **Quality Training and relevance:** **Development of CBT curricula and assessment tools** in Kyrgyzstan, Jordan and Viet Nam.



▶ **Gender Equality:** The project reinforced the **design and implementation of gender-sensitive** national systems of vocational guidance. At least **40% women participated** in capacity development activities.



▶ **Digital tools:** **Digital career guidance tools** developed in Viet Nam targeting rural youth.



▶ **Financing training:** Working with SSCs on developing their own **financial instruments**.



▶ **Assessing policy performance:** Working on **policy strategies and recommendations** in Armenia, Kyrgyzstan and Tajikistan.

## Main reports and events

Tripartite constituents increased capacity to review national skills training systems and implement quality skills development trainings during different events organized within the project. Different training events and workshops involving national and international key stakeholders were conducted:



A [Sub-regional workshop](#) was organized in the [Russian Federation](#), with the involvement of ILO Constituents from Armenia, Kyrgyzstan and Tajikistan (CIS Project Countries), UNESCO and The World Bank. Participants from 35 organizations shared knowledge and approaches, and engaged in team-based technical discussions on international HRD policy instruments and strategic planning of VET.



A [global event](#) was organized under the umbrella of the [World Skills Kazan 2019](#), which served as a basis for launching thematic area Pilots.



A Training on "[Analysis of market demand for skilled workforce and on demand-driven planning of VET enrolment](#)" was organized in Kyrgyzstan with the participation of experts from Armenia, Tajikistan and the Russian Federation. The workshop [launched the Output's pilot implementation in the country through an interagency group](#).



A sub-regional workshop "[Improving TVET governance at the regional level: the example of Chuy Region](#)", which also benefited from the participation of experts from Armenia, Tajikistan and the Russian Federation, was organized to build capacity on TVET governance at regional level.

Among other publications, the project undertook research on strategic objectives and performance indicators for strengthening skills development systems.

- [Stock-taking report on alignment of strategic objectives and performance indicators to the international Human Resources Development \(HRD\) policy recommendations and experience.](#)
- [Stock-taking report on analysis of market demand for skilled workforce and its application to Vocational Education and Training \(VET\) delivery planning.](#)
- [Methodology for demand-driven planning of VET Delivery.](#)
- [Stock-taking report on governance of skills development at both national and sectoral levels.](#)



Other sectoral studies and publications on the analysis of the demand for skilled labor force in the TVET sector, STED methodology, occupational standards, VET management, qualifications and skills assessment Instruments were also developed.



See the full list of report and publications [here](#).

## Some impact **numbers** in the six-country project



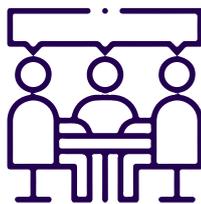
**1,460** TVET practitioners, representatives of training providers, employer organizations, trade unions, among other key stakeholders, participated in different training initiatives on sectoral skills governance, TVET strategic planning, development of occupational standards, competency-based curricula, assessment tools and the ILO's STED approach.



More than **12** pilot projects resulted in the improvement of national skills development systems in six countries.



More than **25** partnerships with different development organizations were established and resulting in effective coordination during the project implementation.



**4** tripartite Sectoral Skills Councils were established, which secured extensive and continued social dialogue on the Governance of Skills Systems.



**40** VET leaders participated in a training course conducted by ITC-ILO on digital transformation in VET to build capacity and develop digital skills.

# Results by country





# Armenia

## In Armenia, with the support of the project and in consultation with national experts:



- ▶ A **five-year strategic plan** was established to guide skills development reform. **An initial pilot was implemented** and recognized by the Ministry of Education of Armenia as of great contribution to the harmonization of the policy papers across Skills and Employment sectors in line with the International Human Resource Development (HRD) Policy Instruments.



- ▶ A **survey of enterprises was implemented** to analyze the types of skills demanded by industry in the country. The survey was **organized jointly** by the the Employer's Organization in Armenia (RUEA), the ILO Bureau for Employers' Activities (ACT/EMP) and the Project.



- ▶ Armenia **conducted a workshop on governance of Skills Development** on 27 July 2018 aimed at introducing key principles of good governance along with the national realities, existing challenges and possible solutions aimed at improvement skills development policies in the country.



- ▶ A **national stock taking report on Career Guidance and Counselling** was developed to provide recommendations on the improvement of the system.



