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*Who's driving?
How to design and lead
TVET systems*

WorldSkills Conference 2019





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Thank you





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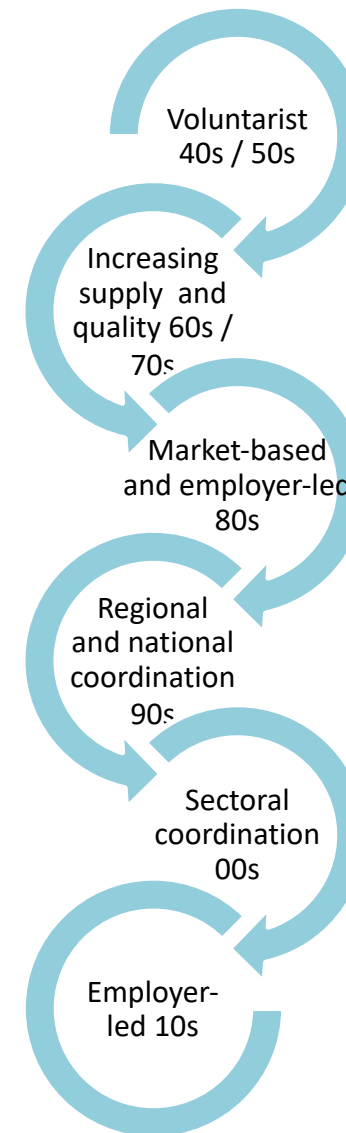
Employer engagement in the skills system

The skills system has evolved continually over the last 70 years

- Whilst there have been periods of relative stability over the last 30 years, **changes in Government usually mean taking the skills system in a new direction.**
- In the last 30 years there have been 66 Secretaries of State responsible for skills and the skills remit has passed between departments 11 times. **The frequency of change has left employers and other stakeholders feeling that Government has too often ‘tinkered’ at the margins.** From an employer perspective, they have remained constant in their priorities and demand for skills.

More recently the Government has adopted varying approaches to ‘employer ownership’ of the skills system

- Employer Ownership (EO) is the principle that employers are best placed to identify their skills needs, design training programmes, and purchase from the skills market.
- **Results have been mixed** - academics identify that businesses operate in their own narrow self-interest (according to their low-skills and low-cost business models) and lack the capability to operate this role effectively.
- By contrast employers say that **Government has not done enough to empower employers** to truly grasp the nettle.
- In either case, there have been **relatively few examples of truly EO programmes** to draw a full conclusion on the effectiveness of this approach (which probably **indicates Government’s views on employer capability to truly own the skills agenda**).

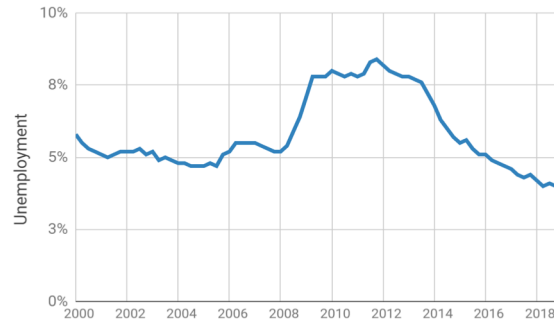


The fall in employer-led training has taken place in the context of a number of changes in the UK labour market

The trends highlighted in these graphs reflect the changing nature of the UK labour market; some of these changes may have impacted firms' decisions around the provision of training to their workforce.

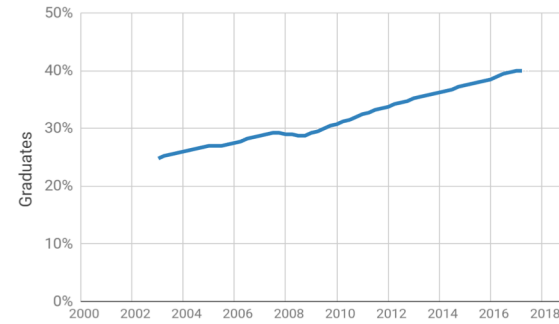
The potential explanations for the decline in employer led training must be considered in the context of these wider labour market factors.

