Session 1.2
Global Knowledge: What can we learn from top performers?

SABER-Workforce Development Team
Education Department
Human Development Network
The World Bank

April 15-16, 2013
Jakarta, Indonesia
Objective

Participants will:

– Gain insights, based on the pilot application of the SABER-WfD tool, into the WfD strategies of selected fast-growing economies
Outline

1. The SABER-WfD pilot countries
2. Overview of the results
3. Highlights from top performers
4. Reflections on building strong WfD systems
# SABER-WfD Pilot Countries

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<thead>
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<tbody>
<tr>
<td>Chile</td>
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<td>✔</td>
<td>(10,095)</td>
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<td>✔</td>
<td>✔</td>
<td>(13,993)</td>
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<td>✔</td>
<td>✔</td>
<td>(25,629)</td>
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<tr>
<td>Ireland</td>
<td>✔</td>
<td>✔</td>
<td>(4,878)</td>
<td>✔</td>
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<td>(1,994)</td>
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<td>✔</td>
<td>(6,895)</td>
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<td>✔</td>
<td>✔</td>
<td>(16,372)</td>
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<tr>
<td>Korea, Rep.</td>
<td>✔</td>
<td>✔</td>
<td>(1,994)</td>
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<td>(16,372)</td>
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<tr>
<td>Singapore</td>
<td>✔</td>
<td>✔</td>
<td>(4,635)</td>
<td>✔</td>
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<td>(15,748)</td>
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<td>✔</td>
<td>✔</td>
<td>(32,536)</td>
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<td>Uganda</td>
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Note: figures in parentheses refer to per capita GDP in constant 2000 US$
Composition of exports reflects economic complexity

Korea’s exports, 1995

Korea’s exports, 2010

Global ranking of the complexity of Korea’s exports:

- 12th in 2010, up from 23rd place in 1970
Global Rankings of the Economic Complexity of the Pilot Countries, 1970-2010

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<tbody>
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<td>Chile</td>
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<td>44</td>
<td>54</td>
<td>49</td>
<td>79</td>
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<tr>
<td>Ireland</td>
<td>17</td>
<td>15</td>
<td>13</td>
<td>10</td>
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<td>Korea, Rep.</td>
<td>23</td>
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<td>24</td>
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<td>12</td>
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<td>Singapore</td>
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<td>33</td>
<td>18</td>
<td>16</td>
<td>7</td>
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<tr>
<td>Uganda</td>
<td>94</td>
<td>82</td>
<td>94</td>
<td>122</td>
<td>87</td>
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</table>
1. The SABER-WfD pilot countries
2. Overview of the results
3. Highlights from top performers
4. Reflections on building strong WfD systems
Overview of SABER-WfD Results for Chile

Chile: 2000, 2010

• **Strategy**: growing consensus on lifelong learning; institutionalization of WfD stakeholder participation

• **Oversight**: new accreditation system at post-secondary level; new labor skills certification system; expanded use of financial incentives to foster WfD goals

• **Delivery**: improved access to information on labor market outcomes by prospective students and trainees
Overview of SABER-WfD Results for Ireland


- **Strategy**: integration of WfD within national industrial and enterprise policies
- **Oversight**: new institutional framework for qualifications, with increased social partner influence
- **Delivery**: more diverse mix of non-state providers; proactive, bottom up industry role, improving evaluation systems
Overview of SABER-WfD Results for South Korea


- **Strategy**: tight alignment of WfD policies and economic development priorities; strong apex-level coordination
- **Oversight**: levy system to foster in-firm training; increasing scope and quality of competency-based testing; improved articulation of learning pathways
- **Delivery**: deepening of linkages among training providers, industry and research; increasing formality, regularity and scope of assessment of performance
Overview of SABER-WfD Results for Singapore


- **Strategy**: clear advocacy for WfD and integration in national policy; formalization of systems and stakeholder involvement, ensuring demand-driven approach

- **Oversight**: expanded opportunities for lifelong learning; significant and continued improvements in accreditation and standards

- **Delivery**: formalization of industry role; structures in place to monitor skills demand and supply, and outcomes
Patterns in the SABER-WfD Scores

