



CPSC-India

Asia Pacific Capacity Building Project for
Skills Development for Poverty Alleviation

SDPA CONFERENCE PROCEEDINGS 2015





SDPA
Conference Proceedings
2015





PREFACE

Holding the culminating activity for CPSC's project with the Government of India, dubbed as "Asia Pacific Capacity Building on TVET Skills for Poverty Alleviation Project for Technical Human Resource Development", through the International Conference on TVET Skills Development for Poverty Alleviation, Entrepreneurship and Employability (ISDPAEE) had been doubly significant for the College. The occasion, held from June 22-23, 2015, shared the fulfillment of having accomplished the project's targets and objectives. Similarly, the event paved the way for substantial exchange of best practices, experiences, plans and views on actions to be taken or enhancements in existing programs and systems within the context of TVET skills development. All these in the one hope for a better life for people living below the poverty line in the Asia-Pacific region.

The project, formally launched in August 2010 through the International Symposium on TVET Skills for Poverty Alleviation in the Asia-Pacific Region, has trained almost 400 champion leaders who in turn pass on the knowledge to over 1,000 individuals, creating skills on micro-finance, social entrepreneurship and poverty alleviation.

CPSC managed the project through the following types of activities: International Symposia and Experts Consultation Workshop; Regional-level Consultation Workshop; and Country-level Capacity Building Training Program also called as the Special In-Country Program for Capacity Building of Champion Leaders on TVET Skills Development for Poverty Alleviation. This conference was staged to highlight actions ensuing from these capacity building programs.

The ISDPAEE brought to fore existing programs, projects and initiatives on poverty elimination strategies being implemented from Afghanistan, Bangladesh, Bhutan, Fiji, India, Malaysia, Maldives, Myanmar, Mongolia, Nepal, Pakistan, the Philippines, Sri Lanka, and Thailand. Indian, Japanese, Korean, Malaysian, Nepali, Bangladeshi experts, academicians and government officials imparted their organizations/institutions' interventions in the fight for poverty in each and every country in Asia. These are all featured in the following pages of this proceedings.

This culminating event vitally placed on record CPSC's profound gratitude to the Government of India, to the Ministry of External Affairs, particularly. The College will perpetually be indebted for this project, for the trust and confidence accorded us that we would be able to deliver and make a difference even if it was just a drop in the bucket.

The battle against poverty is still a long and winding road ahead. Empowering people with skills through capacity building interventions meant to create champion leaders or master trainers, is indeed, just a tiny step. But, this we hope will eventually lead us towards the path of complete elimination of scarcity in the quality of life.

ACKNOWLEDGMENT

CPSC conveys its profound gratitude to the Government of India, through the Ministry of External Affairs, for the full trust and confidence accorded to the College, for believing in its capability to deliver the Skills Development for Poverty Alleviation (SDPA) project. The SDPA project has indeed added another feather in CPSC's cap, many thanks to the Government of India.

The International Conference on TVET Skills Development for Poverty Alleviation (SDPA), Entrepreneurship and Employability (ICSDDPAEE) capped the project's capacity-building efforts carried out through various Special In-Country programs in the Asia Pacific region. This culminating activity would not have been pulled off together without the support of the Ministry of External Affairs, India through the project. Highest appreciation, is also, extended to His Excellency Lalduhthlana Ralte, Ambassador Extraordinary and Plenipotentiary, Embassy of India in the Philippines, India and Shri Hemendra K Sharma, Director (Technical Cooperation), for gracing the event representing the Government of India.

Sincerest thanks is accorded to the distinguished panel of speakers composed of: Mr. Sungsup Ra, Director, Human and Social Development Program, ADB, Philippines; Dr. Suresh K. Dhameja, Professor/Head, Entrepreneurship Development, National Institute of Technical Teachers Training and Research (NITTTR), India; Dr. Hidetoshi Miyakawa, Professor, College of Contemporary Education, Japan; Mr. Kamrul Hassa Tarafder, President, ASA Philippines Foundation; Dato' Mohlis bin Jaafar, Director General of the Department of Polytechnic Education, Ministry of Higher Education, Malaysia; Dato' Amir bin Mohammad Noor, Director General, Department of Community College Education Malaysia; Dr. Ram Hari Lamichhane, Member Secretary, Council for Technical Education and Vocational Training (CTEVT), Nepal; and Dr. Raman Gujral, Regional Coordinator, Entrepreneurship Development Institute, India.

Greatest appreciation is also expressed for CPSC's member country participants from Bangladesh, Bhutan, Fiji, India, Malaysia, Maldives, Myanmar, Nepal, Pakistan, the Philippines, Sri Lanka and Thailand for sharing poverty alleviation efforts in their respective countries. This also goes to all the participants and beneficiaries of the Special In-country programs of the project.

CPSC sends its immense gratitude to the Member of the Governing Board and gracious host to the College, the Philippines, Governing Board Chairman (FY 2014-2015) and Deputy Director General for Technical Education and Skills Development Operations of TESDA, Atty. Teodoro Pascua. CPSC also thank Director Irene Isaac, TESDA's Director General (then Deputy Director General of Policies and Planning). CPSC expresses appreciation to both not only for inaugurating the conference but also for their consistent guidance and solidarity to all the College's activities and endeavors.

Lastly, CPSC is grateful for the dynamic efforts pursued by the 9th Director General, Prof. Shyamal Majumdar, Ph.D., in coming up with this valuable project with the Government of India, for launching such a flagship project and seeing the program went into full swing. Heartfelt gratitude is also given for the 10th Director General Dr. Mohammad Naim Yaakub, for enthusiastically and fully carrying out the project ensuring extensive reach in terms of beneficiaries and countries in the Asia-Pacific region up until the SDPA project's completion.

To all the CPSC program coordinators, CPSC faculty and staff, officials and staff of partner member countries, external resource persons and all the men and women who worked vigorously for the successful implementation of the SDPA project and the ICSDDPAEE, sincerest appreciation and job well done!

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SDPA PROJECT REPORT

Dr. Mohammad Naim Yaakub

10th CPSC Director General

*(Reported during the International Conference on SDPA, Entrepreneurship and Employability,
June 22-23, 2015)*

Poverty is a massive problem around the globe and the Asia-Pacific region is not an exemption. However, from 2005 to 2008 per ADB's report, the region's poverty situation is beginning to improve whereby the poverty line has been reducing significantly. Nonetheless, the region still continues to remain as home to the majority of the global poor earning below \$ 1.25 a day which may be accounted for a more rapid population growth. For instance, in 2008, India was reported as a country with the largest number of poor in the region.

With this, a number of poverty reduction initiatives and approaches were tried by various countries in the region such as education through skills development. The Colombo Plan Staff College (CPSC), as an intergovernmental organization for the development of TVET in Asia and the Pacific Region through capacity building and serving as the agent in transforming lives of people in its member countries (MCs) supports the advocacy and came up with schemes to alleviate poverty. One of the approaches carried over is through the TVET Skills Development for Poverty Alleviation (SDPA) which is a collaborative project between CPSC and the Government of India (GoI) through its Ministry of External Affairs. The GoI financed the said poverty alleviation project to assist the CPSC MCs come up with their own poverty alleviation initiatives and approaches.

In its aspirations to contribute to eliminate poverty in the neighboring countries, and the underlying principle of teaching people "how to fish" instead of giving them fish, the Ministry of External Affairs joined hands with CPSC in building the capacity of professionals in the CPSC member countries to draw up measures and frameworks for poverty alleviation.

The CPSC-India project provided resources and platforms for facilitation of ideas and strategies in dealing with poverty alleviation. The project benefited those who are involved in the training and development activities in various institutions in the MCs, to equip them with competences in strategizing planning skills development training to address poverty concerns. In line with this, CPSC managed the project through the conduct of Special In-Country Program for Capacity Building of Champion Leaders on TVET Skills Development for Poverty Alleviation. This flagship project with the government of India was consistent with the objectives of the 2008 Manila Declaration on Skills Development for Poverty Alleviation.

These Special In-Country Programs were founded on the premise that specific approaches are needed to deal with TVET skills for poverty alleviation in addressing the challenges of today and the future. The project focused on training future champion leaders from TVET institutions to combat and alleviate poverty in their respective countries through TVET skills development and other similar or related activities. The program was intended to empower trainees to come up with initiatives to address poverty through skills development in their own communities.

Employing the TVET Sectoral Approaches under the GoI's Technical Cooperation Scheme, the SDPA was implemented from 2010 to June 2015. Within said period, CPSC carried out the project using

the Curriculum Framework for Capacity Building of Champion Leaders program for TVET Skills Development for Poverty Alleviation. The project was conducted in a series of in-country capacity building initiatives that adopted a modularized type of programs on employable skills.

The trainees of the project were master trainers who were expected to be champion leaders who will transfer the skills and knowledge to localized groups in terms of curriculum design, methods of instructions that suit the needs of the target groups for better adoption. The master trainers, then, designed a suitable training program module to the target beneficiaries with a view of gaining a multiplier effect.

Primarily meant for capacity building of 30-35 practicing Master Trainers, participants were preferred to be working in the field of community development through TVET skills enhancement to alleviate poverty in the Asia-Pacific member countries. Target participants must come from TVET schools or institutions equipped with adequate infrastructure in the form of buildings, lecture halls, laboratories, workshop, hostel, etc., which could be used as Training Centers to serve the local community. Such training venue for the application of TVET skills aims to generate self- and wage-based employment opportunities through need based non-formal training courses offering in various trades and multiple skills. On the other hand, beneficiaries in the community level were expected to possess skills training and facilitation techniques, content development skills based on community-level needs, determination of target groups who can significantly benefit from the project and in turn benefit others to make them employable and ready to create opportunities for employment.

Within aforementioned parameters and objectives, and considering all guidelines, set rules, and minimum requirements a 5-day training program with three central modules was conceptualized. These modules were the following: (1) Modular Employable Skills (MES); (2) Generic Skills for Employability; and (3) Social Entrepreneurship for Poverty Alleviation.

The training program employed various training methodologies such as: face to face lectures by resource persons followed by discussions, case studies, country report presentations by the participants, and experiences sharing. Field visits as well as conduct of national seminars on Building Skills for Employability were also arranged during the training. CPSC's OnCOURSE (formerly web-based teaching and learning systems) was one among the methods utilized as part of the blended approach.

The impact of the program on the communities was evaluated through a structured periodic assessment of its activities based on pre-determined key result areas. Further, the projected output was materialized through a trained Master Trainer or otherwise known as Champion Leader with the capacity to train others and employ skills training techniques for a wider community beneficiary group. The overall scope and milestones of the project included:

- *International Symposia and Experts Consultation Workshop.* Experts from different TVET institutions from the CPSC member countries were invited to share their best practices/ models in their countries in terms of poverty alleviation. They contributed to the inputs needed to examine the framework needed for capacity building, project modalities and selection of guidelines.
- *Regional-level consultation workshop.* Based on the broad curriculum framework for regional coordination and synergy, a regional program was organized which synthesized best practices from participants and attendees of the project. Said outputs would be vital for further enhancement of the project and identification of specific country needs.
- *Country-level capacity building training program.* The project implementation at the country-level was the application of curriculum framework, guidelines and modalities discussed during Special ICPs for Champion Leaders.

Program Administration

The program has been successful in terms of spreading project benefits to the target participants, who were composed of TVET administrators and leaders of the community, or how the project calls them the “champion leaders”. As shown in Table 1, the SDPA country-level programs involved a number of participants which were nominated according to the criteria mentioned under the project.

Table 1: Summary of SDPA Program Participation

DATE OF PROGRAM	VENUE	NO. OF MALE PARTICIPANTS	NO. OF FEMALE PARTICIPANTS	TOTAL
February 22-27, 2011	Dhaka, Bangladesh	33	2	35
March 28-April 2, 2011	Colombo, Sri Lanka	22	11	33
May 30-June 2, 2011	Manila, Philippines	17	14	31
August 22-26, 2011	Thimphu, Bhutan	15	8	23
November 13-17, 2011	Kathmandu, Nepal	19	10	29
March 18-22, 2012	Yangon, Myanmar	2	28	30
November 26-30, 2012	Kuala Lumpur, Malaysia	14	16	30
March 31-April 4, 2013	Male, Maldives	14	11	25
September 28-October 2, 2013	Kabul, Afghanistan	10	16	26
November 4-8, 2013	Ulaanbaatar, Mongolia	19	11	30
November 25-29, 2013	Pathum Thani, Thailand	22	15	37
December 2-5, 2013	Suva, Fiji	17	12	29
December 16-20, 2013	Bhopal, India	31	1	32
TOTAL PARTICIPANTS		235	155	390

With the aim of further spreading the program benefits to as many participants as possible, the SDPA programs usually included national seminars and other large-scale events. These events, which were co-organized by CPSC and the host institution, often touched significant and contemporary issues related to poverty alleviation. It usually consisted of two sessions, attended by respected experts from the industry and the academe. The summary of participation in these seminars are highlighted below.

NAME OF SEMINAR	COUNTRY	VENUE AND DATE	NUMBER OF PARTICIPANTS
National Seminar on Building Skills for Employability: Trends and Perspectives	Sri Lanka	April 1, 2011 Department of Technical Education and Training (DTET), Colombo	151
National Seminar on TVET Skills for Enhancing Youth Employability: Perspectives and Strategies	Nepal	November 14, 2011 Training Institute for Technical Instruction (TITI), Kathmandu	100
National Seminar on Building Skills for Employability: Trends and Perspectives	Malaysia	November 28, 2012 Hotel Seri, Perlis	103

NAME OF SEMINAR	COUNTRY	VENUE AND DATE	NUMBER OF PARTICIPANTS
National Seminar on Building Skills for Employability: Trends and Perspectives	Maldives	April 2, 2013 Maldives Qualification Authority Headquarters, Male	70
National Seminar on Building Skills for Employability: Trends and Perspectives	Afghanistan	October 1, 2013 MOLSAMD Headquarters, Kabul	55
National Seminar on Building Skills for Employability: Trends and Perspectives	Mongolia	November 6, 2013 Mongolian-Korean Polytechnic College, Ulaanbaatar	66
National Seminar on Building Skills for Employability: Trends and Perspectives	Thailand	November 23, 2015 Pathum Thani College, Pathum Thani	105
National Seminar on TVET Skills for Enhancing Youth Employability: Perspectives and Strategies	Fiji	December 4, 2013 Ministry of Finance Headquarters, Suva	60
National Seminar on TVET Skills for Enhancing Youth Employability: Perspectives and Strategies	India	December 13, 2013 National Institute for Technical Teachers' Training and Research (NITTTR), Bhopal	135
Total			845

Training Highlights and Achievements

The training highlights and achievements of the project include inculcating in the champion leaders the needed skills and knowledge on thinking of probable ways to alleviate poverty in their own community. Some tasks were also administered to identify possible niche areas that someone can explore in venturing into social entrepreneurship opportunities in their respective communities. The areas identified were seen as essential prospects in providing the underprivileged sectors of the society significant economic and social benefits necessary to uplift their current status.

The major outputs of the program were the analysis of the given list of the essential skills required for securing gainful work and employment as identified. In addition, the participants also acknowledged the respective issues and challenges that they might possibly face during the implementation of MES programs, as well as the approaches for achieving their goal to alleviate poverty through MES in TVET.

Implemented Modules

Module 1: Modular Employable TVET Skills

Modular Employable TVET Skills are crucial in building seamless pathways of education that connect basic education, vocational training, employment services and lifelong learning. The identification of the niche areas for MES is important to directly address the skill needs of the person and the community. Recognizing that each of the cases are unique to every community, the niche areas will provide a myriad of possibilities for skills development projects that will be of benefit to the target beneficiaries.

This module highlighted how TVET skills will have a significant impact on addressing poverty through people empowerment, training and monitoring. The important lessons highlighted included: the classifications of TVET skills and MES, the ways and strategies on how to design MES programs, devising an MES framework, and a comparison on the suitable skills required for formal and informal sectors of the society.

Module 2: Generic Skills for Employability

As a refresher, the major points discussed on the previous day were synthesized into one discussion, which encouraged the participants to share their personal experiences and views on how to solve the problem of poverty through skills development.

The second module on Generic Skills for Employability included the salient points on different generic skills needed to develop the workforce, the strategies to develop the generic skills in TVET and how to improve the delivery of generic skills to the beneficiaries. Practicing exercises on generic skills for employability was another task undergone by the participants in practicing their knowledge on identifying the generic skills needed for a person to be employed, in which they supplemented it with a presentation.

Module 3: Social Entrepreneurship

Social entrepreneurship or engaging in innovative ideas, businesses and ventures to forward solutions to the pressing problems of the society, is now an important advocacy of individuals and companies as a part of their responsibility to the society.

The aforementioned key points were thoroughly discussed by the Coordinator in Module 3: “Stimulating Social Entrepreneurship for Poverty Alleviation”. The module focused more on social entrepreneurship and the role that it plays in empowering the poor towards skills development. It also explored the ways to create a social entrepreneurship venture, and ways, tips and recommendations to sustain it.

The tasks to identify areas for social entrepreneurship in the service sector complemented the module where the participants are required to make a presentation showing the possible social entrepreneurship opportunities that they can undertake.

Task for Output: Action Plan Formulation and Presentation

In order for a champion leader to be effective in carrying out his plans, he was required to make, present and discuss an action plan. This was an application of the lessons learned during the SDPA project. This aimed to ensure that the champion leaders set realizable targets, monitor progress, and follow a specific timetable for the purpose of evaluation and record-keeping.

The participants of the program were tasked to present a brief discussion of their action subject to exchanging views and comments from fellow participants for further improvement. The action plans of the participants were collected and presented to everyone.

Niche Areas

The niche areas tackled by the SDPA Project revolved on improving the capacity of the participants in the following areas: modular employable skills, ICT skills, entrepreneurship skills and generic skills. The participants were made to identify the sectors that they think are the most significant when it comes to giving employable skills to the community. Below is the summary of the identified niche areas.

RELEVANT MODULAR EMPLOYABLE SKILL	COUNTRIES EXPRESSING DEMAND
Agriculture/ Aquaculture and Fisheries /Crop Production	Bhutan, Philippines, Sri Lanka, Nepal (organic farming), Myanmar, Malaysia (supporting the palm oil industry), Maldives (for fisheries and aquaculture), Afghanistan, Mongolia, Thailand, Fiji, India

RELEVANT MODULAR EMPLOYABLE SKILL	COUNTRIES EXPRESSING DEMAND
Tourism/ Hotel and Restaurant Management	Bangladesh, Bhutan, Sri Lanka, Nepal, Malaysia, Maldives, Mongolia, Thailand, Fiji
Construction and Carpentry	Bhutan, Sri Lanka, Myanmar (for men), Afghanistan, Mongolia, India
Electronics Servicing	Sri Lanka, Malaysia
Electrical Repair and Plumbing	Bangladesh, Malaysia, Maldives
Light and Practical Engineering, Welding and Masonry	Bangladesh, Myanmar (for men)
Food Processing and Preparation	Bangladesh, Philippines, Malaysia, Maldives (particularly fish processing),
Mining	Afghanistan, Mongolia
Automotive	Sri Lanka, Thailand
Information and Communications Technology	Bangladesh, Bhutan, Nepal
Handicrafts Development	Bhutan, Fiji
Small and Medium Enterprises	Afghanistan, Mongolia, Fiji
Health Services /Medical Technology	Thailand, India

Project Beneficiaries

Overall, the project covered 13 countries with the population of 1.8 Billion people, representing 24% of the world's total population. This includes some of the most populous and economically diverse countries in the region such as India and Bangladesh, which are currently facing chronic problems on poverty and unemployment.

The program benefitted and exposed 390 TVET administrators and instructors and inducted them into the "Champion Leaders" circle in which they directly expanded its benefits to 1,235 individuals through training and community exposure. The training prompted the participants to generate a total of 80 actions plans which are expected to benefit more than 80 communities across the region. Twelve (12) of those proposals were selected and presented at the 2015 International Conference on SDPAEE held in Manila, paving the way for a substantial experience-sharing platform between the country beneficiaries.

The program beneficiaries were trained by a total of 52 experts in the field of poverty alleviation strategies, microfinance, green TVET growth, ICT and skills development and social entrepreneurship tapped from all over the region.

The Special ICP on Champion Leaders for Skills Development for Poverty Alleviation concluded with very satisfied participants as articulated in their evaluation of the program. All the program objectives were met as evidenced by their active involvement and action plans submitted. The sharing of innovative ideas and initiatives brought about by the resource persons gave them insights on how to tackle poverty problem in their locality by providing sustainable TVET Skills training. The participants likewise came up with various recommendations that suit the needs of their country and community in particular.

Conference Conclusions and Recommendation

*C*ognizant of the realities that TVET alone cannot provide an encompassing solution to the problem of poverty, the International Conference on Skills Development for Poverty Alleviation, Entrepreneurship and Employability, puts forward the following recommendations.

1. Strengthen synergy to link relevant sectors and agencies that possess the capacity to initiate, implement and fund poverty alleviation programs to get maximum coordination.
2. Reinforce efforts to tackle poverty among marginalized groups such as women, rural youth, informal economy workers, unorganized sectors, and persons with disabilities in the region through effective policies and strategies that recognize the diversity and complexity of the problem of poverty.
3. Provide entrepreneurship education for students and potential trainers across all programs and levels as well as in-service training of trainers.
4. Enhance training programs integrating life-long learning to ensure the creation of individuals that are capable of solving problems even beyond formal schooling.
5. Emphasize the need to link enrollment to employment by focusing on highly employable programs that will not only generate graduates but create a new breed of highly-skilled individuals with entrepreneurial drive and acumen.
6. Develop globally accepted indicators and standards to assess the impact of poverty alleviation programs.
7. Advocate strategic public-private-community partnership (PPCP) models at national and local level to address specific programs for poverty alleviation.
8. Ensure quality TVET for competitiveness and mobility of work force in the region initiated by agencies such as Asia Pacific Accreditation and Certification Commission (APACC).
9. Improve access to programs for learners and adults including technical, vocational skills and generic skills.
10. Increase community participation and social entrepreneurship in the localities.
11. Realize value innovation by applying the Create-Raise-Reduce-Eliminate grid treating uncontested new areas in the TVET system using the Blue Ocean Strategy.
12. Encourage potential investors to undertake micro-financing as a viable scheme for creating a large pool of micro-entrepreneurs.





Plenary Session 1



International Conference on TVET

Mr. Sungsup Ra

Director, Human and Social Development Program,
South Asia Regional Development
Asian Development Bank

“Upskilling and re-skilling at scale and speed, while ensuring quality standards, is a major policy priority for virtually all countries in the Asia and the Pacific region. The challenges of moving towards evidence-based, outcome-oriented and market-aligned skill development cannot be over-emphasized.

This paper provides an overview of the approaches being followed in South Asia including capitalizing on PPPs in skill development, revitalization of public training institutions by upgrading courses and delivery methods, training of trainers, improving alignment with sector skills councils and industry associations, complementing post-basic education with vocational training and career counseling, and strengthening capacity to undertake skills-gap analysis and tracer surveys to assess the effect of employability and employment outcomes.”

I. SKILLING IN ASIA

Human capital has the potential to become valuable assets to an organization and his country. Upskilling and re-skilling at scale and speed, while ensuring quality standards, is a major policy priority for virtually all countries in the Asia and the Pacific region. Governments regard the reform and modernization of TVET as being fundamental for facilitating inclusive growth and empowering the youth. The skilling context provides ADB an action plan to create tailor-fit strategies to the context and needs of the individual countries.

The vicious cycle of poverty (Figure 1) brought on by insufficient job opportunities and poor quality of basic education and TVET has been the biggest challenge for developing countries. The Asian Development Bank (ADB) has committed to increasing lending for TVET and education from an average of 3% during 2008 to 2012, to an average of 6% to 10% of annual approval by 2020. In the South Asia region in particular, lending for TVET and education reform has increased from \$25 million during 2008 to 2011 period, to \$1,275.2 million from 2012 to 2015.

