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Labour
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► SKILL-UP Ethiopia project and GPSL3

Core Skills

► Core Skills Report

Core Skills Report

Prepared by Includovate Research Centre for
the International Labour Organization (ILO) as part of the
Studies on Core Skills and the Curriculum Framework
for the textile and garment sector

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Core Skills Report

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Table of contents

▶	1. Methodology and limitations	1
	1.1. Methodology.....	1
	1.1.1. Identification of core skills requirements for key occupations in the textile and garment sector.....	1
	1.1.2. Development of the Core Skills Framework.....	2
	1.1.3. Audit of existing core skills development programmes.....	3
	1.2. Limitations.....	4
▶	2. Analysis of international core skills frameworks	5
▶	3. Discussion and major findings	9
	3.1. Terminology used to describe core skills	9
	3.2. Understanding of core skills	10
	3.3. Identification of core skill requirements in the textile and garment sector	11
	3.4. Working with cultural diversity.....	13
	3.5. Understanding work culture.....	16
	3.6. Socio-economic factors impact on work performance	17
▶	4. Suggested Core Skills Framework for Ethiopia's Textile and Garment Sector	19
	4.1. Core skills definitions and performance levels.....	19
▶	5. Overview of existing core skills development programmes	35
▶	6. Bibliography	41
▶	7. Appendices	43
	7.1. Appendix 1 - Analysis of international core skills frameworks.....	43
	7.2. Appendix 2 - Example core skills definitions from the Kenyan Basic Education Curriculum Framework and Australia's Mayer Key Competencies	83
	7.3. Appendix 3 - Map of existing core skills development programmes	87
	7.4. Appendix 4 - Reference of existing resources related to core skills development available or in use in Ethiopia.....	98
	7.5. Appendix 5 - List of sites visited	99

List of figures

Figure 1.	Proposed Core Skills Framework for Ethiopia's Textile and Garment Sector	ix
Figure 2.	An example of Ethiopia's five-level qualification framework from the Textile Garment Occupational Map	6

List of tables

Table 1.	Number of sites visited and stakeholders interviewed at each location	2
Table 2.	International core skills frameworks selected for analysis and justification for their inclusion.....	3
Table 3.	Organization of occupations in the textile and garment sector from Abebe, Gebrekidan and Haji (2019b).....	4
Table 4.	Map of core skills identified in analysed frameworks	7
Table 5.	Core skills identified through interviews grouped into the proposed Core Skills Framework for Ethiopia's Textile and Garment Sector	12
Table 6.	Available core skills development programme course modules mapped against the core skills identified as necessary for the proposed Core Skills Framework for Ethiopia's Textile and Garment Sector	38

Executive summary

The growth of manufacturing in Ethiopia has been identified as critical to achieving the Ethiopian Government's aim to industrialize rapidly through trade-led strategies (National Planning Commission 2016, p.135). In particular, the textile and garment sector has been recognized as a priority due to the labour-intensive inputs required and subsequent job-creation opportunities (National Planning Commission 2016, p.106).

Significant skills gaps have limited the capability and productivity of Ethiopia's textile and garment sectors, in particular a lack of core skills among workers. Core skills are the generic skills that apply to any workplace, such as teamwork, problem-solving and communication. Core skills are also sometimes referred to as soft skills, employability skills, transferable skills, transversal skills, 21st-century skills and generic skills.

In 2018 the International Labour Organization (ILO) partnered with the Government of the Kingdom of Norway to establish the SKILL-UP project, which provides an opportunity to bridge the worlds of skills development, industry skills needs and development policy. Under SKILL-UP Ethiopia, the ILO engaged Includovate Research Centre PLC (Includovate) to:

1. identify core skills requirements in the textile and garment sector;
2. develop a core skills framework that defines each core skill and different levels of performance;
3. undertake an audit of existing core skills development programmes; and
4. produce a reference of existing resources relating to core skills development available or in use in Ethiopia.

Twelve factories were visited across Addis Ababa, Mekelle and Hawassa, while key informant interviews and several focus group discussions were conducted with operators, mid-level managers and high-level managers (total sample size: 69). Core skills identified by interviewees were developed into a proposed Core Skills Framework for Ethiopia's Textile and Garment Sector (see **Figure 1**). This Core Skills Framework (CSF) consists of 17 core skills organized into three categories, as follows:

1. **Self-performance** – reading, writing, using mathematical ideas and techniques, self-esteem, self-management, and personal health and wellbeing.
2. **Social performance** – communication, teamwork, problem-solving, learning how to learn, environmental awareness and working with cultural diversity.

3. **Work performance** – understanding work culture, planning and managing resources, job safety skills, using technology, data management and leadership.

During the collection of the data, it was found that mid- and high-level managers had a more limited understanding of core skills than anticipated. This meant that the data collected on core skills requirements in the textile and garment sector was more general than expected, making it challenging to map core skills requirements against key occupations and at different performance levels. To address this challenge, data collected through interviews was supplemented with information from an analysis of five international core skills frameworks:

- ▶ the Australian Mayer Key Competencies (1992);
- ▶ the American SCANS Framework (1991);
- ▶ the Scottish Core Skills Framework (2013);
- ▶ the Kenyan Basic Education Curriculum Framework (2017); and
- ▶ the Singaporean Workforce Skills Qualifications (2019).

Using the data collected and the analysis of international core skills frameworks, definitions for each core skill and a description of three different performance levels were developed: entry level, technician and mid-level managerial and high-level managerial.

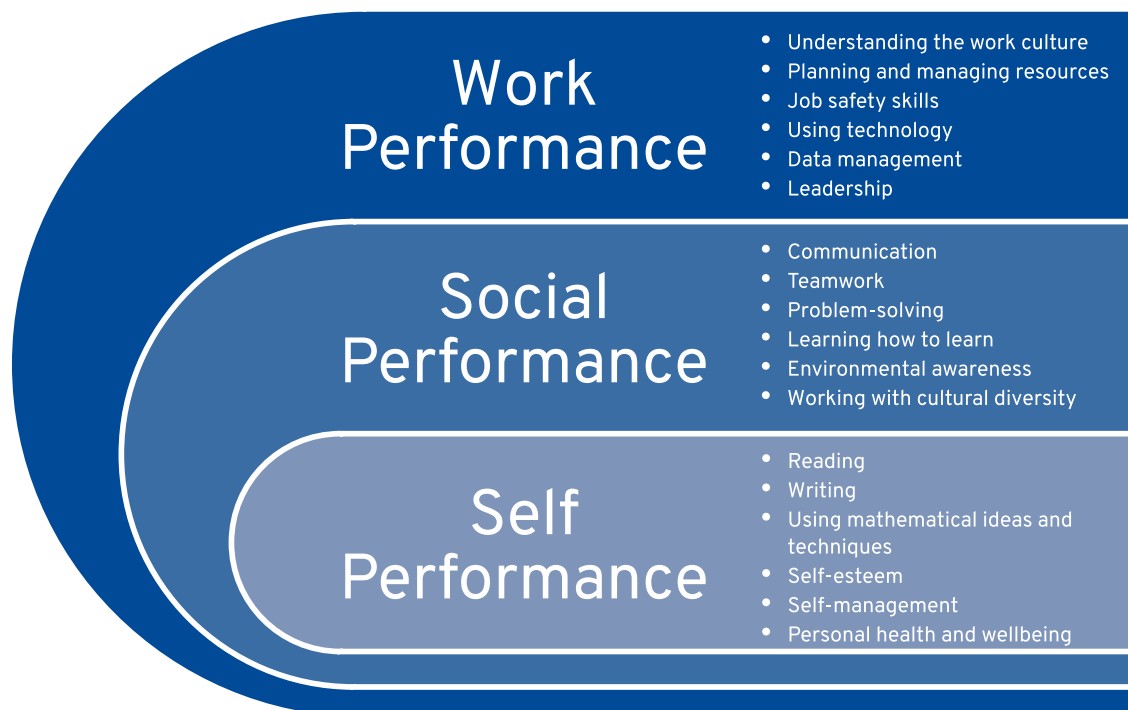
Includovate also developed a map of core skills development programmes delivered in the textile and garment sector. While it was originally intended that the curricula and training materials associated with these programmes would be audited, only one organization provided a copy of their training material, with the result that an audit was not possible.

The mapping process revealed that there are numerous core skills development programmes being delivered within and outside the textile and garment sector by a wide variety of organizations. A total of 21 core skills development programmes were identified throughout Ethiopia, consisting of:

- ▶ fourteen programmes identified as currently being delivered in the textile and garment sector;
- ▶ one programme currently under development that will be delivered in the textile and garment sector;
- ▶ one open-source programme specific to the textile and garment sector not currently delivered in Ethiopia, but being considered for use by the ILO Better Work Team; and
- ▶ five core skills development programmes being delivered in other sectors, or not specific to the textile and garment sector.

Stakeholders noted a lack of coordination between core skills development programmes and the organizations involved in delivering the programmes. There is also no central database or repository of information of core skills development programmes that can be accessed by textile and garment factories in Ethiopia. While most skills identified for the proposed Core Skills Framework for Ethiopia's Textile and Garment Sector are being delivered through the existing core skills development programmes, a number of skills are not incorporated, in particular reading, writing, using mathematical ideas and techniques, learning how to learn, using technology and data management.

► **Figure 1. Proposed Core Skills Framework for Ethiopia's Textile and Garment Sector**



Background

The Ethiopian Government is aiming to industrialize rapidly through trade-led strategies under its second Growth and Transformation Plan 2015/16-2019/20 (GTP II). Growth of manufacturing in Ethiopia has been identified as critical to achieving this aim (National Planning Commission 2016, p.135).

Industrial parks have been developed throughout Ethiopia to help boost manufacturing investment and promote exports. Many industrial parks focus on textile and garment manufacturing. The textile and garment sector has been identified as a priority sector due to the labour-intensive inputs required and subsequent job-creation opportunities (National Planning Commission 2016, p.106).

Despite concerted efforts to implement trade-led industrialization strategies, Ethiopia's trade as a share of GDP has declined in the past seven years. The contribution of the export sector to GDP has remained below 10 per cent. Although there are many factors that contribute to poor performance in the export sector, a lack of skills has been identified as a key constraint.

In particular, skill gaps in Ethiopia's textile and garment sector have been identified as limiting the sector's capability and productivity. One of the key gaps identified is a lack of core skills (Abebe, Gebrekidan and Haji 2019b, p.40). The ILO defines core skills as "the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle" (Brewer 2013, p.6). The ILO notes that "these skills are critical for both workers and the enterprises that employ them, enabling workers to attain decent work and manage change, and enabling enterprises to adopt new technologies and enter new markets" (International Labour Office 2013, p.1).

Examples of core skills include teamwork, problem-solving, communication and learning to learn. Core skills are also referred to as core work skills, core skills for employability, core competencies, soft skills, employability skills, transferable skills, transversal skills, 21st-century skills and generic skills. The term "core skills" is used throughout this report to align with the ILO's ongoing work on core skills.

In 2018, the ILO partnered with the Government of the Kingdom of Norway to establish the SKILL-UP project, which provides an opportunity to bridge the worlds of skills development, industry skills needs and development policy. In Ethiopia, SKILL-UP aims to assess how Ethiopia's overall skills system can:

- ▶ enable the rapid expansion in manufacturing employment planned under GTP II;
- ▶ build manufacturing sectors and support supply chains that offer decent jobs and are sustainably competitive in the face of technological and market change; and
- ▶ provide the underpinning skills to match the development of a strong export-led manufacturing sector within a productive and inclusive domestic economy.

Under SKILL-UP Ethiopia, the ILO has engaged Includovate Research Centre to:

1. determine core skill requirements in the textile and garment sector;
2. review the technical and vocational education and training (TVET) curriculum framework for the textile and garment sector in relation to core skills, and recommend improvements that support multi-skilling, multiple entries and exits and the recognition of prior learning (RPL); and
3. develop a sector-wide core skills strategy and an action plan.

This report delivers our research findings on point 1 above.

Objectives and scope of the study

The objectives of the study were to:

- ▶ identify core skills requirements for key occupations in the textile and garment sector through consultation with industry;
- ▶ develop a core skills framework that defines each core skill and identifies different levels of performance (note that core skills definitions were to be developed with stakeholders with reference to existing international and national core skills frameworks);
- ▶ undertake an audit of existing core skills development programmes;
- ▶ produce a reference of existing resources relating to core skills development available or in use in Ethiopia.

The scope of the study was thematically and geographically defined. Thematically, the study focused on workers in the textile and garment sector, in line with the report's terms of reference. Geographically, the project focused on three regions: Addis Ababa, Mekelle and Hawassa. A rationale for the selection of these three regions is provided in the methodology section below.

1. Methodology and limitations

1.1. Methodology

1.1.1. Identification of core skills requirements for key occupations in the textile and garment sector

To identify core skills requirements in the textile and garment sector a qualitative methodology was adopted. Structured key informant interviews were conducted with mid-level and senior managers. A combination of structured key informant interviews and focus group discussions were conducted with operators at textile and garment factories across Addis Ababa, Mekelle and Hawassa.

These three locations were selected in consultation with ILO due to each location having:

1. an established industrial park specializing in textile and garment manufacturing;
2. local and foreign-owned factories; and
3. appropriate travel connections so data collection could be completed within the required timeframes.

Both foreign-owned factories inside industrial parks and locally owned factories outside industrial parks were identified and contacted to participate in the study.

It was intended that 14 factories would be visited across the three locations, and that one senior manager, one mid-manager, and at least three workers would be interviewed at each factory (total sample size 70, consisting of 14 senior managers, 14 mid-managers and 42 workers).

Due to the limitations outlined below, a total of 12 factories were visited. Across the 12 factories, 11 senior managers, 21 mid-managers, and 36 workers were interviewed (total sample size: 68). In addition, one representative of the Industrial Parks Development Corporation (IPDC) regional office in Hawassa was interviewed in recognition of their expertise in worker recruitment and skilling.

Table 1 outlines the nature of the factories visited and the number of senior managers, mid-managers, and workers interviewed at each location.

► Table 1. Number of sites visited and stakeholders interviewed at each location

Location	Sites	Stakeholder sample sizes
Addis Ababa	• 1 local factory • 2 factories in Bole Lemi Industrial Park	• 1 senior manager • 5 mid-managers • 9 workers
Hawassa	• 2 local factories • 2 factories in Hawassa Industrial Park • Also IPDC regional office	• 4 senior managers • 7 mid-managers • 10 workers • 1 person at IPDC regional office
Mekelle	• 4 local factories • 1 factory in Mekelle Industrial Park	• 6 senior managers • 9 mid-managers • 17 workers
Total	12 (plus IPDC regional office)	69 (11 senior managers, 21 mid-managers, 36 workers; 1 IPDC representative)

Two sets of interview questions were developed and utilized – one for workers and one for mid-managers and senior managers. Purposive selection of participants was applied by facilitators in the factories. Where possible, focus group discussions were arranged with workers (i.e. when multiple workers were available at the same time). When this was not possible, key informant interviews with workers were conducted using the same set of questions. The majority of textile and garment employees are young females. Despite the gender disparity of employees, the researchers included male participants whenever available. Each key informant interview and focus group discussion was transcribed and qualitatively analysed.

1.1.2. Development of the Core Skills Framework

The Core Skills Framework was developed in two stages. Firstly, five international core skills frameworks were selected and analysed to develop points of reference for the Ethiopian textile and garment sector. The frameworks analysed were the Australian Mayer Key Competencies (1992); the American SCANS Framework (1991); the Kenyan Basic Education Curriculum Framework (2017); the Scottish Core Skills Framework (2013); and the Singaporean Workforce Skills Qualifications (2019). **Table 2** outlines the rationale for the inclusion of these frameworks in the analysis.

Secondly, the core skills required in the textile and garment sector were identified by analysing the interview transcriptions. In some instances, discrete skills were mentioned, such as communication, safety and leadership. In other cases, interviewees would describe a situation or circumstance from which researchers derived a skill. The skills identified were then grouped and defined with reference to the international frameworks consulted. Three levels of performance were developed for each skill.

► Table 2. International core skills frameworks selected for analysis and justification for their inclusion

Framework	Justification for inclusion in analysis
Australian Mayer Key Competencies (1992)	Suggested by ILO as key framework for consideration
American SCANS Framework (1991)	Suggested by ILO as key framework for consideration
Kenyan Basic Education Curriculum Framework (2017)	African example selected because framework was developed for general education sector. This is relevant given that many textile and garment workers have limited formal education.
Scottish Core Skills Framework (2013)	European example selected because framework was developed by and for use in the Scottish TVET system. The core skills outlined in the framework are embedded in the national qualifications framework and may comprise discrete units of study or be embedded in other qualifications. In addition, “workplace-assessed core skills units” allow candidates to be assessed in the workplace against core skills standards. This kind of flexible arrangement and recognition of prior learning is of interest to the ILO, which is why the framework was included in the analysis.
Singaporean Workforce Skills Qualifications (2019)	Asian example (the Ethiopian Education Roadmap notes that Singapore is one of the “best practice” countries studied to inform the country’s TVET policies), selected because the framework exists to upskill the workforce (it appears to be offered by independent training providers). This is of interest given the need to upskill factory workers already in the workforce. There are also generic skills frameworks focused on managerial skills, which have been identified as a skills gap.

1.1.3. Audit of existing core skills development programmes

The audit of existing core skills development programmes was conducted in three stages. Firstly, organizations known to deliver core skills development programmes were identified in consultation with the ILO. These organizations were contacted and information about their programmes was requested, including a copy of their training material. Each organization contacted was also asked if they knew of any other core skills development programmes.

Secondly, a desktop search was conducted. Again, organizations found to deliver core skills development programmes were contacted and asked to provide information about their programmes.

Finally, a survey was emailed to the 62 participants in the ILO’s Rapid STED Technical and Policy Foresight Workshop for the Textile and Garment Sector held on 29-30 August 2019. The survey asked participants if their organization delivered any core skills development programmes, or if they knew of any such programmes. Seven responses were received. No new organizations were identified from the survey responses.