Unemployment rose during the 2008-9 recession, but has recently reached historic lows, 2019



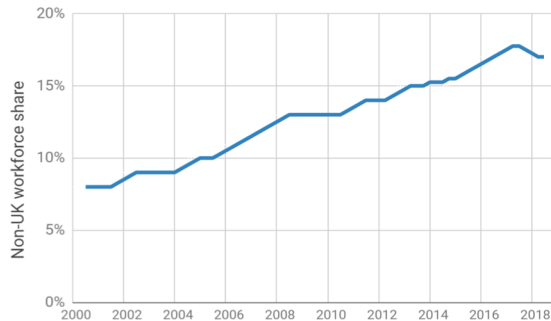
Source: ONS Labour Market Statistics (seasonally adjusted)

A growing proportion of the workforce are graduates, 2019



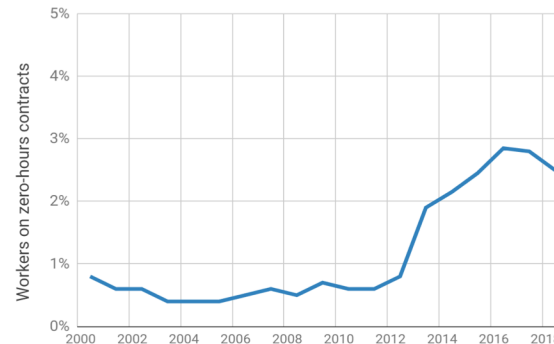
Source: ONS Labour Force Survey

The share of the UK workforce born outside of the UK has risen, 2019



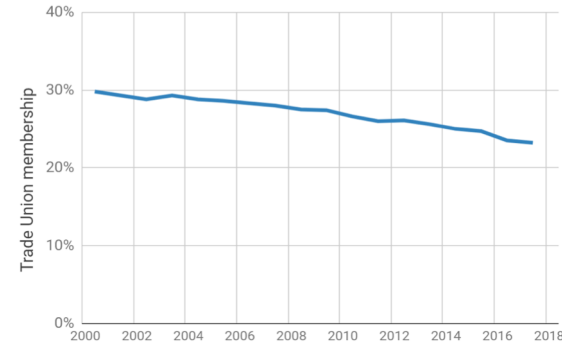
Source: ONS Labour Force Survey

Use of zero-hour contracts has risen, 2019



Source: ONS Labour Force Survey

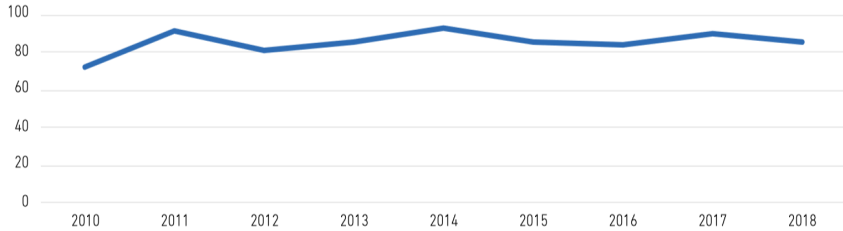
The share of workers belonging to a trade union has fallen, 2017



Source: BEIS Trade Union Statistics 2017

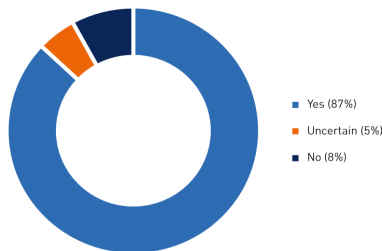
The CBI paints a more positive picture on employer investment in training

Businesses expecting to upskill employees in current roles in the next 12 months, %, 2018

