

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

	1970	1980	1990	2000	2010
Chile				✓ (4,878)	✓ (6,334)
Ireland		✓ (10,095)	✓ (13,993)	✓ (25,629)	
Korea, Rep.	✓ (1,994)		✓ (6,895)		✓ (16,372)
Singapore	✓ (4,635)		✓ (15,748)		✓ (32,536)
Uganda					✓ (377)

Note: figures in parentheses refer to per capita GDP in constant 2000 US\$

Global Rankings of the Economic Complexity of the Pilot Countries, 1970-2010

	1970	1980	1990	2000	2008	Trend
Chile	38	44	54	49	79	↓
Ireland	17	15	13	10	18	↑
Korea, Rep.	23	18	24	22	12	↑
Singapore	45	33	18	16	7	↑
Uganda	94	82	94	122	87	→

Outline

1. The SABER-WfD pilot countries



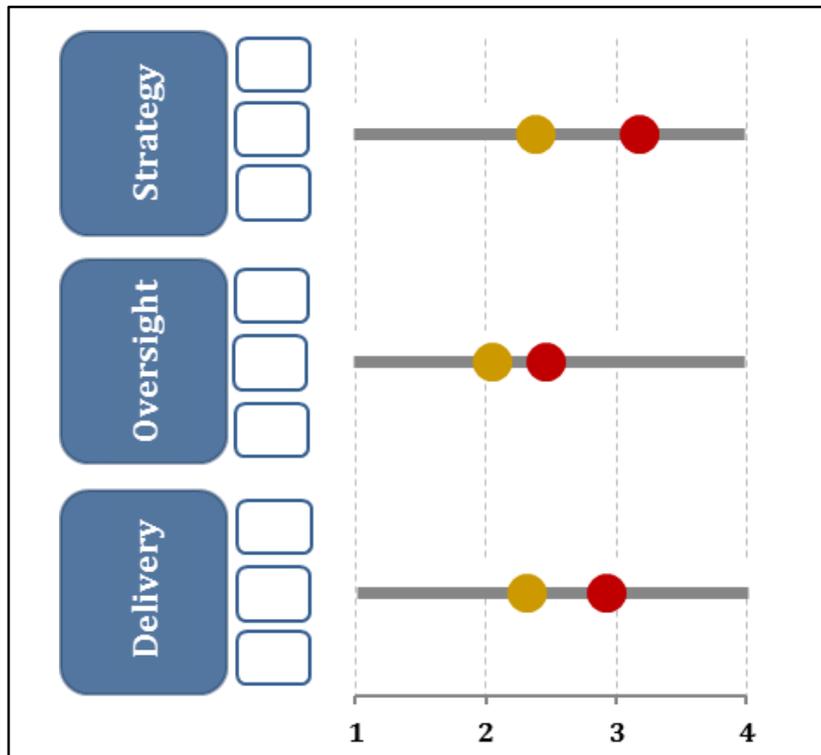
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3. Highlights from top performers

