E - DISCUSSION:
Unlocking the potential of TVET and skills systems: What does reform look like?

Hosted on the Skills for Employment Knowledge Sharing Platform

21 November to 2 December 2016

www.skillsforemployment.org
Contents

Introduction ................................................................................................................................. 3
E-discussion Overview ................................................................................................................. 3
Key messages .............................................................................................................................. 4
Highlights from the E-discussion ............................................................................................... 5
Part one: TVET reform ................................................................................................................ 6
Q1. What does a successful TVET system look like? What would you identify as the key elements for success? ......................................................................................................................... 6
Q2. What are some of the reform priorities that low and middle-income countries identify when they take steps to upgrade TVET systems? ......................................................................... 7
Q3. What works in TVET reform? What does not work? What are some successful examples of TVET reform? ......................................................................................................................... 8
Q4. How important is the issue of coordination between different government agencies and with the private sector to deliver effective TVET system reform? ......................................................... 8
Part two: Responsiveness of TVET to labour market needs .......................................................... 9
Q5. What are key factors that will determine the nature and types of skills needed in the future and how can TVET systems improve their responsiveness to changes in skills demands? ......................... 9
Q6. To what extent are the operations of the TVET institutions in your country informed by regular and ongoing assessment of labour market trends and industry developments? ......................... 10
Q7. What role do public-private partnerships play in ensuring that formal training is more responsive to the needs of individual workers and employers? ......................................................... 10
Q8. Existing research shows that adapting to technology/automation is one of the key driving forces impacting employment and skills. What are the most critical reforms needed for TVET policy and systems to enable countries to respond to an era of higher technology? ......................... 10
Q9. What changes are needed in order for TVET systems to better promote more inclusive and sustainable growth? ....................................................................................................................... 10
Conclusion .................................................................................................................................. 12
Annex A: Conversation thread ...................................................................................................... 14
Annex B: Resource list generated from E-Discussion .................................................................. 61
Summary of E-discussion on:

“Unlocking the potential of TVET and skills systems: What does reform look like?”
Hosted on the Skills for Employment Knowledge Sharing Platform from 21 November to 2 December, 2016

This E-Discussion was arranged through support provided by the Korea International Cooperation Agency (KOICA).

Introduction
Strengthening the ability of workers to adapt to changing market demands and to benefit from innovation and investments in new technologies and infrastructure enables countries to be more competitive in the global economy and better able to respond to rising challenges in the labour market. Yet stepping up investments in skills to meet current needs and to better respond to global trends that affect all regions requires a reform in training policies, institutions and methods.

In tackling today’s global youth employment crisis - characterized by high levels of unemployment and poor quality, low paying jobs – technical vocational education and training (TVET) can help minimize skills mismatches that disproportionately affect young people in developing countries. Moreover, orienting TVET toward the world of work can help smooth the transition from education to employment.

Making quality-training opportunities available to all, and in particular young people, helps to support sustainable development and decent work. (Sustainable Development Goals 4 and 8).

Considering the instrumental role that TVET systems play in minimizing skills gaps and improving employment prospects for young men and women, the Global Skills for Employment Knowledge Sharing Platform (Global KSP) hosted an E-discussion on “Unlocking the potential of TVET and skills systems: What does reform look like?”. Moderated by ILO Senior Skills Specialists Paul Comyn, located at the ILO/HQ, and Akiko Sakamoto, based in the ILO Office in Bangkok, the discussion took place from 21 November to 2 December 2, 2016. Seventy (70) comments were made during the two-week course of the global dialogue, with contributions from countries in Asia-Pacific, Africa, Europe, Latin America and the Middle East.

E-discussion Overview
During week 1 of the E-discussion, four questions were asked pertaining to the type of reform desired for TVET systems in low and middle-income countries, the key actors that should be involved in this reform process, and ‘success stories’ in TVET reform. On the other hand, five
questions were asked in week 2 that covered the responsiveness of TVET systems to skills demands, labour market trends, industry developments, and technological changes. Included in these questions was a probe into how public-private partnerships could make formal training more suited to the needs of workers and employers, as well as how TVET systems could promote inclusive and sustainable growth.

This Report provides insight into the key messages that emerged from the e-discussion, as well as summary highlights of the responses to each of the questions asked.

**Key messages**

- Industry engagement with TVET systems via public-private partnerships (PPP) is key to workers being provided with the skills that are needed in the labour market. However, the development of a sustainable relationship between the private sector and training institutions requires more than the granting of financial incentives. It is the role of the government to determine what other incentives should be given to the private sector.

- Collaboration between TVET institutions and higher education institutions is a win-win situation: TVET institutions could provide practical learning experiences, whereas higher education institutions could provide students with a strong knowledge base. Dual-sector institutions provide a good model that could be used to show the possibilities that could be derived from such collaborations.

- There needs to be a similar emphasis on prioritising TVET in low and middle-income countries as much as in the developed world. Otherwise, the skills obtained in the former countries would not be recognised in the latter countries, which may result in individuals being confined to the country in which they were trained.

- Governments could greatly influence the prioritization that should be given to TVET systems, training and certification given their role as employers, and their capacity to influence labour standards and licensing requirements.

- A demand-driven system operates on a continuum: at one end, industry representatives may sit on the curriculum development committee of a training institution. On the other, industry bodies may control the design and development of qualifications for a particular sector and have responsibility for funding delivery and assessment. Industry skills bodies such as Sector Skills Councils and Industry Skills Councils can be an effective institutional mechanism for facilitating the private sector involvement in skills development.

- Capacity-building and development and practical industry experience are needed for staff in TVET institutions so that they would be able to deliver quality programmes and collaborate effectively with stakeholders.
- TVET systems should be inclusive, i.e. every individual should have an equal chance to attend TVET institutions and participate without any barriers to learning. When referring to persons with disabilities (PWDs), inclusion may require adjustments to be made to architecture (to ensure access), and attitudes (to ensure fair treatment). Active labour market programmes can play a role in making TVET more inclusive of vulnerable/disadvantaged groups.

- Effective TVET systems require a ‘buy in’ from multiple partners including Ministries, TVET institutions, higher education institutions, the private sector, governments, employers, funding bodies, young people, employees, etc.

- A commonly observed challenge of TVET systems is their ability to guarantee decent employment for trainees.

- Technology will replace some jobs but will also change the type of skills current jobs will need in the future.

- The importance of core work skills, such as communication, teamwork and ability to learn, is elevated in particular in light of the future of work where jobs and required skills are uncertain and rapidly changing.

- Climate change and sustainable development efforts have a resulted in shift to an emphasis on green skills.

**Highlights from the E-discussion**

Below are highlights from the e-discussion on “Unlocking the potential of TVET and skills systems: What does reform look like?” Comments have been sub-divided into two parts, reflecting the questions covered during the two-week period of the discussions.

Kindly refer to Annex A for ‘full responses’ (i.e. a transcript of the discussion thread). A complete list of resources mentioned by participants during the e-discussion (international standards; case studies and good practices; publications; national policies, initiatives and standards; and other web-based resources) could be found in Annex B.
Q1. What does a successful TVET system look like? What would you identify as the key elements for success?

In responding to this question, participants opined that a successful TVET system is one which candidates are supported right up to placement stage (1) and one which “creates an opportunity for each individual to obtain gainful employment leading to a decent life” (2). The latter point was made after it was highlighted that in Bangladesh, even though “twenty-three Govt. ministries, around 150 NGOs and a couple of thousands individual providers in the country have the total enrolment capacity of 1.3 million (each year)” (3), more than 86% of the country’s 61 million workforce is employed in the informal sector. “Industry skills development through Public Private Partnership” (4), whether via formal or informal apprenticeships, was one of the solutions given to improve skills development.

The opportunity for a decent life for each individual also signifies that TVET systems should be inclusive and equally cater to persons with disabilities. As one participant indicated, Ethiopia’s TVET system “provides access to the inclusion of ethnic minorities and disabled persons” (6), supported by national guidelines, laws and programmes. This has “enabled persons with disabilities to join mainstream TVET colleges as formal and non-formal trainees which was not available for them in the past.” (7) Yet, “a lot remains to be done to make disability inclusion a reality in the TVET system.” (8) Building on the foundation of an inclusive policy and legislation, many support actions needed including: disability awareness of staff and trainers; accessible rooms, toilets and other facilities; curriculum adaptations; strong linkages between disabled persons’ organisations (DPOs) and TVET colleges/centres, etc. All these facets need to be followed by enforcement. However, as in states like Bangladesh, good policies and strategies for disability inclusion could be hindered by “little buy in from different ministries with skills programs.” (9) According to another participant, success is dependent on many things such as a “participatory and bottom up approach” and “technical support” for government systems. (10) But, as reminded by the Moderator, the notion of inclusion extends beyond persons with disabilities and includes the “participation of all disadvantaged groups in the labour market...” (11). The effects of such inclusion, as seen by one participant, are far-reaching: “when education is more inclusive, so are concepts of civic participation, employment, and community life.” (12)

The need for external engagement and collaboration was extended beyond industry as reflected in points recalled from a previous Global KSP e-discussion on Sectoral Skills Development: “TVET institutions, universities, industry training institutions, secondary schools should work closely with the local industry to meet the demand for skilled manpower.” (13)
Yet, the degree to which TVET institutions are able to engage with external agencies and realities may be dependent on the quality of trainers available. As one discussant said, the first element of success for a TVET system involves “the training of trainers who should have a more professional and less academic character. Reforms must not only be aimed at the training of trainers but also ensuring that young people have access to the TVET system.” (14) A good TVET system is therefore “one which remains connected to the world of work.” (15) It may also include “quality frameworks and accreditation systems, validation and assessment procedures”, (16) as reflected by another individual.

Recognising that proof of academic certificates, rather than skills certificates, are usually preferred when one enters the labour market, another discussant saw “policy convergence between TVET and Job market” (17) as a key element of a successful TVET system. This begins with students being required to obtain skills certificates in academic institutions, as well as when they enter certain professions. “For example, to become an Engineer, a person must receive certification as tradesman first, then as supervisor by achieving an Engineering Diploma and finally become eligible to join an engineering degree course.” (18)

Using another example, he referred to the fact that in India, aspiring bank officers require an academic degree to enter the workplace. Yet, in order to obtain skills in quantitative aptitude, general knowledge and English, they go to coaching centres that may not provide skills tailor-made to the banking industry. Instead, coaching centres could be transferred to skills centres where (prospective) workers could get the training that they need.

Q2. What are some of the reform priorities that low and middle-income countries identify when they take steps to upgrade TVET systems?

Recalling some of the points raised on a previous Global KSP discussion on Sectoral Skills Development, one of the discussants made mention of key improvements that could be made to TVET systems: “delivery of demand driven approaches to TVET and skills development; systematic professional development of TVET and skills development trainers/teachers/instructors; keeping pace with technological advancements and providing for appropriate use of technology in TVET and skills development; and continuing TVET, skills development and lifelong learning.” (19) Labour Market Information Systems were also identified by a previous participant as being useful for assessing work force needs. While such recommendations were not limited to low- and middle-income countries, they do provide practical examples of how TVET systems could be improved.

Separating TVET needs of low- and middle-income countries from the developed world could, however, be problematic. As one individual mentioned, if much needed priority is given to TVET systems over a university education in low and middle-income countries and not in developed countries as well, “TVET qualifications will not be accepted outside the country”. (20) Specific to developing countries, however, is the common challenge of the lack of a “coordinated system that pulls together the different sources of information and intelligence on skills demand. The
other major problem is that even if this information exists, it doesn't necessarily influence policy or program planning.”(21)

Q3. What works in TVET reform? What does not work? What are some successful examples of TVET reform?

According to one individual, “policy convergence will work” and “reforming the formal education system to make TVET as part of it will work.” However, “pushing skill development without making changes in the qualification requirements for the Jobs will not work.”(22)

Citing an actual example of successful TVET reform, a discussant referred to the partnership between India’s government-run Industrial Training Institutes (ITIs) and the private sector. This partnership, which benefitted from financial support from the government, resulted in decision-making “in full consideration of local / regional industries' requirements for skilled manpower”. This also led to upgraded infrastructure and facilities, as well as a cutting down of “bureaucratic delays”. (24)

Q4. How important is the issue of coordination between different government agencies and with the private sector to deliver effective TVET system reform?

As one participant noted, “Governments have a major role, since directly and indirectly (through government contracts and government agencies) they are one of the largest employers and further they have the power to enact law concerning labour standards, licensing requirements, so they have to change the qualification criteria for government jobs to specify skill certificate requirements relevant for the jobs, rather than asking for generic qualifications or University degree.” (25)

But, would the government be willing to allow the private sector to play a major role in influencing TVET systems? As opined by the discussion moderator, “whilst government is happy to talk about PPP and demand driven systems, at the same time they are not prepared to hand over responsibility or leadership on key aspects of the system that would enable those sorts of transformations to actually take place.” (26)
Part two: Responsiveness of TVET to labour market needs

Q5. What are key factors that will determine the nature and types of skills needed in the future and how can TVET systems improve their responsiveness to changes in skills demands?