1.2. Limitations

Limitation	Description of limitation	Impact of limitation
Factories initially identified for the study declined to participate	Some factories stated that the notice to participate was too short, and others cited “research fatigue” as the reason for declining to participate. Limited notice was due to a change in the original mission dates to manage security concerns in Hawassa.	Alternative factories were contacted and invited to participate in the study. Ultimately, 12 factories were visited rather than the intended 14. The research team interviewed additional stakeholders at each factory to limit the impact on the overall sample size of stakeholders interviewed. A total of 69 stakeholders were interviewed, compared to the intended 70.
Mid- and high-level managers’ understanding of core skills was lower than anticipated.	The research team found that mid- and high-level managers lacked the nuanced understanding and language needed to discuss core skills requirements in detail for each occupation in the sector, at different levels of performance. This challenge was compounded by confusion over core skills terminology.	The data collected was more general than anticipated, making it challenging to map core skills requirements against key occupations at different performance levels, as per the study objective. To manage this challenge the organization of occupations presented by Abebe, Gebrekidan and Haji (2019b, pp.13-20) was adopted, and core skills requirements were mapped at three performance levels: entry level (operator and helper), technical and mid-level and high-level managerial (see Table 3 for the organization of occupations). The analysis of international frameworks was also drawn upon to supplement the collected data and develop core skills definitions and performance levels.
Only one organization provided a copy of their core skills development training material.	Other than the ILO Better Work core skills training material, no organization contacted was willing to provide their core skills development programme training materials.	An audit of existing core skills development training materials was not possible. An alternative approach was adopted whereby core skills development programmes were mapped, rather than audited.

► **Table 3. Organization of occupations in the textile and garment sector from Abebe, Gebrekidan and Haji (2019b)**

Entry- level occupations	Technical and mid-level managerial occupations	High-level occupations
Sewing and stitching	Team leaders, supervisors and line leaders in production	Production management and planning
Knitting-machine operation	Trainers	Industrial engineering
Fabric receiving	Machine mechanics or technician	Human resource management
Fabric cutting	Facilities technicians and craft occupations	Designing
Embroidery and screen-printing	Quality and compliance technicians	Sales and marketing management
Checking and quality control	Dyeing technicians	Logistics
Spot cleaning and laundry	Laboratory technicians	
Fusing and pressing	Mid-level jobs in fabric cutting	
Operator jobs in packing and shipping	Production planning assistants	
	Designers	
	Merchandisers	

2. Analysis of international core skills frameworks

To inform the development of a core skills framework for Ethiopia's textile and garment sector, six international core skills frameworks were analysed: the Australian Mayer Key Competencies (1992); the American SCANS Framework (1991); the Scottish Core Skills Framework (2013); the Kenyan Basic Education Curriculum Framework (2017); the Singaporean Workforce Skills Qualifications (2019; three of the Singaporean qualification frameworks were considered); and the Filipino Basic Competencies (2019).

Key aspects of each framework were considered, including how the framework defined core skills, what core skills were identified and how they were defined, how identified core skills were categorized or organized, what levels of performance or complexity of each core skill were captured within the framework, and for what purpose/s the framework has been used. A summary of the analysis is provided below. The detailed analysis is set forth in **Appendix 1**.

The Australian, Scottish, Kenyan and Filipino frameworks each provided a definition of core skills. The three definitions, while expressed differently, had the following features in common:

- ▶ Core skills are needed for effective participation in the workforce, as well as for lifelong learning and adult life generally;
- ▶ They enable an individual to apply their knowledge and skills successfully; and
- ▶ They are generic in nature, applying to a wide range of contexts (rather than being specific to a particular occupation or industry).

The common features of these definitions can be drawn upon to provide contextual information for the Core Skills Framework for Ethiopia's Textile and Garment Sector.

The number of core skills identified within each framework varied from 5 to 37. See **Table 4** for a map of the core skills identified within each framework. Frameworks with a greater number of identified core skills have narrower, more specific definitions. This is beneficial in terms of the definitions being more precise. For example, the Australian Mayer Key Competencies includes the core skill of working with others and in teams, whereas the American SCANS framework has broken this down into six discrete skills: participating as a member of a team; teaching others; servicing clients/customers; exercising leadership; negotiating to arrive at a decision; and working with cultural diversity.

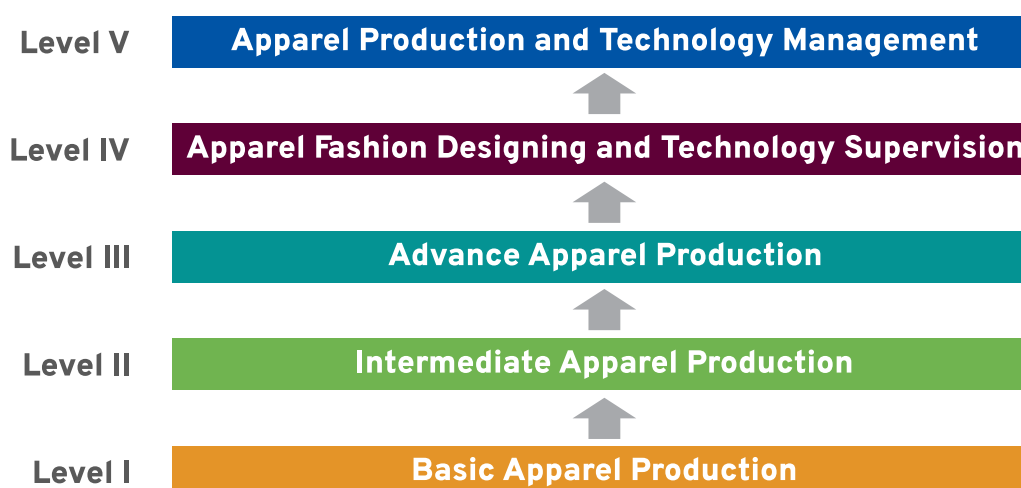
Given that the Core Skills Framework for Ethiopia's Textile and Garment Sector will be the first of its kind for the sector, and that the current level of understanding of core skills within the sector is limited, it is preferable to develop a framework that is as succinct as possible. It is assumed that a shorter, simpler framework will be more accessible and easier to implement. Therefore, the Core Skills Framework will need to strike a balance between breaking skills down to ensure that definitions are specific and making them as short as possible for ease of implementation.

While the types of core skills to be included within the Ethiopian Framework will be determined by the data collected, there will most likely be many similarities between the skills identified by the textile and garment industry and those specified within the reviewed frameworks.

Kenya's Basic Education Curriculum Framework has long definitions for each core skill, consisting of multiple paragraphs. The Mayer Key Competencies has a definition consisting of a single sentence supported by a "rationale" and "major ideas" for each skill, each which consists of multiple paragraphs. While such an approach provides a thorough explanation of each skill, including different interpretations and understandings (as is the case for Kenya's framework), it limits the user-friendliness of the framework. In contrast, the American, Scottish and Singaporean frameworks provide much shorter definitions (no longer than a paragraph, sometimes only a single sentence) with no additional information. The Filipino framework includes some succinct definitions (one sentence) and other definitions that are longer and explore further ideas associated with the particular skill (3 to 4 paragraphs). See **Appendix 2** for an example of core skills definitions from the Kenyan Basic Education Curriculum Framework and the Mayer Key Competencies. See **Appendix 1** for all other core skills definitions from the international frameworks analysed.

One of the study's objectives was to define each core skill at different levels of performance. Other than Kenya's Basic Education Curriculum Framework, each framework specifies different performance levels for the core skills identified. The number of performance levels varies from 3 to 6. The different performance levels specified in the frameworks will be used to inform the three levels of performance for the Core Skills Framework for Ethiopia's Textile and Garment Sector. While delineating three performance levels is considered the most practical approach at present, consideration will need to be given to how the Ethiopian Framework aligns with Ethiopia's TVET system, which has five levels of qualifications. See **Figure 2** below for an example of Ethiopia's qualification framework.

► **Figure 2. An example of Ethiopia's five-level qualification framework from the Textile Garment Occupational Map**



► Table 4. Map of core skills identified in analysed frameworks

Australia	United States	Kenya	Scotland	Singapore (Employability skills – Workplace skills series)	Philippines	Proposed Ethiopian Textile and Garment Sector Core Skills Framework
• Collecting, analysing and organizing information	• Acquires and evaluates information • Organizes and maintains information • Interprets and communicates information			• Analytical, conceptual and evaluative skills		
• Planning and organizing activities	• Allocates time • Allocates money • Allocates material and facility resources • Allocates human resources		• Planning and organizing			• Planning and managing resources
• Communicating ideas and information	• Reading • Writing • Listening • Speaking	• Communication and collaboration	• Oral communication • Written communication		• Communication	• Communication • Reading • Writing
• Working with others and in teams	• Participates as a member of a team • Teaches others • Serves clients/customers • Exercises leadership • Negotiates to arrive at a decision • Works with cultural diversity	• (Communication and collaboration)	• Working co-operatively with others • Reviewing co-operative contribution	• Interpersonal skills	• Collaboration and teamwork	• Teamwork • Working with cultural diversity
• Using mathematical ideas and techniques	• Arithmetic • Mathematics		• Using graphical information • Using numbers			• Using mathematical ideas and techniques

Australia	United States	Kenya	Scotland	Singapore (Employability skills – Workplace skills series)	Philippines	Proposed Ethiopian Textile and Garment Sector Core Skills Framework
• Solving problems	• Creative thinking • Decision-making • Problem-solving • Seeing things in the mind's eye • Knowing how to learn • Reasoning	• Critical thinking and problem-solving • Learning to learn • Creativity and imagination	• Critical thinking • Reviewing and evaluating	• Critical thinking and problem-solving • Learning and innovation	• Problem-solving • Knowing how to learn	
• Using technology	• Understands systems • Monitors and corrects performance • Improves and designs systems • Selects technology • Applies technology to task • Maintains and troubleshoots technology • Uses computers to process information	• Digital literacy	• Accessing information • Providing/creating information	• Information and communication technologies and skills • Information management	• Using technology • Data management	
• Responsibility • Self-esteem • Social performance • Self-management • Integrity/honesty	• Self-efficacy	• Personal management and development skills • Lifelong learning and career skills	• Self-management • Self-esteem • Life skills • Leadership	• Understanding work culture	• Job safety skills	
	• Citizenship	• Job safety skills	• Occupational safety and health	• Environmental literacy		
		• Entrepreneurship				

3. Discussion and major findings

3.1. Terminology used to describe core skills

It was important to first establish how the concept of core skills is understood within the sector. The term “core skills” was found to cause confusion among interviewees, particularly mid- and high-level managers. When asked to explain their understanding of core skills, many mid- and high-level managers described the technical skills training provided to newly recruited employees. Interviewers found that mid- and high-level managers were more familiar with terms such as “non-technical skills” or “soft skills”. Other concepts or terminologies used to describe or refer to core skills included life skills, personal qualities, industrial culture, creating a better work environment, HR rules, and company rules and regulations.

The use of different terminologies was found to be the cause of confusion and some subsequent frustration. Following one interviewer’s overview of the study, a high-level manager responded with agitation, stating:

“No, no, no, no, we don’t need any core skills, we want empty heads, empty. We train them here. We hire grade-8 and grade-10 graduates. Those who trained in TVET are not willing to learn and work on the position they are assigned. They say, ‘I studied this so I work on this but not that’. They are difficult to handle. Now we hire those with no training. It is good when they learn here on the job.”

As outlined in section 7.0 of this report, the mapping exercise found a lack of coordination between organizations and programmes, including a lack of common terminologies. Managing or responding to many uncoordinated organizations delivering different forms of training with different terminologies is time-consuming for technical and mid- and high-level management.

The use of numerous terminologies is not unique to Ethiopia’s textile and garment sector. It is widely acknowledged that the terminology and content associated with core skills is diverse and complex, and that this results in disagreement and confusion, making it particularly difficult to implement core skills development (Cushnahan, 2009, p.12). In the light of this, a set of common core-skill terminologies should be identified and applied consistently in the textile and garment sector and by other relevant stakeholders, in the belief that such an approach will minimize confusion and facilitate improved core skill development. Depending on the terminologies identified, the proposed Core Skills Framework for Ethiopia’s Textile and Garment Sector may need to be renamed or edited to ensure that the language used is consistent with that used more widely.

Finding

While not unique to Ethiopia's textile and garment sector, there is confusion over terminology associated with core skills. The lack of common terminology negatively impacts on core skills development.

Recommendation

That a set of common core skill terminologies be identified, and that consistent use of selected terminology be encouraged throughout the textile and garment sector and by other relevant stakeholders. The proposed Core Skills Framework should be edited to ensure consistency with identified terminologies. Furthermore, key concepts and terminologies in skills training should be expressed in similar/fixed terminologies in local languages during training and manual development to avoid confusion and increase trainees' level of understanding. All core skills training should be provided in the local languages of trainees for better impact.

3.2. Understanding of core skills

There was no common definition of core skills used across the textile and garment sector, and interviewees' understanding of the concept was found to be diverse.

Operators were unfamiliar with the term "core skills". However, when prompted, they were able to describe the kinds of behaviours they needed to demonstrate to function effectively in the workplace. In other instances, operators discussed common workplace scenarios and researchers identified core skills in use from the descriptions provided.

It was anticipated that mid- and high-level management would have a deeper understanding of core skills than was demonstrated overall. However, only a handful of responses demonstrated a deeper understanding of core skills with minimal prompting. One of the more nuanced understandings was expressed by the manager of a garment factory, who stated that:

"Soft skills is all about programming the mind. In Ethiopia...the bigger challenge is a lack of soft skills and attitudes. Most of the time we don't lack the skill; rather we lack the mindset [and have] attitude problems, especially in relation to industries. Effective time management, industrial culture, fighting the challenges and setting the brain software is what we call soft skill training."

The following excerpts from an interview with a high-level manager are an example of the maximum level of detail and nuance available. When prompted to explain what kinds of core skills are required across different occupations and performance levels, the manager responded:

“On the top management and middle management, really, they need leadership skills, communication skills. When you go down to the supervisors and quality checkers and the like, they also need supervisory management skills. For other employees it is technical competency skills, and soft skills regarding working culture.”

The interviewer prompted further about the kinds of management skills required. The manager responded:

“In fact regarding the top management, most of them are more technical persons. They are either graduates or textile engineers, or maintenance engineers, or industrial engineers, or garment engineers. Therefore, they lack leadership and management skills. Therefore, they need this kind of skill, you see: how to manage, how to handle employees, how to motivate employees, how to bring a change in the factory, you see, in order to increase productivity and quality and the like.”

Ideally, all high and mid-level management would have a thorough understanding of core skills, and a common set of terminologies with which to discuss core skills requirements for different occupations across the sector with greater detail and nuance. This is considered critical if workers' core skills are to be better developed in the textile and garment sector.

Finding

Mid- and high-level managers have a limited understanding of core skills, likely impacting the degree to which they can develop the core skills of their employees.

Recommendation

That core skills training for mid- and high-level managers be developed and delivered to ensure sustainable, ongoing core skills development within the textile and garment sector.

3.3. Identification of core skill requirements in the textile and garment sector

Numerous core skills were identified by operators, mid-level managers and high-level managers. In some instances, discrete skills were mentioned, such as communication, safety and leadership. In other cases, interviewees would describe a situation or circumstance

from which researchers derived a skill. For example, one mid-manager commented that “measurement [training] we are providing intensively”. From this comment it was inferred that a core skill required is the ability to use mathematical ideas and techniques. Where deeper explanations were provided, this informed the definitions and levels of performance in the proposed Core Skills Framework.

The core skills identified in the interviews are outlined in (appendix 5), which is organized to show how the skills were grouped and labelled to form the proposed Framework. Seventeen skills were distinguished. These 17 skills were arranged into three broad categories:

- Self-performance:** The basic skills an individual requires to participate in the textile and garment sector (e.g. reading, writing, using mathematical ideas and techniques);
- Social performance:** Skills that underpin social interactions (e.g. communication, problem-solving, teamwork);
- Work performance:** Skills more specific to a workplace setting (e.g. understanding work culture, planning and managing resources, job safety skills).

► Table 5. Core skills identified through interviews grouped into the proposed Core Skills Framework for Ethiopia's Textile and Garment Sector		
Proposed Core Skills Framework for Ethiopia's Textile and Garment Sector		Core skills identified in interviews
Self-performance	Reading	Reading; reading signs (emergency, fire exit); reading signs on machines; reading pamphlets; reading signs on notice board; reading reports.
	Writing	Writing; writing and completing checklists; writing reports; preparing KPIs.
	Using mathematical ideas and techniques	Completing mathematical operations; designing; measuring.
	Self-esteem	Self-esteem; self-confidence; knowing one's own ability; how to promote yourself.
	Self-management	Patience; focus; good behaviour; attitude; taking responsibility; commitment; dedication; compliance with rules; self-organization.
	Life skills	Hygiene; saving; financial management; planning for the future; helping family; understanding harassment; understanding sexual harassment; understanding employees' way of life; knowing how to complain; paying rent, utilities and other bills; information on rights and duties.
Social performance	Communication	Speaking; listening; communicating in local languages; communicating with higher management; listening to trainers; explaining tasks to co-workers; sharing knowledge; communicating internally; communicating externally with customers and stakeholders; taking instructions; giving instructions; disseminating information across different levels; translating for one another; sharing ideas; communicating problems; understanding the supervisor; solving problems through discussion; cross-cultural communication.
	Problem-solving	Taking initiative; creativity; reasoning; logical thinking; solving problems; identifying problems; analysing.

Proposed Core Skills Framework for Ethiopia's Textile and Garment Sector		Core skills identified in interviews
	Teamwork	Taking ownership of share of work; conflict management; sense of belonging; teamwork; team spirit; helping co-workers; working together to meet targets; problem-solving across team; understanding one another; team incentive schemes.
	Knowing how to learn	Motivation; ambition; taking an interest; curiosity; adaptability; flexibility; multi-skilling; wanting to learn new things; implementing new techniques on production floor; learning by watching others; innovation.
	Working with cultural diversity	Tolerance; cross-cultural communication; respect; positive attitude towards others; communicating effectively (e.g., not shouting); establishing relationships and understanding between workers and supervisors; workers coming from different family backgrounds.
Work performance	Understanding work culture	Work ethic; following code of conduct; discipline; perseverance (coping in difficult work environment); dedication; productivity; respect for the job; understanding industrial work culture; meeting deadlines; working under pressure; understanding promotional ladder; industrial mindset; occupational orientation; willingness to work with existing equipment; willingness to take instruction; efficiency; time consciousness; punctuality; working fast; managing conflict between workers and supervisors; dealing with problems with absenteeism; maintaining quality; conforming to company culture; managing prior expectations about work environment; understanding systems; compliance; quality improvement; knowledge of work burden; understanding chain of command; working towards goals.
	Planning and managing resources	Kaizen; attention to quality production; managing resources; wise use of resources; waste reduction; planning; goal setting; time management; quality checking; knowing how to make improvements.
	Job safety skills	Knowing safety rules and regulations; first aid; fire training.
	Using technology	Computer skills; using machines; understanding complex machines; using a computer to write a report; understanding IT.
	Data management	Data management; data interpretation; reporting; decision-making based on data; organizing data; statistics; recording data; collecting data; inputting data.
	Leadership	Managing employee behaviour; coaching others; decision-making; building good relationships; building team spirit; evaluating operators; making judgements; negotiation; persuasion; supervisory skills; management skills; encouragement; motivating employees; resolving complaints; considering interest of employees; considering interest of company; change management; working towards goals; mentoring; managing intercultural issues; impartiality; managing compliance; leadership.

