

Skills for Jobs – TVET responsiveness to labour market needs

SADC TVET Symposium, Johannesburg, South Africa

Part 1

Skill Needs Anticipation, LMI and sectoral approaches

- Skills anticipation
- Using data analytics for skills intelligence
- Sector councils and labour market responsiveness

World is changing

Global drivers of change

Which jobs?
Which tasks?
Which skills and
qualifications?



Climate change



Technology &
Innovation



Globalization



Education attainment



Work organization



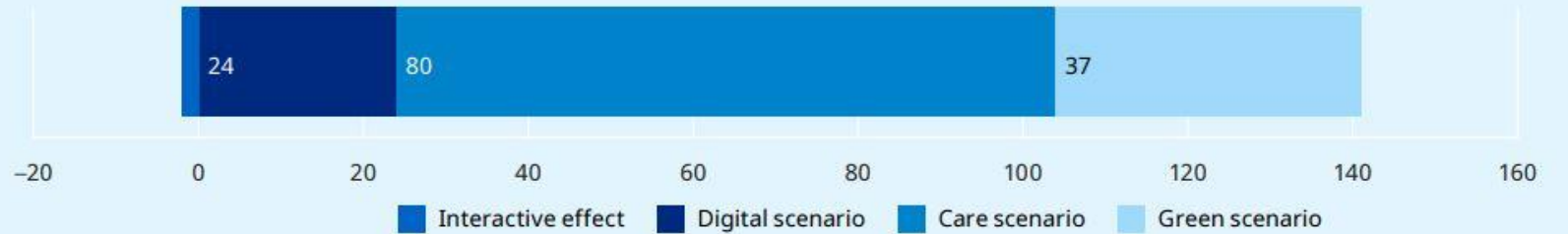
Demographic
change

- Skills** as
- A **buffer**
 - An **enabler**

Green and digital projections



Contribution to the increase in global employment under the combined scenario, 2030 (millions)



Source: ILO, based on the E3ME model of Cambridge Econometrics.

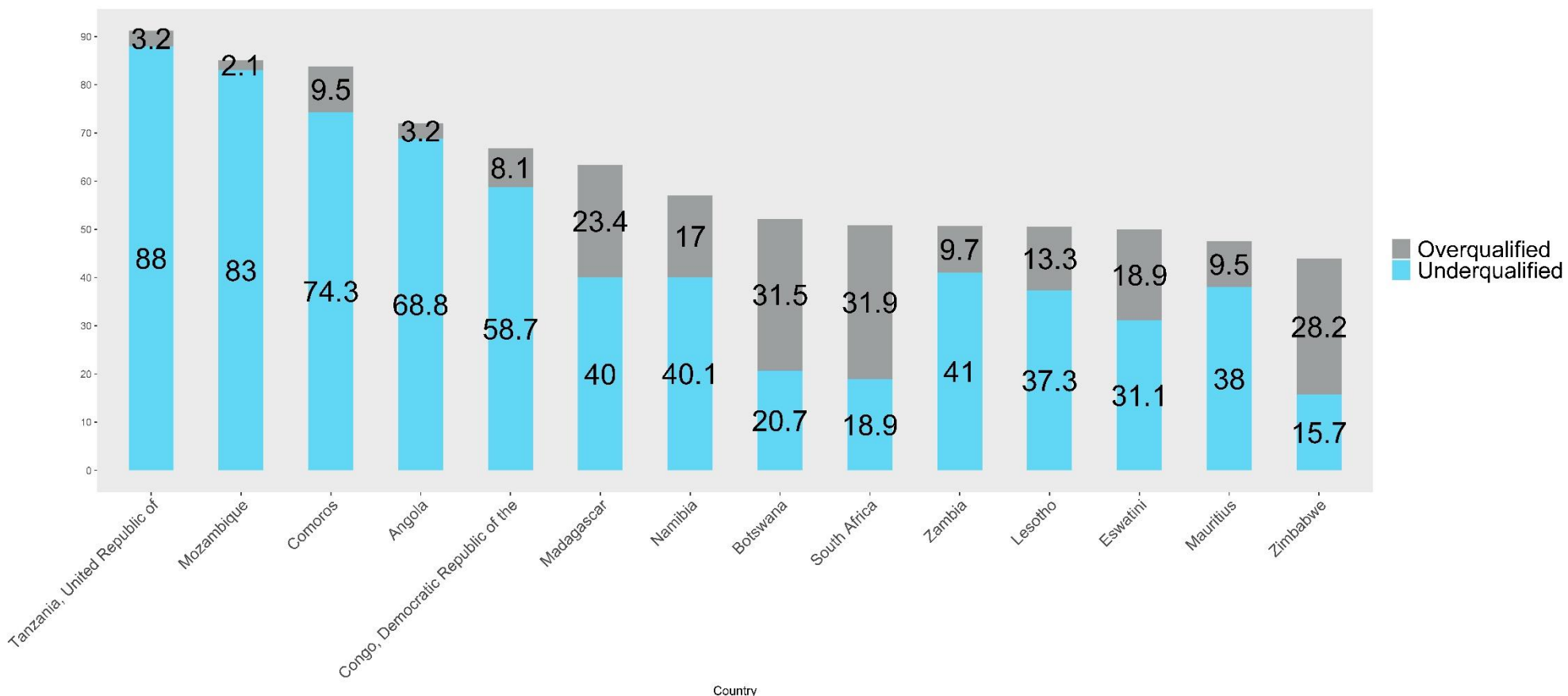
► Skills mismatch by level of education

935 million workers in the world have jobs that don't match their educational level: **2 in 3 workers are under-educated** for their jobs. Around **one third are over-educated**.

This new data in ILOSTAT covers **114 countries**, representing 56% of global employment in 2018, meaning that the actual number of under- and over-educated workers in the world is probably much higher.

Source: <https://ilostat.ilo.org/258-million-workers-in-the-world-are-over-educated-for-their-jobs/>

Skills mismatch by level of education

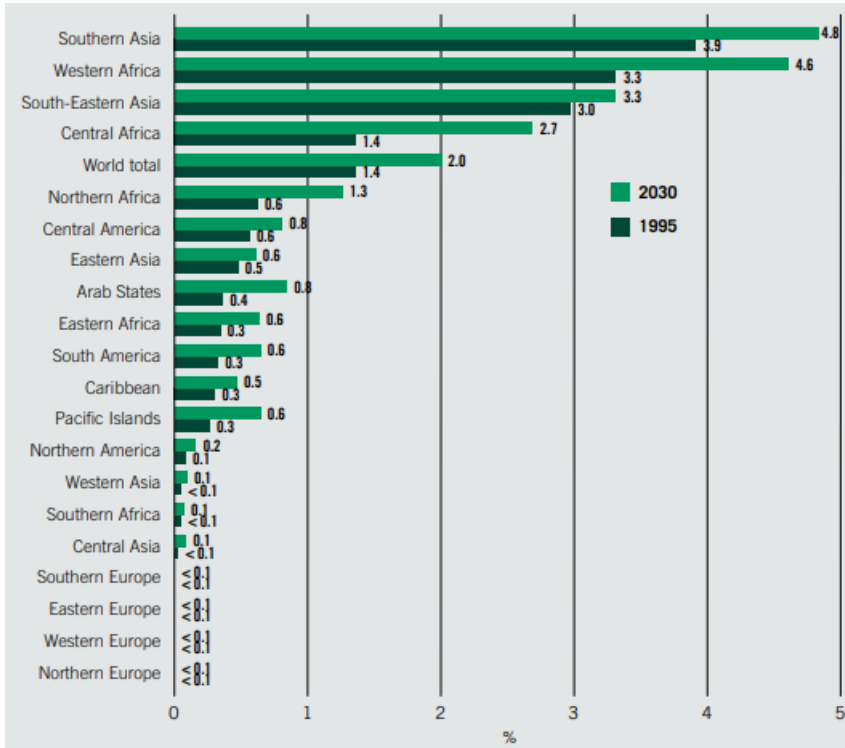


Note : Data refers to (2022, Botswana and South Africa), (2021, Angola, Comoros, Mauritius, Zambia and Zimbabwe), (2020, Tanzania, United Republic of), (2019, Lesotho), (2016, Namibia, Eswatini), (2015, Madagascar, Mozambique), (2012, Congo, Democratic Republic of the). The normative approach was used which is based on the educational requirements set out in ISCO for each ISCO-1D occupational group and on the level of education of each person in employment. A person is said to be over/underqualified or well-matched for the job if the level of education attained is higher/lower or equal to the ISCO educational requirements for their occupation. The normative approach has the advantage that workers in a given occupation and with a given level of education are consistently categorized.

Source : ILO database, ILOSTAT. Available from <https://ilostat.ilo.org/data/>.