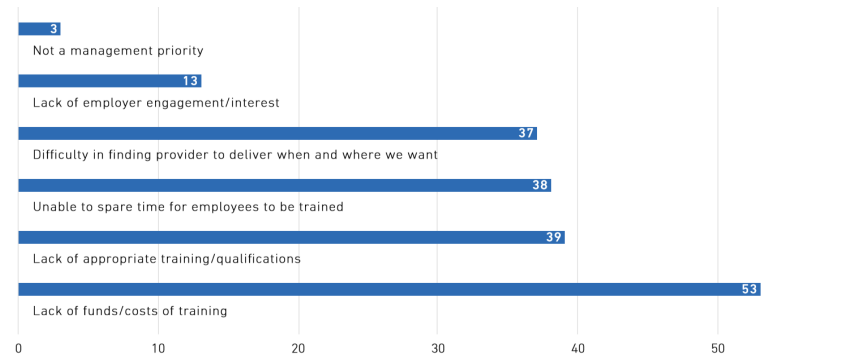


- The CBI published a report in 2018 which contrasts our findings, particularly in the following areas:
 - **Employer investment in training** – 85% of businesses in the CBI report plan to maintain or increase their investment in the year ahead while only 15% plan to cut back.
 - **Decisions to upskill existing staff** - 87% of the surveyed businesses anticipate upskilling employees in their current roles during next 12 months.
 - **Reasons for not investing in training** – the CBI reported that ‘businesses are keenly aware of the importance of investing in training and development’, citing the biggest barrier to employer investment in training as a lack of funds/costs of training – 53% all identified barriers.

Employers planning to maintain or increase training and development investment, %, 2018



Barriers to investment in workforce development and training, %, 2018



How to design and lead TVET systems

- The **role of employers in the UK skills system** is a topic that has been raised throughout the development of the UK Technical Education strategy, and now Green Paper.
- Employers have a major – and increasing – role to play in our skills system.

Apprenticeships

- Trailblazer groups of employers lead on the development of apprenticeship standards – and apprenticeships themselves are provided by employers

T Levels

- T Level Panels of employers help produce outline content for the technical qualification element – and T Levels themselves feature a substantial work placement with employers

NRS

- Employers will need to provide NRS participants with jobs with retraining opportunities for lower skilled adults

Adult skills

- Employers play a vital role in supporting adult skills more generally, by providing training and upskilling opportunities for staff

- The **successful delivery of these flagship programmes** is contingent on **employers being properly engaged** in the skills system and **investing sufficiently** in skills development in their workforces.
- We have therefore conducted a project to investigate:
 - **What has happened to employer investment in training?**
 - **What has driven this change?**
 - **What can government do about this?**
 - **What institutions and mechanisms can we use to engage employers in the skills system?**

What functions do we need in the English skills system – and do we have them already?

Key: ● missing ● could be better / being developed ● in place and improving

Central planning function to:

- Understand economic factors by sector
- Identify skills shortages, growth areas, and areas of oversupply by sector
- Collate information to inform policy development and planning

Economy

Employers
and
employees

Employer function/actor that:

- Coordinates employer/employee/Trade Union and trade bodies voices across sectors
- Enables better identification and quantification of skills needs
- Informs qualification design and delivery

A provider base that is:

- High quality
- Financially resilient
- Has the right buildings and facilities for effective training
- Rigorous accountability, leadership and governance

Provider base

Qualifications
and
regulation

Qualifications and training that:

- Meet employer and economic needs
- Academic and technical routes – including FE and HE
- High quality and internationally recognised

