

MEASURING 'DEMOCRACY IN DESIGN' FOR MIGRANT SKILLS RECOGNITION

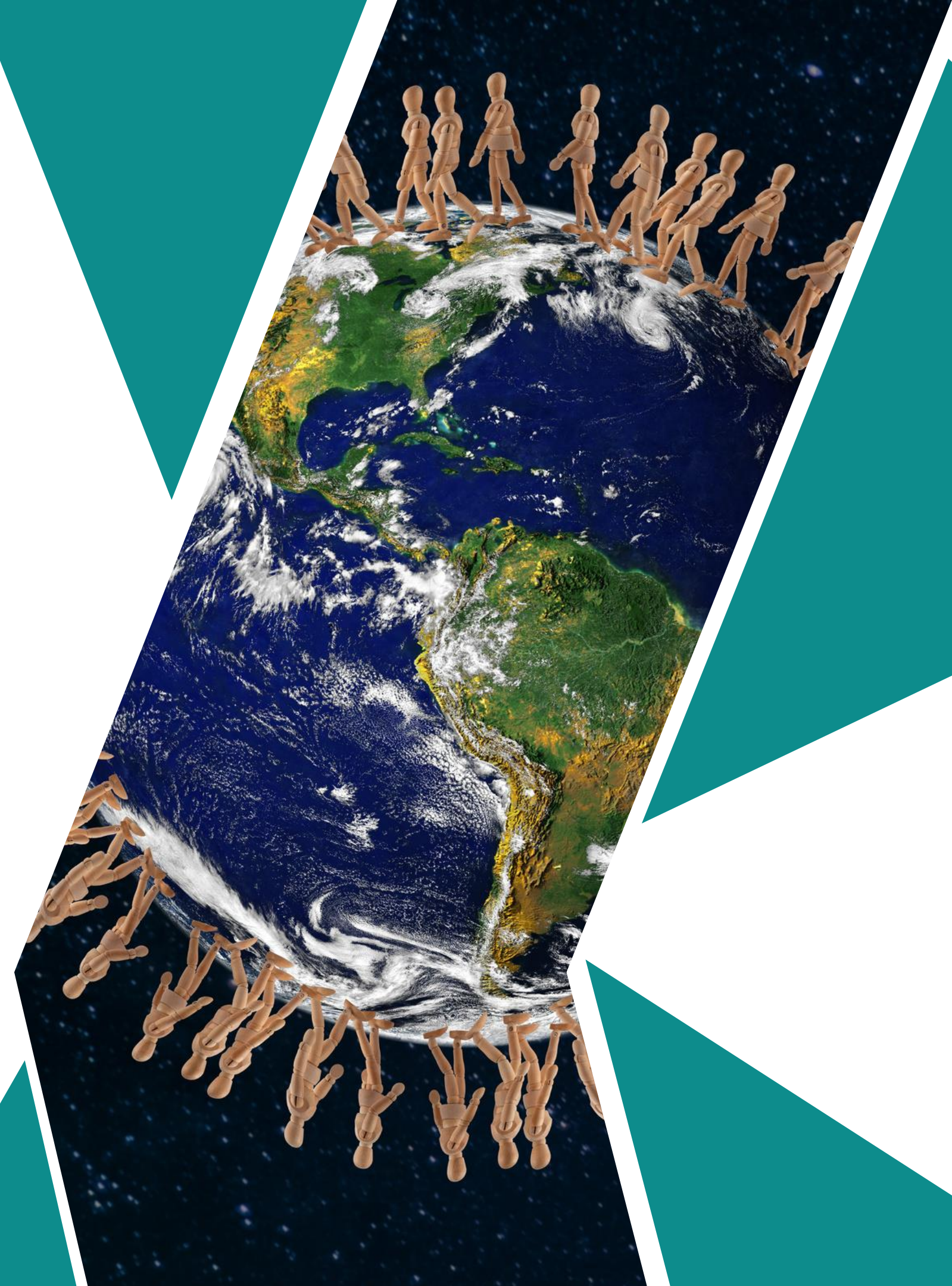
TWO CASE STUDIES

 deb@deb carr.org