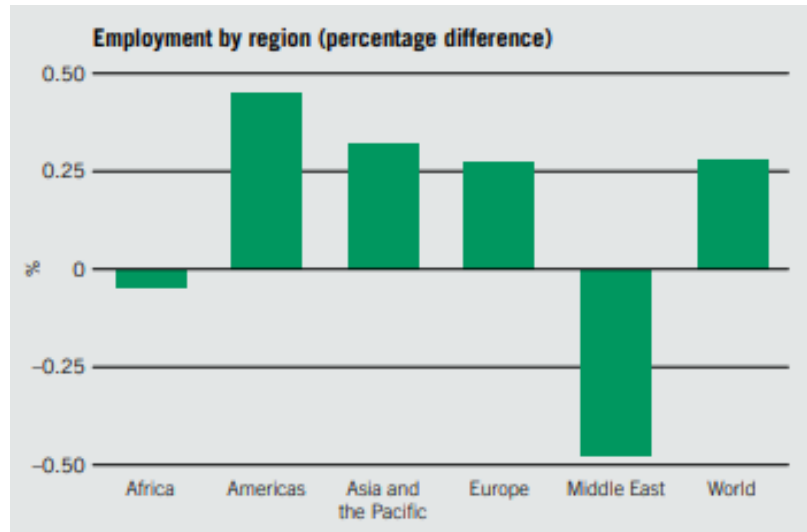
Climate Change

Working hours lost due to heat stress

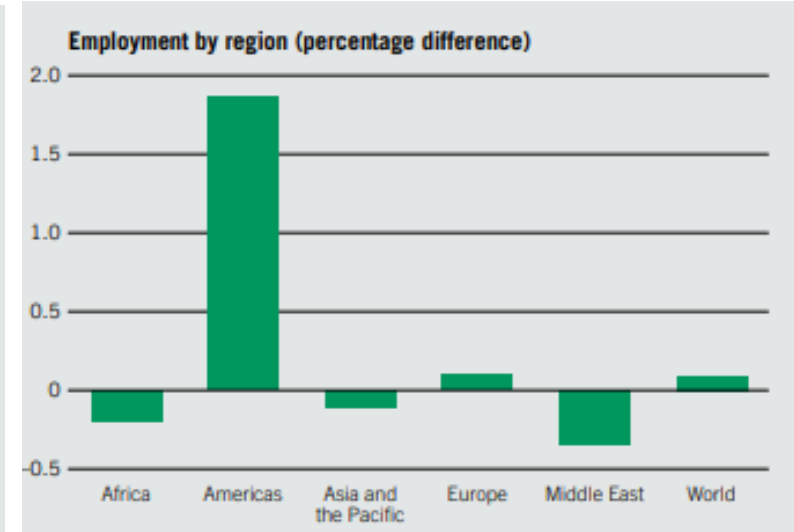


Employment change by region, 2030 (%) - two scenarios

Transition to Renewable Energy



Transition to Circular Economy



► Employment impact of greening the economy by skill level, to 2030

Energy sustainability scenario

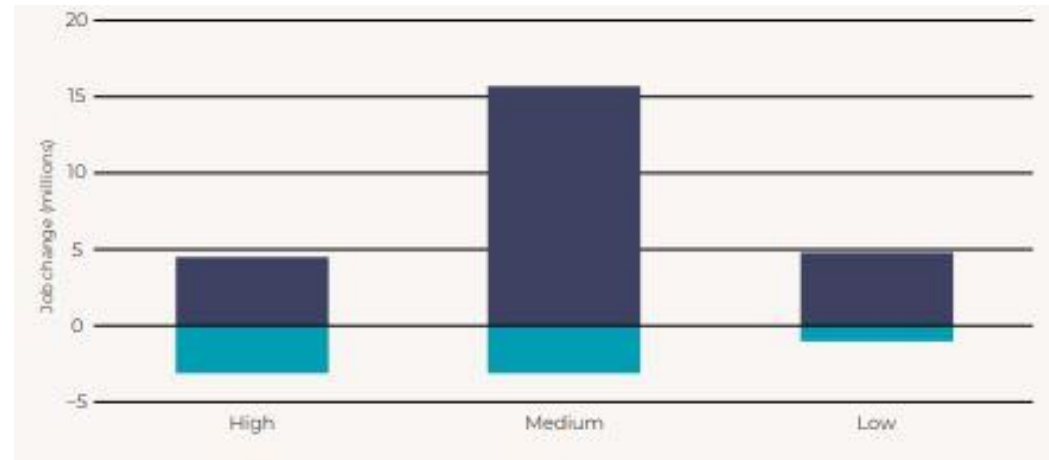
- 25 million jobs could be **created**
- Over 5 million of these jobs can be filled through **reallocation**
- 7 million jobs may be **destroyed**

Circular economy scenario

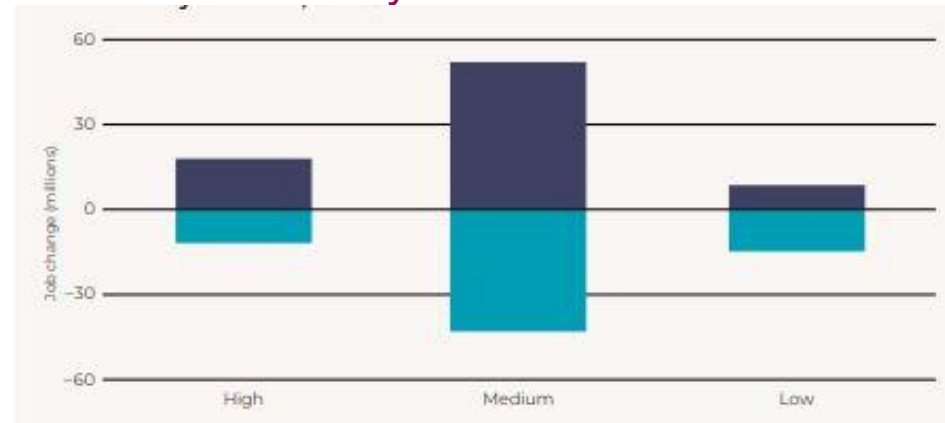
- 78 million jobs could be **created**
- 71 million jobs could be **destroyed**
- 49 million of people at risk of losing jobs can **reallocate**

Advancing social justice, promoting decent work

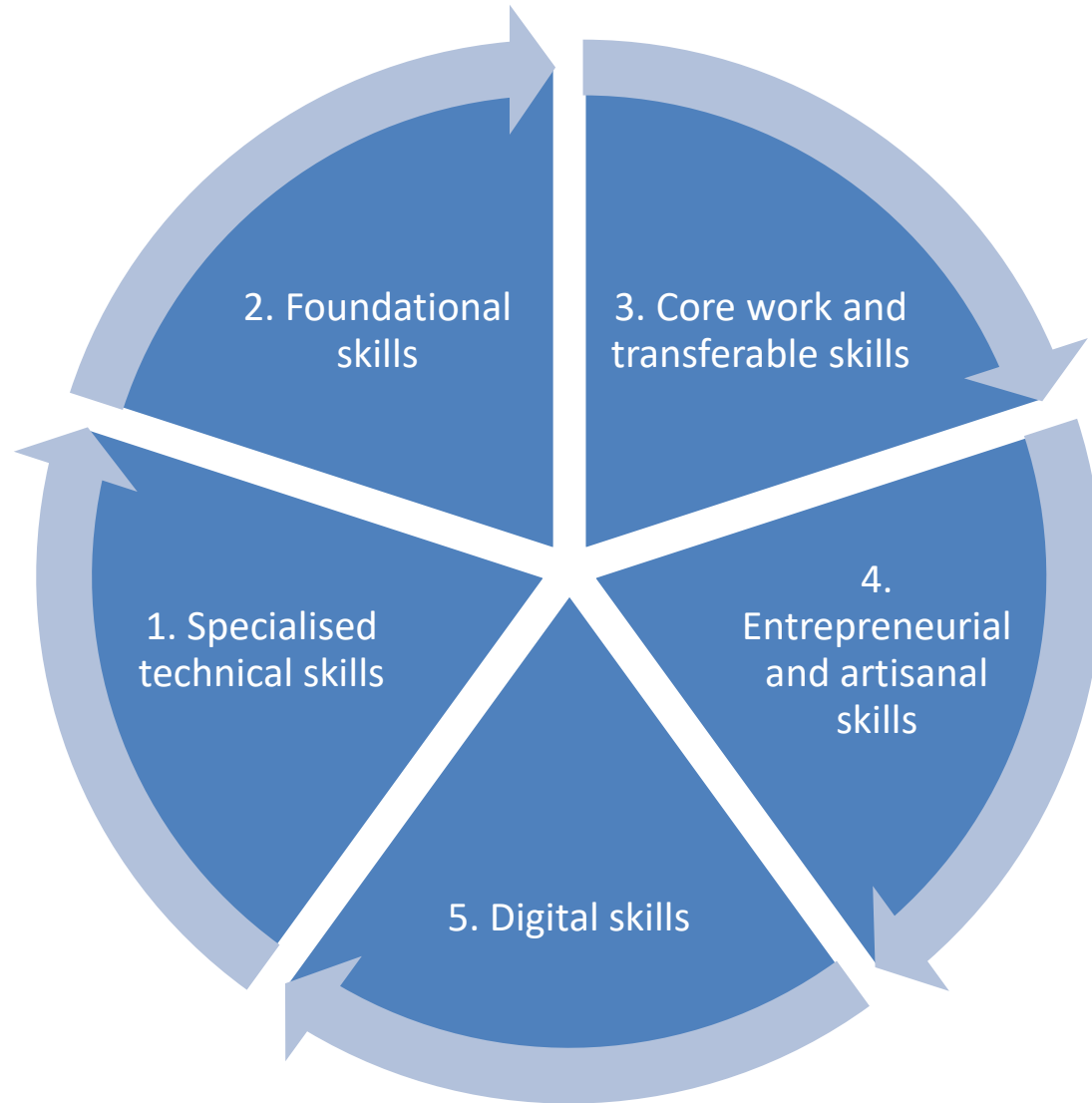
Energy sustainability scenario



Circular economy scenario



Implications for skills needs



1. Quality and Relevance of **technical skills**
2. Promote stronger **foundational skills**
3. Foster **core employability skills**
4. Promote **entrepreneurial and artisanal skills**
5. Enhancement of **digital skills**