- **Strategic Framework**: Scores improved on all 3 fronts.
- **Chile**: making concerted efforts to improve.
- **Ireland**: very strong push on strategy; attention to oversight; strengthening of good delivery system.
- **Korea and Singapore**: early and sustained focus on diversifying and growing the economy; oversight and service delivery improved with a lag.
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Highlights from Chile

• **Approach to WfD emphasizes**
  – Limited role for government favoring “public goods” aspects
  – Use of financing instruments to influence training investments
  – Strengthening of the functioning of training markets

• **Collaborative, consensus-seeking decision-making**
  – Successful public-private collaboration on *Chile Valora*
  – Strong culture of monitoring and evaluation
  – Legislation has focused on promoting quality
  – WfD system is decentralized and fragmented; quality remains an issue
Funding Reforms Expand Pre-Employment TVET

Tertiary Education
- Universities
- TVET institutions, all private

Public funding for TVET
- Pre 2000: practically none
- Post 2000: scholarships + loans

2000
- Nuevo Milenio Scholarship Scheme (only for TVET courses)
- 94,000+ beneficiaries in 2012, up from 13,000+ in 2006

2006
- State Guaranteed Loan scheme (for any course)
- 46% of beneficiaries during 2006-2011 are in TVET institutions
Highlights from Ireland

• **Cohesive approach through national consensus**
  – Successful 1987-90 Programme for National Recovery paved way for later agreements

• **Access to international advice and funding**
  – Important for WfD policy and evaluation and infrastructure

• **Coordination**
  – Essential to integrate WfD within national industrial and enterprise policy
  – Need for coordination between the education and training systems
  – National qualifications framework necessary mechanism

• **Strong institutions**
  – Legislation through various Acts, including levy scheme for apprenticeships
  – Oversight of the WfD system
  – Still strong in aftermath of the 2008 crash
## Strengthening Demand-Responsiveness

### Expert Group on Future Skills Needs, since 1997

<table>
<thead>
<tr>
<th><strong>Objectives</strong></th>
<th><strong>Membership</strong></th>
<th><strong>Implementation</strong></th>
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<tbody>
<tr>
<td>• Identify future skill needs and advise on actions to address them;</td>
<td>• Chair – private sector</td>
<td>• Senior Managerial Implementation Group to consider proposals</td>
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<tr>
<td>• Advise on training-business links;</td>
<td>• 22 members, representing business, employees, government, including education</td>
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<td>• Improve job-seeker and school-leaver awareness of skill demands</td>
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### Industry-led training networks: Skillnets, since 1999

<table>
<thead>
<tr>
<th><strong>Key Features</strong></th>
<th><strong>Activity</strong></th>
<th><strong>Funding</strong></th>
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<tbody>
<tr>
<td>• Companies pool resources to identify and meet training needs</td>
<td>• 40 training networks</td>
<td>• Government subsidized with European Social Fund</td>
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<tr>
<td>• Enterprise-led</td>
<td>• 20 research networks</td>
<td></td>
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<tr>
<td>• Industry and sector-specific</td>
<td>• 456 courses. 25% certified</td>
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<td>• 12,800 participants (1994-2004)</td>
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<td></td>
<td>• SME focus: 75% from companies with &lt; 5 workers</td>
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Innovation in Pre-Employment Technical Education

Background Studies
1964 – OECD report on Training of Technicians in Ireland
1967 – Government Report on Technical Education

New institutions
1980 – Eight Regional Technical Colleges (RTCs)
1990 – Five more added

Reform
1992 – RTCs placed on a statutory footing
1998 – Re-designated as Institutes of Technology (IOTs)
2006 – Consolidated as Institutes of Technology

Program features
• Initial focus on post-secondary short-cycle ‘middle-level’ courses in science, technology, business, art and design, and apprenticeship education;
• Combined 2nd and 3rd level technical and technological education;
• Certification provided by National Council for Education Awards (NCEA); from national certificate/diploma to degree and post-graduate level.
Highlights from Korea

• **Tight link to economic aspirations and priorities**
  – WfD maps to successive economic development plans
  – Strong role of Economic Planning Board until the 1990s
  – Institutionalized mechanisms for cross-sector coordination and implementation

• **Partnership with industry leaders**
  – Key role of major companies

• **Early attention to minimum standards**

• **Sound funding base**
  – Levy scheme introduced in the 1970s, integrated in 1990s into the Employment Insurance System

