

The background features a dark blue gradient with a starry space pattern. Overlaid on this are several technical diagrams, including circular gauges with numerical scales (e.g., 140, 150, 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260) and various circular and curved lines, some with arrows indicating direction. The text is centered and rendered in a bold, sans-serif font.

**TVET/CTE AND ECONOMIC
DEVELOPMENT LINKAGES WITH
VTECS/CTECS**

**INTERNATIONAL CHALLENGES
OPPORTUNITIES AND LESSONS LEARNED**

IN THE BEGINNING – VTECS NOSTALGIA

- OREGON DEPARTMENT OF EDUCATION - VOCATIONAL EDUCATION DIVISION
- OREGON AND FEDERAL CAREER CLUSTERS
- OREGON RESEARCH COORDINATING UNIT – RON
- KENYA - CITY AND GUILDS - driveway
- OREGON OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
- SAUDI ARABIA, VTECS AND NOCTI - subject matter experts
- US DEPT OF LABOR - International Division
- MONITORING INTERNATIONAL TVET FINANCING - VTECS support
- VTECS BOARD MEMBESHIP
- INTERNATIONAL VOCATIONAL ED. & TRAINING ASSN, IVETA - RON/KEN
- WORLD BANK – LEAD EMPLOYMENT AND TRAINING SPECIALIST

ECONOMIC AND SOCIAL OUTCOMES

- DEVELOPMENT OF OCCUPATIONAL AND TRAINING STANDARDS PRODUCES **ECONOMIC AND SOCIAL BENEFITS**. COUNTRIES ARE FACED WITH **MULTIPLE ALTERNATIVES** WHEN DEVELOPING STANDARDS.
- THE EXPERIENCE OF **OECD** COUNTRIES IS USEFUL, BUT **DEVELOPING COUNTRIES** NEED TO SELECT ALTERNATIVES THAT ARE APPROPRIATE FOR LOCAL CONDITIONS AND THAT REFLECT THE AVAILABILITY OF RESOURCES TO SUSTAIN DEVELOPMENT..

LOCAL OR NATIONAL STANDARDS

- Countries may start with pilot activities at the local level, then move to a national approach.
- Continued local development will lead to fragmentation, duplication, not promote internal & external labor mobility **Equatorial Guinea**
- National leadership is needed once pilots have been completed, as resources are available.

STAKEHOLDER INVOLVEMENT

- EMPLOYERS, PROFESSIONAL ASSOCIATIONS, AND **LABOR REPRESENTATIVES/UNIONS** NEED TO BE INVOLVED FORMALLY FROM THE BEGINNING TO ENSURE THAT THE PROCESS IS DEMAND AND OUTPUT DRIVEN.
- EMPLOYER INVOLVEMENT IS CRUCIAL FOR DRAFTING OF OCCUPATIONAL STANDARDS, BUT LESS SO FOR DESIGN OF ASSESSMENTS AND TRAINING STANDARDS.
- EMPLOYER PARTICIPATION WILL BE DIFFICULT TO MAINTAIN, PARTICULARLY IN THE **INFORMAL/SMALL BUSINESS SECTOR**, UNLESS THEY SEE THE BENEFITS. **PAKISTAN**

LABOR MARKET INFORMATION (LMI)

- Multiple sources of LMI should be used to **set priorities**.
- Overreliance on short-term “job bank”-type information should be discouraged.
- Medium-term employer surveys can provide qualitative economic and employment information, with low investments where other sources of information are not available.
- Census not to useful
- Trainee Follow-up Studies **Hungary**
- Romania – **Stock Broker**

DEVELOPING OCCUPATIONAL STANDARDS

- Several approaches are available. In selecting an approach, the costs of staff training and replication should be estimated prior to making a final commitment.
 - **TASK ANALYSIS**- US MILITARY - hi cost
 - **DACUM**, quick., low cost, representatives of an occupation - Equatorial Guinea, CVA
 - **FUNCTIONAL ANALYSIS**, UK, Egypt, Mexico
- Developing countries should obtain standards from other developed and developing countries for benchmarking purposes and with a view toward adapting selected standards, particularly those that are international in scope.
- This will save resources, speed development, help ensure the quality of standards, and facilitate labor mobility
- Levels of Skills: **UK , New Zealand, Australia, EU**

TRANSLATING OCCUPATIONAL STANDARDS INTO TRAINING STANDARDS, AND ASSESSMENTS

- OCCUPATION TO TRAINING US Crosswalks, EU, UNESCO
- ASSESSMENTS – APPROACH AND TYPES
 - STANDARDIZED TESTS AND DATA BANKS
 - CRITERION REFERENCED VS NORM REFERENCED

GOVERNANCE, FINANCING, ADMINISTRATION

- **Structure and stakeholder involvement:** must be formalized as a country moves toward development of national standards legislation, protocol, etc.
- **Funds must be set aside for development and recurrent expenses to ensure sustainability.** \$2 Million for 200-250 Standards, a national system, 4-5 years to have impact.
- **Institution to host the national system, core staff credibility of the products .** NGO, Education Ministry, ISO Standards Organization, Chamber of Commerce
- **Dissemination and public information is needed to get products understood and used by stakeholders.**
- **Countries that embark on national standards development need a long-term view. Stakeholders must provide minimal ongoing support to expand and update standards and assessments or the system will fail.**

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries

by David H. Fretwell, Morgan V. Lewis, and Arjen Deij

Presents a rationale for developing occupational standards and describes how to assess them and link them with training standards. Discusses issues of governance, finance, and administration.

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- ONLINE INSERVICE TRAINING FOR TVET PERSONNEL **MAXKNOWLEDGE**
 - INTERNATIONAL FINANCING SOURCES
 - MEMBERS DIRECTORY
- NEWSLETTERS, BULLETINS AND SOCIAL MEDIA
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