



**VET & SKILLS GOVERNANCE TOOLBOX:
*USING KNOWLEDGE & INTELLIGENCE TO
STEER POLICIES AND SYSTEMIC
REFORMS***

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Reforming VET policies and systems in ETF partner countries (PCs): What is really at stake?

ACCESS to VET: vary across PCs. VET programmes are sometimes chosen by **students who have found it difficult to progress through lower levels of education** and in consequence more at **risk of not completing the upper secondary level of education.**

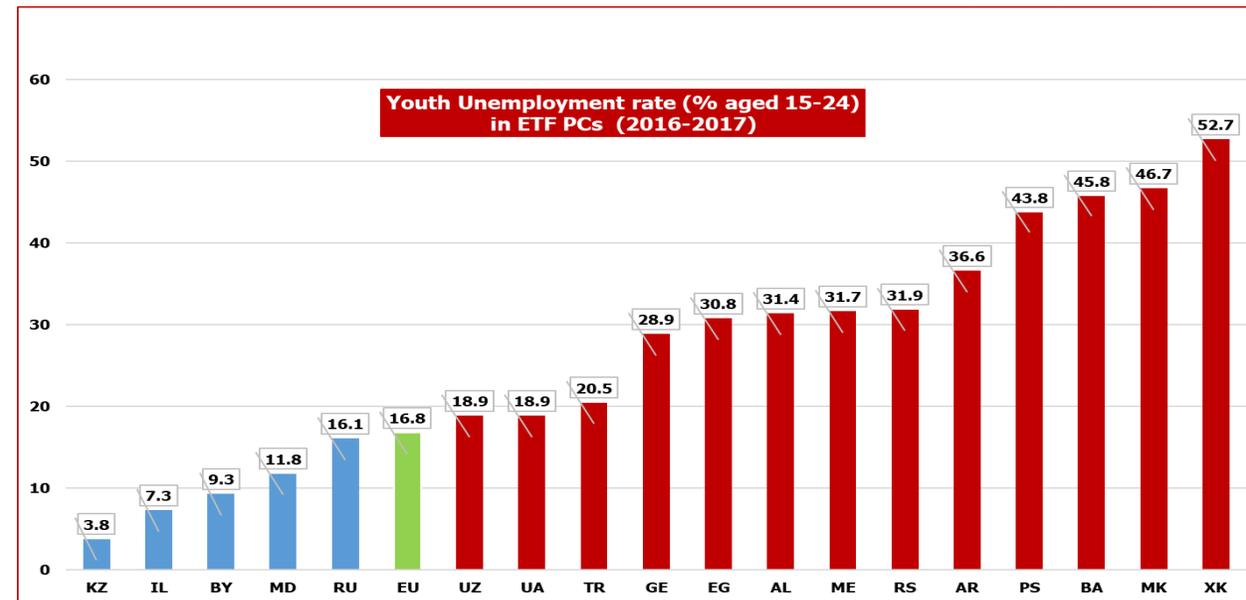
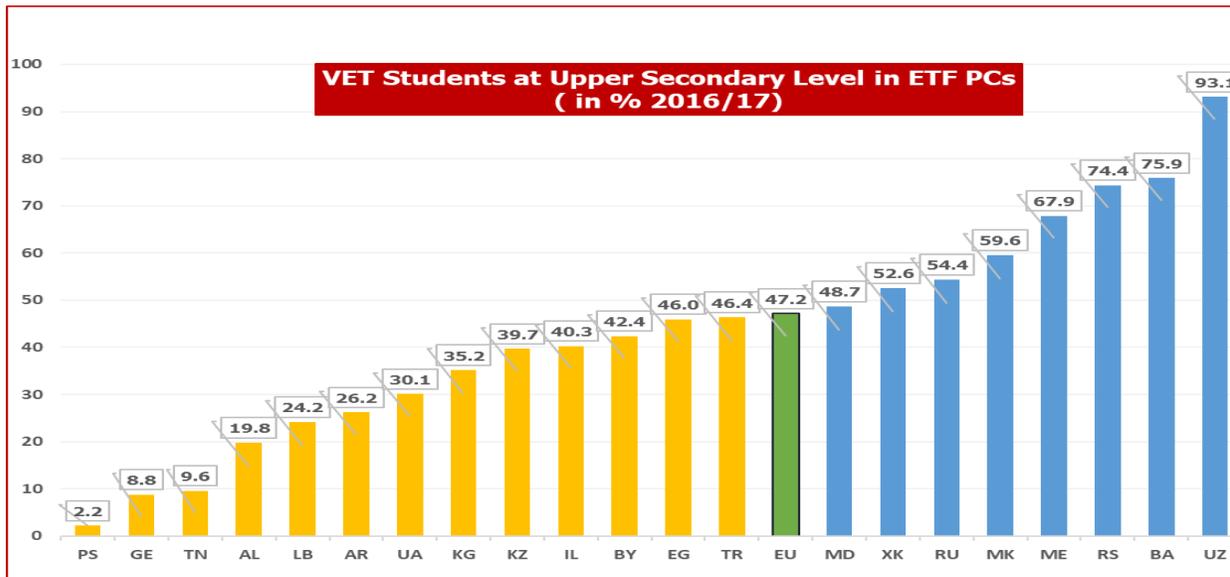
Underachievement in **key competences.**