4. Reflections on building strong WfD systems

Overview of SABER-WfD Results for Chile

Chile: 2000, 2010

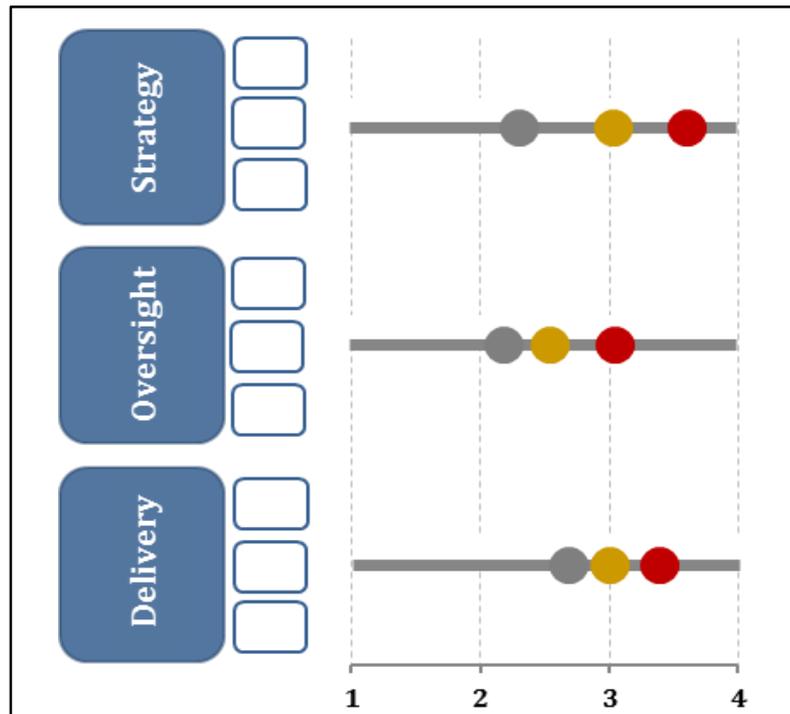


● 2000 ● 2010

- **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

Ireland: 1980, 1990, 2000

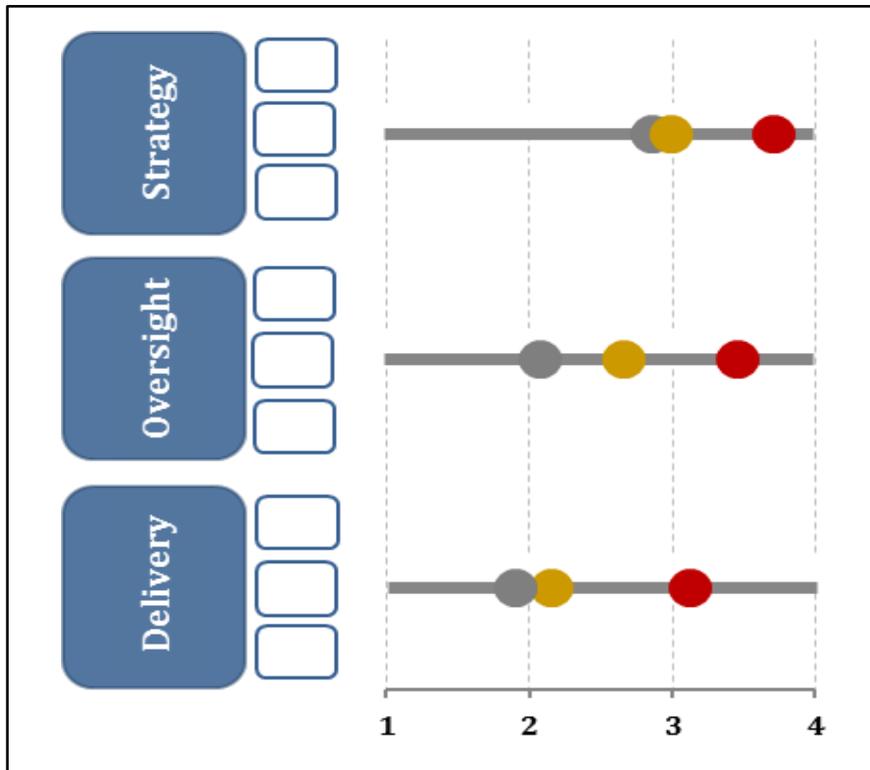


● 1980 ● 1990 ● 2000

- **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

Korea: 1970, 1990, 2010