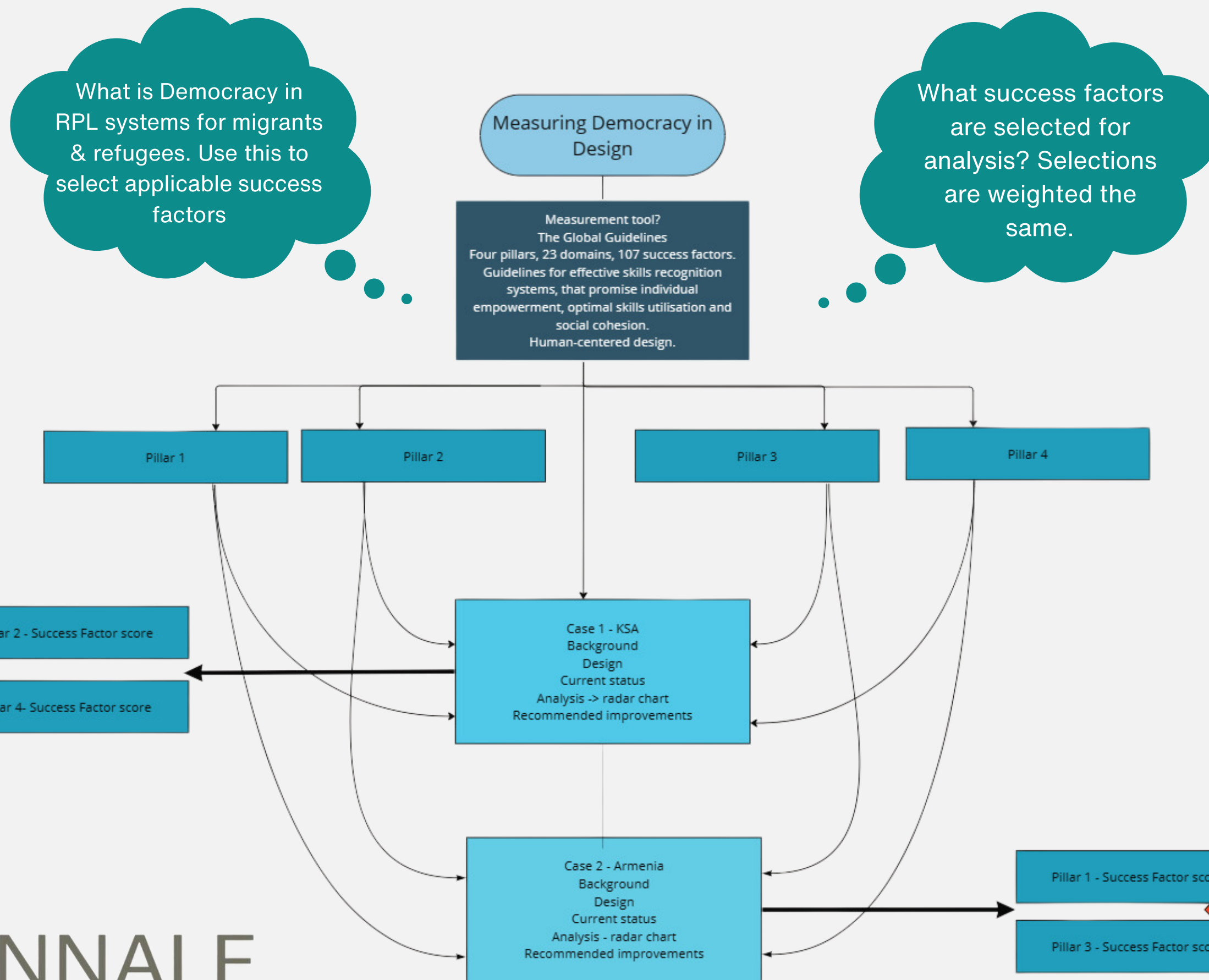
 tvetglobal.org

5th  **BIENNALE**

People, validation and power: democracy in action?



