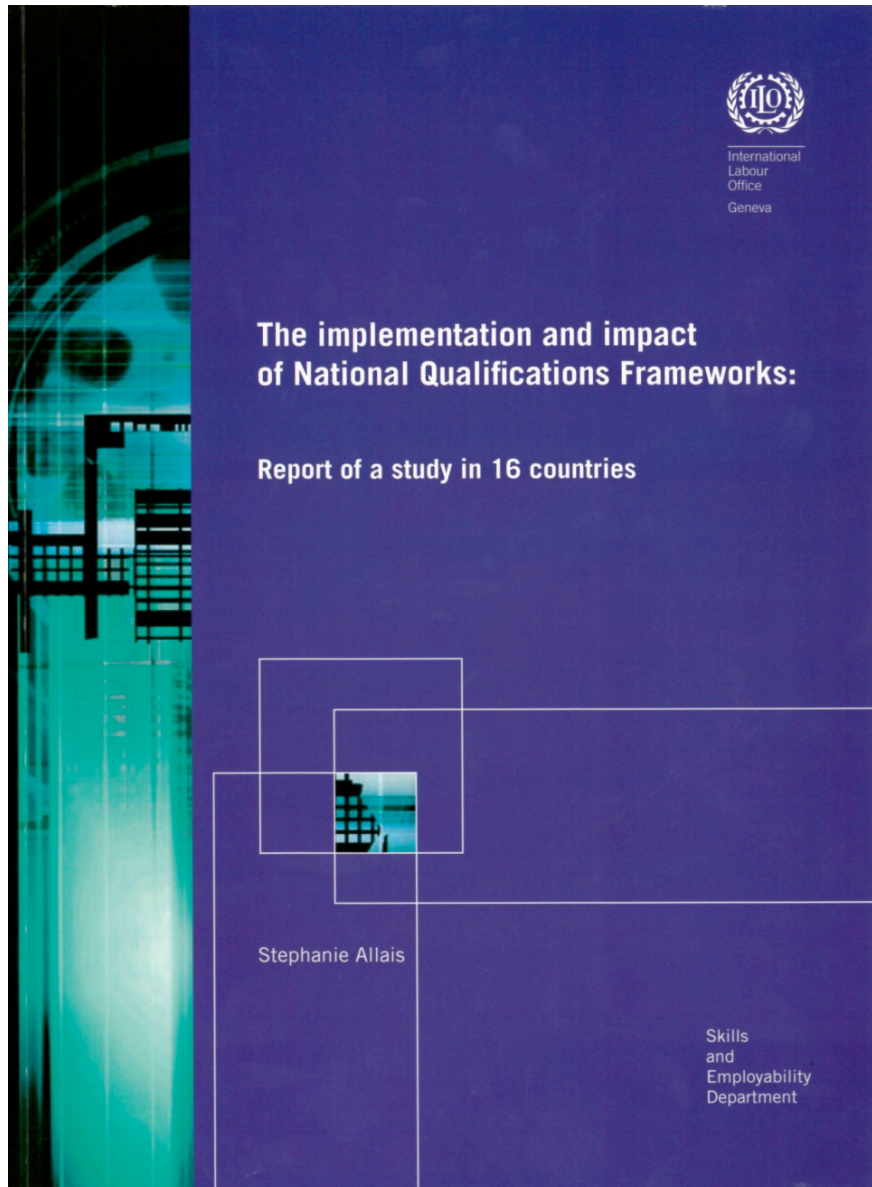




Linking Education and Training to Employment – Can NQFs Deliver?



