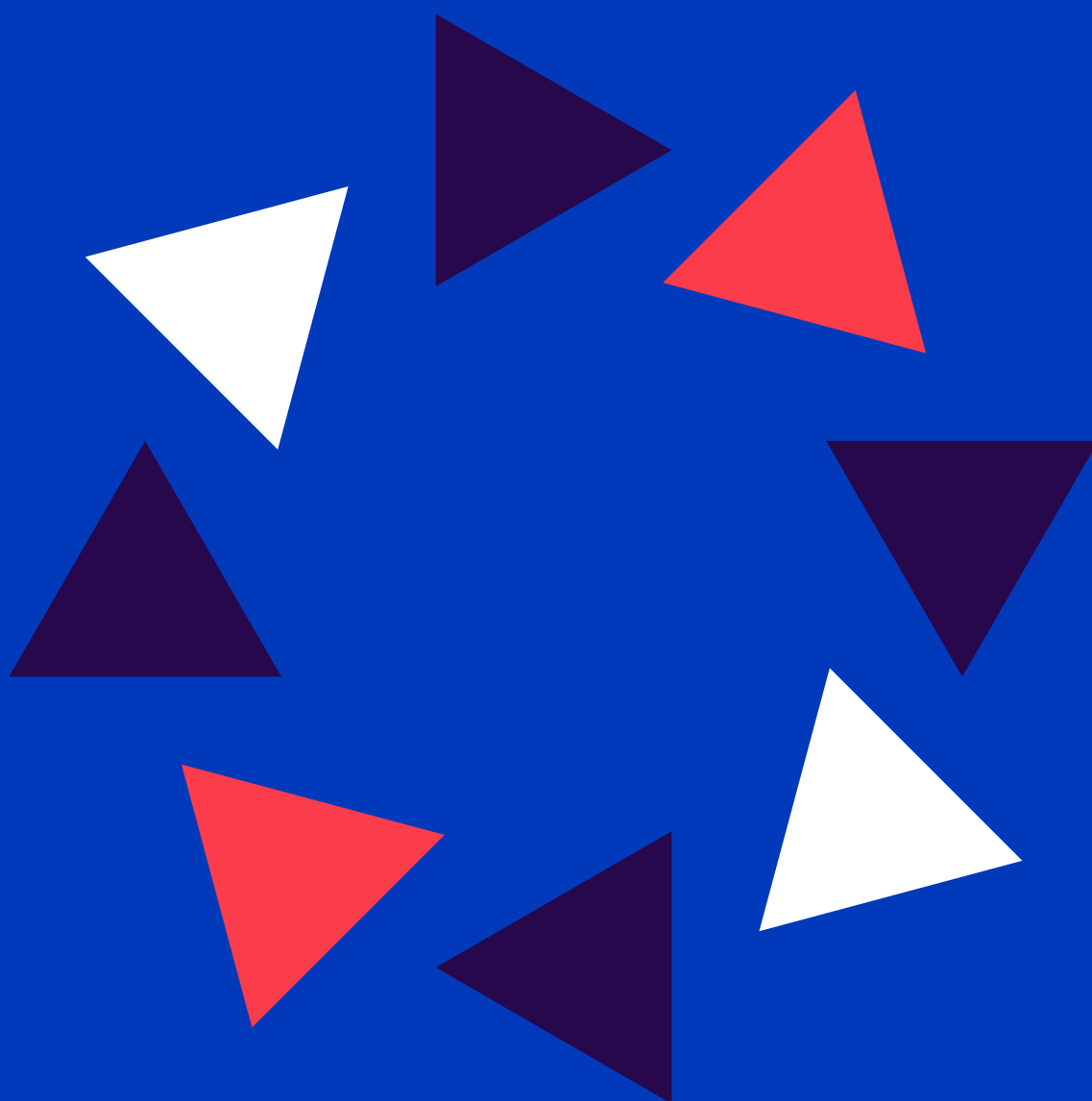




# ▶ ILO Skills System Assessment Tool

Identifying Key Issues and Challenges  
in National Skills Systems



## ▶ ILO Skills System Assessment Tool

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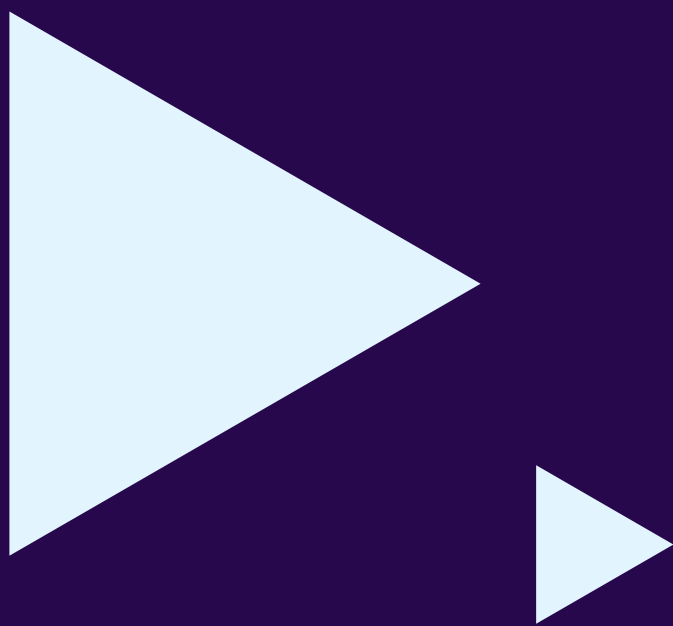
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## ► Introduction