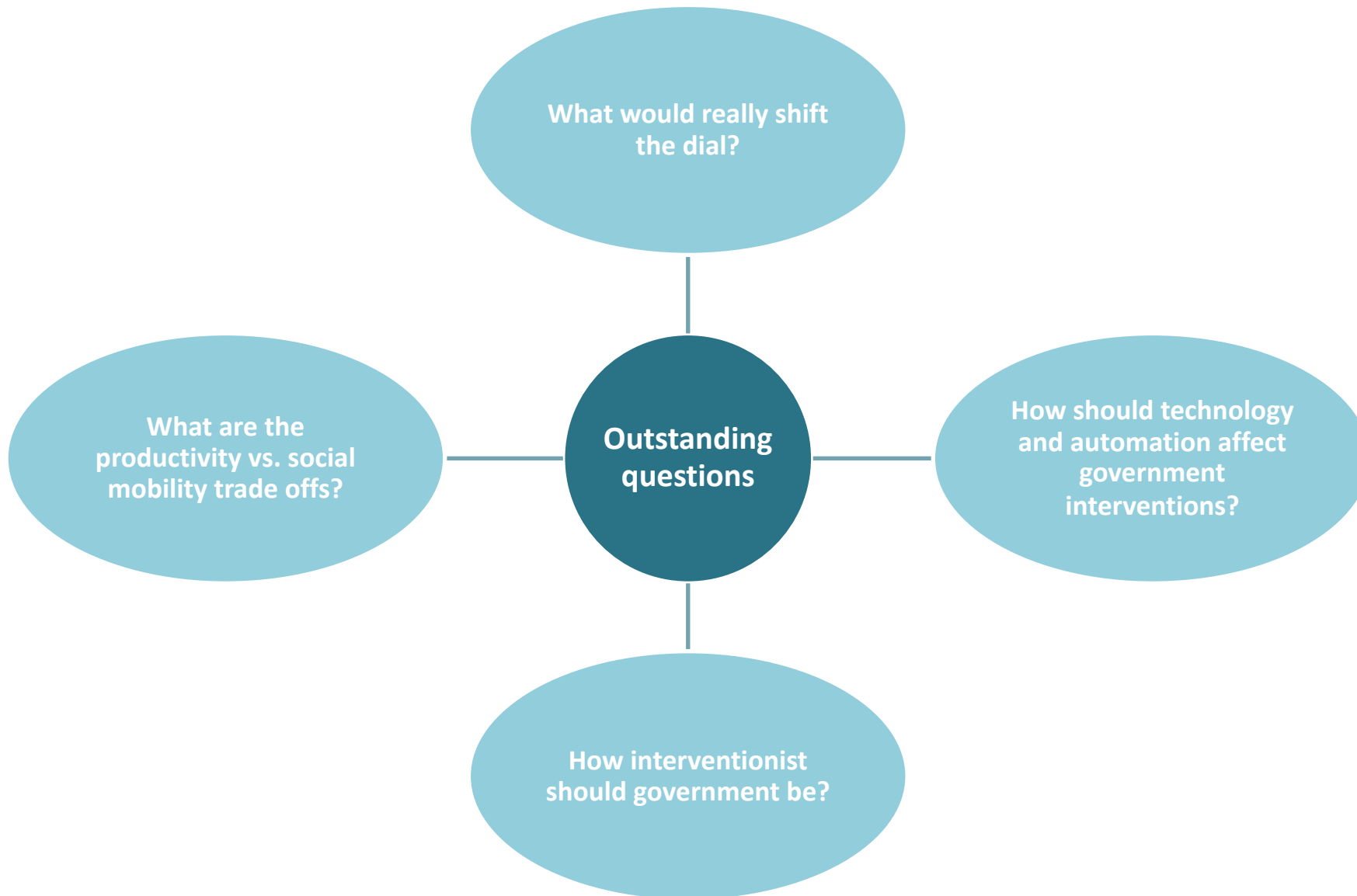


UK benchmarking against other leading global skills nations; sharing good practice, developing methodologies and approaches and maximising the opportunities that WorldSkills offers

Productivity lab programme is currently developing around three key strands of activity:

- Research & Convene
- Embed
- Centre of Excellence

There are a number of questions still to be answered – further work would be needed to develop coherent answers to these questions across government



Thank you





JEFFERSON MANHÃES DE AZEVEDO

Coordinator Of International Affairs,
Conif, Brazil



Thank you





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Scope

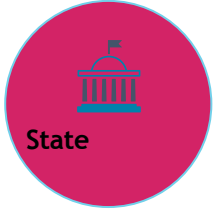
Countries and macro regions have different drivers for creating and implementing solutions for education systems development.