VET public policies lack of effectiveness & efficiency in many ETF PCs for **incentivizing/attracting private sector, Improving quality of skills** (etc.).

VET public sector is **small part of education systems** in many PCs

Source: ETF (2019) based on National Statistical Offices, Eurostat, ILOSTAT,OECD

Source: National Statistical Offices, Eurostat, Unesco (ETF 2019)



YOUTH UNEMPLOYMENT: ETF PCs remains **very high** (2017), and **traditionally** been **higher than those of other age groups.** It is linked to the existence of various types of **skills mismatch.** Joblessness more acute for those who not have upper secondary education. Unemployment rates of **H.E are higher** than those with lowest levels.

VET GOOD MULTILEVEL GOVERNANCE APPROACH ETF PARTNER COUNTRIES (PCs) (2010-2020)

Potential candidate
Countries (FRAME
project):
Bosnia and
Herzegovina (BiH),
Kosovo ,Montenegro .

Candidate
Countries
(FRAME project) :
Albania , North
Macedonia,
Turkey , Serbia

Other countries from
Central Asia:

Kazakhstan ,Uzbekistan,
Tajikistan, Kirghizstan,
Turkmenistan,

EU Partnership East:
Armenia, Azerbaijan,
Belarus, Georgia,
Republic of Moldova,
Ukraine and Russia
Federation.

European Neighbourhood and
Partnership Instrument
countries (SEMED)
ENPI South (GEMM project):
Egypt, Jordan, Lebanon,
Morocco, Palestine, Tunisia,
Israel, Argelia Libia .

ETF VET GOOD MULTILEVEL GOVERNANCE (GMLG): CONCEPTUALIZING OPERATIONAL APPROACHES

- ☆ **Multilevel governance** can be defined as an **arrangement for making binding decisions** that engages a **multiplicity of politically independent but otherwise interdependent actors – private and public** – at different levels of territorial aggregation, in more or less continuous negotiation, deliberation and implementation, and that **does not assign exclusive policy competence or assert a hierarchy** of political authority to any of these levels
(Schmitter, 2004).
- ☆ **VET Good Multilevel Governance** : *Model for VET policy-making management based on **coordinated action to effectively involve VET public and private stakeholder's at all possible levels** (international, national, sectoral, regional/local, provider) for objective setting, implementation, monitoring and review. Good multilevel governance in VET aims to reinforce **interaction and participation** of such stakeholders whilst improving **relevance, accountability, transparency, coherence, efficiency and effectiveness** of VET policies*
(ETF based on CoR 2009 & Cedefop 2011).
- ☆ **3 Key GMLG Dimensions** : **Communication/Informational, Institutional & Financial.**

VET Multilevel Governance in EU: Some Examples on Policy Developments/Milestones

- **VET MLG (Transnational dimension):** Open Method of Coordination (OMC) = VET Copenhagen/Bruges process: Riga Conclusions (June 2015).