- ▶ With the support of the Moscow School of Management (Skolkovo), **more than 80 participants** learned on the know-how on the future skills anticipation methodology of SKOLKOVO.



# Jordan

**In Jordan, the project provided support to strengthen the TVET system in the country achieving the following results:**



- ▶ A **National Framework on Quality Apprenticeships** was developed as a response to the challenges on youth employment and skills mismatch.



- ▶ **Three Sector Skills Councils (SSCs) in the Garment & Leather, Chemical & Cosmetics and Plastics and Rubber sectors were established.** In close coordination with the TVSDC, a governance body focused on reforming TVET services in the country, 13 Occupational Standards for the sectors were developed.



- ▶ A regional **manual on Competency Based Training (CBT)**, and a Guiding Note on the design and implementation of work-based learning for harmonizing on-the-job training for Jordanians and Syrians, were developed.



- ▶ In an effort to support the country during the pandemic, **assessments of the impact of COVID-19 on the Garment & Leather and the Chemicals & Cosmetics** sectors were conducted.

## Automation and digitalization of TVET Services

- ▶ To enhance efficiency, transparency and accessibility of TVET services, a **Business Process Re-engineering (BPR)** exercise covering 19 different processes was carried out. As a result, three core TVET services were piloted: issuing vocational licenses for training providers, accreditation of training providers and issuing occupational certificates.
- ▶ A concept design for a digital platform was established in accordance with the BPR exercise to facilitate employability and increase job opportunities for youth. The proposed platform is called the *Mehntati Employability Readiness Portal* and aims to offer an overall employability landscape to give employability solutions to job seekers, employers and training providers.



# Kyrgyzstan

**In Kyrgyzstan, the project assisted the Government in better aligning national training system with the skills needs of the country achieving the following results:**



- ▶ **A methodology for the analysis** of the short-term demand for the skilled labor force and a methodology for demand-driven TVET enrolment planning **were developed and piloted in three regions**. These methodologies were approved by Government Decree as national tools for further analysis of the skills demand and TVET enrolment planning.



- ▶ Occupational standards, competency-based curricula and **assessment tools for six occupations were developed** in the gas industry, milk processing, tourism and hospitality pursuant with revealed labor market needs were developed.



- ▶ **The developed CBT curricula was piloted** in six TVET institutions of the Kyrgyz Republic showing positive results for further nation-wide dissemination with active participation of selected vocational schools and leading enterprises;



- ▶ **A five-year TVET strategic plan** with integrated HRD policy recommendations was developed and adopted to guide skills development reform in the country in 2021-2025.



- ▶ **A technical training workshop on “Statistical analysis of demand for skilled labour force and supply of TVET graduates” was organized**. During the event participants developed 10 recommendations for the improvement of labour market information in Kyrgyzstan.

# The Russian Federation

In Russia, with the support of the implementing partner [Moscow School of Management SKOLKOVO](#), the project achieved the following results:

## Results at national level



- ▶ **Three tools were developed:** “Methodology of Skills Technology Foresight (STF)”, the “Managing TVET Institution” Computer simulator and an international educational programme on “Managing the changes in the TVET system to strengthen regional economy” for national stakeholders to create programmes consistent with the region’s economic strategy.



- ▶ Regional authorities and Technical and Vocational Education and Training institutions **applied these tools as a kick-off mechanism for launching the transformation of the TVET regional system in 5 regions** of the Russian Federation: **Khabarovsk Region, Krasnoyarsk Region, Arkhangelsk Region, Republic of Sakha (Yakutia) and Primorsky Krai.**



- ▶ Major materials (software, publications and reports) were produced. The **training courses were adapted into face-to-face and on-line formats** and have been successfully used in both formats since.

## Results in other countries though the computer simulator on TVET Management

The main achievements:



- ▶ The **computer simulator on TVET Management was developed** to give participants a comprehensive understanding of the structure of a TVET institution, gain decision making experience, and learn from best practices and business cases.



- ▶ The simulator-based **training sessions are available in 11 languages.**

## Armenia

- ▶ **Over 100 participants** were trained on the “Managing TVET Institution” Computer simulator.
- ▶ **20 national moderators** selected and trained.
- ▶ The simulator was handed over to the National Centre for the Development of Vocational Education and Training, with the National Centre for Educational Technologies set to provide the server support.

