

THE 7TH ANNUAL EXPERT MEETING OF THE INITIATIVE ON EMPLOYMENT
AND SKILLS STRATEGIES IN SOUTHEAST ASIA (ESSA) AND
THE 2nd REGIONAL POLICY DIALOGUE ON TVET PERSONNEL

7-8 OCTOBER 2015, Siem Reap, Cambodia

Better Connecting the Skills System to the World of Work

OECD Southeast Asia Regional Policy Network on Education and Skills
and
GIZ Regional Cooperation Programme to Improve the Training of TVET Personnel
(RECOTVET)



Implemented by **giz** Technische Zusammenarbeit
für internationale Entwicklung



TABLE OF CONTENTS

AIMS AND OBJECTIVES	3
SUMMARY OF DISCUSSIONS	3
Session I: Key Education and Skills Challenges in the Southeast Asia Region	3
Session II: Strengthening the Quality and Relevance of Work-Based Learning	5
Session III: Improving Transitions for Youth	5
Session IV: Targeted TVET Approaches to Disadvantaged Groups	6
Session V: Setting Standards for TVET and the Role of the Private Sector	7
Session VI: The Way Forward	8
LIST OF PARTICIPANTS	10

AIMS AND OBJECTIVES

The aim of the Southeast Asia Regional Policy Network (SEARNPN) on Education and Skills is to foster knowledge exchange in support of national growth and regional integration by encouraging a whole-of-government approach to the formation and implementation of sound skills policies.

The SEARNPN on Education and Skills builds on the platform of the OECD's Employment and Skills Strategies in Southeast Asia (ESSSA), which has been networking skills ministries from ASEAN Member States since 2008. With the growing participation by Southeast Asian countries in the OECD's international education surveys and local job creation policy reviews, the SEARNPN on Education and Skills can provide valuable comparative data and analysis to help countries in the region to build more efficient and effective employment and skills systems.

To that end, the 2015 expert meeting on "Better Connecting the Skills System to the World of Work," was jointly organised by the Kingdom of Cambodia's Ministry of Labour and Vocational Training, the OECD, and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). The meeting also served as GIZ's Second Regional Policy Dialogue on TVET Personnel as part of the latter's new regional programme, RECOTVET (Regional Cooperation Programme to Improve the Training of TVET Personnel), which aims at supporting and creating personnel, institutional and thematic preconditions for quality improvement and regional harmonisation of the education and training of TVET personnel in South East Asia.

The collaboration between OECD and RECOTVET in preparing this Expert Meeting was successful in pursuing ways to overcome gaps between skills systems and labour markets by enabling the mobility of workers, enhancing the involvement of private sector and strengthening the governance structures of vocational education systems. The intensified regional cooperation between executive and professional staff concerned with TVET from across the ASEAN region will make national TVET systems more effective and TVET quality regionally comparable. For this reason, the expert meeting chose to focus on:

- Better understanding what is known about educational attainment and skills challenges in the region;
- Strengthening the quality and relevance of TVET and work-based learning;
- Best practices for engaging the private sector and easing the transition of youth from school to work; and,
- Making TVET more inclusive to disadvantaged groups.