Using an example from Bangladesh, one of the E-discussion participants indicated that Industry Skills Councils (ISC) from different sectors are used to get data on anticipated skills demands in industry. Getting “access in the industry for data collection” and “understanding or classification of skills level by the industry” (27) were two of the challenges identified in this process.

According to one discussant, technological advancements particularly in the construction and automobile industries will influence the skills needed in the future. In Germany, for example, with the introduction of driver-less trucks, “approximately 20 million jobs will be lost”. (28) This shift in labour market needs therefore requires a strong emphasis on the training of workers and the diversification of jobs. In Argentina, this need for training has meant the introduction of Renewable Energy Installers – “professional specifically trained in the field of renewable energies is qualified to dimension, map out, design, install and implement renewable energy systems.” (29)

Securing the involvement of labour ministries and the private sector could also help TVET systems in countries like Uganda where “unemployment is a major challenge” and where a successful TVET system is viewed within the context of addressing “the skills needs for employment of young persons above the legal minimum age of employment which is 16 years.” (30) One participant, in response to the rising issues of climate change and sustainability, noted opportunities for employment creation in “greening sectors” (31) such as energy and agricultural production. Future skills needs will be influenced by such issues.

Amid the uncertainty of what may be expected in the future, “core work skills”, as mentioned by one participant, “are the only skills we can be certain will be in demand”. (32) Yet, in many instances, as one discussant recalled the case of Mozambique, TVET systems are still “only concerned about technical skills and not about the core and soft skills that will shape...the future of work and the employability of young job seekers.” (33) Employers also stand to benefit from core work skills as they could, through the services of their workers, enable “enterprises to adopt new technologies and enter new markets.”(34)
Q6. To what extent are the operations of the TVET institutions in your country informed by regular and ongoing assessment of labour market trends and industry developments?

No direct answer was given to this question.

Q7. What role do public-private partnerships play in ensuring that formal training is more responsive to the needs of individual workers and employers?

One participant referred to the case story of Bangladesh where PPP pilots have been implemented which “are supporting/responding to the needs of industry and creating employment opportunities.” (35) Under the Bangladesh Skills for Employment and Productivity (B-SEP) Project, for example, the Government Graphics Arts Institute has collaborated with a private printing company. “Being engaged in the product development with the industry technicians, students [are] becoming skilled as per the industry requirement and that is helping the students/graduates [gain] better employment. Industry is getting benefit in its production and also getting workers with required skills.” (36) Collaboration between Panchagarh Technical School and College (a government vocational school in a remote area) and Jute Mills Ltd. Gem Jute Mills Ltd (a local 100% export-oriented jute mill) is another example of PPP in Bangladesh.

Q8. Existing research shows that adapting to technology/automation is one of the key driving forces impacting employment and skills. What are the most critical reforms needed for TVET policy and systems to enable countries to respond to an era of higher technology?

No direct answer was given to this question.

Q9. What changes are needed in order for TVET systems to better promote more inclusive and sustainable growth?

Commenting on the Zambian case, one individual highlighted some steps that should be taken towards inclusion. These include the adjusting “the study environment and methods so as to enable students with disabilities to learn together...”, (37) as well as sensitising staff in colleges, including support staff.

Moving towards a broader notion of inclusion, the use of the ILO’s STED methodology in Vietnam resulted not only in “improved provision of initial TVET for young people, but also provided a route to improving economically relevant skills development for disadvantaged rural populations.” (38) Such positive results from inclusion were influenced by outreaches at the local and community level, which are usually done under Vietnam’s TVET system.

Below are some references to TVET programmes and documents mentioned in the discussion:
<table>
<thead>
<tr>
<th>Programmes/Initiatives</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability inclusion in Department of Technical Education under the Ministry of Education</td>
<td>Bangladesh</td>
</tr>
<tr>
<td>Industry Training Institute (ITI)- PPP Initiative</td>
<td>India</td>
</tr>
<tr>
<td>ILO Skills for Trade and Economic Diversification (STED) programme:</td>
<td>Bangladesh, Cambodia, Egypt, Jordan, Kyrgyzstan, Macedonia, Malawi, Myanmar, Tajikistan, Tunisia, Ukraine, and Vietnam</td>
</tr>
<tr>
<td><a href="http://www.skillsforemployment.org/KSP/en/sted/index.htm#">http://www.skillsforemployment.org/KSP/en/sted/index.htm#</a></td>
<td></td>
</tr>
<tr>
<td>Bangladesh Skills for Employment and Productivity (B-SEP) Project</td>
<td>Bangladesh</td>
</tr>
<tr>
<td>The ILO’s Future of Work centenary initiative:</td>
<td>Global</td>
</tr>
</tbody>
</table>

### International instruments and documents referenced

- UN Convention on the Rights of Persons with Disabilities
- Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159)
- Draft Guideline for the Inclusion of Persons with Disabilities in TVET, (Federal TVET Agency (Ethiopia, 2015)
- Integrating core work skills into TVET systems: Six country case studies: http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_173856
- Constitution of the Argentine Association of Installers of Renewable Energies (AAIER)
- What works in youth employment: Building the evidence base on youth employment programmes: http://www.wwinye.org/
- Zambia: Decent work for disabled youth through skills development: http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_113456
Conclusion

As labour markets and demands continue to evolve, the strength and relevance of TVET systems would become more apparent. One thing is clear: The participation of, and collaboration among a wide range of actors (governments, employers, workers, the private sector, funding agencies, training institutions, higher education institutions, etc..) would help to ensure that individuals are better guaranteed decent employment, and able to supply the products and services that are demanded by the labour market. Responsiveness to change will be largely dependent on the core and practical skills to which individuals will be exposed, the degree to which all are included in training and labour market activities, and the willingness to take advantage of changes in technology and automation.

End
ENDNOTES

1) G S Sethi, see page 53 of Annex A “Conversation thread”.
2) Hari Pada Das, see page 37 of Annex A “Conversation thread”.
3) Hari Pada Das, see page 37 of Annex A “Conversation thread”.
4) Hari Pada Das, see page 37 of Annex A “Conversation thread”.
5) Pia Korpinnen, see page 48 of Annex A “Conversation thread”.
6) Fantahun, see page 47 of Annex A “Conversation thread”.
7) Fantahun, see page 47 of Annex A “Conversation thread”.
8) Fantahun, see page 45 of Annex A “Conversation thread”.
9) Kishore Kumar Singh, see page 46 of Annex A “Conversation thread”.
10) Kishore Kumar Singh, see page 46 of Annex A “Conversation thread”.
11) Paul Comyn, see page 49 of Annex A “Conversation thread”.
12) Pia Korpinnen, see page 48 of Annex A “Conversation thread”.
13) Bolormaa, see pages 38 - 39 of Annex A “Conversation thread”.
14) Souleymane Sarr, see page 44 of Annex A “Conversation thread”.
15) Souleymane Sarr, see page 43 of Annex A “Conversation thread”.
16) Kishore Kumar Singh, see page 50 of Annex A “Conversation thread”.
17) Pravi, see page 41 of Annex A “Conversation thread”.
18) Pravi, see page 42 of Annex A “Conversation thread”.
19) Bolormaa, see page 38 of Annex A “Conversation thread”.
20) Pravi, see page 42 of Annex A “Conversation thread”.
21) Paul Comyn, see page 58 of Annex A “Conversation thread”.
22) Pravi, see page 42 of Annex A “Conversation thread”.
23) Pravi, see page 42 of Annex A “Conversation thread”.
24) G S Sethi, see page 54 of Annex A “Conversation thread”.
25) Pravi, see page 42 of Annex A “Conversation thread”.
26) Paul Comyn, see page 43 of Annex A “Conversation thread”.
27) Hari Pada Das, see page 34 of Annex A “Conversation thread”.
28) Manzoor Khaliq, see page 33 of Annex A “Conversation thread”.
29) Carlos Fariña, see page 31 of Annex A “Conversation thread”.
30) Jackie Banya, see page 29 of Annex A “Conversation thread”.
31) Kishore Kumar Singh, see page 25 of Annex A “Conversation thread”.
32) Laura, see page 32 of Annex A “Conversation thread”.
33) Ana Paulo, see page 32 of Annex A “Conversation thread”.
34) Ana Paulo, see page 31 of Annex A “Conversation thread”.
35) Hari Pada Das, see page 17 of Annex A “Conversation thread”.
36) Hari Pada Das, see page 17 of Annex A “Conversation thread”.
37) Pia Korpinnen, see page 16 of Annex A “Conversation thread”.
38) Con Gregg, see page 15 of Annex A “Conversation thread”.

13
Annex A: Conversation thread

E-discussion on “Unlocking the potential of TVET and skills systems: What does reform look like?”
hosted on the Skills Knowledge Sharing Platform, November 21 to December 2.

Akiko Sakamoto • 3 days ago
Dear Colleagues,

Time flies and we are already at the end of two-week E-discussion on TVET systems and reform. Thank you all for your contributions. As we saw, thinking of skills in light of the future of work raises diverse issues from the anticipation of future skills needs, different drivers for shaping skills needs (e.g. technology, environmental sustainability), and PPPs to the inclusiveness of skills/TVET. It was really good to hear your diverse experiences and views from different parts of the world.

I now need to close this discussion, but the discussion on skills for the future will continue as part of the ILO's centenary project on the Future of Work. Next week is Asia's turn. As mentioned before, a Special Panel Debate on 'Skills for the Future' is planned as part of the broader ILO Asia and the Pacific Regional Meeting (APRM) next week in Bali, Indonesia. The overall theme of the APRM is “Building an inclusive future with decent work: Towards sustainable development”. Skills development is one of the key elements in achieving this objective. I hope that I can share the outcome of the panel debate on skills with you through our resource platform (www.skillsforemployment.org). So watch that space!
Thank you again for your participation.
Akiko

Con Gregg • 3 days ago
Dear Akiko and All!

Tying together the themes of skills needs anticipation, and mechanisms for providing education and training to vulnerable groups, I would like to refer to skills anticipation work undertaken using the ILO’s STED methodology in Viet Nam in the recent past, in close collaboration with tripartite partners and TVET providers. The work was focused on the Tourism sector, and especially on small, medium and micro-enterprises in two of Viet Nam’s central provinces. At the level of small and micro- tourism enterprises in inland areas, key skills challenges identified were in a range of basic customer services and hospitality skills. Under the project, we collaborated with the provincial cooperative association to provide self-learning materials, supported by mentoring, reaching disadvantaged rural populations including many small tourism businesses operated by women.

However, as part of the same project, we also worked with TVET colleges to improve the practical skills of their teaching staff in key hospitality disciplines. As the Vietnamese TVET system does
outreach at village and community level, this work with teaching staff not only improved provision of initial TVET for young people, but also provided a route to improving economically relevant skills development for disadvantaged rural populations. I think this sort of outreach work, which the Vietnamese TVET system is funded to deliver on a large scale, provides an interesting model for TVET to reach more disadvantaged groups.

In conclusion, I would like to provide links to some documents on anticipating and identifying skills needs, in addition to our STED (Skills for Trade and Economic Diversification) methodology:

Compendium of tools on skills needs anticipation:

http://www.iolo.org/employment/...

ILO Skills for Trade and Economic Diversification (STED) programme:

http://www.iolo.org/employment/...

Best regards,
Con
Technical Specialist/ILO Skills and Employability Branch (SKILLS)

Akiko Sakamoto • 3 days ago
Great exchanges of views and examples! Thank you, colleagues.

It is very good to see that the PPPs initiatives in Bangladesh have grown and getting strong. In the pursuit of making training provision responsive to meet industry needs, there is sometimes a risk that trainees become trainees-cum-production workers and the quality of training and the status of trainees get compromised, but I am glad to hear that your example (especially the 2nd one) has shown these concerns are well addressed. Also linking higher skills to higher wages is not automatic process, but your example shows that your trainees' higher' skills are recognized and rewarded accordingly. Thanks to Christine to highlight different provisions or use of apprenticeships in North Africa. It sounds like apprenticeships constitutes the training part of the ALMP. As you say it is indeed a good example of PPPs.

Yes, how best we can approach to the issue of inclusion of vulnerable groups is an important question. As raised by Laura, I also think just working from the TVET/Skills point of view may not be sufficient unless the TVET/Skills intervention constitutes a part of a broader initiative like ALMP. Pia -- what a timely intervention. Great to hear the concrete example from Zambia.

More later...

