SKILLS, JOBS, PRODUCTIVITY, GROWTH: An Asian Perspective on the Policy and Research Agenda

Gary Willmott
Some thought lines for this presentation...

As the developed western economies emerge from the global financial crisis there is a convergence of policy agendas around new roles for skills formation and workforce development in supporting economic growth
Australia, the UK, NZ and Singapore are focused on new priorities which centre around:

- Skills for productivity driven growth
- High order skills
- T-shaped professional skills profiles
- Medium to long term skills projections and planning
- Improve skills use and application in work
- Increase enterprise engagement
Coupled with this agenda is one of increasing the level of “connectivity”, articulation and convergence of the vocational and higher education sectors.
There are also common priorities in these countries around:

• Addressing skills upgrading and employability of low wage and marginalized workers
• Increasing the employment rate (generally from around 65%-70%)
There is emerging what Skills Australia calls “a new mandate for VET” around these issues, explicitly driving up productivity and improving industry use of and industry engagement with effective skills application.
But do we in the VET sector know how to respond?

- How does skills training impact productivity?
- What skills are actively needed in work to improve work effectiveness?
- Is the so-called ‘T-shaped’ skills profile the answer and what exactly is it?
- How do VET providers more effectively engage enterprises to improve skills efficacy and use?
- Can skills upgrading and training create social and economic mobility?
Singapore is an interesting case of a country which has only recently implemented a vocational and continuing education and training system- and even more recently a VET and Adult Learning Research and Professional Development agency and is beginning to produce research related to these questions...
The Global Context
Recession, Recovery, Productivity
Comparative Impact of the GFC GDP Growth Rate 2009

Source: World Bank Data
Post Financial Crisis (2010 Q4)

Source: Singapore Department of Statistics & OECD Statistics
Fast Rebounders (2010 Q4)

- South Korea: 5.3%
- India: 9.9%
- China: 10.5%
- Singapore: 12.0%

Stagnation and Slow Recovery (2010 Q4)

- Greece: -4.3%
- Iceland: -0.6%
- Norway: -0.9%
- Italy: 1.3%
- New Zealand: 1.6%
- France: 1.7%

Source: OECD Statistics and Singapore Department of Statistics
Productivity and employment

Productivity and employment

Productivity and employment

Productivity and employment

## The Converging Agenda

<table>
<thead>
<tr>
<th>Country</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>• Skills Australia (2010b). <em>Australian Workforce Futures</em> A National Workforce Development Strategy.</td>
</tr>
<tr>
<td>Singapore</td>
<td>• Economic Strategies Committee. (2010)</td>
</tr>
</tbody>
</table>
Ambition 2020

- We should aim to be in the top quartile of OECD countries in jobs, productivity, skills by 2020
- Future productivity depends on employment and productivity how many people are in work and productive the come when they are in work. Skills are essential to both (UKCES 2010 p6)
- Avoiding mismatch between skills and jobs
- Raising employer ambition to develop competitive strategies and use skills effectively
- High performance Workplaces are key to productivity!
- Raise regional employment rates to 70%
NZ- Skills Strategy

• Improve management and leadership capability in organizations to develop and use skills
• Create or better match between workers skills and industry and organizational needs
• Strategy to ensure that the skills of the avoidable workforce will support future increases in economic growth through improvement in productivity
• Improve the use and retention of skills to transform workplaces


- Capability driven growth through improving productivity rather than increasing the workforce
- Reach out to professionals, managers, executives (PMEs) to develop T-shaped skills (develop technical skills and cross-cutting organizational, business, productivity management skills)
- High Skilled People, Innovative Economy and Distinctive Global City
- Further built up a first class skills formation (CET) system
- Reposition focus of CET system towards the PMEs
- Increase the employment rate to 70%
Australia Workforce Futures

• Sustain economic growth and raise productivity by increasing skills and avoiding future skills shortages
• Lift workforce participation to 69% by 2025
• Lift adult language, literacy and numeracy to enable effective educational, labour market and social participation
• Increase productivity, employee engagement and satisfaction by making better use of skills in the workplace
• Position the tertiary sector to ensure it has the capacity to deliver skills for the new economy
• Lead a new partnership approach to workforce development at the government industry and enterprise level
## On Higher Education and VET