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The performance of skills systems can be assessed through different approaches that draw on both quantitative and qualitative sources of data and tools. Different indicators can be used to measure key areas of performance such as enrolments, completions, employment outcomes and cost effectiveness.<sup>1</sup>

However, as skill systems in low and middle income countries often do not have access to sufficient data to measure performance against a comprehensive set of quantitative indicators, consultations and interactions with national stakeholders can be used to identify the key issues and challenges faced by the national system.

In these contexts, qualitative methods and tools become more relevant, and to that end, this guide provides a series of questions that can be used to identify key issues and challenges in the system and thus provide a foundation upon which further research and analysis can be done.

The questions in the guide are grouped under five main thematic areas of focus which, for the purpose of this guide, have been called the 'building blocks' of skills systems.

Each of the building blocks are interrelated and reforms to one may have implications or impact on another. This highlights the holistic nature of reform and the significance of paying attention to how different building blocks may relate to each other when embarking upon any process of policy change. The building blocks used in this guide are not the only way to describe the key elements and functioning of a skill system, but they provide a simple basis for engagement with this topic.

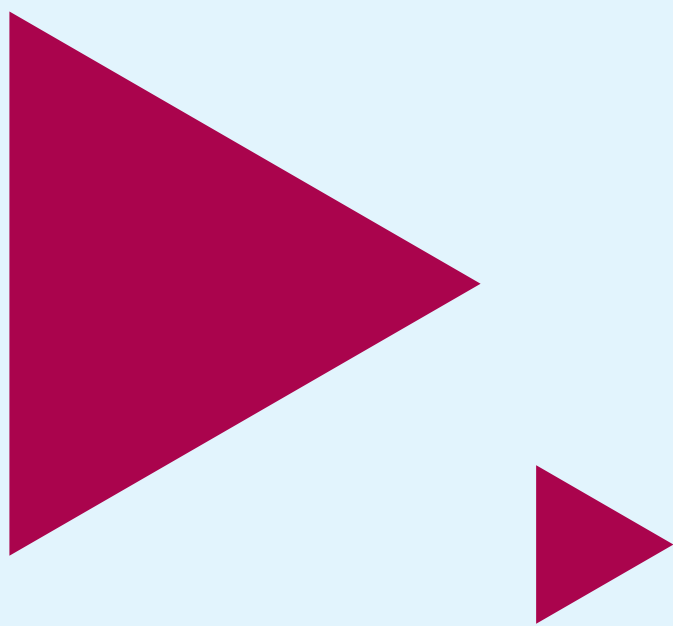
Under each of the five building blocks, a series of questions are presented that address particular issues and conditions in the system and which give stakeholders the opportunity to respond by indicating the current state of development in that area, what evidence they are using to inform their choice, and what key factors affect performance in that area.

The information and insights gained from stakeholders through this process can provide useful inputs to a formal review of a skills system, through national regional and/or sectoral consultations.

In this way, the ILO Skill System Assessment Tool provides a useful resource for ILO staff and constituents who wish to review key elements of their skills system using qualitative methods.

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<sup>1</sup> For information about which quantitative indicators can be used to measure the performance of skill systems see ILO (2015), UNESCO (2014) and OECD



## ► The Building Blocks of Skills Development Systems

Skills systems involve complex interactions between individual learners, workers and employers, and a range of institutions and stakeholders in the public and private sector. These include education and training providers, regulatory bodies and intermediaries such as public and private employment services, business support services and local and regional authorities. There are complex financing and data flows, highly regulated assessment and certification systems and multiple interactions with different policy domains where the politics of skill formation affect the programs and policies that result. Consequently, it is difficult to address all these aspects and interactions in a simple conceptual framework for skills development.