Waseem Jamal • 4 days ago
Competent training and development opportunities will help both public and private sectors in contributing towards a country's economic growth. (This is important) as global world is getting
more challenging and critical due to change management, innovation and technological advancement. Both developing and developed communities today need to focus on determining the key factors and theories that help the countries in fulfilling the competence and skills gap among the diversified workforce.

Sindh employees social security institutions.

Christine * 4 days ago
This is Christine from Cairo. In response to Laura's comment, countries in North Africa have different provisions for apprenticeship (formal and non-formal) as a training path for youth who do not reach the minimum education level required in TVET (Morocco, Mauretania, Tunisia, Egypt). In some countries, the governance of this system has been moved from employment agencies to training centres (e.g. in Tunisia). In others, employment agencies are trying to strengthen links to apprenticeship. Yet in all countries, the quality and supervision of the training remains an issue, and employers organisations clearly attach more importance to higher level apprenticeship/ alternance schemes, which is not surprising, and btw would constitute a good examples for public private partnerships.

Pia Korpinen * 4 days ago
Good afternoon from Lusaka,

I wanted to share on the example from Zambia on efforts to make TEVET more inclusive already last week with you, but here it comes.

Inclusive TEVET was piloted in selected government colleges in Zambia with ILO support. We were looking for a model on how TEVET institutions could be more accessible for persons with disabilities. The key issues that emerged could be summarized as follows: as a starting point all staff in colleges need to be sensitized, including support staff; colleges will have to reach-out to students with disabilities as they have previously been turned away and colleges may initially benefit from support from, for example, disabled persons organizations in reaching out to disabled students, outreach needs to be active and regular; colleges need to accept to some extent that they are learning by doing in that they will have to ask the disabled students themselves what support they will need to enable them to study; colleges in lower income countries in particular need to be inventive in the ways they can adjust the study environment and methods so as to enable students with disabilities to learn together with others. We also developed an accredited in-service course on inclusive TEVET which was piloted with 20 college teachers with 5 weeks in class and a period of practise in between. However to have sustained and nation wide impact inclusion can not only be a voluntary stand-alone course but needs to be part of the national teachers training curriculum. For Zambia, this is still work in process - although the new teachers training curriculum now has a unit on inclusive TEVET but in fairness I think it can be called a "first step in the right direction".
For those who are interested in a related case story please have a look here [http://www.ilo.org/wcmsp5/grou...](http://www.ilo.org/wcmsp5/grou...)

**Hari Pada Das** 4 days ago

In Bangladesh we have implemented a few pilots on Public Private Partnership (PPP) in TVET institutes and all of those are supporting/responding to the needs of industry and creating employment opportunities. (One of these examples was published in ILO website in July 2016). Four different model of PPP have been developed so far through BSEP project. Giving a short brief on two models here below:

(1) Govt. Graphic Arts Institute Dhaka is partnering with a private printing company. Institute have a high value printing plate making machine in its workshop, but due to the shortage of supply of raw materials, institute could not use the machine. Students have limited opportunity to operate that machine and did not getting opportunity to be skilled and losing the opportunity of employment. On the other hand, the printing company had a need of use of such machine. There was a stereotype mindset of the Govt. institute. BSEP project played a bridging role to connect the institute and the industry. Through the signing of an MOU industry is bringing the raw materials and technicians in the institute, jointly working with the students and producing the end products and taking it out. Being engaged in the product development with the industry technicians, students becoming skilled as per the industry requirement and that is helping the students/graduates better employment. Industry is getting benefit in its production and also getting workers with required skills.

(2) Panchagar TSC (a Govt. Vocational School in a remote area) is partnering with a private Jute Mill. Gem jute Ltd., a local 100% export oriented jute mill losing its business opportunity due to shortage of skilled manpower. Panchagar TSC is a traditional vocational school, offer two year duration secondary level vocational education programme with traditional technologies like electrical, TV maintenance, construction, Garment manufacturing. No trade on jute technology neither in Panchagar TSC nor in the country. Panchagar TSC have no space that can add a new trade. Jute mill offered class room, offered opportunity for on the job training, spared two skilled technicians as trainer. TSC developed the Competency Standards along with the industry, organise selection and recruitment of trainees, provide trainers for required soft skills delivery and supported management of training. Six months industry based skills training started in two occupations. 100% graduates were employed in the same company and employed in one stage higher salary scale than that of a fresh recruited worker.
Both models are working fine over the last 2/3 years. Employment opportunities have increased. There are few challenges as well. (a) Selection of right type of trainees, (b) Stipend for the students.

One good observation, private industry feel prestigious to work with a Govt. Institute and that help for their business promotion. Interest is growing for partnership development.

Laura • 4 days ago
In addressing skills development of marginalized/disadvantaged groups, it seems that countries are relying more and more on Active labour market policies (ALMPs) rather than focusing on making formal TVET systems more inclusive. I'm curious what are others' views on this?

Akiko Sakamoto • 4 days ago
Good morning to you all!

Thank you for your comment, Md. Asif and your further contribution, Carlos. While we wait for more responses to the questions regarding your country's responses to future skills needs (in other words, how is the existing skills/TVET system changing, or attempting to change, to meet future skills needs?) and experiences on public-private partnerships, let us commemorate today 1 December is the World AIDS Day and soon on 3rd December is the International Day of People with Disabilities.

Accessibility to training opportunities by people living with HIV/AIDS and people with disabilities are still limited and this remains as a major issue for making the TVET system more inclusive. Other disadvantaged groups also include workers in the informal economy, in rural and remote areas. Women are disproportionally represented in the informal economy. Gender segregation in occupations persists. Women continue to take prime responsibility for care and domestic responsibilities and family support is a key for women accessing training for better employment.

What changes are needed in order for TVET systems to better promote more inclusive and sustainable growth?
In a recent poll administered via Twitter, 47% of respondents thought that in tackling the global youth unemployment crisis TVET can help reduce skills mismatches:

- 20% School-to-work transition
- 20% Offer more job options
- 47% Reduce skills mismatches
- 13% Other

Muchas gracias por el intercambio de opiniones. Quedamos a disposición de. Uds.

Saludos

Carlos

How is your country acting to respond to these future skills needs?

¿Cómo está actuando su país, para responder a éstas futuras necesidades de capacitación?
Hay un estado inicial valioso, al que se le pueden hacer aportes, para jerarquizar las capacitaciones ER, que es en lo que puedo expresar mi opinión.

There is a valuable initial state, to which contributions can be made, to prioritize ER training, which is what I can express my opinion on.

Teniedo en cuenta la necesidad de energía limpia, en mi última presentación hice referencia no ya al futuro ER, sino más bien, al Presente ER. Por ello la necesidad de capacitación es algo cuya urgencia es para ayer.

Bearing in mind the need for clean energy, in my last presentation I referred not to the future ER but, rather, to the Present ER. Therefore the need for training is something whose urgency is for yesterday.

También contamos con un adecuado marco legal educativo, según la ley 26.058, que reconoce la FP otorgándole un certificado formal con validez nacional. Esta ley regula la formación técnico profesional, con lo que también podemos mencionar la tecnicatura ER y la tecnicatura superior ER.

We also have an adequate legal educational framework, according to Law 26.058, which recognizes FP by granting a formal certificate with national validity. This law regulates professional technical training, with which we can also mention the ER technicature and the higher ER technicature.

Basados en esto, AAIER, reconoce al Instalador ER como un profesional específicamente formado. Para formar parte de la Asociación se solicita el certificado / título habilitante para ejercer la profesión. Todas estas opciones educativas formales son escasas debido a la novedad de estas tecnología y apostamos a que se puedan expandir en nuestro largo País. Son un anhelo los grados académicos superiores de formación ER.

Based on this, AAIER recognizes the ER Installer as a specifically trained professional. To be part of the Association, the certificate / title is required to practice the profession. All these formal educational options are scarce due to the novelty of these technologies and we bet that they can expand in our long country. They are a longing for the higher academic degrees of ER training.

What role do public-private partnerships (PPPs) play in ensuring that training, especially formal training, is more responsive to the needs of individual workers and employers? What forms can these PPPs take? How can effective PPPs be facilitated? Can you provide examples from your respective countries?

¿Qué papel desempeñan las asociaciones público-privadas (PPP) para garantizar que la capacitación, especialmente la formal, responda mejor a las necesidades de los trabajadores y los empleadores? ¿Qué formas pueden adoptar estas PPP? ¿Cómo se pueden facilitar PPP eficaces? ¿Puede proporcionar ejemplos de sus respectivos países?
El rol público estatal debe garantizar la expansión de éstas nuevas profesiones.

The state public role must guarantee the expansion of these new professions.

Las asociaciones como la que representó pretendemos aportar la garantía desde el plano del ejercicio de la profesión, de la experiencia y el conocimiento de la aplicación de las tecnologías ER, para llevar adelante el objetivo señalado anteriormente de formar al Instalador ER.

Associations such as the one we represent seek to provide the guarantee from the level of the exercise of the profession, from the experience and knowledge of the application of the ER technologies, to carry out the objective indicated above to train the ER Installer.

También definir las características propias del Instalador ER y su identidad que no debe confundirse (aunque se integran) con los saberes propios de las profesiones y oficios vinculados con los vectores energéticos obtenidos, pues previamente hay un método propio con sus saber y práxis regulados para garantizar el acceso a la energía limpia. Este método propio es el conocimiento de las fuentes de energías renovables, el sol, viento, mareas, biomasas, etc.

Also define the characteristics of the ER Installer and its identity that should not be confused (although integrated) with the knowledges of the professions and trades linked to the energetic vectors obtained, since previously there is a proper method with their knowledge and praxis regulated to ensure the accesses the clean energy. This own method is the knowledge of the sources of renewable energies, the sun, wind, tides, biomass, etc.

Una característica particular es la del trabajador por cuenta propia que es uno de los modos en que se desarrollan algunas actividades actualmente y en nuestro caso parece ser uno de los modos predominantes que va a caracterizar esta actividad. Por ello también es importante el rol de nuestras asociaciones. Esto hace pensar en nuevas formas PPP en orden a su eficacia.

A particular characteristic is that of the self-employed worker who is one of the ways in which some activities are currently developed and in our case seems to be one of the predominant modes that will characterize this activity. That is why the role of our associations is also important. This makes us think of new PPP forms in order to their effectiveness.

Carlos

Akiko Sakamoto * 5 days ago
Thank you, Kishore, Francisco and Carlos for your contributions. In the discussion of the future of work in Asia, demographic changes; technology; greater regional integration (especially among
ASEAN countries); and climate change and environmental degradation are often raised as the top 4 factors for shaping future skills needs.

As for green jobs (and skills), Carlos has given us a good example, and it would be good to hear about other examples and experiences. As raised earlier, adapting to technology and automation is another key driving force impacting employment and skills.

How is your country acting to respond to these future skills needs?

Francisco, thank you for sharing your experiences and thoughts on the elements of success for TVET and TVET reform. As you mentioned, these include greater stakeholder involvement, coordination, implementation of the competency-based approach, and the quality of instructors (in particular the importance of having relevant industry experience). However, I find that addressing or implementing each of these elements effectively is a challenge in itself, let alone implementing all in a coordinated way. Here can I introduce to everyone another question?

What role do public-private partnerships (PPPs) play in ensuring that training, especially formal training, is more responsive to the needs of individual workers and employers? What forms can these PPPs take? How can effective PPPs be facilitated? Can you provide examples from your respective countries?

Md. Asif Alamgir * 5 days ago
Dear All,

For learning and knowledge, training courses are vital for learners. For skills improvement for employees, training courses are the way for learning. Through training classes we can strengthen the ability of workers to adapt to changing market demands, to benefit from innovation and investments in new technologies, clean energy, the environment, health, and infrastructure, and thus enables countries to be more competitive in the global economy and better respond to rising challenges in the labour market.

For better employment the organization must provide and conduct training classes to build the employee's skills and gain potential business profits and functioning.

Sincerely,
Md. Asif Alamgir
MBA Eastern University, Dhaka
Bangladesh

AAIER * 5 days ago
Hola Akiko, con la traducción virtual de google, puedo ofrecerte esta versión en inglés, si fuera necesario con más precisión, trataré de conseguir ayuda.
Hello Akiko, with the virtual translation of google, I can offer you this version in English, if necessary with more precision, I will try to get help.

Constitutive Object, http://aaier.blogspot.com.ar/2...
Nuclear a los instaladores de energías renovables para organizar la actividad del instalador: su formación capacitación; reglamentar el ejercicio, praxis y desarrollo de la actividad de generar energías limpias y renovables, promoviendo la preservación de un ambiente sano, equilibrado, apto para el desarrollo humano y para que las actividades productivas satisfagan las necesidades presentes sin comprometer las de las generaciones futuras.

