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An Educator's Approach to Assessing the Policy Context for TVET

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Key Policy Issues in TVET

Access

For candidates with education or skills that allow them to enter training in high priority sectors/firms

For people with a variety of education and skills levels (some/many who have dropped out of formal education)

Quality

Content linked directly to competencies demanded for high priority sectors/firms

Content designed to provide competencies that enable individuals to pursue economic opportunities

Financing

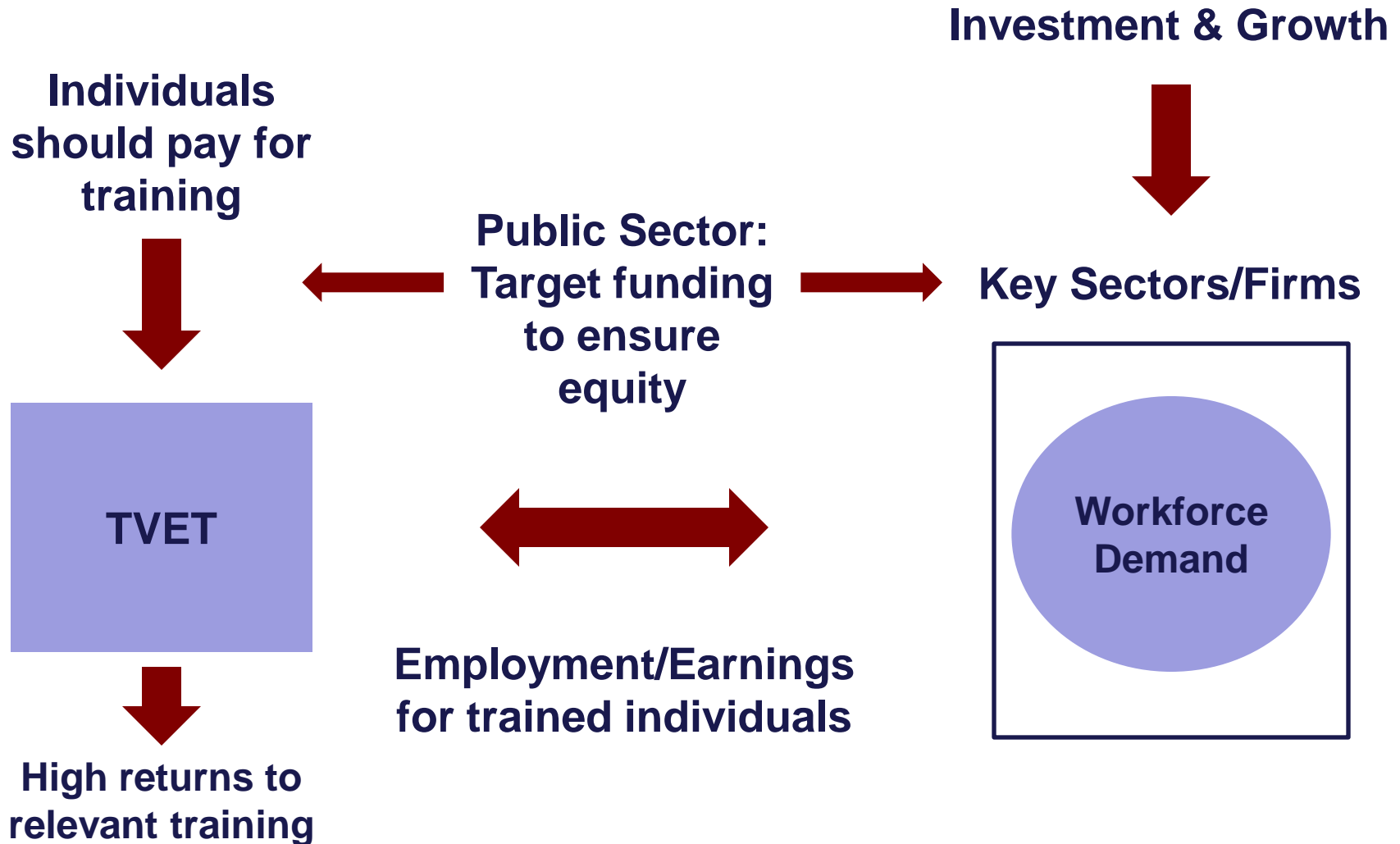
How should public resources be targeted?

What can firms be expected to pay for?

What should individuals pay for?



Funding of TVET: Base Assumptions





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How the Market Impacts TVET Policy

SUPPLY

DEMAND

School –based

Quality education up to desired level

Program–based

Soft skills training
Language training

Institution or program-based

Technical training

Enterprise-based

Technical training

School or program–based

Quality basic education

Institution or program-based

General voc. training

Program–based

Skills training

Investors/Employers

- General level of education
- Employability (soft skills, language)

- Sector specific skills

- Employer specific skills

Non-formal sector

- Foundation skills (literacy, numeracy)