HOW CAN DEMOCRACY IN DESIGN BE MEASURED?



GLOBAL GUIDELINES FOR THE RECOGNITION OF SKILLS FOR MIGRANT AND REFUGEE PEOPLE



Domains of success

Success factors

Enabling national policy

Country system readiness

Assessment practice

Awareness & pre-post support

Actional and measurable directions for skills recognition systems, policy and practice

Four pillars for success

The measurement tool



**MEASURING DEMOCRACY IN
DESIGN USING 'SKILLS
BRIDGE EVALUATIVE
FRAMEWORK'**

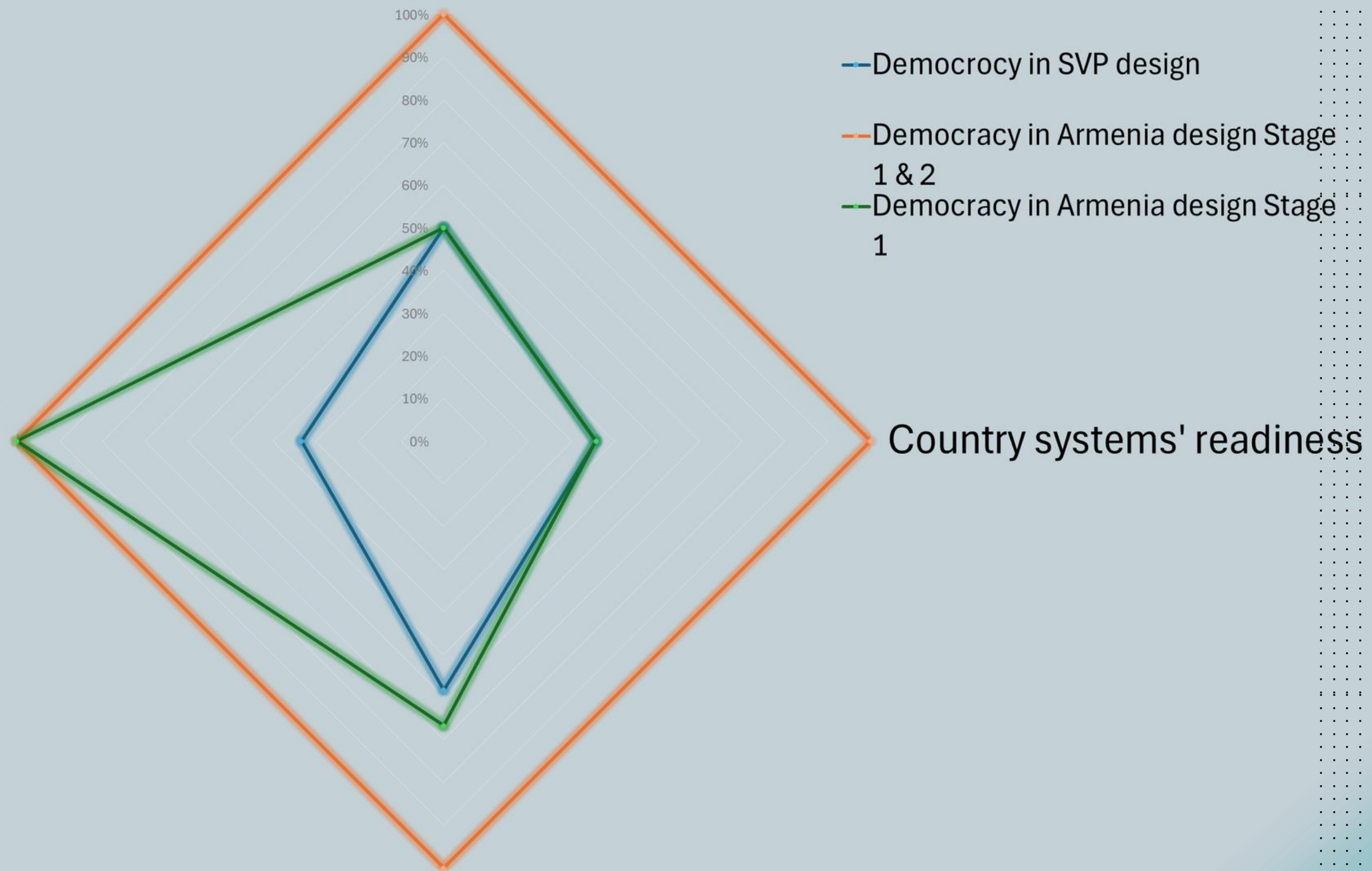


Enabling national policy

Awareness and pre-post
support

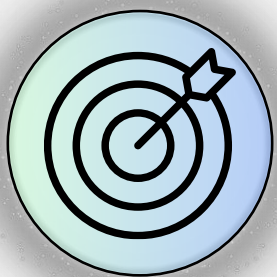
Country systems' readiness

Assessment practice



SKILLS VERIFICATION PROGRAM SVP

The Kingdom of Saudi Arabia



Program goals

Raise the quality of outputs of the Saudi labour market by verifying professional employment skills.

Become a leading contributor in developing workforce skills to international standards for the Saudi labour market needs

Reduce financial waste

Reduce the influx of unqualified workers into the Saudi labour market



Beneficiaries

Employers - the worker has the necessary skills to perform the job

Test Centres - Strengthen bi-lateral relationships contributing to Vision 2030

مهنّي المهارات اللازمة
ت في مجال تخصصه.

جيل الدخول
نشأة

SKILLS VERIFICATION PROGRAM (SVP)

The Kingdom of Saudi Arabia (KSA)



Enhanced Workforce Competence

Ensures professional workers have the qualifications and skills necessary to be competent in the Saudi labour market



Increased Productivity

Employees are better equipped to perform their roles effectively



Quality Assurance in Job Performance