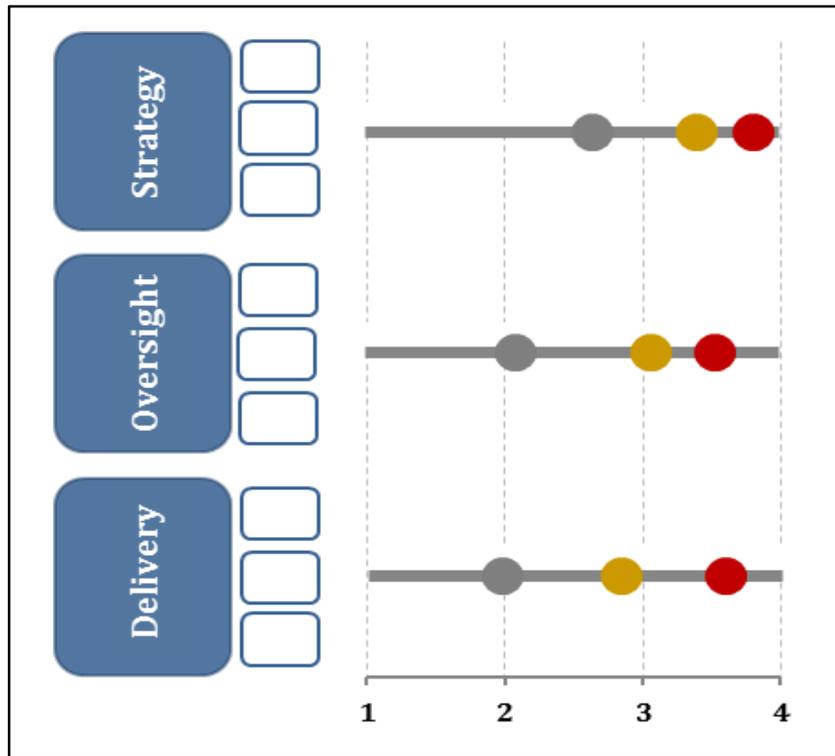


● 1970 ● 1990 ● 2010

- **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

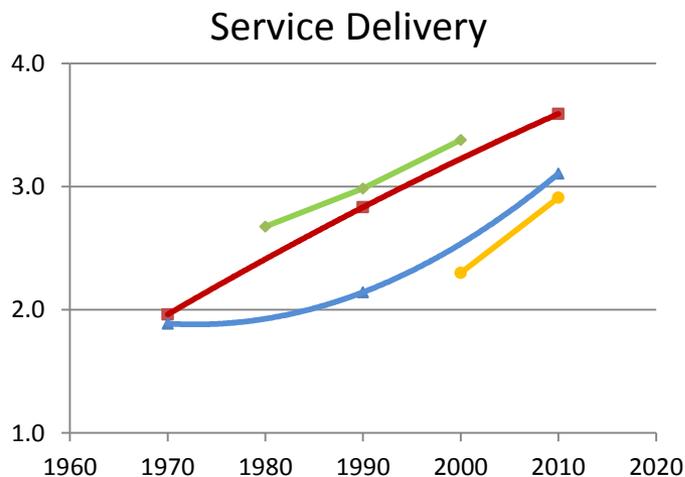
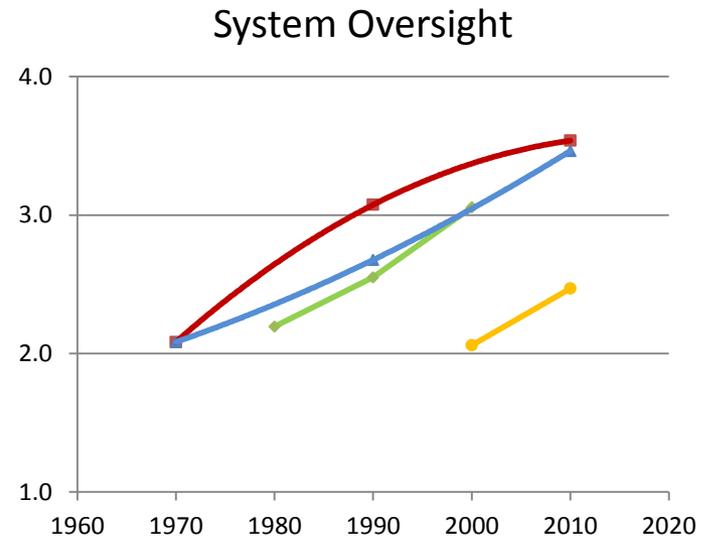
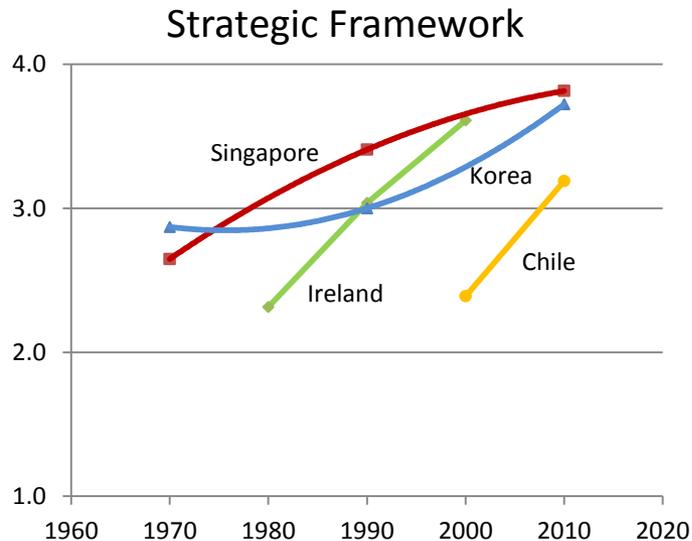
Singapore: 1970, 1990, 2010



● 1970 ● 1990 ● 2010

- **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



- All 4 countries: 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.