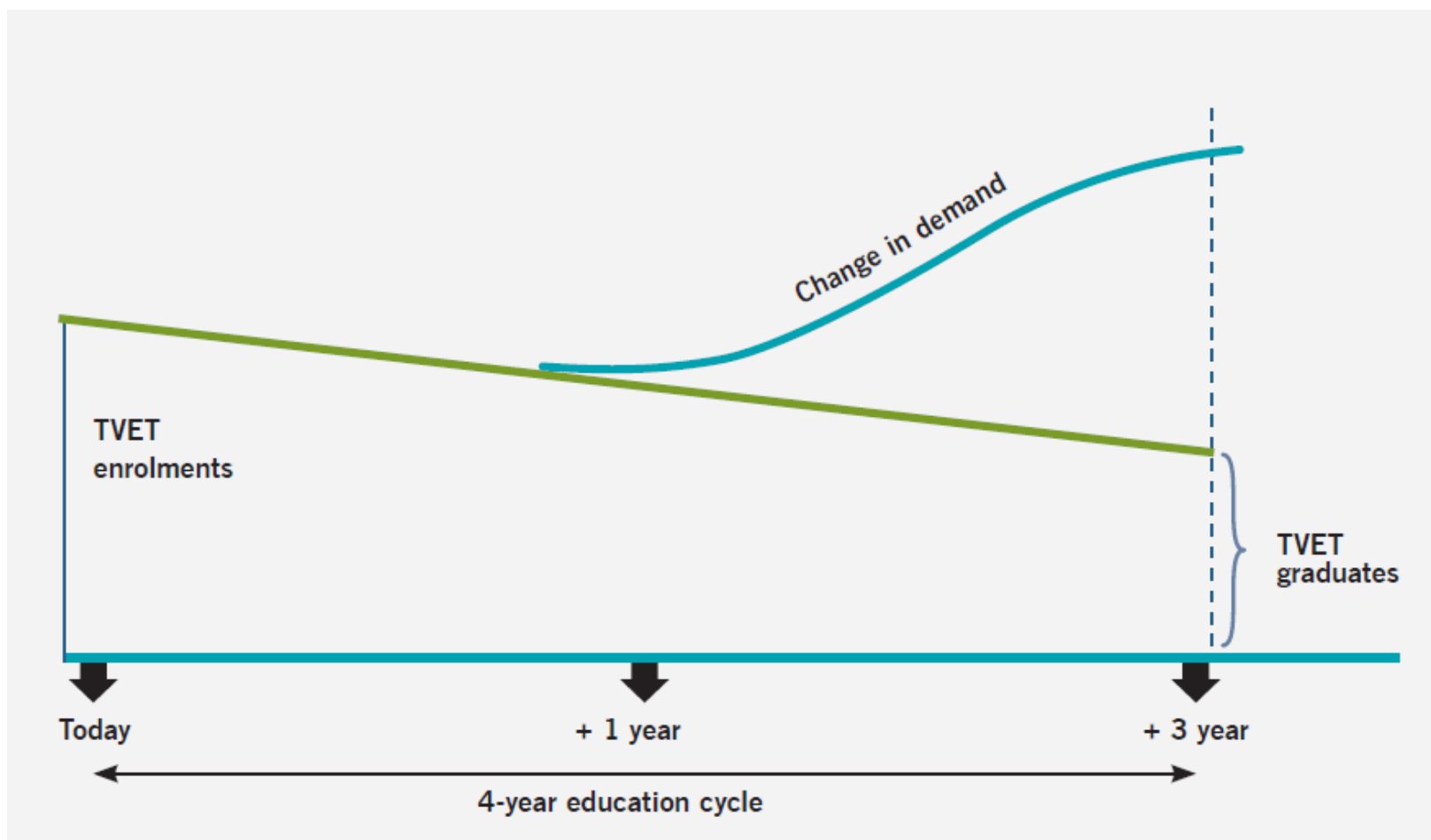


▶ TVET definition

The “UNESCO Recommendation concerning TVET” (2015):

‘TVET, as **part of lifelong learning**, can take place at **secondary, post-secondary, tertiary levels and working life, and includes work-based learning and continuing training and professional development** which may or may not lead to **qualifications**. It also encompasses **the wide range of skills development opportunities** that an individual benefits from during his/her working life, to acquiring learning to learn skills, the development of literacy and numeracy skills, transversal skills and citizenship skills’.

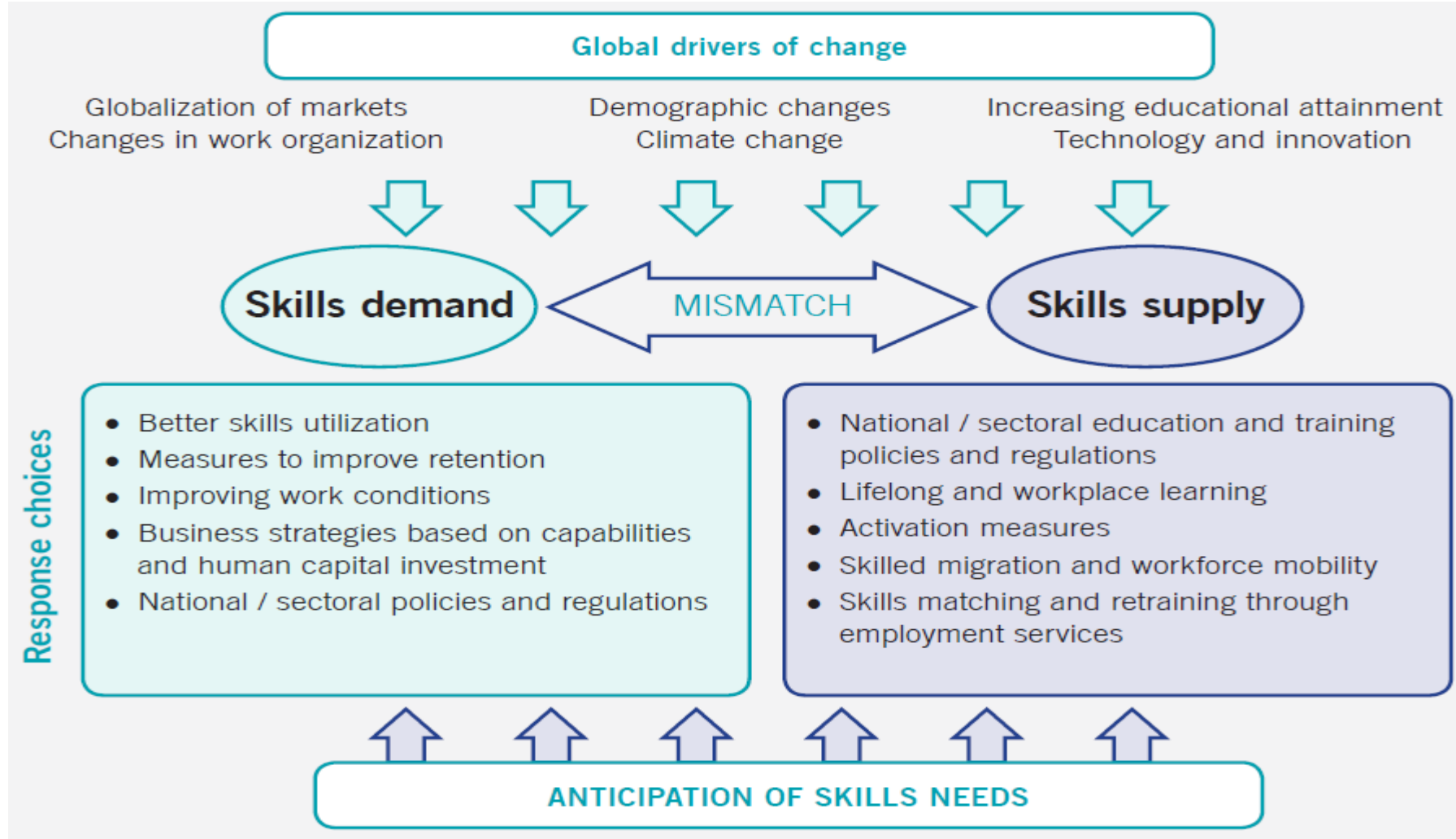
Changing demand for skills is faster than training delivery