Nuclear installers renewable energy to organize activity installer: your training training; regulate the exercise, practice and development of activity to generate clean energy and renewable promoting the preservation of a healthy environment, balanced, suitable for human development and for productive activities meet the needs present without compromising of future generations.

The installer ER, http://aaier.blogspot.com.ar/2...
El ejercicio de la actividad profesional del Instalador de Energías Renovables tiene por objeto obtener el potencial energético de las fuentes de energías primarias renovables, consideradas como frutos naturales, o bien; del producto de los procesos y/o reprocesos de materia prima orgánica y/o biológica para que sean transformados en energía secundaria, limpia y no contaminante, considerada como fruto industrial.

The exercise of professional activity installer renewable energy aims to get the energy potential of energy sources primary renewable, (To obtain the energy potential of primary renewable energy sources) considered fruits natural, or, product of the processes and / or reprocesos raw material organic and / or biological to be transformed into energy secondary, clean and clean, considered fruit industrial.

Carlos

The following is the unofficial translation of the recent contribution submitted by FRANCISCO SERNA GARCÍA:

Hello everyone, I send a greeting to both moderators and fellow participants. I would like to make some contributions based on own experiences, but before I prefer to start answering the questions of the forum.
What is an effective TVET system? What, in your opinion, are the keys to success?

**ANSWER:**

1. I consider that to be successful in a Technical Education and Vocational Training Program (TVET), all actors must be fully involved. Which actors do I consider?

Start with Government and Public Institutions, Private companies and unions, Educational Institutions, and one of the most important: Young people and Employees, if those listed last are not motivated and trained to have a positive attitude to the different challenges, all the actors listed above are superfluous. I have had the opportunity to be in the place of the first three actors, Government, Private Enterprises and Educational Institutions, and what I’ve learned is that each actor cares and sees mainly for their own interests and, in very few occasions, highlight the role of the Employee.

Over the last 10 years, I feel that this panorama has had an accelerated change with globalization, the concern of the companies to prepare their workers has changed positively, giving to new staff, training before their entrance; staff with seniority: training to update knowledge and skills, there is a growing concern to give basic studies to their staff (primary school, high school, technical career).

Finally I would add total involvement (as a factor of success); That both educational programs in institutions, as well as training programs in companies, have a basis and that this base is the "Labor Competencies"; In Mexico they are called "Technical Norms of Labor Competence".

2. What are some of the reform priorities identified by low- and middle-income countries in taking action to modernize their systems?

**ANSWER:**

2.- According to my criteria and experience, I consider the concepts of "Education based on Labor Competencies" as a top priority to disseminate and make known in both educational institutions and local industry.

Recently spent the last two years (2014, 2015 and part of 2016), coordinating and imparting Bachelor and Technical Career to Personnel of Workers of one of the largest mines of the Country and more recently, the last five months imparting training to suppliers of a shipbuilder of German vehicles installed in Mexico. At the same time, I am teaching subjects at a private university, and surprise! ... after 20 years of adopting Mexico the Labor Competence System, neither the Mining Company nor the Shipowner, nor the University are based on Labor Competencies. In other words, they are completely unknown, my current objective: to organize and adapt their education and training systems based on Labor Competencies.

It is on the basis of the above that I consider it a priority for low- and middle-income countries to carry out a study of "Work Pertinence", and based on this, adopt and / or create the necessary Labor Competencies and based on these create programs to train to the staff.

3. What measures are effective for TVET reform? Which are not? What positive examples are there of TVET reforms?
ANSWER:

3.- According to my professional life I believe I can contribute my experience in several points that have given me result, and that I consider effective for an effective reform in the implementation of Technical Education and Professional Training (TVET).

a). First, that educational institutions and companies speak the same language (Labor and Education). For this, Companies must identify their needs based on LABOR COMPETENCES and Educational Institutions, adapt their programs so that KNOWLEDGE given to students cover the primary needs of the Companies, and finally, Educational Institutions and Companies as a whole, need to coordinate activities through field practices, acquire complementary SKILLS to the knowledge acquired in classrooms. With this, all win - Institutions, Companies and Employees.

B). That learning begins in the classroom, that it combines classroom and the company, and that it ends in the company. This means that the Instructors (not Teachers), are Personnel with experience in the Industry, and that the teachers are in charge of the initial part of the program in the Classroom.

C). What measures are not effective ??? .... That some of the parties (Institutions or Companies), try to impose its system in the Acquisition of Knowledge and Skills.

4. How important is the issue of coordination between the various state agencies and the private sector in effecting effective reform of the TVET system?

ANSWER:

4.- When the Educational Institution that supports the Company belongs to the Public Sector or Government, the coordination of the public sector is paramount in the control of resources, both human and economic; It must also coordinate KNOWLEDGE AND SKILLS acquired through courses given by suppliers of machinery and equipment and give it its corresponding value according to the Labor Competencies that are handled.

Green jobs will be is the future response to the climate change and sustainability. This will definitely be a factor to determine the future skills needed. Growing scope of greening sectors such as energy, construction, waste management, transport, agro-food industries, agricultural production and crafts is estimated to create a huge number of employment opportunities.

Akiko Sakamoto • 5 days ago
As promised to Jackie, let me quickly share with you the link to the programme and resource base for youth employment here:

http://www.wwinye.org/

There you can find the link to initiatives such as skills training, quality apprenticeship, employment services and entrepreneurship training etc.

Akiko Sakamoto * 5 days ago

Great to hear different perspectives from the colleagues from Mozambique, Argentine and ??? --I could not figure out your country, Jackie. As you pointed out, Jackie, youth unemployment or underemployment remains a big issue in many countries, even among middle-income countries in Asia that I often work with. There have been many initiatives with the focus on youth by ILO too, so let me see if I can refer you to some of the recent work in a separate posting. But among many initiatives is the promotion of core work skills that has been highlighted by Laura, and Ana in Mozambique. Ana --Do you see any new initiatives emerging or planned in promoting these skills in Mozambique?

I would also like to thank Carlos's contribution from Argentine. He has highlighted that the effort for 'greening of economy/ improving environmental sustainability' as another key factor shaping future skills needs. My colleague sent me a quick English translation of your posting, so I could follow your comment. It is a great initiative for starting training program for technicians/installers of renewable energies in Argentine. I think it would be of interest to the other non-Spanish but English speakers, so I will ask my colleague to post the English translation of your posting.

FRANCISCO SERNA GARCÍA * 5 days ago

4. ¿Qué importancia reviste la coordinación entre los distintos organismos estatales y el sector privado a la hora de realizar una reforma eficaz del sistema de EFTP?

RESPUESTA:

4.- Cuando la Institución Educativa que apoya a la Empresa, pertenece al sector Público o Gobierno, la Coordinación del sector público es primordial, en el control de Recursos, tanto humanos como económicos; También debe coordinar los CONOCIMIENTOS Y HABILIDADES adquiridos a través de cursos impartidos por proveedores de maquinaria y equipos y darle su valor correspondiente de acuerdo a las Competencias Laborales que se manejen.

FRANCISCO SERNA GARCÍA * 6 days ago

3. ¿Qué medidas resultan eficaces para la reforma de la EFTP? ¿Cuáles no lo son? ¿Qué ejemplos positivos existen de reformas de la EFTP?

RESPUESTA:

3.- De acuerdo a mi vida profesional creo poder aportar experiencia en varios puntos que me han dado resultado, y considero eficaces para una efectiva reforma en la implantación de la Educación Técnica y Formación Profesional (EFTP).
a). Primero, que las Instituciones educativas y las Empresas hablen el mismo idioma (Laboral y Educativo), para esto, las Empresas deben identificar sus necesidades con base a COMPETENCIAS LABORALES y las Instituciones Educativas, adaptar sus programas para que los CONOCIMIENTOS dados a los estudiantes cubran las necesidades primarias de las Empresas, y por último, Instituciones educativas y Empresas en conjunto, coordinar actividades para a través de prácticas en campo, se adquieran las HABILIDADES complementarias a los conocimientos adquiridos en las aulas, con esto todos ganan, Instituciones, Empresas y Empleados.

b). Que el aprendizaje inicie en el aula, se combine aula-empresa y termine en la empresa, esto quiere decir que los Instructores (no Profesores), sea Personal con experiencia en la Industria y los Profesores se encarguen de la parte inicial del programa, en el aula.

c). Qué medidas no son eficaces ???. Que alguna de las partes (Instituciones o Empresas), traten de imponer su sistema en la Adquisición de Conocimientos y Habilidades.

FRANCISCO SERNA GARCÍA  ·  6 días atrás

2. ¿Cuáles son algunas de las prioridades de la reforma identificadas por los países de bajos y medianos ingresos a la hora de tomar medidas para modernizar sus sistemas?

RESPUESTA:

2.- De acuerdo a mi criterio y experiencia, yo considero como máxima prioridad, difundir y dar a conocer tanto en Instituciones educativas como en la Industria locales, los conceptos de “Educación basada en Competencias Laborales”;

Recientemente pase los últimos 2 años (2014, 2015 y parte de 2016), coordinando e impartiendo Bachillerato y Carrera Técnica a Personal de Trabajadores de una de las minas más grandes del País y actualmente los últimos 5 meses impartiendo Capacitación a Proveedores de una armadora de Vehículos Alemana instalada en México, al mismo tiempo impartiendo asignaturas en una Universidad privada, y ¡¡¡sorpresa!!!… después de 20 años de adoptar México el Sistema de Competencias Laborales, ni la Empresa Minera, ni la Armadora, ni la Universidad toman como base las Competencias Laborales, en otras palabras las desconocen completamente, mi objetivo actual: organizar y adaptar sus sistemas educativos y de capacitación con base en Competencias Laborales.

Es en base a lo anterior que considero prioridad para los Países de bajos y medianos ingresos: realizar un estudio de “Pertinencia Laboral”, y en base a éste adoptar y/o crear las Competencias Laborales necesarias y en base a éstas crear programas para capacitar al Personal.

FRANCISCO SERNA GARCÍA  ·  6 días atrás

Hola a todos, envío un saludo tanto a moderadores como a compañeros participantes.
Me gustaría hacer algunas aportaciones basadas en experiencias propias, pero antes prefiero comenzar contestando las preguntas del foro.

1. ¿En qué consiste un sistema eficaz de EFTP? ¿Cuáles son, en su opinión, las claves del éxito?

RESPUESTA:
1.- Yo considero que para tener éxito en un Programa de Educación Técnica y Formación Profesional (EFTP), todos los actores deben estar completamente involucrados. Que actores considero???

Comienzo con Gobierno e Instituciones Públicas, Empresas privadas y sindicatos, Instituciones Educativas, y uno de los más importantes: Los Jóvenes y Personas a Emplear, si a estos últimos listados no se les motiva y capacita para tener una ACTITUD positiva ante los diferentes retos, todos los actores anteriormente listados están de más, yo he tenido la oportunidad de estar en el lugar de los 3 primeros actores, Gobierno, Empresas Privadas e instituciones Educativas, y el aprendizaje que me ha dejado es que cada uno de los actores cuida y ve principalmente por sus propios intereses y en muy pocas ocasiones resalta el papel del Empleado.

Este panorama siento que en los últimos 10 años ha tenido un acelerado cambio con la Globalización, la preocupación de las Empresas por preparar a sus trabajadores ha cambiado positivamente, brindando al Personal de nuevo ingreso, una Capacitación previa a su ingreso; Al Personal con antigüedad: Capacitación para actualizar Conocimientos y Habilidades, existe una preocupación creciente por dar estudios básicos a su Personal (Estudios de Primaria, Bachillerato, Carrera Técnica).

Por último yo agregaría al Involucramiento total (como factor de éxito); que tanto los programas educativos en instituciones, así como programas de capacitación en las Empresas, tengan una base y que esta base sean las “Competencias Laborales”; en México se llaman “Normas Técnicas de Competencia Laboral”.

AAIER • 6 days ago
Pongo a disposición las referencias del comentario anterior.

Objeto Constitutivo, http://aaier.blogspot.com.ar/2...
El Instalador ER, http://aaier.blogspot.com.ar/2...
Declaración de Interés HCDN, http://aaier.blogspot.com.ar/2...

jackie Banya • 6 days ago
I am hoping to gain a lot from this platform. In my country where 58% of the population is estimated to be below 18 years of age, where unemployment is a major challenge given the poor skills base - with the majority of new entrants in the labour market not having completed primary school, a successful TVET system should be able to address the skills needs for employment of young persons above the legal minimum age of employment which is 16 years in my country. The ministries charged with managing TVET systems should work very closely with the ministries responsible for labour to ensure proper linking of the skills gap with the labour market. The role of the private sector is critical and their involvement is therefore very important when designing a successful TVET system.