<table>
<thead>
<tr>
<th>Source</th>
<th>Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bradley (2008)</td>
<td>• Review of the AQF enforced architecture</td>
</tr>
<tr>
<td></td>
<td>• More coherent descriptions- single national regulatory</td>
</tr>
<tr>
<td></td>
<td>• Agency for VET and Higher Education by 2013</td>
</tr>
<tr>
<td>Australian Government Paper</td>
<td>• Targets for participation in Higher Education not achievable without greater ‘connectivity’ between VET and Higher Education</td>
</tr>
<tr>
<td>(2009)</td>
<td>• Tertiary Education should be a continuum of delivery with generic “connectivity” between Higher and Vocational Education</td>
</tr>
<tr>
<td>UKCES June 2010</td>
<td>• Skills targets and transformation not possible without improved pathways from applied learning and Higher Education</td>
</tr>
<tr>
<td>Singapore</td>
<td>• Productivity and CET Council initiated work to build a single national qualifications framework in Singapore and improve CET-PET articulation</td>
</tr>
</tbody>
</table>
On Low Skilled/ Marginalized Workers

• Singapore seeks to reduce the widening income and skills gap by strengthening support for skills upgrading of low skilled workers
• NZ increase literacy and language and numeracy of the workforce
• Leitch Report literacy, numeracy and targets for NQF level II- III
• Skills Australia raising workforce participation 65-69% improve language literacy and numeracy skills...
The Singapore Story

From a singular focus on pre-employment formal education and training 1965-2003

To mass roll out of continuing education and training 2003-2009

To research and evidence-based workforce development policy and practice
Real Economic Growth (1998 - 2010 Q2)

Source: Singapore Department of Statistics

* MTI's Estimate for Overall GDP Growth 2010
Cumulative Employment Change by Sector (Jan ’98 – Sep ’09)

Source: Ministry of Manpower Singapore, Labour Market Q3, 2009
## Occupational Distribution

<table>
<thead>
<tr>
<th>Year</th>
<th>Professionals, Managers, Executives &amp; Technicians</th>
<th>Clerical, Sales &amp; Service Workers</th>
<th>Production &amp; Transport Operators, Cleaners &amp; Labourers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>38.5</td>
<td>29.4</td>
<td>29.1</td>
</tr>
<tr>
<td>1999</td>
<td>42</td>
<td>28.7</td>
<td>28.4</td>
</tr>
<tr>
<td>2006</td>
<td>47</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>2009 (as at June)</td>
<td>52</td>
<td>23.9</td>
<td>18</td>
</tr>
<tr>
<td>2015 (projected)</td>
<td>63</td>
<td>19</td>
<td>18</td>
</tr>
</tbody>
</table>

Source: Ministry of Manpower, Singapore
Singapore’s Changing Demographic Profile 1970 - 2009

• Singapore has traditionally relied on its education system as the foundation for economic growth.

• Manpower 21 (1999) and 2003 Economic Review Committee Report. Both flagged the need for a continuing education and training system as a basis for workforce development.
Development of a National CET System 2003 - 2009
Singapore Workforce Skills Qualifications System
Principles & Key Features of this System

• Industry Led
• Open Access
• Skills Framework
• Competency-Based
• Trainer Standards
• CET Qualifications Framework
• Quality Assurance
# A National Skills Formation Infrastructure

<table>
<thead>
<tr>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employability Skills System (ESS)</td>
<td>Community and Social Services (CSS)</td>
<td>Retail</td>
<td>Human Resource Leadership and People Management</td>
<td>Wafer-Fab Precision Engineering</td>
<td>Environmental Cleaning</td>
</tr>
<tr>
<td>Community and Social Services (CSS)</td>
<td>Retail</td>
<td>Textile and Fashion</td>
<td>Creative Industries</td>
<td>Textiles and Fashion</td>
<td></td>
</tr>
<tr>
<td>Retail</td>
<td>Textile and Fashion</td>
<td>Security</td>
<td>Business Process Industries</td>
<td>Security</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>Security</td>
<td>Service Excellence</td>
<td>Business Process Industries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>Service Excellence</td>
<td>Environmental Cleaning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**48 CET Centres, and …**  
**475 Approved Training Organisations (ATOs) including 289 in-company ATOs**