3.4. Working with cultural diversity

Many interviewees identified a tension between locals and foreigners. This tension was reported to result in miscommunications and misunderstandings, negatively impacting on the work environment. One high-level manager recognized the importance for factory outcomes of working with cultural diversity, recommending that:

"Foreigners should be considerate of the cultural context of the larger community for it directly affects the company's productivity. Any kind of relationship that they establish with the local community should be considerate of the dominant culture."

If not, the mess that occurs in the relationship [and] that occurs with employees will significantly affect their performance and reduce productivity."

Communication between local workers and foreign supervisors was identified as a key challenge. This is due to both language barriers and foreigners using communication strategies inappropriate to the Ethiopian context. One operator stated that:

"Foreigner managers shout much. They think that we are deliberately slowing down work. They say, 'no problem, go home'."

Another operator reflected that:

"Managers speak strongly in English. Workers think the managers are mad at them because they speak loudly and strongly. But this may not be so."

Rather than eliciting the response desired by foreign supervisors – such as increased effort or corrective action – in Ethiopia shouting often results in the person withdrawing from the conversation or becoming unresponsive and despondent. Such a response can result in further frustration on the part of the supervisor.

Some operators demonstrated an ability to adapt to different communication styles. One operator stated that:

"When the supervisors tell me to do this and that, I was thinking that they were angry at me when I first joined this factory. I no longer think like that."

Another stated:

"... I learned patience here. In the beginning, I used to get offended. Now I accept what I think is good and leave other things."

Developing effective communication between workers and supervisors in the textile and garment sector, including between local workers and foreign supervisors, is fundamental to effective relationships and therefore effective workplaces. One foreign mid-level manager stated that:

"...we build up good partnership with factory, then they [the workers] don't do any wrong thing to the factory."

This mid-level manager reflected on the discipline of workers in his home country, commenting that he thought it was due to "a good bond – the relationship" and provided the example of a worker who was not coming to work calling and notifying their supervisor because of their positive relationship with that supervisor.

There are numerous strategies for senior staff to build better relationships with workers, particularly by developing stronger cross-cultural understandings. For example, one high level manager stated that:

"If our workers are happy, we are happy. We are going to give them coffee mugs and shirts featuring our brand."

While well-meaning, considerate incentives appropriate to the cultural context of employees would be beneficial, one worker with more than nine years' experience in the textile sector reflected that:

"Eight years ago, employees received gifts on public holidays like chicken and 'araque' [a traditional alcoholic beverage], but not now."

Ensuring food served at factories is mindful of the culture is another opportunity to improve the relationship with workers. One operator stated that:

"...the food we eat in the factory is rice. And the quality is poor, and we often get a stomach ache and that affects our performance very much. We don't like eating rice all the time. It is not our cultural food, and many employees leave because of that."

Another challenge cited is operators' attendance at cultural festivals causing absences at the factory. In such cases, the role of supervisors and managers might be to suggest alternative ways to celebrate cultural holidays, such as going to church early in the morning or after work or celebrating the holiday in a small way at the factory. One factory visited indicated that they close early for holiday events. This is considered a more effective approach than suggesting that workers ignore the holiday because it does not fit with the factory's requirements. Given the challenging conditions and low pay, workers have indicated that they prefer to quit their job rather than not celebrate cultural holidays.

Finding

Tension between local operators and foreign supervisors in textile and garment factories impacts on the effectiveness of a workplace and is reflected in language barriers, inappropriate communication strategies and competing cultural and work commitments.

Recommendation

That an emphasis be placed on cross-cultural training to improve the relationship between local and foreign workers in textile and garment factories, including cross-cultural communication. Factories should seize opportunities to embrace local culture, such as providing culturally appropriate incentives; serving Ethiopian food; and helping employees celebrate cultural holidays while still maintaining work responsibilities.

3.5. Understanding work culture

Abebe, Gebrekidan and Haji (2019b, p.8) have noted that growth in garment manufacturing activity is mainly concentrated in industrial parks and that the vast majority of these jobs are providing opportunities for first-time entrants to the labour market. More than 80 per cent of these jobs are taken by young female workers who do not have previous experience of formal employment, let alone the industrial sector. A further challenge is that many workers come from rural or agrarian backgrounds and are moving into the city for the first time.

Mid- and high-level managers identified the need for workers to have an “industrial mindset”, whereby they can work under pressure, meet deadlines, work quickly and efficiently towards workplace goals, cope in a difficult work environment (noisy and hot) and be flexible and adaptable. One high-level manager commented that:

“Industries have their own rules: habits like you don’t eat wherever you like in the factory, you can’t use your phone, but girls coming from countryside know nothing about the industry culture.”

One operator commented on their experience and the many adjustments required to adapt to life at the factory, stating:

“It has been 5 months since I joined the factory. I live 70 km away from this town. Now I am living with my relatives in the town. There is no factory in my birth town. I haven’t had any information about what is done here before I joined the company. Senior employees help me catch up on some things that I don’t understand in terms of technical knowledge. It would have been much better if we were offered information before joining the company. It would make things much simpler.”

One manager commented that to expose potential workers to industrial culture:

“... we have to start from school level. When students finish grade 10 and 12 they got a break for 2-3 months. So that is the perfect moment to expose students to industrial parks. They should visit the factories.”

One of the key challenges in understanding work culture has been identified as workers learning to be adaptable and flexible. A mid-manager noted that:

“... most of them [the workers] don’t want to learn new things...So when we try to approach them with different techniques to implement on the production floor, we sometimes we have difficult problems executing them.”

Again, building good communication and relationships with workers is key to solving such problems. The mid-manager pointed out that:

“... such problems are solved by discussion and explaining the advantage of implementing a programme, and most of the time they understand.”

It is important to consider the operators' view where being asked to display adaptability and flexibility is concerned. In relation to supervisors assigning operators to other teams or departments to fill personnel gaps, one operator explained that:

"... the supervisors keep assigning and reassigning us from one team to another frequently... sometimes two times a day... and that really is upsetting because I wouldn't be able to be efficient in all the departments. I am trained to operate only in one. And they get angry at us when we tell them the truth. They say that we have to be flexible, and fast... but how can anyone operate on a different machine without prior training? It is frustrating and tiring."

This again highlights the role of communication. Supervisors must explain to operators the reason why they need to work on a different team and give proper guidance on operating the machine or completing the new task required.

There is also a cultural aspect to this challenge, as it is considered improper to engage in tasks that you do not have skills or experience in. This is reflected in a traditional Ethiopian saying: "You cannot climb two trees just because you have two legs". As outlined above, such cultural aspects must be considered within the factory environment and in approaches to communication.

Finding

The majority of new recruits have never experienced formal employment and can find it difficult to adapt to industrial working life.

Recommendation

That factories and relevant stakeholders consider ways to inform potential workers about industrial working life prior to their recruitment, in an effort to make their transition into textile and garment factories as smooth as possible. Employee concerns about working in the factory should be identified, carefully considered and acted on as much as possible.

3.6. Socio-economic factors impact on work performance

It was found that socio-economic factors continue to directly and indirectly impact on employees' work performance, as well as how they feel about working in the textile and garment sector. Operators reported that their wages are insufficient to ensure minimum living standards. Living conditions are reported to be poor, with operators commenting that wages are insufficient to pay rent and other self-care expenses.

Transport to and from factories continues to be a major issue, particularly for early-morning and late-evening shifts. One operator noted that:

"When I am [on the] afternoon shift, we leave [our] workplace at 10pm and the factory transport gives us a ride halfway up to the midtown. After that, there is no public transportation available and we [workers from the same neighbourhood] walk home together. It is very unsafe for us to walk late at night."

As mentioned above, operators reported dissatisfaction with the food provided at factories. In addition to preferring traditional Ethiopian staples (e.g., 'enjera'), as opposed to rice, food sanitation issues and subsequent health problems were also mentioned. This affects operators' performance and motivation. Operators indicated that management does not appear to take this issue seriously.

In light of these challenges, when asked about their future plans, operators made comments like: *"I just want to get out of here"; "I am waiting for something to quit"; and "I am better to do a private business"*.

The Industrial Parks Development Corporation's (IPDC) recent report to the House of Federation's Trade and Industry Committee noted that, between July and December 2019, more than 18,000 employees resigned from industrial parks (the majority of which host textile and garment businesses). The IPDC noted that key reasons for workers leaving the sector include factories not fulfilling employees' incentive schemes, and the fact that no national minimum wage is set (EBS Addis Neger Zena Metsihet, 30 January 2020).

Similar issues were identified in a comprehensive report commissioned by Enterprise Partners assessing workers' satisfaction and HR structures in factories in the Hawassa Industrial Park (Sustainability Agents, 2017). The fact that these issues persist suggests that a more concerted effort is required from textile and garment factories and relevant stakeholders. Ideally, improvements in core skills training need to be accompanied by action to address these broader socio-economic issues to ensure maximum effectiveness.

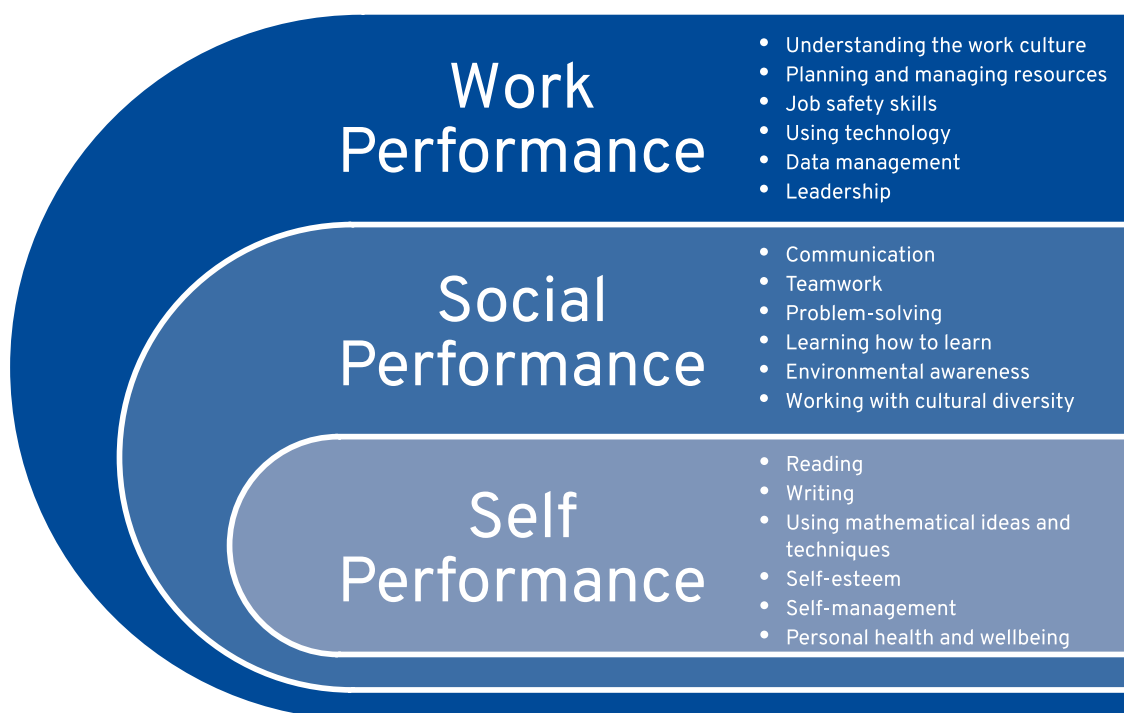
Finding

Broader socio-economic issues such as wages, living conditions, transport and food continue to impact directly and indirectly on worker performance. These issues have been identified in previous reports.

Recommendation

That the textile and garment sector, along with other relevant stakeholders, increase their effort in a constructive and concerted way to address broader socio-economic factors impacting on employees' performance. Addressing these issues will ensure core skills development training is as effective as possible.

4. Suggested Core Skills Framework for Ethiopia's Textile and Garment Sector



4.1. Core skills definitions and performance levels

The data obtained on performance levels for core skills was not as detailed as anticipated. Rather, the data obtained indicated only general performance levels for entry-level operators and helpers, technicians and mid-level management, and high-level management. The performance levels in the proposed Core Skills Framework reflect the data obtained for these three levels.

It is noted that core skills are generally considered to be the foundational skills for entry- or lower-level positions within the workforce. For higher-level positions, core skills tend to be integrated within specialist skills. However, as a result of our finding that mid- and high-level management have only a limited understanding of core skills (and the subsequent recommendation that core-skills training be given to mid- and high-level managers), it was considered important to capture the core skills performance levels required of mid- and high-level management within the framework. It is also anticipated that, if the core skills performance levels for mid- and high-level management are clearly stated, the managers

concerned will be better able to identify and develop these skills in their team or workforce. An overview of the performance levels is provided below.

Entry level (Performance level 1) entails:

- ▶ the application of core skills to routine but variable work tasks under direct supervision with limited responsibility using a range of procedures in entry-level positions and day-to-day life;
- ▶ knowledge of foundational skills (or the ability to learn this knowledge) in preparation for entry-level work, further learning and everyday life;
- ▶ limited autonomy and judgement in performing routine but variable work tasks.

Technical and middle-management level (Performance level 2) entails:

- ▶ the application of core skills to complex but mostly familiar work tasks and circumstances, with responsibility for own outputs and the outputs of team members within established parameters;
- ▶ finding solutions to a variety of predictable and sometimes unpredictable problems within known contexts;
- ▶ core skills to apply knowledge and contribute to multiple but related areas of work and learning.

High-level management level (Performance level 3) entails:

- ▶ core skills knowledge for analysing, comparing and contrasting requirements for changing areas of work and learning;
- ▶ the application of core skills within broad parameters to known and unknown work circumstances in designing solutions and developing plans, with responsibility and autonomy for own outputs and the outputs of others in a work unit or production process, or in performing specialist technical tasks;
- ▶ core skills in managing known and unknown work circumstances for self, others and the work unit or production process.

The occupations that fall into the entry-level, technical and mid-level managerial and high-level managerial categories are outlined in **Table 3** above.

Category	Self-performance
Skill	Reading
Proposed definition	Locates, understands and interprets written information to perform tasks and function effectively in the workplace. Source: Adaptation of SCANS definition for "Reading"

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
- Locates and understands familiar, simple workplace signs, symbols and text (including in foreign languages, such as English, when necessary) - Interprets and acts on information in signs, symbols and text - Checks that interpretation and response to sign, symbol or text is correct	- Locates and understands routine workplace signs, symbols, texts and procedures - Interprets and acts on information in signs, symbols, texts and procedures - Checks that others' interpretation and response to signs, symbols, texts or procedures is correct	- Locates and understands complex and/or technical written information - Analyses, evaluates and responds to complex and/or technical written information - Checks that interpretation and response to written information is correct
Source: Elements of FSKRDG002, FSKRD004	Source: Elements of FSKRDG009, FSKRD010	Source: Elements of FSKRDG011

Category	Self-performance
Skill	Writing
Proposed definition	Communicates information, messages and ideas in writing, records information completely and accurately. Source: Adaptation of SCANS definition for "Writing"

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
- Records or copies basic information in familiar workplace format - Writes short, simple text in familiar workplace format	- Writes routine workplace formatted texts - Locates and selects information required to complete text - Uses appropriate grammar necessary to convey meaning - Reviews and finalizes texts written across team for completeness, accuracy and intended purpose	- Records complex information accurately and completely - Writes complex texts appropriate for audience and purpose - Extracts and analyses information required to write text - Reviews and finalizes texts across unit for completeness, accuracy and intended purpose
Source: Adapted from element of FSKWTG002	Source: Adapted from FSKWTG008, FSKWTG009	Source: Adapted from FSKWTG010

Category	Self-performance
Skill	Using mathematical ideas and techniques
Proposed definition	Understands and applies numerical and other mathematical skills to perform tasks accurately and effectively. Source: Adaptation of Scottish Core Skills Framework definition for "Using Numbers"

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
- Estimates, measures and performs simple calculations with routine measurements for familiar workplace tasks - Uses familiar 2D and 3D shape and angle properties to complete familiar workplace tasks	- Selects and communicates appropriate workplace measurement information to team - Interprets, draws, constructs and communicates routine 2D and 3D shapes and angles for work - Uses appropriate mathematical methods to solve problems	Uses a wide range of mathematical methods in combination to solve complex problems and make decisions across work unit
Source: Drawn from FSKNUM015, FSKNUM016	Source: Drawn from FSKNUM015, FSKNUM016, FSKNUM018, FSKNUM019	Source: FSKNUM033, FSKNUM018, SCQF6

Category	Self-performance
Skill	Self-esteem
Proposed definition	Demonstrates positive self-view; builds/enhances a "can do" attitude; demonstrates confidence and trust in self and the ability to learn and succeed in new tasks; takes pride in contribution to work and impact on others. Source: Modified and Adapted from SCANS definition.