The following contribution was submitted by Carlos Fariña of Argentina - the English (unofficial) translation follows the original text:

Reforzar la capacidad de los trabajadores para adaptarse a las cambiantes demandas del mercado y aprovechar la innovación y las inversiones en nuevas tecnologías, energía limpia, medio ambiente, salud e infraestructura permite a los países ser más competitivos en la economía mundial y responder mejor a los crecientes desafíos del mercado laboral. Sin embargo, para aumentar las inversiones en cualificaciones profesionales con objeto de responder mejor a las necesidades actuales y las tendencias mundiales que afectan a todas las regiones, es preciso reformar las políticas, las instituciones y sistemas de educación y formación técnica y profesional (EFTP) y los métodos de formación.

Quiero presentar a los Instaladores ER (Energías Renovables), debido a que creo conveniente se conozca a este nuevo profesional que adquiere protagonismo, en esta nueva etapa del desarrollo energético mundial debido al beneficio global de su actividad profesional.

En nuestro caso, en Argentina, desde septiembre de 2014, comenzamos a reunirnos y ya en agosto de 2015 celebramos la Constitución de la Asociación Argentina de Instaladores de Energías Renovables (AAIER).

Nos hemos propuesto, de acuerdo a nuestro Objeto Constitutivo, nuclear a los Instaladores ER, capacituar, formar y organizar la actividad profesional en vínculo directo con el derecho - deber que expresa el art. 41 de nuestra Constitución Nacional en consonancia con las declaraciones internacionales respecto de la importancia de la realidad ambiental global. Así queda redactado en la propuesta de declaración de Interés de La Honorable Cámara de Diputados de la Nación Argentina.
En la exposición que me toco presentar en el Congreso CYTED, en la Semana de la Energía Eólica, que se realizó en Cutral Co, Neuquén, me referí a la definición del Instalador ER que ha ganado aceptación entre diferentes congresistas.

También es importante señalar que el estatuto AAIER, reconoce al Instalador ER, como un profesional específicamente formado en el ámbito de las energías renovables esta capacitado para dimensionar, proyectar, diseñar, instalar y poner en marcha sistemas de energías renovables (art. 2° a, del estatuto).

Es reciente nuestra conformación y tenemos por delante comenzar a proyectar la capacitación y formación del Instalador ER, hay un valioso trayecto inicial en nuestro País, y estamos tratando de presentar en los ámbitos correspondientes estas características de la identidad propia del Instalador ER, que consideramos son las que repercuten directamente en la buena praxis del ejercicio de la profesión, de transformar las energías primarias de fuentes renovables en el vector energético normalizado, para satisfacer las necesidades presentes sin comprometer a las generaciones futuras, en materia energética y ambiental.

Quedo a disposición por cuanto sea oportuno ampliar.

Saludos,

Carlos Fariña
PRESIDENTE

UNOFFICIAL TRANSLATION:

Strengthening workers' ability to adapt to changing market demands and harnessing innovation and investments in new technologies, clean energy, environment, health and infrastructure enables countries to become more competitive in the global economy and respond better to increasing labor market challenges. However, in order to increase investment in professional qualifications in order to better respond to current needs and global trends affecting all regions, policies, institutions and systems for education and technical and vocational training (TVET) and training methods.

Please allow me to present the ER (Renewable Energies) Installers, because I think it is convenient to know this new professional who takes on a leading role in this new stage of global energy development due to the overall benefit of their professional activity.

In our case, in Argentina, since September 2014, we began to meet and already in August 2015 we celebrated the Constitution of the Argentine Association of Installers of Renewable Energies (AAIER).

We have proposed, according to our Constitutive Purpose, nuclear Installers ER, to train, train and organize the professional activity in direct link with the right - duty expressed in art. 41 of our National Constitution in line with international declarations regarding the importance of global environmental reality. It is thus written in the proposal of declaration of Interest of The Honorable Chamber of Deputies of the Argentine Nation.
In the presentation that I had to present at the CYTED Congress, in Wind Energy Week, held in Cutral Co, Neuquén, I referred to the definition of the ER Installer that has gained acceptance among different congressmen.

It is also important to note that the AAIER statute recognizes the ER Installer, as a professional specifically trained in the field of renewable energies is qualified to dimension, map out, design, install and implement renewable energy systems (Article 2 a, Of the statute).

Our conformation is recent and we have to begin to plan the training and formation of the ER Installer - a valiant initial journey in our Country - and we are trying to present in the corresponding areas these characteristics of the own identity of the ER Installer, which we consider are those that directly affect the good practice of the profession, to transform the primary energies of renewable sources into the normalized energy vector, to satisfy the needs present without compromising future generations, in energy and environment.

I remain at your disposal and am available to provide additional information.

Carlos Fariña
President

Ana Paulo • 6 days ago

Dear all,

I want to reinforce the contribution of Laura, concerning the importance of core work skills for the future of work and in particular for the employability of young people. A recent study from ILO, from 2015, "Integrating core work skills into TVET systems: Six country case studies "- http://www.ilo.org/wcmsp5/grou... - refers to the central importance of core skills as a major contributor to employability, along with access to education, availability of training opportunities, and the motivation, ability and support to take advantage of opportunities for continuous learning. In order to secure that first job and to find their way around the labour market, young women and men need not only the technical skills that equip them to perform specific tasks but also the core work skills that equip them to perform effectively in contemporary workplaces.

These core skills are of critical importance for both workers and the enterprises that employ them, enabling workers to attain decent work and manage change, and enabling enterprises to adopt new technologies and enter new markets. Recent employer surveys indicate that occupation-specific skills are no longer sufficient to meet the needs of the labour market; in a survey data from OECD, 2012, nine countries, 2,57 per cent of employers indicated they could not find the skilled entry-level workers they needed. The skills in demand are increasingly core skills for employability. The abilities to learn and adapt; to read, write and compute competently; to listen and communicate effectively; to think creatively; to solve problems independently; to manage oneself at work; to interact with co-workers; to work in teams or groups; to handle basic technology; and to lead effectively, as well as follow supervision. Core skills are also fundamental for development countries. Here in Mozambique, a recent survey among employers and in particular among international companies
present in Mz reinforced that the competencies that the companies said were most needed and that could not find in the present workers that they employed are those connected to an are the employers called "Full and integrated human training": responsibility, ability to reflect and accept their mistakes and to improve, honesty, proactivity, willing and ability to learn, team work, initiative. In Mz, TVET systems is still only concerned about technical skills and not about the core and soft skills that will shape, without any doubt, the future of work and the employability of young job seekers.

Akiko Sakamoto • 6 days ago
Thanks Laura. I agree that the importance of core work skills has been elevated particularly in the discussion of the future of work. I find that effectively teaching these core work skills are quite challenging too. In the context of TVET/skills training, some countries have taught them as separate modules, some have attempted to incorporate them as part of a technical skills training. I wonder if there are good examples emerging.

Good morning everyone. Following the above conversation, how have core work skills (for example, communication, teamwork, problem solving, 'learning to learn' to name a few) been taught in your country? It would be good to hear your experience. Also any further comments on:

- key factors that are shaping skills needs for the future; and in what ways are they challenging the existing TVET/skills development systems?;
- if and to what extent the operation of training institutions in your country are guided by labour market information including skills needs surveys; would be welcome.

Laura • 7 days ago
Hi Akiko,

With all the debates about what skills will be needed for the future labour market, I note a consistent view on core work skills. Perhaps these are the only skills we can be certain will be in demand. Are TVET systems doing enough to provide these skills?

Akiko Sakamoto • 7 days ago
Greetings from Bangkok!
I would like to welcome you to Week 2 of the E-discussion. Building on the active discussion last
week, I would like to further explore some of the questions in light of the future of work. The topic is quite timely. The Future of Work is ILO's centenary work project. For skills in Asia-Pacific, the subject "Skills for the Future" will be featured as one of the five key special panel discussions at the forthcoming ILO Asia Pacific Regional Meeting next week. While I primarily work in Asia-Pacific region, I understand that the topic has been debated and received much attention globally. It would be great to hear your views and experiences wherever you are.

To get our discussion going, can we start with the following questions?

1. What are key factors that will determine the nature and types of skills needed in the future? How can TVET/Skills system improve their responsiveness to changing skills demands?
2. To what extent are the operations of training institutions in your country informed by regular and ongoing assessment of labour market trends and industry developments?

Thank you, Manzoor and Hari Pada for kick starting the discussion. Yes, technology seems one of the key driving factors for shaping the skills needs. The debate from Asia is pointing to not only high end skills needs but also core work skills, such as communication, team work.

SkillsforEmployment  Mod Akiko Sakamoto 7 days ago
The world of work is undergoing a major process of change. In order to understand and to respond effectively to these new challenges the International Labour Organization has launched a "Future of Work initiative" in order to be able to advance its mandate for social justice. To learn more about this Initiative:

Manzoor Khaliq, ILO Kabul 8 days ago
Dear all,
In my view the key factor that will determine the nature and types of skills in the future will essentially be guided by the technological advancement and the labour market disruptions that it will bring along. I think this disruptions will affect the automobile industry in the short to medium term and the construction industry in the medium to long term.
Looking at the example of the introduction of the driver-less heavy trucks which Germany commenced in January with 400 driver-less trucks. This will be increased to 0.15 million such trucks. Similarly the trucking industry in the US is around 0.5 million. It is anticipated that around 20 million jobs will be lost in this occupation. The 3-D trucks manufacturing will also affect other jobs in the industry.
This will also be the case in construction industry where the architectural design and the 3-D building construction will affect many jobs related to the design and masonry/construction fields. China is said to have experimented the 3-D house construction.
One can go on to mention various sectors and sub-sectors (for instance culinary occupations) where disruptions will occur. So in my view the future skills anticipation will be based on the changes that technological development will bring about in various sectors and sub-sectors of the economy.
Best regards,
Manzoor Khaliq,
ILO Kabul, Afghanistan

Demand data is very important for skills development and also crucial. Let me share one of our effort for the collection of skill demand data from industry. To get data on skills demand for industry in Bangladesh, we tried to develop Industry skills Councils (ISC) for different industry sectors. We trained selected ISC focal persons on skills classification and skills data collection from the respective industry sectors. Analysed data was presented in a report. Initially, we tried for three selected industry sectors: RMG, Tourism and Hospitality, and Leather. Data collection was focused on capturing existing skills demand and also on future skills need. Priority occupations were identified for each of the sectors.

Challenges were: (i) Get access in the industry for data collection, and (ii) Understanding or classification of skills level by the industry.

Dear Hari Pada

Thanks for sharing a great initiative by ISCs in Bangladesh. Have these demand data been shared with training institutions to guide the planning of their training programs?

Akiko Sakamoto, ILO Bangkok, Moderator

The following message is from moderator Paul Comyn:

Dear all,

Here we are at the end of the first week of the e-discussion on TVET and skills system reform. I think we had some really rich contributions from different perspectives in different parts of the world, and it's been interesting for me to see which elements different people have given priority too.
Just like the results of the Twitter poll that was posted in the discussion earlier today, industry engagement ranked highly among contributors. As engagement takes place at many levels, from national policy, to sector strategies and enterprise collaborations, it really is a central principle of how TVET and skills systems should operate as a matter of course.

As we move into the second week of the discussion, my colleague Akiko Sakamoto will pick up the conversation and focus on how TVET systems can improve their understanding of and responses to changing labour market demands. The issue of skills anticipation as is important for policymakers as it is for institutions, and it's this link between data and programming that often isn't made. But I'll leave that to Akiko to carry forward.

So, from me it's goodbye for now and thanks for your contributions. I've enjoyed the exchanges.

Cheers,

Paul

SkillsforEmployment 10 days ago
A recent poll administered via Twitter showed the following results in response to how TVET systems could best respond to labour market demands and global trends:

TELL US: WHAT DO YOU THINK?
As we reached the midpoint of our week one discussion, I'd like to shift the discussion to the third and fourth question that was posed for this week, and since we've already talked a little bit about what works in TVET reform, perhaps we could focus a little more on the issue of coordination. There are many examples of apex bodies or national councils where social partners and others come together to guide the TVET and skills system, but often these operate in silos and don't engage with how skills affects other policy domains or how ministries other than those of education and labour can be part of a truly national system. So, I'd be happy to hear your thoughts on how these sorts of structures can be made more effective and, indeed, where there are good working examples of the same.
What does a successful TVET system look like? What would you identify as the key elements for success?

In Bangladesh every year 2.2 to 2.5 million youth join in the labour force and most of them are without any formal skills. Among the existing 61 million workforce in the country more than 86% employed in the informal sector. Twenty-three Govt. ministries, around 150 NGOs and a couple of thousands individual providers in the country have the total enrollment capacity of 1.3 million (each year). But the employment / gainful employment for the TVET graduates is a big question.