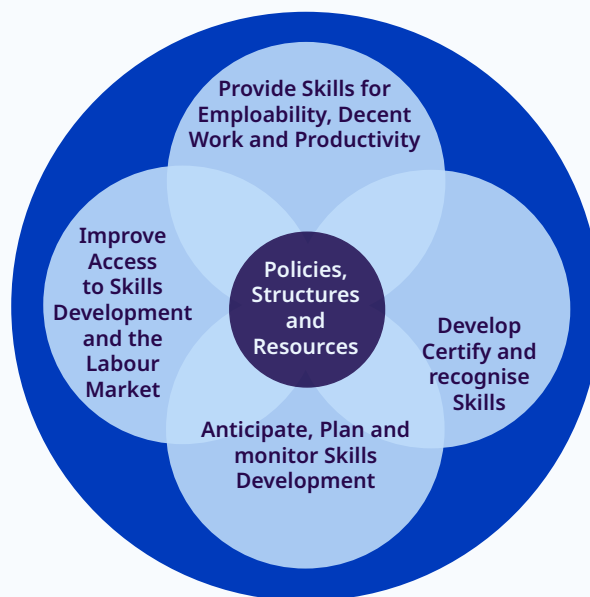
Given this complex set of actors and interactions, the concept of “building blocks” of skill systems has been developed to present a simplified model of a skill system that highlights the key functional areas. The building blocks (BB) identify the five high-level functions of a skills development system as:

- **BB1** Provide policies, structures and resources for skills development
- **BB2** Anticipate, plan and monitor skills development
- **BB3** Develop, certify and recognise skills
- **BB4** Improve access to skills development and the labour market
- **BB5** Provide skills for employability, decent work and productivity

The summary diagram below (Figure 1) reflects the five building blocks and the centrality of policies, key institutions and financing to all areas of a skills system.

The representation in Figure 1 is deliberately generic so it can act as a starting point for the review and analysis of any skills system and it reflects the framework of questions used in this assessment tool. Each of the building blocks are now considered in more detail.

► **Figure 1: The Five Building Blocks of Skill Systems**





The first of the building blocks is entitled **Policies, Structures and Resources for Skills Development**. This is the foundation required for skills systems to function and for vocational education and training to be available. It is essential that a country's skills system has an overarching national policy framework, providing guidance on the strategic vision for skills development over the next five to 10 years, including at the national, sector or regional level. This provides clear policy guidance and sets out key constraints and needs, as well as priority areas for reform. For each country this will be different. An equally important part of the foundation for reform are appropriate management and governance systems for national and sector-wide coordination. This helps ensure there is accountability over how resources are utilized and able to support the move towards a unified system, supported by legislation, and enabled by sector based or decentralized approaches to provision. Another key element is sustainable funding arrangements, comprising different measures to ensure sufficient investment, adequate resourcing and appropriate incentives that allow for diversification of funding and development of system where those who benefit make a suitable contribution. The key elements of this building block are therefore:

- ▶ Policies and strategies for reform;
- ▶ Governing skills systems; and
- ▶ Financing skills systems.

The second building block concerns **Anticipating, Planning and Monitoring Skills Development**. This key technical area influences all other building blocks of a system and highlights the interconnected nature of skills systems and the challenge of reform efforts. Governments need to support the development of Labour Market Information Systems (LMIS) that provide information and intelligence about labour market trends and their impact on skills. Whatever institution or institutions are involved in this work, they need to develop appropriate strategies for the collection, analysis and dissemination of information in a coherent and integrated way. The outputs need to be analysed and used as the basis for determining current and future skills needs. The outputs should also feed directly into the policy process, helping planners to make more informed decisions about how they should influence the supply

and demand for skills. Information from the LMIS can also be used to support performance monitoring of policies and programs. Policy oriented research is also required to help explain trends behind the figures and provide the basis for incorporating stakeholder views and experiences into the ongoing process of policy review. The key elements of this building block are therefore:

- ▶ Understanding current and future skill needs;
- ▶ Undertaking effective policy orientated research; and
- ▶ Monitoring and evaluating the effectiveness and efficiency of skills systems.

The third building block focuses upon **Developing, Recognizing and Certifying Skills**. At the heart of any skill system are the practices associated with the delivery of training. The development of skills and reporting of their achievement involves many elements. Different sites of learning, different types of programs, different delivery and assessment methods and tools and different education and training institutions. Qualification systems, including national qualification frameworks, help establish learning pathways and ensure comparability between academic and vocational streams. To ensure validity and trustworthiness of qualifications, the processes must be underpinned by reliable and standardised quality assurance arrangements and mechanisms. These ensure that the contents of programs, skill standards and assessment meet the quality requirements expected by stakeholders. The key to developing and upgrading existing standards, as well as ensuring valid assessment techniques, is to involve social partners in these processes. Of course without capable managers, principles, teachers and trainers, skills systems cannot provide high quality and relevant programs. Because of this, attention equally needs to be given to the operations of education and training institutions and the working conditions they provide. The key elements of this building block are therefore:

- ▶ Qualifications and curriculum for skills development;
- ▶ Delivering, assessing and recognising skills;
- ▶ Improving the effectiveness of public and private training providers; and

