Making Skills Development Work For The Future

Asia-Pacific Conference on Education and Training 2015
(ACET 2015)

Venue: Berjaya Times Square Hotel, Kuala Lumpur
Date: 3-5 August 2015
Asia-Pacific Conference on Education and Training
Making Skills Development Work For The Future
Kuala Lumpur
3-5 August 2015

THE ECONOMY AND THE ROLE OF INFORMAL SECTOR:
OPPORTUNITIES AND CHALLENGES IN TVET

DATO’ HJ. AHMAD TAJUDIN BIN JAB
DEPUTY DIRECTOR GENERAL OF EDUCATION (SCHOOL OPERATION)
MINISTRY OF EDUCATION
MALAYSIA
**Informal Sector in Malaysia**

- Not registered with Companies Commission of Malaysia;
  - All or at least one product of services is for sale or barter transaction;
- Employs 10 workers or less and workers are not covered by social security; and
- Involves in non agricultural activities.

**SMALL, MEDIUM ENTERPRISE (SME)**

<table>
<thead>
<tr>
<th>Manufacturing, Manufacturing Related Services and Agro-based Industry</th>
<th>Employees</th>
<th>Turnover</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full time employees &lt; 150</td>
<td>Annual sales turnover &lt; USD8.3 million</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services, Primary Agriculture, Information and Communication Technology (ICT)</td>
<td>Full time employees &lt; 50</td>
<td>Annual sales turnover &lt; USD1.6 million</td>
</tr>
</tbody>
</table>
CHALLENGES IN THE INFORMAL SECTOR

- Companies not registered
- Often invisible – home-based activities
- Often small scale but large in numbers
- Mobile
- No proper accounting records
- Short term business duration
SMEs are the backbone of the economy...

- SMEs account for large proportion of businesses in Malaysia:
  - 97.3% of establishments (645,136)
  - Size wise 77% microenterprises, with < 5 workers

Source: Economic/SME Census 2011, Malaysia
ROLES OF TVET

- Small scale to big scale
- Innovation
- Improve Quality
- e-Commerce
- Business Networking
- Data-based
- Accounting
- HRD
- On time delivery
- Registered Company
- Packaging
- Promotion
- Local and Global Market
- Profit Making
- Job Creators

ECONOMIC GROWTH

SME

TVET TRAINING

Informal Sector
Objective:
To develop economic independence society

Scope of Project:
Some economically-driven courses have been conducted by private and public sectors for the marginalized groups, such as single parents and the underprivileged to eradicate poverty and empower them to be more employable and economically independent. In 2011 alone, 636 small businesses were set up.
INFORMAL TRAINING FOR SPECIFIC GROUPS

Participation in Specific Groups from 2010 to 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>POOR</th>
<th>YOUTH</th>
<th>SINGLE PARENTS</th>
<th>SENIOR CITIZENS</th>
<th>OKU</th>
<th>ORANG ASLI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>37781</td>
<td>36087</td>
<td>2744</td>
<td>5159</td>
<td>3623</td>
<td>392</td>
</tr>
<tr>
<td>2011</td>
<td>90655</td>
<td>115785</td>
<td>5687</td>
<td>10767</td>
<td>2207</td>
<td>4439</td>
</tr>
<tr>
<td>2012</td>
<td>73661</td>
<td>98104</td>
<td>5426</td>
<td>11889</td>
<td>3681</td>
<td>3157</td>
</tr>
<tr>
<td>2013</td>
<td>94676</td>
<td>121719</td>
<td>6309</td>
<td>13271</td>
<td>3996</td>
<td>6693</td>
</tr>
</tbody>
</table>
From 2011 to 2013, 1,208 entrepreneurs were produced.
TARGET

TVET

SME

Keys to Success

Informal Sector

Findings: Distribution of Informal Sector by Product/Services Produced (Cont.)

GDP & SME Growth

Source: DOSM and SME Corp. Malaysia
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SKILL DEVELOPMENT IN THE INFORMAL SECTOR OF PAKISTAN

Dr. M. Javaid Iqbal Gill
TVET FRAMEWORK

• **NAVTEC**: An Apex body at the national level to provide policy direction, to regulate and to coordinate with Provincial Governments’ TVET Institutions.