SUMMARY OF DISCUSSIONS

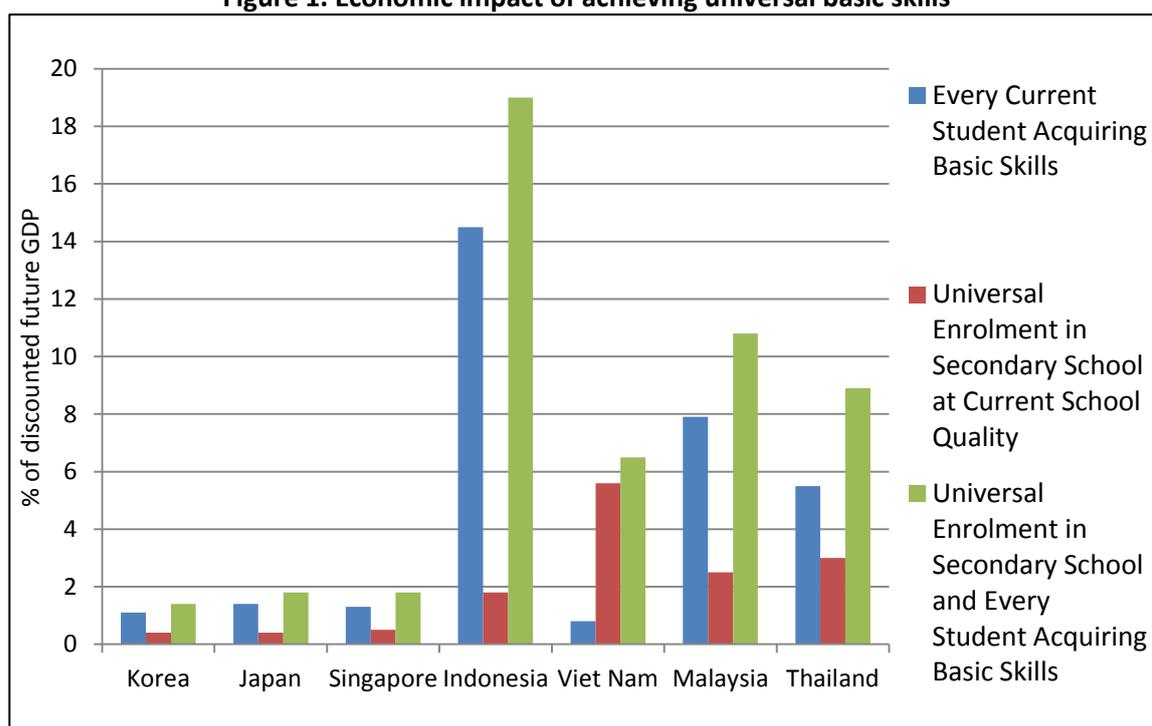
Session I: Key Education and Skills Challenges in the Southeast Asia Region

As industry in Southeast Asia becomes more diversified, job requirements demand more complex and sophisticated skills. Strong educational foundations and effective skills strategies can play a significant role in helping national economies to adjust to changes in working practices, advances in technology and challenges associated with globalisation. This session focused on

exploring how governments can make evidence-based policy decisions to better align their education and skills systems to the world of work.

The OECD presented an overview of education in the region, highlighting the large number of students in Indonesia, Malaysia and Thailand who fail to reach the baseline level of performance on the OECD’s Programme for International Student Assessment (PISA), which tests the skills and knowledge of 15-year-olds. When students leave secondary school without basic skills, the economy suffers. Figure 1 shows the economic impact of universal enrolment at the secondary level and every student achieving basic skills. This reveals that *learning* is what drives economic growth.

Figure 1. Economic impact of achieving universal basic skills



Lack of solid education foundations creates challenges for TVET providers and employers who must overcome learning gaps in order to train students and workers. With a growing youth population and the intention to promote the free flow of labour within the ASEAN Economic Community (AEC), the demand for access to post-secondary educational opportunities is projected to increase. Governments in the region recognise the need to increase investments in human capital to address the shortage of skilled workers in the region, especially in positions which require both cognitive and social skills.

The Asian Development Bank intervened in the session with a discussion on how to build the “right” type of TVET system, which should be demand-driven and include four key factors: efficient use of financial resources; relevance; quality; equity. It was agreed that there is a need for more information on labour market needs and skills attainment in order to better invest and develop TVET programmes according to the existing or expected demands. Some shared challenges countries face regarding TVET include low levels of enterprise involvement; fragmented provision, especially in poor or rural areas; weak management of TVET programmes; poor teacher training; and, difficulty in engaging parents and students to better understand the value of TVET. It was agreed that regional

standards for quality TVET provision would be helpful; however, TVET programmes must be tailored to meet the needs of each sector and country.