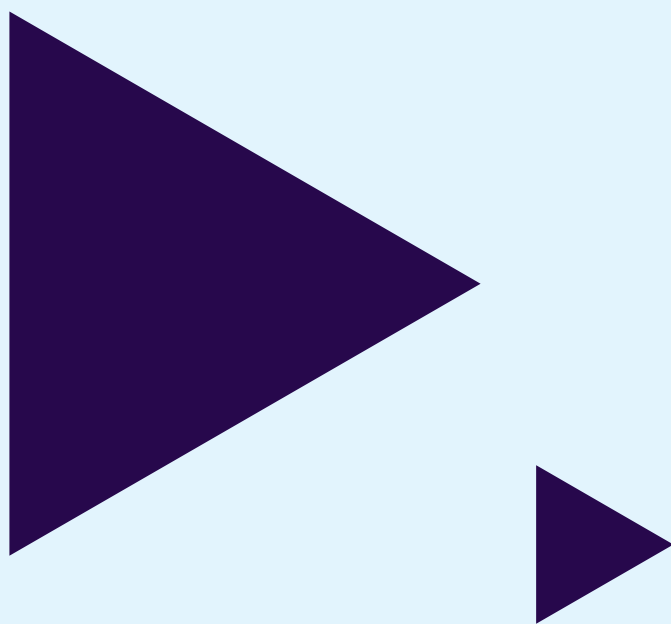
▶ The quality assurance of skills.

The penultimate building block for reform focuses upon **Improving Access for All to Skills Development the Labour Market**. The key focus here is the need to understand the nature of the challenge facing groups disadvantaged in the labour market. These disadvantages might include a lack of skills, poor education, geographical location, physical or psychological condition or their general poor position in the labour market (e.g. working in the informal sector or forced to work overseas due to lack of opportunities at home). Once the nature of the barriers is understood, it is possible to tailor the appropriate response. For some young people for example, they may need to focus on educational attainment or core skills, and for others it might be about technical skills or work experience. For those working in the informal sector or isolated areas, the focus of delivery might be different, and it will be necessary to mobilize community support and, where possible, appropriate technology to deliver training and support productivity improvements. Specific support will be required for migrant workers, including assessment of skills and accreditation of prior learning, as well as other forms of support and advice during their work overseas and when they return. In this building block the important linkages with employment services and other support mechanisms to facilitate more effective labour market transitions are considered. The key elements of this building block are therefore:

- ▶ Accessing skills development;
- ▶ Skills and the informal economy; and
- ▶ Supporting transitions into and within the labour market.

The final building block is entitled **Skills for Employability, Decent Work and Productivity in the Workplace**. The move towards work-based learning and improved utilization of skills supports productivity improvements and are key to rising incomes and improving living standards, both in the formal and informal sectors. However, specific structures, programs and incentives are required to ensure that skills are developed and used effectively in the workplace. Apprenticeships and other programs combining on and off the job learning are central to these efforts. Common incentives for encouraging workplace learning include financing through employer levy-grant systems for skills development. At the company or plant level utilization of skills can be encouraged through the use of effective HR, management practices. Effective utilization depends upon matching skills to business demand, all of which can be facilitated through appropriate tripartite agreements between governments, unions and employers. This building block also includes the need for governments and social partners to support and enable lifelong learning and ensure that core and digital skills to ensure employability are developed and recognised through formal, non-formal and informal learning. The commitment to learning also needs to be combined with measures to support local economic development and productivity growth including support for SME development. The key elements of this building block are therefore:

- ▶ Skills development and employability (including core and digital skills);
- ▶ Apprenticeships and work based learning;
- ▶ Supporting skill utilisation & enterprise development; and
- ▶ Facilitating life-long learning for workers.



## ► Cross-Cutting Priorities

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A part key of the ILO's approach to skills reform, involves support for a number of cross-cutting themes. Whilst these themes are not separately addressed in this guide, specific questions related to these cross-cutting themes have been included in each building block. The cross-cutting themes are as follows:

**Facilitating Social Dialogue:** The ILO is the only UN organization that is tripartite in structure. When the ILO was created in 1919, the founders determined that it should be tripartite, based on the assumption that social justice and peace could be achieved only with the involvement of all social partners. On this basis, the design, development and implementation of policy, strategy and programs must involve representatives of government, workers and employers and any program of review or reform must involve this tripartite participation.

**Supporting Policy Coherence and Coordination:** The ILO emphasizes the importance of coherence in policy making through linking skills development to broader growth, employment and development strategies. Under this approach government must work with social partners to determine priorities, ensuring linkages are made between economic and social priorities, taking on board the equality of opportunity and inclusivity. In addition, this approach requires improved coordination between ministries, as well as between education providers and enterprises. For governments it is necessary to ensure coordination occurs horizontally between ministries for skills development, education and labour, and sector or line-based ministries. With the move towards decentralization it is equally important to have coordination between centralised Ministries and their counterparts at the provincial/state or district levels, ensuring that effective implementation occurs

**Improving access, equity and inclusivity.** Those who have had the opportunity to acquire marketable skills are more likely to gain access to Decent Work than those who do not. Therefore, the ILO and its partners support equality of opportunities for access to skills development regardless

of a person's background or position in society. This is achieved through facilitating changes to existing legislation or policies, the introduction of new policies or legislation and the sharing of good practices in vocational training, as well as the identification of steps or actions required to promote inclusivity. All of the former will require tripartite action, ensuring that an inclusive approach to skills development is more likely to occur.