ADB also aims to break the vicious cycle (Figure 2) and convert it into the “virtuous cycle” with its broad strategies tailored to country context. It proposes general strategies that can be customized to

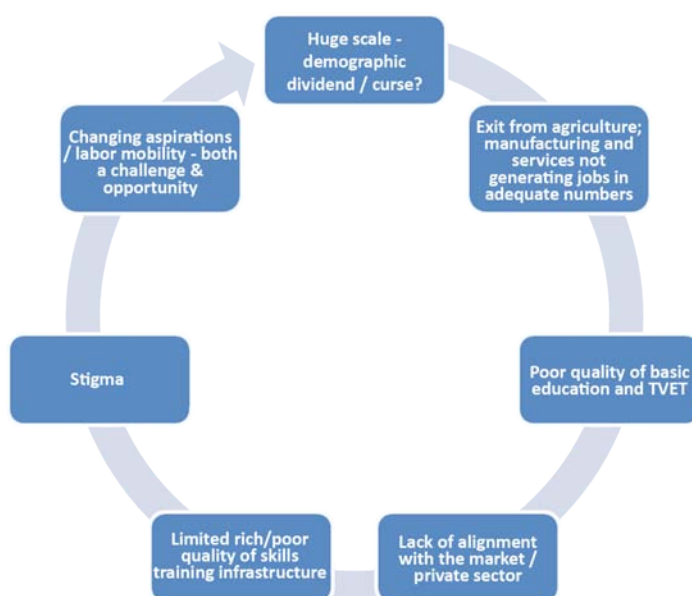


Figure 1. Breaking the Vicious Cycle...

cater to each of the country’s individual needs, capitalizing not just on government efforts but enjoining the participation of the private sector, the industry and the market as well. It includes the following strategies:

1. Shift to outcome-oriented and market-linked skill development
2. Capitalize public-private enterprise partnerships (PPPs) to strengthen skills training
3. Complement post-basic education with vocational training
4. Forge links between schools, universities and the industry
5. Align public training programs to the market needs
6. Modernize and expand training infrastructure
7. Strengthen quality assurance/ NSQF
8. Build capacity for skill-gap analysis and M&E



Figure 2. To Virtuous Cycle – ADB’s Broad Strategy Tailored to Country Context

II. ADB AND ITS PROGRAMS IN SOUTH ASIA

The challenges of moving towards evidence-based, outcome-oriented and market-aligned skill development cannot be over-emphasized. ADB’s experience is that interventions have to be tailored to the specific context and aligned to the capacity of the public and private sectors. The success of these interventions will help to dilute the stigma associated with vocational training over time, and empower the youth to pursue careers of their choice.

Below are some example projects implemented with the support of ADB in the following countries:

Table 1:

COUNTRY	SPECIFIC PROJECTS / ADB INTERVENTION
India	<ul style="list-style-type: none"> - National Skill Development Corporation (NSDC) established in 2009 to capitalize PPPs in skill development - funded 206 private training providers that have trained 5 million youth - Established 31 sector skills councils - National Skill Development Authority established in 2013; responsible for NSQF notified in Dec 2013 - Ministry of Skill Development and Entrepreneurship established in Nov 2014; synergies between “Skill India” and “Make in India” programs - 25 states have established skill development missions - TA for NSDC (\$1.1 million) and NSDA / MSDE (\$1.5 million) to strengthen national skills ecosystem

COUNTRY	SPECIFIC PROJECTS / ADB INTERVENTION
India	<ul style="list-style-type: none"> - Key features of ADB's support to India: - Integrated support for secondary education - Upgrading of secondary schools/teacher training/ICT/ITIs/ awareness building - Offering additional vocational training and counseling to higher secondary and undergraduate students - Engagement with industry - Community skills parks - Eight (8) new Advanced Skills Training Institute (ASTI) to cater to higher end manufacturing and services skills
Bangladesh	<ul style="list-style-type: none"> - Emphasized consolidation in the National Skill Development Council headed by the Prime Minister - Over 20 ministries and departments involved in skill development - Plan to establish a National Human Resource Development Fund for financing and National Authority on Skills Development for consolidation - Finance Ministry keen to tap on productivity gains, higher exports, higher remittances and inclusive growth by engaging the private sector in skill development - Some key features of Skills for Employment Program: - Directly engage industry associations through single source selection based on due diligence - Milestone-based contracts - Strong Program Management Unit with senior government officials and consultants selected and compensated competitively - Establishment of 30 Centers of Excellence - Ensuring compliance with National Qualification Framework and standards through Industry Skills Councils and Bangladesh Technical Education Board
Sri Lanka	<ul style="list-style-type: none"> - Skills Sector Development Program that focuses on relevance, quality, access, enabling policy and improved social awareness - Complementing efforts in secondary education to increase job relevant skills
Sri Lanka	<ul style="list-style-type: none"> - ADB's support: Skills Sector Development Program - Focus on employment outcome and measures to increase employability of TVET graduates using results-based lending - Strong performance orientation - Access: increase in training opportunities in priority and emerging sectors - Quality: quality assurance system for both public and private training providers - Relevance: enhancing industry participation in planning, training delivery and monitoring/evaluation

COUNTRY	SPECIFIC PROJECTS / ADB INTERVENTION
China	<ul style="list-style-type: none"> - Focus on TVET to upgrade labor skills in the context of urban development - Approval of four loans in 2013 to 2014 with emphasis on TVET reform <p>PRC's 12th five-year plan prioritizes developing high quality human resources and accelerating educational reform, including TVET</p>
Philippines	<ul style="list-style-type: none"> - Country Operations Business Plan (COBP) focused on creating employment, developing labor skills, supporting education reforms - Loan approved for Senior High School Support Program; programmed loan for Education Sector Improvement Program

III. RECOMMENDATIONS

The skill sector is still undermanaged and under-resourced, and many suffer from poor quality of basic education and TVET, thus the shift of ADB funding to TVET. Below are the six recommendations of ADB.

A. Focus – Approach – Results

This strategy focuses on education by providing quality, relevant training and tapping PPPs to enhance employability, address inequality and improve productivity.



B. Skills Development as an Integral Part of Economic or Industrial Development Strategy

Table 2:

	MID-1970S	MID-1990S	MID-2000S	RECENT
Industry	Labor-intensive	Capital-intensive	Tech-intensive	Knowledge-based
Technology	Adoption	Development	Innovation	Technology convergence
Core Workforce	Low-skilled workers	Technicians	Engineers	Engineers and scientists
Provision	TV high school level	Junior college level	University level	Academic-industry collaboration

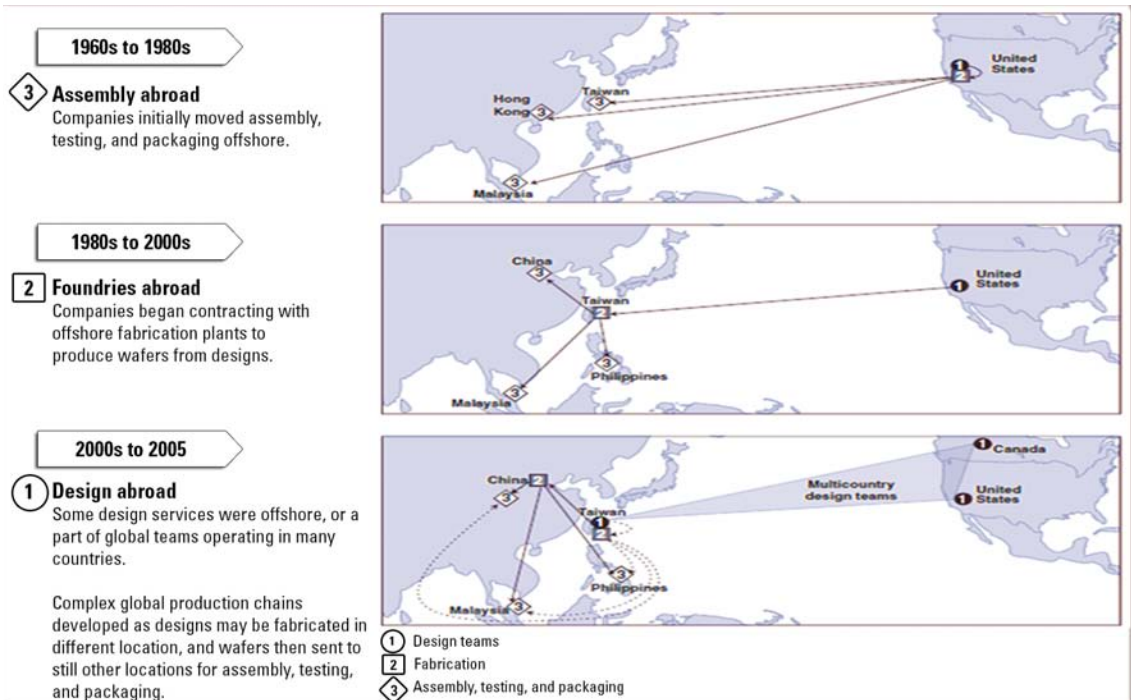
C. Focus on Public-Private Enterprise Partnership

Capitalizing on PPPs ensures outcome-oriented and market aligned skill development.

D. Strengthen Industry Linkage

Universities serve as bridges between big corporations and SMEs. By partnering with companies, specific skill sets of the students are developed in preparation for employment.

E. Develop Skills for Technology Adoption



Source: "OFFSHORING-U.S. Semiconductor and Software Industries Increasingly Produce in China and India (US Government Accountability Office, 2006)

F. Adopt a Flexible and Open System

- Recognize multiple learning channels
- Develop right mixes of (i) general education vs. specific skills, (ii) soft vs. hard skills, and (iii) rocket scientists and basic skills
- Enhance mutual recognition to reduce mismatches in the region

ADB advocates for a more energized and enhanced TVET as it shifts its efforts for assistance to more funding for TVET that is eyed towards upskilling and reskilling as major policy areas, program development and opportunities for projects in many countries in the Asia Pacific Region.



Poverty Reduction in Asia Pacific Region by Synergizing TVET and Entrepreneurship

Professor (Dr.) Suresh Kumar Dhameja
Head, Entrepreneurship Development &
Industrial Coordination Department
National Institute of Technical Teachers'
Training and Research,
Sector 26, Chandigarh-160019, India
Email: skdhameja@gmail.com

“Most of the countries in the Asia Pacific region are poor. These poor countries generally face great obstacles in coordinating four elements of progress – labor, capital, resources and innovations. Experience shows that difficulties reinforce each other in a vicious cycle of poverty. A multi-pronged strategy is needed to give a big push forward to the economy of poverty-stricken nations.

Promotion of entrepreneurship in the education system in general and Technical and Vocational Education and Training (TVET) sector in particular is one of the measures for breaking the vicious cycle of poverty. TVET system in Asia Pacific countries has been focusing on the wage employment for its graduates. Some of the measures explored in this paper is the use of effective teaching of business entrepreneurship which will take away these graduates from the red competitive job environment to an entrepreneurial blue ocean where all of them can be gainfully self-employed and in addition will generate employment for others also.

Another is the promotion of social entrepreneurship. The author has addressed these concerns through the application of Create- Raise- Reduce- Eliminate Grid in the TVET system using the principles of blue ocean strategy. It is expected that application of this strategy, with suitable modifications at country level, would result in enhanced supply of entrepreneurs resulting in reduced un-employability and poverty and improved national economic development”

1.0 INTRODUCTION

Entrepreneurs shape economic destiny of nations by creating wealth and employment, offering products and services, and generating taxes for governments. That is why entrepreneurship has closely been linked to economic growth in the literature on the subject. Entrepreneurs convert ideas into economic opportunities through innovations which are considered to be major source of competitiveness in an increasingly globalizing world economy. Therefore, most governments in the world strive to augment supply of competent and globally competitive entrepreneurs in their respective countries (Saini and Dhameja, 1998).

While developed nations have a reasonably good number of entrepreneurial supply, most developing countries suffer from lack of such entrepreneurs. This is one of the identified reasons of poverty in developing countries, despite their rich resource endowments. Most of the countries in the Asia Pacific region are poor. These poor countries generally face great obstacles in coordinating four elements of progress – labor, capital, resources and innovations. Experience shows that difficulties reinforce each other in a vicious cycle of poverty (Figure 1).

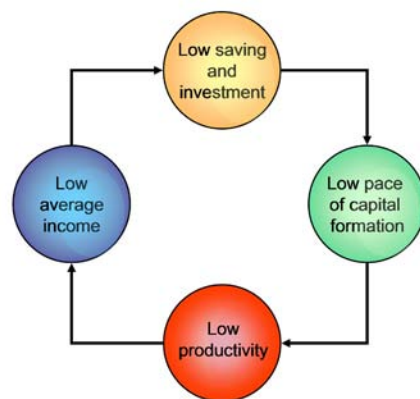


Figure 1: Vicious Cycle of Poverty

Technical and Vocational Education and Training (TVET) is defined by UNESCO as “those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life.” TVET thus equips people not only with vocational skills, but also with a broad range of knowledge, skills and attitudes that are now recognized as indispensable for a meaningful participation in work and life.

Broadly, the three dimensions of TVET can be described as:

TVET for Global Competitiveness

- Brings forth quality and productivity that meet global standard particularly in industries and occupational skills that give the country some competitive advantages

TVET for Rural Development

- Seeks to make middle level skills development efforts instrumental in facilitating the implementation process of national development in the countryside

TVET for Social Integration

- Seeks to put the beneficiaries of technical education and skills development in the mainstream of development not only as recipient of development gains but also as active participants in the development process

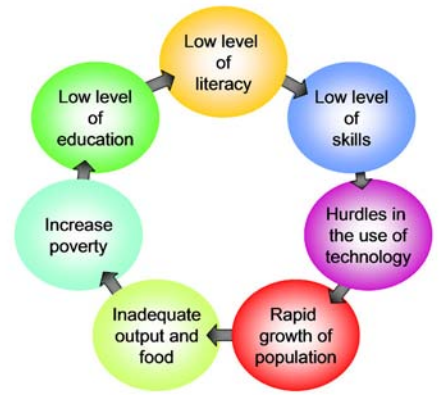


Figure 2: Vicious Cycle of Poverty, Illiteracy, Low Technology and Rapid Population Growth

TVET Policies

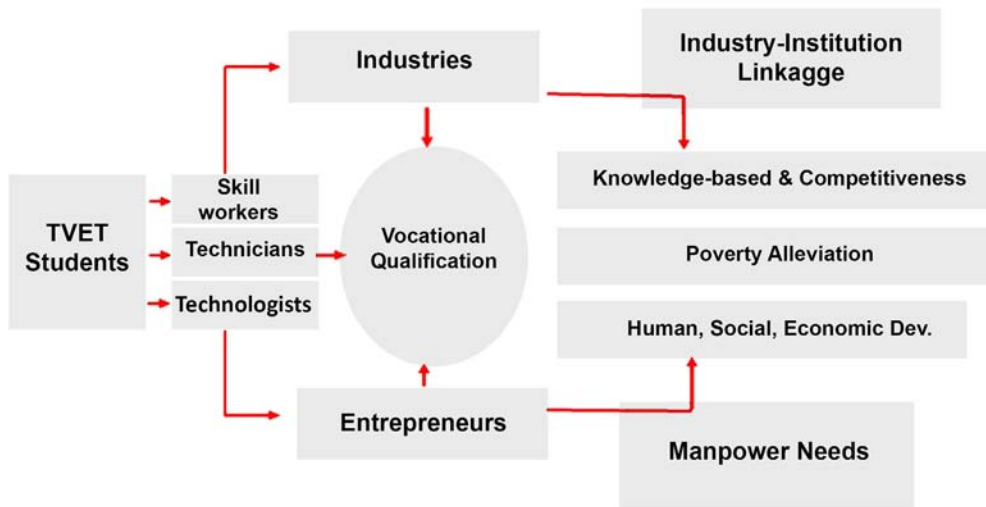


Figure 3: Overall Spectrum of TVET Policies

There are many global and regional issues that are affecting the TVET sector in the countries of the Asia and the Pacific Region. Some of these issues are: massive and rapid urbanization, poverty, increased focus on knowledge based economy, youth unemployment and underemployment, cutthroat competition, globalization, advances in information and communication technologies, environmental pressures and growing senior citizen's age group.

While the world is globalizing and economies are booming, a significant percentage of the population still remains below poverty line. Poverty exists everywhere, and is an all-encompassing challenge. The United Nations, through its Millennium Development Goals (MDG), aims to “eradicate extreme poverty and hunger,” with the specific target of halving the share of people in the world living on less than US\$1 per day between 1990 and 2015.

It was reported that although the ratio of the world’s population living in absolute poverty (living on less than US\$1 dollar per day) has diminished since the mid-1980s, the pace is still below what is required to achieve the specific MDG. According to the same report, poverty rates in Asia will decline the fastest with marked reduction from China. South Asia, with the accelerating growth in India, will be able to exceed its goal. Furthermore, the trends for countries of Europe and Central Asia as well as Middle East and North Africa will follow a declining pattern such that in 2020, their poverty level will drop to half of their current level.

TVET sector has to fulfill its social obligation of reducing poverty and providing gainful employment to all. The public sector jobs are diminishing, with the shift towards private sector job opportunities. In addition, diverting a significant percentage of youth from wage employment to self-employment and entrepreneurial careers will help in poverty alleviation even amongst the masses. A multi-pronged strategy is needed to give a big push forward to the economy of poverty-stricken nations. Promotion of entrepreneurship in the education system in general and Technical and Vocational Education and Training (TVET) sector in particular is one of the measures for breaking the vicious cycle of poverty.

2.0 CONCEPT OF BLUE OCEAN STRATEGY

“Blue ocean strategy,” as used in the corporate sector, is about creating uncontested market space. Although the term “Blue Ocean” is new, its existence is not. The originators of this term are W. Chan Kim and Renée Mauborgne, authors of a book on “Blue Ocean Strategy” published by Harvard Business School Press. Value innovation is the cornerstone of blue ocean strategy. It uses a four-action framework for achieving value innovation. There is another tool that is key to the creation of blue oceans: a supplementary analytic to the four actions framework called the eliminate-reduce-raise-create grid.

The author has tried using this strategy for effectively teaching business entrepreneurship in the TVET system. Based on his experiences of promoting entrepreneurship and blue ocean strategy in the TVET system in many countries of Asia Pacific Region, the author proposes a model for synergizing TVET and entrepreneurship for poverty reduction.

3.0 Value Innovation in TVET through Entrepreneurship

Figure 4 shows value innovation as a cornerstone of Blue Ocean Strategy. As shown in the above figure, the creation of the blue oceans in TVET is about driving un-employability of the students down while simultaneously enhancing the entrepreneurial inputs. This is how a leap in value for both the system as well as the prime stakeholders is achieved.

The entrepreneurial inputs can be given through various models and strategies as may be applicable in different circumstances. It would help in diverting a significant percentage of students from wage employment to self-employment and entrepreneurial careers, therefore improving their economic and

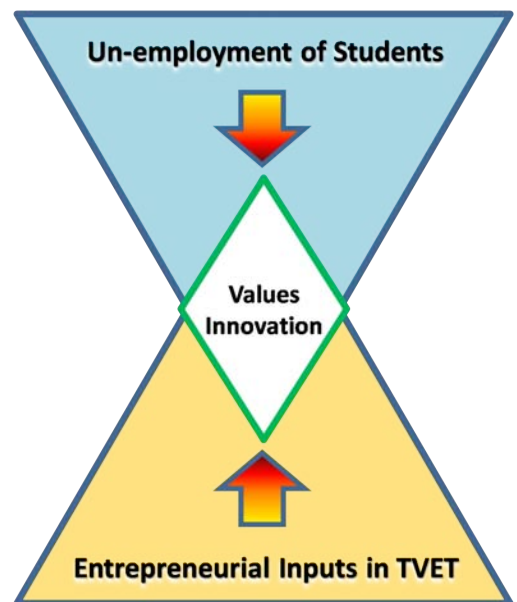


Figure 4: Value Innovation in TVET through Entrepreneurship

social status and bringing the unemployment down. Un-employability will be further reduced through imparting better skills, enhancing relevance through better interaction within the work environment, improving the image as well as focusing on the monetary benefits in the long run as compared to other white-collared jobs.

4.0 THE FOUR ACTION FRAMEWORK AND GRID

To achieve the dual purpose of enhancing the entrepreneurial inputs and bringing down the unemployment of students, there are four key concerns that need to be addressed:

- Which factors should be created to improve the self-employability of TVET graduates?
- Which factors should be raised to improve the professional competence of these graduates?
- Which factors should be reduced to improve the efficiency of TVET system for promoting entrepreneurship?
- Which factors should be eliminated to improve system's effectiveness in producing entrepreneurs?

The author has tried to address these concerns using a create-raise-reduce-eliminate grid as shown below:

Table 1: Create-Raise-Reduce-Eliminate Model

CREATE	REDUCE
<ul style="list-style-type: none"> • A coherent framework for entrepreneurship education • Science and technology entrepreneurs parks/ technology business incubators • Awareness about new entrepreneurial opportunities • Intrapreneurs • Social entrepreneurs • Silver age and rural entrepreneurs • Separate department and specialized faculty 	<ul style="list-style-type: none"> • Traditional project work • Theory focus of teaching learning process
RAISE	ELIMINATE
<ul style="list-style-type: none"> • Professional competence • Networking with industries • Awareness about women entrepreneurship • Degree/Diploma programs in Technological Entrepreneurship • LMIS 	<ul style="list-style-type: none"> • Mindset towards wage employment • Obsolescence of machines and equipment

Details of the Blue Ocean Strategies to address the above concerns are given below:

4.1 CREATE

4.1.1 A Coherent Framework for Entrepreneurship Education

As the first step in a coherent approach, it is essential to set up a steering or coordinating committee for entrepreneurship education at a national or regional level, with representatives from the ministry of education and TVET and the ministry of economy and with the participation of other relevant

departments and organizations (including business associations and NGOs). Similarly in Norway, three ministries participate in a steering group and cooperate on the development of the national action plan on entrepreneurship in education. The ministry of Education is the lead partner.

As an outcome of close cooperation between all actors concerned, developing entrepreneurial skills should become one of the basic goals of education. This goal must be defined and acknowledged in educational policy as a whole, as well as specifically in the curriculum of TVET schools and in teacher training development plans.

Solutions lie in setting a clear national strategy for entrepreneurial learning with agreed outcomes and success measures, and ensuring that everyone responsible for delivering the strategy has a clear understanding of their role and what they need to achieve. Networks and delivery bodies are essential to help implement the strategy, but individual institutions must continue to have the autonomy and flexibility to deliver entrepreneurial learning in the most appropriate way.

Introducing entrepreneurship as an explicit goal in the curriculum will be a clear signal that entrepreneurship is important for every student. Moreover, it will also make it easier for teachers to prepare for the subject if it is already included in the curriculum. When entrepreneurship is not explicitly included in the curriculum, it is common practice that teachers who want to participate with their students in entrepreneurial activities have to prepare this outside of school hours. This type of learning must be anchored in the curriculum and made available to all students, not depend on the individual will and initiative of single teachers and schools. Some experts emphasized that only if entrepreneurship is introduced as a compulsory item in the curriculum will it become possible to reach all students.

A general trend can now be observed in the shift of national curricula from content to competencies. This process should continue: strengthening competence-based teaching and learning makes it easier for entrepreneurship to be included in school programs. Including entrepreneurship in national TVET standards favors this process, as standards are to be considered as concrete results of learning. At all events, the curriculum should not be too rigid, so as to leave room for teachers to take interdisciplinary initiatives and to organize practical activities.