The session closed with a presentation from the Southeast Asian Ministers of Education Organization (SEAMEO) which outlined the seven priority areas for the post-2015 education agenda in the region. The clear commitment to promoting TVET further validated the timeliness of this meeting.

Session II: Strengthening the Quality and Relevance of Work-Based Learning

Many ASEAN countries are interested in work-based training as a means to build pathways for youth into the labour market and to raise the skills level of the existing workforce. Work-based learning encompasses a diversity of arrangements including apprenticeships, informal learning on the job, work placements that form part of formal vocational qualifications, and various types of internships. One of the key requisites of successful work-based learning is the engagement of employers in the design and delivery of training programmes. In this session, delegates from the Philippines, Cambodia, Malaysia and Thailand shared strategies and experiences on how they leverage public-private partnerships to strengthen the quality and relevance of work-based learning and TVET.

The Philippines has aggressively increased the number of partnerships with stakeholders from 16 to 585 over the past five years. Firms that partner with Technical Education and Skills Development Authority (TESDA) organise in-plant training stations and programmes that allow trainees to acquire professional skills, experiences, techniques and behaviour in real life working situations. Employers who participate in training systems benefit from tax deductions and exemptions from Donor's tax payments.

Thailand also offered specific incentives to firms who engage in training systems, such as deductions on utilities charges and import tax exemptions for tools and machinery used for training purposes. Cambodia and Thailand both promote skills development strategies that target marginalised populations, including youth, women, and persons with disability. It was observed however that measures should be taken to ease the absorption of large numbers of workers who transition from the informal to the formal sector through TVET training.

In an effort to engage TVET partners, Malaysia identified Industry Lead Bodies (ILB) for each sector of industry. These ILBs act as strategic partners in identifying the skills needs for a particular industry and drive the implementation of skills development and training programmes to meet those needs.

A delegate from Denmark shared experiences of turning the need for skilled employees in offshore Danish companies into an occasion for Danish TVET programmes to provide training opportunities to individuals in need of quality TVET.

Session III: Improving Transitions for Youth to further Education, Training and Employment

Southern and Eastern Asia account for more than half of the world's 367.7 million youth who are not in education, training or employment. Inclusive education and skills policies must be made available so that young people in the region are ready to enter the labour force with skills that meet the labour-market demand. This session gave participants an opportunity to present strategies and

policies that could be used to smooth the transition for youth to further education, training and good employment opportunities.

An overview of unemployment in the region was presented. It was noted that women are unrepresented in the workforce and there is a need for the region to move from low skill equilibrium (low supply of skills and low demand of skills) to high skill equilibrium (high supply of skills and high demand of skills). However, due to inadequate academic-oriented education and the high costs of re-training employees, the region faces a labour mismatch. Various stakeholders will need to be involved in addressing these challenges. Both public and private sector will need to promote joint training between industry and schools; restructure university provision of TVET to meet industry demand and promote working in SMEs. There was a proposal for countries to undertake exercises to cooperatively audit and benchmark their TVET systems through curriculum reviews, joint boards with industry, surveys, and fast-track approval processes of new and modified programmes.

The importance of having good employment information systems was underlined as networking students and employers through local contracting systems can be a successful model for facilitating the school to work transition for youth.

Entrepreneurship, which encompasses a broad range of competencies, was also highlighted as a potential means to address issues of youth unemployment. It was noted that equipping young people with university level courses in entrepreneurship and other support systems should be encouraged, as it can be an alternative means for young people to join the labour force.

Session IV: Targeted TVET Approaches to Disadvantaged Groups- Experiences, Challenges and Way Forward

More than one third of early school leavers are young people with socio-economic disadvantages. After dropping out, those young people have no access to formal vocational education and training, or a decent income. It is often difficult for women, persons with disabilities, individuals in rural areas and other marginalised groups to access formal TVET programmes and learning opportunities. This is true in Southeast Asia where TVET has so far primarily addressed the skills needs of the formal labour market and ignored the large number of workers in the informal sector. These facts highlight the need for a vocational education policy framework to address skill deficiencies in the labour market, as well as special vocational programs with emphasis to offer vocational education for all.