Presentation at the University of Zurich:

“Policy Transfer in Vocational Skills Development Revisited”

Zurich, 14 September 2012

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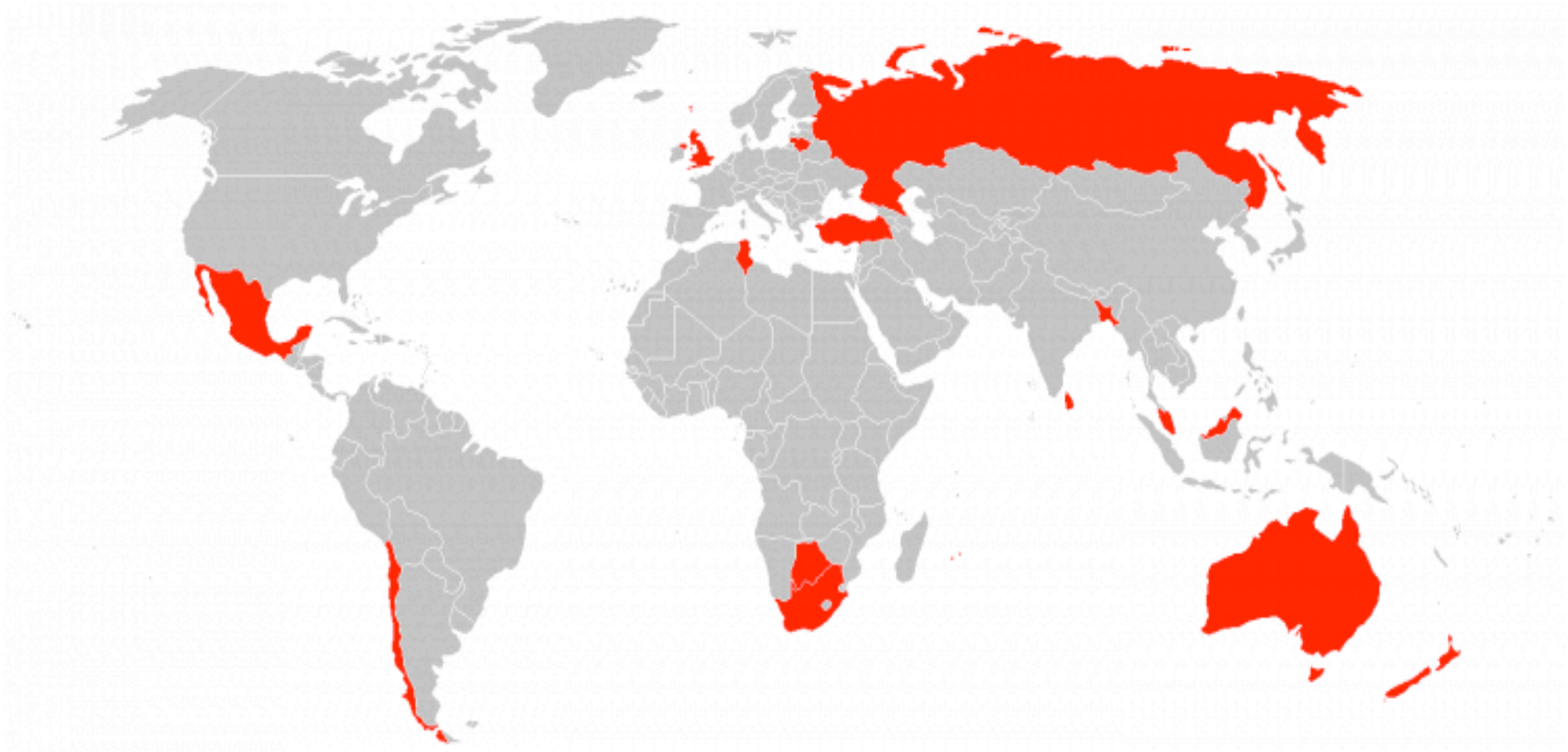
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Research Questions related to ILO NQF Study

- ✚ Which models of NQFs and which implementation strategies and approaches are most appropriate in which contexts?
- ✚ To what extent can NQFs achieve various desired policy objectives, for example better social dialogue and higher employability of graduates?
- ✚ Is there, in the view of designers, managers and stakeholders of NQFs, evidence of impact, for example on productivity or improved access?