A successful TVET system may be considered one that creates an opportunity for each individual to obtain gainful employment leading to a decent life.

Creation of additional enrollment opportunities need huge investments and how that serves the purpose that is another big question.

“Industry skills development through Public Private Partnership” may be considered as another efficient way of skills development, may be through formal apprenticeships or informal apprenticeships.

Hello Haripada,

Good to hear from you:) Your point about PPP is a good one, as it's certainly part of the policy mix in the skills systems of many countries. PPPs take many forms, and we've seen some examples of those mentioned this week already, with particular reference to India and Bangladesh which have tried different models. Of course, the issue of incentives has to be addressed otherwise it's unlikely employers will become involved in the operation of training organisations, so the question is beyond financial incentives, what would encourage employers to take an active role in how training is delivered. In the UK, they had this concept of National Skills Academies where the sector skills councils effectively created an industry endorsed network of education and training organisations operating in a particular sector, collaborating with them to coordinate program development and delivery. It worked better in some sectors than it did in others, but now with the defunding of the skills councils in the UK I'm not sure what will happen to the academies. Either way, the
private sector is going to have to get something out of a PPP arrangement so the big question for government is really what that should be.

Cheers,
Paul

Dear Paul,

Thank you very much for this interesting discussion!

Last month, the ILO hosted an E-discussion on: “Providing the right skills at the right time: The role of sectoral skills development in contributing to productive and competitive economies” on this platform (Global Skills KSP). One of the questions we explored with participants was “How TVET institutions better adopt their services to the labour market needs?” which is in line with the questions you are addressing this week. With this in mind, I would therefore like to share with you some responses we received from the participants:

*****

Question: How can existing infrastructure for skills development – TVET institutions, universities, industry training institutions, secondary schools (in association with the private sector), etc. – better adapt their services to the needs of the labour market?

With respect to TVET and skills development systems, one participant said that in better adapting to the needs of the labour market, priority should be given to, among others: delivery of demand driven approaches to TVET and skills development; systematic professional development of TVET and skills development trainers /teachers/instructors; keeping pace with technological advancements and providing for appropriate use of technology in TVET and skills development; and continuing TVET, skills development and lifelong learning.

The same discussant also suggested “vocationalization of higher education in developing countries that TVET and skills development develop close interfaces with higher education and other education sectors to facilitate seamless pathways for learners with an emphasis on relevant work experience and allow learners to enter gainful employment or pursue higher education opportunities.”

Another participant mentioned: The TVET institutions, universities, industry training institutions, secondary schools should work closely with the local industry to meet the demand for skilled
manpower. Labour Market Information System (LMIS) should be utilized for assessing manpower needs.

*****

For those interested in learning more about the E-discussion on Sectoral Skills Development, please see:
http://www.skillsforemployment...
Kind regards,
Bolormaa (ILO, Geneva)

Paul Comyn  Bolormaa * 11 days ago
Hi Bolormaa,

Thanks for making the connection with the previous e-discussion on sectoral skills development. I think your point about strengthening links between TVET institutions and higher education institutions is a crucial one. If we are going to be serious about pathways between the sectors and clearer articulation arrangements from one program to another then universities and TVET colleges need to have quite detailed discussions about program content and outcomes. Through these sorts of detailed discussions, both institutions learn about how their programs are delivered and what the weaknesses in their models might be.

In the case of TVET institutions, a common criticism from the higher education sector is that the programs don't focus enough on underpinning knowledge. Conversely, higher education programs are criticised for not developing sufficient practical skills and work ready graduates. So it's a potential win-win situation, however, we know the traditional rivalries and in some cases elitist views have prevented closer cooperation between the sectors. Regardless, there are some good examples of how the 2 sectors are merging and there are plenty of examples of dual sector institutions that issue both TVET and higher education qualifications. Anyway, thanks for making the connection.

Cheers.
Paul
Adding to what Bolormaa has posted, here are some of key messages that emerged during last month's E-Discussion on Sectoral Skills Development which address the question of What works in promoting TVET reform as well as the issue of coordination:

• Efforts to reform TVET institutions so that they align more closely with competency-based training linked to labour market needs are perceived by many low-income countries as requiring increased financial investments in the learning and assessment processes, thereby exerting additional pressure on national budgets.

• Learning- and competency-based approaches should be adapted to respond to the specific needs of each country.

• In many instances, government heavily finances skills training. While this may be needed initially as an incentive for engaging industry, skills development of the workforce should be a joint investment by the public and private sectors; a gradual shift towards cost sharing is necessary.

• While the importance of engaging industry in skills development is widely recognized, the level of actual engagement of industry is still low in many parts of the world.

• Industry skills bodies, such as sector skills councils and industry skills councils, are increasingly seen as effective mechanisms to engage industry. Such institutional mechanisms provide a platform for industry to gain experience, have their voices heard and make significant contributions to skills systems.

• Teachers, instructors and trainers face additional difficulties in equipping the new entrants to the labour market with core soft skills – effective communications, ability to learn, teamwork, adaptability, problem solving, among others –deemed critical for navigating through increasingly uncertain labour markets.

• Promoting Occupational Safety and Health (OSH) literacy in general education as well as part of a focused programme of vocational study is an important work and life functional literacy skill.

For the full summary see: http://www.skillsforemployment...
Thanks Bolormaa for retrieving highlights of the previous discussions. How the LMI system can help in designing courses at the local/institute level. Is there any example that can be shared. Thanks again.

Dear All,

1. What does a successful TVET system look like? What would you identify as the key elements for success?
   There should be policy convergence between TVET and Job market. If there is no convergence skilling is not going to work.

   Governments must take the lead to ask skill certificates for Government sector related jobs instead of generic qualifications like secondary education, degree education etc... From the lowest cadre to highest cadre there is a need to specify and ask for relevant skill certificates rather than university degree certificates.

   E.g in India the basic qualifications to participate in competitive exams for nationalised banks officers is a degree/Graduation in any subject and not any skill qualifications or certificates, thus the aspiring Bank officers flock to coaching centres instead of skill centres to get skills on Quantitative aptitude, general knowledge and English, which I am not sure how much is related to the Bank officer Job. Instead imagine if Banks examine the aspirants on relevant skills such as Banking, accountancy, legal aspects of Banking, then the aspiring bank officers will learn these relevant skills, the coaching centres will transform into skill centres and can lead to vast pool of skilled manpower and aspirants will voluntarily join skill centres.

   Also, for Government projects and MDB funded project contracts can specify that major percentage of Tradesman in the construction sector for those projects need to have skill certificates, as well as for various government service contracts the government can ask for skill certified which can be also based on prior learning, which would lead to voluntary skilling.

   Another system is introducing licensing requirements for Tradesman who need to be certified for work in the private or public sectors, which will create demand for voluntary skilling.
The whole education landscape which now mapped to generic degree to be re-mapped to skills and to certain extent make achieving skill qualification as mandatory eligibility for higher qualifications. For example, to become an Engineer, a person must receive certification as tradesman first, then as supervisor by achieving an Engineering Diploma and finally become eligible to join an engineering degree course. This will help to overcome the negative attitude parents and students have towards skilling.

All the above reinforces unless there is policy convergence skill initiative might not work.

2. What are some of the reform priorities that low and middle-income countries identify when they take steps to upgrade TVET systems?

The education system should be totally reformed across the world to ensure mobility between TVET and formal education systems and give priority and importance to TVET compared to University education, unless the developed world does this, low and middle income countries cant do much as their TVET qualifications will not be accepted outside the country.

3. What works in TVET reform? What does not work? What are some successful examples of TVET reform?

Policy convergence will work, reforming the formal education system to make TVET as part of it will work. Pushing skill development without making changes in the qualification requirements for the Jobs will not work.

4. How important is the issue of coordination between different government agencies and with the private sector to deliver effective TVET system reform?

Governments have a major role, since directly and indirectly (through government contracts and government agencies) they are one of the largest employers and further they have the power to enact law concerning labour standards, licensing requirements, so they have to change the qualification criteria for government jobs to specify skill certificate requirements relevant for the jobs, rather than asking for generic qualifications or University degree. Once government jobs require skill certificates and not degrees the whole skill landscape will change, people will flock to skill centres rather than to Universities.

Private sector has a major role in TVET, when the competition becomes tough they will examine the same closely to reduce costs, example why a graduate engineer is needed to write software code, cant this be done by a school leaver with skill training. But this might not be possible because the client has specified that the code should be written by a Graduate Engineer.

TVET system will work, when there is a change in mindset, attitude, belief and the will power to accept TVET Qualifications where they are more relevant to University qualifications, for this Government has to lead and private sector has to join.
Hi Pravi

Thanks for your great comment. I think your point about the design of qualifications is also a key issue when you talk about a demand driven system. It's one thing to have industry representatives sitting on a curriculum development committee when a training institution wants to introduce a new curriculum, but it's a very different thing when you have industry bodies in control of the design and development of competency standards that are packaged into qualifications that become the only qualifications that can be issued for that sector.

These are two extremes on a continuum that might reflect a demand driven system, but it's more often the case that systems that are called demand driven really only have peripheral engagement from industry. Totally agree also on your comment about changing mindsets, and whilst government is happy to talk about PPP and demand driven systems, at the same time they are not prepared to hand over responsibility or leadership on key aspects of the system that would enable those sorts of transformations to actually take place.

Thanks again for your contribution.

Cheers

Paul

---

The following contribution was received from Souleymane Sarr:

Un bon système d'EFTP est celui qui reste connecté au monde du travail. Seulement cela n'est pas évident car l'EFTP est souvent coupé des réalités car les formateurs issus de milieux non professionnels ont peur de se remettre en cause, ont peur du contact avec les réalités de la profession. Alors le premier élément reste la formation des formateurs qui doit nécessairement avoir un caractère plus professionnel et moins "académique".

Les réformes doivent viser la formation des formateurs mais aussi l'accès des jeunes au système.

UNOFFICIAL TRANSLATION:
A good TVET system is one which remains connected to the world of work. However, that isn’t obvious as TVET is often cut off from the realities because trainers who come from non-professional
backgrounds are afraid to question themselves, and are afraid to be in contact with the realities of the profession.

So, the first element involves the training of trainers who should have a more professional and less academic character. Reforms must not only be aimed at the training of trainers but also ensuring that young people have access to the TVET system.

Paul Comyn  
SkillsforEmployment * 13 days ago

Hi Souleymane,

You raise a very good point that connects with my earlier comment about the importance of capacity building and professional development for staff in TVET institutions. We know in many countries that instructors have no practical industry experience and have only been employed because they have a technical diploma in the area that they are teaching in. Until national systems address this challenge the issue of quality delivery and assessment will always remain. Without trainers who actually know the job that they are training for, all talk of a demand driven system is meaningless.

Cheers
Paul

Fantahun  
14 days ago

Dear all,

Thanks for the invitation to the TVET discussion. A successful TVET system needs to:

• Be based on inclusive policy and legislation;
• Be responsive to labour market dynamics;
• Network with the private sector and its representative organizations;
• Provide access to both formal and non-formal skills training to cater to the needs of different groups;
• Encourage TVET centers to respect diversity and provide equal opportunities to all;
• Consider accessibility and reasonable accommodation to individuals with special needs - this is an
issue to be addressed in all TVET systems.; and,
• Create a barrier free environment for all.

Hi Fantahun,

Thanks for sharing your thoughts on disability inclusion and your outline of the steps taken in Ethiopian to address the issue. I guess one of the issues we have with TVET reform is that there are plenty of examples of good policies and strategies that are developed at a national level but which are not implemented effectively for varying reasons. I wonder if the reforms you outlined have actually led to much change at the level of training organisations or amongst employers and their preparedness to take on people with a disability. Of course we need to start with policy and strategy because without that it makes the challenge of implementation more difficult.

Cheers,
Paul

Dear Paul,

You have correctly pointed the problem of enforcement. Ethiopia has a very good policy and strategy of an inclusive TVET system, but my observation on the ground (visiting a number of TVET colleges in different cities) is that a lot remains to be done to make disability inclusion a reality in the TVET system. The problems concerning the inclusion of persons with disabilities in TVET are multifaceted. They include:

- lack of disability awareness of staff and trainers;
- inaccessible class rooms, toilets and other facilities;
- lack of curriculum adaptations; and,
- weak linkages between disabled persons’ organisations (DPOs) and TVET colleges/centers, etc..