**New CET Campus East & West (2013)**

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## Participation & Skills Upgrading

<table>
<thead>
<tr>
<th>Item</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOAs issued</td>
<td>1,784,872</td>
</tr>
<tr>
<td>Worker participation</td>
<td>606,365</td>
</tr>
<tr>
<td>Lower skilled worker participation</td>
<td>426,829</td>
</tr>
<tr>
<td>Employability skills participation</td>
<td>250,412</td>
</tr>
<tr>
<td>Qualifications awarded</td>
<td>32,556</td>
</tr>
<tr>
<td>Accredited training organizations</td>
<td>497</td>
</tr>
<tr>
<td>CET centres</td>
<td>48</td>
</tr>
<tr>
<td>Accredited Courses</td>
<td>13,923</td>
</tr>
</tbody>
</table>

Up to December 2010
… moving to evidence-based policy and practice
Capability Development and Research
2008 – 2011

Establishment of the Institute for Adult Learning April 2008
The Story of IAL

• IAL was inspired by the 2002 ERC report “A centre for Adult Pedagogy”

• Established by WDA in April 2008 as part of the CET Master Plan

• The CET Centre for the training sector

• Singapore’s first research centre for adult learning and CET

• Building pathways for upgrading trainers and working with CET Centres

“Championing Excellence in Continuing Education and Training”
International Collaborations

University of South Australia

New additions...

CCI

ARC CENTRE OF EXCELLENCE FOR CREATIVE INDUSTRIES AND INNOVATION

UK NARIC

QUT
IAL Research

The Institute for Adult Learning has established a Research Division, the key objectives of which are:

• to build research capability and capacity in CET and

• conduct research to inform policy and practice in CET and enhance the effectiveness of CET provision.
The 3 Centres for Research

- Centre for Research in Learning
- Centre for Skills, Performance and Productivity Research
- Centre for Evaluation and Innovation Research
Some current research projects shaping CET policy and practice in Singapore

The list of research projects and visiting fellows of the projects.

<table>
<thead>
<tr>
<th>Research Fellows</th>
<th>Research Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Stephen Billett</td>
<td>• Promoting and Supporting Lifelong Employability for Singapore's Workers Aged 45 and Above</td>
</tr>
<tr>
<td>Professor Roger Haris</td>
<td>• Comparing Learner Experience of Tertiary Education and WSQs</td>
</tr>
<tr>
<td>Professor Andrew Brown</td>
<td>• Development of Monitoring and Evaluation Framework for CET</td>
</tr>
<tr>
<td>Dr Helen Bound</td>
<td>• Reflexive Practitioner Research for Professional Learning in CET</td>
</tr>
<tr>
<td></td>
<td>• Workforce Skills Qualifications (WSQ) and Workplace Learning and Assessment</td>
</tr>
<tr>
<td>Professor Johnny Sung</td>
<td>• You and Your Work: A Study of Skills Utilisation in Singapore</td>
</tr>
<tr>
<td>Dr Gary Willmott</td>
<td>• The Employability Skills Programme 2005-2010 Participation, Outcome and Impact</td>
</tr>
<tr>
<td>Mr Brian Knight</td>
<td>• Outcomes Evaluation study of the Advanced Certificate in Training and Assessment (2005-2008)</td>
</tr>
</tbody>
</table>
Some emerging findings from current research which are reshaping current CET policy
Provision of employability skills 2005 to 2010 and impact on low skilled workers
Educational Profile of the Labour Force 2001

Proportion of Low Skilled Workers Undertaking WSQ Courses, 2006 - 2010

Source: WSQ Quarterly Report for 2nd Quarter 2010 (April to June). Low skilled workers are defined as those with secondary and below education.
Percentage of Low Skilled Workers, 1998 - 2009

Source: Ministry of Manpower, Report on Labour Force in Singapore, 2008 and 2010. These are economically active resident aged 15 years and above with secondary and below qualifications. It excludes foreign workers.
However …..