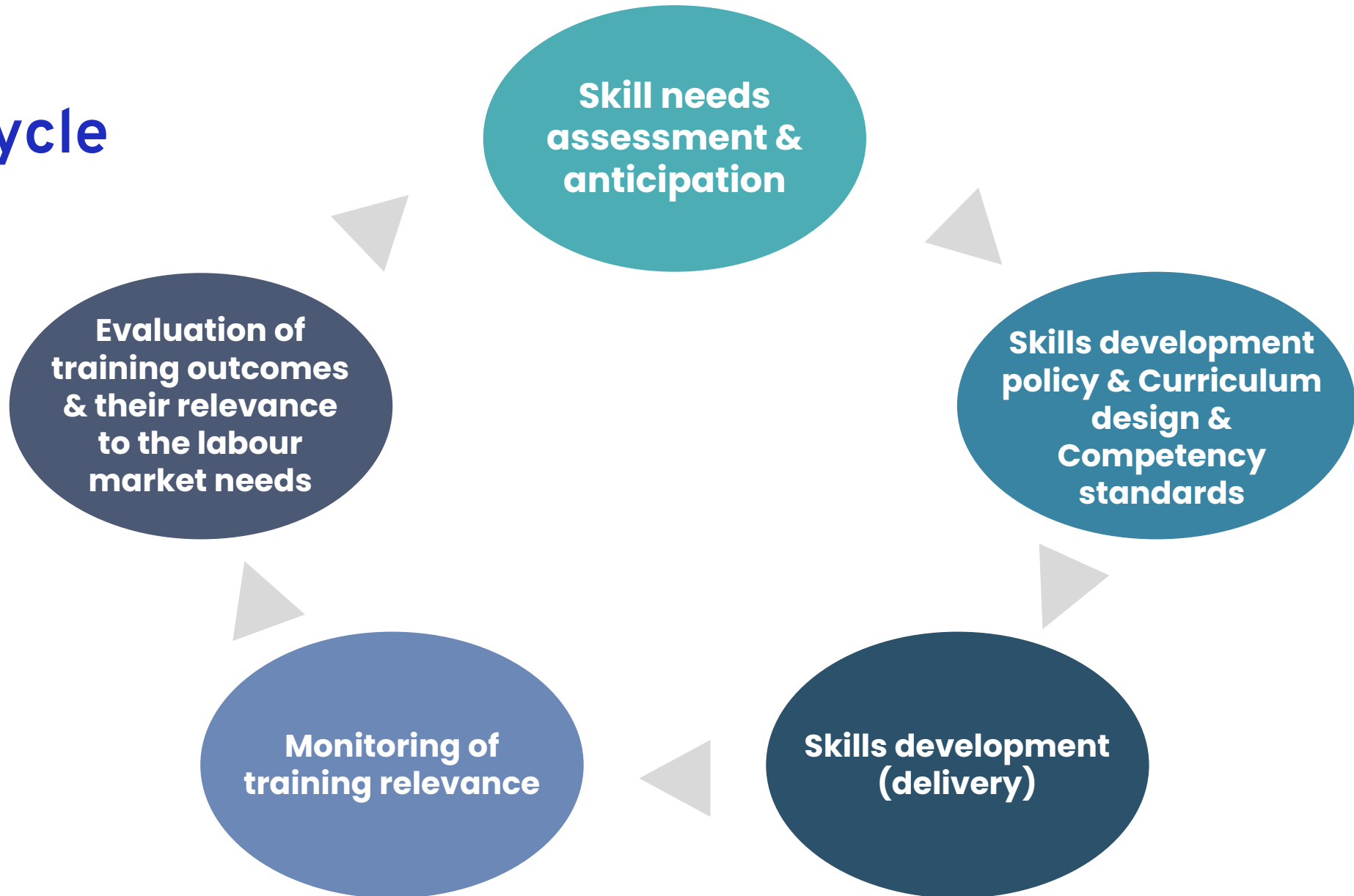
► Skills anticipation

- A strategic and systematic method through which labour market actors identify and prepare to meet future skills needs.
- The objective is to avoid future potential gaps between skills demand and supply.

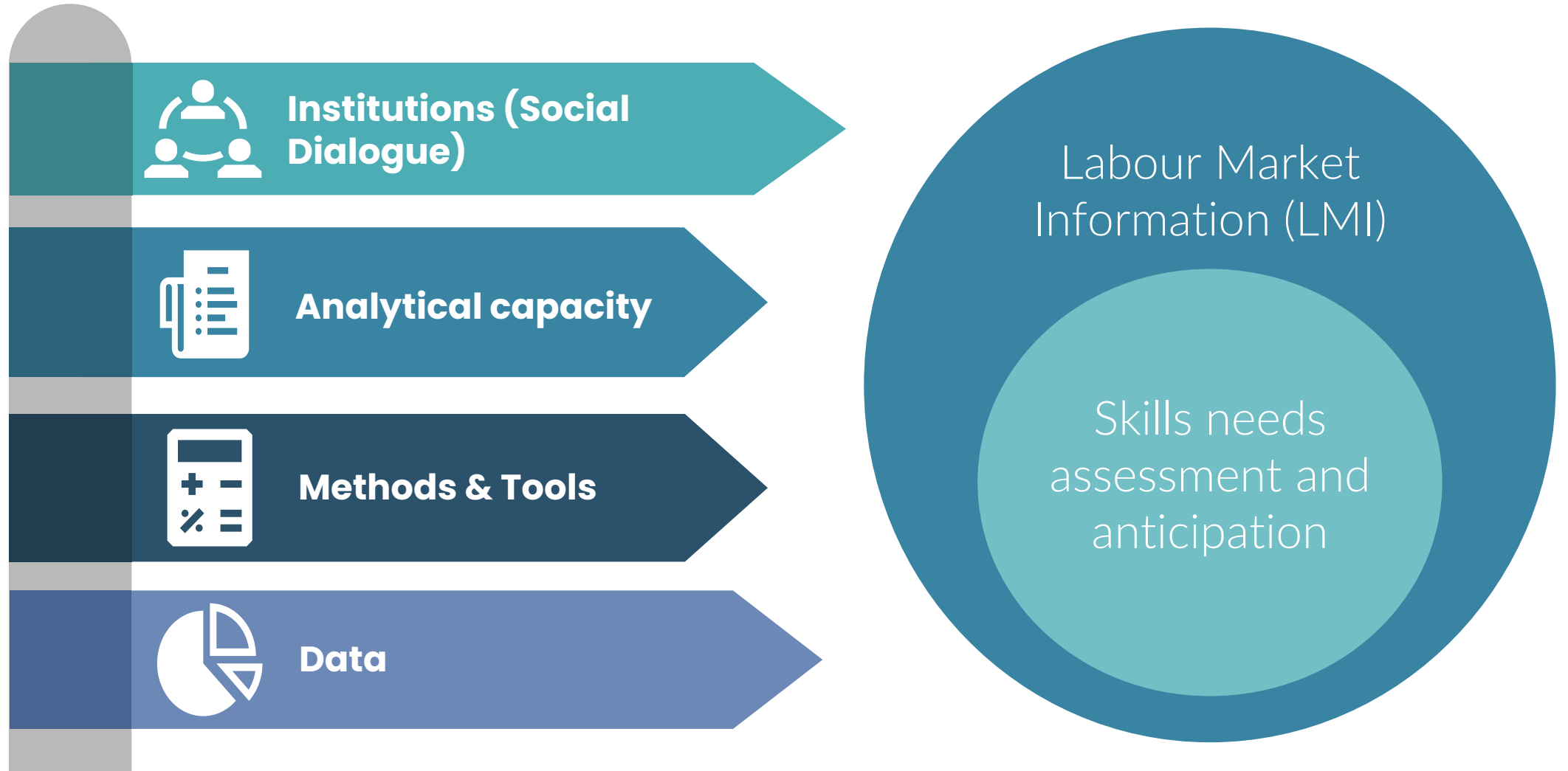




Policy Cycle



Essentials components of skills needs anticipation



► Skills anticipation methods and their policy use

Quantitative models and Forecasts

- Feed into major policy reforms with a long term impact (e.g. education, employment, economic development, demographic and social policies)

Foresights, Delphi surveys & scenarios

- Can feed into long term policy development in various areas

Sectoral approach

- Inform qualification standards' development; skills development programmes; sector development strategies

Employers' skills survey

- Can be used in planning/designing short term training courses (qualification/requalification) and activation measures

Tracer studies

- Provide feedback for curriculum development, link education and work, inform potential students, career guidance

Big data and real-time data

- Can be used as real time statistics as an addition to «small» data or a qualitative survey
- May inform training and competency standards design as well as policy

► Sector skills councils or bodies

Sectoral skills bodies have a long history in many countries. They vary according to:

- coverage - industry scope, sectoral or transversal
- focus - initial or continuing TVET or both
- mandate - advisory, technical, legal responsibilities
- members - bipartite, tripartite, multipartite, industry representation
- structure - committees, working groups, councils, independent bodies, secretariats
- funding - public, private, donor, levy
- institutional relationships - roles and responsibilities

Structures and roles vary considerably!

