The G20 Training Strategy: A skilled workforce for the 21st Century

Social protection and employment workshop
Reflections from international experiences
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Why a strategy?

2008 Financial and economic crisis
2009 ILO adopted Global Jobs Pact
Sept. 2009 G20 leaders at Pittsburgh Summit asked ILO to develop a training strategy to support job creation, in partnership with other international organizations
Received by G20 in 2010

Framework to support national strategies

Pilot countries: Bangladesh, Benin, Haiti, Malawi
What drives change in skill needs?

Demographic change
Educational attainment
Equity and inclusive growth
Globalization of markets
Technology and innovation
Climate change and transition to the green economy

Strategic framework

- Meeting today’s and tomorrow’s skills needs
- A holistic approach for improved employability
  - Seamless pathway of learning
  - Core skills
  - Broad and higher-level skills
  - Portability of skills
- A life-cycle perspective
- Convergence across policies
Identifying and anticipation skills needs

- Increasing demand for non-routine skills, analytical thinking, problem-solving and other core skills for employability
- How many jobs? Which Occupations? What skills?
- Institutional set-up matters

**Example:** Expert Group on Future Skills Needs in Ireland (EGFSN) analyses skills shortages and future skills needs and proposes how to meet them. It is composed of business representatives, educationalists, trade unions and policy makers who ensure implementation.
Participation of social partners

- Involvement in design, implementation and monitoring & evaluation of skills policies and programs
- Involvement in governance of the skills system, quality assurance, standard setting, assessment, certification and skills provision
- Crucial role of social partners in effective skills system reform

Example: Apprenticeship training in Denmark
Training content is determined in trade boards composed of social partners, training providers and MoE. Quality is assured by regional bodies of social partners and teachers. Working conditions and wages of apprentices are determined in collective agreements at sector level.

Sectoral approaches

- Need to be embedded within long-term national growth strategies
- Work best if sectoral bottom-up approaches are linked to national top-down approaches
- Actors speak the same language, identifying joint interests is easier

Example: Professional associations in Ghana
Associations of craftspeople organize skills testing for graduating apprentices. In some cases, these certificates are required to join the association or to obtain a government license.
LMI and employment services

• Collecting information and ensuring flow to
  – Career counsellors
  – Training providers/schools
  – Employers and trade unions
  – Jobseekers

• Employment services play a crucial role in making information available

Example: Emergency Programmes in Mexico
National Employment Service provides emergency programmes and services for employers and employees in hardship situations.

Gender equality

• Equal training opportunities for women are paramount to achieve gender equality in labour markets
• Life-cycle approach
• Focus on non-traditional trades

Example: Gender equality in TVET in Bangladesh
In addition to the newly adopted skills development policy, the country has developed a strategy on gender equality in TVET through multi-stakeholder consultations. Activities include establishing quotas for women, gender-friendly training environments and providing counselling and support systems for women.
Training quality and relevance

- Quality of teachers, trainers, directors of training institutions and on-the-job trainers such as master craftspersons
- Training institutions to be well-staffed and adequately funded
- Periodic reviews to assess efficiency of resource-use and follow-up on students

**Example: Raising status of teachers in Saudi Arabia**
The country had established a dedicated teacher-training college and had combined academic preparation, educational theory and practice, and experience in industry for new and existing teachers.

Broad access to training

- Some groups require special assistance: minority groups, people with disabilities, migrants, long-term unemployed, young unemployed
- To enhance access
  - Avoid school drop-outs
  - Promote combination of work and study
  - Offer second-chance programmes

**Example: Including people with disabilities**
The ILO Global Business and Disability Network, comprised of MNEs, employers’ organizations, business networks, NGOs and disabled peoples’ organizations, assists companies to include people with disabilities in the workforce.
Financing training

• Initial education and training and lifelong learning benefit individuals, employers and society
• Sharing of costs between all

Agree on financing through social dialogue!

Assessing policy performance

• Choosing smart indicators
• Monitoring and evaluation at several levels:
  – At national level across ministries
  – At sector level
  – At the level of training providers

A training strategy for Egypt?

• Does the country suffer from skills bottlenecks? In what areas?
• What are major drawbacks:
  – Lack of quality and relevance?
  – Lack of seamless pathways for training?
  – Lack of core skills?
  – Lack of coordination?
• Which building block needs to be prioritized?
Thank you for your attention!

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