**Adopting a sectoral approach to skills development.** A sector-based approach to skills development is another important thematic issue used by the ILO. Under a sector-based approach tripartite partners come together in order to anticipate demand and growth opportunities in their sector for future success. This enables the partners to determine skill shortages and gaps in the sector, and corresponding actions required to tackle them. Employers and social partners operating in the same sector have a common interest to work together on issues around skills development. Sector skills development can involve the creation of institutional structures to coordinate sector skills development in the sector. These Sector Skills Bodies often develop sector specific skills strategies which outline actions that would be implemented over a five-year period.

**Supporting the transition to a green economy:** This has seen the commitment to Sustainable Development Goals, attempts at global agreements on climate change and accompanying measures for the greening of national economies key to facilitating the transition to a green economy is the UN's Partnership for Action on Green Economy (PAGE), supported by various funding partners to help government reorient their economies towards sustainability. More specifically, the ILO is supporting a programme aimed at the greening of enterprises, specifically around how they can produce more environmentally friendly goods and services. Enterprises are at the centre of the shift towards sustainable development and services, and this facilitates the greening of jobs, as well as raising the demand for green skills.

## ► How to use this Assessment Tool

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This assessment tool can be used in a variety of ways.

It can be used to focus on the performance of one part of a skills system or used to review the system in its entirety.

It can be distributed to stakeholders as a self assessment tool to be completed individually or in groups, either face-to-face or online, or it can be used as a resource as part of a facilitated process with the inputs of external specialists or one managed by the stakeholders themselves.

Under each of the five building blocks, a series of questions are presented that address particular issues and conditions and which give stakeholders the opportunity to respond by indicating the current state of development in that area, what evidence they are using to inform their choice, and what key issues exist that are affecting performance in that area.

Although there will be common elements, few national systems will use the same terminology or have the same names and structural relationships for the different parts of the system and the

processes that exist. Each skills system will reflect its own history and context, and will carry different understandings of the role of training and vocational education in political structure and culture. As such, the key elements under which the questions are grouped in each building block are presented as functions rather than assigning them to named authorities or organizations, and the questions in the assessment tool have been developed with this in mind.

The information and insights gained from stakeholders through the process of engaging with the questionnaire can provide a useful input into a formal review of a part or all of a skills system through national, regional and/or sectoral consultations.

The results of the assessment can then be used to identify key issues that need to be addressed in any reform process and completing the questionnaire will generate information that can be used to initiate and inform ongoing stakeholder consultations as part of a policy review process or system reform initiative.

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## ► Questionnaire: Policies, Structures and Resources for Skills Development

### Building Block 1: Policies, Structures and Resources for Skills Development

Focus	Key Elements	Questions	Stage of Development			Evidence	Key Issues
			Yes	Partly	No		
Policies and Strategies for Reform	Is Skills Development Used as a Tool for Economic Development?	1. Does skills development feature in national and regional policies on economic development?					
		2. Does skills development policy explicitly support economic development goals?					
		3. Does skills development policy explicitly support transition to a green economy?					
		4. Have economic sectors with potential for growth been identified?					
		5. Is industry complaining of skill shortages and hard-to-fill vacancies?					
		6. Is lack of certain skills holding back development or growth of key economic sectors?					
		7. Do training providers have the resources and flexibility to respond to economic development needs?					
	Is Skills Development Used as a Tool for Achieving the SDGs?	8. Does government recognise the contribution which skills development can make towards achieving the SDGs?					
		9. Does skills development policy explicitly position itself as a means of achieving the SDGs?					
		10. Is there evidence of skills development initiatives focused on the SDGs?					
		11. Is skills development data used to measure progress towards the SDGs?					
	Are Geographic and Sectoral Interests Represented in Skills Development Policy-Making?	12. Is responsibility for skills development provision held nationally or devolved to regional administrations?					
		13. Do regions have autonomy over the type and content of training programmes in their area?					
		14. Do the social partners have a remit for skills development in their Articles or Constitution?					
		15. Do sectoral bodies representing employers and workers actively engage in skills development policy-making and strategy development?					
		16. Does the government body with responsibility for skills development provide opportunities for sectoral bodies representing employers and workers to engage in skills development policy-making and strategy development?					