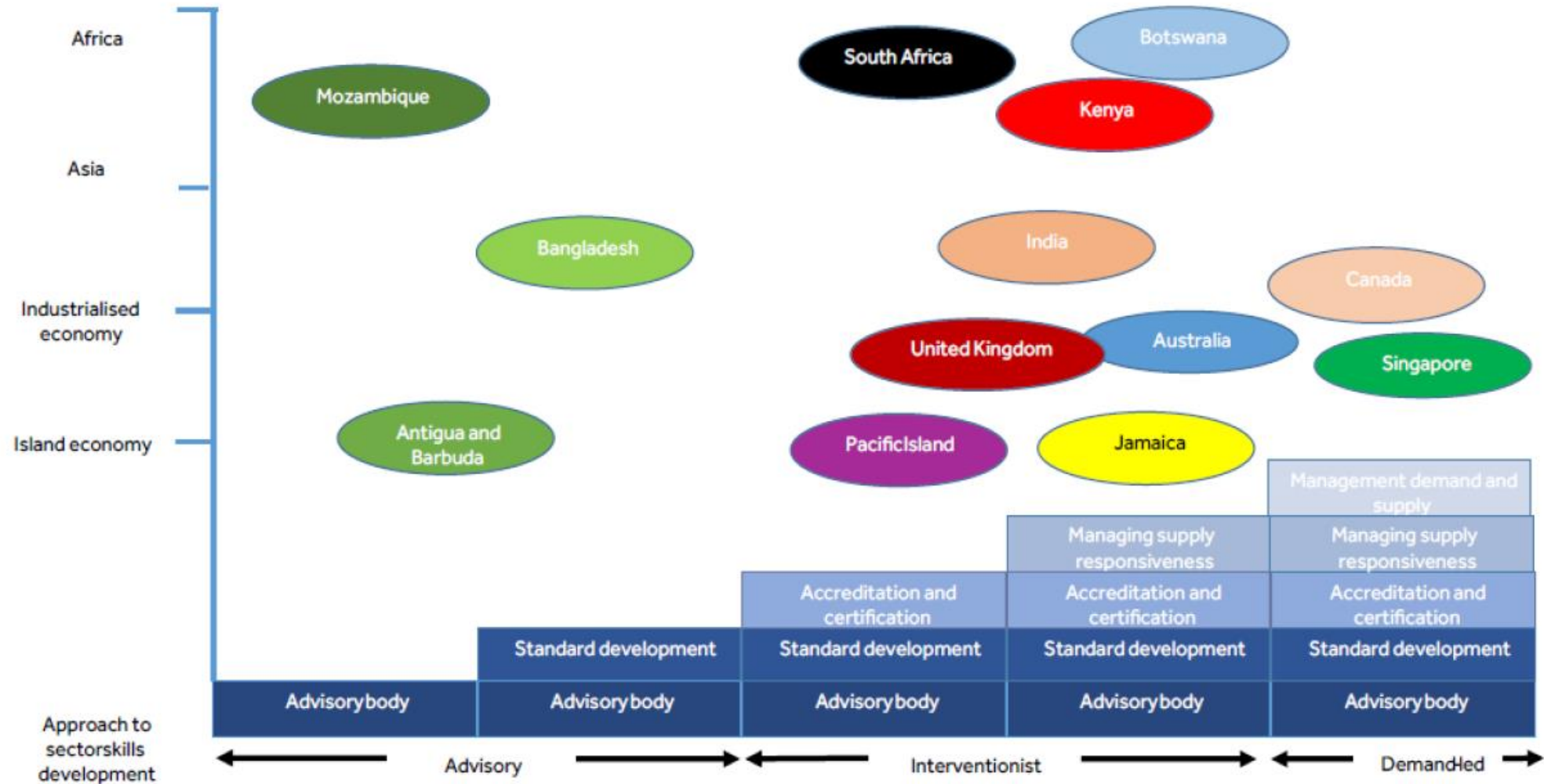
Most countries have some regulatory or oversight body responsible for quality assurance and **the place of SSBs in that overall system must be negotiated on the basis of social dialogue**

What do sectoral bodies deliver?

International experience shows that sectoral bodies can provide a wide range of services:

- quantitative and/or qualitative labour market analysis
- skills needs forecasting
- preparing occupational or qualification standards and curriculum
- policy advice on lifelong learning, TVET or skills issues
- brokering partnerships between employers and institutions
- coordinate training providers
- careers guidance and promotion of TVET and skills development
- training and assessment services for workers and employers
- funding of training
- managing sectoral funds
- managing government programs

Mapping sector skills bodies



Source: Powell, M. (2016) Mapping Sector Skills Development Across the Commonwealth

When do sectoral bodies succeed?

- when there is **a genuine need** to tackle skills issues in a sector
- when there is **trust** between stakeholders and motivation to work together
- when **technical assistance** is available to support them
- when adequate **time** is given for them to mature, develop capacity and produce results
- when they have **a clear and meaningful role** in the system that affects positive change
- when they are adequately **funded**

Sector skills bodies in Ghana

As part of STED implementation, the **Commission for Technical and Vocational Education and Training (COTVET)** has taken steps to establish a network of Sector Skills Bodies in priority sectors.

Autonomous bodies, tripartite plus, overseen by a government body and in effect 'licenced' to fulfil certain roles as detailed in their TOR.

Implementation of 11 Sector Skills Bodies, development of skills strategies for these sectors supported by STED

Quality assurance (a number have sought to assume this role -review the accreditation submissions of training providers- by including it in their sector skills action plans, teachers registers and industry endorsed assessors)



The 2018-2022 TVET Transformation Plan sets out the establishment of Sector Skills Councils to increase employers' voice in the TVET system

ILO's sectoral approach:

***Linkage to industrial and investment policies,
policy coordination and impact on jobs/skills
throughout the value chain***

***Skills for Trade and Economic Diversification
(STED)***

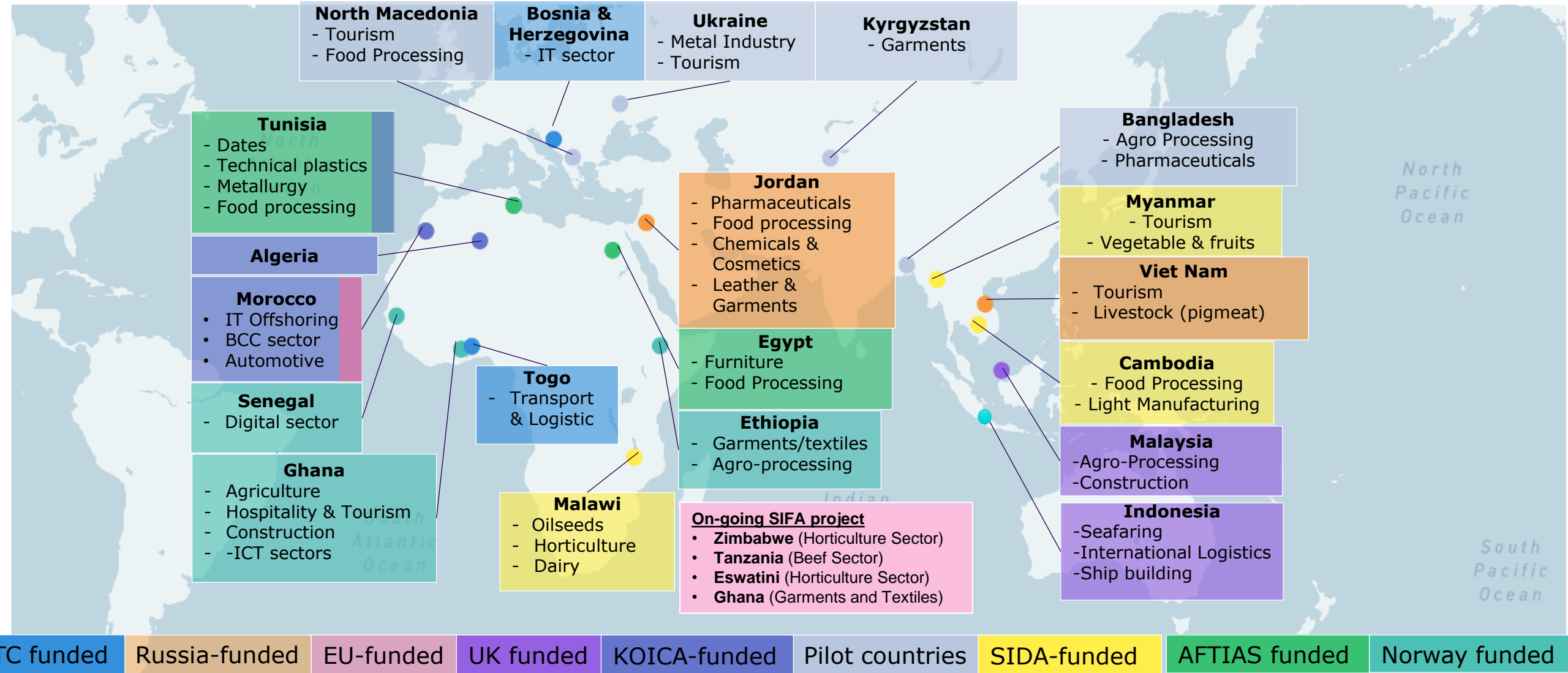
STED– Skills for Trade and Economic Diversification

- STED – Skills for Trade and Economic Diversification
- ILO’s sector-based methodology to provide strategic guidance on integrating skills development into policies to strengthen traded sectors
- Combination of strategic analysis and social dialogue
- Holistic and strategic focus on skills