This session gave participants from European and Southeast Asian countries an opportunity to highlight how targeted, inclusive approaches can make vocational education and training more accessible for all. Key messages and themes included:

- **Establishing multi-professional teams within TVET** programmes that can cooperate with teachers, communicate in different languages, handle discipline and promote social relationships between learners. These teams may include TVET experts, assistants for integration and social workers, who (together) can create inclusive environments within TVET programmes.

- Develop **regional approaches** to inclusive TVET programmes; such as creating school needs networks.
- **Greater teacher development and training.** Widening the scope of professional freedom for TVET teachers to pursue outcomes that suit the needs and potential of each individual student is important to inclusive TVET. Strategies for teacher development may include individualized student learning programmes, learning how to teach for students with different goals, and cooperative learning approaches.
- There is a need for more information on the role of **non-formal vocational training centres** in the region.
- **Mobile training teams** can help to address issues of access for individuals in rural, hard to reach areas.

Session V: Setting Standards for TVET and the Role of the Private Sector

Standardisation of TVET is one of the key components of quality TVET systems around the world. While the implementation of quality assurance systems for TVET have been mostly dealt with at the national level, there is a growing need for ASEAN countries to identify a common set of standards that can be applied regionally in order to facilitate integration into the ASEAN economic community.

Identifying a set of standards that can be applied regionally is important to raising the professionalism of vocational teachers and instructors and thus increasing the quality of TVET institutions at both regional and national level. This session highlighted core elements of designing and implementing standards for TVET personnel, which requires modern curriculum design and quality assurance measures.

A presentation of the European Qualification Framework provided a starting point for a discussion on how different National Qualification Frameworks (NQFs) can be harmonised by making reference to a set of regional standards. The private sector was also called upon to provide commentary on skills needs to ensure that training opportunities can be aligned accordingly and remain relevant. Regional perspectives were then presented which identified the potential roles that government, non-governmental and private sector actors can play within national and regional TVET frameworks.

An overview on the process of setting standards for TVET in the region was presented that featured the role of the private sector in developing these standards. Some key messages that were revealed from this session include:

- **Leadership of TVET programme managers is key.** Productive relationships with the private sector largely rely on the leadership of TVET managers who know how to network and develop relevant, high quality TVET programmes by involving a range of stakeholders.

- **Interest in identifying strategies to deepen private sector engagement.** There is a need for businesses and companies to be convinced that they are participating and taking responsibility for TVET provision and developing competency standards because they see the value of doing so. Delegates asked what strategies have been successful in encouraging the private sector to comment on competency standards for TVET personnel, such as in-company trainers.
- **The number of certified TVET teachers in the region is insufficient.** Delegates discussed ways to upgrade the competencies of TVET personnel including: through in-service and pre-service training requirements and developing professional qualifications systems.
- **Promoting the status and value of TVET** in Southeast Asia. Some countries expressed challenges in communicating the benefits of TVET to families and potential students. Other delegates shared successful approaches about how they have been able to communicate this.

Session VI: The Way Forward

The key messages of the conference were captured in this final session. Both the OECD and GIZ expressed interest in continuing their cooperation in 2016 to strengthen the dialogue on regional topics of skills development, vocational education, and local economic development.

Going forward, the network agreed to move away from discussions which are systems-focused and discuss concrete experience in policy implementation and managing complex cross-cutting issues. A desire was expressed by delegates for the OECD to contribute towards more robust data and evidence on skills levels and labour market use; identify good practice principles for increasing employer engagement in the employment and skills system; and to identify practical governance mechanisms, which could strengthen implementation capacity at the local level and improve overall coordination between and across levels of government to better connect employment and economic development policies.