4.1.2 Science and Technology Entrepreneurship Parks (STEP)

TVET institutions can nucleate the generation of entrepreneurs. With the help of the industries around, it can play a vital role in shaping today's students into tomorrow's entrepreneurs. Initiatives such as science parks, research parks, innovation centers, technology parks and technology business incubators are the latest in the evolutionary line of effective institute-industry interface mechanism.

In a nutshell, STEP signifies a systems approach to creativity, innovation and entrepreneurship. Services and facilities offered and functions to be performed are depicted in Figure 5.

STEP can therefore be established in and around TVET institutions. Successful examples of science parks and related mechanisms have shown that there is no

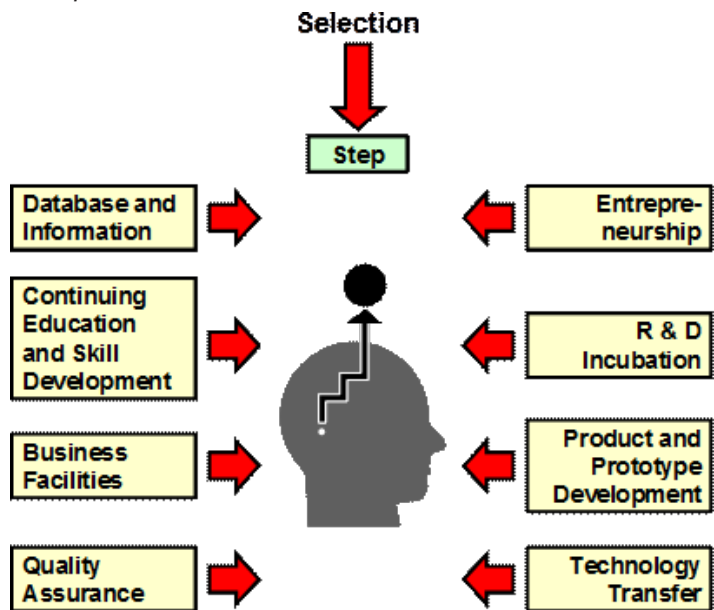


Figure 5: STEP – Functions and Activities

single model to be replicated; it has to be modified to suit the local conditions. STEP has to work in close liaison with the TVET institution to get maximum advantage of the facilities and expertise available there. Only those facilities that are not available in the institute are created in the STEP.

4.1.3 Awareness about New Entrepreneurial Opportunities

TVET graduate entrepreneurs need to create blue ocean strategies by creating unique enterprises. Out of the six technologies of the future (information technology, bio technology, environmental technology, space technology, cultural technology and nano technology), it is deemed that TVET sector can mainly focus on the areas of information technology and environmental technology as a part of its Blue Ocean Strategy.

Environment is the most promising these days and a large number of opportunities are available in this area. The environment is facing new threats from the man-made pollution especially from the industries. The industrial enterprises need to take a proactive approach to integrate environmental concern solutions in their businesses. A few years ago, not many entrepreneurs would have thought of making forays into the renewable energy sector. But today, an increasing number of them are looking at this sector as quite promising for investment. It also offers them a competitive edge both in terms of saving costs and gaining technological edge. TVET sector needs to work more in this area as it can provide self-employment options to its graduates.

Figure 6 shows the vicious spiral of environmental degradation and occurrence of natural disasters leading to poverty and hunger and providing a setback to sustainable development.

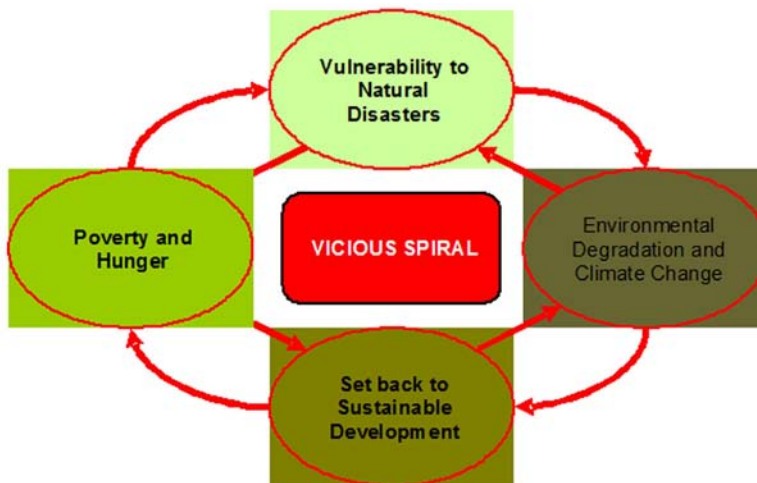


Figure 6: Spiral of Environmental Degradation and Poverty

Another dimension of the concern for the environment is the utilization of waste. The countries in Asia Pacific region, especially the developing ones, cannot afford wastage. By proper utilization of solid waste, the developing countries can make use of its many advantages. Waste utilization directly or indirectly contributes to economic development, generates employment opportunities and also helps in conservation of natural resources. The graduates of TVET sector can play an important role in this regard by way of setting up industries that help in waste utilization.

4.1.4 Creating Intrapreneurs

Intrapreneurship (also known as corporate entrepreneurship) is a revolutionary system of speeding up innovations within the large companies by making better use of their employees' entrepreneurial talent.

It can allow these companies to hold on to their best innovators by providing them with the opportunity to make their ideas happen without having to leave these companies. Intrapreneurship is defined as the process in which innovative product or processes are developed by creating an entrepreneurial culture within an existing organization.

An intrapreneur is the one who takes hands-on responsibility for creating innovation of any kind within an established organization. The intrapreneur may be the creator or inventor but is always the dreamer who figures out how to turn an idea into a profitable reality. An entrepreneur on the other hand is someone who fills the place of an intrapreneur outside the organization.

In this time of rapid economic and technological changes, the entrepreneurial spirit can be a unique and important advantage, but only if we learn to use it. Intrapreneurship is a method of using the entrepreneurial spirit where many of our best people and resources are in large organizations. Since not all TVET graduates will become entrepreneurs, efforts should be made to turn the remaining into intrapreneurs.

4.1.5 Social Entrepreneurs

Social entrepreneurship is the work of a social entrepreneur. A social entrepreneur is someone who recognizes a social problem and uses entrepreneurial principles to organize, create and manage a venture to bring social change. Whereas a business entrepreneur typically measures performance in profit and return, a social entrepreneur assesses success in terms of the impact he has on society. It tackles major social issues, from increasing the availability of quality education for low-income students to fighting poverty in developing countries.

Social entrepreneurship takes place in both non-profit and for-profit organizations, and successful social entrepreneurs must build relationships with corporations, charities and governments alike. Social entrepreneurs contribute significantly in the development of a country. Their contribution can be assessed in terms of four major parameters, namely: employment generation, innovation, social capital and equity promotion.

A more recent business model for social entrepreneurship is one that not only advocates a profit motive for social enterprises but also allows for profits to make their way back to investors and shareholders. Such is a “social business” model, spearheaded by leaders like Muhammad Yunus (Recipient of Nobel Peace Prize in 2006 who started Grameen [Rural] Banks in Bangladesh). It allows for the creation of social business enterprises that provide “token” dividends to stockholders and even envisions a market where stocks of such social businesses can be traded. Of course, the social motive still remains as the primary driver for such an enterprise and its stakeholders are more likely to be driven by their social responsibilities than financial incentives. Yet, such a business model might be exactly the kind of approach that is needed to stimulate a wider penetration of social entrepreneurship in the modern-day marketplace especially in TVET arena.

The TVET system in Asia and the Pacific region is still lacking in specific curriculum on social entrepreneurship. The social entrepreneurship education is a “new cup of tea” limited to few business institutes only. This lack of knowledge and training about social entrepreneurship presents a major challenge for social enterprises in finding competent and skilled promoters. Lack of government support is another major hindrance for social entrepreneurs in Asia-Pacific countries. In comparison to western countries, the support of the governments in Asia-Pacific region for social entrepreneurs is just negligible.

Sustained efforts should be undertaken to involve all the cross sections of society like women, rural people and NGOs to promote social enterprises. The best practices of social entrepreneurship in USA and in other developed countries should be studied to replicate the same as per conditions in each

country. Exclusive technology business incubators should be set up in TVET institutions to nurture the young social entrepreneurial ventures that may not be able to survive the challenges of the market in their initial phase.

4.1.6 New Customers

Ageing Society

One of the greatest social challenges of the 21st century is the ageing of human society. Census study noted that the “rapidly expanding numbers of older people represents a social phenomenon without historical precedent” which has various economic implications for individuals, families and public policy-makers. The ageing of the population has been recognized for some time in developed countries; it is only recently that the ramifications of this changing social structure are being fully acknowledged. The developing countries including the countries in Asia-Pacific region have yet to even fully recognize this phenomenon. There is a need to view ageing as a lifelong and society-wide phenomenon. Older persons should not be perceived as persons merely to be protected, but as valuable human resources who can contribute effectively to the society.

People normally face physical, social and emotional problems when they are aged. The personal problems of the aged people can be broadly divided into three categories as depicted in Figure 7.

While the remedy for the physical problems lies in the medical treatment, the remedies for the emotional and social problems could be any or all of the following: counseling support from society, neighbors, and family; and integrating them into useful and constructive work that will give self-satisfaction.

It is said that a busy and productive mind and body can halt the progress of the disease. Therefore, there is a need to utilize the productive capacities of these aged people which will not only give them a sense of fulfillment, but will also keep them away from the diseases which is the bane of the old age. Expanding the employment options as well as the self-employment and the entrepreneurial opportunities for these aged people has become increasingly important. Re-training for the re-skilling of the “silver age” persons will be an essential part of the new set of public policies and programs.

There can be four main sectors involved in the formulation and development of the Policy Framework for the Re-training for Re-Skilling of Older Workers. These are the following: (1) Government Sector, (2) Industry Sector, (3) TVET Institutions, and (4) Small and Medium Enterprises (SMEs). This is shown in Figure 8.

TVET institutions have an important role to play in design and development of training modules necessary for the implementation of re-training for re-skilling courses based on job models provided by government, industry, and SMEs as well as in accordance with the training needs assessment for older workers. TVET institutions shall provide lifelong learning interventions for continuous upgrading of skills and knowledge of the elderly members of society.

TVET sector is specifically responsible to provide technical and skilled manpower to the large, medium and small-scale enterprises and industries, both in terms of wage employment as well as entrepreneurial careers. In this context, imparting technical training combined with entrepreneurship education to the

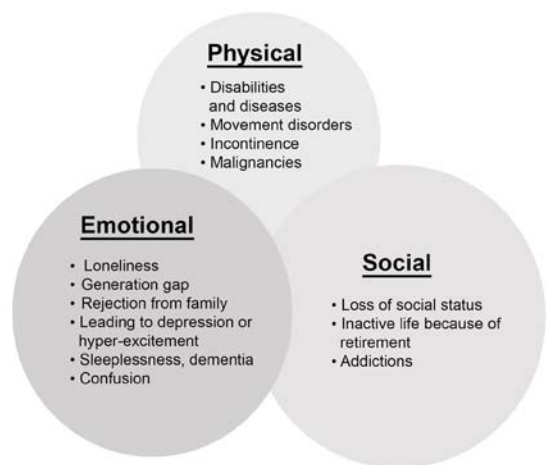


Figure 7: Three categories of problems of the aged people

aged people is of paramount importance for sustainable development by setting up small and medium enterprises. The government can also play an active role by providing suitable policies in terms of infrastructure, financial and other requirements to these older workers to help them set up their own SMEs.

One recent form of technical entrepreneurship is using the improvements in computer technology, especially the Internet, to conduct and promote business or perform the rigors of entrepreneurship.

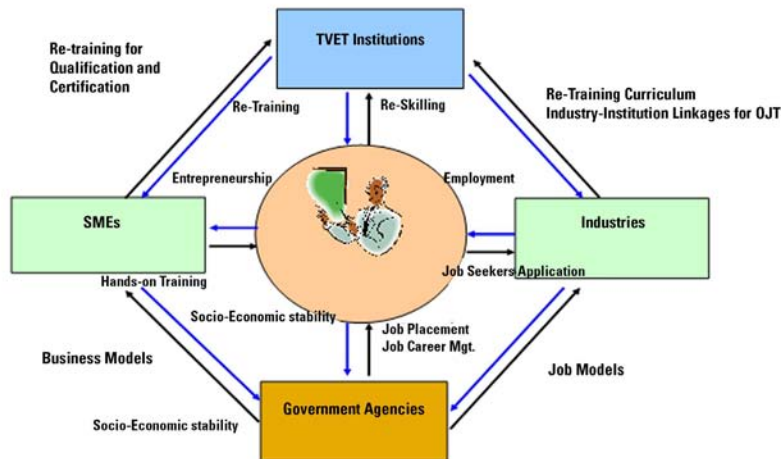


Figure 8: Policy Framework for Retraining for Re-skilling of Old Workers

This whole field has become known as cyberpreneurship, and varies from an organization that merely promotes itself by using an electronic brochure called a home page on the Internet, to companies and organizations that sell their products and services through the use of electronic mail on the Internet. The on-going globalization movement is helping in diluting trade barriers and bringing world economies closer to each other.

“The vast majority of people, regardless of age, have entrepreneurial aspirations, and they recognize the power of the Internet in making it easier for them to act on those aspirations and launch small businesses,” said Rich Riley, vice president of small business services at Yahoo, in a statement.

Cyberpreneurship is also easy to conduct and will therefore suit the aged who will not have to face the difficulties of running around and can safely operate from the confines of their homes or workplaces. They can set up new businesses or even go for franchising. Sara Wilson in August 2004 issue of the Entrepreneur magazine said that “Americans are hitting 50 and finding they’re anything but over the hill. These entrepreneurs prove it’s never too late to buy a franchise.”

Rural Community

Jeffrey Sachs (2005) in his book “The End of Poverty: How can we make it happen in our lifetime” has proposed “Big-5” initiatives in rural areas for alleviating poverty, which include the following:

- Providing technologically sound agricultural inputs
- Providing basic health for all
- Providing basic education and skill development for all
- Providing power, transport and communication facilities
- Providing safe drinking water and sanitation

Rural people in general are the most disadvantaged in terms of access to services, including education and training, and are the worst served by infrastructure of various kinds. This is truer in the case of

developing countries. They are most likely, in many settings, to be amongst those who are not being reached in the drive towards the achievement of Millennium Development Goals (MDGs) set by the United Nations.

TVET institutes should be mandated to assist rural communities in becoming more economically successful through the mastery of appropriate technical skills. Lessons in micro-enterprise development suggest that unless technical and craft skills are accompanied by relevant training, the skills training alone will have little impact on family income.

There is an acute emphasis on rural development particularly in the areas of housing, sanitation, potable water supply, medical care, energy, education and communications. Improvements in the housing conditions in the villages have manifold significance. While deciding on the choice of technology options for rural housing, efforts should be made to utilize to the maximum extent the local materials and cost-effective and appropriate technologies that have been developed by various researchers. Technologies using burnt bricks, cement and steel on a large scale should be discouraged from the viewpoint of economy and eco-friendly environment.

In addition, the low cost sanitation systems are an important technology that is cost-effective in many situations in rural areas under a wide range of conditions. Such systems, if designed to the standard that reflect modern knowledge and which are carefully tailored to meet site conditions, are much cheaper and just as effective as those designed based on conventional criteria. These are some of the areas where the TVET sector can play its unique role for the benefit of the rural community.

4.1.7 Specialized Faculty and Centre for Entrepreneurship Development

Teachers with experience of teaching entrepreneurship need to be appointed to provide better learning in entrepreneurship-related activities in the institutes. These teachers can use an optimum mix of different teaching/training strategies for entrepreneurship development. In addition, an exclusive Center for Entrepreneurship Development need to be set up in the TVET institutes to coordinate entrepreneurship-related activities.

4.2 Raise

As a part of the blue ocean strategies, there is a need to raise the competence of TVET graduates. Figure 9 shows the three tiers of non-customers who are needed to be brought to the fold of TVET sector.

Some of the measures that can be taken for raising the competence of the TVET graduates are:

4.2.1 Professional Competence

Many countries have begun to undertake important reforms in all aspects of technical education to produce a large number of knowledge-skilled workers to meet the challenges of the 21st century (Park, 2006). New emerging generic skills embedded with sustainable life skills need to be developed to cope with the fast changing technologies. Many new industries and employment and self-employment opportunities are also being developed in areas of eco-tourism, environmental monitoring, sustainable community development, eco design, recycling, land rehabilitation, pollution control and

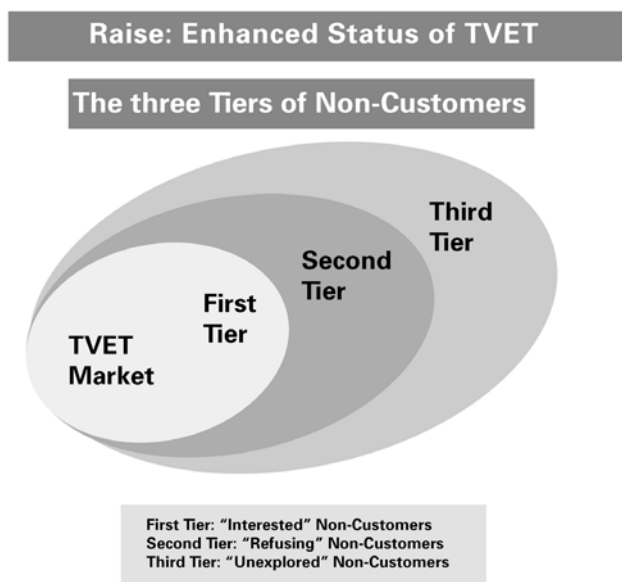


Figure 9: The three tiers of non-customers for TVET

waste water treatment and reuse. All require knowledge-skilled workers who have knowledge of and commitment to sustainability, as well as requisite technical knowledge.

The flexibility and autonomous learning capacity of the entrepreneurs has become a key ingredient. They need skills not only specific to current technologies in use, but higher order generic transferable skills, such as skills of conceptualization, analysis, problem solving, creativity, communication, interpersonal skills and learning to learn skills. Generic skills can be structured into a developmental framework.

Kearns offers a model for clustering the generic skills which include the cognitive cluster, interpersonal cluster, enterprise, innovation and creativity cluster, and work readiness and work habits cluster. Figure 10 presents the details of the four clusters of key generic skills required by the 21st century. Acquisition of these skills by the technical graduates will raise their professional competence and they will become better entrepreneurs (Majumdar and Dhameja, 2006).

4.2.2 Networking with Industries

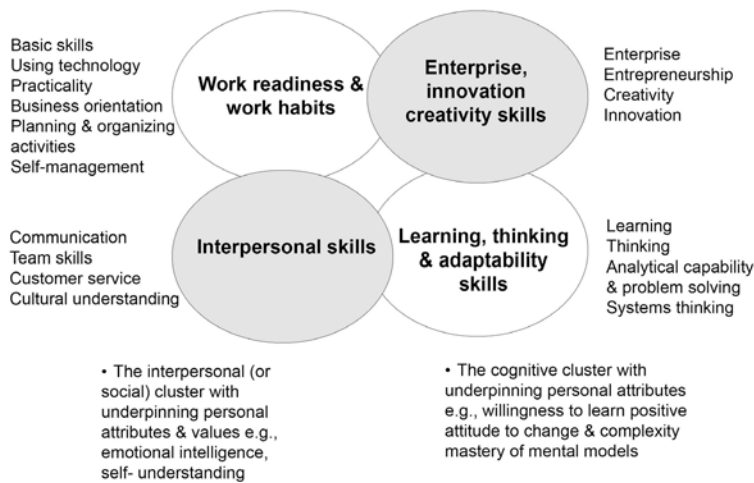


Figure 10: Clusters of Key Generic Skills

Participation of the private sector in the governance of technical education systems through some institutional arrangements will be useful in raising the competence of the graduates due to enhanced relevance of courses, better interaction with the world of work, better investments, better facilities and better monitoring and evaluation activities.

It will also improve the capacity of the private sector to actively participate in the implementation of an overall strategy for human resources development. Graduates trained under such set up will possess the qualities of becoming successful entrepreneurs.

Figure 11 below shows the relationship between TVET and the labor market. It can be seen from the figure that while for the initial training the TVET students go to the employment system, for further training the working professionals come to the TVET system itself.

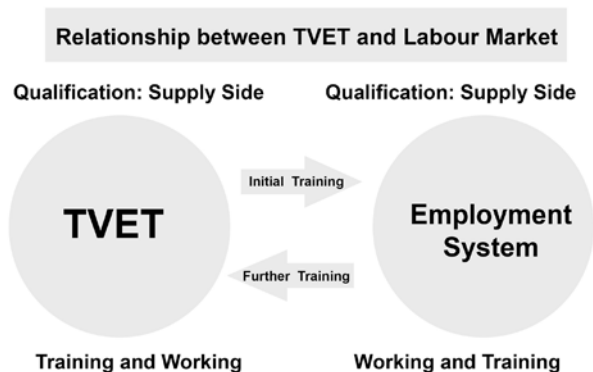


Figure 11: Relationship between TVET and the Labor Market

Industry is also dependent on the TVET sector for the continuous upgrading of its existing workforce, as well as increasing the supply of new skilled workers. Thus, focusing on the existing workforce is not only an income generating opportunity for TVET institutions but also a mechanism for attracting industrial partnerships. The self-employed need to upgrade their skills to improve family income, and the unemployed need to enhance their skills to find new jobs. Therefore, it is important for TVET institutions to recognize, as a large part of its mandate, the upgrading of the existing workforce, the employed, the unemployed, and the self-employed. This is certainly a blue ocean area as such type of technical or vocational skills can only be provided by the local TVET institutions.

4.2.3 Degree/Diploma Programs in Technological Entrepreneurship

A technology-based program primarily focuses on training and development need of potential entrepreneurs in a specific technology area (e.g. leather, plastic, electronics and communication, fragrance and flavor, instrumentation, sports goods, bio-technology, IT computer hardware, food processing, bio-medical equipment, glass & ceramics, jute products, sustainable building materials, herbs and medical plants processing). The participants can be provided with hands-on training in indigenous technologies developed by R&D institutions that are available for commercial exploitation. These programs will provide classroom training on motivational management areas, aside from actual hands-on training in the specific technology areas by technology providers. The benefits of the program are that the following:

- The students are exposed to technical knowledge about the products and technologies and are enabled to develop their skills in the lab of the technology provider.
- The R&D lab having commercially viable technologies, get potential entrepreneurs as its “takers”; and
- The entrepreneurship-training institute can put concerted efforts in a specific discipline of product-technology and thus can have better control over the course of the program and its success.

4.2.4 Awareness about Women Entrepreneurship

Almost half the population of this world is comprised of females. Women entrepreneurship has a tremendous potential in empowering women and transforming society. Yet this potential remains largely untapped, with less than ten per cent of the entrepreneurs in Asia-Pacific countries being women. This is a reflection of social, cultural as well as economic distortions in the decades of development.

Two Nobel Prize winners of our times, Professor Amartya Sen and Professor Muhammad Yunus, have similar thoughts on “goals of development” and the role that women play in national development. Amartya Sen pioneered the concept and methodology of Human Development Index or HDI as the norm for measuring development. Mohammad Yunus founded the Grameen Bank in Bangladesh and pioneered its concept of micro-credit for women to help alleviate poverty. Yunus has gone beyond micro-credit to pioneer the idea of “Social Business” where enterprises and business are “cause-driven” rather than “profit-driven.” His book on “Creating a World Without Poverty” (2007) is a manifesto on social business. Human development and poverty alleviation are the two sides of the same coin for national development.

It is believed that there exists a tremendous reservoir of latent entrepreneurial talent in women, which, if properly harnessed and nurtured, could help in solving the problem of poverty to a great extent especially in the developing countries. The TVET sector can play a major role in imparting the much-needed technical skills required by women. As a part of the recommendations in the Second International Congress on Technical and Vocational Education held in Seoul, Republic of Korea in 1999, it was recommended that entrepreneurship training for women should be developed and a program of implementation should be identified.