Improves job performance and the quality of the labour market outcomes by verifying professional competence



Competitive Edge for Saudi Arabia

Enhances the competitiveness of the Saudi workforce globally

Country Partners



Bureau of Manpower Employment and Training Bangladesh

Increasing overseas employment opportunities, skill development and better welfare and safe migration of migrant workers



National Vocational & Technical Training Commission - SVP Pakistan

Direct and enable public and private sectors' skill development to enhance Pakistan's socio-economic profile. The SVP is a step towards KSA providing training in Pakistan to align worker skills with KSA labour market needs.



Tertiary & Vocational Education Commission - Sri Lanka

Qualitative enhancement of employment for Sri Lankans in the Kingdom of Saudi Arabia



National Skills Development Corporation - India

India International Skill Centre Network
Create a high-quality skill workforce for the rest of the world, especially those nations which have an ageing or declining national population.

SVP - QUALITY ASSURANCE FRAMEWORK

Practice

Standards to conduct and develop assessments. Principles of assessment, Rules of evidence, Internal validation, Industry engagement.

Audit Program

Regulator's audit program.
1/ External Validation system
2/ Test Centre processes for accreditation.
3/ Test Centre Status levels



Test Centre Accreditation

26 Standards for Test Centre to become and remain a SVP Test Accredited Centre. Institutional Governance, Assessment Services, Obligations to Candidates, Industry Engagement & Value, Certification.