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
- Maintains a positive attitude towards self and has confidence - Takes pride in the level of effort and quality of accomplishments	- Supports others in developing a positive attitude and self-confidence - Encourages others to take pride in the level of effort and quality of accomplishments	- Supports others across work unit or production process in developing confidence and negotiating differences - Encourages others across work unit or production process to take pride in the level of effort and quality of accomplishments
Source: Drawn from SCANS performance levels for "Self-esteem"	Source: Drawn from SCANS performance levels for "Self-esteem"	Source: Drawn from SCANS performance levels for "Self-esteem"

Category	Self-performance
Skill	Self-management
Proposed definition	Exhibits self-control and work-appropriate behaviour; follows workplace code of conduct; takes responsibility for own actions; maintains consistent level of commitment and focus; exerts effort and perseverance toward goals. Source: Adapted from SCANS definitions for "Responsibility" and "Self-management"

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
- Displays the required standards for workplace attendance, commitment, attitude and focus - Takes responsibility for own actions - Applies consistent level of effort to achieve organizational goals - Follows workplace code of conduct	- Clearly communicates what constitutes work-appropriate behaviour, including the workplace code of conduct, to others, and monitors behaviour - Supports others in developing self-control and work-appropriate behaviour - Supports others in applying effort to achieve organizational goals - Takes responsibility for own actions, setting goals and deadlines - Maintains consistent level of commitment and focus - Models excellent behaviour to others	- Develops workplace codes of conduct as required and provides appropriate training on such codes across units and production process - Designs and implements accountability structures across work units and production process - Evaluates personal performance to identify areas for improvement - Works to maintain and support the work unit or production process in exerting a high and consistent level of effort and perseverance toward goals - Identifies good practices in the workplace and adjusts own practices accordingly - Models good practice in personal management skills
Source: Drawn from SCANS performance levels for "Self-management" and "Responsibility"	Source: Drawn from SCANS performance levels for "Self-management" and "Responsibility"	Source: Drawn from SCANS performance levels for "Self-management" and "Responsibility"

Category	Self-performance
Skill	Personal health and wellbeing
Proposed definition	Knowledge of personal financial management, hygiene, family planning and wellbeing; plans for the future; understands workers' rights and what constitutes harassment; has knowledge of complaint processes. Source: interviews

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
• Displays openness to learning about skills to maintain personal health and wellbeing • Displays basic hygiene skills • Applies knowledge of nutrition • Understands personal health and family planning measures • Basic knowledge of personal financial management • Demonstrates knowledge of complaints processes and basic workers' rights	• Recognises that others' circumstances outside the workplace can impact on their work performance • Notifies superiors of any specific personal wellbeing skills needs • Demonstrates knowledge of workers' rights and responsibilities in the workplace • Communicates information about complaint processes and individual rights to others	• Understands that broader economic and societal systems, as well as employees' individual circumstances, can impact on work performance • Manages the work unit or production process in a way that is responsive to broader economic and societal systems to maximize workplace performance • Organizes and/or delivers training across organization to support life skills of employees • Ensures complaint processes are well known and understood across the work unit or production process • Ensures the transparency and integrity of complaint processes
	Source: Drawn from SCANS "Understands systems"	Source: Drawn from SCANS "Understands systems"

Category	Social performance
Skill	Communication
Proposed definition	<i>Listening:</i> Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to purpose. <i>Speaking:</i> Organizes ideas and communicates oral messages appropriate to audience and context; uses verbal language and other cues such as body language appropriate to audience and context; responds to listener feedback; asks questions as necessary. Receives, interprets and disseminates information appropriately using correct communication channels. Source: Adapted from SCANS definitions for "Listening" and "Speaking"

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person: - Follows simple instructions - Asks relevant questions for clarification - Interprets simple non-verbal cues such as tone of voice and facial expression - Makes routine oral reports according to pre-established instructions - Communicates in a way that is cognisant of cultural and language differences	At this level a person: - Delivers instructions effectively and appropriately for target audience - Facilitates effective team interaction by using appropriate language, listening strategies, and other cues such as tone and body language - Appropriately responds to and acts on communication from employees - Uses correct communication channels to refer information to team and supervisors as appropriate - Leads team communication that responds effectively to cultural and language differences	At this level a person: - Effectively communicates information needed for workers to succeed - Manages workplace interactions and negotiations across the work unit or production process by using and encouraging effective communication - Establishes the use of communication channels across the work unit or production process - Manages communication across the work unit or production process that is sensitive to cultural and language differences for effective performance - Adapts communication strategies when working with external stakeholders
Source: SCANS performance levels for "Listening" and "Speaking"	Source: FSKOCM011; SCANS performance levels for "Listening" and "Speaking"	Source: Adapted from FSKOCM012

Category	Social performance
Skill	Teamwork
Proposed definition	Works cooperatively with others and contributes to group with ideas and effort. This includes doing own share of work; respecting others; encouraging team members by listening and responding to contributions; managing and resolving conflict; and taking responsibility for accomplishing team and organizational goals. Source: SCANS definition for "Participates as a member of a team"

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
• Operates as an active member of the team • Contributes with suggestions and effort • Follows rules and procedures set by team • Takes responsibility for doing own share of work necessary to achieve team goals • Demonstrates respect for others	• Identifies and communicates team goals • Builds team relationships and identifies others' strengths • Encourages others by listening and responding appropriately to their contributions, helping to build a sense of belonging • Resolves conflict within the team • Evaluates team effectiveness and reports to senior management • Models respectful behaviour	• Establishes and maintains teams across the work unit or production process, considering skill requirements • Establishes and communicates the goals of the work unit or production process • Establishes procedures and timeframes for teams across work unit or production process to meet goals • Builds a sense of team spirit across the work unit or production process • Negotiates and resolves conflict that has been escalated from mid-management • Evaluates effectiveness of teams across work unit or production process • Models respectful behaviour
Source: SCANS performance levels for "Participates as a member of a team"	Source: SCANS performance levels for "Participates as a member of a team"	Source: SCANS performance levels for "Participates as a member of a team"

Category	Social performance
Skill	Problem-solving
Proposed definition	Applies reasoning and critical thinking to anticipate problems; identifies possible reasons for problems; devises and implements a plan of action for resolving problems; evaluates and monitor's progress; revises plan following evaluation. Source: SCANS definition for "Problem-solving"

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
• Recognizes that problems can arise • Anticipates routine problems • Implements familiar procedures to resolve routine problems • Takes initiative and thinks creatively to solve problems • Informs supervisor of problems as they arise • Contributes appropriately to solving complex problems	• Identifies the sequence of events that causes a problem • Plans and executes steps to solve problems across team • Encourages initiative and creative thinking in team to solve problems • Monitors and evaluates actions implemented to resolve problems • Evaluates and communicates outcomes back to team and supervisors	• Anticipates, identifies and resolves complex problems across work unit or production process • Analyses factors contributing to problems • Plans and executes steps that require multiple sequences to resolve problems across work unit or production process • Encourages initiative and creative thinking across work unit or production process to solve problems • Evaluates and communicates outcomes back to work unit or production process
Source: Performance levels from SCANS "Problem-solving"	Source: Performance levels from SCANS "Problem-solving"	Source: Performance levels from SCANS "Problem-solving"; FSKLRG013

Category	Social performance
Skill	Learning how to learn
Proposed definition	Demonstrates motivation and willingness to learn; applies and adapts new knowledge and skills in both familiar and changing situations; uses formal and informal learning strategies; shares knowledge. Source: Adapted from SCANS definition of "Knowing how to learn"

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
• Demonstrates motivation and willingness to learn • Uses active listening (listening and asking questions) to learn and apply new knowledge • Asks basic questions to source information • Can identify and access sources of information • Demonstrates perseverance and resilience when learning and applying new knowledge • Demonstrates flexibility to adapt to changing workplace systems or processes	• Can establish personal learning goals • Determine essential and relevant information to achieve learning goal • Uses active listening (listening and asking questions) to learn and apply new knowledge • Encourages others to learn, apply and adapt new knowledge by creating a positive learning environment • Supports others in identifying general rules or patterns and applying them to understand different but similar tasks or procedures • Develops strategies that support informal learning across team • Identifies formal training needs and communicates to superiors • Supports team in adapting to new workplace systems or processes • Applies basic research methodologies to access new information	• Can establish personal and career learning goals • Can learn, apply and adapt new knowledge by using a range of research methodologies • Encourages employees to learn, apply and adapt new knowledge by creating a positive learning environment across work unit or production process • Identifies mid-level managers training needs • Develops strategies that support informal learning across work unit or production process, particularly for mid-level managers • Identifies and sends employees to formal training opportunities • Develops flexibility and adaptability in learning in order to accommodate change
Source: adapted from performance levels for SCANS "Knowing how to learn"	Source: adapted from performance levels for SCANS "Knowing how to learn"	Source: adapted from performance levels for SCANS "Knowing how to learn"

Category	Social performance
Skill	Environmental awareness
Proposed definition	Applies environmental awareness to a range of contexts in both the workplace and the community to reduce waste, limit water and energy usage and prevent damage to the environment

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
• Recognizes what items can be recycled both in the workplace and at home • Knows how to correctly place items for recycling both in the workplace and at home • Takes measures to reduce water use both in the workplace and at home • Names the different types of waste generated in the workplace • Identifies sources of environmental pollution in the workplace or at home • Reports spillages and other environmental hazards immediately	• Can explain and identify what pollution is and how these impacts on the environment and our health • Takes the appropriate steps to limit pollution / waste at the workplace • Disposes of waste products that cannot be used again or recycled in a way that does not damage the environment • Takes steps to limit water and energy wastage	• Ensures housekeeping practices that are good for the environment • Can choose from a range of housekeeping practices that are good for the environment and reduce the amount of damage work activities can do • Can identify environmental hazards that might occur, and develop strategies to mitigate and deal with them

Category	Social performance
Skill	Working with cultural diversity
Proposed definition	Understands own culture, as well as the cultures of others and how they differ; always respects and tolerates others while helping them make appropriate adjustments; chooses communication strategies that are culturally appropriate. Source: Adapted from SCANS definition of "Works with cultural diversity"

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
• Accepts difference between self and others • Is respectful and open to learning about different cultures • Listens and makes adjustments to communication strategies in order to work effectively with others from different cultural backgrounds	• Models respectful behaviour to team • Considers cultural differences when communicating with others, resolving conflict, and leading team	• Models respectful behaviour across work unit or production process • Facilitates cultural understanding across work unit or production process • Ensures work unit or production process has appropriate cultural adjustments in place • Provides appropriate cultural training to all employees

Source: Adapted from performance levels for SCANS "Works with cultural diversity"

Source: Adapted from performance levels for SCANS "Works with cultural diversity"

Source: Adapted from performance levels for SCANS "Works with cultural diversity"

Category	Work performance
Skill	Understanding work culture
Proposed definition	Knows about industrial work culture and self-manages to succeed in a challenging work environment; displays appropriate work behaviours including punctuality, time management, discipline, productivity, perseverance and strong work ethic.

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
• With guidance, learns about and adapts to industrial work culture • Understands expectations in relation to behaviour in the factory environment, including work ethics, discipline, punctuality, compliance, honesty and integrity • Learns to cope in a difficult work environment • Understands the promotional ladder • Accepts and responds to constructive feedback on work performance • Evaluates superiors fairly when required and provides constructive feedback	• Clearly communicates expectations in relation to behaviour and attitude to team • Supports team in developing the necessary behaviour and attitude to succeed in factory environment in terms of recognition and reward • Listens to and appropriately acts on team concerns relating to the work environment • Communicates information about the promotional ladder to team • Accepts and responds to constructive feedback on work performance • Evaluates others and superiors fairly and impartially and provides constructive feedback	• Exerts effort to communicate expectations in relation to behaviour and attitude to new workers • Offers appropriate training across work unit or production process to support employees' adjustment • Supports employees across work unit or production process in developing required behaviour and attitude through recognition and/or reward • Responds to employee concerns relating to work environment • Clearly communicates information about the promotional ladder to employees in the work unit or production process • Accepts and responds to constructive feedback on work performance • Evaluates employees fairly and impartially and provides constructive feedback

Category	Work performance
Skill	Planning and managing resources
Proposed definition	Plans and organizes work activities taking account of available resources; manages available time, material and human resources efficiently; adheres to kaizen principles; ensures quality compliance. Source: Adapted from SQA framework definition for "Planning and organizing" and Mayer definition for "Planning and organizing activities"

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
• Uses time and resources as efficiently as possible • Adheres to kaizen principles • Ensures quality requirements are met • Minimizes waste	• Plans and manages routine tasks for team • Establishes deadlines for team and identifies resources required to complete tasks • Helps team manage time and resources efficiently to minimize waste and meet goals • Ensures team adheres to kaizen principles • Communicates quality requirements across team and manages quality compliance	• Plans and manages tasks across work unit or production process • Establishes deadlines and identifies resources required to complete tasks across work unit or production process • Manages the efficient use of resources across the work unit or production process • Evaluates and adjusts tasks and use of resources for improved efficiency • Manages kaizen principles across work unit or production process • Communicates quality requirements across work unit or production process and manages quality compliance and improvement
Source: Adapted from SCANS performance levels for "Allocates time" and SQA framework	Source: Adapted from SCANS performance levels for "Allocates time" and SQA framework	Source: Adapted from SCANS performance levels for "Allocates time" and SQA framework

Category	Work performance
Skill	Job safety skills
Proposed definition	Learns and applies health and safety practices in the workplace to maintain a safe working environment; learns and applies first aid skills. Source: Singapore Employability Skills WSQ description for 'Job Safety Skills'

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
- Complies with workplace health and safety policies and procedures - Reports unsafe behaviour or equipment to supervisor	- Manages team compliance with workplace health and safety policies and procedures - Reports unsafe behaviour or equipment to senior management - Maintains safe equipment and a safe working environment - Learns and applies first aid skills	- Maintains safe equipment and a safe working environment - Manages work unit or production process compliance with workplace health and safety policies and procedures - Evaluates and adjusts policies and procedures to ensure maximum health and safety for employees - Provides workplace health and safety and first-aid training across work unit or production process - Learns and applies first aid skills
Source: Singapore Employability Skills WSQ description for "Job safety skills"	Source: Singapore Employability Skills WSQ description for "Job safety skills"	Source: Singapore Employability Skills WSQ description for "Job safety skills"

Category	Work performance
Skill	Using technology
Proposed definition	Understands the overall purpose of machines, including computers; has the capacity to learn how to apply technology to task; applies knowledge to explore and adapt technology; prevents, identifies or solves problems with machines; adapts to changing technology. Source: Adapted from SCANS definition for "Applies technology to task", "Maintains and troubleshoots technology", and Mayer definition for "Using Technology"

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
• Learns to use familiar machines effectively to complete workplace tasks • Monitors for problems • Solves routine problems or notifies supervisor when more complex problems arise • Adapts to new technology when required	• Learns to use familiar and new machines, including computers, effectively to complete workplace tasks • Supports others in using familiar machines to complete team tasks • Manages technology systems to meet team needs and achieve team goals • Manages preventative maintenance in team • Manages implementation of new technology in team	• Manages and adapts technology systems across work unit or production process to meet organizational needs • Evaluates effectiveness of technology systems • Anticipates problems with technology systems and plans to prevent them • Manages complex problems with technology systems
Source: Adapted from performance levels for SCANS "Applies technology to task"; "Maintains and troubleshoots technology"	Source: Adapted from performance levels for SCANS "Applies technology to task"; "Maintains and troubleshoots technology"; "Improves and designs systems"	Source: Adapted from performance levels for SCANS "Applies technology to task"; "Maintains and troubleshoots technology"; "Improves and designs systems"

Category	Work performance
Skill	Data management
Proposed definition	Collects, records and analyses data to improve workplace tasks; communicates results.

Entry level	Technicians and mid-level management	High-level management
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
• Records basic data when required and with support	• Collects and records data individually and across team • Uses data to develop routine tables and graphs for workplace tasks • Interprets and communicates information in routine tables and graphs to others and supervisors	• Identifies workplace issues requiring data collection for investigation • Manages the collection, organization and analysis of complex data across work unit or production process • Interprets and communicates results across work unit or production process • Uses data to make evidence-based decisions across the work unit or production process

Source: Drawn from FSKNUM015, FSKNUM016

Source: Drawn from FSKNUM015, FSKNUM016, FSKNUM018, FSKNUM019

Source: FSKNUM033, FSKNUM018, FSKNUM027, SCQF6

Category	Work performance
Skill	Leadership
Proposed definition	Inspires and motivates individuals or groups by using effective communication and team-building strategies; builds relationships across teams; mentors others; takes feedback into consideration and responds appropriately. Source: Adapted from SCANS definition "Exercises leadership"

Entry level	Technicians and supervisors	Management occupations
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
• Accepts responsibility for own actions • Logically communicates thoughts, feelings, and ideas to justify a position • Contributes to motivating fellow team members • Maintains a positive attitude to work, even under difficult circumstances	• Takes responsibility for team to accomplish goals • Inspires and guides others • Helps team maintain a positive attitude toward work, even under difficult circumstances • Influences others to make changes or take action • Encourages and appropriately rewards operators for demonstrating leadership	• Inspires and guides the development of the work unit or production process by promoting a vision and goals, building relationships and creating team spirit • Encourages employees across the work unit or production process to maintain a positive attitude toward work, even under difficult circumstances • Encourages and appropriately rewards mid-level managers for demonstrating leadership
Source: Adapted from SCANS performance levels for "Exercises leadership"	Source: Adapted from SCANS performance levels for "Exercises leadership"	Source: Adapted from SCANS performance levels for "Exercises leadership"

5. Overview of existing core skills development programmes

One objective of the study was to undertake an audit of existing core skills development programmes being delivered in Ethiopia's textile and garment sector. It was originally intended that this would involve reviewing the curriculum or training materials of each programme. As discussed in the section on study limitations, only the ILO Better Work Team provided a copy of their core skills training material. An alternative approach was adopted whereby core skills development programmes were mapped, rather than audited.

Basic information was gathered through the mapping process, including the programme name, responsible organization, target audience, delivery location, programme overview (including course modules if available), delivery approach, and a website link for additional information (if available). The map is provided at Appendix 3. A short overview of the identified core skills development programmes is provided below.

The mapping process revealed that there are numerous core skills development programmes being delivered within and outside the textile and garment sector by a wide variety of organizations. A total of 21 core skills development programmes were identified, consisting of:

- ▶ fourteen programmes currently being delivered in the textile and garment sector;
- ▶ one programme that is under development and will be delivered in the textile and garment sector;
- ▶ one open-source programme specific to the textile and garment sector not currently delivered in Ethiopia, but being considered for use by the ILO Better Work Team; and
- ▶ five core skills development programmes being delivered in other sectors, or not specific to the textile and garment sector.