It was suggested that case study research in one or more countries would assist in the identification of best policies and practices at national and local levels that contribute to better skills for better jobs and more productive economies. Both the OECD and GIZ agreed to examine successful partnerships models between industry and TVET institutes with the goal of identifying policy principles that can guide programme practice.

Furthermore, GIZ also plans to maintain and strengthen its effort through the RECOTVET Programme to elaborate Regional Common Core Standards for TVET Personnel in order to foster and ensure the required level of Education Quality within TVET systems in Southeast Asia. This work is being carried out through results-oriented Working Groups that will forge applicable reform proposals in the two prominent topics of Regional Common Core Standards, and Quality Assurance system for TVET personnel.

With respect to the future directions for the OECD's Regional Policy Network on Education and Skills, the OECD, with a funding partner, will work to further develop comparative analysis and evidence in

order to identify and strengthen key policy principles that better connect skills to the world of work. The SEARPN aims to produce a piece of work to share at the next annual meeting in 2016. During the meeting, the Philippines announced that they would host the next meeting of the OECD's Regional Network on Education and Skills in September/October 2016. A desire was also expressed by Korea to host a workshop in 2016 under the network on good practice principles for adapting skills development to the needs of employers, in particular SMEs.

LIST OF PARTICIPANTS

AUSTRALIA

Name Ms. Sally SINCLAIR
Position Chief Executive Officer
Organisation National Employment Services Association
Email sallys@nesa.com.au

Name Ms. Anne BALY
Position International Group Manager
Organisation Australian Government Department of Education and Training
Email anne.baly@education.gov.au

Name Mr. Scott Neil
Position Director of International Skills Cooperation: North and Southeast Asia
Organisation Australian Government Department of Education and Training
Email scott.neil@education.gov.au

Name Mr. Patrick Donaldson
Position Education Manager, Australian Delegation to the OECD
Organisation Australian Department of Education and Training
Email Patrick.donaldson@dfat.gov.au

AUSTRIA

Name Dr. Franz Gramlinger
Position Head
Organisation ARQA-VET
Email fg@oead.at

CAMBODIA

Name Mr. Yok Sothy
Position Director
Organisation National Technical Training Institute
Email yok.sothy@ntti.edu.kh

Name Mr. Sambath TANN
Position Vice Chief of Office
Organisation Department Technical Vocation Education and Training Management,
Ministry of Labour and Vocational Training
Email tannsambath@gmail.com

Name Mr. Piseth Sok
Position CEO
Organisation G-Gear
Email pisethsok@ggear.com.kh

Name Mr. Yim Sothan
Position Deputy Director of Foundation Year Department
Organisation National Institute of Business
Email Nib.sothealy@yahoo.com

Name Mr. La Vibol
Position Director
Organisation PSE
Email vibol@site-pse.org

Name Mrs. Phang Puthy
Position Director
Organisation RPI Techo Sen-Siem Reap
Email phangputy@yahoo.com

Name Mr. Mab Sinoun
Position Director
Organisation C.E.F.P
Email Nuon168@yahoo.com

Name Mrs. Seng Kannica
Position Director

Organisation CNS
Email kannica_seng@yahoo.fr

Name Mr. Claude Colombie
Position School Director
Organisation Sala Bai
Email maomoeurn007@gmail.com

Name Mr. Veasna KLOT
Position Restaurant trainer
Organisation Sala Bai
Email -

Name Ms. Sovy LACH
Position Housekeeping trainer
Organisation Sala Bai
Email -

Name Ms. Sophy SOK
Position Communication and Sales Assistant
Organisation Sala Bai
Email -

Name H.E. Laov Him
Position Director General
Organisation DGTVET
Email soheap62@yahoo.com

Name Ms. Ouch Cheachanmolika
Position Adviser
Organisation NEA
Email hchoeun@gmail.com

Name H.E. Bun Phearin
Position President
Organisation NPIC
Email Bphearin.npic@gmail.com

Name Ms. Tung Sopheap
Position Deputy Director General
Organisation DGTVET
Email Soheap62@yahoo.com