• TVET in Pakistan is being administered by a number of federal, provincial and private agencies, e.g.:
  - Provincial TEVTA
  - In-Plant Training programme i.e. Apprenticeship Training under the Apprenticeship Training Ordinance, 1962
  - Training within industry designed for individual and specific needs
  - Other training programmes administered by various Departments / Agencies such as Health Department, Tourism department, Overseas Pakistanis Foundation, Agency for Barani Areas Development, Small Industries Development Corporations etc.
  - PSDF
  - PVTC
  - Private technical training institutions
  - Informal sector training / Ustad Shagird System
• Rehabilitation of child labourers aging between 14-18 through provision of adequate skills in Punjab under ADP Scheme Execution through PPP with following arrangements:
  ❖ Funding through ADP (Government)
  ❖ Mobilization & Sensitization by NGOs
  ❖ Training need Identification & Training need assessment for demand driven skills
  ❖ Execution of training by NGOs, Project and public training providers at the district level
  ❖ Literacy cum skill training, a six months programme (Literacy=3 months + skill 3 months)
  ❖ Monitoring and evaluation by Govt.
  ❖ Provision of free of cost toolkits
  ❖ Job placement with mutual collaboration (PPP)
REHABILITATING CHILD LABOUR THROUGH SKILLING

• Rehabilitation of child labourers aging between 14-18 in flood affected areas through provision of adequate skills in Punjab under Private Public Partnership (PPP) with following main features:
  ❖ Funding by donors
  ❖ Mobilization & Sensitization by NGOs
  ❖ Training Need Assessment (TNA) by NGOs
  ❖ Execution of training by NGOs, Project and public training providers at the district level
  ❖ A four months skill training programme
  ❖ Monitoring and evaluation by Govt & Donors
  ❖ Provision of free of cost toolkits
MAJOR TRADES

- Tailoring
- Beautician
- Building Electrician
- Dress making
- Uniform making
- Bag making
- Motor winding
- General Electrician
- Motor cycle Mechanic
- Hand Embroidery
- Hair Designer
INTEGRATED PROJECT TO ELIMINATE CHILD BONDED LABOUR

• Eliminating child bonded labour through skilling (14-18) 118000 child labourers in Punjab by involving public & private sector training providers with following main features:

  ❖ Establishment of Community Learning Centers (CLC) for 50000 child bonded labourers in brick kiln sector (literacy + provision of life skills- 3+3= 6 months)
  ❖ Establishment of Functional Literacy Centers (literacy + skills -2+4+ 6 months)
  ❖ Social Mobilization & sensitization by NGOs
  ❖ TNI & TNA by PBOS
  ❖ Training through public and private sector institutions
  ❖ Involvement of ILO as expert /observer
RECOGNITION OF PRIOR LEARNING (RPL)

• Certification of the informal/traditional apprentices aging 19 and above with Min. Experience of 2 years having evidence of service record dully authenticated by employers

• Self assessment of potential trainees and registration with TEVTA with nominal fee

• TEVTA certifies their skills after practical examination
MAJOR TRADES UNDER RPL

- Machinist
- Motor cycle mechanic
- Electrician
- Welder
- Plumber
- Building painter
- Mason
- Steel fixer
- Auto mechanic
- Tailoring (male/female)
- Beautician (female)
- Embroidery (female)
• An effective strategy to eliminate child labour
• Easy access to target children
• Cost effective
• Involvement of private sector
• Market based- absorption in the local market
• Promotes enterprise development
DEMERITS

• Issues of recognition & acceptance by the formal sector
• Scope is limited in terms of trades and markets
• No linkage with mainstream training providers
• Issues of teacher training and training module
• Fragmented and uncoordinated training & outdated skills standards
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Skills Development in Bangladesh: The potential role of apprenticeship in the informal sector

Joydeep Sinha Roy
Facts and Figures

• Half of the population of Bangladesh is below the age of 24 \textit{(Indexmundi, 2014)}
• Every year, 1.8 million youth enter the market \textit{(ILO, July 2013)}
• 87% of the workforce is currently employed in the informal sector \textit{(ILO, 2013)}
• National unemployment rate is about 4.5% with youth unemployment rate being double of that at around 9\% \textit{(Bangladesh Country Report-Trade and Employment-ILO- July 2013)}
• SSC and HSC graduates have the highest unemployment rate of 7.33\% and 13.74\% respectively \textit{(Labor Force Survey, 2010)}
• \textit{Approx. 39.8\% drops out every year in the primary level, leads to informal sector}
Current Challenges: TVET Sector