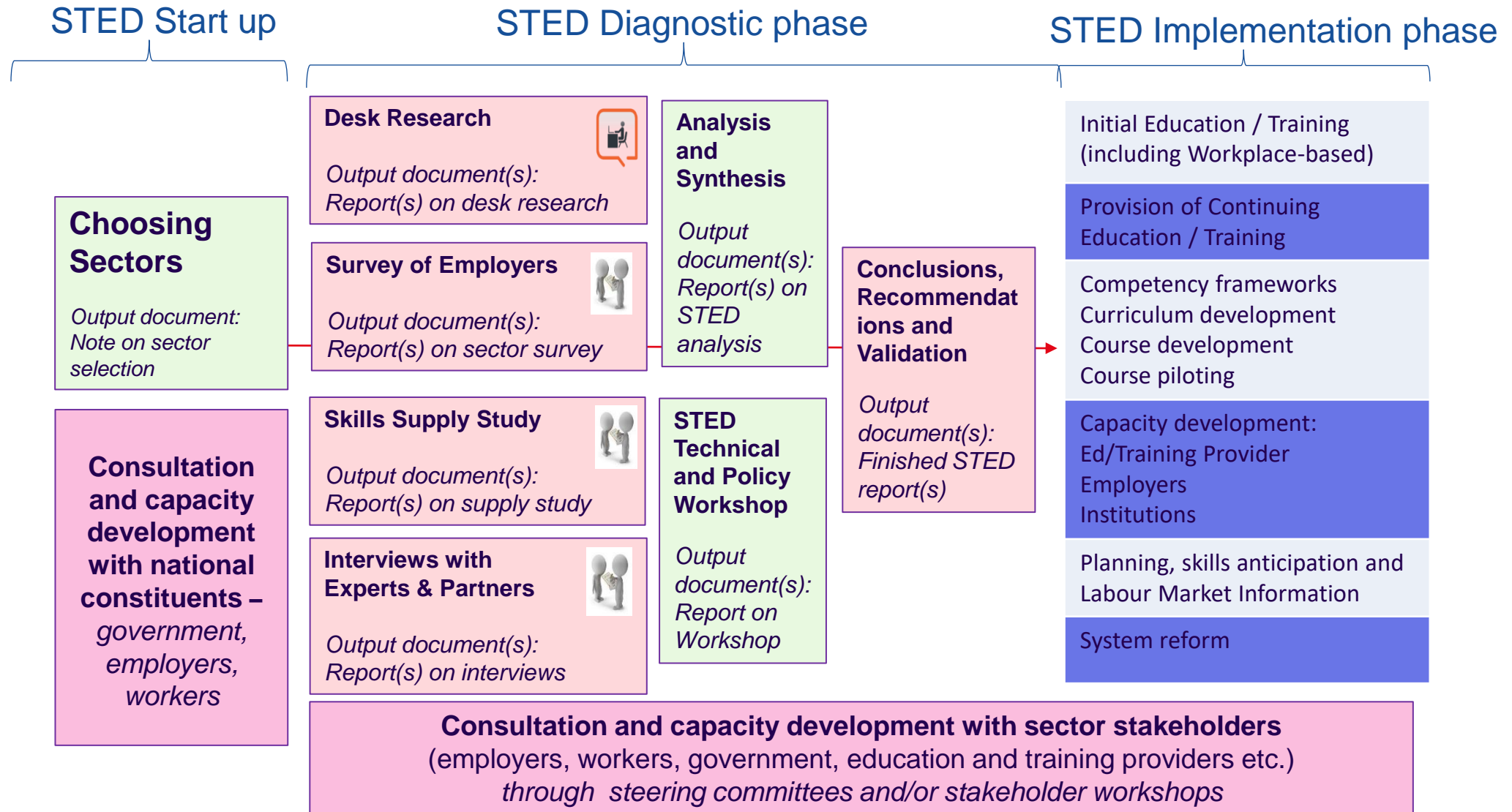


Locations of STED development cooperation

(24 countries, 50 sectors)