Organizations involved in delivering core skills development programmes in the textile and garment sector are diverse and include international organizations, international NGOs, Ethiopian Government bodies, local NGOs, international educational institutes, local education institutions, and private textile and garment companies delivering in-house programmes or partnering to deliver core skills training programmes.

While numerous organizations are involved in delivering a large number of core skills development programmes, it is worth noting that there are approximately 96,000 people employed in the sector and therefore there is an immense need for training (Abebe, Gebrekidan and Haji 2019b, p.5).

At the same time, it is important to highlight that organizations engaged in the mapping exercise noted a lack of coordination between the core skills development programmes and the organizations involved in delivering them. This lack of coordination limits the effectiveness of core skills training across the sector by increasing the risk of duplication of effort. Given the immense need, this is problematic.

It is also understood that there is no central database, repository of information or coordinated communication channel for informing textile and garment factories in Ethiopia of the core skills development programmes available to them. Reliance on ad hoc information and communication again limits the efficiency and effectiveness of core skills development programmes.

Finding: Stakeholders have noted a lack of coordination between core skills development programmes and the organizations involved in delivering them. In particular, there is no central database or repository of information as to what core skills development programmes are available for textile and garment factories.

Recommendation: That, to help improve the coordination of core skills development programmes, the ILO:

- ▶ share the map of core skills development programmes with relevant stakeholders in the textile and garment sector;
- ▶ convene a workshop with organizations involved in the delivery of core skills development programmes in the textile and garment sector to build relationships and share lessons learned; and
- ▶ identify and support an appropriate organization to develop and coordinate a live central database of available core skills development programmes in Ethiopia for textile and garment factories.

Locations where core skills development programmes are delivered include Addis Ababa, Mekelle, Adwa, Hawassa, Bahir Dar, Kombolcha, Dukem, Mojo, Sebeta, Bishoftu (Debrezeit) and Adama (Nazret). This suggests that core skills development programmes are widely available, should textile and garment factories wish to access them.

Eleven of the core skill development programmes currently delivered in the textile and garment sector defined a target audience. Some programmes deliver training to multiple target groups. Of the programmes that identified a target audience for the mapping exercise, nine targeted operators, seven mid-managers or supervisors, and two senior management.

Given the earlier finding that mid- and high-level managers have only a limited understanding of core skills, the content and effectiveness of training delivered to mid- and senior management should be further investigated.

Recommendation: That the ILO further investigate the content and effectiveness of training delivered to mid- and high-level management in the textile and garment sector to better understand core skills training gaps.

Table 5 maps the course modules available, where known, against the core skills identified in the proposed Core Skills Framework. Most of the skills identified in the proposed framework are addressed in current core skills development programmes. The skills not addressed in existing core skills development programmes are reading, writing, using mathematical ideas and techniques, knowing how to learn, using technology and data management.

Finding: The skills identified in the proposed Core Skills Framework that are not addressed by existing core skills development programmes are reading, writing, using mathematical ideas and techniques, knowing how to learn, using technology, and data management.

Recommendation: That the ILO communicate with organizations delivering core skills development programmes to inform them of the gap identified between the skills required and those being delivered in current training programmes.

The fact that the majority of skills identified as necessary for the proposed Core Skills Framework are delivered through existing core skills training programmes raises the question as to why a core skills gap still remains. Although reviewing evaluations of core skills training delivery was outside the scope of this study, the ILO should consider conducting a comprehensive review (or supporting evaluations if they have not been conducted) to better understand why a core skills gap remains despite the available training.

Finding: The majority of skills identified as necessary for the proposed Core Skills Framework are delivered through existing core skills development programmes.

Recommendation: That the ILO review available evaluations of core skills training to better understand why a core skills gap remains despite the training available. If there are insufficient evaluations available, ILO should consider supporting the sector in conducting a series of evaluations.

► Table 6. Available core skills development programme course modules mapped against the core skills identified as necessary for the proposed Core Skills Framework for Ethiopia's Textile and Garment Sector

Proposed Core Skills Framework for Ethiopia's Textile and Garment Sector		Programme name, Lead organization			
		• Skills delivered in identified textile and garment core skill development programmes			
Self-performance	Reading	Nil			
	Writing	Nil			
	Using mathematical ideas and techniques	Nil			
	Self-esteem	CJC Project, IPDC/World Bank	Basic Life Skills, WISE		
	Self-management	WEAR, Enterprise Partners	Basic Life Skills, WISE	Gender and Soft Skill Training, Solidaridad	
Social performance		• Critical success factors	• Self-confidence building	• Motivation	
				• Promoting a positive attitude at work	
	Life skills	ILO Better Work, ILO	CJC Project, IPDC/World Bank	HERProject, WISE	Gender and Soft Skill Training, Solidaridad
		• Sexual harassment (under development)	• Personal finance	• Women's health	• Gender, women's empowerment, sexual harassment
		• Personal hygiene (under development)	• Workplace safety and personal hygiene	• Violence	• Personal hygiene
Social performance		WEAR, Enterprise Partners	Basic Life Skills, WISE	• Gender	• Introduction to investment, saving and personal finance management
		• Nutrition and clean water	• Financial literacy	• Nutrition	• Family planning
		• Personal hygiene and cleanliness	• Basic health	• Hygiene	
		• Sexual and reproductive health	• Gender		
	Communication	ILO Better Work, ILO	CJC Project, IPDC/World Bank	Basic Life Skills, WISE	Gender and Soft Skill Training, Solidaridad
Social performance		• Workplace communication	• Communication in organizations	• Communication	• Communication and reporting structures
		WEAR, Enterprise Partners	Mekelle Centre of Excellence, GIZ	HERProject, WISE	
		• Communication	• Communication	• Communication	
	Problem-solving	WEAR, Enterprise Partners	Mekelle Centre of Excellence, GIZ	Gender and Soft Skill Training, Solidaridad	
		• Problem-solving	• Solution finding and decision-making	• Teamwork and problem-solving skills	

Proposed Core Skills Framework for Ethiopia's Textile and Garment Sector		Programme name, Lead organization			
		Skills delivered in identified textile and garment core skill development programmes			
Work performance	Teamwork	<i>CJC Project, IPDC/World Bank</i>	<i>Mekelle Centre of Excellence, GIZ</i>	<i>Basic Life Skills, WISE</i>	<i>Gender and Soft Skill Training, Solidaridad</i>
		Group dynamics and team building	- Teamwork/team building - Conflict management	Relationship management	Teamwork and problem-solving skills
	Knowing how to learn	Nil			
	Working with Cultural Diversity	<i>WEAR, Enterprise Partners</i>	<i>Mekelle Centre of Excellence, GIZ</i>		
		Valuing diversity	Intercultural communication		
	Understanding work culture	<i>ILO Better Work, ILO</i>	<i>WEAR, Enterprise Partners</i>	<i>Mekelle Centre of Excellence, GIZ</i>	<i>CJC Project, IPDC/World Bank</i> - Value of time and time management - Value and workplace ethics
		Workers' rights and responsibilities	- Making the transition - The garment value chain	Work ethics	
		<i>Gender and Soft Skill Training, Solidaridad</i>			
		- Introduction to the garment sector, including industrial work culture - Factory rules and procedures - Security procedures - Dress code		- Introduction to relevant labour law and workers' rights and responsibilities - Time management (absenteeism and turnover) - Wage procedures	
	Planning and managing resources	<i>CJC Project, IPDC/World Bank</i>	<i>Mekelle Centre of Excellence, GIZ</i>		
N/A		Process, quality and productivity in the garment industry	Time management and productivity		
	Job safety skills	<i>WEAR, Enterprise Partners</i>	<i>CJC Project, IPDC/World Bank</i>	<i>Gender and Soft Skill Training, Solidaridad</i>	
		Workplace safety	Workplace safety and personal hygiene	Health and safety	
	Using technology	Nil			
	Data management	Nil			
	Leadership	<i>ILO Better Work, ILO</i>	<i>Mekelle Centre of Excellence, GIZ</i>	<i>Gender and Soft Skill Training, Solidaridad</i>	
		- Supervisor skills training - Leadership skills	Leadership	Leadership skills	
	N/A	<i>Other</i>			
		- Entrepreneurship (under development by ILO Better Work, ILO) - HR management (under development by ILO Better Work, ILO) - Negotiation skills/Persuasion skills (Mekelle Centre of Excellence, GIZ)			

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7. Appendices

7.1. Appendix 1 - Analysis of international core skills frameworks

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
Australia	Mayer Key Competencies (1992)	Key competencies are competencies essential for effective participation in the emerging patterns of work and work organizations. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries. This characteristic means that the Key Competencies are not only essential for effective participation in work but are also essential for effective participation in further education and in adult life more generally.	Framework consists of seven key competencies (competencies are not organized into categories).	Mayer Key Competencies were developed to facilitate consistency among educators in different education and training sectors when developing curriculum and teaching essential employment skills. It was proposed that a standard framework would create clearer linkages between education, training and the world of work, as well as new ways for industry to clarify its expectations of young people and the education and training system.	Mayer Key Competencies suggested as key framework for consideration by ILO.	Nil.	Collecting, analysing and organising information	The capacity to locate information, sift and sort information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods used to obtain it. The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression The capacity to plan and organize one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Three performance levels articulated. Performance level 1 - describes the competence needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and to make judgments about quality of outcome against established criteria. Performance level 2 - describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome. Performance level 3 - describes the competence needed	The simplicity of the Mayer Key Competencies (only seven skills, uncategorized) could be an appropriate model for the textile and garment sector, given the preliminary finding that workers, mid-level and senior-level managers within the sector were able to discuss core skills with only limited nuance. A simple initial framework would provide the opportunity to quickly build a common understanding and language of core skills across the sector. The framework could be reviewed at a later date and more detail/complexity added. The three levels of performance align with the proposal to develop a core skills framework for the textile and garment sector based on three groups of occupations: operators, mid-level management and senior management. However, Performance levels 2 and 3 of the Mayer

Country	Frame- work	Definition of "core skills"	Overview of frame- work	Use of framework	Justification for inclusion in analysis	Core skill catego- ries	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Working with others in teams	The capacity to interact with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.	to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.	Key Competency Framework do not explicitly mention the ability to supervise/manage employees. This would need to be included in the textile and garment sector core skills framework as this is an important aspect of the mid-manager and senior-manager roles.
							Using mathematical ideas and techniques	The capacity to use mathematical ideas, such as number and space, and techniques, such as estimation and approximation, for practical purposes.		All the skills are highly relevant to the textile and garment sector in Ethiopia, other than the skill of "Collecting, analysing and organizing information." There was limited discussion of collecting, analysing and organizing information, other than data for quality and productivity purposes.
							Solving problems	The capacity to apply problem-solving strategies in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking and a creative approach to achieve an outcome.		Definitions within the Framework are extensive (a couple of paragraphs each). While this may be useful in discussing the skill in depth, we believe that approaching definitions in this way makes them less practical for the purpose of the textile and garment sector.
							Using technology	The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.		The Framework describes what a person should be able to do for each competency at each performance level, and also gives some applications/examples. This is a useful approach, particularly for a sector-specific core skills framework, making it very relevant and practical.

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
United States of America	SCANS Framework work (1991)	No discrete definition provided.	Framework consists of 37 essential workplace skills organized into eight categories. The eight categories are divided into "Workplace competencies" and "Foundation skills".	The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened in 1990 and developed a taxonomy of higher-order workplace foundation skills and competencies. The competencies and foundation skills that resulted from the SCANS study were intended to set the agenda for what students are taught and how workers are trained and retrained.	SCANS Framework suggested as key framework for consideration by ILO.	Foundation skills: Basic skills	Reading	Locates, understands, and interprets written information in prose and documents, including manuals, graphs, and schedules; learns from text by determining the main idea or essential message; identifies relevant details, facts and specifications; infers or locates the meaning of unknown or technical vocabulary; judges the accuracy, appropriateness, style and plausibility of reports, proposals and theories of other writers.	The majority of these skills have five articulated levels of performance; some have four. The SCANS (performance) scale is articulated for each skill. For example: reactive to proactive (Reasoning); little degree of autonomy to high degree of autonomy (Self-management); minimum level of self-awareness to high level of self-awareness (Self-esteem); lesser degree of adaptation and/or innovation to higher degree of adaptation and/or innovation (Creative thinking).	The SCANS Framework is very comprehensive and provides a rich source to draw from. However, 37 skills within two categories is probably too complex for the initial Textile and Garment Core Skills Framework. While there might be an argument for breaking skills down to the smallest component to capture as much detail as possible, this would result in a very long framework. A number of SCANS skills could be collapsed/combined for the purpose of simplification. Workplace competence skills definitions include detail of what is entailed in "demonstrating competence", making the definitions more useful and practical. Definitions could be made even more useful and practical if contextualized to a specific sector, as will be the case for the Textile and Garment Core Skills Framework. A number of skill categories (and the skills within these categories) were regularly referenced during data collection and will be useful to draw from, for instance
							Writing	Communicates thoughts, ideas, information and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs and flowcharts; uses language, style, organization and format appropriate to the subject matter, purpose and audience; includes supporting documentation and attends to level of emphasis, form, grammar, spelling and punctuation.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Arithmetic	Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams and charts to obtain or convey quantitative information.		"Personal qualities" and "Re-sources". The definitions of the "Participate as a team member" and "Works with cultural diversity" skills will probably be very useful for the Textile and Garment Core Skills Framework. The definitions are relatively succinct (no more than one paragraph). This appears to be a useful model/approach to maximizing the practicality of the Textile and Garment Framework.
							Mathematics	Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real-world situations; expresses mathematical ideas and concepts orally and in writing and understands the role of chance in the occurrence and prediction of events.		
							Listening	Receives, attends to, interprets and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose (e.g. comprehend, learn, critically evaluate, appreciate or support a speaker).		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Speaking	Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone and level of complexity to the audience and occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions as necessary.		
						Foundation skills: Thinking skills	Creative thinking	Uses imagination freely; combines ideas or information in new ways; makes connections between seemingly unrelated ideas; and reshapes goals in ways that reveal new possibilities.		
							Decision-making	Specifies goals and constraints; generates alternatives; considers risks and evaluates and chooses the best alternative.		
							Problem-solving	Recognizes that a problem exists, identifies possible reasons for the discrepancy, devises and implements a plan of action to resolve it, evaluates and monitors progress, and revises plans as revealed by findings.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Seeing things in the mind's eye	Organizes and processes symbols, pictures, graphs, objects or other information (e.g. sees a building from a blueprint, a system's operation from schematics, and the flow of work activities from narrative descriptions).		
							Knowing how to learn	Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations; is aware of learning tools such as personal learning styles (e.g. visual, aural) and formal and informal learning strategies.		
							Reasoning	Discovers rules or principles underlying the relationship between two or more objects and applies them in solving a problem; uses logic to draw conclusions from available information; extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation or determines which conclusions are correct when given a set of facts and a set of conclusions.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
						Foundation skills: Personal qualities	Responsibility	Exerts a high level of effort and perseverance toward goal attainment; works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration, even when assigned an unpleasant task; displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.		
							Self-esteem	Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.		
							Social	Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings; asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Self-management	Assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively; and is a self-starter.		
							Integrity/ Honesty	Can be trusted; recognizes when faced with making a decision or exhibiting behaviour that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self and others, and chooses the ethical course of action.		

Country	Frame- work	Definition of “core skills”	Overview of frame- work	Use of framework	Justification for inclusion in analysis	Core skill catego- ries	Core skills identified	Core skill definitions	Levels of complexity	Comments
						Workplace competen- cies: Resources	Allocates time	Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares and follows schedules. Demonstrating competence includes properly identifying tasks to be completed; ranking them in order of importance; developing and following an effective, workable schedule based on accurate estimates of such things of importance as tasks, time to complete tasks, time available for completion and task deadline; avoiding wasting time; and accurately evaluating and adjusting a schedule.		
							Allocates money	Prepares budgets, makes cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments. Demonstrating competence includes accurately preparing and using a budget consistent with accounting methods, accurately calculating future budgetary needs based on projected costs and revenues, accurately tracking the extent to which actual costs and revenues differ from the estimated budget and taking appropriate and effective actions.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Allocates materials and facility resources	Acquires, stores, and distributes materials, supplies, parts and equipment, space or final products to make the best use of them. Demonstrating competence includes carefully planning the steps involved in the acquisition, storage and distribution of resources; safely and efficiently acquiring, transporting or storing them; maintaining them in good condition; and distributing them to the end-user.		
							Allocates human resources	Assesses knowledge and skills and distributes work accordingly, evaluates performance and provides feedback. Demonstrating competence includes accurately assessing an individual's knowledge, skills, abilities and potential; identifying present and future workloads; making effective matches between individual talents and workload; and actively monitoring performance and supplying feedback.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
						Workplace competencies: Information	Acquires and evaluates information	Identifies need for data, obtains them from existing sources or creates them, and evaluates their relevance and accuracy. Demonstrating competence includes posing analytic questions to determine specific need for information, selecting possible information and evaluating its appropriateness, and determining a need for new information.		
							Organizes and maintains information	Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion. Demonstrating competence includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats (e.g. computerized databases, spreadsheets, microfiche, videodiscs, paper files); and transforming data into different formats to organize them by the application of sorting, classifying or more formal methods.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Interprets and communicates information	Selects and analyses information and communicates the results to others using oral, written, graphic, pictorial or multimedia methods. Demonstrating competence includes determining the information to be communicated, identifying the best methods to present the information (e.g. overheads, handouts), and converting the information to a desired format when conveying it to others (e.g. oral, written).		
							Uses computers to process information	Employs a computer to acquire, organize, analyse and communicate information. Demonstrating competence includes entering, modifying, retrieving, storing and verifying data and other information; choosing a format for displaying information (e.g. line graph, bar graph, tables, pie charts, narrative); and ensuring the accurate conversion of information into a chosen format.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
						Workplace competencies: Inter-personal	Participates as a member of a team	Works cooperatively with others and contributes to a group with ideas, suggestions and effort. Demonstrating competence includes doing one's own share of tasks necessary to complete a project, encouraging team members by listening and responding appropriately to their contributions, building on individual team members' strengths, resolving differences for the benefit of the team, taking personal responsibility for accomplishing goals, and responsibly challenging existing procedures, policies or authorities.		
							Teaches others	Helps others to learn. Demonstrating competence includes assisting others in applying related concepts and theories to tasks through coaching or other means, identifying training needs, conveying job information in an effort to allow others to see its applicability and relevance to tasks, and assessing performance and providing constructive feedback and reinforcement.		