- Formal industries and informal market: on-the-job training with no certification
- Limited scale, expensive set-up and maintenance, not up-to-date with market => Poor rate of job placement
- Mostly urban/peri-urban industries
- National Technical Vocational Qualification Framework implementation
- Women participation in TVET: 24% *(ILO, 2012)*
Current Situation of a informal economy

• 87 % of total labor involved in Informal Economy
• Majority of this group are within the 18 – 24 age cohort, which is considered the most productive group in any economy
• Over 40% of total gross value added of Bangladesh
• Fast growing sector: almost 2.4% each year
• Current urbanization/centralization
• Involves mostly in traditional enterprises
Current problems of apprenticeships in Informal Sector

- Inclusion of Child Labor
- Almost NO wage provided to the apprentices
- Absence of Workers Benefits
- Unaware of labor rights
- No safety measures to protect apprentices
- Long working hours: 10-12 hours/day
- Absence of Proper Recognition of skills
- Lengthy apprenticeship process
BRAC

• BRAC was established in 1972 with the aim to rehabilitate the victims and survivors of Bangladesh’s liberation war.

• It gradually grew into a development agency with the aim to alleviate poverty by empowering the poor and the disadvantaged through various opportunities.

• Spreading solutions born in Bangladesh, it now works in 11 countries in Asia (Bangladesh, Afghanistan, Pakistan, Myanmar, Philippines), Africa (Liberia, Sierra Leone, Southern Sudan, Tanzania, Uganda) and the Caribbean (Haiti), touching the lives of 135 million people.

• In Bangladesh, BRAC works in 64 districts (488 upazillas) through 3,042 field offices with 112,000 staff (including teachers, health workers etc.) and serves 120 million people.
Skills Training for Advancing Resources (STAR)

**Selection**
- Age 14-18
- Underprivileged urban working children/ secondary school dropped out
- Special attention to underrepresented groups (women, People With Disabilities and Transgender)

**Training**
- On the job practical training
- Classroom based trade specific theoretical training
- Soft skills training (English, Life skill, Enhancement of occupational mobility, financial literacy etc.)

**Graduation**
- Wage based employment
- Self employment support

**Certification**
- Bangladesh Technical Education Board (BTEB)
- Bangladesh Manpower Employment and Training (BMET)
Achievements

- **So far 5977** learners graduated on Competency Based Training Assessment system out of 6000 enrolled
- All the graduates trained in Pre Voc 2 level of the **NTVQF framework**
- **99% of the graduates** were engaged in wage employment within 1 month of training completion (mostly in the informal sector)
- **370** were physically challenged of which 100% are employed.
- **150** learners started their own business and are earning at least **USD 7** per day. These youth have trained and employed others, contributing to local economic development
- Wage range: **USD: 25- USD: 130** per month (almost 20% higher than traditional apprentices)
Achievements

• Many learners have started going to school for competing their studies (working part time)
• 3000 Master Crafts Persons have been training in Occupational Health & Safety, enterprise improvement and have made improvements accordingly in their work places
• The project played a significant role to prevent child marriage which is a challenge in the country
• prevented many youth to migrate to cities or abroad in search of work, reducing their risks of being exploited.
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Opportunities and Challenges in TVET
(Economy and the Informal Sector)

EXPERIENCE FROM SRI LANKA

Asia-Pacific Conference on Education and Training
3rd August 2015
Mohan Thilakasiri
Chief Executive Officer
SIYB Association of Sri Lanka
Introduction to SIYB Programme

- Globally recognized Business Management Training for MSMEs developed by ILO

- Modules: GYB, SYB, IYB, EYB and KAB
- Implementing over 100 countries reaching more than 5 Million MSMEs

- Reached over 40,000 MSMEs in Sri Lanka

- SIYB helps to develop capacity of SMEs that create Informal Skills Training opportunities
- KAB directly targets vocational trainees
Role of Informal Sector in Socio-economic Development

Play crucial role giving different TVETs for vulnerable groups (School drop-outs, unemployed Youths, war victims etc..) by

• On the Job Training
• Internship Training
• Apprenticeship Training
• Create employment opportunities (One of main objectives of SIYB)
• Provide market for products and services of rural communities
How to address Issues of accessibility & Inclusiveness

- Outreach of formal TEVT limited mostly to urban Centers
- Lack of sufficient qualified Instructors in Rural areas
- Lack of access, affordability and sufficient qualification for rural vulnerable community to the formal TVET
- Develop capacity of Informal sector (MSMEs) to offer skills training
- Govt. to develop Incentive System for Rural Institutions/SMEs
- Policy for developing Enterprise Networks and link with formal TVETs
- Monitor Informal TEVT system & avoid exploiting the labour
- Make general public aware of NVQ Levels and procedures
Can Quality and Relevance be Ensured?