-National : Reforming VET legislation/Acts.

- **EST** : Implement new curricula with greater autonomy of VET institutions.
- **ESP** VET ` *dualization* : involving regions for implementation & joint agreements between enterprises and VET centres for agreeing apprenticeship schemes.
- **FRA** Guidance and lifelong VET adding provisions of the national inter-sectoral agreement (ANI), signed with Social Partners to reform French VET system.
- **DK** : High-quality VET programmes for youth and further education and training. CVET of teachers improve quality of teaching (both municipalities and VET Schools involved for implementation).

Regional/Local :

- **FRA** territorial regulation of VET (key decentralization act from 2004)
- **ITA** Emilia Romagna (from 2010) strategy to provide VET up to HE.
- **NO** (from 2006):The *Consultation scheme (E&T)* among –independent– national & regional governments (policy & objective gaps).
- **SWE** Jämtland County Council: Regional Plan for Education & Regional development approved by National policy makers: includes CVT/Adult Learning and Upper-Secondary VET cooperating with civil society.

- **Sector (& Regional) Skill Councils / Committees (SSCs):** 20 EU countries

- **VET Centres of Excellence: Regional & Sectoral VET innovation hubs** (NETH,UK,FRA,SPA, DK, BEL,LAT,LITH)

TRAINING AGENCIES

HORIZONTAL DIMENSION
(Social Partners, NGO's, Associations)

- **SOCIAL PARTNERS** : EU Alliance for Apprenticeships.
- **CIVIL SOCIETY**: Joint VET providers Declaration for the EU 2020 strategy (+ Riga) (ETF round table 15/16 October 2015)

FACTORS IN VET
MULTILEVEL
GOVERNANCE

INTERNATIONAL
INNOVATION

PUBLIC
SECTOR

PRIVATE
SECTOR



WHY ETF VET GMLG TOOLBOX?

- ✦ **Keeping abreast** of ETF knowledge & Intelligence build on VET & Skills GMLG (2010-2020): Around **60 files** for external public.
- ✦ Support ETF PCs on *picking up from the basket* the most suitable/needed tool(s) to boost policy dialogue for implementing and steering VET & Skills reforms using governance & financing as *systematic and systemic thematic policy drivers*.
- ✦ Informing on **ways to approach policy advice and learning**: tools to spark joint- strategic analysis and policy options in ETF PCs.
- ✦ Marketing such ETF knowledge & intelligence to **make it accessible & available** to ETF PCs and **VET & Skills International Community**.

THE MENU OF VET GOOD MULTILEVEL GOVERNANCE TOOLBOX: APPLYING *STEP-BY-STEP* -METHODOLOGICAL- APPROACHES



- ★ **Block 1** Explains the basic concepts, ideas and key principles of **multilevel governance** applied to VET.
- ★ **Block 2** Provides a method for **vision building** to define a comprehensive VET reform agenda.
- ★ **Block 3** Deals with the suitability of **institutional arrangements** to implement the reform agenda.
- ★ **Block 4** Covers **costing, budgeting, financing and funding**, as well as data gathering and analysis.
- ★ **Block 5** Discusses the role of **social partners** in linking VET policy to labour market needs.
- ★ **Block 6** Examines **territorial governance** for the interplay of national/sub-national levels, issues of decentralization and place-based policies related to smart growth strategies.
- ★ **Block 7** Highlights the **monitoring and assessment** of country progress in VET & Skills GMLG.



FORESIGHT for vision-building is a **future-oriented, participatory, systematic process**. In relation to HCD, it draws on knowledge from different policy areas to make sense of the **interconnectedness of the economy, the education system, the labour market, the social dimension, and regional and territorial aspects**. This enables stakeholders to work together to define a shared medium- to long-term vision for their country or sector, as the basis for designing more **coherent and evidence-based policies** and measures that all stakeholders can sign up to and implement.