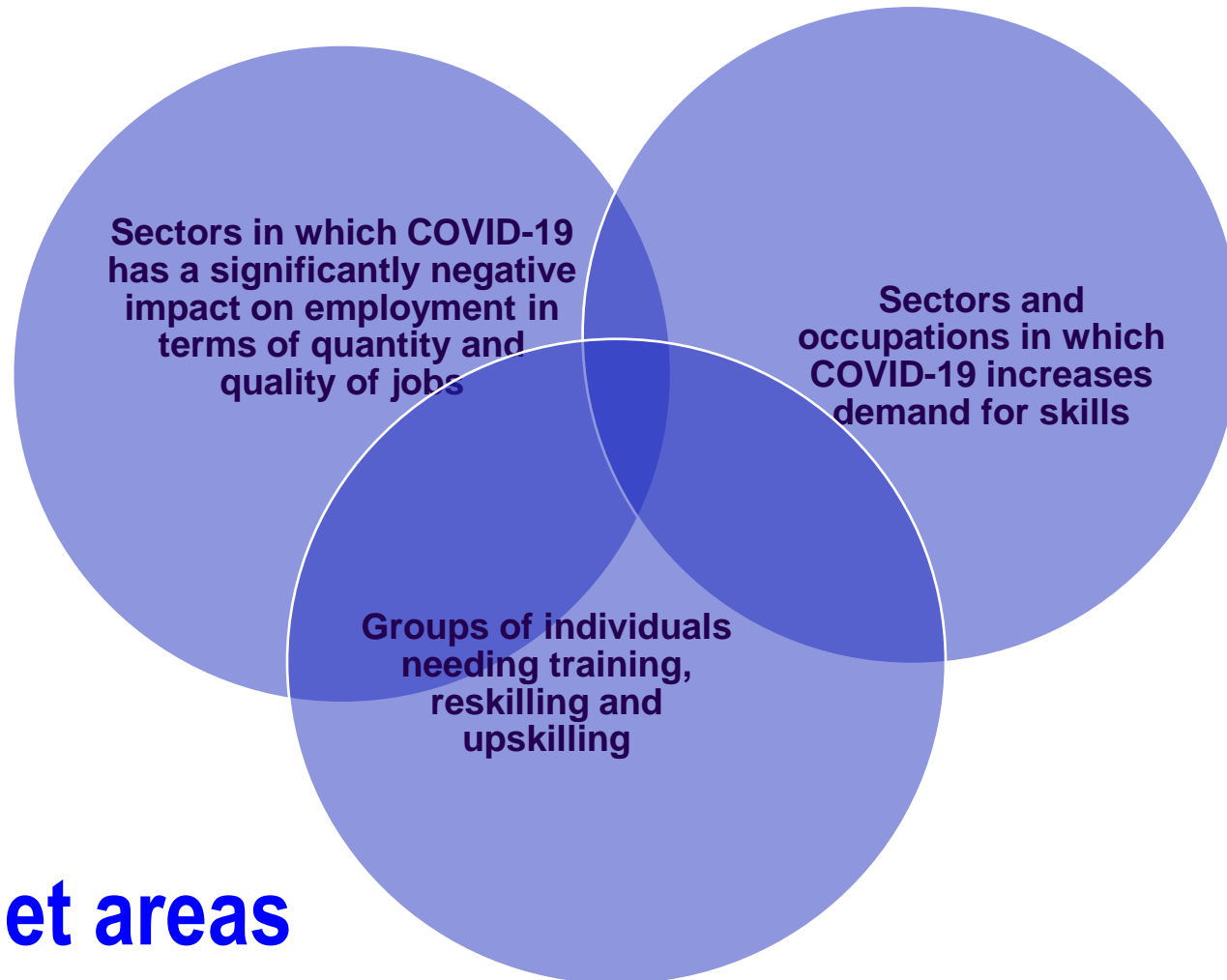


Full- STED: Analytic and Implementation process



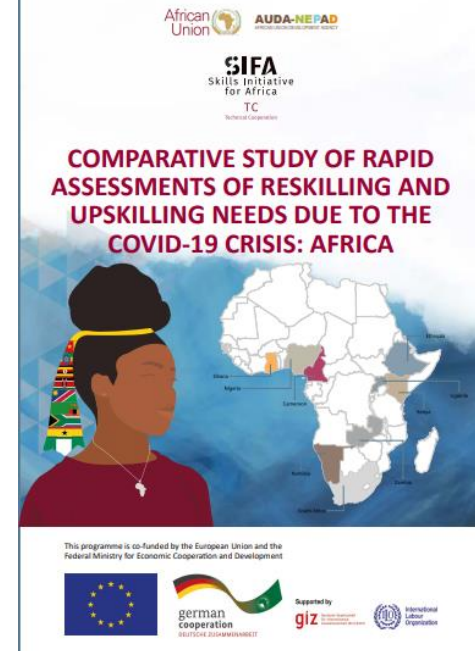
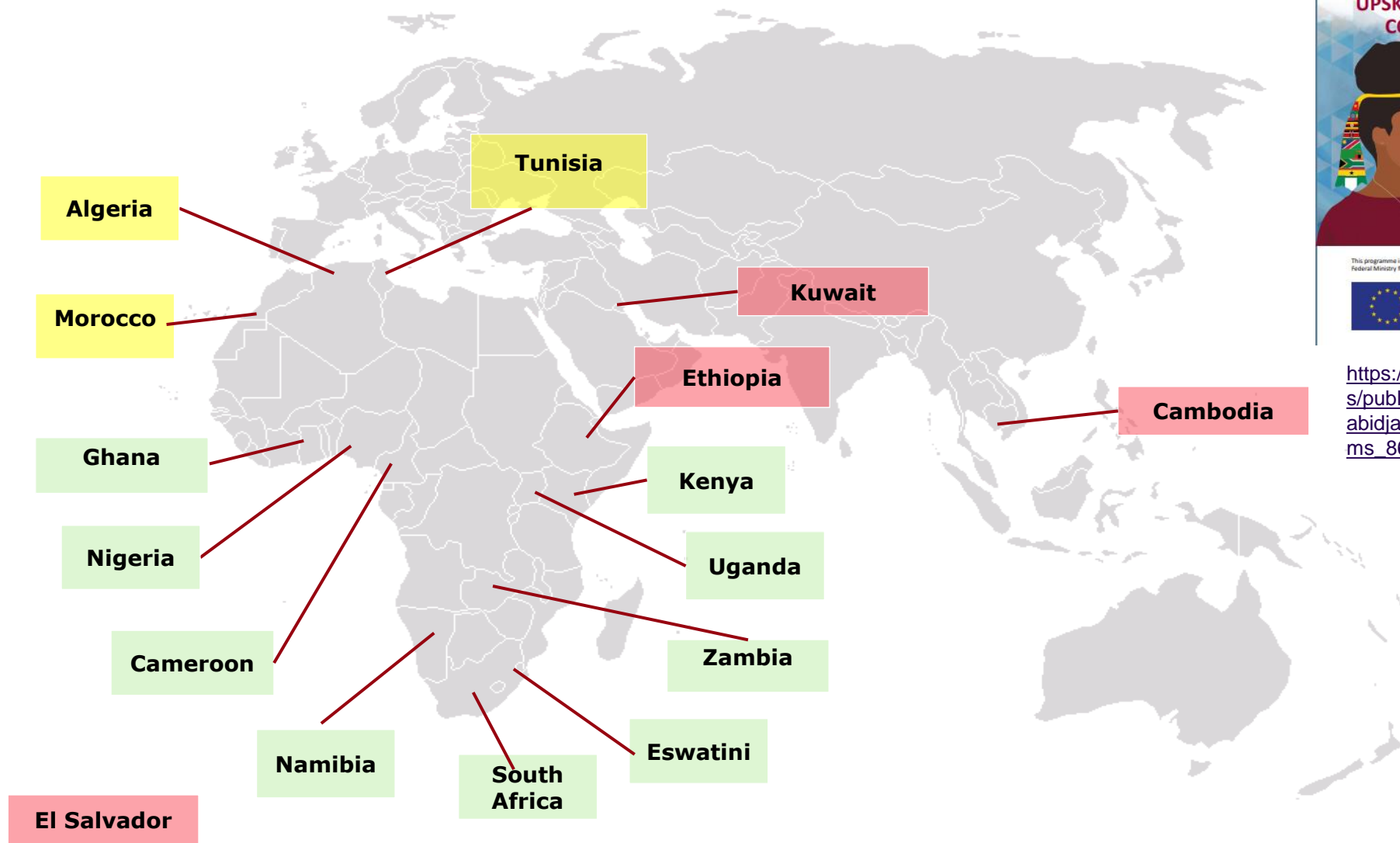
▶ **Rapid assessments of reskilling and upskilling needs**

Guidelines on Rapid Assessment of reskilling and upskilling needs in response to the COVID-19 crisis



Target areas

Locations of rapid assessments



https://www.ilo.org/wcmsp5/groups/public/---africa/---ro-abidjan/documents/publication/wcms_863902.pdf

Quiz – Part 1

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code #2161245

► Discussion questions - Part 1

Skills anticipation

Do member states have the capabilities and resources to develop, maintain and run complex econometric models?

How can skills foresight exercises be used in skills anticipation at SADC level?

Data analytics for skills intelligence

Do TVET institutions have the methodology, processes and capacities to respond to information from big data?

Sector skills governance

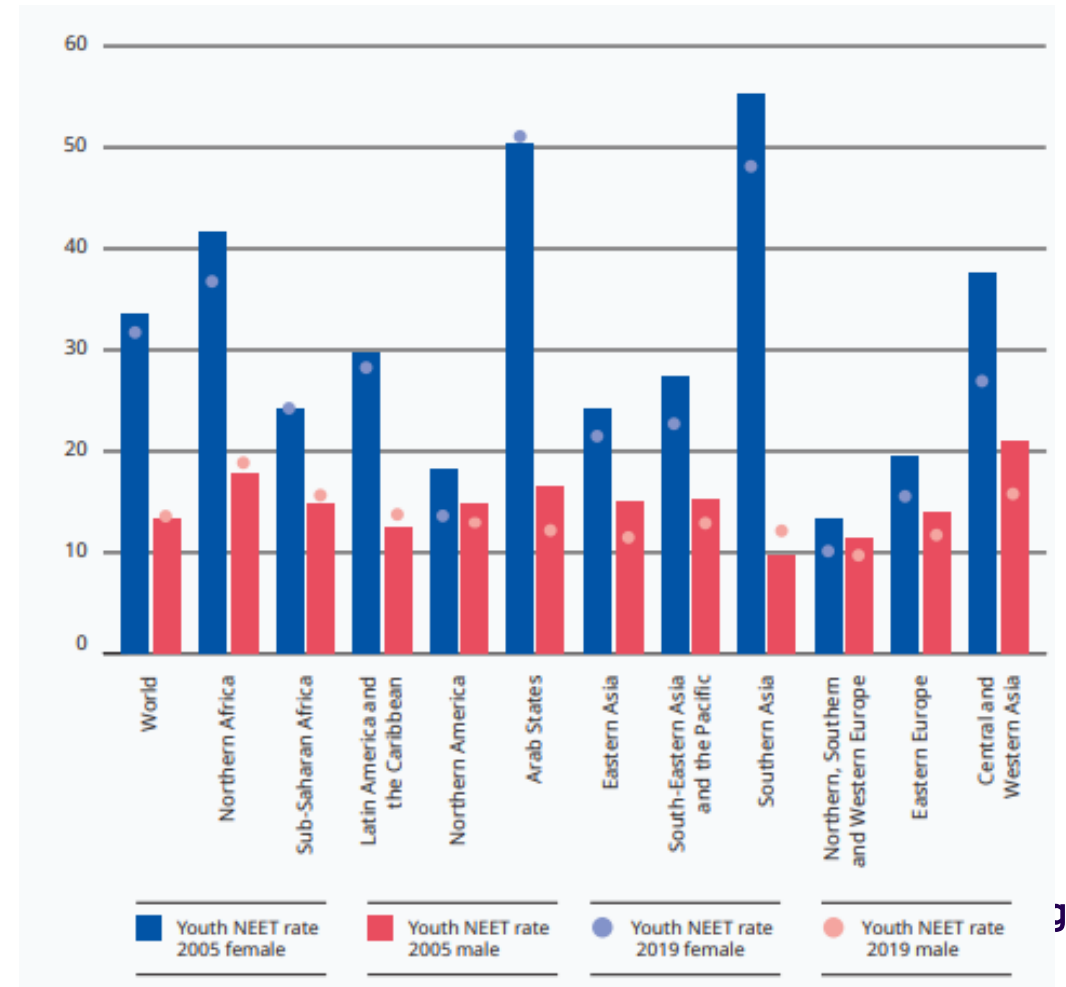
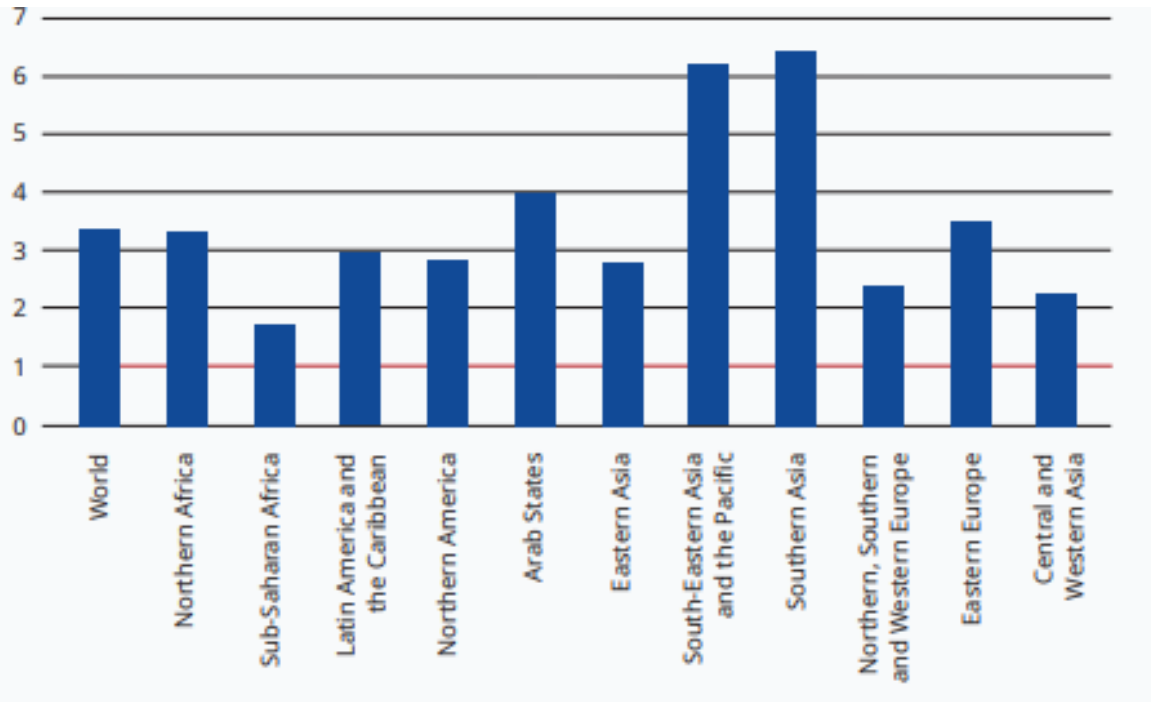
Are sector skills bodies useful and how to improve their functioning?