## Building Block 1: Policies, Structures and Resources for Skills Development (Final)

Focus	Key Elements	Questions	Stage of Development			Evidence	Key Issues
			Yes	Partly	No		
			Explain why you chose your response				
Governance of Skills Systems	How is Policy Development Carried Out?	17. Is there a single ministry or government agency with responsibility for developing skills policy?					
		18. Do all government bodies with a remit for skills development comply with a single policy?					
		19. Is the policy relating to skills development regularly reviewed and amended accordingly?					
		20. Is there a mechanism for inter-ministerial cooperation on skills development?					
		21. Are there efficient communication channels between policy-makers and deliverers of skills development?					
	Is There Horizontal and Vertical Coordination?	22. Is there evidence of skills development policy being influenced by feedback from training providers?					
		23. Is there a mechanism for ensuring compliance with legislation by all institutions with responsibility for some aspect of skills development?					
		24. Are there clear targets for skills development impact, outcomes and output?					
		25. Is there a reliable system for measuring progress towards skills development targets?					
		26. Are there diverse sources of funding for skills development?					
	Is There Enabling Legislation and Regulation	27. Do employers and workers contribute directly or indirectly to funding skills development?					
		28. Is funding consistent year-on-year, to allow for long-term planning?					
		29. Are funding sources reliable and sustainable?					
		30. Are funds adequate for current and future skills development needs?					
		31. Can training providers raise, and keep, additional funds, without being financially penalised?					
	Are There Financial Incentives for Skills Development Provision?	32. Are there incentives for employers to deliver on-the-job training?					
		33. Is there enhanced funding for training providers who deliver training to members of disadvantaged groups?					
		34. Is there enhanced funding for training providers to deliver training for occupations or sectors experiencing skill shortages?					
		35. Do workers receive incentives to participate in lifelong learning?					
		36. Do learners receive incentives to train in areas of skills shortage, either directly or through reduction in fees?					
	Are There Financial Incentives for Skills Development Uptake?	37. Do school-leavers receive financial support to continue into TVET?					
		38. Is skills development a distinct, and recurring, item in the government's budget?					
		39. Does the budget cover both operational and development costs?					
	How is Budgeting for Skills Development Managed?	40. Is the skills budget comparable in size to the higher education budget?					
		41. Within their budget allocation, is there an element of discretion for budget holders in how the money is spent?					



# ► Questionnaire: Anticipating, Planning and Monitoring Skills Development

## Building Block 2: Anticipating, Planning and Monitoring Skills Development

Focus	Key Elements	Questions	Stage of Development			Evidence	Key Issues
			Yes	Partly	No		
Understanding Current and Future Skill Needs	Is there a mechanism for matching skills demand and supply?	42. Is data gathered regularly on labour market needs at local, national and international levels?					
		43. Is sectoral labour market data gathered regularly, including that related to the green economy?					
		44. Do those responsible for qualifications development have access to reliable labour market information (LMI)?					
		45. Do those responsible for developing training programmes in institutions have access to reliable LMI?					
		46. Is the LMI available specifically dedicated to skills development purposes?					
		47. Is the LMI available regarded as useful by practitioners?					
		48. Is training available on labour market data gathering and analysis?					
		49. Is there a government agency or department responsible for gathering and analysing national and international labour market and skills development data?					
		50. Is the gathering and analysis of labour market data adequately resourced?					
		51. Does the responsible agency have authority to require relevant bodies and institutions to submit data?					
		52. Do training institutions gather local labour market data?					
		53. Do training institutions conduct tracer studies for each batch of graduates?					
		54. Is responsibility for gathering data a recognised duty of TVET senior management?					
How are the results of the analyses disseminated and to whom?	How do recipients use that data to effect change?	55. Does the data gathered have an impact on course design and the design of training materials?					
		56. Do training institutions have formal arrangements with local employers to generate labour market intelligence?					
		57. Has ILO supported local and/or national efforts to produce LMI for skills development purposes?					
		58. Are the national analyses published at least annually?					
		59. Are the national analyses in a format which is user-friendly for policy-makers and education managers and serves their needs?					
		60. Are the results of national and local analyses available online and through social media?					
		61. Does evidence exist that labour market data is being used to influence qualifications and programme design?					
		62. Is national and local labour market data translated into information of use to learners in making educational and career choices?					
		63. Do careers guidance and employment services professionals make use of local and national labour market data when advising learners?					



## Building Block 2: Anticipating, Planning and Monitoring Skills Development (Final)

Focus	Key Elements	Questions	Stage of Development			Evidence	Key Issues
			Yes	Partly	No		
Undertaking Effective Policy-Orientated Research and Performance Monitoring	How are weaknesses in provision formally identified?	64. do tracer study results show whether TVET graduates are earning above wage levels of unskilled workers?					
		65. Is there regular reporting of skills shortages and hard-to-fill vacancies?					
		66. Is feedback sought from employers on job-readiness of new recruits?					
		67. Is TVET graduate destination data broken down by skill sector so that it is clear which training programmes offer good opportunities for employment?					
		68. Is data available which shows whether TVET graduates find significant jobs in the occupations for which they have been trained?					
		69. Is data available which shows the relative success in the labour of members of disadvantaged groups?					
		70. Is there a pool of suitably qualified researchers for TVET?					
		71. Are TVET researchers free of influence from stakeholders?					
		72. Is there a monitoring and evaluation function?					
		73. Is M&E of training provision carried out regularly?					
		74. Is there evidence that M&E results are used to improve training provision?					
		75. Is there flexibility for adaptation of training provision to reflect local conditions?					
		76. Are programmes modular and therefore easy to adapt in the light of feedback?					
		77. Does government have resources dedicated to TVET research activity?					
		78. Is there evidence that research feeds into policy and decision-making?					
		79. Is there evidence that research is used to address access and equity issues?					
		80. Are policy- and decision-making evidence-based?					
		81. Is research well-targeted to explore TVET's current challenges?					
82. Are research and M&E results widely disseminated amongst influencers?							