Intended as a follow-up to the panel on diverse TVET systems, this workshop will invite participants to discuss the necessary measures for designing and leading responsive TVET systems that are adapted to local contexts.

How can these measures be translated into policies that are effectively implemented?

Which actors are responsible for leading these systems?

Four groups



- Stakeholder: **state**



- Stakeholder: **business**



- Stakeholder: **self-employed person**



- Stakeholder: **non-commercial organizations**

Four steps

- 3:05 – 3:10

Set a starting position of your respective stakeholder (to mark the current position on the matrix using a sticker).

- 3:10 – 3:15

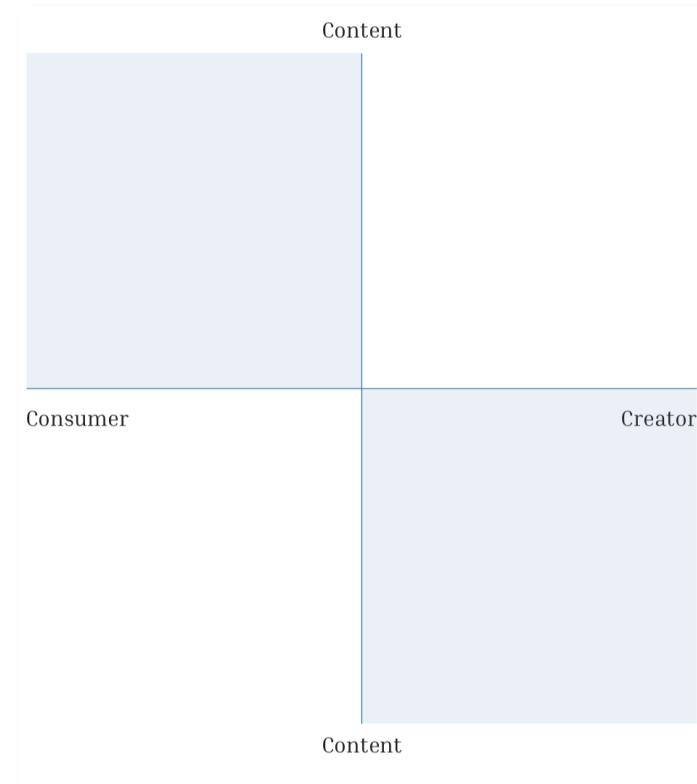
Set a target position of your respective stakeholder (mark the target position on the matrix using a sticker).

- 3:15 – 3:25

Summarize stakeholders' positions.