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							Serves clients/customers	Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence includes actively listening to customers to identify needs and avoid misunderstandings; communicating in a positive manner, especially when handling complaints or conflict; and efficiently obtaining additional resources to satisfy client needs.		
							Exercises leadership	Communicates thoughts, feelings, and ideas to justify a position, encourage, persuade, convince or otherwise motivate an individual or group, which includes responsibly challenging existing procedures, policies or authority. Demonstrating competence includes making positive use of rules/values followed by others, justifying a position logically and appropriately, establishing credibility through competence and integrity, and taking minority viewpoints into consideration.		
							Negotiates to arrive at a decision	Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. Demonstrating competence includes resolving conflicts, adjusting quickly to new facts/ideas, proposing and examining possible options, and making reasonable compromises.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Works with cultural diversity	Works well with others regardless of gender, ethnic, social and/or educational differences/similarities. Demonstrating competence includes understanding one's own culture, that of others, and how they may differ, respecting the rights of others while helping them to make cultural adjustments when necessary; avoiding the use of stereotypes and bias; and being understanding of the concerns of members of other ethnic and gender groups.		
						Workplace competencies: Systems	Understands systems	Knows how social, organizational and technological systems work and operate. Demonstrating competence includes understanding how a system's structure relates to goals, responding to the demands of the systems/organization; knowing the right people to ask for information and where to get resources; and understanding how to function within the formal and informal codes of the social/organizational system.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Monitors and corrects performance	Distinguishes trends and predicts the impact of actions on system operations, diagnoses deviations in the function of the system/organization and takes the necessary action to correct performance. Demonstrating competence includes identifying trends and gathering needed information about how the system is intended to function; detecting deviations from the system's intended purpose; troubleshooting the system and making changes to rectify the system function and to ensure product quality.		
							Improves and designs systems	Makes suggestions to modify existing systems to improve products and services and develops new or alternative systems. Demonstrating competence includes making suggestions and recommending alternative system designs based on relevant feedback, and responsibly challenging the status quo to benefit the larger system.		

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						Workplace competen- cies: Tech- nology	Selects technology	Judges which set of proce- dures, tools, machines and computers will produce the desired results. Demonstrat- ing competence includes de- termining desired outcomes and applicable constraints, visualizing the necessary methods and applicable technology, evaluating spec- ifications, and judging which machine or tool will produce the desired results.		
							Applies technology to task	Understands the overall pur- pose and proper procedures for setting up and operating machines, including comput- ers and their programming systems. Demonstrating competence includes understanding how different parts of machines interact and how machines interact with broader production systems; installing machines including computers; setting up machines or systems of machines; and accurately interpreting machine output to include errors from program output.		

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Kenya	Basic Education Curriculum Framework (2017)	Competency is understood as "the ability to apply appropriate knowledge and skills to successfully perform a function".	Seven core competencies (not categorized) to be achieved by every learner in basic education.	Kenya's Basic Education Curriculum Framework adopts a competency-based approach to enable meaningful connections within and between subject areas with the focus on competencies.	African example of a core skills framework. In addition, it is interesting to consider a framework that that applies to general education, given that many factory workers have little formal education.	Nil.	Communication and collaboration	Note: Rather than a single definition, the Curriculum Framework includes a discussion of each core competency (4-5 paragraphs long), some of which include a variety of definitions or interpretations of the skill. For the purpose of this Excel sheet, one sentence has been selected from each discussion to give an indicative definition. Communication is the act of transferring information from one place to another, whether vocally, visually or non-verbally. Collaboration is the process of two or more people or organizations working together to realize shared goals.	No levels of complexity are articulated in the Curriculum Framework. Different levels of complexity could be articulated or captured elsewhere (e.g. in the subject curricula across the different year levels). Unfortunately, time did not permit investigation of this possibility.	All the core competencies identified, other than citizenship and digital literacy, appear to be relevant for the textile and garment core skills framework. A single, discrete definition of each core competency is not provided. Rather, there is a short overview and general discussion of each competency. While this is a more realistic approach (given that there are many possible definitions for different competencies), it tends to be confusing and limits the potential for building a common understanding or language with which to discuss core competencies. The Curriculum Framework is not explicit as to how core competencies are integrated into each subject curriculum.

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							Self-efficacy	Self-efficacy is a person's belief about his or her capabilities to perform tasks or assignments that can change and transform his or her life. It determines how the person feels, thinks, behaves and motivates themselves. Self-efficacy has the potential to determine four major processes: cognitive, motivational, affective and selective.		This might be covered in other documents (but time did not permit further investigation). Some of the "learning outcomes" outlined for each component of education make reference to core competencies. For example, the Curriculum Framework states that by the end of middle school the learner should be able to apply literacy, numeracy skills and logical thinking appropriately in self-expression; communicate effectively in diverse contexts; demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility; and apply digital literacy skills appropriately for communication and learning.
							Critical thinking and problem-solving	Critical thinking is important for lifelong learning. It helps learners to have an open mind and be ready to listen and appreciate information and opinions that may sometimes conflict with their earlier held beliefs and positions. Critical thinking and problem-solving are useful for learners of all ages and in all the subjects and disciplines offered in the basic education curriculum.		
							Creativity and imagination	The terms creativity and imagination refer to the ability to form new images and sensations in the mind, and to turn them into reality (British Council, 2016).		

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							Citizenship	Citizenship is the state of being vested with the rights, privileges, and duties of a citizen. It creates a sense of belonging and attachment to one's nation. A sense of citizenship helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly. They are able to understand the consequences of their actions, and those of the adults around them.		
							Digital literacy	Digital literacy can be described as having the knowledge, skills and behaviours necessary to effectively and safely use a wide range of digital content and devices.		
							Learning to learn	Learning is a continuous process that begins at birth and continues until death; it is the process through which we use our experience to deal with new situations and to develop relationships. As a concept, it involves far more than thinking as it incorporates the whole personality – senses, feelings, intuition, beliefs, values and will.		

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Scotland	Core Skills Framework (2013)	Core skills enable people to put their knowledge, skills and understanding into action flexibly, adapting them to new situations. Core skills apply to a wide range of contexts in education and training, in life and in work. They underpin and promote the development of learning and study skills, and provide a foundation for lifelong learning and personal development.	Five core skills, broken down into a number of components/subsequent skills	The Core Skills Framework provides detailed technical specifications for each core skill for use by those designing programmes of learning and teaching in Scotland. This document should support practitioners in the teaching and learning of core skills, which does not always have to be tied to certification. It can also be used for auditing units, courses, awards, assessment programmes, and group awards, and by SQA staff.	European example. Framework developed by and for use within the Scottish TVET system. Core skills are embedded in the National Qualifications Framework and may consist of discrete units of study or be embedded in other qualifications. In addition, "workplace-assessed core skills units" allow candidates to be assessed in the workplace against core skills standards.	Communication (Communication skills underpin personal, social, learning and working activities. They are essential in clarifying one's own thoughts, in interacting and acting and conversing with others, in expressing thoughts and in conveying information, feeling and opinions)	Oral communication	Oral communication means being able to take part in discussions and make presentations, interacting with your audience as appropriate. Attainment levels range from conveying basic information and opinions through short, informal communications on familiar topics to presenting and analysing complex information and issues through more sustained discussions or presentations, as well as listening and responding to what others say.	Five levels. Each core skill is included at levels 2 to 6 of the Scottish Credit and Qualifications Framework.	With only five core skills, the framework is simple, making it accessible and easy to understand. The definitions are short and clear. The Scottish Core Skills Framework is structured differently to the other frameworks we reviewed. Rather than categorizing core skills, it presents five core skills (each defined) that are then broken down into a subset of skills (also defined). This appears to be an effective way of capturing the interrelatedness of many core skills (e.g. problem-solving and critical thinking are different but related skills; here critical thinking is a nested within the overarching skill of problem-solving). An approach of this kind could be considered for the core skills framework for the textile and garment sector. The levels of complexity are aligned to the different TVET qualification levels.

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					This kind of flexible arrangement and recognition of prior learning is of interest to the ILO, which is why the Scottish Framework was included in this analysis.		Written communication	Written communication is the ability to write and respond to written information. Attainment levels range from dealing with brief communications expressing a few basic ideas or pieces of information on familiar topics to dealing with communications which analyse and explore complex information and issues.		While it is currently proposed that the core skills framework for the Ethiopian textile and garment sector will have three levels of complexity (tailored to operators, mid-managers and senior managers), thought should be given to how this relates to Ethiopia's TVET qualification system, which has five levels. Some of the Scottish skill definitions appear to be more academic or possibly focused on office work. For example, “oral communication” is defined as taking place in discussions and presentations. Communication in the context of the textile and garment sector is more focused on giving and receiving instruction, and communicating problems and solutions, facilitating teamwork. The specific industrial context will need to be considered if definitions are drawn from the Scottish Framework. The skill of “Reviewing co-operative contributions” refers to responding to others' behaviour. This is one of the few skill definitions that touches on management. Although not reviewed in detail, there is a lot of support material on the SQA website, including packages for assessment of the Workplace Core Skills. These support materials may be useful as the Ethiopian framework and its implementation progresses.
						Numeracy (Numeracy skills are necessary for coping with the demands of everyday life. People need to be comfortable with numbers, graphs, symbols, diagrams and calculators)	Using graphical information	This is the ability to interpret and communicate quantifiable information presented in writing, diagrams or pictures. Attainment levels range from working in familiar contexts with simple, specified tables, graphs and shapes to working in more abstract contexts and with more complex graphical information which may require some analysis, and where decisions have to be made on effective ways to communicate the information.		

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							Using numbers	This is the ability to apply numerical and other relevant mathematical and statistical skills. Attainment levels range from working confidently with basic numbers in everyday contexts to working confidently with more complex numerical concepts and techniques in more abstract contexts.		
						Information and communication technology (Information and communication technology focuses on the ability to use IT in ways that are useful in work and the home. It is not about developing IT specialists)	Accessing information	This is the ability to use information and communication technology to support a range of information-accessing activities. Attainment levels range from accessing basic information and communication technology to perform simple processing of familiar data and to select information from a local database or simple internet search to making effective, responsible, and secure use of information and communication technology, using application software in a context requiring some analysis and evaluation, and retrieving information from a range of sources.		

Country	Frame- work	Definition of "core skills"	Overview of frame- work	Use of framework	Justification for inclusion in analysis	Core skill catego- ries	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Providing/ creating information	This is the ability to use information and communication technology to provide, create and process information. Attainment levels range from using familiar application software to carry out very simple processing tasks and provide/create very simple information technology to using a range of information and communication technology in unfamiliar contexts, observing security procedures, considering the needs of other users, and evaluating and sharing information.		
						Working with others (Working with others develops the skills needed for co-operating with others in learning and work situations to identify and achieve shared goals) Working co-operatively with others		This is about using interpersonal skills appropriately to recognize and value the roles of other people, taking responsibility for your own contribution, and supporting co-operative working in appropriate ways. Attainment levels range from identifying, with support, your own role and the roles of other people, and helping to achieve a shared goal, to analysing the roles and behaviour of others and adapting your own behaviour to deal with the complexity of changing and challenging dynamics.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Reviewing co-operative contribution	This is the ability to discuss, reflect on and review the process of working co-operatively with other people. This might include commenting on or resolving ap-propriately to other people's behaviour. Learners should evaluate the outcomes, identify the value of their own contribution, and reflect on any personal learning and development that may be needed to enhance their contribution to future col-laborative work. Attainment levels range from identifying strengths and weaknesses in the way you helped achieve a common goal and considering how your own contribution could be strengthened in the future to identifying and gathering evidence, critically evaluat-ing your own contribution and making appropriate recommendations about future learning and contri-butions.		

Country	Frame- work	Definition of "core skills"	Overview of frame- work	Use of framework	Justification for inclusion in analysis	Core skill catego- ries	Core skills identified	Core skill definitions	Levels of complexity	Comments
						Prob- lem-solv- ing (Prob- lem-solving develops the skills needed for tackling issues and problems in person- al, social, vocational and occu- pational contexts)	Critical thinking	Critical Thinking is about using analysis and reasoning to make decisions and to create or suggest ideas, courses of action and strategies. Attainment levels range from working in situations that involve a few, easily identified factors set in familiar contexts to working in more complex situations that require a greater degree of analysis before approaches can be devised.		
							Planning and organizing	Planning and organizing is the ability to plan a task, taking account of available resources, and to manage the task to completion. Attainment levels range from creating plans involving a small number of steps and using familiar resources to efficient management of a more complex plan, which may include a review of strategy and a degree of research in identifying the resources to be used in dealing with difficulties.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
Singapore	Singapore Workforce Skills Qualifications (WSQ) (2019)	No discrete definition provided	The "Employability Skills - Workplace Skills Series" Framework includes five competencies. The "Employability Skills - Executive Development and Growth for Excellence" Framework includes five competencies. The "Leadership and People Management" Framework includes 25 competencies arranged into six competency categories	The Singapore Workforce Skills Qualifications (WSQ) comprise a national credential system that trains, develops, assesses and certifies skills and competencies for the workforce. The WSQs develop to aspects of skills and competencies: technical and generic skills and competencies refer to employability and transferable skills that are applicable across job roles.	Asian example (Ethiopian Education Roadmap notes that Singapore is one of the "best practice" countries studied to inform its TVET policies). The Framework exists to upskill the workforce (it appears to be offered by independent training providers).	No categories, but series of different frameworks and certifications available. Framework: EMPLOYABILITY SKILLS - WORKPLACE SKILLS SERIES	Information and communication technologies and skills	Note: A description of the course, rather than a definition of the skills, is provided in the Framework. Introduces common terminologies used in computing; imparts skills and knowledge for using basic ICT tools, equipment and software to process information and generate different types of documents at the workplace. (Courses: perform work processing functions; perform spreadsheet functions; perform presentation functions; perform essential online functions; demonstrate secure use of IT; use essential features of a computer; perform advanced spreadsheet functions; perform advanced database functions;	Six levels of qualifications (Certificate, Higher certificate, Advanced certificate, Diploma, Specialist diploma, Graduate diploma).	It is interesting that there are different frameworks for executive development/leadership and people management. Arguably these managerial skills could be reflected within the one framework but at the higher levels of performance, given that most of the skills mentioned are also required by general workers/operators at a basic level. When considering how to offer training, a discrete course may be more appealing to managers/supervisors. All the competencies mentioned also seem relevant to the Ethiopian textile and garment sector, although more context-specific tailoring/info would obviously be required. The breakdown of competencies into courses offered/themes indicates the types of skills conceptualized within each competency.

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
				There are nine generic skills and competencies frameworks: - Employability Skills - Executive Development and Growth for Excellence. - Employability Skills - Workplace Skills Series - Employability Skills - Workplace Literacy and Workplace Numeracy Series - Employability Skills - Chinese Workplace Literacy - Business Management - Leadership and People Management - Occupational Hygiene - Service Excellence - Workplace Safety and Health Professional	It is of interest, given the need to upskill factory workers already in the workforce. There are also generic skills frameworks focused on managerial skills (identified as a gap in the preliminary analysis and therefore, included in the analysis).			perform advanced presentation functions; perform image-editing functions; perform web-editing functions; perform project-planning functions; manage online information; perform online collaboration)		The ICT competency is particularly focused on office/computer use.

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Analytical, conceptual and evaluative skills	Develops the ability to generate feasible, efficient and innovative solutions to solve work problems, enhance productivity and capitalize on new opportunities. (Courses: Demonstrate initiative and enterprising behaviours; foster initiative and enterprise in teams; solve problems and make decisions at operations level; solve problems and make decisions at supervisory level; perform basic productivity practices; apply 5S techniques; apply quality systems; supervise work improvement processes; supervise quality procedures.)		
							Interpersonal skills	Develops the ability to work and communicate effectively in a diverse team environment and negotiate for mutually beneficial outcomes. (Courses: communicate and relate effectively at the workplace; facilitate effective communication and engagement at the workplace; work in a team; facilitate effective work teams)		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Personal management and development skills	Develops personal mastery and competence to stay resilient and adaptive in trying times, while keeping relevant and aligned with organizational goals. (Courses: develop effectiveness at operations level; develop personal effectiveness at supervisory level; maintain personal presentation and employability at operations level; maintain personal presentation and employability at supervisory level; apply emotional competence to manage self and the workplace; apply emotional competence to manage self and team at the workplace; adapt to change; foster team adaptability.)		
							Job safety skills	Develops knowledge and skills to apply health and safety practices in the workplace to maintain a safe working environment. (Courses: comply with workplace safety and health policies; maintain workplace safety and health policies and procedures.)		