4.3 Reduce

4.3.1 Traditional Project Work

The project work in the TVET institutions should be related to actual field problems. Teachers and students must interact with experts in the field to study and/or solve these problems. The purpose of providing project work in the curriculum is to expose the students to real life problems and introduce them to the procedures used to reach acceptable solutions so that they gain confidence in taking decisions and tackling problems on their own.

Alternatively, venture-oriented project work can be given to some of the students. Students who have potential and desire may be helped in identifying suitable projects through market surveys and then preparing detailed project reports for these ventures. The problems in the project work should be such that it involves students in: identification of opportunities, market survey, preparation of feasibility report and fabrication and testing of prototype. Involvement of students in such simple and complex problems will inculcate entrepreneurship development skills.

4.3.2 Theory Focus of Teaching Learning Process

Skills development is an essential element in improving the employability and potential productivity of graduates and can be an important tool in enhancing competitiveness and self-employability. A skilled workforce is often the key to a company's growth and stability, and it could be the determining factor in the success of a business. There is a need to reduce the theory component in the curriculum and increase the practical/skill component in all TVET programs.

The TVET system must respond to the rapidly changing technological needs by continuously evaluating and updating curricula, introducing new courses, modernizing laboratories and workshops, and ensuring close interaction between TVET institutions and the world of work. Graduates of TVET institutions should be well-informed about field practices and technological advances apart from possessing skills necessary for decision making, communication, handling of workers, leadership and so on.

In some of the other TVET institutions in Asia-Pacific region, it has been seen that the proportion of theory to practical content is very less, sometimes as low as 30:70 ratio. The students of these institutions are in great demand in the industry. Other TVET institutions need to adopt some unique innovative strategies to ensure that the skill set of the graduates are at par with industry requirements.

4.4 Eliminate

4.4.1 Mindset towards Wage Employment

There is a need to divert the mindset of technical students from wage-employment to entrepreneurial careers. Entrepreneurial mindset refers to a specific state of mind that orients human conduct towards entrepreneurial activities and outcomes. Individuals with entrepreneurial mindsets are often drawn to opportunities, innovation and new value creation. Their characteristics include the ability to take calculated risks and accept the realities of change and uncertainty. The key to improving entrepreneurial leadership skills and mindsets lies in the way teaching is designed and offered. Conventional learning environments provided by schools and universities, including most business schools, are at best designed to meet the expectations of employers rather than encourage students to explore new ideas and unravel unknown opportunities.

Instead of clinging to these norms, the institutions must focus on creating challenges that encourage risk-taking. There needs to be a significant move from a classroom-based module to one that encourages

tomorrow's entrepreneurial leaders to create their own projects where they are exposed to risk and uncertainty. In this way, they will understand what markets and societies need to prosper in the 21st century.

Teaching needs to be entrepreneurial and allow for team-driven experimentation in an ambiguous environment, such as around real-life challenges that are relevant to the specific competencies and skills being developed. In such settings, students enjoy much more responsibility for their learning in an environment that resembles the realities of life after their graduation from the institute.

There is also a need to change the mindset of the parents of students who want their wards to go for wage-employment rather than self-employment. The faculty and the staff of the institutions also need to be kept motivated for accepting new initiatives aimed at the betterment of the students and enhancing the image as well as sustainability of the institutions.

4.4.2 Obsolescence of Machines and Equipment

The machines and equipment that have become obsolete need to be replaced with new ones to stay current with the latest practices in the industry and world of work. TVET institutions must make concerted efforts in modernizing the machines and equipment and the budding entrepreneurs should be allowed to make use of them.

There are many other factors that need to be removed so that the technical institutions can work better. These factors also inhibit proper industry-institute linkages, which has a bearing on the confidence level of the graduates. Some of these factors are: faculty vacancy in TVET institutes, lack of industrial experience among teachers, lack of academic and administrative autonomy, lack of transport, other infrastructural support, lack of dynamism at top management level and inadequate industrial content in curriculum.

5.0 CONCLUSION

Entrepreneurship, being an intangible factor, is the moving force and its development is the consequence. It has an important role in the context of developing nations that are confronted with major socio-economic problems. Entrepreneurship can play an important role not only in the industrial sector of a country but in the farm and service sectors as well. Most of the developing countries in Asia Pacific region are being attacked by baffling problems of overpopulation, unemployment, under-employment, poverty and the like. Entrepreneurship is consistently equated with the establishment and management of small business enterprises and setting up these units is the solution to these baffling problems. Concentration of economic power, regional imbalances, exploitation by monopolists, and many other giant problems find their solutions in the development of small-scale industry which is another name of entrepreneurship in the developing countries.

Entrepreneurship needs to be demystified and transformed into a skill by proper teaching and training. It is hoped that the synergy of TVET and entrepreneurship which has been elaborated in this paper through the application of principles of blue ocean strategy will go a long way in building up the entrepreneurial movement in the TVET sector resulting in poverty reduction and improved national economic development.

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Plenary Session 2





International Cooperation and Promotion of TVET Experiences of Training International Industrial Technology Educators in Japan

Prof. Dr. Hidetoshi Miyakawa

Professor, College of Contemporary Education
Chubu University, Japan

“Chubu University in Japan fosters promoting industrial technology advancement through its training courses. The university’s goal is to be able to support developing countries in enhancing their basic education on industrial technology.

In the preliminary phase, this cooperative partnership enables the home country to evaluate its status to clarify its education system, contents and methods. In the next phase, participants go to Japan to attend a lecture-observation on the current industrial technology education, explain the linkage between education and economic development and to make an action plan to improve teacher-training curriculum for industrial technology. In the final phase, home countries draft their final outputs by making use of the learnings from Japan. This project emphasizes the role of education in skill building through the use of technology.”

I. ABOUT CHUBU UNIVERSITY

Chubu University promotes academic cooperation with other institutions of higher education at home and abroad and, by enhancing international programs and exchange of students, contributes to the improvement of education and cultural progression in Asia and throughout the world. Its mission include the following:

1. Academic Freedom and Autonomy
2. Contribution to International Peace and the Benefit of Humanity
3. Advancement of Education and Research for Teacher Education
4. Advancement of International Academic Exchange
5. Public Accountability and Contribution to Society

As the university is located in a key location for manufacturing and industrial technology, it has close cooperation with the industry and the local communities. It has abundant research resources and has developed programs for international cooperation.

II. CONCEPT OF THE TRAINING COURSE

A. Background

In Japan, industrial technology is indispensable for the production of high quality goods. In comparison to developing countries, technology education in schools in Japan, where fundamental capabilities in manufacturing and production are fostered, is found to play an important role in developing human resources as well as the use of highly developed manufacturing and production equipment. For the sake of promoting and developing industrial technology in developing countries, it is useful for the leaders of such countries to learn of the curriculum and methods of Japanese technology education and to utilize them in their own countries.

This program aims to contribute to the development of human resources in the field of industrial technology education in developing countries by providing information on Japanese activities and systems for the promotion and enhancement of industrial technology education. This program is also offered to officials who are engaged in policymaking for industrial technology education in the educational administration of central or local government.

Participants have opportunities to get an overview of technology education in Japan, to study the curriculum and methods in six areas such as woodworking, metalworking, electricity, machining, information and cultivation of Japanese technology education and to experience Japanese industrial technology through lectures, workshops, observations and discussions. Participants will also formulate an action plan describing what they will do after going back to their home countries, incorporating the knowledge and ideas acquired in Japan with other participants into their on-going activities.

B. Course Description

Title: Industrial Technology Education

Period of Program:

- Duration of the whole program: about two months
- Preliminary Phase: August to October (in the participant's home country)
- Core Phase in Japan: October to November
- Finalization Phase: November to May (in the participant's home country)
- Target Regions or Countries: Myanmar, Sri Lanka, Saint Christopher and Nevis, Saint Lucia, Palestine, Turkey, Botswana, South Africa, Bosnia and Herzegovina, and other countries in Asia

Eligible /Target Organizations:

This program is designed for offices/divisions/departments in charge of policymaking for industrial technology education in the educational administration of central or local government.

- Total Number of Participants: 15 participants
- Language to be used in the program: English (with consecutive interpretation)
- Program Objective: Participants formulate action plans with a focus on teacher training curriculum and textbooks for industrial technology education and the basic direction of their action plans is organized in their participating organizations.

III. TRAINING OUTLINE

A. Components

This program consists of the following components:

(1) Preliminary Phase in the participant's home country Participating organizations make required preparation for the program in their respective country.	
Expected Module Output	Activities
To clarify current domestic educational system, contents, methods, and the evaluation of these issues through discussion	Formulation and submission of Inception Report
(2) Core Phase in Japan Participants dispatched by the organizations attend the program implemented in Japan.	

Expected Module Output	Subjects/Agenda	Methodology
To explain current school education, industrial technology, industrial technology education, teacher training, and selection of teaching materials in Japan	(1) Education and Industrial Technology <ul style="list-style-type: none"> • School Education • Educational Evaluation • Japanese Industry • Science and Technology Society 	Lecture
	(2) Industrial Technology Education <ul style="list-style-type: none"> • Management of Teacher Training Institutions • Industrial Education • Management of Industrial Education • Teaching Materials • Management of Industrial High School and Technical Junior College 	Lecture Observation
	(3) Teacher Training and Teaching Materials <ul style="list-style-type: none"> • Teacher Training University • Teacher Training System • Selection of Teaching Materials • Technology Education (Metalworking, Woodworking, Electricity, Cultivation, Information) 	Lecture
To explain the linkage between education and economic development through Japanese cases	Industrial Technology Society: visits to various companies <ul style="list-style-type: none"> • Machinery manufacturer • Tool manufacturer • Electrical machine manufacturer • Electronics manufacturer • Automobile manufacturer 	Observation
To make an action plan to improve teacher training curriculum and textbooks for industrial technology education	(1) Attendance at ICTE 2011 (International Conference on Technology Education) (2) Action Plan Guidance (3) Presentation of Action Plan	Lecture Discussion Presentation
(3) Finalization Phase in the participant's home country Participating organizations produce final outputs by making use of results brought back by participants. This phase marks the end of the Program.		

B. Structure of the Program

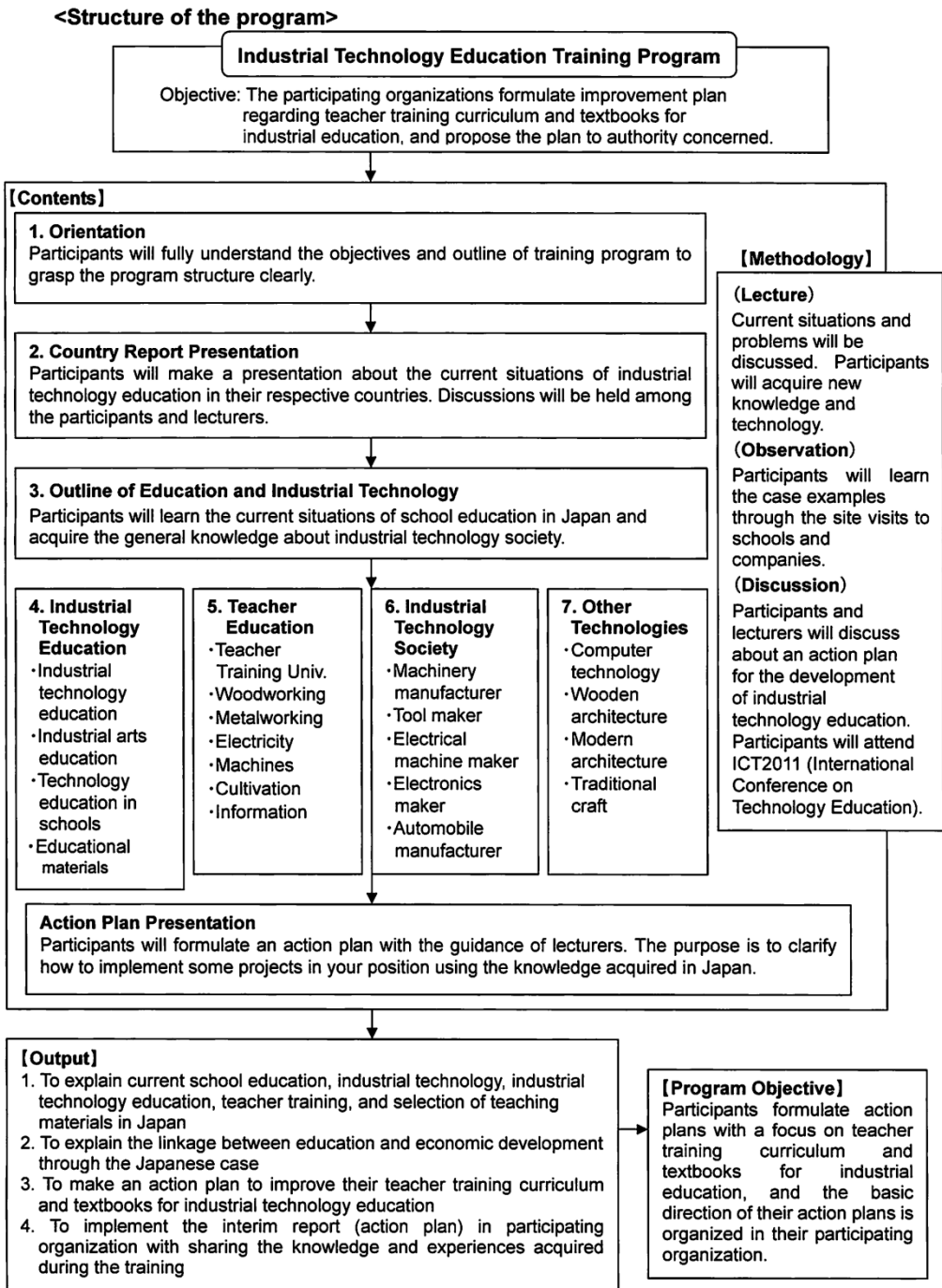


Figure 1. Structure of the Industrial Technology Education Training Program

C. Core Curriculum for Technology Education

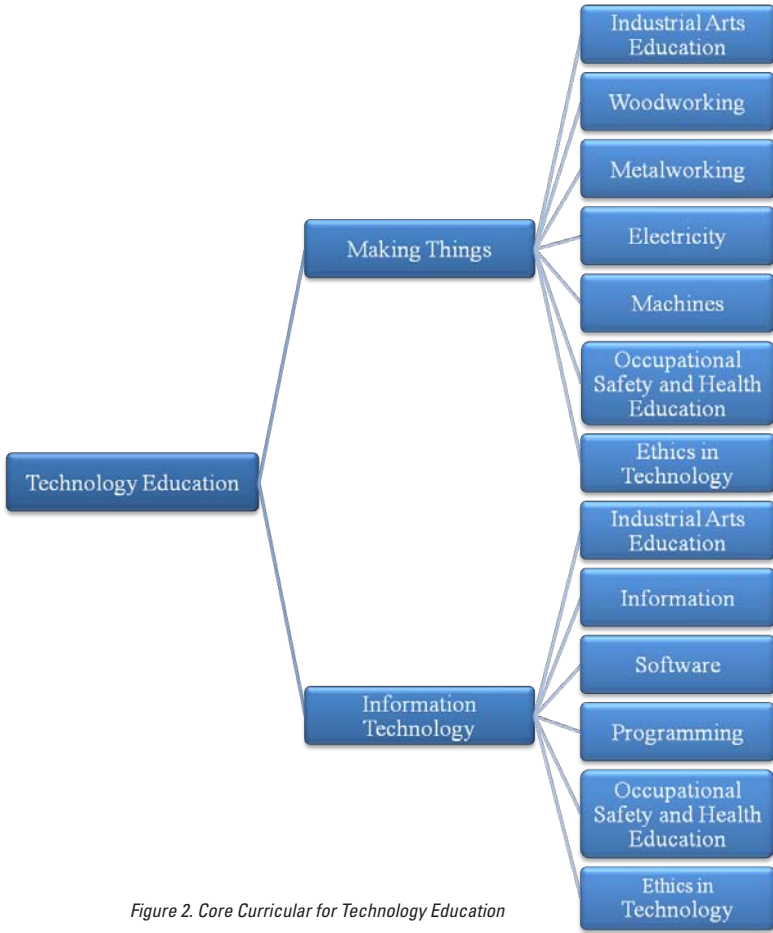


Figure 2. Core Curricular for Technology Education

D. Core Curriculum for Technical Education

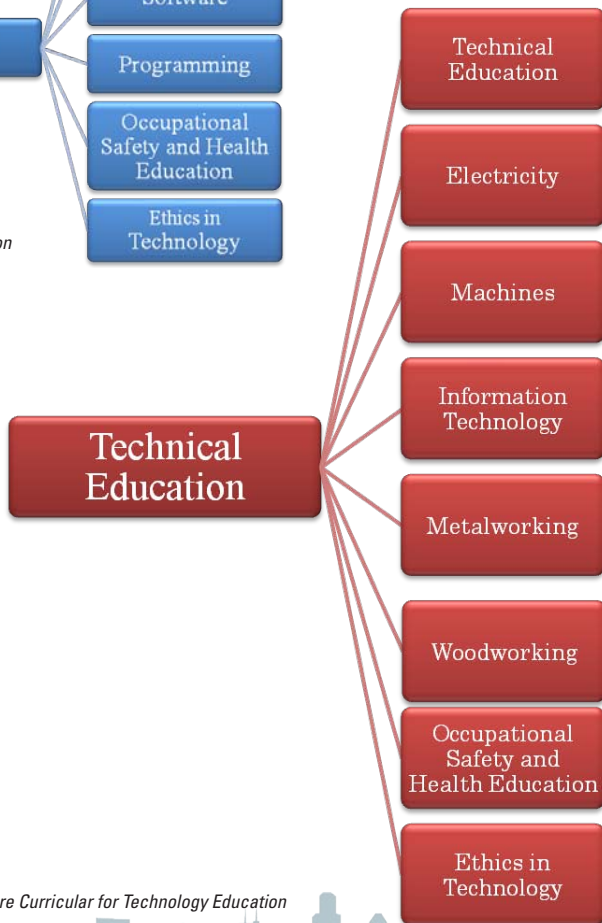


Figure 3. Core Curricular for Technology Education

IV. CONDITIONS AND PROCEDURES OF APPLICATION FOR TRAINING COURSE

A. Expectations for the Participating Organizations

This program is designed primarily for organizations that intend to address specific issues or problems identified in their operation. Participating organizations are expected to use the project for those specific purposes. It is enriched by incorporating facilitation schemes specifically developed in collaboration with relevant prominent organizations in Japan. These special features enable the project to meet the specific requirements of the applying organizations and effectively facilitate solutions for the issues and problems.

As this program is designed to facilitate organizations to come up with concrete solutions for their problems, participating organizations are expected to make due preparation before dispatching their participants to Japan by carrying out the activities of the Preliminary Phase. Participating organizations are also expected to make the best use of the results achieved by their participants in Japan by carrying out the activities of the Finalization Phase.

B. Nominee Qualifications

Applying Organizations are expected to select nominees who meet the following qualifications.

(1) Essential Qualifications

- Current Duties: be officials in policymaking for technology education in the educational administration of central or local government
- Experience in the relevant field: have more than 5 years' experience in the field of technology education in the educational administration
- Educational Background: be a university graduate
- Language: have a competent command of spoken and written English (experience has shown that many participants find themselves unable to make progress in their training because of inadequate knowledge of English)
- Health: must be in good health, both physically and mentally, to participate in the program in Japan
- Must not be serving any form of military service

(2) Recommended Qualification

- Age: be between the ages of twenty-five (25) and fifty (50) years

C.3 Required Documents for Application

(1) Application Form: Application form is available at the respective country's JICA office or the Embassy of Japan.

(2) Country, Job and Inception Reports are to be submitted with the application form. Application forms without such reports will not be accepted. Annex 2 is the instruction.

C. Required Documents for Application

(1) Application Form: Application form is available at the respective country's JICA office or the Embassy of Japan.

(2) Country, Job and Inception Reports are to be submitted with the application form. Application forms without such reports will not be accepted. Annex 2 is the instruction.

D. Procedure for Application and Selection

(1) Submitting the Application Documents:

Closing date for application to the JICA Center in JAPAN can be confirmed at the respective country's JICA office or Embassy of Japan.

(2) Selection:

After receiving the documents through administrative procedures in the respective governments, the respective country's JICA office (or Japanese Embassy) conducts screenings, and sends the documents to the JICA Center in charge in Japan, which organizes the project. Selection is made by the JICA Center in consultation with the organizations concerned in Japan based on the submitted documents.

(3) Notice of Acceptance

Notification of results is given by the respective country's JICA office (or Embassy of Japan) to the respective Government.

E. Conditions for Attendance:

- Observe the schedule of the program
- Not change the program subjects or extend the period of stay in Japan,
- Not to bring any family members,
- Return to their home countries at the end of the program in Japan according to the travel schedule designated by JICA
- Refrain from engaging in political activities, or any form of employment for profit or gain
- Observe Japanese laws and ordinances. If there is any violation of said laws and ordinances participants may be required to return part or all of the training expenditure depending on the severity of said violation.
- Observe the rules and regulations of their place of accommodation and not to change the accommodation designated by JICA
- Participate in the whole program including the preparatory phase prior to the program in Japan.

Applying organizations, after receiving notice of acceptance for their nominees, are expected to carry out the actions.

V. PARTICIPANTS FROM OVERSEAS

For the promotion of mutual friendship, JICA Chubu encourages international exchange between the JICA participants and local communities, including school and university students as a part of development education program. The JICA participants are expected to contribute by attending such activities and will possibly be asked to make presentations on the society, economy and culture of their home country.

Applications per country

Area	Country	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total by country
Asia	India	1													1
	Indonesia	1					1				1				3
	Cambodia							1		1	1				3
	Nepal	1													1
	Pakistan							1	1	1	2				5
	Sri Lanka					2	1					1	1	1	6
	Malaysia	1	1	1		2	1	1			1				8
	Myanmar		2									1	1	1	5
	China									1					1
	Thailand	1	1	1							1				4
Central Asia	Bangladesh				1										1
	Philippine	1													1
	Uzbekistan								1		2				3
	Papua New Guinea						1					1			2
Oceania	Oman	1		1											2
	Saudi Arabia	1	1			1									3
	Syria				1			1	1	1					4
	Turkey			2	1	1	1	1				1	1	2	10
	Bahrain				1										1
	Palestine			2	1				2	2		1	1	2	11
	Jordan														1
	Egypt	1	1	1	1	2	1	1	1	1	1				10
	Kenya		1	1		1	1	1	2						6
	Côte d'Ivoire								1						1
Africa	Tanzania														1
	Botswana	1													1
	Malawi				1	1						1	1	1	5
	South Africa		1									1	1	1	4
	Ghana									2					2
	Croatia			1											1
	Almenia			1											1
	Chile						1								1
	El Salvador							1	1						2
	Costa Rica				1										1
Latin America	Colombia			1											1
	Paraguay		1					1				1			3
	Mexico				1										1
	Brazil		1												1
	Saint Christopher and Nevis												1	1	2
	Saint Lucia												1	1	2
Total		10	10	11	9	10	10	10	10	10	7	10	9	10	126

III. CONCLUSION

Japan's population pyramid has changed into a wineglass shape, with an especially smaller population of the youth. The population has been in decline since peaking in 2005. In 2035, Japan will become a super-aging society with people aged 65 or over accounting for about 33% of the population. The birthrate has also been continuing to decline, posing a problem of a decline in the number of younger workers as well as a decrease in population. This trend will lead to a decline in the number of people involved in industrial technology as well as increasing concern of weakening of Japan as a major industrial power.