Part 2

TVET System and Strategy

- **Linkage programme for youth employment**
- **Dual systems through apprenticeship**
- **National strategy to improve labour market responsiveness**

Youth/adult unemployment ratio and NEET rate by region



▶ Labour market responsiveness at country level

Key features to consider

- ▶ a well-functioning jobs / skills ecosystem that connects job seekers, employers, and the education pipeline
- ▶ Data on job and training opportunities
- ▶ Institutional platforms for labour market signalling and in-depth insights on the labour market needs of the private sector
- ▶ On-the-job / dual training to receive up-to-date skills from the private sector directly



▶ Apprenticeships and dual systems

Definition - ILC 111/Report IV(2)

“Any form of education and training that is governed by an apprenticeship agreement, that enables an apprentice to acquire the competencies required to work in an occupation through structured and remunerated or otherwise financially compensated training **consisting of both on-the-job and off-the-job learning** and that leads to a recognized qualification”

- ▶ Social dialogue and private sector involvement with training institutions is key for a well-functioning system
 - ▶ Apprentices gain practical experience in the workplace while also acquiring more theoretical knowledge at a vocational school
- ideally both aspects are well integrated to increase relevant learning and positive employment outcomes



The elements of a quality apprenticeship system



Linkages to

- a larger ecosystem (including basic education, career guidance etc.) and
- broader comprehensive policies!

Dual-track VET programmes on upper-secondary level

Federal VET Diploma (3-4 years)
Federal VET Certificate (2 years)

Theory

Practice



Classroom instruction at
vocational schools,
1 – 2 days per week



Branch courses at branch training
centres,
several times a year



In-company training at host
companies,
3 – 4 days per week



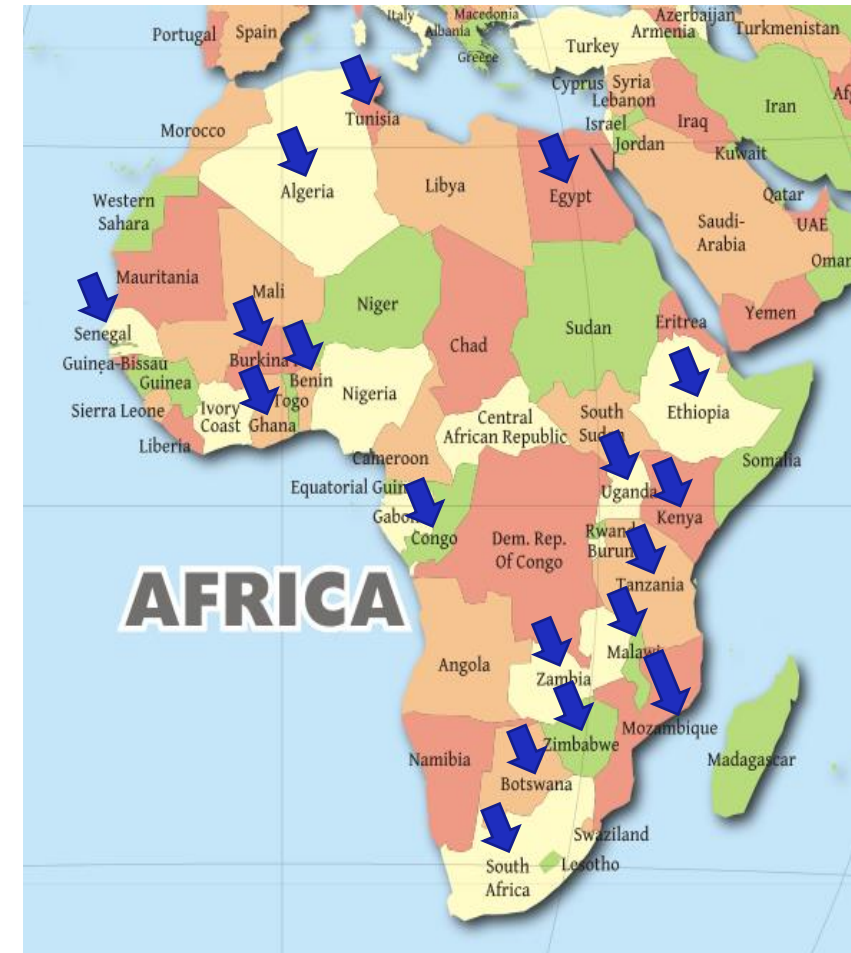
Promoting Quality Apprenticeships

Standard-setting discussion on apprenticeships (ILC 2022 & 2023)

- ▶ If the Recommendation is adopted, ILO would then support countries to implement the new standard

18 African countries have benefited from ILO's support to apprenticeships

- ▶ **Egypt:** Access of refugees and migrants to apprenticeships enhanced
- ▶ **Malawi:** Apprenticeships pioneered in horticulture sector
- ▶ **Tanzania:** Zanzibar Apprenticeship Policy developed; degree apprenticeships implemented in banking and insurance sectors (first time in Africa)
- ▶ **Tunisia:** National apprenticeship strategy developed
- ▶ **Uganda:** Apprenticeships targeting refugees piloted



CONCLUSION: A good system conducive to labour market responsiveness



ILO skills anticipation and matching tools: *Generic tools and knowledge products*

Guidance Note

Anticipating and matching skills and jobs

Many countries are experiencing a persistent gap between skills available in the labour market and those offered by the workers. This mismatch is a strategic and operational problem through which labour market actors identify and prepare to meet future skills needs. This helps to avoid potential gaps between skills demand and supply. It also helps to ensure that training providers, young people, policy makers, employers and workers to make better educational and training choices and through institutional mechanisms and information resources leads to improved use of skills and human capital development. This guidance note explains the key components of skills anticipation systems, including data, methodologies, tools and instruments.

Why is skills anticipation important?

Despite investment spending on education and training and increasing educational attainment, countries around the world are experiencing a persistent gap between the skills demanded and those available. In some countries, this is due to a mismatch between the skills demanded and those available. In other countries, this is due to a mismatch between the skills demanded and those available. In some countries, this is due to a mismatch between the skills demanded and those available. In other countries, this is due to a mismatch between the skills demanded and those available.

ETF
European Centre for the Development of Vocational Training

CEDEFOP
European Centre for the Development of Vocational Training

International Labour Office
Geneva

USING LABOUR MARKET INFORMATION

GUIDE TO ANTICIPATING AND MATCHING SKILLS AND JOBS VOLUME 1

DEVELOPING SKILLS FORESIGHTS, SCENARIOS AND FORECASTS

GUIDE TO ANTICIPATING AND MATCHING SKILLS AND JOBS VOLUME 2

WORKING AT SECTORAL LEVEL

GUIDE TO ANTICIPATING AND MATCHING SKILLS AND JOBS VOLUME 3

DEVELOPING AND RUNNING AN ESTABLISHMENT SKILLS SURVEY

GUIDE TO ANTICIPATING AND MATCHING SKILLS AND JOBS VOLUME 4

CARRYING OUT TRACER STUDIES

GUIDE TO ANTICIPATING AND MATCHING SKILLS AND JOBS VOLUME 5

THE ROLE OF EMPLOYMENT SERVICE PROVIDERS

GUIDE TO ANTICIPATING AND MATCHING SKILLS AND JOBS VOLUME 6

ETF
European Centre for the Development of Vocational Training

CEDEFOP
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International Labour Office
Geneva

Guidelines for inclusion of skills aspects into employment-related analyses and policy formulation

Hana Rihová, Olga Strieška-Ilna

Guide

2013

Enhancing youth employability: What? Why? and How? Guide to core work skills

Laura Brewer
Skills and Employability Department
International Labour Organisation

ETF
European Centre for the Development of Vocational Training

CEDEFOP
European Centre for the Development of Vocational Training

International Labour Office
Geneva

OECD

SKILL NEEDS ANTICIPATION: SYSTEMS AND APPROACHES

Analysis of stakeholder survey on skill needs assessment and anticipation

International Labour Organization
Geneva
2014-2018

Skills and jobs mismatches in low- and middle-income countries

GENEVA, 2019

ILO skills anticipation and matching tools: *Specific policy / megatrend driven*



Quiz – Part 2

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code #6166531

► Discussion questions - Part 2

Linkage for youth employment

Do TVET institutions/other training providers have the capabilities to furnish all the skills required by the private sector in your country?

Institutional mechanisms

What are the partnerships that can serve the relevance of TVET to the labour market needs?

Dual systems through apprenticeships

What are the challenges faced in your countries in the implementation of apprenticeship programmes?