Since inclusion is a process, DPOs and other concerned stakeholders are struggling to change the situation. But at least having the right legal framework and strategy is better than nothing.
Let me jump in this interesting discussion. I fully agree with Paul. We have very good policy and strategies for disability inclusion in Bangladesh but there is a little buy in from different ministries with skills programs. The success of policy and strategy also depends on (a) how much participatory and bottom up approach we adopt in developing them, how do we disseminate them and how do we get different ministries on board, (b) preparedness of the government and non-government institutions to respond to the policies and strategies, (c) what kind of technical supports are required to build the capacity of the government's systems to promote disability inclusion in skills and employment, (d) how do we demonstrate successful implementation of the policy and strategies in one such government institution to show the pathways and then we disseminate effectively for other ministries and departments to replicate, (e) how do we mainstream disability inclusion in different components of the skills governance.

In Bangladesh, we started implementation of policy and strategies for disability inclusion in one government department- Department of Technical Education (DTE) under the Ministry of Education as they run more than 118 TVET institutions and teachers training centres. Also, we took a series of initiatives in promoting and mainstreaming disability inclusion in both supply (TVET institute/ skills governance system) and demand (employment) sides. Let me recount some of the measures that we took and the success that we have achieved.

Measures taken to mainstream disability inclusion in demand side:
- Pursued and ensured that the Ministry of Education issue a circular for 5% admission quota for the persons with disabilities in all technical institutes as per the National Skills Development Policy.
- Set up Disability Inclusion Committee (at DTE) comprising representatives from the concerned ministries, employers and notable disability organizations and networks of DPOs to guide DTE on the matters of departmental policy, budget allocation and practices for promoting disability inclusion.
- Promoted partnerships, as a department’s policy, among TVET institutes, DPOs (for mobilizing students with disabilities and providing technical support to TVET institutes in the process of admission and delivering training) and the Department of Social Welfare for assistive devices.
- Activities for mainstreaming disability inclusion in annual plan, annual budget, procurement plan, monitoring system (to capture all 12 types of students with disabilities) and performance appraisal system of principals and vice principals of TVET institutes.
- Developed guidelines on disability inclusion for TVET institutes and administrators
- Intensive four days ToT on disability using the above guidelines to all Vice Principals and
Chief Instructors of TVET institutes and ensuring that the trained staff further train all instructors and staff of all TVET institutes (this is ongoing)
- Developed five model accessible TVET institutes to demonstrate to others and promote replication (yet to complete)

Measures to mainstream disability inclusion in work place:
- Intensive orientations to eight Industrial Skills Councils (ISC) and promote their partnerships with TVET institutes and disability organizations to identify the skills needs, scope of training and employment.
- Set up Bangladesh Business and Disability Network (BBDN) of employers promoting or willing to promote disability inclusion in work place- it is to be launched on 12th Dec. by DG, ILO, and the Hon. Prime Minister.
- Developed Employers’ Guide to Disability Inclusion and training of HR heads of the employers to start using the guidelines

Fantahun Fantahun * 14 days ago
My experience in the Ethiopian TVET system may be of interest in that it provides access to the inclusion of ethnic minorities and disabled persons through measures of affirmative action and removal of barriers to entry and participation. In 2015, the TVET agency issued national guidelines for the inclusion of persons with disabilities in the TVET system based on international conventions (UN Convention on the Rights of Persons with Disabilities, ILO Convention159/83) and national laws and programmes that it had adopted. The existing legal and regulatory environment has enabled persons with disabilities to join mainstream TVET colleges as formal and non-formal trainees which was not available for them in the past. The national TVET guide issued in 2015 by the Federal TVET Agency has the following general and specific objectives:

• General objective: to ensure that individuals with disabilities have education and training opportunities equal to non-disabled members of society, through the development of disability inclusive education and training in public and non-public TVET institutions in the country.

• Specific objectives:
  o Ensure that TVET admission standards, programs and activities are sufficiently flexible for trainees with disabilities.
  o Make an introduction to special needs education a common course in vocational education teacher training.
  o Provide additional supports to trainees with disabilities where necessary including
adapted training materials, physical accessibility of the training venue and facilities (including toilets), and communication (sign language) supports.
- Adjust assessment methods, strategies and training curricula as required to meet the special circumstances of the trainee.
- Encourage affirmative action to recruit and admit for training both male and female trainees with disabilities.
- Facilitate access to apprenticeship and work opportunities for trainees with disabilities.
- Continually enhance the knowledge, skills and attitudes of trainers and instructors so as to provide the best training environment to enable trainees with disabilities to become productive and able to find decent work in order to realize their aspirations, improve their living conditions and participate actively in society.
- Ensure a disability perspective in all aspects of training policy and practice, in conformity with existing disability laws and policies requiring equal training and employment opportunities for persons with disabilities, thereby contributing to their social and economic inclusion and a reduction of poverty in Ethiopia.

Pia Korpinen • 14 days ago

Inclusive TEVET is good for all

Having worked with supporting the development of an inclusive TEVET system I would like to highlight some thoughts on inclusion as an essential part of a successful TEVET system.

Inclusive education and inclusive TEVET is mainly used to refer to the inclusion of people with disabilities, meaning the removal of barriers that hinder persons with disabilities in accessing TEVET on an equal basis with other students in the mainstream colleges/training centres. Barriers are there - in attitudes, in practices, resources, policies and in the environment.

Removing some of the most common environmental barriers can include for example the following: making sure that the student can access the college both in terms of transportation and in terms of physical accessibility of the external and internal college premises, e.g. making sure students with mobility impairments can access sanitation facilities, ensuring labeling of classrooms and workshops which facilitates moving around for deaf and hearing impaired students or making sure classrooms have enough lighting for students with visual impairments to be able to see properly.

Some of the common attitudinal barriers will include the thinking that not everyone is able to learn, or that it is a waste of time to teach slow learners. A training system that excludes and segregates perpetuates discrimination against traditionally marginalized groups. When education is more inclusive, so are concepts of civic participation, employment, and community life.
What I in particular would like to highlight as well is the aspect of an accessible practice. One dimension to this is an inclusive methodology which requires the teacher to ensure that what is being thought will enable all students to learn. A student with a visual impairment may need a presentation with bigger fonts to enable him/her to see, a student with hearing impairment will need a professional sign language interpreter, another student may need a flexible curriculum allowing him/her more time to complete the course, and so on.

What I have come to learn is that an inclusive approach to TEVET is actually good for everyone. It is simply acknowledging that we all learn in different ways, and that the best learning outcomes are achieved when creating opportunities for all students to learn and be assessed in a variety of ways.

Future teachers will need to be trained to be teachers for all learners. Successful teachers adapt to students needs - not the other way around.

Paul Comyn  Pia Korpinen * 13 days ago
Hi Pia,
Thanks for sharing your thoughts on the centrality of inclusive access in TVET. Inclusiveness is really about ensuring the participation of all disadvantaged groups in the labour market, and so many of the points you make about people with disabilities are equally relevant to people with literacy and numeracy issues, young people with poor levels of general education, people in rural communities, women and others that have difficulty accessing and remaining engaged with traditional mainstream TVET programmes. Whilst we can have policies and strategies that address the needs of all of these groups, it really comes down to what happens in the training institution and as such, how well prepared and informed managers/principles and teachers/trainers are to deal with these challenges. I think into many cases too little attention is given to these key actors. There are plenty of good examples of how donors have supported individual training organisations or a network of organisations but there are equally apparent examples of new programs or funding opportunities introduced without sufficient attention being paid to the question of institutional capacity.

Cheers
Paul

Kishore Kumar Singh * 15 days ago
What does a successful TVET system look like?
- The one that offers courses that are in demand in the market and most graduates get jobs.
- Employers approach TVET institutes for campus selection and they make demands for their graduates, including those with disabilities.
- Structured linkage with industries for on-the-job training, employment and the feedback on the competencies required by the industry
- The curriculum is structured to include the national core curriculum required for access to university, as well as strong on-the-job training and lifelong learning components.
- The admission to TVET institutes is as competitive as that in the general education.
- Inclusive policy and practices and all TVET institutes are accessible to persons with disabilities and they offer reasonable accommodation to the persons with disabilities.
- Women/Girls are represented in the non-traditional courses as much as in other courses.
- It has the same general and development funding as general education.

What would you identify as the key elements for success?

(A) Governance and Systems
- National policy that promotes demand driven competency based inclusive skills.
- Adequate budget allocation for planned and non-planned expenditure - decentralized and flexible budgeting for efficiency in governance.
- A comprehensive TVET information/skills data, including employment tracking, system.
- Structured mechanism for linking demand and supply- Industry and TVET institute partnerships, - Sector based Industrial skills council for industry's engagement in assessment of skills demands and required competency, joint assessment by TVET institutes in assessing the graduates, on the jobs training, apprenticeship or dual training system and providing employment to graduates.
- Institutions with attention to locally relevant skills promotion of short courses and building pathways among training providers
- Counseling and placement service.
- Campus selection of graduates by employers.

(B) Quality
- Setting up Quality Frameworks and Accreditation Systems, validation and assessment procedures;
- Align the national qualification framework with the regional qualification framework;
- Practice-oriented pre-service and in-service training of teachers and trainers at all public training providers and for in-company trainers;
- Enough qualified teachers to deliver the courses;
- Incentive structure to initiate cooperative training schemes jointly implemented by companies and training providers;

(C) Equity and Accessibility
- Making skills education inclusive for unprivileged sections of the society, including persons with disabilities, tribal and indigenous people, slum dwellers etc.
- Targeted strategies to increase access to TVET provision in underserved / rural areas and unprivileged sections of societies.
Hi Kishore,

That's quite list you've shared, and I can see how the design of the ILO TVET Reform Project in Bangladesh might have influenced your thinking. It remains one of the most comprehensive and ambitious development project on TVET and skills that I have encountered, one that thankfully incorporated most of those elements into a national policy that continues to influence and shape the reform agenda that Bangladesh has undertaken. Obviously it has a long way to go but I think this is a good example of why a national policy is a very important element of reform. I think it's also interesting to consider that in the case of Bangladesh, a national "skills development" policy was developed that went beyond the traditional TVET sector and looked to address issues surrounding workplace training, vocational training, apprenticeships and community-based training. That breadth of coverage is not always possible when ministerial silos lead to a lack of coordination and integrated approaches to policy-making. A national TVET policy is more likely to be seen as just the responsibility of the Ministry of education or the ministry of labour depending on the institutional arrangements so that question of coverage is really important. Thanks for your contribution and greetings from Geneva.

Cheers,
Paul

Hi Paul,

Thanks!! you are right. Also, some of the reforms measures in India, Malaysia and Finland are very useful for TVET reform. Yes, the success of NSDP will largely depend on the unified and coordinated skills system. The Hon. Prime Minister showed her immense interest in developing such a coordinated skills governance in the last NSDC meeting. The proposal of having Skills Division under a Secretary rank officer within PMO is under consideration. However, there are many
challenges before we have such an unified skills system for successful implementation of NSDP.

Best,
Kishore

---

Hi Kishore,
Yes, it's good news that steps are being taken to bring the National Skills Development Council secretariat into the Prime Minister's office to give it greater support in its work coordinating other line ministries involved in skills development.

Cheers,
Paul

---

G S Sethi
TVET Consultant, India

E-discussion: Unlocking the potential of TVET and skills systems: What does reform look like?

I am happy to participate in this programme of e-discussion and would like to restrict my comments mainly on the following question raised:

What does a successful TVET system look like? What would you identify as the key elements for success?

There are far too many factors that should make their presence felt in order to take any TVET system to not only appear but also work as successful system. There can never be any exhaustive list of such factors. Moreover such factors will heavily depend on the context in which they operate.

I would, however, illustrate here a few which in my perception are important to make any TVET system successful.
TVET system should have in place a very well planned integrated approach, beginning with motivation and selection of right candidates for appropriately identified skill training areas. The system should support the candidates right up to placement stage. Such an approach is highly essential especially for countries with large population and high unemployment rate. Each step in the entire chain needs to be properly interlinked with necessary checks and balances. Since industry is the recipient of TVET system’s output, direct linkage with national and international companies needs to be carefully built and formally agreed to so as to ensure technological upgradation on a continuous basis and produce ready-for-employment trained candidates. At the same time collaboration with funding agencies is equally important.

In most cases, funding agencies provide support for limited period only and therefore any TVET system should aim at becoming self-sustaining over a reasonable period of time.

Another important factor is that the trained candidates must be provided with documentary proof of training provided. The issue here is of acceptable system of assessment and certification.

A successful TVET system should be in consonance with regional / local manpower needs for the evident reason that most people joining vocational training stream are less likely to take relocation for employment easily, given their social and economic background. Stated in other terms, it is pertinent to ensure active participation by the local industry as the ultimate success of the program and the initiative would depend upon their willingness to absorb the trained manpower. On the part of the training institutes, it is absolutely essential for them to stay aligned with industries’ requirements, or else they rapidly go into obsolescence turning out product (trained persons) for which there are no takers. In order to ensure existence and continuation of such an environment, what would evidently be needed is to carry out well-planned skill gap analysis periodically.