• While the percentage of Low Skilled Workers (LSW) in Singapore fell from 65% to 48% of the workforce (1998 – 2009)
  
• The Singapore Labour Force has increased from 1.546m to 1.985m

• 90% of new entrants are skilled

• The actual reduction in numbers of LSWs is <50,000
• The change in percentage of this figure is thus almost entirely the results of demographic changes

• The Employability Skills Programme does not provide a recognised skills-based qualification

• The impact of WSQ training on LSW workers has not been strong
On Training Impact on Wages, Promotion and Workforce Effectiveness
Previous Research in Singapore

1. Can do the current job better
2. Feel employable in other jobs
3. Get a pay rise/promotion
4. Get a new job
5. Refreshed knowledge and skills
6. Encouraged to do further training

Source: Ang Boon Heng, The Impact of Structured Training on Workers’ Employability and Productivity, 2006, p12
## Impact of Training on Wages 2006-2008

<table>
<thead>
<tr>
<th>Training Program</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>ESS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplace ICT Applications</td>
<td>2.8</td>
<td>n.a</td>
</tr>
<tr>
<td>Communication and Relationship Management</td>
<td>14.4</td>
<td>n.a</td>
</tr>
<tr>
<td>Problem-Solving and Decision Making</td>
<td>7.2</td>
<td>n.a</td>
</tr>
<tr>
<td><strong>Retail WSQ</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interact with Customers</td>
<td>7.5</td>
<td>4.0</td>
</tr>
<tr>
<td>Perform Point of Sale Operations</td>
<td>-0.8</td>
<td>-6.6</td>
</tr>
<tr>
<td>Sell Products and Services</td>
<td>6.2</td>
<td>-23.3</td>
</tr>
<tr>
<td><strong>Training WSQ</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency-based Assessment</td>
<td>8.1</td>
<td>-6.7</td>
</tr>
<tr>
<td>Design and Develop Learning Materials</td>
<td>6.7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Other Certifiable Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fast Track Aviation Technician Course</td>
<td>34.5</td>
<td>n.a</td>
</tr>
<tr>
<td>Certificate in Early Childhood Education (CPT level)</td>
<td>10.3</td>
<td>n.a</td>
</tr>
<tr>
<td>Provide Full-body Massage with Oil</td>
<td>28.5</td>
<td>n.a</td>
</tr>
</tbody>
</table>

Observations

• Between 2006 and 2008, across the board economic growth accounted for between 6 and 10% wage growth

• Training impact on wages is significant in regulated jobs where benchmark qualifications have been legislated but is generally not significant in other training programmes selected for the study.
IAL Study 2010
Training Impact Findings

**PROMOTION**

- No workers/NA: 74%
- Very few workers: 14%
- Some workers: 10%
- Majority of the workers: 1%
- Almost all workers: 1%

**GIVEN WIDER RESPONSIBILITIES**

- No workers/NA: 44%
- Very few workers: 23%
- Some workers: 25%
- Majority of the workers: 5%
- Almost all workers: 4%

**MONETARY REWARD (PAY INCREASE OR BIGGER BONUS)**

- No workers/NA: 74%
- Very few workers: 13%
- Some workers: 6%
- Majority of the workers: 1%
- Almost all workers: 6%

**GIVEN A DIFFERENT JOB**

- No workers/NA: 74%
- Very few workers: 15%
- Some workers: 10%
- Majority of the workers: 0%
- Almost all workers: 0%

Source: The Employability Skills Programme 2005-2010 Participation, Outcome and Impact, IAL
Training Impact on Workplace Effectiveness
A Model Of The Benefits Of Training to Companies And Workers

Quadrant 3
COMPANY ECONOMIC & RESOURCES BENEFITS
(Lower costs, Better use of resources, higher sales etc)

Quadrant 4
BENEFITS ACCRUING TO WORKERS IN TERMS OF MOTIVATION FACTORS
(Achievement, recognition, the work itself, greater responsibility, advancement confidence)
AND TO COMPANIES
(Workplace effectiveness and productivity)

Quadrant 1
LIMITED BENEFITS TO BOTH EMPLOYER AND WORKER

Quadrant 2
BENEFIT ACCRUING TO WORKERS IN TERMS OF HYGIENE* FACTORS
(Wages, Working Conditions)