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						Frame-work: EMPLOY-ABILITY SKILLS - EXECUTIVE DEVELOPMENT AND GROWTH FOR EXCELLENCE	Analytical, conceptual and evaluative skills	No definition/description provided. Courses: - Support the establishment of a framework for initiative and enterprise - Solve problems and make decisions at managerial level - Apply systems thinking in problem-solving and decision-making - Manage process improvement - Manage quality systems and processes - Implement lean six-sigma - Implement business process re-engineering - Contribute to the development and design of a productivity framework - Facilitate and implement a productivity framework		
							Information and communication technologies skills	Courses: - Apply workplace ICT - Use ICT for knowledge management		
							Interpersonal skills	Courses: - Lead workplace communication and engagement - Develop a work team - Manage cross-functional and culturally diverse teams - Lead a virtual team		

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							Personal management and development skills	Courses: - Develop personal effectiveness at managerial level - Develop professional image and competence to achieve personal career goals - Apply emotional competence to manage self and others in a business context - Contribute toward a learning organization - Manage workplace challenges with resilience		
							Job safety skills	Courses: - Manage workplace safety and health system		
						Frame-work: LEADERSHIP AND PEOPLE MANAGEMENT	Lead with vision	Leaders set an inspiring vision for the future and align the culture of their organization with the vision. They create commitment and chart a course of action that will fulfil the vision. (Themes: Direction and strategy; corporate governance and social responsibility; organizational culture development inspiring commitment)		

Country	Frame- work	Definition of “core skills”	Overview of frame- work	Use of framework	Justification for inclusion in analysis	Core skill catego- ries	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Drive change	Leaders identify and initiate opportunities for change and enable others to embrace changes in processes and organizations. They challenge the status quo, promote innovation and create an environment conducive to change. (Themes: innovation; process improvement; identification of opportunities for change; risk-taking)		
							Build relationships	Leaders establish and maintain a wide and relevant network of colleagues and strategic partners. They promote the development of positive working relationships and respect for diversity and develop team cohesiveness. (Themes: encouraging participation; building teams; business networking; promoting diversity; conflict management)		
							Develop people	Leaders proactively seek opportunities to engage their staff and develop their capabilities. They share leadership and develop talent by empowering others and enhancing their ability to perform. (Themes: coaching and mentoring; learning and development; employee engagement; encouragement; empowerment)		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Achieve results	Leaders hold self and others accountable for achieving results. They organize their resources; provide clear direction, monitor performance and develop contingencies to achieve the agreed results. (Themes: performance management; delegation; accountability; crisis and risk management; resource management)		
							Personal effectiveness	Leaders demonstrate self-awareness and are committed to self-development to capitalize on their strengths and address their weaknesses. They promote the organization's values and ethics by modelling desired behaviours. They persuade and positively influence others through effective communication. (Themes: self-awareness; ethics; ambiguity/uncertainty; role modelling; communication)		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
Philippines	Basic Competencies (integrated with 21st-Century Skills) (2019)	The Basic Competencies refer to non-technical skills (knowledge, skills and attitudes) that everybody will need to perform satisfactorily at work and in society. They are considered to be portable and transferable irrespective of job and industrial settings. These competencies are integrated with 21st-century skills: a broad set of knowledge, skills, work habits and character traits believed to be critically important for success in today's world, particularly in contemporary careers and workplaces.	Nine core skills, each of which has an associated competency across five levels.	The Basic Competencies document outlines 45 units of competency (nine competencies for five levels). The elements, performance criteria, required knowledge and required skills are outlined for each unit of competency, together with a range of variables and an evidence guide.	Philippines Basic Competencies suggested as key framework for consideration by ILO.	Nil.	Communication	Competency that covers workplace communication with co-workers (peers, superiors, subordinates), clients, partners and the general public. For the higher qualification levels, it includes specialized communication skills and leading, managing and sustaining effective communication. Competency that covers the knowledge, skills and attitudes required when working with others and in teams, including leading, developing and managing teams. Competency that covers the knowledge, skills and attitudes required when dealing with issues and concerns in the workplace. It entails successful use and implementation of higher-order thinking skills in the workplace and in real life, including analytical intelligence, creative intelligence and practical intelligence (Sternberg, 1985; 1997).	Five levels of qualifications.	This Framework is designed for TVET system as it contains all elements for each unit of competence and the curriculum design. For each core skill, there is a clear progression across the five levels. The definition for each core skill provides a useful general overview that can be used in conjunction with the more detailed and specific information within the units of competence. All the identified core skills are similar to those in the other reviewed frameworks, except for the skills of environmental literacy and entrepreneurship.

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
								These are comprised of the mental processes, strategies and representations people use to solve problems, make decisions, and learn new concepts (Sternberg, 1985; National Inst. of Education, 2018). In addition, this competency involves an information-processing model that focuses on the mechanisms whereby information is processed, i.e., how rather than what information is processed (Angus, 1985; Zaytseva, Yuliya, CK Chan, Raymond, Pöppel, Ernst and Heinz, Andreas, 2015). It integrates simultaneous processing and successive (sequential) processing in the performance of critical thinking. The former means that information is integrated and synthesized at once, while the latter implies that each bit of information is individually processed in sequence.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
								This model is applied to planning, attention and the simultaneous and successive processing. Planning refers to strategy development for problem-solving; attention refers to receptivity to information; and the terms simultaneous and successive refer to the type of information processing employed (J.P Das, Jack Naglieri, and Kirby, 1994; 2004; 2005).		
							Life-long learning and career skills	Competency that covers the knowledge, skills and attitudes required when demonstrating self-management; working in diverse environments; and developing, shaping and sustaining strategic thinking and attitudes toward lifelong learning and career development.		
							Learning and innovation	Competency which covers the knowledge, skills and attitudes required when managing workplace learning and innovation. Learning and innovation are defined as the ability to use strategies and techniques in facilitating the adoption, modification and implementation of ideas in a practical way.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
								The individual is seen as having the ability to adapt to new situations easily by applying the disciplinary mind, synthesizing mind, creative mind, respectful mind and ethical mind (Organisation for Economic Co-operation and Development, 2014; Hughes, D. J.; Lee, A.; Tian, A. W.; Newman, A.; Legood, A., 2018; Gardner, 2007).⁶ It involves the implementation of an invention (e.g., improving processes and systems to suit needs) to make a meaningful impact on the organization. Innovation includes a combination of problem/opportunity identification; the introduction, adoption or modification of new ideas germane to organizational needs; and the promotion and practical implementation of these ideas. Learning and innovation imply the production or adoption, assimilation, and exploitation of a value-added novelty in economic and social spheres;		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
								renewal and enlargement of products, services and markets; development of new methods of production; and the establishment of new management systems. It is both a process and an outcome that depends on the ability of the individual to change, remodel and reorganize cognitive processes to better adapt to new situation (Organisation for Economic Co-operation and Development, 2014; Demarin, Morovic and Bene, 2014). ⁷		
							Information management	Competency that covers the knowledge, skills and attitudes required when accessing, maintaining, presenting, using, managing/evaluating and developing information systems and information processes.		
							Occupational safety and health	Competencies that cover the knowledge, skills and attitudes required to follow occupational safety and health policies and procedures; practice occupational safety and health policies and procedures; evaluate occupational safety and health work practices;		
								lead in the improvement of occupational safety and health (OSH) programmes, policies and procedures; and supervise the implementation of OSH programmes in the workplace.		

Country	Frame-work	Definition of "core skills"	Overview of frame-work	Use of framework	Justification for inclusion in analysis	Core skill categories	Core skills identified	Core skill definitions	Levels of complexity	Comments
							Environmental literacy	Competencies that cover the knowledge, skills and attitudes, required in applying environmental work standards; exercising efficient and effective sustainable practices in the workplace; evaluating environmental work practices; leading the improvement of environmental programmes; and supervising the implementation of environmental programmes in the work-place.		
							Entrepreneurship	Competency which covers the knowledge, skills and attitudes required when designing, launching and running a new business; employing and sustaining innovation; risk-taking; resource planning; and managing skills in the workplace.		

7.2. Appendix 2 - Example core skills definitions from the Kenyan Basic Education Curriculum Framework and Australia's Mayer Key Competencies

Kenyan Basic Education Curriculum Framework – Definition of “Communication and Collaboration” core skill

Communication is the act of transferring information from one place to another, whether vocally, visually or non-verbally. The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels and media. The discipline promotes the effective and ethical practice of human communication.

Spitzberg (1988) defines communication competence as the ability to interact well with others in terms of accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness. On the other hand, Friedrich (1994) suggests that communication competence is best understood as “a situational ability to set realistic and appropriate goals and to maximize their achievement by using knowledge of self, other, context and communication theory to generate adaptive communication performances”.

In this respect, it can be argued that being able to communicate effectively as intended is the most important of all life skills. How well information can be transmitted and received is a measure of how good our communication skills are. Developing communication skills helps in all aspects of an individual's life.

Parks (1985) maintains that communicative competence can effectively be measured by determining if, and to what degree, the goals of interaction are achieved. He emphasizes three interdependent themes: control, responsibility and foresight; and argues that to be competent, learners must not only “know” and “know how”, but rather they must also “do” and “know that we did”. He defines communicative competence as the degree to which individuals perceive they have satisfied their goals in a given social context without jeopardizing their ability or opportunity to pursue their other subjectively more important goals.

A useful framework for understanding communication competence was designed by Spitzberg and Cupach (1984). They propose a model that can be used to understand communication, referred to as the component model of competence. The model asserts that communication competence is mutually defined by the interdependency of the cognitive component (concerned with knowledge and understanding), the behavioural component (concerned with behavioural skills) and the affective component (concerned with attitudes and feelings about the knowledge and behaviours) by interactions in an interpersonal encounter within a specific context.

This then implies that education at each level should endeavour to enhance the learner's acquisition of effective communication skills through which they can interact and express themselves during the learning process. In this respect, it would be prudent to be cautious when deciding on the language to be used as a medium of instruction at the early year's education level. It is also important to take cognizance of appropriate modes of communication for learners with special educational needs.

Collaboration is the process of two or more people or organizations working together to realize shared goals. Collaboration may require leadership, although this can be social within decentralized or egalitarian groups or teams that work collaboratively in relation to gaining greater resources, recognition and motivation. Strategies for effective communication enhance the attainment of greater collaboration among groups that ultimately increase the success of teams as they engage in collaborative problem-solving. Collaboration is also present in opposing goals exhibiting the notion of adversarial collaboration, though this is not a common case for using the word. Collaborative learning is a system in which two or more people cooperate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. Collaborative learning is designed to help learners learn from each other and can be an important aspect of the school curriculum. Lesson plans for collaborative learning may vary greatly. Sometimes teachers will build a lesson designed specifically to teach collaborative learning and teamwork. There are many team-building games and activities that can be done in a classroom that force learners to work together to complete a task. Other collaborative learning exercises are designed around a particular school subject. For instance, in a speech class, a teacher might put learners into teams and have them work together to make a presentation on a subject together. In this scenario, learners can learn just as much as if they were developing a presentation on their own, but they get the added benefit of learning how to collaborate.

Australia's Mayer Key Competencies – Definition of “Communicating Ideas and Information” core skill

Communicating ideas and information:

Rationale

Being able to communicate ideas and information is essential to all forms of work and human activity. It may involve spoken, written or visual language and may involve sign or gesture. Young people entering adult life and work need access to all forms of communicative competence, from the most ordinary and every day, such as simple requests for advice, to the most prestigious, such as formal speeches. The applications of “Communicating Ideas and Information” may range across the design and messages of leaflets, answering and initiating telephone calls, writing an essay or a report, or demonstrating a task or procedure.

To be successful the purpose of the communication must be recognized and the message must be understood by its recipients. This means that the communicator must anticipate the interests and needs of audiences, including an audience of one. The communicator must also be able to choose the best form and style of expression to get the message across to recipients, who could be community or family members, clients, managers, fellow workers or fellow students. The ideas involved could range from concepts to be explained or data to be interpreted, to opinions to be voiced. Information could involve the provision of background, directions, costs or procedural matters.

How people apply the competency in paid work can be part of the work process and its goal. Knowing how to explain, describe, respond to questions, justify and argue assists the worker's confidence and efficiency. Being able to explain or recommend prices, services or goods to a customer underlies a productive approach and tailors communication to the perceived needs and interests of the customer.

In unpaid, community or voluntary work, communicating ideas and information to others in speech, writing and visual language is the basis of ongoing activity between and among participants. Explanations of infringements to the rules of a game, recording and presenting the minutes of a meeting, filling in forms, making speeches or reports, formulating suggestions, responding to requests or demands call on this competency in all its forms.

This Key Competency is the foundation for further education and lifelong learning. To be able to explain, argue and discuss with others enables a person to clarify, build on and share ideas and exchange information and consequently enlarge their knowledge and understanding.

Major Ideas

"Communicating Ideas and Information" focuses on the capacity to communicate with others using the range of spoken, written, graphic and other non-verbal means of expression. It is built on four main ideas. The first idea involves the identification of the function of a communication and of its recipients. This will determine the choice of mode and style of communication. Thus, the communicator needs to know what forms and styles to choose from and how to choose combinations that will achieve the best effect for a particular purpose. In some cases, the communicator will need to use technology to communicate effectively.

The second idea includes the communicator's response to the social and cultural dimensions of the context and audience. These may affect the purpose, function, form and mode of communication. In modern workplaces, for example, the effectiveness of communication could be diminished by telling racist and sexist jokes. An important feature here is the emphasis placed on the communicator's flexibility in communicating across a variety of social and cultural contexts.

The third idea relates to the effectiveness with which the intended communication is conveyed and involves the clarity and coherence of the communication. Clarity of communication depends on the use and adaptation of conventions particular to the mode of communication. In writing, for example, effective communicators not only know how to use formal grammatical conventions, but when to apply them and when not to. In oral communication, knowing how to modulate the voice is an important part of communication, and in visual communication knowing how to place charts or diagrams will increase the effectiveness of the communication. Coherence of communication depends on putting ideas and information into formats that are appropriate to the contexts and the audience.

The fourth idea relates to the revisions and corrections made to the communication. This may take place in response to feedback from others or require the communicator to change course during composition or presentation. For instance, a speaker, sensing that an audience is becoming bored, may introduce an anecdote or shorten the talk.

In summary, “Communicating Ideas and Information” involves:

- ▶ Identification of and response to audience and purpose of communication;
- ▶ Selection of forms and styles;
- ▶ Carriage of intended meaning; and
- ▶ Revision and correction of communication.

7.3. Appendix 3 - Map of existing core skills development programmes

The information in this table was provided by the relevant organizations or found through the desktop review. Please note that, despite significant follow-up, some organizations did not provide complete information. The information is listed as “unknown” where this is the case.

Programme name	Organization (role)	Target group	Delivery location	Programme overview	Delivery methodology	Website/additional information	Contact	Source of information
Programmes confirmed DIRECTLY with organization (through meeting, phone conversations or email) – delivered in textile and garment sector								
ILO Better Work Ethiopia	ILO Better Work Ethiopia	Operators Supervisors Senior management	Bole Lemi Industrial Park Hawassa Industrial Park Mekelle Industrial Park	Training delivered on the following topics: - Supervisor skills training - Workplace communication - Workers' rights and responsibilities - Soft skills training (with WISE and Enterprise Partners) - HR management (under development) - Entrepreneurship (under development) - Sexual harassment (under development) - Leadership skills (under development) - Personal hygiene (under development)	ILO soft skills training (developed by WISE) indicates training occurs through lectures, classroom activities and discussion.	https://betterwork.org/where-we-work/better-work-ethiopia-home/	Sophia Kifle Ayele, Training Officer ayele@ilo.org Hiwotie Walelign Alemu, Training Officer alemu@ilo.org	Information gathered during meeting with Sophia and Hiwotie on 30 Oct 19. ILO soft skills training material (prepared by WISE)
Workers Engagement and Retention (WEAR) Programme	Enterprise Partners (developer, manager) ILO (partnering with WEAR to deliver workers' rights and responsibilities training) Ethiopian Jobs Commission (helping to scale up WEAR)	Operators	WEAR is seeking factory partners to deliver training programme. Eventually, WEAR will be open source.	WEAR is a newly developed audiovisual soft skills training programme that provides the skills and knowledge required by operator-level factory workers for better industrial orientation. WEAR was developed following evaluation of the HIPSTER soft skills training programme. WEAR has ten modules: - Making the transition - The garment value chain - Critical success factors - Nutrition and clean water - Personal hygiene and cleanliness - Workplace safety - Sexual and reproductive health - Communication - Problem-solving - Valuing diversity	Methodology: 3 - 4 minute video story on each module narrated by the main character "Aster" - Learning boards to guide facilitated discussion of key ideas (linked to modules) - Flash cards with key messages (not linked to any particular module)	Nil	Hayat Abdulmalik, Sector Lead, Enterprise Partners +251 911 202 950 hayat_abdulmalik@enterprisepartners.org	Information gathered by attending WEAR opening event on 12 Nov 19; meeting with Hayat Abdulmalik on 20 Nov 19.

Programme name	Organization (role)	Target group	Delivery location	Programme overview	Delivery methodology	Website/additional information	Contact	Source of information
					• Message reinforced by learning circles and visually rich learning tools • Facilitated by an in-factory trainer and supported by external master trainers (ToT approach) • Content available in Amharic, Tigringa and Afan-oro.			
CJC Project	Industrial Parks Development Corporation (IPDC) (coordinator) World Bank (donor)	Operators	Bole Lemi Industrial Park	Training was launched in October 2019 following two-year pilot. Soft skills training is provided for five days as part of pre-employment training for new recruits, sourced and recruited through CJC channel at Bole Lemi Industrial Park. Consists of eight modules: personality development; group dynamics and team building; value of time and time management; personal finance; communication in organizations; value and workplace ethics; workplace safety and personal hygiene; process, quality and productivity in the garment industry. Factories are also asking for “refresher” courses; development of such courses is being investigated. Current programme was based on two-year pilot, during which approx. 2,700 people were trained (operators, supervisors, trainers). The pilot also provided technical training.	Unknown - delivered by hired consultants	Nil	Ayisha Yasin, Team Coordinator +251 911 784451 aferej61@gmail.com	Phone conversation with Ayisha.