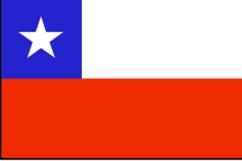
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Highlights from Chile



- **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

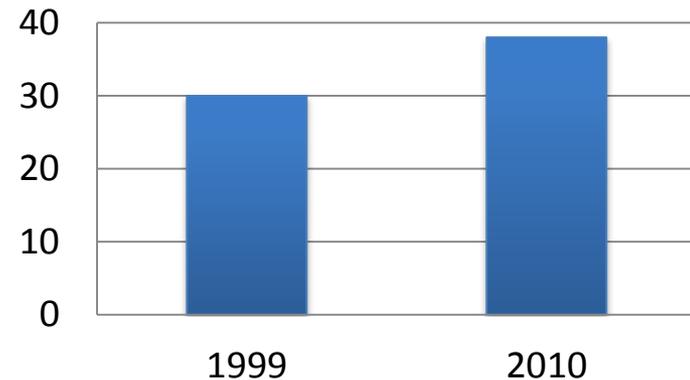
Tertiary Education

- Universities
- TVET institutions, all private

Public funding for TVET

- Pre 2000: practically none
- Post 2000: scholarships + loans

TVET share of tertiary-level students (%)



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

Objectives

- Identify future skill needs and advise on actions to address them;
- Advise on training-business links;
- Improve job-seeker and school-leaver awareness of skill demands

Membership

- Chair – private sector
- 22 members, representing business, employees, government, including education

Implementation

- Senior Managerial *Implementation Group* to consider proposals

Industry-led training networks: Skillnets, since 1999

Key Features

- Companies pool resources to identify and meet training needs
- Enterprise-led
- Industry and sector-specific

Activity

- 40 training networks
- 20 research networks
- 456 courses. 25% certified
- 12,800 participants (1994-2004)
- SME focus: 75% from companies with < 5 workers

Funding

- Government subsidized with European Social Fund

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

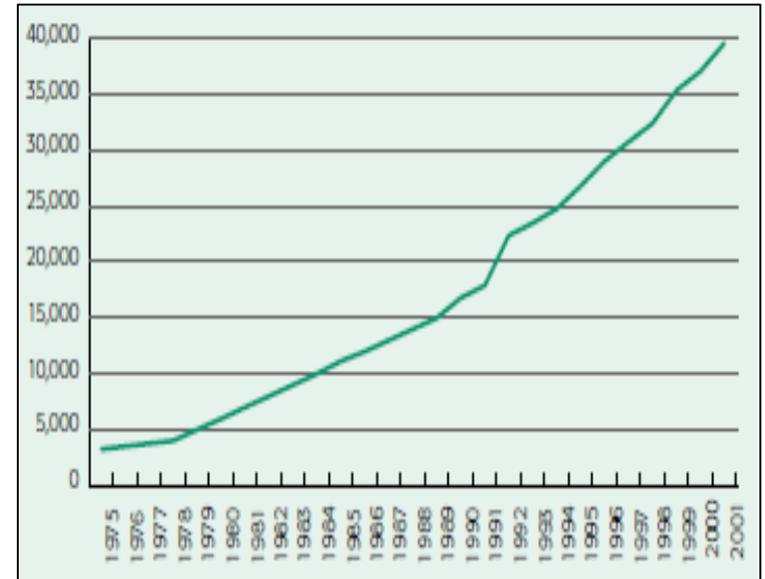
Reform

1992 – RTCs placed on a statutory footing

1998 – Re-designated as Institutes of Technology (IOTs)