INSTITUTIONAL ARRANGEMENTS (IAs) are the **organization of policies, rules, norms and values** that countries have in place to legislate, plan and manage the execution of development, the rule of law, the measurement of change, and other such functions of state. By its nature, the issue of **IAs** appears in every aspect of development and public sector management. Whether they are ministries of finance or planning, offices of disaster-risk reduction, or whole sectors such as education and health, the smooth functioning of institutions is crucial. ***Inter-Ministerial cooperation is a must.***

A **REVIEW of INSTITUTIONAL ARRANGEMENTS (RIA)** aims to ensure that the **policies defined** (strategies, regulations, laws, etc.) are **backed up by the appropriate capacities to make them realistic**. This includes **human resources** and **organizational arrangements**, but also **financial resources** that will make possible.



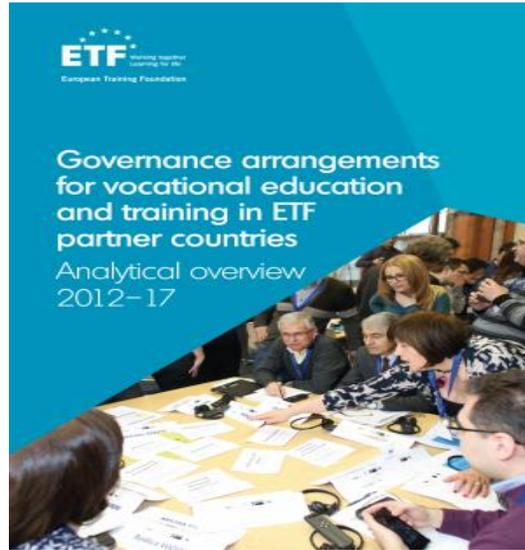
Example on VET Governance methodological approaches: Mapping/Reviewing General planning & Management

Formulation, Coordination and implementation of VET framework/program: Institutional Arrangements	VET Governance Functions	OVERALL PLANNING, MANAGEMENT: RESPONSIBLE PUBLIC INSTITUTIONS & OTHER PRIVATE ACTORS INVOLVED in I-VET (& CVT) FUNCTIONS, POLICY AREAS and GOVERNANCE LEVELS					VET policy areas	
		Legal basis (YES/NO)	International stakeholders	National (including Sectoral/Industrial)	Regional/Local	VET Provider		
	<input checked="" type="checkbox"/> Formulate VET national policy framework (goals, strategies, plans etc.).			<div style="border: 1px solid black; padding: 5px; background-color: #d3d3d3;"> Box 1 Classifying actors in I-VET (& CVT) Governance </div>	<div style="border: 1px solid black; padding: 5px; background-color: #add8e6;"> Box 3 Coordination mechanisms for I-VET (& CVT) policy making </div>		<input checked="" type="checkbox"/> VET Quality Assurance	
	<input checked="" type="checkbox"/> Provision of legal/regulatory/normative framework.							<input checked="" type="checkbox"/> Management of VET Curricula
	<input checked="" type="checkbox"/> Management of VET provider networks.			<div style="border: 1px solid black; padding: 10px; background-color: #d3d3d3;"> Box 2. Stakeholders roles/functions (I-VET & CVT) -(I) Initiator. -(Sta) Strategic actor. -(D) Decision Maker or Co-Decision. (Ms) Manage administration of systems. -(C) Consultative/advisor role. -(A) Acts on instructions/implement decisions. -(E) Evaluator /assessor. -(F) Funder or co-funder. -(SP) Official recognised Social Partner. -(P) Other (specify type of partnership). </div>				<input checked="" type="checkbox"/> Management of VET Qualifications (& NQFs)
	<input checked="" type="checkbox"/> Mobilization of financial resources (budgeting & allocation) ⁽¹⁾							<input checked="" type="checkbox"/> Training and Standards for Teachers & Trainers
	<input checked="" type="checkbox"/> Management of Public & Private partnership for VET & skills provision.							<input checked="" type="checkbox"/> Identifying and matching skills in the LM
	<input checked="" type="checkbox"/> Evaluation and review of VET policies (including audit systems for VET financing).							<input checked="" type="checkbox"/> Career Guidance & Counselling
	<input checked="" type="checkbox"/> Research & development; Data & statistical provision (MIS).					<input checked="" type="checkbox"/> Management of VINFL processes		