## ► Questionnaire: Developing, Certifying and Recognising Skills

### Building Block 3: Developing, Certifying and Recognising Skills

Focus	Key Elements	Questions	Stage of Development			Evidence	Key Issues
			Yes	Partly	No		
Developing and Delivering Skills Training Programmes	Are Training Programmes Developed from Industry Standards?	83. Are up-to-date industry standards in place?					
		84. Are social partners involved in development of industry standards?					
		85. Are there industry standards across a wide range of economic sectors and occupations?					
		86. Is there a mechanism for regular updating of industry standards?					
		87. Are teaching, learning and assessment materials available which reflect industry standards?					
		88. Are skills training programmes based on industry standards?					
		89. Do TVET trainers have the necessary skills and knowledge to deliver training based on industry standards?					
		90. Do training facilities and equipment reflect those currently found in industry?					
		91. Are industry-led training programmes available both on-the-job and off-the-job?					
		92. Is work-based learning leading to formal qualifications widely available?					
Does Industry Recognise National Training Programmes?	Is the Delivery of Training Programmes in line with Industry Standards?	93. Is Recognition of Prior Learning (RPL) widely available to experienced workers?					
		94. Do qualifications exist for workplace trainers and assessors?					
		95. Do employers use national training programmes to upskill their workforce?					
		96. Is there evidence that employers value formal qualifications when recruiting new employees?					
Are There Progression Pathways for Learners?		97. Is there evidence that workers with formal qualifications earn higher wages than unqualified workers?					
		98. Is a qualifications framework in place which covers all sectors of education?					
		99. Are there clear progression pathways between qualifications, both vertically and horizontally?					
		100. Is there evidence that learners take advantage of progression pathways?					
		101. Is there a credit system in place which allows learners to have skills and knowledge recognised across qualifications?					

## Building Block 3: Developing, Certifying and Recognising Skills (Final)

Focus	Key Elements	Questions	Stage of Development			Evidence Explain why you chose your response	Key Issues	
			Yes	Partly	No			
Quality Assurance	Are Training Providers' Staff Qualified and Experienced?	102. Are skills trainers required to have technical and pedagogical qualifications?						
		103. In general, are trainers up-to-date with industry processes and practices?						
		104. Is in-service training available to trainers for their continuing professional development?						
		105. Is it common for trainers to be subject to performance management by senior managers?						
		106. Is management training available for senior staff of TVET institutions?						
		107. Is the performance of senior managers of TVET institutions measured against pre-agreed targets?						
		108. Are workplace trainers given access to relevant training?						
		109. In general, are the facilities and equipment used for skills development similar to those found in industrial premises?						
		110. Are the number of training places sufficient to meet the demand for skills development?						
	Are Training Providers' Facilities and Equipment Fit-For-Purpose?	111. In general are facilities and equipment well-maintained and attractive to potential students and to employers?						
		112. Are training providers required to accommodate learners with disabilities?						
		113. Are there recognised qualifications for assessors and verifiers?						
	What is the Assessment and Certification Regime?		114. Is it a requirement for assessors and verifiers to be trained and qualified?					
			115. Is it common for training providers to have documented policy and practices for internal quality assurance?					
			116. Does assessment of learners cover practice, theory and behaviour?					
			117. Is certification available at the level of a single module?					
			118. Is certification based solely on achievement and regardless of mode or place of learning					
			119. Are there examples of industry endorsement of qualifications through joint certification?					

