

TVET Progress Review in Asia-Pacific: Progress since Shanghai Congress 2012

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Background and context

Background

- Shanghai Consensus, May 2012
 - World came together in support of TVET
 - Recognised need for countries to transform and expand TVET to meet emerging challenges of the future
 - Seven key actions for transforming TVET in line with rapidly changing labour market needs and emerging sustainable development challenges

Shanghai Consensus recommended actions

1. Enhance TVET relevance

2. Expand access and improve quality and equity
3. Adapt qualifications and develop pathways
4. Improve the evidence base
5. Strengthen governance and expand partnerships
6. Increase investment in TVET and diversify financing
7. Advocate for TVET

Importance of relevance in Asia-Pacific

- Skills mismatches: a growing problem in the Asia-Pacific and across the world
- 48% of Asia-Pacific employers cannot find adequately skilled labour (Manpower Group, 2015)
- Youth unemployment rates
 - Asia-Pacific: lowest rates in world
 - Very high rates relative to adults
 - Issues of precarious employment and underemployment

Regional integration and relevance

- Movement of goods, services, skilled labour and capital across national boundaries
- Increasingly important role for skills development
- Opportunity: shift to higher-productivity sectors
 - But need for changing emphasis of skills training
 - Stronger regional cooperation
- Challenges
 - Disparities in innovation and economic sophistication
 - Danger that closer integration could widen inequalities

Findings of TVET Progress Review

Five aspects of TVET relevance

1. Responsiveness to current and future skills needs
2. Alignment of Member States' TVET and SDGs through 'greening TVET'
3. Responsiveness to technological changes, in particular by promoting use of ICT in TVET
4. Facilitation of critical coordination and partnerships among TVET stakeholders
5. Adapting qualifications and developing pathways to higher levels of education and employment

TVET Progress Review focuses on these five aspects

Methodology and approach

- Three surveys for three main TVET stakeholders
 - Government: lead ministry responsible for TVET
 - Employers: national employers' organization
 - Young people/students: national youth organization
- Secondary literature review to fill response gaps

Responsiveness to current/future skills needs

High level of progress across the region:

- Engaging private sector partners in TVET planning/design
- Gathering information on employers' skills needs
- Updating TVET training in line with these findings
- Offering training in line with standards/competences agreed with employers
- Involving local communities in TVET planning/design

Positive impacts:

- Employers: TVET graduates' skills have improved over past 3 yrs
- Afghanistan + Fiji: TVET curriculum more aligned with LM needs
- Thailand: High employment rates ($\approx 80\%$) among TVET grads
- Singapore: Transformative economic master plan/TVET strategy

TVET responsiveness to current/future skills needs

Challenges:

- Minority of countries surveyed regularly gather labour market information
- Those that do often overlook relevant indicators
- Many respondents doubt evidence-based approaches have improved TVET policies and/or programmes in their country

Main obstacles:

- Lack of financial and/or technical capacities
- Not yet established a labour market information system, occupational standards and/or a competency-based system
- Lack of interest/support among ministries and/or TVET partners

Alignment of TVET to SDGs through greening TVET

Substantial progress in some Asia-Pacific countries

- Introducing training in skills to promote sustainability in the workplace
- Offering competency-based training emphasising green competencies
- Including green TVET in their national curriculum/development plans
- Integrating SD principles into entrepreneurship training
- Involving local communities/businesses in green TVET activities
- ‘Greening’ TVET learning environments

Positive impacts:

- Many promising projects in green TVET across region
- Lessons learned from pilots

Alignment of TVET to SDGs through greening TVET

Challenges:

- Slow progress in some countries, esp in Pacific and South Asia

Main obstacles:

- Lack of knowledge/technical capacity on how to 'green' TVET
- Lack of funds
- Lack of information regarding the knowledge, skills and competences required for green jobs

Responsiveness to technological changes

Good overall progress across region

- Offering training in electronic and/or digital technologies
- Emphasising innovation-related (STEM) skills in TVET curriculum
- Integrating electronic and/or digital methods and technologies across TVET curriculum
- Promising practices in four areas:
 - ICT-related TVET programmes (Tuvalu, Palau, Bhutan, Lao PDR)
 - Policies to promote ICT in TVET (Thailand, Indonesia, Iran, NZ)
 - Use of ICT to improve TVET access + equity (Fiji, Philippines, India)
 - ICT as a self-help tool for continual skills upgrading (Singapore)

Positive impacts:

- Employers: TVET grads' IT skills have improved over past 3 years

Responsiveness to technological changes

Challenges:

- Evidence of 'digital divide' in use of ICT in TVET
- Low use of ICT-enhanced innovative pedagogies
- Differences in skills sets across region

Main obstacles:

- Lack of funds (esp South Asia and Pacific)
- Lack of trained staff with relevant knowledge and expertise
- Inadequate IT, technological and/or physical infrastructure (esp Pacific)

Adapting qualifications and developing pathways

Substantial progress in some Asia-Pacific countries

- Offering/accrediting workplace training
- Developing national and/or regional qualifications frameworks
- Developing higher-level TVET qualifications
- Linking TVET with general education at higher education levels
- Linking TVET to lifelong learning
- Offering entrepreneurship education in TVET
- Offering career guidance and support through TVET

Positive impacts:

- Youth organisations: TVET graduates have the skills they need to start/run own businesses and can gain entry to university
- Improved youth perceptions of employers' skills preferences

Adapting qualifications and developing pathways

Challenges:

- Slow progress in some countries
 - Securing relevant workplace training opportunities
 - Putting in place systems to recognise and certify skills/experience gained in informal/non-formal settings
 - Mining the potential of ICT to expand access to careers advice and labour market information
 - Setting up qualifications frameworks
 - Offering comprehensive support to entrepreneurship initiatives

Main obstacles:

- Lack of technical capacity and/or experience
- Lack of information on jobs/skills required in labour market
- Lack of funds

Facilitation of coordination and partnerships

High level of progress across the region:

- Involving private sector, NGOs and/or CSOs in TVET provision and/or assessment
- Co-funding by private sector, NGOs and/or CSOs
- Involving local communities in TVET activities

Challenges:

- Involving young people and parents in TVET decisions and processes

Summary of findings

- Positive but uneven progress in enhancing TVET relevance
 - Substantial progress on all five aspects of TVET relevance
 - Disparities between countries and groups within countries
- Main obstacles:
 - Weak technical, financial and institutional capacity
 - Lack of broad partnerships and coordination mechanisms
- Future threats:
 - Disparities between sub-regions could grow if current trends continue
- Future opportunities:
 - Regional integration could lead to beneficial partnerships that overcome capacity constraints and lead to better capitalisation of TVET's potential
 - Momentum related to new sustainable development agenda (post-2015)

Main recommendations

- Position skills development within new post-2015 SD goals
- Overcome obstacles to enhancing TVET relevance through:
 - Forging beneficial partnerships
 - Strengthening governance and increasing investment in TVET
- Bolster TVET's role in national development
 - Social change role: promoting intergenerational equity + inclusion
 - Economic role: inclusive economic growth
 - Supporting adaption to change: lifelong learning through TVET
 - Promoting innovation: leveraging the potential of ICT

Main recommendations

- Extend TVET's role in supporting regional integration
 - Recognising and validating formal, informal and non-formal learning
 - Developing pathways to education and employment opportunities
- Broader/deeper partnerships to boost TVET relevance and quality
 - Closer and deeper partnerships with private sector
 - Inclusion of youth and parents in TVET systems and processes

Thank you for your attention!

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