2006 – Consolidated as Institutes of Technology

Enrollments in RTCs and IOTs, 1975-2001



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

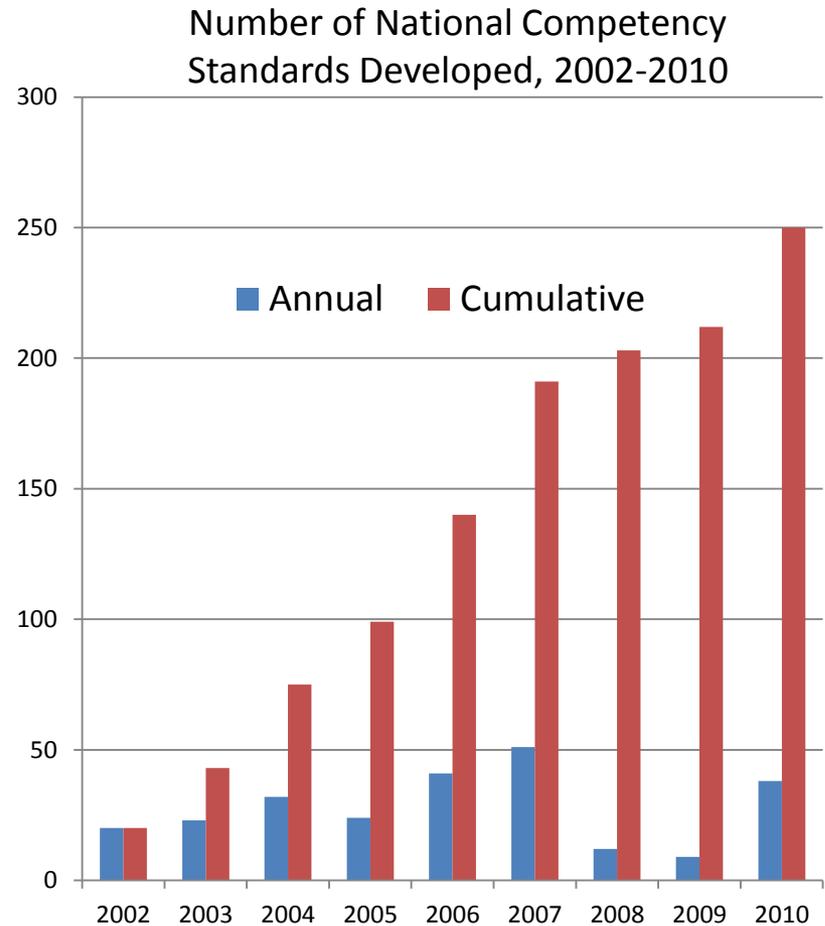
Vocational Education

- 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**

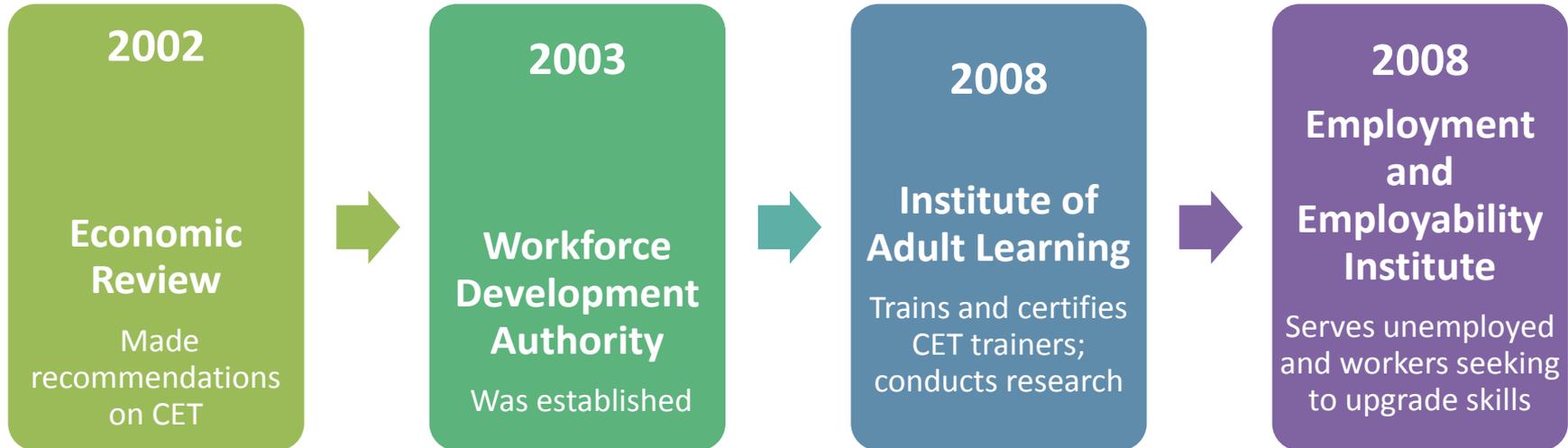
- 25% of each cohort with lowest academic scores in ITE
- World class programs closely linked to demand
- “One ITE, Three Colleges” system of governance
- “Hands-on, Minds-on and Hearts-on” pedagogy
- Pathways to polytechnic and even tertiary education





Progress in Continuing Education and Training

From Assessment to Action



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

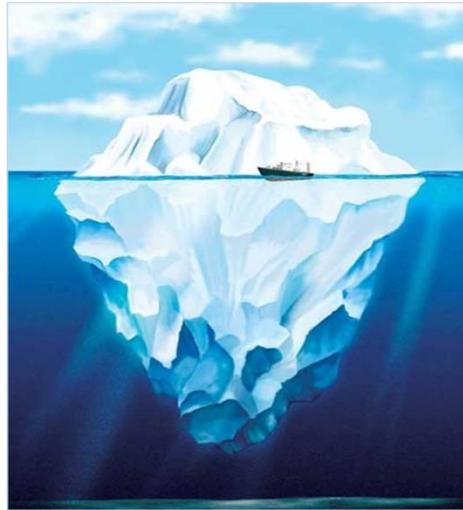
Ingredients for building strong WfD systems

- 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!

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