Closing the Gap between TVET and Employers

Karina S. Veal
Doha, 17 April, 2018
Successful TVET Systems

1. Responsive to national human capital requirements
2. Based on standards set or validated by industry
3. Adequately financed
4. Effectively co-ordinated
5. With both vocational and academic pathways
6. High performing training institutions
7. Close links with industry and community
8. Strong measurable graduation and employment rates
Employer engagement

- Training people in their workplace
- Assuring good skills use at the work site
- Contributing to the overall skills development ecosystem

Source: Paul Swaim, OECD
Employer engagement

- WBL
  - Initial VET
  - Continuing VET

Supporting skills development ecosystem
- Identifying skill needs and standards
- Skills assessment and credentialing

Skills use
- Matching workers to the right jobs
- High performance work practices

Employer engagement in the skills system

Two caveats:
- Skills alone do not guarantee economic success
- Employers have a lot of other challenges and limited resources

Source: Paul Swaim, OECD
Employer engagement: Impact on young people

Less likely to be 'NEET'

More likely to earn more


Source: Education and Employers 2016 report: Career education that works: An economic analysis using the British Cohort Study.
How does the impact work?

- Students accrue benefits in the areas of **human capital**, **social capital** and **cultural capital**
- **Social capital** gains appear to be most important
- Short interactions are valuable
- Lessons for TVET about value of direct relationships
Employer / educator mismatch

“Of the education institutions surveyed, 72% believe new graduates are ready for work but only 45% of youth, and 42% of employers, agree.”

“A third of employers also say they never communicate with education providers, and of those that do, less than half found it to be effective. Meanwhile, over a third of education providers report that they are unable to estimate the job placement rates of their graduates.”

Source: McKinsey Center for Global Governance
Action can be

STRUCTURAL/SYSTEMIC

PRACTICAL/IMPLEMENTATION
At a systemic level

- Government legislation
- Government policy
- Business council policy /commitment
- Financial incentives
- Financial levies and funds
Building the World’s ICT Skill Hub in Sri Lanka

Streamline ICT curriculum with most important topics to produce talented professionals.
Financial levies and funds
Action through implementation

- Structured partnerships between business or industry and educational institutions
- Faculty / industry exchange programs
- Sectoral / value-chain partnerships
- Local links between school & employer
- Financial sponsorship arrangements
- Direct internship & employment placement
- Work-based learning programs (formal or informal) at enterprises
Fantastic practice: Don Bosco

TVET

TECHNICAL-VOCATIONAL EDUCATION AND TRAINING

- Automotive Servicing NC II
- Electrical Installation and Maintenance NC II
- Machining NC II
- Mechatronics Servicing NC II
- Shielded Metal Arc Welding NC I & NC II

Enroll now and be educated for Life!

Inquire at
549-2307/ 549-1778
0917-524-71-41

DON BOSCO
EDUCATIONAL CENTERS PHILIPPINES
We educate for life.
International practice: Enderun

WORLD-CLASS ACADEMIC PARTNERS
(REFER TO HANDOUT)

For Culinary Arts

For Hotel Management

‘2 plus 2’ possible
Enderun global footprint
Simulated workplace: Porsche

- Mr. Salman Al Darwish
  Chairman/CEO
  Porsche Centre Doha
  “Our customers want no compromises. This starts from the moment they choose their vehicle and applies in equal measure to the quality of service”
Great examples

- Singapore Institute of Technical Education (simulated workplaces)
- KIOSK Australia (work-placements)
- Germany, UK, Australia (structural solutions)
- Bangladesh (leather wear)
Time to improve practice at all levels in all situations