Yes, by

- Introducing Govt. Regulations to monitor the quality of Skills Trainings provided by Informal Sector (Eg: NAITA in SL)
- Integrate the Recognition of Prior Learning (RPL) with informal TVET or Industry
- Create recognition and awarding systems for Informal Sector for better service
- Develop the capacity of Informal Sector to offer market driven skills trainings
THANK YOU

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+94 773572328
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JANVIKAS

A journey so far..
Janvikas

- Inception – 1987
- Engagement with youth after
Engagement With Youth

- Analysis - role and participation of youth especially 20-35 years of age.
- Goal - Contribute towards democratic, just, and equal society
- Platform for dialogue, bridge the gap
- Livelihood major issue
Marginalized youth mainly – Dalit, Adivasi, Religious Minorities & OBCs.

Primary Objectives
- Address issues affecting youth
- Promote values of Equality, Diversity, Democracy
- Offer spaces & opportunities to learn & practice these values.
- Develop leadership potential of youth
## Training Courses We Offer

<table>
<thead>
<tr>
<th>Vocational Training</th>
<th>Self -Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed Side Patient Assistance (Nursing Assistance)</td>
<td>Farm and Non-Farm Sector based self-employment Opportunities such as</td>
</tr>
<tr>
<td></td>
<td>Trading, Making &amp; Selling of food items, Repair &amp; maintenance Services, Animal</td>
</tr>
<tr>
<td></td>
<td>husbandry, fishery, poultry, Agro products sales etc.</td>
</tr>
<tr>
<td><strong>Retail Sales</strong></td>
<td></td>
</tr>
<tr>
<td>Computer Basic</td>
<td></td>
</tr>
<tr>
<td>Talley Accounting</td>
<td></td>
</tr>
<tr>
<td>BPO &amp; Call Centre Services</td>
<td></td>
</tr>
<tr>
<td>Hospitality Assistance</td>
<td></td>
</tr>
<tr>
<td>DTP Operator</td>
<td></td>
</tr>
<tr>
<td>Computer peripheral &amp; Maintenance</td>
<td></td>
</tr>
<tr>
<td>Tailoring Machine Operator</td>
<td></td>
</tr>
<tr>
<td>Office Administration</td>
<td></td>
</tr>
</tbody>
</table>

Post the up-scaling we have trained 4503 youth and placed 3337 youth in service sector jobs.
Emerging Regional Issues

- Preference - Soft Labor Jobs, Desk Jobs
- Resistance - Hospitality Industry
- Gujarat - Land of Food, Family & Entrepreneurs
- Distressed Migration - 74% placement overall, 27% in SMTs
  - Low salaries
  - Subhuman Conditions
  - Culture Shock
    - Not willing to opt for traditional livelihood options
  - Growing consumerism,
  - Influence of M&C
- Resistance for hard physical labor work
- Rise of Informal Sector
## Informati Sector

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Rural Male</th>
<th>Rural Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 -19</td>
<td>46.6</td>
<td>6.1</td>
</tr>
<tr>
<td>20 - 24</td>
<td>46.4</td>
<td>9.9</td>
</tr>
<tr>
<td>25 -29</td>
<td>48.4</td>
<td>10.4</td>
</tr>
<tr>
<td>15 -59</td>
<td>53.4</td>
<td>8.6</td>
</tr>
</tbody>
</table>

- Cas. Emp – Casual Employment
- Self. Emp – Self Employment
- Reg.Emp.– Regular Employment

Data in Percentage (%)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Urban Male</th>
<th>Urban Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 -19</td>
<td>33.3</td>
<td>31.6</td>
</tr>
<tr>
<td>20 - 24</td>
<td>33.8</td>
<td>43.5</td>
</tr>
<tr>
<td>25 -29</td>
<td>33.6</td>
<td>48.9</td>
</tr>
<tr>
<td>15 -59</td>
<td>41.1</td>
<td>41.9</td>
</tr>
</tbody>
</table>