* Herzberg, 1959 as cited in Luthans, 1977
Benefits Perceived By Employers Of Employability Skills Training Accruing To The Organization And To Workers

Source: The Employability Skills Programme 2005-2010 Participation, Outcome and Impact, IAL
On Employer Engagement
On Employer Engagement

Source: The Employability Skills Programme 2005-2010 Participation, Outcome and Impact, IAL
On the use of Skills in Work
• Currently Prof Johnny Sung is extending work completed on the UK skills index to derive and test a Singapore broad skills index (BSI)

• Essentially the index measures workers’ perceptions of the skills being utilised in their job
The current report focuses on the survey results and skills utilisation patterns. It has the following specific objectives:

• To provide skills utilisation mapping across key sectors and other domains (e.g. occupation, firm size etc.) in Singapore;

• To construct key summary indicators such as the Broad Skills Index and various Generic Skills Indices that form a multi-dimensional measure for job skills;

• To construct other indicators that will enhance the analysis of skills utilisation, e.g. Workplace Involvement Index, Task Discretion Index, and Worker Commitment Index;

• To identify workplace factors that are likely to enhance skills utilisation;

• To provide the baseline skills measurements in order to measure job skills change over time.
Derivation of the Broad Skills Index (BSI)

\[
\text{BSI} = \text{Minimum Qualification Required for the Job} + \text{Initial Learning Time Required to Perform the job} + \text{Extent of Continuous Learning Required for the Job}
\]
- These nine dimensions are identified through factor analysis and are used to examine the distribution across occupations and industries.

<table>
<thead>
<tr>
<th>Generic Skills</th>
<th>Skills Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy skills</td>
<td>Reading and writing documents, memos, forms, reports etc.</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>Coaching and motivating staff; developing career for staff, planning others’ activities; making strategic decisions and managing resources</td>
</tr>
<tr>
<td>Physical skills</td>
<td>Physical strength, dexterity with hands and stamina</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>Spotting and analysing problems, identifying causes and finding a solution</td>
</tr>
<tr>
<td>Influencing skills</td>
<td>Advising customers, persuading others, dealing with people, making speeches and presentations</td>
</tr>
<tr>
<td>Teamwork skills</td>
<td>Working in teams, listening to colleagues, paying attention to details</td>
</tr>
<tr>
<td>Planning</td>
<td>Organising and planning own activities and time</td>
</tr>
<tr>
<td>Numeracy skills</td>
<td>Working with numbers, using advanced mathematical and statistical tools</td>
</tr>
<tr>
<td>Emotional labour</td>
<td>Language skills, negotiation, managing others and own feelings</td>
</tr>
</tbody>
</table>
Research on the Articulation and Movement of People between Vocational and Higher/Formal Education in Singapore

Between June and September 2010 Professor Roger Harris was a Visiting Research Fellow at IAL and undertook the first Singaporean research to better understand the impact of Singapore's marked separation of formal/higher education and adult vocational (or CET) training.
Other Research From IAL Being Reported at AVETRA

Professor Andrew Brown, Director Research Division (IAL)
*New Researchers and New Research Communities: An Exploration of Strategies for the Development of Research Capability and Capacity in Continuing Education and Training in Singapore*

Dr Helen Bound, Senior Research Fellow (IAL)
*Challenges for Continuing Professional Development: Singapore’s Trainers*

Magdalene Lin, Research Officer & Dr Helen Bound, Senior Research Fellow (IAL)
*Workplace Learning Experiences of Trainees Engaged in Singapore’s Workforce Skills Qualifications (WSQ) Training*
The Productivity Agenda

• The Leadership, T-skills Model
• The High Performance Workplaces Model (Ashon and Sung, 2008)
• The Return on Investment Model (Phillips)
• Skills Efficacy and Engagement/transfer Model
• The Aggregate Skills Model
But different Sectors exhibit different concepts of and approaches to Productivity and Productivity Improvement.

Consider:

• Manufacturing
• Resource Industries
• Healthcare
• Education
• Tourism/Hospitality
• The Institute for Adult Learning is interested in exploring a range of research questions in areas relating to skills formation, learning and evaluation and innovation.