Programme name	Organization (role)	Target group	Delivery location	Programme overview	Delivery methodology	Website/additional information	Contact	Source of information
GIZ - Mekelle Centre of Excellence	Partner organizations according to GIZ website: • GIZ • H&M • DBL Group	Middle management	Mekelle	Soft skills training modules: • Leadership (2 days) • Communication (2 days) • Intercultural communication (0.5 days) • Teamwork/team building (0.5 days) • Conflict management (1 day) • Negotiation skills/persuasion skills (0.5 days) • Solution finding and decision-making (1 day) • Time management and productivity (0.5 days) • Work ethics (1 day)	Unknown	https://www.giz.de/en/worldwide/68989.html	GIZ contacts: Elisaveta Kostova, Deputy Project Manager, Sustainable Textile Programme Ethiopia +251 946654608 (Ethiopia) elisaveta.kostova@giz.de Saskia Wolfinghoff saskia.wulfinghoff@giz.de	Phone conversation with and email from Saskia
Basic Life Skills (Soft Skills)	Organization for Women in Self-Employment (WISE) Supported by ILO	Operators Supervisors	At factory premises. Training so far provided in Addis Ababa, Hawassa, Mekelle, Adwa, Dukem, Sebeta, Nazareth, Bahir Dar, Kombolcha (using local languages).	The Basic Life Skills (Soft Skills) training programme aims to equip trainees with core knowledge, information, skills and attitudes that will help them become successful, informing them on key issues pertinent for textile and garment factory workers. The programme takes three full days or 18 hours. ToT for factory employees is also available. Evaluation takes place at the end of the project period. This programme is supported by the ILO. Core skills covered by the programme: Being successful, Communication, Financial literacy, Relationship management, Basic health, Gender, Self-confidence building	By trained trainers - directly	Nil	Tsigie Haile, Director, WISE +251 911405522, +251 1 14423586 tsigieh@gmail.com Tsigie Haile, Director, WISE +251 911405522, +251 1 14423586 tsigieh@gmail.com	Tsigie Haile, Director, WISE +251 911405522, +251 1 14423586 tsigieh@gmail.com

Programme name	Organization (role)	Target group	Delivery location	Programme overview	Delivery methodology	Website/additional information	Contact	Source of information
HERproject	Organization for Women in Self-Employment (WISE) Supported by Business for Social Responsibility (BSR)	Operators Supervisors	At factory premises in Hawassa and Addis Ababa (Bole Lemi) only.	The HERproject programme aims to address the health (HERhealth) and respect (HERrespect) issues of factory workers. The programme takes 16 months, with eight months of two-hour/month training sessions on the different modules and eight months of one-hour/month refresher sessions. It is based on peer education and the educators pass on the lessons from their ward to their colleagues at convenient times. Supervisors also take a three-module training course within the following two months, consisting of two-hours training and one-hour refresher sessions. Mid and end-line evaluations are conducted to evaluate and learn lessons from the programme. This programme is supported by Business for Social Responsibility (BSR). Core skills covered by the programme: Women's health, Violence, Gender, Communication, Nutrition, Hygiene	By peer educators who receive the training from trained trainers	Nil	Tsigie Haile, Director, WISE +251 911405522, +251 1 14423586 tsigieh@gmail.com	Tsigie Haile, Director, WISE +251 911405522, +251 1 14423586 tsigieh@gmail.com
Personal Advancement and Career Enhancement (P.A.C.E.)	PVH working with CARE to deliver PACE in Hawassa Industrial Park. PACE Partners: GAP CARE (provide soft skills training)	Unknown	Planned to be delivered at Hawassa Industrial Park with PVH	Garment factory workers who took part in GAP's P.A.C.E. project – in which CARE provided soft skills training to workers in five countries (Bangladesh, Cambodia, Indonesia, Myanmar and Vietnam) – saw improvements in the jobs available to them. P.A.C.E. is being expanded to Ethiopia. It will build on the work already undertaken by CARE in Ethiopia as part of their Village Savings and Loan Associations (VSLAs) project. Matt Butler from PVH reported that they are working towards delivering P.A.C.E.	Unknown	Brief overview: https://www.gapincustainability.com/people/pace-changing-one-million-lives 2013 Evaluation: https://www.icrw.org/publications/advancing-women-changing-lives/	Meron Kidane Deputy Programme Director, CARE Ethiopia Meron.Kidane@care.org Misrach Mekonnen Urban Portfolio, CARE Ethiopia Misrach. Mekonnen@care.org	Matt Butler from PVH reported that PVH will soon be implementing PACE. CARE International Women's Economic Empowerment Impact Report 2018 https://insights.careinternational.org.uk/media/k2/attachments/WEE_impact_report_2018.pdf

Programme name	Organization (role)	Target group	Delivery location	Programme overview	Delivery methodology	Website/additional information	Contact	Source of information
Gender and Soft Skill Training	Solidaridad, Ethiopia Office	Operators (90%); Supervisors (10%)	Mekelle, Bahir Dar, Addis Ababa, Modjo and Debrezeit	In relation to the cotton, textile and leather projects (Bottom-up, Better Mill Initiative and Green Tanning Initiative), the Gender and Soft Skill Training Programme was designed to identify and train workers (more than 90% young women at the operational level of production) in comprehensive employable skills to increase awareness and understanding about industry behaviour so that they are better prepared to secure jobs in manufacturing companies, with the vision of growing career paths that eventually lead to better returns and women empowerment. The training aims to raise the awareness of workers, especially women in textile and garment factories, on the following major topics: introduction to the garment sector, including industrial work culture; factory rules and procedures; security procedures; dress code; introduction to relevant labour law and workers' rights and responsibilities (ILO Conventions on women workers' rights); gender, women's empowerment and sexual harassment; communication and reporting structures; motivation; time management; (absenteeism and turnover); leadership skills; health and safety; personal hygiene; teamwork and problem-solving skills; promoting a positive attitude at work; wage procedures; introduction to investment, saving and personal financial management; and family planning.	The training is designed to integrate various training methodologies that are used to promote positive interactive learning, maintain interest and initiate team building. These include: • Participatory and interactive training techniques • Extensive use of pictorial training materials • Use of case studies and practical examples • Role plays, songs and games. The training is provided by a Solidaridad gender expert and sometimes by consultants / outsourcing.	Nil	Beredu Tessema, Gender Expert, Solidaridad +251913042647 beredu.tessema@solidaridadnetwork.org	Beredu Tessema, Gender Expert, Solidaridad +251913042647 beredu.tessema@solidaridadnetwork.org
Leadership Training	GIZ, in public private partnership with companies in Hawassa Industrial Park	Future low-middle managers	Hawassa Industrial Park	Special training programmes for future low-middle managers.	Unknown	Nil	Marcel Siewert-Freundel GIZ marcel.siewert@giz.de	Email from Marcel Siewert-Freundel, GIZ

Programme name	Organization (role)	Target group	Delivery location	Programme overview	Delivery methodology	Website/additional information	Contact	Source of information
EDUTEX (under development)	Beuth University of Applied Sciences (Berlin, Germany)	University students, university graduates, skilled workers already in industry	Mekelle	Based on a Training Needs Assessment and an analysis of the existing courses and seminars offered by Mekelle University, new modules and teaching materials will be developed in consultation with the University and local textile companies.	Onsite training courses and accompanying online teaching material.	Nil	Bernhard Jungk, Programme Manager at Beuth University of Applied Sciences.	Bernhard Jungk, Programme Manager at Beuth University of Applied Sciences.
	Mekelle University (partner)			Bernhard Jungk, Programme Manager, reports that the project is trying to tackle the following questions:			+49 (0) 3045046019 bjungk@beuth-hochschule.de	+49 (0) 3045046019 bjungk@beuth-hochschule.de
	German business partners - Utz Cramer, Folkdays, New Visions Berlin			• How to train university graduates to better fit the needs of the textile companies? • How to prepare companies for the demands of global sustainable production standards? • How to improve the training of skilled workers in the textile sector in cooperation with local universities?				
	Ethiopian business partners - Velocity Apparelz Companies, Almeda Textile PLC							
	Other partner - World Fair Trade Organization							
	Programme financed by the Federal Ministry of Economic Cooperation and Development in Germany							

Programme name	Organization (role)	Target group	Delivery location	Programme overview	Delivery methodology	Website/additional information	Contact	Source of information
Programmes identified through data collection or survey monkey questionnaire – delivered in textile and garment sector								
Short-term training	Ethiopian Textile Industry Development Institute (ETIDI)	Unknown	Unknown	In 2018-19, ETIDI provided short-term training for 3,276 individuals. Factories visited in Addis Ababa stated that they accessed different skills training courses from ETIDI, and that ETIDI hired different consultants to deliver the training.	Unknown.	Nil	Ato Delo Benka, Director of the Training and Technology Transfer Directorate at ETIDI +251 91 191 7308 deloked@gmail.com	Data collection in Addis Ababa (discussion with Ato Delo Benka, ETIDI)
In-house training: soft-skills training	JayJay textiles	Operators	Bole Lemi Industrial Park	Soft skills training provided to operators when they start working.	Unknown	Nil	Vkannan@ jayjaytextiles.com WAsanaga@jayjaytextiles.com Kannan +251 92 923 4647	Data collection in Addis Ababa (discussion with HR Manager at JayJay Textiles).
In-house training: Thinking and Acting Strategically: A critical leadership skill	Velocity Apparel Companies	Unknown	Mekelle	Quote from Survey Monkey: "When we hire someone from team member up to managerial level, the company has a system or principles. These principles are given in the form of training and in the form of standard operating procedures. Workers are trained very well on how to work and how to complete their task."	Unknown	Nil	Mr Debash Abebaw, Compliance Manager. compliance01@et.vogue-intl.com	Survey Monkey response
Short-term training in soft skills	Ethiopian Institute of Textile and Fashion	Unknown	Bahir Dar University	Training is outside of curriculum.	Unknown	Nil	Milion Ayele, Institute Industry link and community service director at EITEX. militi2000@gmail.com	Survey Monkey response

Programme name	Organization (role)	Target group	Delivery location	Programme overview	Delivery methodology	Website/additional information	Contact	Source of information
Programmes identified INDIRECTLY (through online searches) – delivered in textile and garment sector								
UNIDO - Mekelle Garment College Centre of Excellence	Partner organizations according to UNIDO media release: • UNIDO • Ministry of Trade and Industry (MoTI) • Ethiopian Textile Industrial Development Institute (ETIDI) • Mekelle Garment College (MGC) • Italian Agency for Development Cooperation (AICS)	Operators From ILO Workshop - also mid-managers and top management	Mekelle	The Centre of Excellence has been established to provide training at various levels of the textile and garment industry – including technical skills for basic operators and middle management, as well as soft skills and institutional capacity – starting from the demands of the private sector.	Unknown	https://www.unido.org/news/unido-inaugurates-mekelle-garment-college-center-excellence-ethiopia	UNIDO: Tigabu Gebreyesus, National Project Coordinator (when contacted Tigabu referred us to ETIDI). ETIDI: Ato Delo Benka, Director of the Training and Technology Transfer Directorate at ETIDI (not sure if Ato Delo is involved in Mekelle Centre of Excellence directly). +251 91 191 7308 deloked@gmail.com	From UNIDO media release dated 19 Sept 2019.

Programme name	Organization (role)	Target group	Delivery location	Programme overview	Delivery methodology	Website/additional information	Contact	Source of information
Empower@Work Collaborative (NOTE – we do not think this is being delivered in Ethiopia at present. ILO Better Work Ethiopia said they were investigating implementing this training)	BSR HER CARE International GAP International Centre for Research on Women Walmart ILO Better Work (Global)	Not specified on website	Open-source toolkit. We do not believe it is currently implemented in Ethiopia.	Open-source and free to download, the Toolkit serves as a resource and tool when designing, building or revamping a holistic workplace capacity-building project, of which worker training is one component. Included in the toolkit are: 1. Curriculum materials include 12 modules drawn from BSR HERproject, Women in Factories (developed by CARE), Gap Inc.'s P.A.C.E. programme, ILO Better Work, and the Empowered Entrepreneur Training Handbook. 2. Practitioner Guide. Soft skills covered: communication; gender; problem-solving and decision-making; time and stress management; leadership; health; WASH; finance; OS&H; execution excellence; sexual harassment, assault and violence prevention.	Classroom delivery (lectures, discussion, activities).	https://www.empoweratwork.org/ Nil.	Nil.	https://www.empoweratwork.org/
Programme confirmed DIRECTLY with organization (through meetings, phone conversations or emails) – NOT delivered in textile and garment sector								
Ready to Work training programme, under the Sustainable Training and Education Programme (NOTE - this program is delivered in the hospitality, construction, metalwork and agro-processing sectors)	GiZ	Unknown	To start: • Bahir Dar • Mekelle Will expand to: • Addis Ababa • Adama • Hawassa • Jimma	GiZ is developing a generic short-term training scheme to enhance the employability of graduates and improve companies' onboarding and retention schemes. The training is developed jointly with the employers and therefore the approach can be customized for other sectors. The training will cover 80% generic skills (core skills) and 20% sector-specific skills (technical skills). GiZ's vision is to introduce a training scheme which could be applied by any quality education provider in cooperation with employers and be customized and rolled out in all relevant sectors. Core skills covered: social skills, communication skills, higher-order thinking, self-control, positive self-concept.	In-class training and on-the-job training	Nil	Rahel Belay HEMIS Expert, GiZ rahel.belay@giz.de	Information provided by Rahel Belay, GiZ.

Programme name	Organization (role)	Target group	Delivery location	Programme overview	Delivery methodology	Website/additional information	Contact	Source of information
Programmes identified INDIRECTLY (through online searches or conversations with other organizations) – NOT delivered in textile and garment sector								
Core Skills Project - under Connecting Classrooms umbrella programme (NOTE - training provided to general education sector)	British Council	General education - teachers and school leaders	Throughout Ethiopia	Core Skills training is provided by the British Council throughout Ethiopia to support teachers in developing their pedagogy in the six identified core-skill areas.	Unknown	Media release about core skills training in Bahirdar - 30 June 2018 https://ethiopia.britishcouncil.org/about/press/core-skills-action Media release about core skills training in Bahirdar - 3 December 2018 https://ethiopia.britishcouncil.org/about/press/core-skills-bahirdar Connecting Classrooms (umbrella programme) https://ethiopia.britishcouncil.org/programmes/education/connecting-classrooms	Jennifer Scully, Teaching Centre Manager. jennifer.scully@et.britishcouncil.org	2018 media release - https://ethiopia.britishcouncil.org/about/press/core-skills-action
Better Education for Africa's Rise (BEAR) (NOTE – may include core skills training component)	UNESCO Republic of Korea	Unknown	Unknown	The global objective of BEAR II is to give young people in the five beneficiary Eastern African countries (including Ethiopia) a better chance to access decent employment and/or generate self-employment. It aims to improve national TVET systems by focusing on three key areas: • Making TVET more relevant to the needs of the economy and labour market; • Enhancing the quality of TVET programmes and institutions; • Improving the perception of TVET among young people, enterprises and society.	Unknown	https://en.unesco.org/themes/skills-work-and-life/bear	Dr Demelash UNESCO Phone: 091158662 d.woldu@unesco.org Samuel Asnake, Phone: 0919912011	https://en.unesco.org/themes/skills-work-and-life/bear

Programme name	Organization (role)	Target group	Delivery location	Programme overview	Delivery methodology	Website/additional information	Contact	Source of information
Programmes identified through data collection – NOT SPECIFICALLY delivered in textile and garment sector								
Unknown (reportedly life skills and entrepreneurship training)	Dorcas	Women and girls	Unknown	Dorcas works to empower and protect women and girls in areas such as FGM, early marriage and menstrual hygiene. Dorcas is active in six countries in Eastern Africa: Ethiopia, South Sudan, Somalia, Kenya, Tanzania and Mozambique. Dorcas's recent programme with Woord en Daad in Ethiopia gave young people the tools to launch their own micro-enterprises – strengthening Dorcas's dialogue with local government, technical schools and the private sector.	Unknown	https://www.dorcas.org/regions/africa/	office@ethiopia.dorcas.org	Data collection at Hawassa Tegibared College
Unknown (reportedly entrepreneurship and associated soft-skills training)	DOT Ethiopia (Digital Opportunity Trust)	Youth	Unknown	With DOT Ethiopia's support, youth develop entrepreneurial mindsets and communication, teamwork, decision-making and digital skills. Their initiatives create a ripple effect of opportunities for themselves and others, leading to jobs, businesses, and sustainable social and economic change.	Unknown	https://ethiopia.dotrtrust.org/our-work/	Unknown.	Data collection at Hawassa Tegibared College

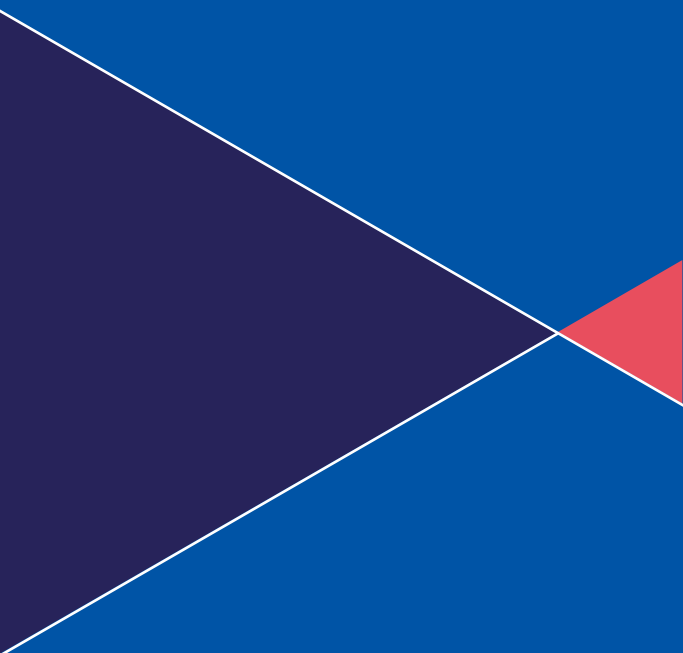
7.4. Appendix 4 - Reference of existing resources related to core skills development available or in use in Ethiopia

Each factory was asked if they have any resources that they use to deliver core-skills development. The materials that were shared with researchers are outlined below. They can be provided to the ILO separately upon request.

Site	Core-skills resource
Addis Ababa – local garment factory	• Supervisor training booklet (from Methods Apparel Consultancy, India) (soft copy). - A booklet that contains information and activities used to train supervisors. • Methods workshop booklet (from organization called Seamless Sewing Solutions, based in Cape Town, South Africa) (soft copy) - The purpose of this material is to train workers to maintain acceptable levels of productivity, apply work measurements to establish standard times, measure and monitor performance, and analyse processes and resources to implement effective work methods.
Addis Ababa – foreign garment factory in industrial park	• 12 Principles of Factory Policies and Compliance: Employee Handbook (hard copy) - Advised by factory that this handbook is used for employees' initial training.

7.5. Appendix 5 - List of sites visited

	Proposed site visits	Actual site visits
Addis Ababa	• Shints ETP Garment Plc • Ashton Apparel Manufacturing Plc • C & H Garments Plc • Ethiopian Sewing Thread Factory S.C • Akaki Garment S.C	• New Wide Garment • JayJay Textiles • Addis Garment S.C (Augusta)
Hawassa	• PVH • Arvined • Indochine Apparel • Chargeurs Fashion Technologies • Hawassa Textile S.C • Abeba Sweater Production and Distribution • Wuxi Jinimao Foreign Trading Company	• Chargeurs Fashion Technologies • JP Textiles • Abeba Knit and Cultural Dresses Production and Distribution • Hayk Dar Sewing Association • <i>IPDC Office</i>
Mekelle	• Velocity Apparel • MAA Garment & Textiles Factory	• M&Y Garment • MAA Garment • MAA Textile • Strathmore Garment • Velocity Apparel
Total number of sites	14	12 (plus IPDC Office)



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