

**Усиление роли социальных партнеров в
стратегическом диалоге в отношении
профобразования в Украине**

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Путь главных факторов экономического роста

Современная экономическая теория различает следующие факторы роста:

- инвестиции
- человеческий капитал (совокупные знания, умения и опыт)
- производительность труда
- торговля/интеграция и глобализация, и
- институты/государственное управление

Эти источники роста взаимосвязаны : Не может быть экономического роста без увеличения человеческого капитала

Цели развития человеческих ресурсов

- **Личностное развитие и социальная включенность людей** (требуется хорошее общее образование как основа будущего профобучения и непрерывного образования)
- **Развитие способностей людей выполнять определенную работу и находить рабочие места** (требуется доступ к профобразованию)
- **Оказание поддержки предприятиям** (требуется образованная и квалифицированная рабочая сила)
- **Повышение производительности труда**
- **Рост трудовой занятости**

Социальные партнеры в сфере профобразования

- Определенные интересы и роли *промышленности и правительств* в сфере профобразования могут различаться
- Интересы организаций *работодателей и профсоюзов* тоже могут различаться
- Другие заинтересованные группы могут иметь специфические интересы в этой области
- *Цели развития человеческих ресурсов и различные интересы должны быть согласованы в процессе стратегического диалога всех заинтересованных участников*
- Promotion of the “socially responsible enterprise “when employers and workers are concerned with broader national and local issues –quality of VET, employability of youth, reduced unemployment, equal access to training

Conclusion: the *governance* of skills development should involve all stakeholders (*Governance determines who has powers, who makes decisions, how other stakeholders make their voice heard and who and how is kept accountable*).

International documents describing roles and responsibilities of stakeholders in HRD

- The ILO Convention 142 on HRD (1975) and the Recommendation on HRD : Education, training and lifelong learning (No. 195), 2004
- Conclusions on skills for improved productivity, employment growth and development, ILC, ILO (2008)
- A G20 Training Strategy : A skilled workforce for strong, sustainable and balanced growth (2010)
- The UNESCO Revised Recommendation concerning Technical and Vocational Education, (2001)
- Lifelong learning strategy- G20 meeting. IOE. BIAC. 2010.

Responsibilities of governments in HRD

- invest in education and skills training systems that provide basic education, core skills such as literacy and numeracy, and facilitate lifelong learning for all
- in consultation with social partners, provide employable skills to youth to smooth their transitions from school to work
- in consultation with social partners, assure that groups with special needs have access to skills development and employment.
- in consultation with social partners, establish national qualifications systems
- in consultation with social partners, set up systems enabling to recognize prior learning and workplace experiences
- in cooperation with employers, ensure availability of retraining and skills upgrading facilities to ensure that workers are able to upgrade existing competencies and acquire new ones

The role of enterprises and social partners in skills development/1

- engage in social dialogue and collective bargaining on training at the national, sectoral and enterprise levels
- set up industry training bodies comprising employers' and workers' representatives for implementing industry skills policies; decide on the minimum levels of enterprise investment in skills
- promote high-performance work practices involving better skills utilization,
- provide workplace learning for employees and recognition of skills acquired on the job;
- support workers in investing their time and effort in developing skills;
- foster a learning culture which may include provision of paid time off to employees, for training;
- support industrial apprenticeships and supervise the quality of their learning;
- participate in the arrangements for skills assessment and certification;
- recognize technical and vocational awards issued by other industry sectors

The role of enterprises and social partners in skills development/2

- develop capacity to identify skills gaps and shortages and the future demand for educated and skilled workforce
- conduct job analysis and develop occupational profiles and competency standards as a base for meeting current and future skills needs in enterprises;
- reduce skill gaps by offering in-company training courses for employees
- base company job titles on the international or national classifications of occupations and on national qualifications systems as a platform for dialogue with education and training institutions and recognition of qualifications
- promote the acquisition, by workers, of employability skills such as communication and problem-solving skills, computer skills, etc.
- ensure that skills of employees are properly certified, portable and recognized across industries, enterprises and educational institutions
- facilitate the participation of female employees in skills development
- offer access to skills training and upgrading to people with disabilities and those with other special needs;

Major directions for national strategic dialogue

- ***Governance arrangements*** to establish in skills development at different levels- national, regional, industry sectors, each enterprise, and VET institutions enabling to take account of different interests:
 - The need for a national TVET policy making and monitoring body (Council involving representatives all the stakeholders)
 - Industry skills development bodies - represent industry interests and do a lot of technical work – develop standards/ qualifications, skills gaps and shortages, anticipation of demand,
 - Management or advisory bodies in each TVET institution
- Drafting the ***national skills development policy*** and a ***strategy*** and monitoring their implementation

Need for national skills development policies and strategies

- *Policies* describe major *objectives and principles of VET in the areas of national importance* and guide the VET operations and funding decisions.
- A "strategy defines *the adopted course of action necessary for meeting long-term goals* (the way resources are combined)
- Several alternative strategies may achieve the same policies.
- The VET policies determine “what to do?”, while strategies define “how to do?”
- *Policies* and strategies need to be supported by national laws, regulations, and relevant institutions.
- The VET reform programme of Ukraine (2011-2015) –an example of strategy

Common structure of national VET policy areas

1. General purpose and principles of VET
2. Policies on organization, governance and financing of national VET systems and institutions
3. Policies on vocational guidance, pre-employment VET programmes and transition from school to work
4. Policies on workplace learning
5. Policies on retraining of the unemployed
6. Policies on skills development in the informal economy
7. Policies on VET staff, teaching and learning, assessment, certification, and quality assurance
8. Policies on skills development for social inclusion of disadvantaged groups
9. Policies on continuing education and lifelong learning (LLL)

VET reform programme of Ukraine (2011-2015)

VET programme in Ukraine has 6 major activities:

- Ensuring quality of VET (*development of standards, etc.*)
- Improvement of VET funding (*funding norms and diversification of funding sources, etc.*)
- Improvement of VET management (*division of responsibilities between levels, management of VET schools, etc.*);
- Balancing the needs of labour market and the VET delivery (*identification of demand for VET, etc.*)
- Modernization of VET laws and regulations;
- Improvement of image of working occupations (*career guidance, etc.*)

In the absence of nationally agreed VET policies the above activities may take different directions and produce different results

Strategic *technical* roles of the employers' and workers' organizations in the national VET

- The leading role in the development of national systems of VET qualifications
- The leading role in the review of national classifications of occupations
- The leading role in the development of competency standards for occupations and qualifications
- Participation in the anticipation of demand for educated and skilled workforce, etc.
- Structuring and regularizing skills training and assessment and certification in companies
- Technical support for national VET agencies and VET institutional providers