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

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Chisinau 18 February 2020
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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

ACCESS to VET:

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.
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).

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.

**Sectors (+ 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)

**-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)
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**

**OVERALL PLANNING, MANAGEMENT: RESPONSIBLE PUBLIC INSTITUTIONS & OTHER PRIVATE ACTORS INVOLVED in I-VET (& CVT) FUNCTIONS, POLICY AREAS and GOVERNANCE LEVELS**

<table>
<thead>
<tr>
<th>VET Governance Functions</th>
<th>OVERALL PLANNING, MANAGEMENT: RESPONSIBLE PUBLIC INSTITUTIONS &amp; OTHER PRIVATE ACTORS INVOLVED in I-VET (&amp; CVT) FUNCTIONS, POLICY AREAS and GOVERNANCE LEVELS</th>
<th>VET policy areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate VET national policy framework (goals, strategies, plans etc.).</td>
<td>☑ Legal basis (YES/NO)</td>
<td>☑ VET Quality Assurance</td>
</tr>
<tr>
<td>Provision of legal/ regulatory/ normative framework.</td>
<td>☑ International stakeholders</td>
<td>☑ Management of VET Curricula</td>
</tr>
<tr>
<td>Management of VET provider networks.</td>
<td>☑ National (including Sectoral/Industrial)</td>
<td>☑ Management of VET Qualifications ( &amp; NQFs)</td>
</tr>
<tr>
<td>Mobilization of financial resources (budgeting &amp; allocation)(1)</td>
<td>☑ Regional/Local</td>
<td>☑ Training and Standards for Teachers &amp; Trainers</td>
</tr>
<tr>
<td>Management of Public &amp; Private partnership for VET &amp; skills provision.</td>
<td>☑ VET Provider</td>
<td>☑ Identifying and matching skills in the LM</td>
</tr>
<tr>
<td>Evaluation and review of VET policies (including audit systems for VET financing).</td>
<td></td>
<td>☑ Career Guidance &amp; Counselling</td>
</tr>
<tr>
<td>Research &amp; development; Data &amp; statistical provision (MIS).</td>
<td></td>
<td>☑ Management of VINFL processes</td>
</tr>
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**Box 1**
Classifying actors in I-VET (& CVT) Governance

**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).

**Box 3**
Coordination mechanisms for I-VET (& CVT) policy making
# Coordination Mechanisms for VET Policy Making: Implementing & Reviewing HARD vs. SOFT Regulation Governance Tools

## Typology of Coordination Mechanisms for VET Policy Making

<table>
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<tr>
<th>Type of coordination mechanism</th>
<th>Type of partnerships associated</th>
<th>Policy mechanisms / Tools Examples</th>
</tr>
</thead>
</table>
| **1) Legislative / Normative-oriented.** | **Government-led oriented-partnerships.** | - 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).  
- Training regulations; National Qualification Frameworks (NQFs). |
| **2) Institutionalised policy advice-oriented.** | **Consultation and advice partnerships.** | - 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 8etc.). 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.** | **Self-regulated (governing) partnerships / Mobilization resources partnerships.** | - 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.** | **Knowledge & Intelligence Partnerships.** | - 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.) |

**SOURCE:** Galvin Arribas, J. Manuel (2016)
VET GOOD MULTILEVEL GOVERNANCE TOOLBOX (Blocks 4, 5, 6 & 7)

Governance arrangements for vocational education and training in ETF partner countries
Analytical overview 2012–17

Assessing governance and financing of vocational education strategies
A methodology

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.

INSTITUTIONAL COOPERATION & COORDINATION IN SKILLS DEVELOPMENT IN SERBIA

Decentralising vocational education and training in Ukraine: momentum for action
A Green Paper to set document on reform and capacities needed for transforming the quality of VET system in Ukraine

School Autonomy & Accountability
The 3 A’s

Accountability: Measurable and transparent
Assessment: Measurable and transparent
School Choice: Measurable and transparent

ETF Network for Excellence
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?
NATIONAL LEVEL
(Governments-Ministers, Parliaments, Inter-ministerial bodies-National executive and professional Agencies)

REGIONAL & LOCAL ACTORS
(Regional and local authorities, executive agencies, deconcentrated structures of national bodies)

SCHOOLS
TRAINING AGENCIES

PRIVATE SECTOR

PUBLIC SECTOR

VERTICAL DIMENSION

HORIZONTAL DIMENSION

(Social Partners, NGO’s, Associations)

THANK YOU VERY MUCH...