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THE INVOLVEMENT OF SOCIAL PARTNERS IN THE DESIGN, IMPLEMENTATION & EVALUATION OF NQF (*)



COUNTRY	DESIGN			IMPLEMENTATION			EVALUATION		
	G	E	W	G	E	W	G	E	W
Australia	●	●	●	●	●	●	● (*)	● (*)	● (*)
Bangladesh	●	◐	○	—	—	—	—	—	—
Botswana	●	●	○	●	○	○	—	—	—
Chile	●	◐	◐	—	—	—	—	—	—
Lithuania	●	◐	◐	—	—	—	—	—	—
Malaysia	●	◐	◐	●	◐	◐	—	—	—
Mauritius	● (*)	◐ (*)	◐ (*)	—	—	—	—	—	—
Mexico	●	●	○	●	○	○	—	—	—
New Zealand	●	◐	○	●	◐	○	●	●	○
Russia	●	●	●	—	—	—	—	—	—
South Africa	●	●	●	●	◐	◐	●	○	○
Sri Lanka	●	◐	◐	●	◐	◐	—	—	—
Tunisia	●	◐	◐	—	—	—	—	—	—
Turkey	● (*)	◐ (*)	◐ (*)	—	—	—	—	—	—
UK (England, Wales and Northern Ireland)	●	●	○	●	◐	○	●	○	○
UK (Scotland)	●	◐	◐	●	◐	◐	●	○	○
TOTAL		16			9			5	



(*) Based on involvement across stages within countries to the extent that such information was available in the background case studies prepared for The Implementation and Impact of NQF (National Qualifications Frameworks): Report of a study in 16 countries, available on the ILO website at http://www.ilo.org/skills/what/projects/lang-en/WCMS_126588/index.htm. As evidenced in the table, included countries were at different stages in the NQF process at the time of reporting.

- active involvement
- ◐ partial involvement
- minimal / no involvement
- G Government
- E Employers
- W Workers

(*) Evaluative stage not reflected in case study.
 (*) Primary involvement from public sector unions.
 (*) Turkey is currently undergoing a major NQF project supported by the EU





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Impact of NQFs

- ✚ Improving communication of qualification systems: most successes although also problems
- ✚ Improving transparency of individual qualifications through learning outcomes: over specification and unused “qualifications”
- ✚ Reducing mismatch between education and training and labour market: very little evidence
- ✚ Recognizing prior learning (RPL): little evidence
- ✚ Improving access: little evidence



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- ++** NQFs are key components of TVET systems
- +** NQFs are an important option to consider
- 0** NQFs can have a positive role in reforms if they are part of a broad set of initiatives
- NQFs are political complex initiatives not supported by evidence-based research
- NQFs should not be promoted or supported



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History of G20 Training Strategy

- **Pittsburgh Summit, September 2009**

Asked the ILO, in partnership with other organizations to develop a training strategy

- “.. to strengthen the ability of our workers to adapt to changing market demands and to benefit from innovation and investments in new technologies, clean energy, environment, health and infrastructure”

- **Toronto Summit, June 2010**

Received and welcomed the G20 Training Strategy document

- **Seoul Summit, November 2010**

Adopted the Training Strategy and suggested pilot countries for the implementation of the strategy (Bangladesh, Benin, Malawi and Haiti)

“ The so-called Human Resources Development Pillar builds on the G20 Training Strategy to strengthen national skills for employment policies and institutions”



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G20 Training Strategy so-called “Building Blocks”

- 1. Anticipating skill needs**
- 2. Participation of social partners**
- 3. Sectoral approaches**
- 4. Labour market information and employment services**
- 5. Training quality and relevance**
- 6. Gender equality**
- 7. Broad access to training**
- 8. Finance**
- 9. Assessing policy performance**



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Thank you for your attention!