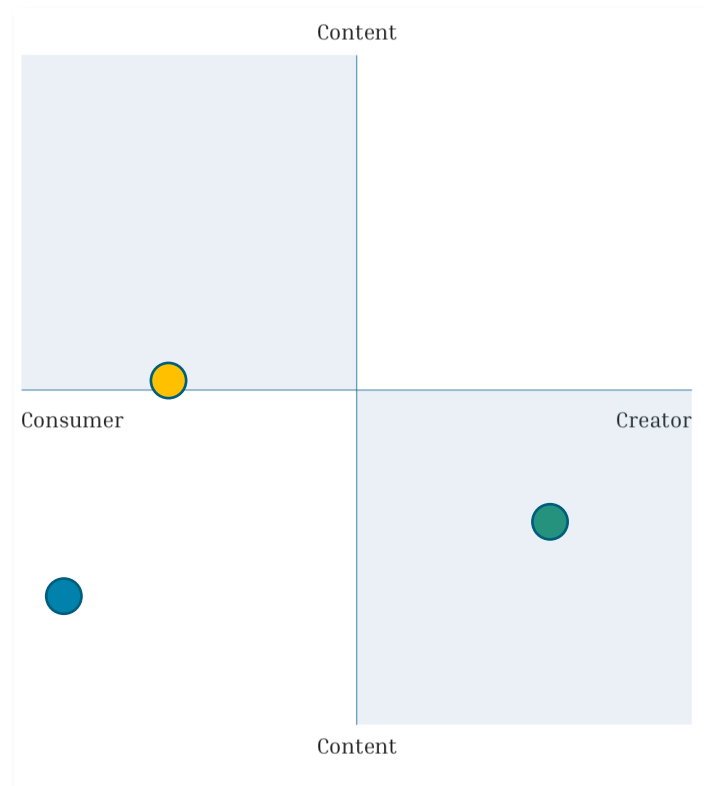
- 3:25 – 3:35

Name collaborations that can overcome present barriers and lead to positive changes.