## ► Questionnaire: Improving Access to Skills Development and the Labour Market for All

### Building Block 4: Improving Access to Skills Development and the Labour Market for All

Focus	Key Elements	Questions	Stage of Development			Evidence	Key Issues
			Yes	Partly	No		
Accessing Skills Development	<p>Is There a Smooth Transition from General Education to TVET?</p> <p>How Are Learners from Disadvantaged Groups Supported?</p> <p>Are Adults Encouraged to Return For Second-Chance Learning?</p>	120. Do schools include vocational preparation in their curricula?					
		121. Are school pupils provided with information on careers and the world of work?					
		122. Is there good collaboration between schools and TVET institutions?					
		123. Is skills training presented by schools as a worthwhile choice on a par with higher education?					
		124. Are there measures in place to mitigate the cost to poorer families of a young person progressing to TVET?					
		125. Are there role models for young people of successful industrialists and business people who chose a vocational pathway?					
		126. Are there measures in place to combat stereo-typing and to challenge the existence of gendered occupations?					
		127. Do learners in rural areas have equality of access to skills development?					
		128. Are there alternative training facilities serving rural areas e.g. mobile units or community outreach?					
		129. Do learners with disabilities attend mainstream TVET institutions?					
		130. Is specialist support available for trainers who have members of disadvantaged groups in their class?					
		131. Can all training infrastructure accommodate learners with impaired mobility?					
		132. Are social marketing activities used to reach potential learners from disadvantaged groups?					
		133. Is experiential learning encouraged and formally recognised?					
		134. Are basic education and life skills an integral part of TVET programmes?					
		135. In general, is skills development regarded as being a good investment of time and money for poor families?					
		136. Is there flexible access to skills development to accommodate adult learners with work and family commitments?					
		137. Are basic education and life skills an integral part of 2 <sup>nd</sup> chance learning?					
		138. Is social marketing used to convince adults of the benefits of continuing training?					
139. Do training programmes for adults provide links to funding and micro-finance for aspiring entrepreneurs?							

## Building Block 4: Improving Access to Skills Development and the Labour Market for All (Final)

Focus	Key Elements	Questions	Stage of Development			Evidence	Key Issues		
			Yes	Partly	No				
Transition to Employment	Are Employment Services and Careers Guidance Available?	140. Does every learner and worker have access to employment services and career guidance?							
		141. Are counsellors trained and qualified?							
		142. Are teachers trained to provide careers advice?							
		143. Is careers guidance material widely available in training institutions?							
		144. Is careers material free of bias against women and minority groups?							
		145. Do employers provide assistance in the design and dissemination of careers materials?							
		146. Are students from disadvantaged backgrounds prioritised for assistance from counsellors?							
		147. Are employers counselled on the recruitment of students with disabilities?							
		148. Are job vacancies widely advertised and applicants judged on merit?							
		Is Technology Deployed to Assist Transition?		149. Are careers counselling services available online?					
				150. Are job matching services available online?					
				151. Are careers counsellors trained in the use of online services?					
				152. Are online social networks an influential source of careers and job opportunity information?					
				153. Are online services monitored for impartiality regarding members of disadvantaged groups?					

## ► Questionnaire: Skills for Employability, Decent Work and Productivity in the Workplace

### Building Block 5: Skills for Employability, Decent Work and Productivity in the Workplace

Focus	Key Elements	Questions	Stage of Development			Evidence	Key Issues	
			Yes	Partly	No			
Resilience to unemployment	Is Lifelong Learning Available?	154. Is there an entitlement to lifelong learning?						
		155. Has government made a commitment to providing lifelong learning for all?						
		156. Is the necessary skills development infrastructure in place to provide lifelong learning for all?						
		157. Is there evidence of an unmet demand for lifelong learning by people in the labour market?						
		158. Is skills development one part of the government's active labour market policies?						
		159. Are there restrictions on who can access lifelong learning?						
		160. Is lifelong learning used as a tool for guiding people towards the green economy or areas of skill shortage?						
		161. Are life skills integral to all skills development programmes?						
		162. Are life skills assessed and certificated as part of TVET qualifications?						
	Is Importance Attached to Transferable Skills?		163. Are trainers trained in the teaching of life skills?					
			164. Is remedial basic education available alongside skills training programmes?					
			165. Is information on trends in the labour market widely available to workers, students and their counsellors?					
			166. Are training providers responsive to changes in anticipated demand for skills?					
	Can Labour Market Needs be Anticipated?		167. Is the informal economy a major employer?					
			168. Is there much movement of workers between the formal and informal economies?					
	What is the Role of the Informal Economy?		169. Is lack of formal qualifications a major factor in a worker being in the informal economy?					
			170. Is there a high correlation between being a member of a disadvantaged group and working in the informal economy?					
171. Are there initiatives in place to provide training to workers in the informal economy?								

## Building Block 5: Skills for Employability, Decent Work and Productivity in the Workplace (Final)

Focus	Key Elements	Questions	Stage of Development			Evidence	Key Issues
			Yes	Partly	No		
Entrepreneur-ship	Are Entrepreneurship Skills Encouraged?	172. Are entrepreneurship skills taught as part of skills development programmes?					
		173. Is small business start-up regarded as a successful outcome of skills training?					
		174. Is information on how to access micro-finance included in entrepreneurship training?					
	How Can Aspiring Entrepreneurs Get Seedcorn Funding?	175. Is awarding of micro-finance contingent on business start-up training?					
		176. Do members of disadvantaged groups have equal access to micro-finance?					
		177. Is micro-finance used to encourage transition to a green economy?					
	What Support is Available to Aspiring Entrepreneurs?	178. Do aspiring entrepreneurs have access to mentoring from experienced business people?					
		179. Are there opportunities for TVET graduates setting up small businesses to work initially in a protected or supported environment?					



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