Regulator Standards

1/ Standards and principles for auditors and auditing.
2/ System for monitoring Test Centres and the Skills Verification Program implementation and improvement.
3/ Risk-based framework



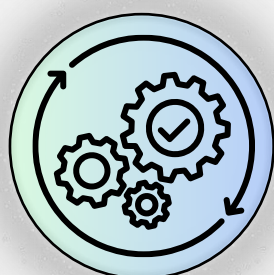
SKILLS RECOGNITION ACTION PLAN FOR REFUGEES FROM NAGORNO-KARABAKH (NK)

The Republic of Armenia

Action Plan aims



Place the refugee people from NK in decent jobs, including self-employment, in Armenia commensurate with their existing skills and preferences. Short term aim.



Technical assistance for strengthening Armenia's TVET systems. Long term aim.



Place the refugee people from NK in decent jobs, including self-employment, in Armenia commensurate with their existing skills and preferences.

1.

Matching

Facilitate skills self-assessment, job matching, gap-skilling, upskilling and reskilling. Technology enhanced and supported with a career counselor. Output is an individual skills-profile.

2.

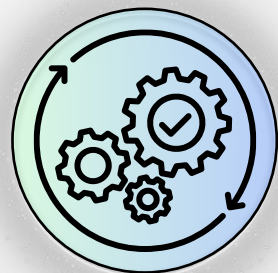
Career counsellors

Conduct training needs analysis for Career Counsellors and work with the Career Guidance and Capacity Development Centre's to strengthen capacity for adult career guidance and working with digital tools.

3.

Collect & curate training

Curate credible online and F2F course offerings for adult job seekers.



Technical assistance for strengthening Armenia's TVET systems.

4.

Strengthening workshops

Continue with technical workshops for TVET system strengthening in the areas of TVET governance, financing, private sector engagement and skills foresight.

5.

Establish RPL system

Respond to Armenia's request for an RPL system including nationalising non-formal courses and assessing skills profiles development during stage 1.



MEASURING DEMOCRACY IN DESIGN OF THE SVP

Pillar	Domain #.1	Domain #.2	Domain #.3	Domain #.4	Domain #.5	Domain #.6	D #.7
1 National Policy Approaches	Sustainable national policy and legislative coherence	Skills recognition systems & migration pathways	National & international labour mobility initiatives	Evidence-based policy making	Collaborative multi-stakeholder buy-in	Access to and empowerment in the labour market	Access to education and training systems
Success Factor 50%	NA	1	0	.5	1	.5	0
2 Country systems' readiness	Integrated and supportive legal frameworks	NQF or System	Competency based	Outcomes hold equal value to that of formal learning	Humanistic orientation	Embracing lifelong & life wide learning	Funding
Success Factor 36%	1	0	1	0	0	.5	0
3 Assessment practice	Culturally informed	Quality assured & flexible	Technology enabled	Connection with the labour market	Formative & summative	Practitioner competence	
Success Factor 58%	1	1	0	1	0	.5	
4 Awareness & pre-post support	Outreach	Pre & post counselling	Gap training				
Sucess Factor 33%	1	0	0				

No democracy in design = 0
Democracy in design but critical omission = .5
Democracy in design with critical succes factors = 1

