







# Importance of Skills Development for Economic Growth in Middle Income Countries

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## KEY TO THE PRESENTATION

- Key Reforms on TVET policies
- Major Strategies for skills development
- National Qualification Framework
- Common challenges in skills training
- Paths for Future Skills Development











## **Key Reforms on TVET Policies**

- Involvement of Private Sector in training
- Linkage between general education and TVET
- Training for self—employment and the informal sector











### **Major Strategies**

- Promoting the private sector involvement in training
- Improving the quality and relevance of training programmes
- Improving operational and managerial efficiency at TVET institutions











## Rationale for a National System of Vocational Qualifications



- System of credible qualifications that is understood locally as well as internationally
- Respond rapidly to changes in economy and in employment practice
- Improve the quality and quantity of learning opportunities



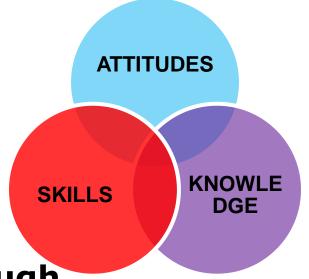






#### NVQ's are based on

- Competency Standards
- Competency based curricula
- Competency based training and assessments
- Quality Assurance



#### Qualifications are awarded through

- Continuous and final assessments in accredited courses
- RPL with assessment



**NVQ** 

Work under some supervision

Level 4

**NVQ** 

Work independently

Level 5







## NATIONAL VOCATIONAL QUALIFICATION LEVELS

**NVQ** 

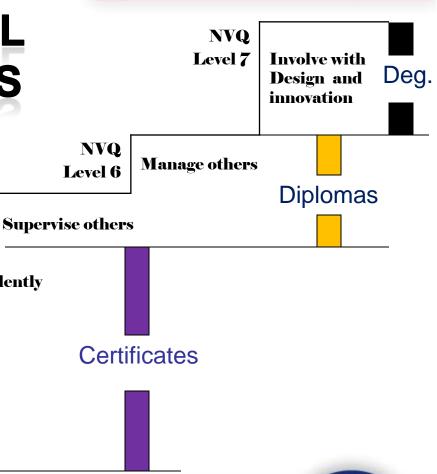
**Work under Supervision** 

Level 3

**NVQ** 

Core entry/basic skills (NVQ Level 1)

Level 2











### **Common Challenges**

- Image building and social marketing of TVET sector among young generation
- Recruit and retain qualified staff in the TVET sector (Capacity Building and Payment of salaries)
- Providing Infrastructure facilities in training centres (Modern equipment and facility upgrading)
- Identifying labour market trends and signals for demand and supply of skilled workforce
- Build up linkage between training providers and industries









### Paths for Future Development

- PPP model for training and job placement
- Trilateral relationship for skills upgrading
   (Training providers, Industries & Professional bodies)
- Optimal LMIS for skills forecasting
- Self-sufficient centres for sustainable TVET
- Regional cooperation for technological transformation and teacher training













**QUESTIONS?** 