It is not uncommon to find many training institutes producing ‘trained’ but ‘unemployable candidates. To overcome such a problem, some institutes have been found to be resorting to undertaking production work with direct involvement of students, post basic initial training. Any TVET system which can provide for such actions will surely add a feather in its cap. While this will help candidates enhance their employability, make institutes earn at least a part of their expenses, yet it is a challenging task any way. It would not only require highly dedicated, motivated and accountable team of trainers and administrators, but also generosity on the part of industry to give production orders to the training institutes and repose confidence in their capability to give produce of acceptable quality.

All said and done, any TVET system to be successful must follow the principle “Maximum of governance and management and minimum of bureaucracy”.

Example of Successful TVET Reform

I would like to now quote here an example of what has been undertaken in India in the recent past.
In 2008, a new scheme was initiated, under Public Private Partnership (PPP) mode to upgrade 1396 Government-run Industrial Training Institutes (ITI’s for short – these are the institutes which admit students after 8 / 10 years’ of schooling and impart one / year of structured institutional vocational training) with industry participation backed by financial support from Government of India.

Each ITI tied up directly with a local / regional industry to form an Institute Management Committee (IMC), which is an empowered Committee, with Chairman nominated by the concerned industry and members drawn both from provincial government and industry. Each IMC regularly met, assessed ITIs requirements and followed up with quick action on decisions taken. This acted as a double-edged sword - firstly by taking decisions in full consideration of local / regional industries' requirements for skilled manpower and upgrading infrastructure and facilities at ITI’s accordingly and secondly by drastically cutting bureaucratic delays (which in conventional Government set up is a huge drag on progress).

Yet another example (adopted in quite places in India) is that of what is termed “cluster approach” i.e. following a specific developmental intervention in a place where there is concentration of industrial units producing similar kind of products. Such an approach ensures that the benefits of interventions reach to a wider audience rather than a chosen few. This approach involves engaging all stakeholders in the cluster: industry, training institutes, service providers and government agencies.

Paul Comyn
GS Sethi * 14 days ago
Hello Sethi

You've identified some important principles for effective systems: career guidance; understanding skills demand; industry participation and a cluster-based approach. However I'd like to pick up on your comment that the TVET system should be ‘self-sustaining’ over a reasonable period of time. Whilst many developed and developing countries (including India) have taken steps to create a ‘training market’ through different financing mechanisms and by encouraging the establishment of private training organisations, we need to recognise that the costs of vocational education and training need to be shared by all of those that benefit from it: government, employers and individuals. So whilst all TVET systems will try to find a balance between public and private contributions, I can’t imagine there being any time where government will not finance to some extent the TVET and skills system. There are after all, social benefits that accrue from an investment in skills beyond the returns to an individual or an employer.
Having said that, I agree with you however that the national context really drives policy options and that whilst these options might address a fairly common list of agreed building blocks in TVET and skills systems, they really need to respond to the individual challenges and priorities of each country.

Thanks also for sharing the ITI PPP initiative in India. Whilst I'm aware there were some implementation challenges related to the different responsibilities of state and federal governments, I understand the scheme has been successful and has led to a number of training organisations strengthening their links with employers and improving the quality of their programs as a result.

Cheers,

Paul

G S Sethi
TVET Consultant, India

Dear Mr. Paul,

I am happy that you picked up a very crucial point from my comments. I appreciate the way you put the inevitable need for Government funding besides contribution from other stakeholders for promotion of skill training. As you are well aware of the conditions in India, a big thrust is being given to skill training, which has become more clearly visible with the formation of new Ministry "Ministry for Skill Development and Entrepreneurship" since Modi Government came into power in 2014. A number of schemes have been launched under which Government funding is provided for skill training and a fairly large number of private players are partners for implementation of the schemes.

There is, however, another part to it and that is the existence of large number of Industrial Training Institutes (ITI) - nearly 13000 at present, of which the majority (about 80%) are private and are self-sustaining largely. Being accountable for that matter, they have their nose right on the ground and hold very high smelling sense of what would sell their product, meaning thereby that they know what the market demands and tune themselves accordingly.
In short, the point I wish to make is that while Government financing can not be ruled out, yet the element of "self-sustaining" and "accountability" (in whatever form) has its own merit.

Thanks for creating a platform for mutual exchange of views and ideas.

Best regards

SkillsforEmployment Mod 17 days ago
Welcome message from Moderator Paul Comyn:

Dear all,

It is my pleasure to welcome you to this e-discussion on the reform of TVET and skills systems to unlock their potential. Although reform is a bit of a buzzword, much of what we do as TVET and skills practitioners is aimed at strengthening and improving the systems that we work in. But as we all know that's easier said than done. As you know, I'll be moderating the first week of the discussion and my colleague Akiko Sakamoto, based in Bangkok, will take over for the second week. Both Akiko and I have spent many years working on TVET and skills development, grappling with the challenges of strengthening the effectiveness and efficiency of TVET and skills systems so they can improve the opportunities provided for learners and support the needs of enterprises and the economy more broadly. The first couple of questions I'd like to focus on are:

What does a successful TVET system look like? and
What would you identify as the key elements for success?

These questions really encourage us to think about the main functions that TVET and skills systems perform in our society and the things that we need to get right to make sure that they achieve these functions. I know that's fairly broad but I think it's a good place to start because it allows you to suggest what you think of the priorities. Once we identify some priorities we can start talking about what needs to be done to make sure systems deliver. Anyway, we've got a couple of weeks to kick the can around so I look forward to your contributions and hope we can provide some ideas that might help you do your jobs a bit better.

Here's to a great discussion.

Cheers
Paul

Respecto a la primera pregunta una opcion es considerar experiencias previas donde la importancia de la formacion y vinculo estudio-trabajo no es la mas importante, ver donde se esta fallando para asi poder reformar desde la base de la enseñanza y preparacion para el mundo laboral y tener un desarrollo a futuro y ojala estable.

UNOFFICIAL TRANSLATION
Concerning the first question, an option is to consider prior experiences where the importance is training and the study-work link is not more important, see where this is failing in order to reform from the base of the teaching and to prepare for the world of work and have development in the future and hopefully stable (development).

Emamorose Felix

Dear all,

All TVET systems have objectives and benefits to the national economy, trainees and the industries. The extent to which these objectives and benefits are attained can be an indicator for measuring the success of TVET systems. For instance, are industries able to get skilled graduates for employment? Are the trainees skilled enough to be self employed or gain employment in the industry? Do they have the skills to explore the country's natural resources in order to contribute to the national economy or is there still a need for importing skilled labour for exploring the country's natural resources? Are the graduates satisfied with the training received and how well does the training help them fit into the Society?
Artur * 20 days ago

All countries are looking forward to achieving social, economic and environmental conditions that could lead them to sustainability. What are the main abilities workers must have to be in tune with the new demands that come from this context? What about the less developed countries? What do you think they should work on or research to face this new world configuration?

Paul Comyn  Artur * 14 days ago

Hello Artur,

You raise some interesting questions that go to the heart of the call for a ‘demand driven system’ which other contributors have mentioned. Understanding the current and potential future demand for skills is not a simple thing, but every system has to start somewhere. Whilst the discussion next week will focus more on how TVET planners can develop a picture of the demand for skills, even developing countries can take steps to improve the intelligence they have about their labour market. There have to be some institutional arrangements that provide a means for employers and workers to provide inputs on what skills they think are currently lacking and what skills they think are going to be required in the future. As these types of systems become more sophisticated, different statistical tools can be used to back up and expand on basic qualitative and quantitative data that can be captured by government and public training organisations. One of the main problems in developing countries is that there is no coordinated system that pulls together the different sources of information and intelligence on skills demand. The other major problem is that even if this information exists, it doesn't necessarily influence policy or program planning. Challenges indeed!

Cheers,

Paul
Mohamed Nayef A. Rahman  •  21 days ago

The TVET system should be linked to or reformed under the frame of Apprenticeship where the apprentice (the trainee) will have a working contract instead of training contract. This will create a strong triangle (the trainee, the training provider, and the employer) and will help towards better skills acquirement.

The main challenges of any TVET system is linking the TVET trainees to decent job opportunities, and protecting them from the use of some of the employers. And, on the other hand, it entails helping those employers to expand their jobs, to enable them to create new jobs.

Based on my experience in Jordan and other middle east countries, all vocational training programs are implemented by the training providers, and then the TVET providers try to entreat the employers to hire the trained youth. While I guess that the process should be exactly the opposite, which is finding a framework that leads to making the employers entreating the TVET providers to provide him with the skilled labour.

Moustafa Wahba  •  21 days ago

Dear Paul Comyn & Akiko Sakamoto

I am familiar with the TVET Systems in the Developing Countries and can would advise the following few essential trends and issues for a successful TVET system & some of the TVET System Upgrading Reform Priorities in such countries:

1. Creation of a TVET System that "Fit to Purpose” by being Effective, Efficient, Relevant, Flexible, Modular Responsive, Accessible, Affordable, Accountable, Sustainable, and which fulfils its general obligations towards the society.

2. Delivering a TVET Demand Approach

3. Delivering a Quality Based TVET System

4. Engaging community and industry as significant players in TVET

5. Systematic professional development of TVET Institution Instructors / Trainers / Teachers
6. Keeping pace with technological advancements and using technology appropriately in technical education and training

7. Encouraging Continuing TVET and Lifelong Learning

8. Collaboration between Higher Education HE and TVET

9. Adequate Funding of TVET Systems and TVET Institutions

Eng. Moustafa Wahba
Competency Assurance & TVET Consultant
Scottish Qualification Authority SQA Qualified Internal Verifier

Hello Moustafa,

Thank you for your contribution. You’ve identified some important areas that reform efforts should pay attention to - thanks for getting the conversation started! Because TVET systems are quite complex, each one of those areas really demand concrete policies and strategies. However, as we know they are all easier said than done, and effectively we're dealing with a change management process, particularly in those areas where the TVET sector is engaging with other sectors and stakeholders in ways that they have not necessarily done in the past, such as, for example, with the higher education sector and employers.

Cheers,
Paul
### Annex B: Resource list generated from E-Discussion

<table>
<thead>
<tr>
<th>Contributor (log-in name used for discussion)</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case Studies and Good Practices</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>International Standards</strong></td>
<td></td>
</tr>
<tr>
<td>Fantahun Melles</td>
<td>UN Convention on the Rights of Persons with Disabilities</td>
</tr>
<tr>
<td>Fantahun Melles</td>
<td>Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>National Policies and Initiatives</strong></td>
<td></td>
</tr>
<tr>
<td>Fantahun Melles</td>
<td>Draft Guideline for the Inclusion of Persons with Disabilities in TVET, (Federal TVET Agency (Ethiopia, 2015)</td>
</tr>
<tr>
<td>Carlos Fariña</td>
<td>Constitution of the Argentine Association of Installers of Renewable Energies (AAIER)</td>
</tr>
<tr>
<td>G S Sethi</td>
<td>Industry Training Institute (ITI)- PPP Initiative</td>
</tr>
</tbody>
</table>


| Hari Pada Das | Bangladesh Skills for Employment and Productivity (B-SEP) Project  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Akiko Sakamoto | Building an inclusive future with decent work: Towards sustainable development in Asia and the Pacific:  
| Con Gregg | Compendium: Skills needs anticipation: Methodological guides on anticipation and matching of skills supply and demand  
| Akiko Sakamoto | The ILO’s Future of Work centenary initiative:  
| **Other web-based resources** | |
| Carlos Fariña (AAIER) | Objeto Constitutivo:  
| http://aaier.blogspot.co.uk/2015/08/objeto-constitutivo.html |
| | EL INSTALADOR ER:  
| http://aaier.blogspot.co.uk/2016/08/el-instalador-er.html |
| | Declaración de Interés HCDN :  
| http://aaier.blogspot.co.uk/2016/05/declaracion-de-interes-de-la-h-camara.html |
| Bolormaa Tumurchudur-Klok; Skills for Employment | Summary report - E-Discussion on providing the right skills at the right time: The role of sectoral skills development in contributing to productive and competitive economies:  
| Akiko Sakamoto                              | Skills for Employment Knowledge Sharing Platform (Global KSP):  
|                                          | www.skillsforemployment.org |
| Skills for Employment                    | Global KSP Twitter poll: #TELLUS: In tackling today’s global youth unemployment crisis, #TVET can help...:  
|                                          | https://twitter.com/GlobalKSP/status/801789795261358080 |
| Skills for Employment                    | Global KSP Twitter poll: #TELLUS: #TVET systems could BEST respond to changing #labourmarket demands & global trends via...?:  
|                                          | https://twitter.com/GlobalKSP/status/799184321475121152 |