

# Bridging Innovation and Learning in TVET

Providing leadership and guidance for collective action in TVET | Volume 1 | Macro-Level

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# IDENTIFICATION

## CHALLENGES

- Gaps in our knowledge and understanding of the relationship between labor demand and supply side factors
- Data availability, replicability and quality
- Ensuring 'buy-in' from important stakeholders.

## PROMISING PRACTICES

- 'Prospective' studies focused on forecasting the future demand for NQC
- Nationally led stakeholder engagement through peak government and employer groups (EBSCOs)
- Skills observatories and analysis of jobs and career databases, surveys and 'early bird' systems
- Cross-sectoral projects aimed at addressing common competency needs shared across multiple or new and emerging industries.



# INTEGRATION

## CHALLENGES

- Establishing responsibility and ownership for NQC
- Assigning the last word and reconciling the different ‘power relationships’ that exist.

## PROMISING PRACTICES

- Cross-cutting approaches – requirements for credentials to include ‘essential skills’ across all NQC
- Sectoral approaches - effectively link new developments such as changes to environmental regulations or consumer preferences for more sustainable practices – to TVET training practices of a whole sector
- Occupational approaches – ‘holistic modularization’ (or unitization). Entire qualifications are broken down into sub-units or modules that can, in some circumstances, be assessed independently
- Additional modular approaches - ‘fast-response’ to emerging skills needs is the use of additional or ‘optional’ modules for NQC.



# IMPLEMENTATION

## CHALLENGES

- Defining the parameters for on-the-ground support
- Ensuring funding and other forms of institutional backing are in place
- Establishing trust and quality and clear indications of structural support.

## PROMISING PRACTICES

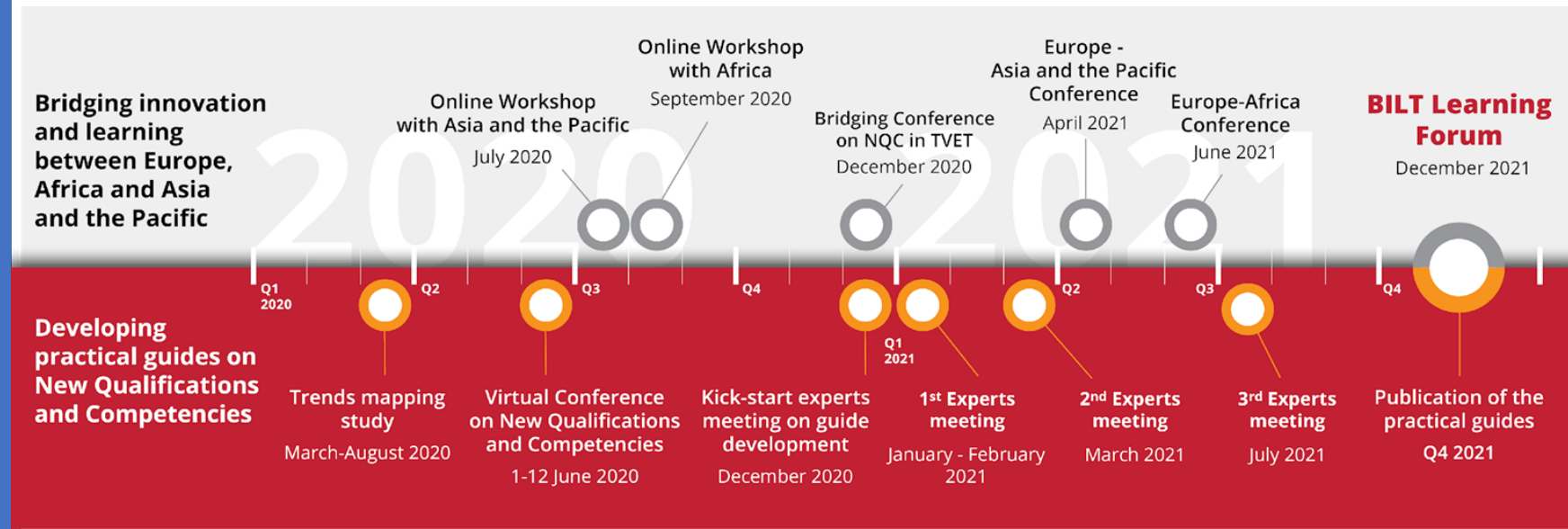
- Designating a greater role for educators in developing, reviewing, and implementing NQC
- Investing in the professional capacity development and upskilling of TVET professionals
- Providing practitioners, training providers and other stakeholders with digital access to processes (such as standards development) to promote accessibility and buy-in during the development, implementation, and review of NQC.

# LOOKING TO THE FUTURE

Ensuring TVET systems are 'future ready' involves constant evaluation of labour market data and improving the evidence base for the identification of NQC

The governance and responsibility structures in TVET systems must be optimized for the identification, integration, and implementation of NQC. By their nature, these structures are often complex and require a commitment from the full range of stakeholders and social partners to adapt to the changing need for new skills and competencies!

The key to the success of NQC is in their implementation and impact on the ground. Macro stakeholders must provide a supportive environment for implementation through funding mechanisms, 'enabling' or supportive structures or by providing opportunities for the renewal of TVET instructors.



Case Study	Source	Country
Austrian Labor Market (AMS) Standing Committee for New Skills	Public Employment Service Austria, (Wibrow, B and Waugh, J, 2021)	Austria
Framework for understanding and defining NQCs in the Basque Country	TKNIKA, (Insituto Vasco del Conocimiento de la Formacion Professional, 2021)	Basque Country
Identification of NQCs through systematic monitoring of VET-relevant indicators	Bundesinstitut für Berufsbildung (BIBB), (Schad Dankwort, 2021)	Germany
Integrating competencies into vocational qualifications development	Finnish National Agency for Education and Ministry of Education and Culture, (Finnish National Agency for Education, 2019)	Finland
Key competencies integration into TVET curricula in Hong Kong	Hong Kong Vocational Training Council, VTC (Hong Kong), 2020	Hong Kong
A comprehensive approach to identifying, integrating, and implementing NQC at a provincial level – Quebec	Ministère de l'Éducation, du Loisir et du Sport (MELS), (Gouvernement du Québec & Ministère de l'Éducation, 2019)	Quebec
The Singapore Skills Framework	Skills Future Singapore, (SkillsFuture Singapore, 2020)	Singapore
Additional examples of skills observatories and systems	OECD LMIS, Australia LMIP, Brazil National Service of Industrial Training (SENAI), CEDEFOP OVATE, OECD skills for jobs database, U.S. O*NET, European Skills, Competences, Qualifications and Occupations (ESCO) etc.	Various