## Kyrgyzstan

- ▶ **Over 70 participants** were trained on the “Managing TVET Institution” Computer simulator.
- ▶ **15 national moderators** were selected and trained.
- ▶ The computer simulator was integrated into the advanced training programmes for TVET managers (the Republican Scientific and Methodological Centre of the Agency for Primary Vocational Education under the Ministry of Education and Science of the Kyrgyz Republic and the Republican Institute for Advanced Training and Retraining of Teachers under the Ministry of Education and Science). In 2021, the team of moderators had already conducted 6 trainings with more than 100 participants.

## Tajikistan

- ▶ **Over 70 participants** were trained on the “Managing TVET Institution” Computer simulator.
- ▶ **10 national moderators** were selected and trained.
- ▶ The computer simulator was transferred to:
  - Republican Centre for Information Technology and Communication.
  - Centre for Training and Retraining of the Labour System, Migration and Employment of the Population.

## Jordan

- ▶ **Over 70 participants** were trained on the “Managing TVET Institution” Computer simulator.
- ▶ **4 moderators** from private and public sectors were trained.
- ▶ The handover of the computer simulator was made to the Technical and Vocational Skills Development Commission.

## Viet Nam

- ▶ **More than 70 TVET institutions** took part in the “Managing TVET Institution” Computer simulator training courses.
- ▶ **12 national moderators** from 8 provinces were selected and trained.
- ▶ Institutionalization of the simulator took place in April 2021.
- ▶ Two leading TVET institutions were selected for the institutionalization of the computer simulator: Thu Duc College of Technology in Ho Chi Minh City and Mien Trung Industry and Trade College in Phú Yên Province. Trial runs were conducted in May 2021.



# Tajikistan

## In Tajikistan, thanks to the project:



- ▶ An **alignment of strategic objectives and indicators was carried out within the framework of the National Development Strategy 2030**. The Project launched a pilot project in May 2019 and completed it in August 2020.



- ▶ **Recommendations for improvement of skills development system** are now reflected in the country's national development plans.



- ▶ **Recommendations for improving the professional development system** are now reflected in the country's national development plans.



- ▶ At regional level, a **territorial governing body was created** by regional labor market structures and VET service providers in *Sughd* region.



# Viet Nam

**In Viet Nam, with the support of national stakeholders the project achieved the following results:**



- ▶ A Sector Skills Council in agriculture was established and operated for three years. Also, **the first-ever Sector Skills Strategy in Agriculture was developed** to discuss the skills priorities, challenges, and opportunities in the sector. Furthermore, an environmental scan was developed to research the skills needs and trade potential for the sector.



- ▶ The project advocated for Vietnamese Labour Code revision. The term of *Sector Skills Council (SSC)* appears for the first time in the Code, and **work-based learning was improved in the Code to provide additional protection for apprentices.**



- ▶ The National VET Strategy was supported by the project in **a series of consultation workshops in different themes** with the participation of international specialists and national experts. Also, a webpage on the International Cooperation of DVET was developed to promote partnership, cooperative activities, and international integration of Viet Nam TVET.



- ▶ **Successful Public Private Partnerships** in the tourism and hospitality sector were established between TVET institutions and businesses to improve and develop training programs that better meet the real needs of the sector. Tourism-related governmental agencies, tourism TVET institutions and hotel managers, acquired practical capabilities to improve and develop training programs that better meet the real needs of the sector.

- **Two competency-based training programmes** on forestry and fishery were completed.
- **Occupational standards** in pig farming, housekeeping, and Front Office occupations were developed.



- ▶ **Career Guidance & Digitalization.**

- **The project launched a [Toolkit](#)** including four books, one Mobile Application, and one website for students aged 14-19, as well as a series of Training of Trainers (ToT) courses on career guidance for advisors and teachers.
- **The project cooperated** with [Professor Col McCowan](#) and [Song An Career Development Social Enterprise Limited](#) to develop the *Career Education & Development Scale*, a special tool to assess career readiness of students in transitioning from school to work. A recommendation handbook was designed and published.
- **A webpage on the International Cooperation of DVET was developed** to promote partnership, cooperative activities, and international integration of Vietnam TVET.



**“Getting all young people the skills they need to find decent work is a key step on the road to sustainable development.”**

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**Guy Ryder**

Director-General  
International Labour Organization

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*With financial  
support from  
the Russian Federation*

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