**MEASURING DEMOCRACY IN
DESIGN USING 'SKILLS
BRIDGE EVALUATIVE
FRAMEWORK'**

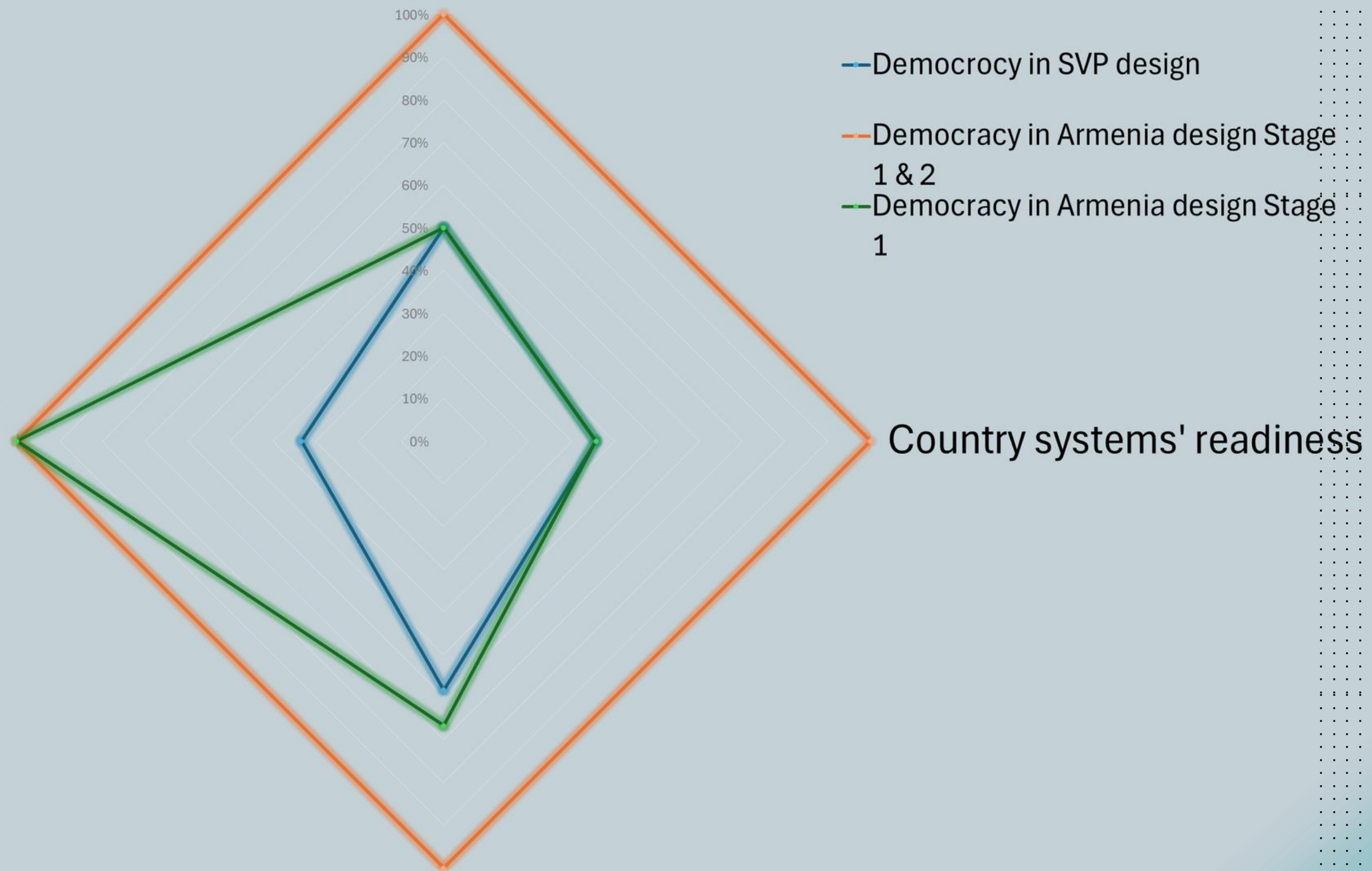


Enabling national policy

Awareness and pre-post
support

Country systems' readiness

Assessment practice



TVET Global

International TVET consultancy with experts in TVET public policy, practice, governance and research.

Across the Asia-Pacific, Arabia and Europe, our sole focus is solving problems for the TVET sector. Our purpose is to strengthen national skills systems. We specialise in advice about competency-based assessment and skills recognition systems, research, policies and practices.



+351 961 241690



www.tvetglobal.org



deb@tvetaglobal.org



Portugal - UAE - Australia



People, validation and power: democracy in action?



TVETGlobal
Empowering people with skills