Name Mr. Hing Sideth
Position Director
Organisation Department of Training
Email dtvetm@yahoo.com

Name Mr. San Seng
Position Deputy Director
Organisation Department of QA
Email David_sokkhon@yahoo.com

Name Mrs. Nong Kanika
Position Director
Organisation Department of Policy and Strategy
Email kanikanong@yahoo.com

Name Mrs. Sau Sokunkethya
Position Director
Organisation Department of Labour Market Information
Email kethya_sau@yahoo.com

CANADA

Email Dr. Anil VERMA
Position Professor & Director

Organization Department Rotman School of Management & Centre for IR & HR
University of Toronto
Email verma@rotman.utoronto.ca

DENMARK

Name Mr. Joern Skovsgaard
Position Senior Advisor
Organisation Danish Ministry of Education
Email Joern.Skovsgaard@uvm.dk

GERMANY

Name Dr. Peter F.E. Sloane
Position Professor
Organisation University of Paderborn, Business and Human Resource Education
Email psloane@notes.upb.de

Name Dr. Hugo Kremer
Position Professor
Organisation University of Paderborn, Business and Human Resource Education
Email hugo.kremer@uni-paderborn.de

INDONESIA

Name Dr. Agung Budi Susanto
Position Vice Director
Organisation Directorate Technical Vocational Education, Ministry of Education and Culture (MOEC)
Email agungpsmk@gmail.com

KOREA

Name Mr. Joo-Seong Jang
Position Head of External Cooperation
Organisation KOREATECH (Korea University of Technology and Education)
Email jjs1928@koreatech.ac.kr

Name Dr. Yoon-Ho Kim
Position Adjunct Professor
Organisation KOREATECH (Korea University of Technology and Education), HDR Center
Email youno@koreatech.ac.kr

Name Mr. Kim Dohyung
Position Director
Organisation Labour Market Policy Division, Ministry of Employment and Labour
Email Mido88@korea.kr

Name Ms. Kyungseon Choi
Position Manager
Organisation International Cooperation Department, HDR Korea
Email cks1040@hrdkorea.or.kr

Name Mrs. Jin Ok Kwon
Position Manager
Organisation International Cooperation Department, HRD Korea
Email okikovo@hrdkorea.or.kr

LAO PDR

Name Mr. Nouphan Outsa
Position Director General
Organisation MOES, Lao PDR
Email nouphanoutsa@yahoo.com

Name Mr. Soulikhamkone Sisoulath
Position Director
Organisation VEDI (Vocational Education Development Institute)
Email soulikhamkone@hotmail.com or soulikhamkone@yahoo.com

MALAYSIA

Name Ms. Zanariah Amad

Position Senior Principal Assistant Director
Organisation Technical and Vocational Education Division, Ministry of Education
Email anariah.ahmad@moe.gov.my

Name Dr. Mohd Yusoff Abu Bakar
Position Director
Organisation Ministry of Human Resources
Email myusoff@mohr.gov.my

MYANMAR

Name Dr. Sai Kyaw Naing Oo
Position Deputy Director General
Organisation Ministry of Science and Technology, Department of Technical and Vocational Education
Email saikyawnaingoo2012@gmail.com

Name Mr. Kyaw Kyaw Lwin
Position Director, Skills Development Division
Organisation Department of Labour, Ministry of Labour, Employment and Social Security
Email thailabourattache@gmail.com

PHILIPPINES

Name Ms. Ruth Rodriguez
Position Chief Labour and Employment Officer
Organisation Department of Labour and Employment (DOLE), Bureau of Labour Employment
Email ruth_reyes_rodriguez@yahoo.com.ph

Name Mr. Albert Basa
Position TVET Specialist
Organisation Technical Education and Skills Development Authority (TESDA)
Email albertbasa@yahoo.com.ph