For these reasons, although Japan is a pioneer in the field of science and industrial technology, it is facing difficult challenges in contemporary society, which does not allow for easy and simple discussion of industrial technology today and in the future. As the world is becoming smaller these days, industrial technology in every country must be enhanced. Challenges in industrial technology and industrial technology education faced by individual countries may be solved by these governments themselves. However, it is essential to promote cooperation and to improve communication among countries while virtually narrowing the distance among them.



Poverty Alleviation and Rural Development

A Case of ASA Philippines Foundation

Kamrul Hasan Tarafder

President

ASA Foundation, Philippines

“Despite the presence of numerous NGOs engaged in eradicating poverty through their development projects, such social ills that weaken society are still present. In such circumstances when NGOs work to guide people to the right path, there are enormous negative factors that are bringing the poor back to the vicious cycle of poverty and dependence. Microfinance, with its limitations, should be accompanied by other forms of social services such as education, health care, environmental protection and business development support.

The paper discusses the achievements of ASA Philippines in exhibiting a tremendous growth of the project while maintaining an excellent relationship with the clientele. With their values such as the promotion of common human values and ethical lifestyle, ASAP Philippines was able to gain the trust and confidence of the clients. Today ASA Philippines is an organization that promotes sustainability and poverty alleviation through its network of poor borrowers who are committed to the goals of the organization.”

1.0 INTRODUCTION

Rural development is one of the most challenging topic that haunts both government and non-government organizations in underdeveloped and developing countries around the world. All of us in the development field are relentlessly working round-the-clock everyday for decades. And yet we are still at a loss to determine the right plan of actions for poverty eradication.

Indeed, it is my honor to stand before you to speak about some stories of ASA Philippines that might give some inspirations to the individuals involved in the development work. Smoking, alcoholism and gambling are three human activities that are slowly killing the environment and our society. Some people are making money out of these despite the knowledge that these are destroying people’s health and society, while some keep on spending for these despite knowing that these are not only draining their finances, but will also slowly but surely kill their health, causing weak social bond and disintegrating their families. If we effectively stop these three activities from the society, poverty could be cut down to half on the next month.

In ASA Philippines Foundation, these three activities do not exist among our staff. It was not an easy task; but over the last 11 years, we made it despite the struggles. For our clients, it is a constant battle to motivate themselves to be free of those. I am proud to say that we are mostly successful. I am also proud to say that this unique organization is grant and donation-free since we started. The assistance we received in the first three years was used as a seed capital (P41.36M) and not as grant. Further information can be found in our Financial Statements.

2.0 A BRIEF ON ASA PHILIPPINES

With a vision to fight against poverty, Ambassador Howard Q. Dee and I started this organization with financial assistance from Assisi Development Foundation and Ninoy Cory Aquino Foundation. In August 2004, we started operations in an office with four staff, including myself. This organization is not connected to any micro-finance institution outside of the Philippines. Initially, we started with loan,

saving and death benefits (insurance) grants; however, as soon as we achieved breakeven in our finances, we quickly expanded to educational scholarship for the children of borrowers and environmental protection programs.

Today, we have 4,102 employees in 637 branches. From only two borrowers way back September 2004, we now have close to 900,000 active borrowers. It is financially viable since 2007. Today, it is the largest and incredibly iconic borrower-serving NGO in the Philippines.

Table 1: ASA Philippines Foundation At a Glance Report



ASA Philippines Foundation
At a Glance Report
(As of March 31, 2015)

No.	Description	31-Mar-15	31-Mar-14	31-Mar-13	31-Mar-12
1	Number of Branches	637	548	5456	336
2	Number of Loan Officer (LO)	2,966	2,534	2,086	1,544
3	Number of Total Staff	4,102	3,502	2,844	2,077
4	Number of Provinces Covered	81	81	74	66
5	Number of Clients	890,020	725,787	600,979	427,869
6	Client's Savings Balance (PHP)	2,299,972,890	1,719,859,080	1,273,787,200	905,980,300
7	Number of Active Borrowers	890,020	725,787	600,979	427,969
8	Principal Loan (PHP)				
	Disbursed (cumulative)	47,000,977,000	33,070,138,000	22,217,583,000	14,082,315,000
	Target of Collections (cumulative)	43,119,093,435	30,295,106,652	19,976,161,609	12,582,544,217
	Actual collections (cumulative)	43,118,041,652	30,288,657,000	19,973,947,348	12,581,202,217
	Loans Outstanding (PHP)	3,882,935,348	2,781,481,000	2,243,635,652	1,501,112,783
9	Recovery Rate	99.96%	99.69%	99.85%	99.85%
10	Portfolio at risk	0.02%	0.18%	0.09%	0.07%
11	No. of Pastdue A/C.	233	1,692	665	507
12	% of Past due A/C.	0.03%	0.23%	1.11%	0.12%
13	Amount of Pastdue (PHP)	1,051,783	6,449,652	2,214,261	1,342,000
14	Amount of Portfolio at Risk (PHP)	675,410	4,357,860	1,757,250	933,330

3.0 MICROFINANCE SERVICES:

3.1. Micro-Loans: The Lowest-Charged Loan in the Philippines Microfinance Market

Poor families who joined ASA Philippines Foundation are experiencing the lowest interest (2.5% per month clear of hidden charges) in the microfinance market payable in six months. ASA Philippines also has the simplest requirements of mainly banking with trust, and without upfront deductions on loan proceeds for a worthy microfinance experience. The foundation has given clients a better choice for their needs, which made them stop borrowing from exorbitant money lenders and money sharks.

3.2. Micro-Savings (CBU and LCBU):

a. Capital Build-Up (CBU) or Micro-Savings: The Small Savings Contribution Facility. ASA Philippines accepts small savings contribution for a minimum amount of 50 (about USD1) per week from clients

as mandatory amount, but clients are encouraged to deposit higher amount at their own will. This gives clients the chance to build savings over the time of borrowing. CBU earns 7% interest per annum, higher than the interest rates offered by commercial banks.

b. Locked-in Capital Build Up (LCBU): The Zero-Cost Death Benefits for Clients and Beneficiary. LCBU is considered as an alternative savings, since the benefits are given at zero-cost on the clients' side and the weekly 10 contribution is refundable upon exit or death of the client. There are two beneficiaries of this program – the principal client and another nominated beneficiary. As of March 2014, the Foundation was able to disburse 108 million death benefits to 11,550 beneficiaries.

3.3 Other CSR (Corporate Social Responsibility) Programs:

Poverty reduction is one of the most difficult tasks in development undertakings. NGOMF (Non-government organization micro financing) around the world are severely battered by critics while MFIs are struggling both in serving the poor and maintaining their efficiency. On the one hand, MFIs have to focus on the strict financial management and sustainability while on the other hand, they need to serve at the bottom of the pyramid.

Over several decades of my work in the field of microfinance, I realized that MFI cannot battle poverty with microfinance alone. A combination of financial services and other social works like development education for the borrowers, a significant educational program for the children of the borrowers, health care program for borrowers and environmental protection where your borrowers shall be involved are important to make a change in our social life. Following are the CSR programs we undertake:

3.3.1: Medical and Dental Missions

ASA Philippines' medical and dental missions with the help of some volunteer medical professionals strive to achieve long-term and self-sustaining healthy communities where extreme poverty and lack of basic healthcare are a problem.

The Foundation believes that through health checks and preventive care, a healthy community can enable itself to withstand the challenges of tomorrow. As of March 31, 2015, the Foundation has conducted medical and dental missions in 44 branches with 38,451 beneficiaries and had spent around 10 million.

3.3.2: Blood Letting:

This is in coordination with Philippine National Red Cross (PNRC), which organizes the bloodletting campaign. This movement is participated in by both the employees and clients who are willing to donate blood for humanitarian purposes. This program also provides ASA Philippines instant access to blood bank of PNRC in case any of the staff and/or clients needs blood transfusion. As of this writing, we have already donated 170 blood bags.

3.3.3. Cataract Operation:

Known as the 'Foundation with Heartfelt Dedication,' ASA Philippines has diversified its provision by aiding those clients who are suffering from cataract. In 2014, the Foundation assisted 36 individuals who were successfully had cataract surgery.

3.3.4: Cleft Lip Palate Operation:

Akin to free cataract operation, ASA Philippines has also branched out to assist clients' children in availing free cleft palate operation with the help of PBM (Philippine Band of Mercy) as they are as well provided with referrals to other NGOs offering free cleft palate operation. This program aims to bring back lost smile and confidence of cleft palate children. At this time, the Foundation has successfully helped out 30 people provided with free cleft palate operation.

3.3.5 MaaASAHAN Program (Hospitalization Benefits):

This is a non-premium benefit with two beneficiaries such as the principal borrower and one nominated beneficiary. Hospitalization benefit is P150-300 per day, for a maximum of 10-day hospitalization in a year of the declared beneficiary. As of March 31, 2015, there are more than 40,000 individuals had benefited from this program and ASA Philippines had spent a total of 30 million.

3.3.6. Disaster Assistance:

This assistance is administered through the fund called BPSF (Beneficiary Program Support Fund), which is intended to provide assistance to clients who are victimized by calamities like typhoon, floods, fire, etc. The assistance consists of relief goods, clothing, revived home utensils, financial assistance by forgiving loan interest, granting rehabilitation assistance, extending non-interest loan and others. Since 2005, the estimated amount paid out by the foundation is over 170 million with about 300 thousand beneficiaries.

3.3.7 Water and Sanitation Financing (WaSaFin) Program

In collaboration with Water.Org, ASA Philippines has initiated a water and sanitation program that addresses clients' need to access clean water and proper waste disposal at community level. ASA Philippines had disbursed 7.5 million to 930 clients.

3.3.8. Person with Disability (PWD) Program

These are clients with polio, blind, deaf, mute and those with amputated limbs (arms and legs) who can avail loans with 7.5% rebates which will be given at the end of loan maturity. Loan payments can be extended up to 46 weeks. There are already 446 beneficiaries of this program and had given rebates amounting to 312,150.

3.3.9. Shari'ah Financing (ShariFin) Program

This specific program caters to Muslim female entrepreneurs offering loan grants without service charge which is payable within 20 equal amortizations. This program has piloted in Taguig City with active loan releases of 2.3 million to 463 individuals.

3.3.10. Tree planting (environmental protection)

ASA Philippines does not only set its dedication in uplifting the lives of the poor in the society but it also cares for the environment. In coordination with the Department of Environment and Natural Resources (DENR), the foundation actively participates in tree planting activity as it wants to point out that planting trees is the cheapest, safest and most effective tool in mitigating the devastating effects of climate change which destroys the lives and livelihood people. We have already planted 5,058 trees in different parts of Luzon.

3.3.11. Urban Gardening

This project has been a long time initiative of ASA Philippines to help green the environment and provide accessible source of vegetables and food for the branch staff. It also aims to make limited space in the branch productive. The project aims for the clients to be encouraged to replicate the project in their homes. Right now, this had been already implemented in 593 branches.

3.3.12. Star Coke Scholar Program

This program is in collaboration with Coca-Cola Bottlers, Corp., to cater to some women entrepreneurs with sari-sari store business. This program aims to economically empower women retailers by providing them access to business and life skills training, financing and assets and mentoring support. Participants are initially engaged in a 12-week training before they are provided access to resources. Currently, there are 97 clients who are actively participating in this program.

3.3.12. Business Development Training and Marketing Support

In collaboration with schools like University of Asia and the Pacific (UA&P) and some local government units like in Quezon City, this project provides seminars and training on simple business management, business economics, accounting, financial management, specialized skills training on certain business and techniques depending on the member's interest. The assistance also includes developing the business of the members to become self-sustaining, organizing trade shows, bazaar and other displays and promoting the products of the members.

3.3.13: Scholarship Program

In 2014, there were 1,915 scholars who are all children of the clients. Each scholar receives 7,000 to 10,000 assistance per semester or 14,000 to 20,000 per year. It is expected that the number of these scholars will be increasing in the succeeding years. The annual allocated budget for this program is ₱35 million.

3.3.14. Prioritize Clients' Son/Daughter/Relatives for Employment:

This shows a bigger picture that the foundation caters in cycle benefits; we infuse life to client's micro-businesses and provide job for their unemployed son, daughter and relatives at the same time.

In total, our annual CRS budget is over P100M annually today. All CSR expenses are covered from the microfinance income and not a single peso was received from grants. For super typhoon Haiyan or Yolanda, our development (CSR) expenses was ₱110M which all came from internal sources of microfinance.

4.0 IMPACT ASSESSMENT OF SERVICES RENDERED

Over the last 11 years, several impact assessment studies show that the dedicated work of our staff in microfinance and significant number of social work has reflected the trust and confidence of the borrowers, resulting to the exponential growth of the company, and creating numerous job opportunities for the borrowers' business and ASA Philippines as well. Increased savings and family assets, better education and health of the family members that resulted to the improvement of quality of life of over 65% of the borrowers are some of the most tangible effects.

After Typhoon Haiyan, a study revealed that ASA Philippines' presence during calamity has created a strong image and was able to discipline the clients/borrowers that resulted to no write-off for Typhoon Yolanda (Haiyan) purpose. A poor client, Nanay Marilyn Albotra who lost her business and every single penny of her assets to the said typhoon, became a laundry woman, who thought to close her account with ASA Philippines but eventually she was able to pay in full.

It is amazing how these extremely poor people devastated by the strongest typhoon still religiously paid to an MFI. The mindset is "It's my obligation to pay." This incredible lady in such poor condition did not have second thoughts in paying, because she does not have any reason not to pay ASA Philippines.

5.0 SUCCESS FACTORS

A dream of a single person was converted to the dream of thousands. Extremely dedicated work force with strong focus to achieve the goal, gaining the trust and confidence of its clientele are some of the factors that contributed to the success of the program.

6.0 CONCLUSION

Eventually I realized that we have not created this magnificent organization; instead, we believe that it is a gift. Its creation should not be credited to me or the staff, but to the poor borrowers who contributed to the salaries and wages of the staff. Though it is our mission to change their lives, they sure did change ours. We are indeed grateful.

Plenary Session 3





Building Skills for Youth Employability

Dato' Amir bin Md Noor

Director-General

Department of Community College Education (DCCE)

Malaysia

As community colleges cater to different categories of students with varying age groups and backgrounds, programs that are designed are very flexible and are aimed at providing its learners with the appropriate life skills which would enable them to ease into the world of work upon graduation or completion of program. Apart from offering Lifelong Learning programs to the masses, the introduction and implementation of the National Modular Certificate (NMC) based on the stackable module system as suggested by the World Bank was one of the main initiatives undertaken by the Department of Community College Education (DCCE) as a means of up-skilling and reskilling of the workforce. Through these efforts, community colleges have emerged as one of the main provider of a trained and knowledgeable workforce for the nation and have enhanced the skills of Malaysian communities with a view to increase their marketability and employability.

Community colleges are also pushing their students to be involved in entrepreneurship programs to become entrepreneurs, open up small scale industries/companies within their community and generate their own income. Community colleges believe that equipping their learners with the employable skills, appropriate competencies, the right capacity and aptitude should increase their graduates' chances for employment or to become entrepreneurs.

The paper further expounds on the efforts done by community colleges in Malaysia in promoting entrepreneurship programs as a way to build employable skills for lifelong learning.

1.0 INTRODUCTION

Over a decade ago, the Government of Malaysia decided that community colleges should be established in the country and that its existence should be an integral part of the Malaysian education system. The government decided that it is imperative to establish a network of educational institutions where technical and vocational training could be provided at all levels for school leavers before they enter the workforce or pursue their education at a higher level. It was also decided that the community colleges should provide an infrastructure for the local communities to gain skills training through short courses or Lifelong Learning (LLL) programs.

Following the establishment of the 12 pioneer community colleges in July 2001, community colleges in Malaysia continue to grow to become one of the nation's significant provider of community-based formal and non-formal education, and training through Technical and Vocational Education and Training (TVET) programs and Lifelong Learning programs. By the end of 2014, the number of community colleges rapidly rose to 91 community colleges across all states in Malaysia with the exception of the Federal Territory, outnumbering most local institutes of higher learning in the country. Synonymous with TVET, community colleges are recognized by the local communities as their community-based TVET institution of choice as it provides a multitude of TVET programs at the certificate and diploma levels as well as short courses that meet the needs of the community and current demands of the industry. It is safe to say that programs offered at the Malaysian community colleges fill the gaps in the acquisition of important work-related skills — including foundational and “soft” skills — between prospective workers and demands of job openings.

The Department of Community College Education (DCCE) assures all its stakeholders that the programs offered at its community colleges are designed to allow learners the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic and social life as community colleges represent one of the institutions embraced within the education sector of the New Key Economic Areas (NKEA). As community colleges cater to different categories of students with varying age groups and backgrounds, programs that are designed are very flexible. With the needs of the nation, local interest and the industry being the main priority, programs offered at the community colleges are aimed at providing school leavers with the appropriate life skills which would enable them to ease into the world of work upon graduation. The introduction and implementation of the National Modular Certificate (NMC) based on the stackable module system as suggested by the World Bank was one of the main initiatives undertaken by DCCE as a means of up-skilling and reskilling the workforce.

Apart from that, Lifelong Learning programs at community colleges also contribute to reduce the skilled workforce gap faced by the industries through up-skilling and reskilling programs designed for the workforce. Through these efforts, community colleges have emerged as one of the main providers of trained and knowledgeable workforce for the nation. In short it is safe to say that the main function of community colleges is mainly to enhance the skills of Malaysian communities with a view to increase their marketability and employability. This will, in turn, raise their standards of living as the pursuits of skills are vital for poverty reduction, economic recovery and sustainable development (UNESCO).

Community colleges also give due credit to the entrepreneurship programs with the anticipation that students involved in these programs will be a part of the small scale industries within their community. The development of small scale industries through TVET entrepreneurship programs, based on the utilization of available resources in the immediate community, and appropriate level of education and technology, can enhance job creation, economic growth and poverty reduction (UNESCO). Although the primary objective of TVET programs is to alleviate poverty through the acquisition of employable skills and equipping learners with competencies appropriate upon entering the world of work, community college strongly believes that its graduates must be equipped with the right capacity and aptitude to become entrepreneurs, and that they are able to generate their own income. Entrepreneurship has been one of the routes taken by several community colleges graduates to enhance and improve their quality of life and rise out of the poverty bracket. Community colleges are proud to acknowledge that some of their graduates have chosen to become entrepreneurs and job creators, not mere job seekers. These alumni have become successful entrepreneurs and their businesses have enabled them to provide jobs for the people (the youth in particular) in their community.

2.0 Programs Offered at Community Colleges

The access to quality education in the Malaysian community colleges is made available through the accreditation of programs by Malaysia Qualifications Agency (MQA), qualified lecturers, good facilities and infrastructure, affordable fees, flexibility of programs offered and good governance. In doing so, all segments of the Malaysian community are given the opportunity to enjoy quality education that is within their community. To encourage participation from the younger generation, fees for all programs offered at community colleges are very affordable ranging from RM10.00 per month for the National Modular Certificate program to RM200.00 per semester for the Community College Certificate (Continuous Program). Community colleges have always put the interest of their students first - over the years they have supported their students' educational journey by providing financial assistance and study loans, especially to those from the low income families.

Programs offered at the Malaysian community colleges comprise Full Time Programs, Lifelong Learning Programs, Entrepreneurship Programs, Graduates' Employability Programs as well as Upskilling and Reskilling Programs for industries and agencies. Between 2013 and 2015, the Department of Community College Education (DCCE) embarked on the strengthening phase of community colleges.

The framework for this phase is drawn to produce workers who are knowledgeable, skilled, competent, and competitive. They should also possess leadership qualities through integrated education and training. Six thrusts were developed to support this goal. They are the following:

- Strengthening Lifelong Learning
- Mainstreaming and widening access to TVET
- Increasing organizational effectiveness
- Enhancing strategic cooperation with industry partners and agencies
- Enriching community capability and competitiveness
- Increasing capacity and talent

In this phase, improvements have been made to the courses offered. Community College now offers full-time Community College Certificate (CCC) programs, National Modular Certificate (NMC) programs, Community College Certificate (Special Skills) programs and Work Based Learning Diploma (WBL). The duration of study for these programs vary between three months (minimum) to twenty months (maximum) including the industrial training period. To date, 42 programs are offered at community colleges across the country. At the end of their stint as students in the community colleges, Certificates and Work-Based Learning Diploma will be awarded to students fulfilling the full time programs requirements. Attendees in Lifelong Learning programs are awarded Certificates of Participation upon completion of the Lifelong Learning programs attended.

The following are descriptions of programs offered at the Malaysia community colleges.

2.1 Community College Certificate (Continuous Program):

The community colleges education system provides students with the opportunity of attending full time and continuous program for duration of 3 semesters at the community colleges. To qualify for the Community College Certificate (Continuous Program), students are required to attend four to six months of industrial training program.

Courses offered are:

- Certificate in Agro Technology
- Certificate in Business Operations
- Certificate in Aquaculture
- Certificate in Accountancy
- Certificate in Landscape
- Certificate in Mechanical Manufacturing
- Certificate in Creative Multimedia Advertising
- Certificate in Tourism and Adventure
- Certificate in Draughtsmanship
- Certificate in Food Processing and Quality Control
- Certificate in Event Handling
- Certificate in Industrial Maintenance
- Certificate in Interior Design
- Certificate in Creative Visual Arts
- Certificate in Computer and Support Systems
- Certificate in Electrical Technology (Installation and Services)
- Certificate in Construction Technology

2.2 Community College Certificate (Modular Program):

Community college education system provides pathway for students to aggregate learning modules in any area from any community college that offers such program. Students will be awarded the Community College Certificate (Modular Program) upon passing all modules within an area and industry training. The minimum duration of such modular program is 20 months, shorter than most conventional certificate programs.

Courses offered are:

- Certificate in Aquaculture
- Certificate in 2D Animation
- Certificate in 3D Animation
- Certificate in Computer Software Applications
- Certificate in Hairdressing
- Certificate in Fashion and Clothing
- Certificate in Culinary
- Certificate in Hotel Operations
- Certificate in Pastry
- Certificate in Electrical Installation
- Certificate in Building Maintenance
- Certificate in Furniture Design and Manufacturing
- Certificate in Light Vehicle Services
- Certificate in Refrigeration and Air-Conditioning
- Certificate in Beauty Therapy and Spa
- Certificate in Agro Technology
- Certificate in Motorcycle services (Motorbike)

2.3 National Modular Certificate (NMC):

In 2010, community colleges introduced the Modular Program as a means of facilitating students to become skilled in technical and vocational areas within a short duration, i.e. four months. The development of National Modular Certificate (NMC) is based on the actual work process in line with the current industry needs of a knowledgeable and trained work force. The NMC offers short-term skills training programs based on the actual work processes consisting of technical knowledge and social components.

Entry into National Modular Certificate Program is opened to all Malaysian citizens of 17 years and above, regardless of economic and educational background. Each NMC Module is a stand-alone learning module that gives priority to hands-on activities. Even though the stand alone NMC module is opened to everyone for the acquisition of knowledge and skills, it was especially designed for industry workers to give them the flexibility (duration and implementation) in up-skilling and reskilling. The introduction of “Open Entry, Open Exit” option allows greater flexibility for the “working students” to pursue formal training. The National Modular Certificates are awarded to graduates after the completion of individual modules.