- General vocational skills

- Skills related to specific opportunities



Roles of the Public Sector

Targeting resources



Assuring quality

Competency-based qualifications framework

Accreditation standards for training providers

Assuring relevance

Outcomes standards

Links to employers & world of work

Incentives

Enterprise-Based

Prospective Workers

Existing Workers

Subsidies for target populations

Institution-Based

Public

Private

Direct funding for some programs

Program-Based

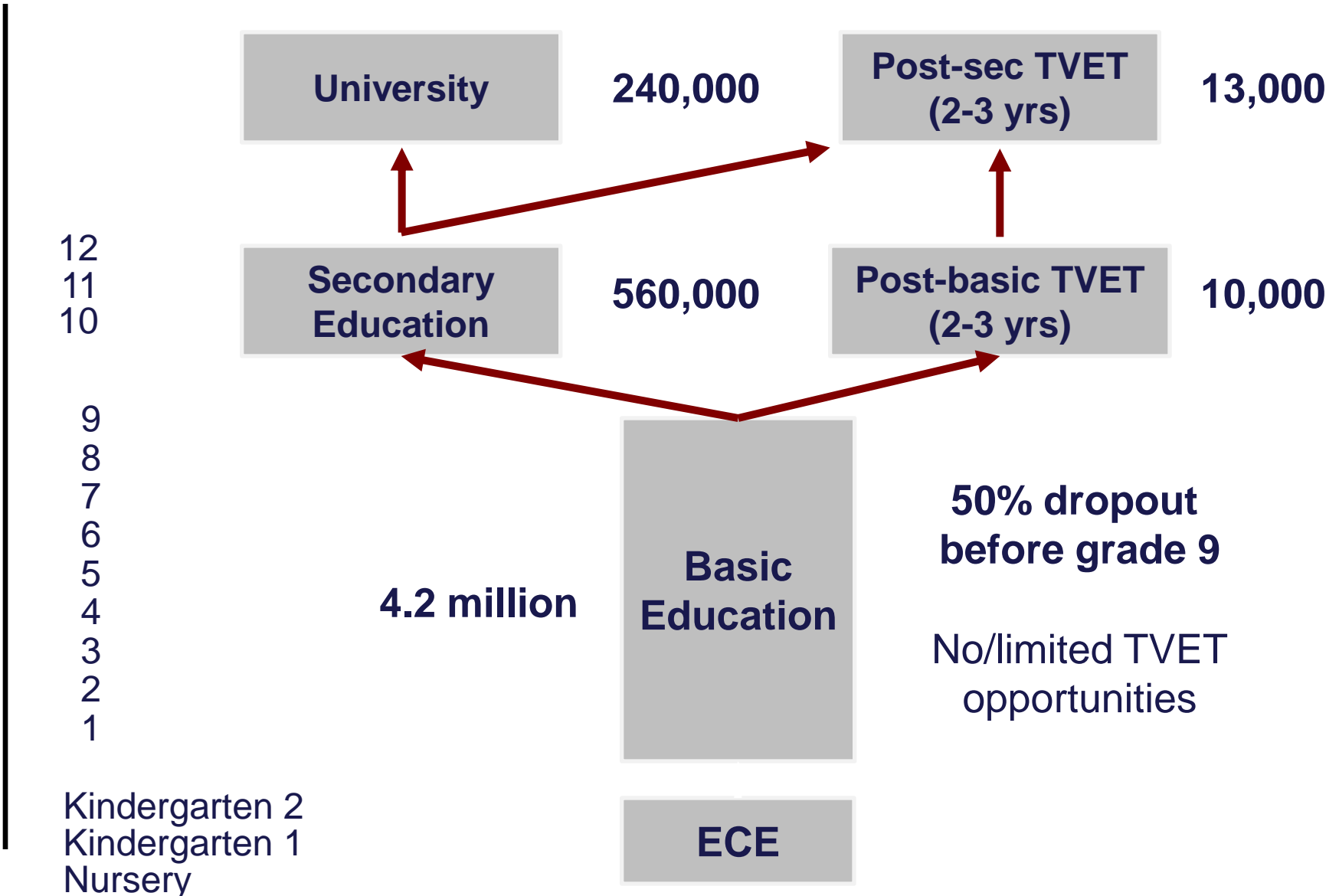
Community

Private

NGO



Example: TVET in Yemen





- Limited availability of TVET
 - Dominance of single model (public; institution-based)
 - Limited public resources/capacity for expansion
- 300 training courses of study, but
 - No linkage to priority economic sectors
 - No linkage to needs of key domestic employers
 - Some linkage to external employment opportunities in Gulf States (200,000 per year)
- No competency-based approach (program-based)
- No qualifications framework
- Unclear standards for training accreditation
- Little to no opportunities for millions who never complete basic education



- Broad access to TVET
 - Multiple models – private and public; enterprise, institution and program-based (over 4,000 training providers in 2009)
 - Expansion of community-based programs (concerns over quality)
 - Public resources consumed in public institutions (only 10% of sector)
 - Very limited targeting (e.g. scholarships)
- Technical Education and Skills Development Authority
 - Moving to competency-based standards
 - Training program certification/accreditation (but input based)
- Still problem of insufficient links to business/demand
- Exception – training oriented towards overseas employment
- 217,000 graduates; 177,000 in the labor force; 55% employed 1 year after graduating* (TESDA, 2008)
- Employment rates highly correlated with higher educational attainment