Skills & Competencies Needed

- Values of Diversity, Equality, Justice & Gender Sensitivity
- Knowledge of Rights & Duties
- Soft Skills
- Learning Attitude
- Job Specific Skills
Obstructing Trends

- Social Systems – Caste, Patriarchy etc
- Low Education Levels & English Literacy
- Lack Of Reading
The USP

- The values of diversity, equality and democracy are integrated in all the courses we offer.
- Life skills trainings & Job readiness.
- Achievement Motivation Trainings.
- Orientation to basic rights of a worker.
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The Economy and Informal Sector: Opportunities and Challenges in TVET

PRESENTED BY SAW LAY WAH
PROJECT MANAGER
ADRA MYANMAR
Sharing Experience of ADRA Myanmar from a Pilot Project

Vocational Training to Support Livelihood (VTSL) Pilot Project.

Purpose: Increase access to livelihood opportunities for youth/young adults in Kayin State by providing vocational skills training to meet new and emerging labor market needs.

- Large youth and young adult population who have not finished middle school (up to 70% of age group) do not qualify for entry into advanced skill (Level 3 – THS) or diploma (level 4 – college) training.

- Need to develop more TVET options for this group at the semi-skilled and skilled level – MoST and MoLESS are interested in developing more options.

- Selection of short courses was based on the market survey done.
How:

- To improve integration and sustainability of the program, the program works together with Government Technical High School (GTHS) – offering Short Modular courses

- ADRA Myanmar benefited from cross border collaboration with ADRA Thailand

- The program contributed towards development of TVET in Myanmar by supporting linkages between the MoST-DTVE and OVEC (Thailand) vocational training college for TOT
Approach to Improve Outcome

- Life skills training
- Small Business skill training
- Internship Program

What is the difference between before and after training:
- Able to have increased self-confidence and earn income – before just a housewife - now contribute to family income
- Before jobless – now operating own small business.
- Working in a tailoring shop and earning income
- Working in a computer shop – desktop publishing and laminating
## Summary of the program

<table>
<thead>
<tr>
<th>Outcome of Training</th>
<th>Batch 1</th>
<th>Batch 2</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Employed</td>
<td></td>
<td></td>
<td>69</td>
<td>62%</td>
</tr>
<tr>
<td>Employed/ established business in related field</td>
<td>26</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed in unrelated fields</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need to continue in internship to build confidence</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>8%</td>
</tr>
<tr>
<td>Continued learning in related field with schools/ universities</td>
<td>10</td>
<td>6</td>
<td>16</td>
<td>14%</td>
</tr>
<tr>
<td>No immediate outcome</td>
<td>9</td>
<td>8</td>
<td>17</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>55</td>
<td>111</td>
<td></td>
</tr>
</tbody>
</table>
**Outcomes**

- Increased self-sufficiency
  - Sustained employment/retention
  - Increased income
    - Received job placement
    - Set-up businesses
      - Accessed employment opportunities (62% youth)
        - 111 youth/young adults graduated (Batch 1&2)
          - Knowledge, skills and attitude enhanced (Batch 1&2-111)
            - 178 youth/young adults enrolled

**Approach**

- Specialized courses
- Further internships
- Access to formal education (Computer)

**Assumptions**

- Stable market
- Market demands and access to investment
- Ability to sustain classes
- Capacity to attend school

**Strategies**

- Access to adequate training facilities
- Appropriate short modules provided
- Complementarity trainings provided
- Adequately trained teachers (6) and school administrators (3)
- Active Gov’t involvement
Demand
- Market/ needs assessment
- Strengthen private sectors’ role
- Understanding Informal Economy opportunities

Supply
- Demand driven courses
- Appropriate courses for formal and informal economy
- Partnership with other institution
- Linkage to government standards
Summary:

1. Opportunities: Collaborating with the government to integrate TVET in existing systems, rather than setting up parallel structures.

2. Opportunities: Preparing students for the informal sector. Life, business skills training and internships, enables self employment and builds confidence.

3. Challenges: Need for broader market analysis that looks at opportunities and demand in the rural economy for appropriate training and not only in the industrial sector/private sector.

4. Challenges: Need for more ownership of short courses in the system, and greater appreciation of the contribution that short courses can make towards livelihood outcomes.