2.4 Community College Certificate (Special Skills):

The development of Community College Certificate (special skills) is based on the needs of those with learning disabilities. The acquisition of knowledge and skills are important to empower them with a means to be more independent and capable of increasing their household incomes. This CCC Special

Skills is in line with the needs highlighted in the New Economic Model where the role of societal inclusiveness is emphasized. Courses offered are:

- Certificate in Basic Culinary
- Certificate in Basic Creative Needlework
- Certificate in Basic Information Technology
- Certificate in Basic Photography
- Certificate in Basic Food Processing
- Certificate in Basic Pastry
- Certificate in Basic Landscape

2.5 Work-Based Learning Diploma

In 2015, community colleges will emphasize on offering more high-tech and high-value programs. In conjunction with this, community colleges have developed Work-Based Learning (WBL) Diploma programs in electronics (mobile devices), electrical technology (solar photovoltaic), hair styling, and beauty therapy and spa. In addition, community colleges will also offer certificate level programs in Rapid Transit Technology and Computer Aided Design (oil and gas piping). Below is the full list of Work Based Learning Diploma offered in selected community colleges as of January 2015 :

- Diploma in Telecommunication Technology
- Diploma in Games Art
- Diploma in Electronics (Mobile Devices)
- Diploma Technology Solar Photovoltaic
- Diploma in Computer Aided Design and Drafting (Oil and Gas)
- Diploma in Beauty Therapy
- Diploma in Hairdressing

2.6 Community College Certificate @ Langkawi Tourism Academy

With the inception of Langkawi Tourism Academy @ KK Langkawi in 2012, its first cohort of students signed-up as LTA students in 2013 to pursue hospitality programs in Certificate in Room Division, Certificate in Culinary Arts and Certificate in Food and Beverage. The Academy provides work-based programs co-delivered by the private sector, to ensure that graduates are qualified and ready to enter the world of work immediately upon graduation. This joint certification program involves the partnership between Langkawi Community College and Taylor’s University.

Table 1: Number of Community College Certificates and Work-Based Diploma Offered at Community Colleges:

NO.	PROGRAMS	NUMBER OF PROGRAMS OFFERED
1	Community College Certificate (Continuous)	16
2	Community College Certificate (Modular)	16
3	Community College Certificate (Special Skills)	6
4	National Modular Certificate (NMC)	138
5	Work-Based Learning (WBL) Diploma	2
6	Certificate Level for Langkawi Tourism Academy	3

Apart from offering academic programs that are designed to meet industry needs and demands, community colleges also conduct and offer soft-skills programs that will give their students and graduates added value in the job market. Programs such as the Graduates' Employability Programs has enabled and eased community colleges' graduates' path into securing well-paying jobs immediately upon graduation.

3.0 INITIATIVES UNDERTAKEN BY COMMUNITY COLLEGES TO HELP BUILD SKILLS FOR EMPLOYABILITY

Most countries in the world are currently facing a youth employment crisis. Despite sizeable gains in educational access and attainment across the world over the past decade, young people aged 15 to 24 are now three times more likely than adults to be unemployed (ILO, 2012). The Malaysia Statistics Department showed that the latest participation in the Malaysia labor force market experienced an increase of 0.4 percentage point to 67.9 per cent in December 2014 as compared to 67.5 per cent in the previous month. The year-on-year comparison showed that the labor force participation rate was 0.3 percentage point higher as compared to 67.6 per cent in December 2013. The unemployment rate increased to 3.0 per cent in December 2014 as compared to 2.7 per cent in November 2014. However, the unemployment rate for the current month was similar with the rate that was recorded in December 2013. The seasonally adjusted unemployment rate was 2.9 per cent, increased by 0.1 percentage point as compared to the previous month (Labor Force Statistics Malaysia, February 2015).

While the statistics do not show any alarming state in Malaysia's employability rate among Malaysians in general, the youth employment issue remains a concern to the government and the Ministry of Education. While it may not be a huge national issue, it is one that needs to be addressed. The government of Malaysia has pledged that it will continue its efforts to ensure that citizens of the country should get a job or secure a source of income to sustain their lives and that of their family. The Malaysian government is encouraging their younger generations to pursue technical and vocational courses as skilled workers are currently in demand, and the demand will be much greater in the future. An excerpt of the newspaper report on the above matter is appended below.



The demand to train workers to be immediately productive has never been more critical than in today's continuously changing technology- and information-based world economies. The Malaysian Community Colleges realize that they will be valued and held accountable for how well exiting students perform in the workplace. Thus, community colleges have taken proactive measures to provide special training programs for its students and youth in the local community. The programs are designed to include job-specific skill training to give the participants added value as skilled workers in their chosen fields. Some of the programs worth mentioning are programs under the Strategic Action Youth 1Malaysia (SAY1M) Program and the hospitality program at Langkawi Tourism Academy@KCLK. These programs were conducted with creditable partner industries as they provide the crucial and necessary training content of the programs. Under the Strategic Action Youth 1Malaysia (SAY1M) Program, two programs were carried out. The programs are:

3.1 Crane Operator Training (Tower Crane, Crawler Crane & Mobile Crane)

The partner industry assigned to conduct this program is Gamuda Berhad, through its Gamuda Plant Operator School (GPOS). GPOS is a reputable training center accredited by the Department of Occupational Safety and Health (DOSH), Construction Industry Development Board (CIDB) and Human Resource Development Council (HRDC). GPOS has so far trained more than 40,000 personnel/workforce in the various crane handling skills (crane chain, mobile cranes, tower cranes and overhead cranes), heavy machinery and mobile logistics (earth-moving plant and machinery), forklift and trainings linked to occupational safety and health.

A total of 100 participants comprising of 10 local community members and 90 community college graduates aged 21 years and older were selected to participate in the 6 months training program. Candidates were interviewed and had to undergo physical fitness screening before they were offered places as participants of the program. Participants were given accommodation and an allowance of RM680 per month throughout the duration of their training. They were also equipped with the must-have Competency Certificate recognized by The National Institute for Occupational Safety and Health (NIOSH).

The participants underwent a high impact crane operator training. Slings and rigging training was part of the training they had to go through. They were also given training on how to properly inspect the crawler crane, tower crane and mobile crane before they are allowed to operate the machinery. Upon successful completion of training, the participants may be awarded licenses to become tower crane operator, mobile crane operator or crawler crane operator. Participants who successfully completed the 6 months training were assured job opportunities with an initial salary of RM2,000.00 per month and estimated monthly allowance of RM1,000 per month.

Our records showed that the participants of this program have earned a salary as high as RM4,000 per month (without allowance and overtime). Our record also shows that the participants of this program are employed by at least 15 construction, building and engineering companies in the Klang Valley (Petaling Jaya, Putrajaya and Kuala Lumpur). One of the credible companies worth mentioning is the MMC-Gamuda KVMRT (T) Sdn. Bhd.

MMC-GAMUDA is a joint venture company between two of the largest infrastructure and construction groups in Malaysia engaged to construct the 51 kilometers long (including underground alignment of 9.5km) Klang Valley Mass Rapid Transit (KVMRT) from Sungai Buloh to Kajang. Apart from employing community college graduates, MMC-GAMUDA is also providing opportunities to other community college students from other fields to undergo on-the-job training at their construction sites.

3.2 Expert Marine for Shipbuilding Industry Program

Expert Marine for Shipbuilding Industry program is a program designed to allow participants to get a closer look at the shipbuilding / ship repairing sector of the maritime industry. This program was carried out in collaboration with MIGHT-METEOR Advanced Manufacturing Sdn. Bhd. (MMAM), a recognized human capital development center established within the organization of Malaysian Industry-Government for High Technology (MIGHT) and under the purview of Office of Science Advisor, Prime Minister's Department and METEOR; and the consortium of 11 public universities in Malaysia. Their focus is to cater to human capital development, technology services and technology management particularly in high technology-related industry.

Admission to this program was opened to candidates who are graduates and alumni of community colleges or individuals with experience as 'blue-collar' employees and plan to upgrade their capabilities. Selected candidates were required to go through an interview process comprised of technical test and oral interview. A total of 121 candidates were interviewed and after the initial selection and interview process, 70 successful candidates were selected to become trainees of this program. The 70 trainees were then divided into three training areas which are:

- i) Heating, Ventilation, And Air Conditioning (HVAC) – 20 trainees
- ii) Welding Inspection – 20 trainees
- iii) Non Destructive Testing (NDT) – 30 trainees

The training duration of six months included soft skills and technical skills components. Each trainee received a RM700 allowance per month. The welfare of all Trainees was given significant importance and they were given medical benefits and insurance coverage. Counseling services was also provided should any of the trainees need it.

Upon completion of the initial training, the trainees were placed at selected companies on attachment. The attachment was a three-month hands-on and on-the-job training which was also considered as probation period of employment.

Upon completion of the whole training process, most of the trainees were employed by the respective companies in a particular specialized position. Those who did not achieve the desired standard may be re-deployed to other positions at the discretion of the companies. It is safe to say that all trainees were given employment opportunities upon completion of training. Out of the 70 Trainees, 52 Trainees found employment in 12 companies with a starting salary between RM1,600 to RM2,000. The remaining 18 trainees opted to pursue their education at the degree level (9 trainees) and diploma level (7 trainees). One former trainee joined the Armed Forces and one started his/her own business.

As a whole, the programs opened numerous opportunities for the trainees – both in the job market as well as the education sector.

3.2 Langkawi Tourism Academy @ KKLK

The establishment of the Langkawi Tourism Academy@KKLK (LTA) focusses on hospitality, rooms division and culinary arts type of programs. The aim of the academy is to produce competent graduates ready to start their career in the local hospitality industry in Langkawi and to allow academic progression for higher standards. LTA also aspires to produce "fit-for-industry" graduates that address the talent shortages in Langkawi. The academy was established to benefit the local community especially the school leavers from Langkawi and the Northern Region (Kedah, Perlis and Pulau Pinang). It is hoped that upon completion of training at LTA, the local youth and community would find employment at the hotels in Langkawi. LTA is a collaborative effort between the then Ministry of Higher Education (MoHE), a private institute of higher learning (Taylor's University) and a public institute of higher learning (Langkawi Community College). Graduates of this program receive a joint certification

(certificate level) from Taylor's University and Langkawi Tourism Academy in the Hospitality, Culinary and Tourism fields. LTA welcomed its first batch of students in July 2013 and currently have more than 350 students registered at the Academy.

There is a strong working-partnership between LTA and the hotel industry in Langkawi. Eighteen (18) hotels in Langkawi have agreed to allow LTA students to undertake the 5-day externship and 16-week internship programs at their establishments. Some of the hotels (ranging from 7-stars to 4-stars) which have agreed to take in LTA students are Four Seasons, Rebak Island, The Danna, The Westin, The Datai Langkawi, Casa Del Mar, Meritus and Langkawi Lagoon. Feedbacks received from the hoteliers on the performance of LTA students have been positive and they hoped more LTA students will be placed at their hotels in the future.

The academy, which boasts of state-of-the-art facilities and competent lecturers, ensures that students are trained with the required competencies in order to produce industry-ready graduates to be placed successfully in hospitality industry in Langkawi and the northern region. The students at LTA have shown a lot of potential both academically and in co-curriculum. Students have participated in many local as well as international competitions, where they were given the opportunity to showcase their skills, capabilities and talents. The students' prowess and expertise were highlighted when they succeeded to take home several awards and won competitions at the local and international levels. One of LTA's students who have shown great potential in the hospitality field is Ooi Chian Jian, who hails from Langkawi. He was the first community college student to represent Malaysia at the World Skills Competition 2013 in Leipzig, Germany. He had a successful running during the competition and was placed among the top 10 in the Restaurant Services category. He is currently pursuing his studies (Diploma) at a polytechnic in Perlis.

LTA has also produced students who have found employment in the hospitality industry and have managed to help improve the lives of their families. A number of LTA students were immediately employed by The Datai Resorts & Spa Langkawi and Andaman Hotel with a basic/starting salary ranging from RM1,600 to RM1,800. Other LTA students who have made it in the hospitality industry are:

- i. Leong Joanne, a former Hotel Operations student, currently the Guest Service Assistant at Four Season Hotel, Langkawi with a basic pay of RM2,800;
- ii. Nur Fazira Bt Md Rozi who took up Tourism Management is now a Transportation Consultant at Wolf Industries Off Shore with a take home salary of RM3,500;
- iii. Nooraniza Ahmad Fikri (Tourism Management) currently employed by Malaysia Airport Holding Berhad as an Assistant Information Officer. Her starting pay is RM2,300.

4.0 CONCLUSION

Based on the above statements and descriptions, community colleges have taken several steps to enhance the outcomes of graduates and the impact of courses and programs implemented in community colleges. The overall programs carried out by community colleges and their respective industry partners and training providers have shown positive outcomes and impact which is shown through the ease of obtaining employment among community college graduates and the increase in income of most of the participants after the completion of the skills-based courses offered. With the better and higher income, community college graduates have a better chance to increase their standard of living and subsequently move their families out of the poor and low-income group bracket.

In the coming years, community college will continue to cooperate and work with other agencies and industries to increase their students' interests in various skills-based courses and expand their skills and capabilities. The opportunity given to these graduates will eventually open up their likelihood for a better employment and subsequently lead them to better paying jobs. Reinforcement of attitude and

interest of students will also be the main focus of community college so as to develop self-resilience and self-confidence among community college students.

The community college education system supports the notion that the effectiveness of a training and academic program in producing qualified graduates who are ready and fit to join the world of work depends on several factors such as: qualified and dedicated lecturers, good facilities and infrastructure, flexibility of programs offered and good governance. Good working relationship and support between educational institutions, industries and training providers also play a role in empowering graduates to find their calling for their future. Graduates who are equipped with the necessary tools like knowledge and skills should not have any problem in finding jobs that will sustain their livelihood. Finally and most importantly, financial contribution from the industry and the government may also contribute to the success of a program which will in turn help students to develop their potential for the future.

Promoting TVET for Poverty Alleviation, Entrepreneurship and Employability in Malaysian Polytechnics

Datuk Hj. Mohlis Bin Jaafar

Director General

Department of Polytechnic Education

Ministry of Education, Malaysia

“In Malaysia, TVET functions within the higher education sector and aims to produce talented individuals who are knowledgeable, competent and have the ability to use science into practice. As a result, TVET graduates are expected to have the ability to master technology, able to innovate with enterprising spirit, appreciate positive social values and able to converse in several languages to communicate effectively.

This paper identifies poverty alleviation through Technical and Vocational Education and Training (TVET) in Malaysia. It discusses poverty and its effects, and reviews the significance of TVET in addressing poverty alleviation. Furthermore, the paper explores how TVET can be used as a tool in alleviating poverty and enhancing development in Malaysia. The paper ends with conclusions on the importance of TVET and Malaysia’s polytechnic education in poverty alleviation.”

1.0 INTRODUCTION:

TVET graduates in Malaysia are expected to have the ability to master technology, innovate with enterprising spirit, appreciate positive social values and converse in several languages to communicate effectively. Ultimately, the higher education sector in Malaysia aspires to create a knowledge society comprised of individuals with “first class mentality, so that the country will have a high level of competitiveness and possess the ability to sustain an economy based on knowledge.

In realizing this, the Malaysian government has come up with plans for the development of national education in line with the country's five-year development plan. Since the new millennia, the development of education has been driven by several major education plans such as the Education Development Master Plan as a basis to bridge the gaps that existed in the field of education in schools. It was followed by the National Higher Education Strategic Plan which was developed to transform the education sector. Waves of educational development are designed to take into account the various national agenda such as 1Malaysia Concept, the New Economic Model, the Economic Transformation Program and the Government Transformation Program. The current Malaysia Education Blueprint provides a macro strategic direction in line with the Eleventh Malaysia Development Plan which is being developed so that Malaysia remains on track towards a developed nation and meet the aspirations of the country’s Vision 2020.

Polytechnic education in Malaysia, which is part of TVET ecosystem, has frequently been described as a form of education whose purpose is to prepare an individual for employment in an occupation or group of occupations. It was also asserted that polytechnic education is a form of education, training and retraining which is directed towards developing the learner to become productive either in a paid employment or in self-employment. Acquisition of employable and entrepreneurial skills is one of the major objectives of credible polytechnic education system as well as any TVET systems.

Polytechnic education plays the economic role of providing qualified manpower by changing the individual and enabling him/her to use technology. The emphasis therefore, is not only on the provision of skilled manpower for a static economy but also continuing to do so for a dynamic one, especially with changing societal needs as well as technological development. Thus, polytechnic education system must respond to the needs of the learner, the industry and the community. In macro perspective, polytechnic education will promote equity by bridging the gap between urban and rural bias in education and serve the needs of relatively poor citizen.

2.0 POVERTY AND ITS EFFECTS

Poverty is not a new phenomenon and it is ubiquitous everywhere, including Malaysia. Poverty is a national and global complex issue and the intensity may vary from one country to another. Poverty is often considered from an economic point of view, but relates primarily to the knowledge and resources that address their basic human needs, water supply and sanitation, food production and processing, housing, energy, transportation, communication, income generation and employment creation. Thus, poverty covers many dimensions including low income, inability to acquire the basic goods and services necessary for survival with dignity or well-being, low level of education and wealth, poor access to clean water and sanitation, inadequate physical security, lack of voice and insufficient capacity and opportunity to better oneself.

Poverty is also considered as one of the major causes of the destruction of socio-economic values, cultures and the civilization of mankind. International Day for the Eradication of Poverty is remembered on the 17th of October every year to remind the world that poverty remains the biggest problem worldwide. Studies by United Nations Development Program (UNDP) advocates the use of the Human Development Index (HDI). According to UNDP (2009), HDI combines three components in the measurement of poverty, namely life expectancy at birth, education accomplishment and improved standard of living determined by per capita income.

The pursuit for a more secure, stable and sustainable world seeks to enhance the human, institutional and infrastructure capacity. In order to do so, Malaysia needs a solid base of technologically prepared people in order to effectively improve their economies and quality of life. Such a base of qualified engineers, technologists, assistant engineers, technicians and high-skilled workers will facilitate the infusion of foreign capital through “Foreign Direct Investments (FDIs)”, assist in making the most of the FDIs and provide a basis for business development by local entrepreneurs— thus, the need for a major effort at technical and vocational capacity building in Malaysia.

Polytechnics in Malaysia look at poverty as an important and serious agenda. This is in line with the polytechnics’ aspiration to be relevant to society and industry, and at the same time helps in the country’s economic development.

Capacity building is a focused program to strengthen the economy, government, institution and individual through education, training, coaching and mentoring and the infusion of resources. Capacity building aims at developing secure, stable and sustainable structures, systems and organization, with a particular emphasis on using motivation and inspiration for people to improve their lives.

3.0 POVERTY ALLEVIATION

Poverty alleviation implies the reduction of poverty level in society. It requires a multidimensional approach. Employment creation is the best way to alleviate poverty. Malaysian experience in identifying several conditions that must be fulfilled in order to alleviate poverty must relate to economic growth, which laid the necessary foundation to enable poverty alleviation. The Two drivers of economic growth are technology and sustainability, and such fields that can likely lead to the desired economic growth in a country and toward economic self-sufficiency include utilization of technologies (especially advanced technologies) and TVET that lead to high skills in technological areas.

In many countries, TVET is regarded as the main highway out of poverty since jobs are the main income generation for the poor. Poverty alleviation is part of the different concepts of poverty reduction which is being executed through alleviation of symptoms and/or reducing the severity of poverty without transforming people from 'poor' to 'non-poor' as shown in Figure 1.

Poverty Line	Alleviating poverty - alleviating poverty symptoms and/ or reducing the severity of poverty without transforming people from 'poor' to 'non-poor'	Lifting people out of poverty – reducing numbers of poor people and/ or transforming poor people into non poor people	Poverty prevention – enabling people to avoid falling into poverty by reducing vulnerabilities
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Figure 1: Concepts and Strategies for Poverty Reduction

Source: Adapted by Palmer from Thin N (2004) Post-basic Education and Training, Enabling Environments, Pathways to Poverty Reduction, University of Edinburgh

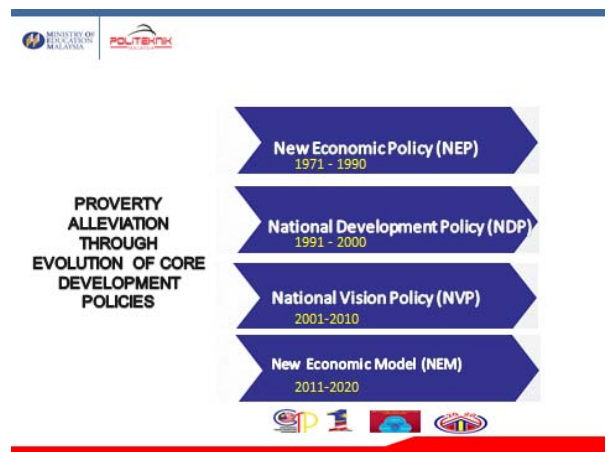
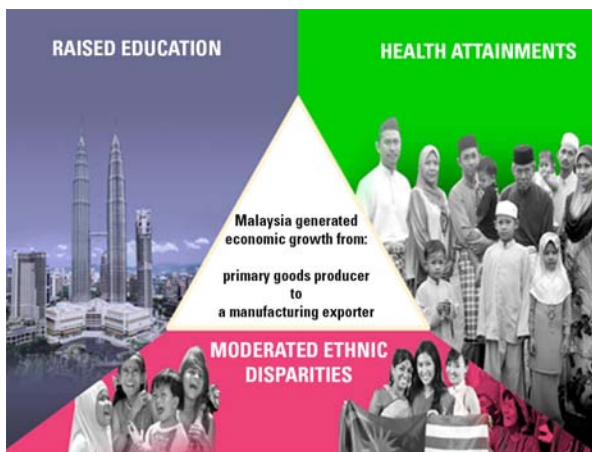


Figure 2: Malaysian government's plans for poverty alleviation

The measurement of poverty in the country is based on the concept of the Poverty Line Income which is a measure of poverty through absolute poverty concept. Through the years, Malaysia generated economic growth -- it transformed its profile from a primary goods producer to a manufacturing exporter, raised education and health attainments, and moderated ethnic disparities, which consequently reduced its income poverty as well as inequality. Its growth has been sustained and shared through consecutive implementation of the three core development policies which began with the New Economic Policy (NEP), followed by the National Development Policy (NDP) and National Vision Policy (NVP).

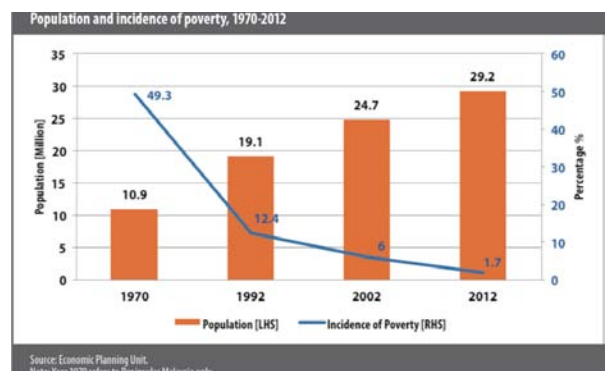


Figure 3: Population vs. Poverty Incidence, 1970-2012

Incidence of poverty among the population has decreased since 1970 from 49.3 percent of the population to 1.7 percent in 2012 as shown in Figure 2. This is despite the fact that there has been an increase in population by nearly three folds from 10.9 million to 29.2 million for the same period of time.

The success of poverty eradication which includes poverty alleviation and lifting people out of poverty were attributed to the then New Economic Policy (NEP). The World Bank acknowledges that these core development policies contributed to the poverty reduction and helped provide opportunities to poor households. Although there are still disparities in wealth, asset ownership, wages and employment especially within certain ethnic groups and strata, Malaysia has generally overcome problems rooted from hard core poor. New challenges that has surfaced include high incidence of income and capability poverty among certain Bumiputra* minorities, and pockets of marginalisation that prevail in both rural and urban areas.

Previous implementation of national development policies has bear witness to this effect. Primary school level enrolment had achieved 96 percent which is at near the universal level as shown in Figure 3. Attrition rate from primary education has been reduced in recent years resulting in enrolment rates at the lower secondary school level reaching 91 percent. The greatest improvement in education enrolment rates is achieved through enrolment rate at the upper secondary level, rising from 45 percent in the 1980's to 81 percent in 2012.

Malaysia has also managed to reduce non schooling educational attainment of 15-year-olds and above, from 37 percent in 1970 to only 9 percent in 2010 as shown in Figure 4. This contributed to higher numbers of students pursuing tertiary education.