• **Social preferences for academic education**
  – 75% of vocational high school graduates proceed to tertiary education
  – Promotion of Lifelong Learning since 1996
## WfD Responses to the Early Five-Year Economic Plans

### 1st & 2nd Plans 1962-71
- Build foundation for industrialization
- Export-led growth based on light industries

### Vocational Training
- Basic training for low-skilled workers
- Vocational Training Act
- Science and Technology Promotion Plan

### Vocational Education
- Industrial Education Promotion Act
- Science and Technology Promotion Plan

### 3rd Plan (1972-76)
- Deepen industrialization
- Export-led growth driven by heavy and chemical industries

### Vocational Training
- Vocational Training Promotion Fund Act
- National Technical Qualification Act

### Vocational Education
- Industrial Education Promotion Act Amended
- Specialized technical high schools
- Vocational programs in general high school curricula
Skills Testing and Certification

• Modest start in 1968
  – Standards from abroad, for 15 occupations

• Foundation for a system laid in 1973
  – National Qualifications Act
  – Testing system based on standardized criteria, developed with input from stakeholders

• Consolidation in 2002
  – National Competency Standards system
  – Merged parallel efforts by different agencies to define common standards
  – Prioritized key and emerging sectors (i.e., electronics, ICT, environmental engineering)

• Some system features
  – Computerized scoring by 1990, extensive by 2010
  – Independent testing body
  – Comprehensive online data on skills qualifications and certifications
Highlights from Singapore

• A Tripartite Alliance
  – involves unions, employers and government
  – established in the early 1970s, still a core feature of WfD today

• Top level leadership and priorities
  – provided through various avenues, with multi-stakeholder participation and input

• Statutory Boards to govern mission-oriented institutions
  – Early and continued use of the Boards to create highly structured system with internal autonomy and flexibility, for example:

• Commitment to develop coherent, whole system, with strong base
Progress in Pre-Employment Education and Training

• **1992: From Assessment to Action**
  – Following 1991 Economic Review, Institute of Technical Education (ITE) was created as a Statutory Board

• **Four 5-year transformational plans since 1995**
  – “ITE 2000”: ITE as a post-secondary institution
  – “ITE Breakthrough”: ITE as a world-class institution
  – “ITE Advantage”: leader in technical education
  – “ITE Innovate”: leader for innovations in technical education

• **Results**
  – 25% of each cohort with lowest academic scores in ITE
  – World class programs closely linked to demand
  – “One ITE, Three Colleges” system of governance
  – “Hands-on, Minds-on and Hearts-on” pedagogy
  – Pathways to polytechnic and even tertiary education
Progress in Continuing Education and Training

From Assessment to Action

2002
Economic Review
Made recommendations on CET

2003
Workforce Development Authority
Was established

2008
Institute of Adult Learning
Trains and certifies CET trainers; conducts research

2008
Employment and Employability Institute
Serves unemployed and workers seeking to upgrade skills

Qualifications framework
- **1999-2004**: National Skills Recognition System piloted and expanded to 69 industries by 2004
- **2005 onward**: WDA develops Work Skills Qualifications framework; Industry Skills and Training Councils and Manpower Skills and Training Councils created as advisory bodies, now representing 23 key economic sectors

Funding of CET: Four sources
- Lifelong Learning Endowment Fund, established by an Act in 2001; had S$3.3 billion in 2011
- Skills Development Fund, financed by employer levy, established in 1979
- Ministry of Education, for academic-based CET
- Private funding
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Reflections based on the SABER-WfD pilots

Ingredients for building strong WfD systems

– Aspirations matter
– Leadership at the top is critical
– Partnership with stakeholders must be genuine
– Governance is vital for linking up the parts
– Financing is a powerful instrument
– Ownership is the only way to sustain effort required
– Learn-to-do, do-to-learn approach is indispensable
What does all this mean for your work with countries?
Think holistically

Look above and below

Do and learn
THANK YOU!

World Bank Team SABER-WfD:

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Members: Rita Costa, Ryan Flynn, Viviana Gomez, Kiong Hock Lee, Joy Nam, Brent Parton, and Alexandria Valerio