• This includes exploring the relationship between training and skills development and productivity improvements in different sectors to guide Singapore’s workforce development strategies 2011-2015
Visiting Fellowship at IAL

Would you like to spend some time with IAL as a Visiting Research, Teaching or Professional Development Fellow?
Professor Andrew Brown, Director Research Division
andrew_brown@ial.edu.sg

Koh Tat Suan, Director Learning and Programmes Division
koh_tat_suan@ial.edu.sg

Dr Helen Bound, Senior Research Fellow
helen_bound@ial.edu.sg

Dr Gary Willmott, Visiting Fellow
garymwillmott@gmail.com
Thank you!
References


Ministry of Manpower Singapore, Singapore Workforce 2009.

OECD Statistics, http://www.oecd.org/document/0,3746,en_2649_201185_46462759_1_1_1_1,00.html


References...continued


WSQ (Workforce Qualifications Qualification) Quarterly Report for 2nd Quarter 2010 (April to June). Singapore; Workforce Development Agency
Global GDP Growth

Source: World Economic Outlook update, January 2011
Impact of the Recession- Economic Spheres GDP Growth Rate 2009

Source: World Bank Data,
Population with tertiary education, 2008

Source: OECD, Education at a Glance 2010, Table A1.3a
Proportion of OECD, population in skilled jobs and proportion of population with tertiary education (2006)

Notes: Countries are ranked in descending order by the proportion of the population with skilled jobs. For the United States, ISCO groupings 3 and 9 are not separated and thus distributed among remaining ISCO categories.

Source: OECD, Education at a Glance 2008, Table A1.3a and Table A1.6 http://dx.doi.org/10.1787/401474646362

Quotes from the Reports

• “effective economic development in cities and local communities...more agile and responsive skills and employment provision...maximizing the motivation and aspiration of people...building employer ambition.” (Ambition 2020, 2009).

• “Improve Management and Leadership capability in organizations to develop and use skills...Increase the literacy, language and numeracy skills of the workforce...create a better match between workers’ skills and industry and regional needs and ..increase the skills of young people in the workforce” (New Zealand Skills Strategy Action Plan, 2008).

• “the greatest expansion in jobs has been and is forecast to be in high skill areas, given that over three quarters of the 2020 workforce is already of working age it is crucial we support the current stock of individuals in work to gain higher skill levels” (UKCES, 2010a).
The fundamental Economic and Labour Market Strategy in Singapore has been and remains now
A comprehensive, High Quality Formal Education System with a Strong Science, Technology and Research Foundation
Manpower 21 (1999) and the 2003 Economic Review Committee (ERC) Report recognized the need for CET and the ERC Report recommended establishment of WDA to drive adult learning and workforce development.
Labour Force: Employed Residents & Non-Residents

Source: Singapore Department of Statistics
Supporting Sectoral Growth & Transformation

- Integrated Resorts - Tourism
- Aerospace
- Pharmaceuticals / Biologics
- Creative Industries – Digital Media
- Workplace Safety & Health
- Service Excellence
- Security

.... Ongoing ....
Worker & Industry Support during 2008 and 2009

What SPUR Has Achieved between 1 Dec 2008 to 30 June 2010

- 251,000 workers completed or undergoing training
- About 64,300 unemployed placed into jobs
- About 84,700 PMETs completed or undergoing training
- $450 mil funding amount utilised
- 4,200 companies tapped on SPUR
Programmes for Professional Development

- Advanced certificate on Training and Assessment (has operated since 2005)
  - Diploma in Adult Continuing Education (2009)
    - Certified Workplace Trainer (2009)
      - MA Lifelong Learning (Institute of Education, University of London) (2009)
        - Masters in Training and Development (Griffith University) (2010)
        - Adult Educators Network (2009)
Employer Engagement

Source: The Employability Skills Programme 2005-2010 Participation, Outcome and Impact, IAL
Workplace Learning and Use of ES

Project objectives:
• Identify how workplace learning and assessment is understood and valued
• To find out about the variety of workplace learning and assessment arrangements

Key findings:
• Confirmed that Workplace Skills Qualification (WSQ) training is predominantly classroom-based
• Respondents value both workplace and classroom learning
• There are leading practice examples of workplace learning and assessment, and tools that assist with the transfer of learning from class to work.
Productivity and employment in OECD