In the year 2000, Malaysia became a signatory to the Education For All declaration which was promoted by the United Nations Educational, Scientific and Cultural Organisation (UNESCO). As a consequence, there was significant push in participant rate of pre-school enrolment to 77 percent in 2012.

In 2014, 36 percent of school leavers enrolled in tertiary education. Tertiary education includes TVET which has been recognised as one of the four priorities under the UNESCO Education For All strategy, developed in 2008. The integration of TVET into Education For All programs are meant to satisfy TVET demand created by those who have completed general education.

Malaysia currently serves 1.4 million students in higher education and training. The system offers both academic and TVET pathways in order to cater to diverse personal interests and industry needs. Figure 5 shows the current education phases and pathways, from pre-school to tertiary education.

As an overview, TVET in Malaysia is conducted in secondary schools, vocational colleges, community colleges, training institutes and polytechnics. The forms of TVET levels and types may be divided into:

- Pre-vocational skills acquired through lower and upper secondary education
- School and institutional-based technical and vocational education and training

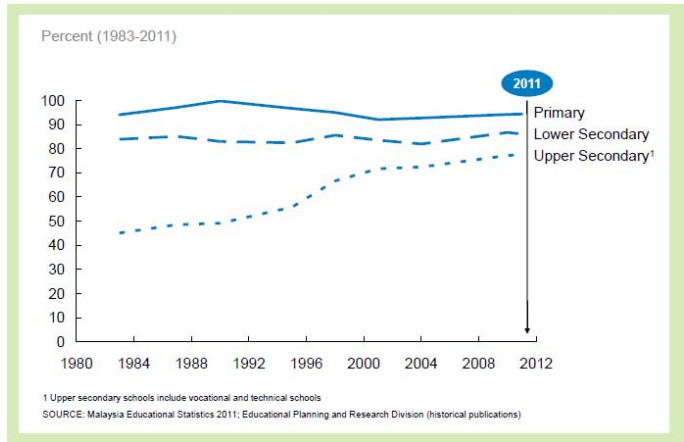


Figure 4 : Enrolment rates at public and secondary schools

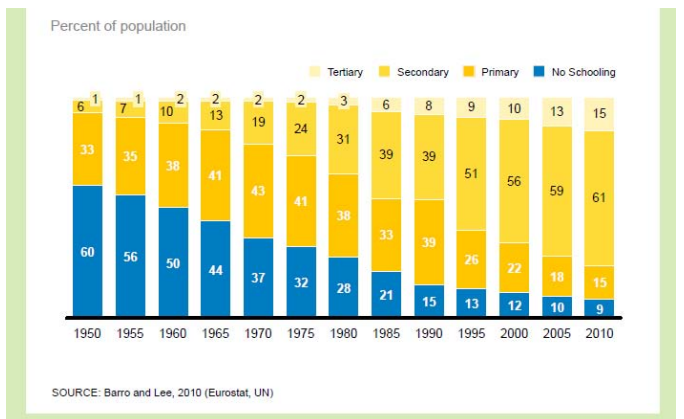


Figure 4 : Enrolment rates at public and secondary schools

- General tertiary education, higher level technical and professional education and training as well as specific skills training

These institutions serve a wide range of people within the society from school pupils, school leavers, industry workers and other adult learners. These institutions play an important role of linking them to the world of employment and self-employment.

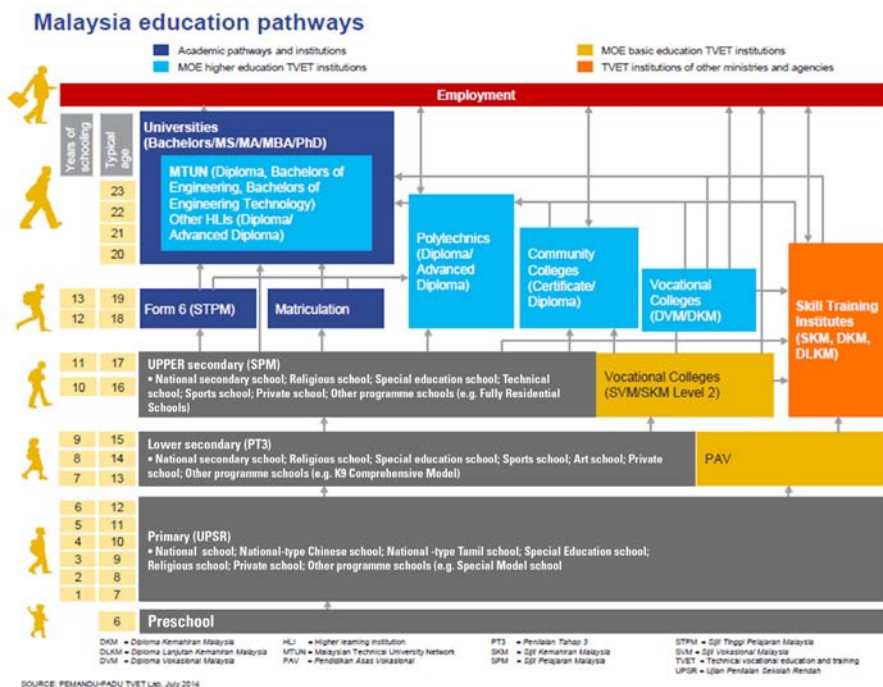


Figure 5: Malaysia Education Pathways

4.0 OPPORTUNITIES CREATED UNDER THE NEW ECONOMIC MODEL FOR TVET GRADUATES

Under the Economic Transformation Program and the Government Transformation Program, it has been forecasted that 3.3 million new jobs would be created from the 2010 to 2020. Of the 3.3 million jobs created, 46 percent of those require graduates with diploma and certificate levels in TVET. The Honourable Prime Minister of Malaysia on 28 April 2015 announced during the launching of PEMANDU Annual Report 2014 that until 2014, 1.5 million jobs have been created in the 10 National Key Economic Areas.

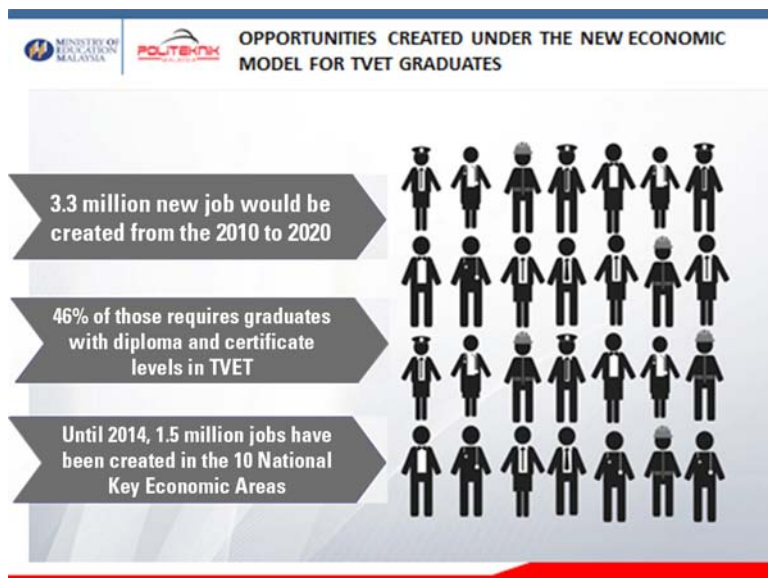


Figure 6: Projected Employability of TVET Graduates in Malaysia

The Government of Malaysia has established various education and training institutions to produce skilled workers and to retrain industry workers in support of the economic growth of the nation. The Tenth Malaysian Development Plan (10th MP) has put emphasis on TVET by mainstreaming it at par with university education. According to the study “Rationalizing the Implementation of Technical and Vocational Education and Training (TVET)” conducted by the Boston Consulting Group in 2011, the polytechnics and community colleges are the largest provider of skilled workers, which accounted for 64 per cent of the country’s study places in TVET. The establishment of the vocational colleges in 2012 further increased TVET participations especially at the school level. TVET initiatives in 10th MP so far has improve public perception on TVET. This is evident by the increase in TVET enrolment from amongst school leavers from 113,000 students in 2010 to 164,000 students in 2013. The increase of TVET enrolment is intended to achieve the increased percentage (33 percent) of skilled workers nationwide by 2015.

5.0 THE MALAYSIA EDUCATION BLUEPRINT

In order to pursue the country’s vision in 2020, the character and quality of the skilled workers needed are based on National Education Philosophy. Malaysia Education Blueprint (MEB) takes into account the aspirations of the system and the students in ensuring that all individuals produced by the national education system become effective members of a community which is advanced and scientific, and at the same time, maintaining their identity as responsible citizens.

Moral reasoning and science cultivated in these individuals at an early age, will be further strengthened with ethics, knowledge and skills needed to make them valueable talents to the country. As a whole, MEB integrates both higher education and basic education in ensuring holistic, entrepreneurial and balanced graduates come into fruition. It also emphasizes the importance of unity between the various ethnic groups that must be nurtured to maintain social harmony. Above all, quality, efficiency and equity become key issues that need to be addressed under MEB. With regard to that, 10 Shifts shown in Figure 6 were outlined to spur continued excellence.

The first four Shifts focus on outcomes for key stakeholders in the higher education system, including students in academic and TVET pathways, the academic community, as well as all Malaysians participating in lifelong learning. The other six Shifts focus on enablers for the higher education ecosystem, covering critical components such as funding, governance, innovation, internationalisation, online learning, and delivery.

TVET was given a special focus in MEB. At present, there is an undersupply of TVET workers in 10 of the 12 National Key Economic Area sectors. Under the Economic Transformation Program, a 2.5-fold

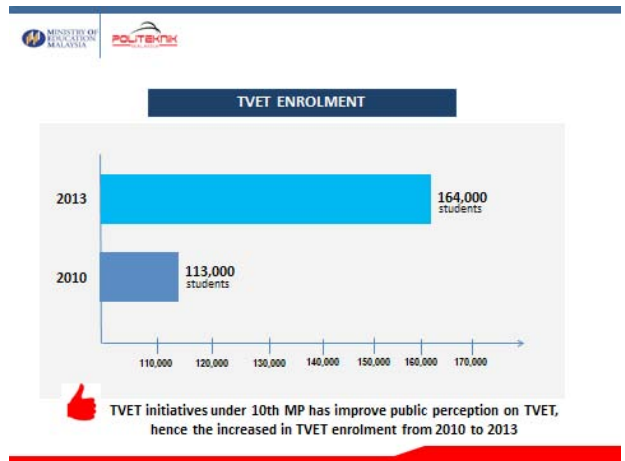


Figure 6: TVET Enrolment in Malaysia

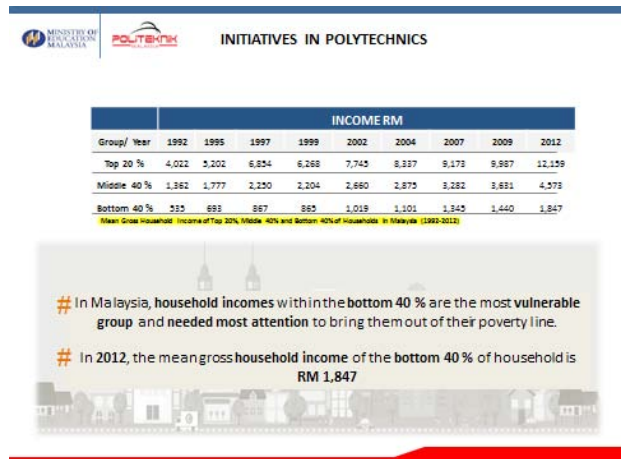


Table 7 Initiatives in Polytechnics

increase in TVET enrolment is needed by 2025. Furthermore, TVET is seen as a less attractive pathway than university education, thereby limiting the number of students, particularly high-performing ones, who apply for such courses. Malaysia needs to move from a higher education system with a primary focus on university education as the sole pathway to success, to one where academic and TVET pathways are equally valued and cultivated.

Under MEB, the Ministry of Education will focus on producing quality TVET graduates. Through its community colleges, vocational colleges, and polytechnics, the Ministry of Education will drive these institutions to become premier TVET provider that develops skilled talent to meet the growing and changing demands of industry, and promotes individual opportunities for career development. Enrolment in TVET programs will expand significantly through extensive partnerships with industry, to ensure supply matches demand.

The Ministry of Education will also focus on issues raised by employers that graduates lack the requisite knowledge, skills and attitudes. This mismatch is only expected to get tougher to resolve as technological disruptions reshape industries and alter the types of jobs available. Preparing Malaysian youth to navigate this uncertain future not only requires imbuing them with transferable skills and sound ethical foundations, but also the resilience and enterprising spirit to forge new opportunities for themselves and others. It is therefore important to move from a world of job seekers to a world of job creators.

To achieve these outcomes, the Ministry and all Institutions of Higher Learning (IHLs) will focus on developing more holistic and integrated curricula in enhancing the ecosystem for student development.



Figure 8 : Ten Shifts in Malaysia Education Blueprint

6.0 TACKLING POVERTY INITIATIVES IN POLYTECHNICS

6.1 Providing Places for Students from Bottom 40% Households (B40)

In Malaysia, household incomes within the bottom 40% are the most vulnerable group and needed most attention to bring them out of the poverty line. In 2012, the mean gross household income of the bottom 40% of household is RM1,847 as illustrated in Table 1.

During the launching of the 11th Malaysia Plan: 2016-2020 (11MP) by the Prime Minister of Malaysia on the 21st May 2015, special emphasis has been placed on the country's bottom 40 per cent of households which for year 2015 have an average income of RM2,500 a month. Polytechnics will be encouraged to provide more places for students from B40 households. (New Straits Times, 22 May 2015).

Table 1 : Mean Gross Household Income of Top 20%, Middle 40% and Bottom 40% of Households in Malaysia (1992-2012)

INCOME RM									
Group/ Year	1992	1995	1997	1999	2002	2004	2007	2009	2012
Top 20%	4,022	5,202	6,854	6,268	7,745	8,337	9,173	9,987	12,159
Middle 40%	1,362	1,777	2,250	2,204	2,660	2,875	3,282	3,631	4,573
Bottom 40%	535	693	867	865	1,019	1,101	1,345	1,440	1,847

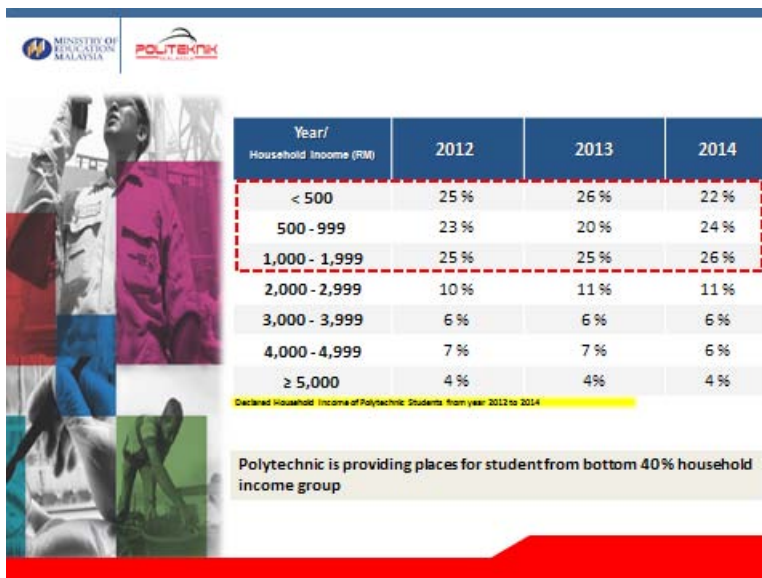


Figure 9 : Polytechnic Support for Students

Data collected on the declared household income from year 2012 to 2014 showed that at least 70% of polytechnics students are within the bottom 40% household income group (B40) as shown in Table 2.

Table 2: Declared Household Income of Polytechnic Students from year 2012 to 2014

YEAR	2012	2013	2014
Household Income (RM)			
< 500	25%	26%	22%
500 - 999	23%	20%	24%
1,000 - 1,999	25%	25%	26%
2,000 - 2,999	10%	11%	11%
3,000 - 3,999	6%	6%	6%
4,000 - 4,999	7%	7%	6%
≥ 5,000	4%	4%	4%

Every year, between 150,000 to 200,000 post secondary school leavers out of an estimated 450,000 students applied for study places in more than 80 programs in 33 polytechnics throughout Malaysia as shown in Table 3. The admission process is administered centrally based on the meritocracy principle determined by the Ministry of Education. This also means that those having the highest merits on certain determined criteria are more likely to have higher chances of gaining placement for study places. These merit criteria are comprised of academic and extra-curricula achievements and may pose greater challenges to those from deprived households.

Table 3 : Number of Study Programs conducted in Polytechnics by level

LEVEL	NO. OF PROGRAMS
Bachelors Degree	9
Advanced Diploma	9
Diploma	64
Pre-Diploma	2
Special Skills Certificate (For the disabled)	5
Total	89

7.0 SPECIAL INITIATIVES TO INCREASE PARTICIPATIONS OF STUDENTS FROM B40

The polytechnics have embarked upon two main endeavours in ensuring greater equity amongst different levels of society can be achieved.

The initiatives are the Bottom 40% Household Program and “Changing The Destiny of Malaysia Indian Children Program” (MDMIC Programme). The Bottom 40% Household Program has facilitated merit-based exemption admission to all students from this household group.

Annually, up to 3,200 students per cohort of estimated 30,000 students had benefited from this arrangement. These students will also be automatically eligible for study loans provided by the state-owned funding body.

The other initiative, MDMIC Program, is a pre-diploma special pathway program for the Malaysia Indian community. It is focused on empowering the very poor in Malaysia Indian households whose children failed to get any placement in any tertiary institution but possessed minimum academic credentials to further their education and training. Since its inception in 2013, at least 1,200 Malaysia Indian students had benefitted from this program.

7.1 Increasing the Household Income

In Table 4, it is shown that more than 80% of polytechnic graduates earned RM2,000 and below, immediately upon graduation. Although their income is within the bottom 40% income group, it is expected that their earnings would increase in a year’s employment duration and further lift their households out of poverty line.



Figure 10: Initiatives of the polytechnics to Address Poverty

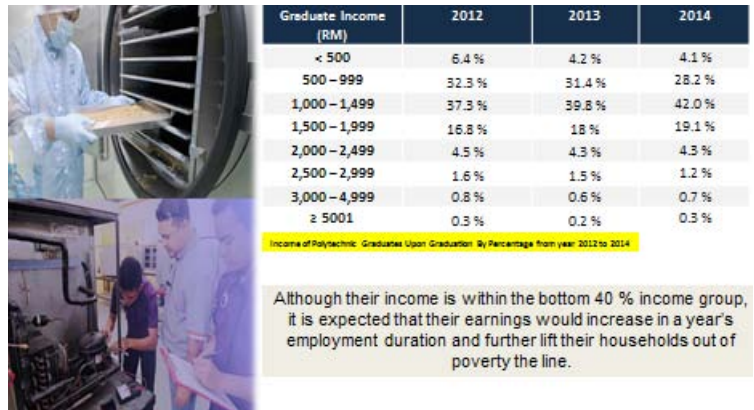


Figure 11: Increase in the Household Income of Polytechnic Graduates

Table 4 : Income of Polytechnic Graduates Upon Graduation By Percentage from year 2012 to 2014

YEAR	2012	2013	2014
Graduate Income (RM)			
< 500	6.4%	4.2%	4.1%
500 – 999	32.3%	31.4%	28.2%
1,000 – 1,499	37.3%	39.8%	42.0%
1,500 – 1,999	16.8%	18%	19.1%
2,000 – 2,499	4.5%	4.3%	4.3%
2,500 – 2,999	1.6%	1.5%	1.2%
3,000 – 4,999	0.8%	0.6%	0.7%
≥ 5001	0.3%	0.2%	0.3%

7.2 Entrepreneurship Initiatives

Entrepreneurship initiatives in Malaysia's polytechnics encompass curricular and extra-curricular activities. Elements of entrepreneurship skills and knowledge are integrated in the curriculum of the programs and complemented by activities in the extra-curricular component of the programs. In the year 2014, more than 35 activities involving more than 41,000 students were carried-out. Various educational activities include Enculturation of Entrepreneurship, Business Plan Seminar, Competition on Business Simulation, Business Challenge, Biz Talk, Entrepreneur Day 2014, Agro-Fertigation Entrepreneurship, 1Malaysia Entrepreneurs Bootcamp, Young Entrepreneurs Festival 2014, Polytechnic Interior Design Entrepreneurship Development, Polytechnic Entrepreneurship Race 2014, Entrepreneurship Internationalisation Program, and many others. Said entrepreneurial activities equip the students with entrepreneurship know-how and skills which will make them good employees and become entrepreneurs, thus creating jobs for others.

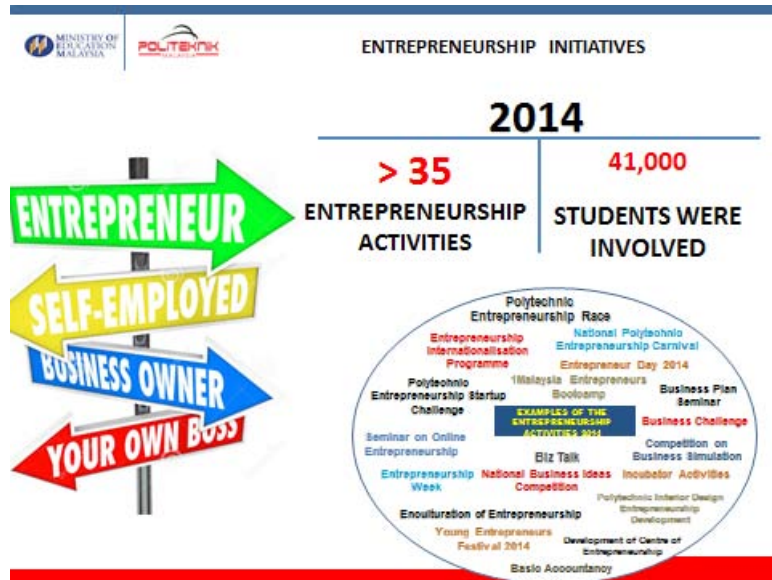


Figure 12: Entrepreneurship Initiatives

7.3 LIFELONG LEARNING INITIATIVES

Lifelong learning initiatives are carried-out by polytechnics in responding to the needs of the individual or groups of community members. Lifelong learning in the form of part-time courses for existing workers was offered to provide opportunities for them to upgrade their qualifications, for example from certificate to diploma. This will assist them in their career progression.

Other lifelong learning courses are in the form of skills-upgrading or re-skilling for individuals according to their specific needs. In the year 2014, more than 145 courses were carried-out involving more than 10,000 participants. Examples of such courses include understanding of ISO and Malaysia Qualification Agency,

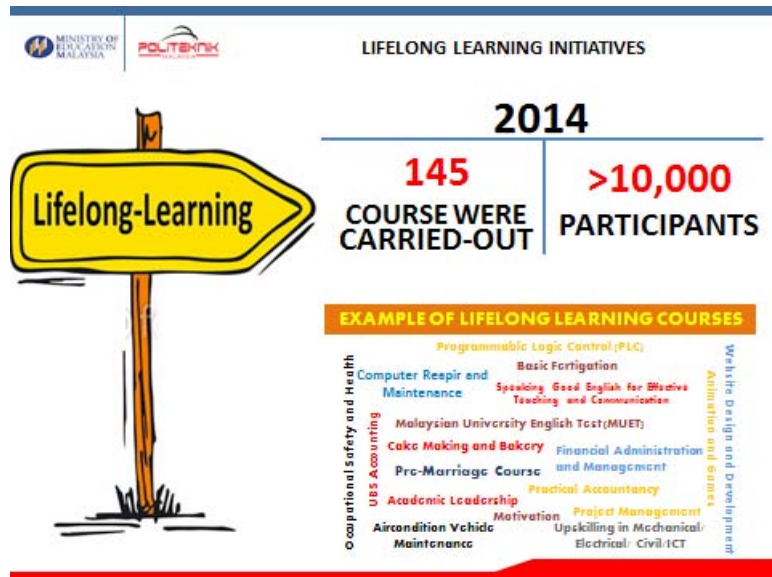


Figure 13: Lifelong Learning Initiatives

Basic Fertigation, Malaysian University English Test (MUET) classes, Speaking Good English for Effective Teaching and Communication, Practical Accountancy, Upskilling in Mechanical/ Electrical/ Civil/ICT, Project Management, Financial Administration and Management, Aircondition Vehicle Maintenance, Academic Leadership, and and many more.