Name Mr. Noel Cuevas

Position Chief Technical Education and Skills Development Specialist
Organisation Technical Education and Skills Development Authority (TESDA)
Email njcuevas@yahoo.com.ph

THAILAND

Name Ms. Jullada Meejul
Position Senior Project Manager
Organisation Thailand Professional Qualification Institute (TPQI)
Email jmeejul@gmail.com

Name Dr. Numyoot Songthanapitak
Position President
Organisation Rajamangala University of Technology Lanna (RMUTL) Thailand
Email numyoot@rmutl.ac.th

Name Mr. Thaweeep Kerdtophant
Position Skill Development Technical Officer
Organisation Department of Skills Development, Ministry of Labour
Email thaweeepdsd@gmail.com

Name Ms. Palaporn Ratanaparichon
Position Director
Organisation Department of Skills Development, Ministry of Labour
Email palaporn.r@gmail.com

VIET NAM

Name Mr. Trung Doan
Position Deputy Director
Organisation Australian Embassy Hanoi
Email Doan.Trung@dfat.gov.au

Name Mr. Hoang Ngoc Vinh
Position Director General

Organisation Ministry of Education and Training, Department for Technical and Vocational Education

Email hnvinh@moet.edu.vn

Name Mr. Trung Doan

Position Deputy Director

Organisation Australian Embassy Hanoi

Email Doan.Trung@dfat.gov.au

ASIAN DEVELOPMENT BANK

Name Mr. Wolfgang Kubitzki

Position Principal Social Sector Economist

Organisation Asian Development Bank

Email wkubitzki@adb.org

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

Name Mr. Armin Hofmann

Position Programme Director

Organisation GIZ, EDEP Programme- VELA Project, Lao PDR

Email armin.hofmann@giz.de

Name Mr. Christian Stueer

Position Project Director

Organisation GIZ, Effective In-Company Vocational Training in the Mekong Region, Thailand

Email Christian.stueer@giz.de

Name Mr. Franziska Seel

Position Programme Officer

Organisation TVET Project Myanmar

Email framzosla/see;@giz.de

Name Mr. Jochen Sonntag

Position Project Manager

Organisation RECOTVET, Germany

Email jochen.Sonntag@giz.de

Name Mr. Konstanze Lang

Position Programme Manager

Organisation RECOTVET, China

Email konstanze.lang@giz.de

Name Dr. Nils Geissler

Position Programme Director

Organisation RECOTVET, Viet Nam

Email nils.geissler@giz.de

Name Mr. Stefan Erber

Position Programme Director

Organisation GIZ- SED- TVET, Indonesia

Email stefan.erber@giz.de

Name Ms. Lisa-Marie Kreibich

Position Junior Technical Advisor

Organisation GIZ, Programme Reform of TVET in Viet Nam

Email lisa-marie.kreibich@giz.de

OECD

Name Dr. Sylvain Giguère

Position Head of OECD/LEED Programme

Organisation OECD

Email Sylvain.Giguere@oecd.org

Name Mr. Jonathan Barr

Position Manager of the Employment and Skills Strategies in Southeast Asia (ESSSA) Initiative

Organisation OECD

Email Jonathan.Barr@oecd.org

Name Ms. Elizabeth Fordham
Position Senior Advisor of Global Relations for Education and Skills
Organisation OECD
Email Elizabeth.Fordham@oecd.org

Name Ms. Caitlyn Guthrie
Position Policy Analyst
Organisation OECD
Email Caitlyn.Guthrie@oecd.org

SEAMEO

Name Ms. Piyapa Su-angavatin
Position External Relations Officer
Organisation SEAMEO Secretariat
Email piyapa@seameo.org

Name Dr. Paryono
Position Deputy Director for Professional Affairs and Research Manager
Organisation Research and Development Division, SEAMEO, VOCTECH Regional Centre
Email paryono@voctech.edu.bn or pparyono@gmail.com

UNESCO

Name Ms. Lay Cheng Tan
Position Programme Officer
Organisation UNESCO
Email lc.tan@unesco.org