Coordination Mechanisms for VET Policy Making : implementing & reviewing HARD vs. SOFT regulation governance tools

Typology of Coordination Mechanisms for VET Policy Making		
Type of coordination mechanism	Type of partnerships associated	Policy mechanisms /Tools Examples
1) Legislative / Normative-oriented.	<i>Government-led oriented-partnerships.</i>	<ul style="list-style-type: none"> ▪ National and sub-national (regional) VET/LLL legislations. National and Regional VET/LLL strategies. ▪ E&T policy contracts (bilateral cooperation agreements among national-regional parties). ▪ National Bipartite/Tripartite agreements. ▪ Training regulations; National Qualification Frameworks (NQFs).
2) Institutionalised policy advice-oriented.	<i>Consultation and advice partnerships.</i>	<ul style="list-style-type: none"> ▪ National VET agencies (NAVETs) and other supervisory bodies (e.g. Qualification Authorities). Regional Development Agencies. Inter-Ministerial cooperation groups. Steering and/or Joint (social partners) Committees, Boards & etc.). National, Sectoral & Regional Skill Councils (and other advisory bodies). Tripartite bodies. Observatories (labour market and training at national, regional levels). ▪ Education Networks (ENETs). Communities of Practice (CoPs).
3) Public-Private Partnerships- oriented.	<i>-Self-regulated (governing) partnerships./ -Mobilization resources partnerships.</i>	<ul style="list-style-type: none"> ▪ Social Dialogue arrangements: collective bargaining agreements for skill development (e.g. training agreements at sectoral, company level). ▪ Sectoral Training Funds and other co-funding mechanisms (e.g. levies, tax subsidies, grants, individual learning accounts etc.). ▪ Work-based learning contracts.
4) Knowledge creation-oriented.	<i>Knowledge & Intelligence Partnerships.</i>	<ul style="list-style-type: none"> ▪ Skill needs methodologies, assessments, analysis, (nationals, and regionals; sectoral). Skills forecasts (nationals, regionals; sectoral). ▪ Occupational standards. ▪ Performance-based indicators & benchmarks (monitoring systems). Evaluation strategies, studies and other monitoring tools (e.g. indicator systems). ▪ Recommendations; (joint) opinions, declarations, statements.(etc.)

VET GOOD MULTILEVEL GOVERNANCE TOOLBOX (Blocks 4,5,6 & 7)



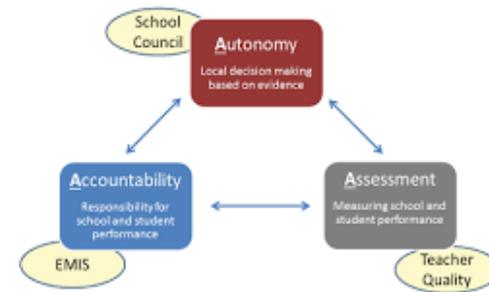
WHAT IS PPP IN SKILLS? Public Private Partnership



Is the coordination between public & private stakeholders to formulate, design, finance, manage common interest in the field of skills.



School Autonomy & Accountability The 3 A'S



WRAPPING UP TO... PICK UP FROM THE TOOLBOX BASKET...



- ★ ***What are major **expectations & views** on conducting a review of your VET policies and system to further steer institutional and systemic reforms?***
- ★ ***What are major **challenges and opportunities** you see within current policy context?***
- ★ ***What would be **key governance functions and thematic VET & Skills policy areas** more in need to focus?***
- ★ ***What are **key institutions to engage and governance levels focus** to implement such functional review?***
- ★ ***Which would be the **most useful ETF methodologies** to use and **modality (s)** for implementing together such step-by step approach/es?***

THANK YOU VERY MUCH...

ACTORS IN VET MULTILEVEL GOVERNANCE

