Functional Dimensions, Policy Goals, and Actions in SABER

Appendix to *Deliver High Quality Learning – Establish a quality control framework for M&E of AE*

			POLICY GOALS	POLICY ACTION	TOPICS
DIMENSION 1	**Strategic Framework**	G1	Setting a Strategic Direction	Provide sustained advocacy for WfD at the top leadership level	T1 Advocacy for WfD to Support Economic Development T2 Strategic Focus and Decisions by the WfD Champions
		G2	Fostering a Demand-Driven Approach	Establish clarity on the demand for skills and areas of critical constraint	T1 Overall Assessment of Economic Prospects and Skills Implications T2 Critical Skills Constraints in Priority Economic Sectors T3 Role of Employers and Industry T4 Skills-Upgrading Incentives for Employers T5 Monitoring of the Incentive Programs
				Engage employers in setting WfD priorities and in enhancing skills-upgrading for workers	
		G3	Strengthening Critical Coordination	Formalize key WfD roles for coordinated action on strategic priorities	T1 Roles of Government Ministries and Agencies T2 Roles of Non-Government WfD Stakeholders T3 Coordination for the Implementation of Strategic WfD Measures
DIMENSION 2	**System Oversight**	G4	Ensuring Efficiency and Equity in Funding	Provide stable funding for effective programs in initial, continuing and targeted vocational education and training	T1 Overview of Funding for WfD T2 Recurrent Funding for Initial Vocational Education and Training (IVET) T3 Recurrent Funding for Continuing VET Programs (CVET) T4 Recurrent Funding for Training-related Active Labor Market Programs (ALMPs) T5 Equity in Funding for Training Programs
				Monitor and enhance equity in funding for training	
				Facilitate sustained partnerships between training institutions and employers	
		G5	Assuring Relevant and Reliable Standards	Broaden the scope of competency standards as a basis for developing qualifications frameworks	T1 Competency Standards and National Qualifications Frameworks T2 Competency Standards for Major Occupations T3 Occupational Skills Testing T4 Skills Testing and Certification T5 Skills Testing for Major Occupations T6 Government Oversight of Accreditation T7 Establishment of Accreditation Standards T8 Accreditation Requirements and Enforcement of Accreditation Standards T9 Incentives and Support for Accreditation
				Establish protocols for assuring the credibility of skills testing and certification	
				Develop and enforce accreditation standards for maintaining the quality of training provision	
		G6	Diversifying Pathways for Skills Acquisition	Promote educational progression and permeability through multiple pathways, including for TVET students	T1 Learning Pathways T2 Public Perception of Pathways for TVET T3 Articulation of Skills Certification T4 Recognition of Prior Learning T5 Support for Further Occupational and Career Development T6 Training-related Provision of Services for the disadvantaged
				Facilitate life-long learning through articulation of skills certification and recognition of prior learning	
				Provide support services for skills acquisition by workers, job-seekers and the disadvantaged	
DIMENSION 3	**Service Delivery**	G7	Enabling Diversity and Excellence in Training Provision	Encourage and regulate non-state provision of training	T1 Scope and Formality of Non-State Training Provision T2 Incentives for Non-State Providers T3 Quality Assurance of Non-State Training Provision T4 Review of Policies towards Non-State Training Provision T5 Targets and Incentives for Public Training Institutions T6 Autonomy and Accountability of Public Training Institutions T7 Introduction and Closure of Public Training Programs
				Combine incentives and autonomy in the management of public training institutions	
		G8	Fostering Relevance in Public Training Programs	Integrate industry and expert input into the design and delivery of public training programs	T1 Links between Training Institutions and Industry T2 Industry Role in the Design of Program Curricula T3 Industry Role in the Specification of Facility Standards T4 Links between Training and Research Institutions T5 Recruitment and In-Service Training of Heads of Public Training Institutions T6 Recruitment and In-Service Training of Instructors of Public Training Institutions
				Recruit and support administrators and instructors for enhancing the market relevance of public training programs	
		G9	Enhancing Evidence-based Accountability for Results	Expand the availability and use of policy relevant data for focusing providers' attention on training outcomes, efficiency and innovation	T1 Administrative Data from Training Providers T2 Survey and Other Data T3 Use of Data to Monitor and Improve Program and System Performance

Source: *What Matter for Workforce Development (WfD): A Framework and Tool for Analysis*, SABER Working Paper Series, No. 6, April 2013, The World Bank