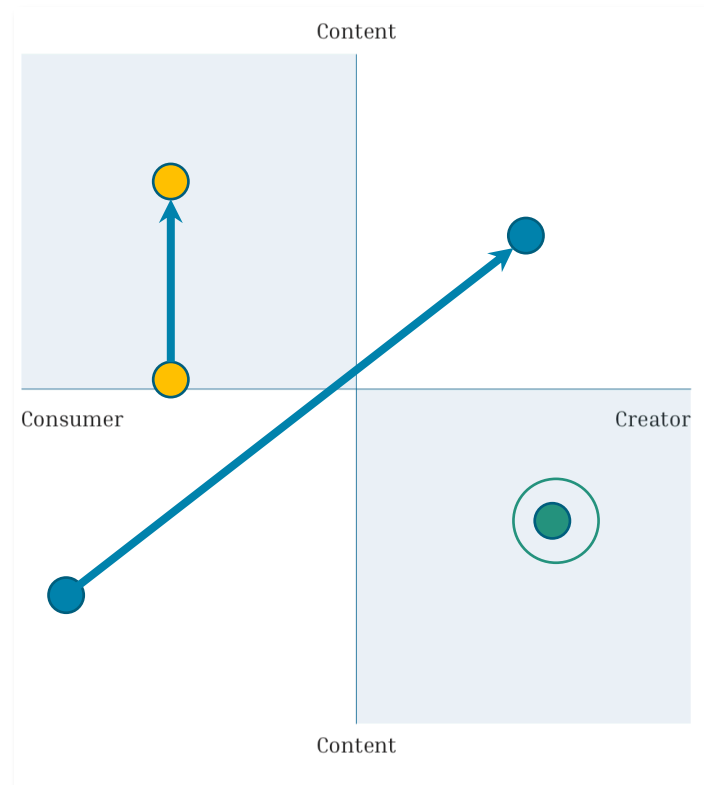
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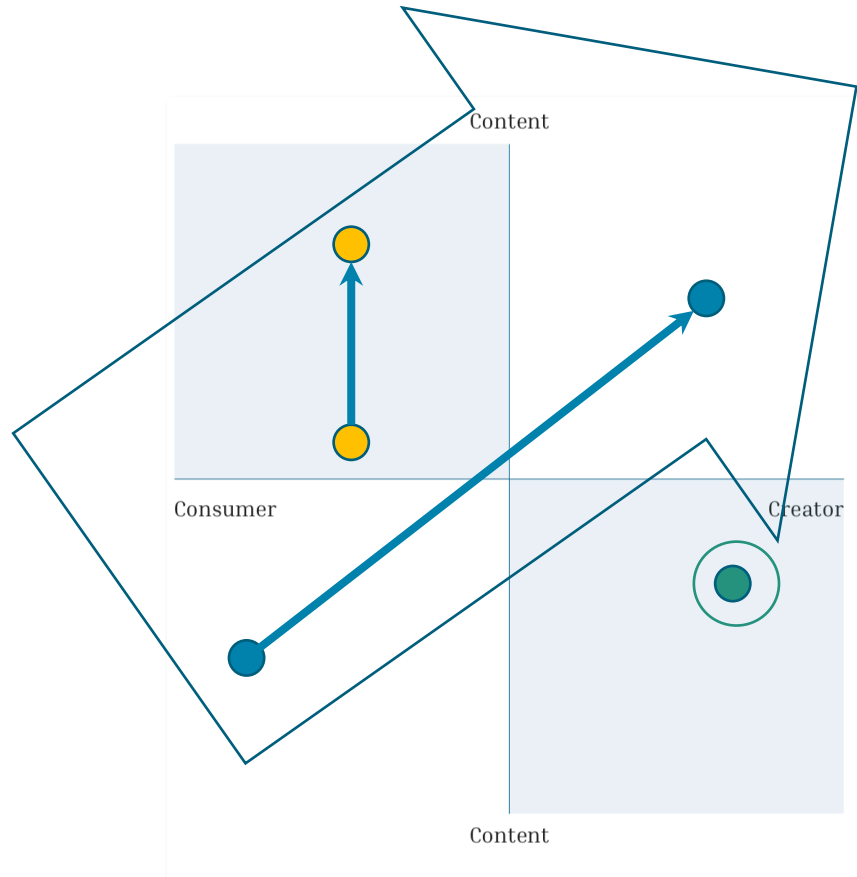
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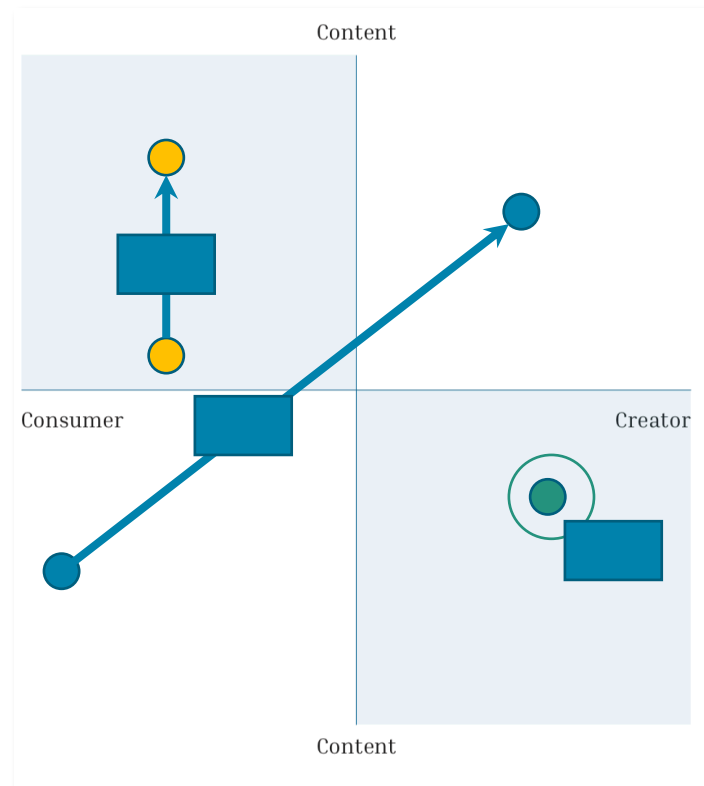
3:15 – 3:25

Summarize stakeholders' positions



3:25 – 3:35

Name collaborations that can overcome present barriers and lead to positive changes



Short recommendations

- Please respect each other's opinion
- Time is precious
- Valuable results should be written down
- Please, write distinctively
- If you have questions or problems – your moderator will help you

Let's enjoy your work in groups!

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