8.0 TVET MOVING FORWARD IN ADDRESSING POVERTY ALLEVIATION

Poverty alleviation through TVET is just one of a series of instruments for increasing productive capacity, economic growth and employability. Poverty alleviation can be achieved through strategies that will ensure the provision of an enabling environment for the poor to be accessible to TVET. Together with that, opportunities for economic activities which will help them improve their livelihood will support the strategies. It is important to have participations of many parties. Students must be career-oriented from the first day of their program. Students will benefit from industry-experienced lecturers and equipment with state-of-the-art technology, resulting in their readiness to face challenges of the industry and workplace upon graduation.

Further initiatives that can be considered by polytechnics include advisory and consultancy, motivation programs, enhancing engineering, technology, commerce and finance literacy, mindset change, providing knowledge and skills as a form of lifelong learning, entrepreneurship programs and community services in developing the economy of the poor.

The design and development of the initiatives and activities must incorporate motivational activities, skill enhancement training, entrepreneurship strategies, initiation of economic activities and financial and management programs. The initiatives and activities must focus on technology transfer, product development, improved productivities, sourcing for financial assistance for small business and uplifting the socio-economic status of the poor. Some of the examples of activities include promoting TVET and technology for poverty alleviation, improving innovation systems through applied research, development of information and information-sharing and selected projects activities.

The objectives of these endeavours of building personal and institutional capabilities include strengthening human and institutional TVET capacity in Malaysia, promoting TVET to young people, providing an interactive and catalytic role for the application of TVET resources to poverty alleviation and ensuring sustainable economic and social development.

TVET capability is needed by Malaysia to engage effectively in the economic activities of the country and a well-prepared TVET workforce, when coupled with entrepreneurship, can result in societal as well as personal benefits. A strong TVET workforce with high-value and specialized skills will improve innovation and productivity of industries which will be integral to Malaysia's transformation into a high-income developed nation by 2020. Polytechnic programs impart not only the traditional skills but also the skills that cover technological innovation because to become a developed country, new products and services need to be generated.

Capacity building of TVET expertise in Malaysia is key to enhancing its ability to become self-sufficient. A well-educated TVET workforce pool must be in-place in the country before technology-based multinational companies will be attracted to make investments. A TVET workforce pool is also needed to fuel entrepreneurship startup efforts that meet local needs. These are in the forms of marketable products and services responsive to local needs, which then contribute to their personal benefits as well as to the economic benefits of the country. Thus, TVET is essential in promoting effective TVET capacity building for economic development of the country.

9.0 CONCLUSION

It is strongly accepted that poverty is a complex national and global issue. Poverty must be looked at, as it is not just about materials and money deficiency but people who lack education and skills training. The denial of people's right to access education and skills training may also lead into deeper poverty. Hard work, commitment and passion are all that it takes to make sure challenges in poverty alleviation can be overcome. However, poverty would probably be impossible to eradicate.

The key to poverty alleviation is economic growth and the creation of employment for the country's citizen. Polytechnic education alleviates poverty through the acquisition of employable skills. It provides the economy with qualified and competitive workforce. The opportunities must be provided to all social groups without discrimination in order to ensure citizens are able to participate in sustainable growth and poverty alleviation. Changes in workplace and globalization entail that learners must be equipped with knowledge and skills appropriate to the new forms of work.

There is an increasing recognition that TVET, including polytechnic education, is crucial in enhancing competitiveness and contributing to social inclusion, employment and poverty alleviation. Developed and emerging market countries got where they are now by empowering their people with high level skills, which were needed to run industries. Malaysia needs to do likewise and prepare our youth to develop a mindset that will enable them to face a very competitive environment.

MEB has set the scene for an exceptional excellent higher education system in Malaysia. Those entering the system will enjoy an ecosystem that ranks equal to among the world's leading education systems. The polytechnic is a part of the system that is less focused on traditional, academic pathways and that places an equal value on much needed TVET. Those who gain access to study places in Ministry of Education's institutions may have higher chances of success in their career. By providing access to TVET, people from different walks of life may have equal opportunity to gain employment or even self-employment, thus achieve the level of equity desired by the nation.

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Poverty Alleviation through Skills Development for Employability

Dr. Ram Hari Lamichhane

Member Secretary
Council for Technical Education and
Vocational Training (CTEVT), Nepal

“Poverty is a serious problem in the world. Despite different initiatives, gaps between the haves and the have-nots are widening in developing countries. There are different reasons for poverty. In recent days, lacking access to education, lack of technical and vocational skills, soft skills and lack of access to information and technology are the key reasons of poverty, which contribute to unemployment. This paper highlights the importance of technical and vocational skills to contribute to poverty reduction.

Human resources are great assets in South Asia but not properly utilized. Despite demographic dividend situation, there is a significant number of youths who are unemployed and underemployed. To enhance employability skills of youths, different skills delivery approaches have been initiated such as technical schools system, on the job training, mobile skills training programs, enterprise based training (apprenticeship) and outcomes based financing.

Output and outcomes of TVET is encouraging. Graduation rate and employment rate of graduates is at 60 to 70%. Earnings of skills graduates are three times higher than ordinary workers. It has contributed a lot in GDP, through better performance to contribute productivity and increase remittances as well.

Despite new initiatives and great contribution of skills development programs, it is facing challenges such as coordination between stakeholders, mismatch between demand and supply, quality of programs, sustainable financing, access and equity and linkages with employers. However, TVET programs are one of the key elements to poverty reduction. We have to make more efficient tools to alleviate poverty by overcoming challenges and obstacles.”

1.0 INTRODUCTION

Poverty is a serious problem in the world. Recent estimates of World Bank (2014) showed that 17 percent of people in the developing world lived at or below \$1.25 a day in 2011. That is down from 43 percent in 1990 and 52% in 1981. This means that, in 2011, just over one billion people lived on less than \$1.25 a day, compared with 1.91 billion in 1990, and 1.93 billion in 1981.

Even if the current rate of progress is to be maintained, some 1 billion people will still live in extreme poverty in 2015 — and progress has been slower at higher poverty lines. In all, 2.2 billion people lived on less than \$2 a day in 2011, which is the average poverty line in developing countries and another common measurement of deep deprivation. That is only a slight decline from 2.59 billion in 1981 (World Bank, 2014).

Despite some progress in poverty reduction in recent years, Nepal remains one of the poorest countries in the world, with a Human Development Index of 0.463, placing it at 157th out of 187 countries (UNDP, 2013).

Over 30% of Nepalese live on less than US\$14 per person, per month, according to the national living standards survey conducted from 2010 to 2011. While the overall poverty rate for Nepal is 25% this figure increases to 45% in the Mid-Western region and 46% in the Far-Western region. In these remote hill and mountain zones, the terrain is rugged, rainfall is low and the poor-quality soil is difficult to farm. Agricultural holdings per household are the smallest in the country.

About 80% of Nepal's people live in the rural areas and depend on subsistence farming for their livelihoods. Household food insecurity and poor nutrition are major concerns in these areas, where about half of children under five years of age are undernourished. Most rural households have little or no access to primary health care, education, safe drinking water, sanitation or other basic services.

As other developing countries, Nepal is facing the problem of huge gap between the rich and the poor. Due to varied reasons, the gap is widening further. It means that access to good schools, healthcare, electricity, safe water and other critical services remains elusive for many people who live in developing economies. Other challenges, such as economic shocks, food insecurity and climate change threaten to undermine the progress made in recent years. In addition to the above mentioned reasons, youth are lacking employability skills such as technical and vocational skills, soft skills and lack of information about employment opportunities. Thus, this paper highlights the contribution of occupational skills for poverty alleviation and innovative approaches of skills development program and output, which are the outcomes and impact of TVET programs in Nepal.

2.0 CONCEPTUAL FRAMEWORK OF SKILLS DEVELOPMENT AND POVERTY ALLEVIATION

Diagram 1 below mentions the relationship between TVET and poverty.

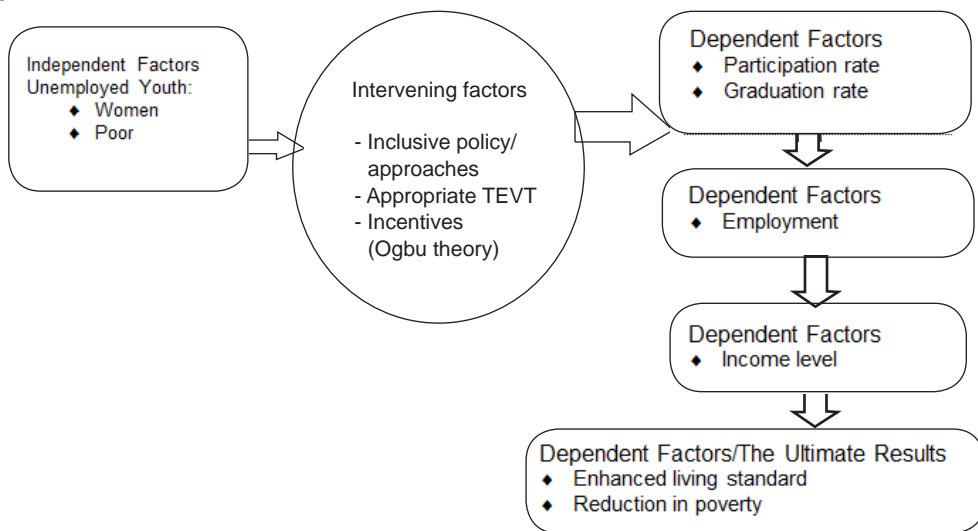


Figure 1: Relationship between Dependent, Intervening and Independent Factors

Human resources are great assets in South Asia, but not properly utilized. Nepal has strong demographic dividend because there is a 40% youth population and 58% economically active population (CBS, 2011). Despite the demographic dividend opportunity, there are 4% unemployed and 42% underemployed population. As a result, 1,700 youths are flying for foreign employment everyday especially in the Middle East. In one hand, youths are not getting fulltime employment in the country and on another, employers are not getting skilled workforce.

Similarly, there are also demographic dividends in other South Asian countries. The unemployment rate seems low in South Asia but underemployment is very high. Within the composition of population, youth unemployment rate is higher than average unemployment. The employment situation has been improved in Sri Lanka, Bangladesh, Bhutan and Nepal comparing from 2010 to 2015 (Lamichhane, 2013 and The Economist, 2013). Unemployment situation of South Asia is stated in Table 1 below.

4.0 INNOVATIVE APPROACH OF SKILLS DEVELOPMENT PROGRAMS

Technical School System:

The technical school system of Nepal is considered as a good system to deliver TVET programs to the youth. It is very popular especially for out of school youth and youth from disadvantaged groups.

Table 1: Unemployment Status of South Asia (in percent)

COUNTRY	2010	2015	REMARKS
Afghanistan	35.0		
Bangladesh	5.1	4.9	
Bhutan	3.3		Youth unemployment 10.3 %
India	8.1	8.5	
Maldives	28.0		
Nepal	4.5	4.0	Underemployment 42%
Pakistan	5.6	7.8	
Sri Lanka	5.8	4.8	

All public schools are in residential areas and students get complete package of knowledge and skills including some soft skills during the program. There are 17 public and around 400 private technical schools in Nepal. It has been gaining popularity both in the rural and urban areas.

On-the-Job Training (OJT):

On-the-job training is incorporated in all TVET programs. There are five months to one year OJT in long-term programs and about 20% less for short-term programs. It contributes to gaining more practical skills and industrial exposure for the students. Similarly, OJT links the students to get better employment and enhance their confidence level to establish their own enterprises.

Mobile Vocational Training Programs:

Nepal has been implementing mobile vocational training programs in rural areas. It assures equal access of disadvantaged group to TVET programs. Considering the poverty situation, participants can get both training and work opportunity at a time. Therefore, they don't incur opportunity cost.

Public Private Partnership (PPP) model in TVET:

There are three polytechnic institutes running under PPP model: Manamohan Polytechnic, Madan Ashrit Polytechnic and Sailaja Polytechnic. Local authorities have major responsibility in managing these institutions and sharing resources as they have ownership of the institutions. This program is still running as a pilot project and can be replicated after final evaluation. There are 90% private providers and 10% public providers in Nepal. Public sector organization works as a regulatory body, called Council for Technical Education and Vocational Training (CTEVT).

Simple and Concrete TVET Policy:

The government of Nepal has introduced TVET Policy 2012 with five key areas - expansion, inclusion and access, quality, integration and sustainable funding. Based on this policy, CTEVT has developed strategic plan (2014-18) to give clear directions to implement TVET programs.

Enterprise-Based Vocational Skills Training:

There are some projects such as MEDEP, which are implementing enterprise-based vocational skills training that contributed in establishing micro enterprises and generating self-employment. Under this approach, trainees are provided training at enterprise premises and gain opportunities to do more practical work in a real workplace.

Output-based Financing:

Most of the vocational skills training programs are financed as an output-based model in Nepal. It makes training providers more responsible and accountable to ensure employment of the training graduates. Training providers will get about 40% of the training cost after completion of training, and the remaining 60% will be given based on the employment of the graduates within a six-month period. They can get incentives if they train and provide employment for the disadvantaged (DAGs) youth.

5.0 POVERTY ALLEVIATION THROUGH SKILLS DEVELOPMENT FOR EMPLOYABILITY

The output and outcomes of TVET in the country is encouraging. There is about 98% graduation rate both in short-term and long-term programs. Success rate of national skills testing is about 50%. According to the study (Lamichhane, 2006), employment status of TVET graduates by trades were as mentioned in the table 1 below. Table 2 presents the employment status of technical education and vocational training graduates by trade expressed in frequencies and percentages. As indicated in the table, employment status of TE and VT graduates was about the same. Only 57% of TE and 54% VT graduates were employed. In TE, there were high employment percentages 77, 63, 55, 52 and 45 in mechanical, agriculture, electrical, construction and health trade respectively. Similarly, in VT, there was high employment rate (81%) in mechanical trade and low employment rate (25%) in electrical and electronics trade.

Respondents said that the employment rate of graduates was lower because training programs were conducted without considering the needs of the market or employers. There were better employment opportunities in construction and mechanical trade in comparison to others. The respondents of health trade expressed that there were high employment opportunities in Staff Nurse and Auxiliary

Table 2: Employment Status of the Graduates by Trade

TRAINING LEVEL	TYPE OF TRADE	EMPLOYMENT STATUS		TOTAL
		Employed	Unemployed	
TSLC	Electrical and Electronics	15 (55)	12 (45)	27 (100)
	Mechanical	31 (77)	9 (23)	40 (100)
	Construction	38 (52)	36 (48)	74 (100)
	Agriculture	10 (63)	6 (37)	16 (100)
	Other (Health)	17 (45)	21 (55)	38 (100)
	Total	111 (57)	84 (43)	195 (100)
Vocational training	Electrical and electronics	16 (25)	47 (75)	63 (100)
	Mechanical	17 (81)	4 (19)	21 (100)
	Construction	44 (69)	20 (31)	64 (100)
	Agriculture	9 (51)	8 (49)	17 (100)
	Other (Beauty parlor, Sewing)	14 (74)	5 (26)	19 (100)
	Total	100 (54)	84 (46)	184 (100)
	Grand Total	211 (56)	168 (44)	379 (100)

Nurse Midwife (ANM) but very low in Community Medical Assistant (CMA). Similarly, there were employment opportunities for TSLC graduates of electrical and electronics trades but majority of the vocational training graduates of construction, electrical and electronics trade were unemployed because they lacked adequate skills to perform tasks and there were cheap Indian workers. In the case of electrical and electronics, respondents of in-depth interview said that there were very few government positions for TSLC graduates. There were very few full time employment opportunities in the private sector. Most of employments in the private sector and self-employments were of part time or on a contract basis. The graduates employed on part time basis hesitated to consider themselves as employed. The ratio of long-term graduates was lower than that of short-term in electrical and electronics trade in our sampled training institutes. There were only two institutes, which conducted TSLC courses in electrical and electronics (BTTC and BTI). Therefore, high percentages of the respondents were from vocational training where employment rate is very low.

At present, vocational skills training graduates' employment rate is about 60 to 70%. Due to the skills, TVET graduates are getting gainful employment. Skills certificate has given them easy access to employment. The graduates received low remuneration in the first year but their earnings increased in the following years. Different tracer studies showed that the average income of TVET graduates is NRs. 15,000 (\$150) per month (SEP, 2012; EF, 2014; EVENT, 2014). According to the returnee migrants, the average income of ordinary labor is about \$150 and TVET graduates as semi-skilled workers are getting \$300 in the Middle East.

TVET has brought a positive impact in the society and largely contributed to the national income. After finishing TVET courses, youths have changed their lives as an unemployed to employed, with social behavior improvements as well. It has contributed to reduce crimes and increase educational and health level of the family (Lamichhane, 2006). The following case studies describe these positive impacts of TVET programs.

Case 1: A stone grinder using hand becomes a bicycle repairing hand

About six months ago, a woman named Goma Kumari Sapkota, a daughter-in-law to a poor farmer and a mother to two daughters and a son, used to spend her life doing household works. Due to the religious tradition of early marriage in our country, she got married at a minor age after completing 8th grade, after that her life was a mess. In the northern side of Nijgadh of Bara district where Goma spent most of her life, she came up with an idea on the maintenance of cycles and buying/selling of cycles in her own village, where development was slowly booming. She had this idea because she herself had to go to the Nijgadh bazaar in order to mend her cycle and she thought why not open up a cycle shop so that people of her village will not have to go the Nijgadh Bazaar.

It is said that when there is a will, there is way. One day, she saw a poster about cycle maintenance training so she came in contact with the KUSHAL BYABSAYA PARAMARSHA KENDRA. She immediately filled out the form, took an interview and reserved her seat for the training program, which was conducted by SEIS/ ELAM, HELVETAS.

Goma received a training of approximately 390 hours of cycle maintenance, which was free of cost. Goma says, "This training has made my dream a reality and today I am an owner of a cycle maintenance shop." Due to which, she is now known as a good example of a hard working woman in her society.

This might sound interesting because she started her own cycle maintenance shop from the second day of her training period. As the training was conducted in her shop and the required parts were received from her instructor's shop, so she was able to smoothly set-up the business. The training was conducted in the afternoon and she used to repair the cycles whenever training was not conducted, which proved to be fruitful for Goma.

During the training period she received knowledge and skills, as well as a five-day self-entrepreneurship development training, machinery tools and counseling conducted by that ESP also helped her boost her confidence.

Today, Goma earns a minimum of Rs. 300 and a maximum of Rs. 1600 on a daily basis, while her monthly profit is about Rs. 10,000. Apart from her work in the shop, her workshop also functions as the communication center for her husband's tractor transportation and market organization for her husband's profession, which made her husband very pleased. Due to the income of both husband and wife, now their three children are enrolled in a boarding school. Upon asking her as to why she enrolled her children in a boarding school rather than enrolling them in a government school, she replied, "When it comes to the future of my children I don't hesitate spending money because we are now financially stable."

During the final counseling she mentioned a few points on how training would be more effective. She pointed out the proper distributions of handouts and if the trainer and the trainee are more focused, then it would have been more effective. Upon asking her about her future plans, she said, "I will set up a bigger shop on the highway with more spare parts and many new cycles and a small shop in her village."

Surely there will be many hurdles to implement her future plan but with a strong will power, hard work and with advanced skills training and technology, Goma will surely accomplish her goals.

Case 2: "Gender discrimination" not a big deal for a job well done

Sita Maya Magar, a woman of approximately 30 years old owed her good life to mason training. A class 3 graduate, she was forced to work as a wage-based labor, carrying cements, sands and other construction tools on a doko (a traditional Nepalese equipment used for carrying any goods). She was led to carry the sole responsibility of raising her with two children when her husband married another woman.

Her dreams of a good life for her children, started to come true when she was selected by an instructor from KUSHAL BYABSAYA PARAMARSHA KENDRA. From the training program, she learned how to make brick walls and cement mixture and also learned how to plaster the wall during six hours of training on a daily basis. She gained valuable knowledge and skill, with free lunch, machinery tools and books from the training. Apart from the training, she was also provided with counseling conducted by ESP which helped her boost her confidence. Apart from the hard skills, she likewise acquired worthwhile insights such as safety during work, how to handle customers and also learned that employers should not discriminate workers by gender and other important learning.

In her past job, she used to earn Rs 150 daily. Now, she earns about Rs 360 on a daily basis. Her children now studies in a good government school where her daughter studies in grade 11 and her son in grade 8. She is now able to pay for her daily expenses, medicines, children educational fees and other miscellaneous expenses with her present income. Sita adds that "My family was able to celebrate this year's dashain festival, unlike before." All the other female co-workers are with Sita because of her good behavior, to which they said, "Working with Sita is way easier than that with the male workers because she understands the problems faced by us." And the male co-workers too did not find any difference working with male or female laborers. On asking her about her future plans, she said with confidence: "One day I will be a more skilled laborer after acquiring different skills and earn about Rs 500 to Rs 800 on a daily basis and if luck is in my favor I wish to become a thekdar one day."

Case 3: Eight class failure and a young lad skilled to repair an Apple iPhone

Shreeram Paudel, an eight class failure from Nijgadh, Bara has shown a great example proving that studies does not matter when the skill is learned. Roaming around all day long, sometimes in the main market or in the village, Shreeram was kind of depressed and fed up with his hectic life after he quit studies and was unemployed. Most of the time he used to waste his life in vain and sometimes he would help his father in agriculture. One day when he was listening Radio Simara, he learned about the mobile repair training and also came to know about it in the poster in his village.

When he came in contact with the SAFAL BYABASAYA PARAMARSHA KENDRA, NIJGADH he filled up the form and got selected for the desired training program. The 390 hours training that he received not only provided him the skills but also created a platform for him to be employed. During his training period, he also made the five-day training very useful by creating a business plan with total

expenses estimation, accounts and salesmanship knowledge. Soon after the completion of the training he received a set of tools, which now proves to be very helpful for the work he is doing.

The same old unemployed Shreeram is now a well-established technician in one of the mobile repair center in Nijgadh Bazaar. Asking about his skills, his employer said, “Shreeram is one of the best technician I ever had in my shop and he is very eligible and hardworking and because of him the sales has gone up by 20%.” Similarly, asking Shreeram about the effectiveness of his training, he said, “Due to the proper training and more practical classes it has been easy for me to repair the mobiles and similarly I have been repairing iPhones with help from the company’s website.” Due to his hard work he saves about Rs. 6,000 monthly and he receives additional income from the mobile services and the overtimes. Asking about why he is working for others as he can be a self-employed person he replies, “I need some time to be more skilled but there is no internet in our village so it would be hard for me to study the current market. After saving some money, in the near future I will surely open up my own shop.” In addition, he also said that after opening his shop with new equipment, he is planning to give employment to two persons. He is not only helping his family financially but is also getting love in return.

He thinks that all this training is fruitful in life because it provided skills, knowledge and created platform for employment opportunities. Other youngsters like Shreeram who likewise received the training, are not able to use their skills because they are not able to receive employment opportunities due to many reasons. Concerned departments for young and skilled youth should be helping to create employment opportunities.

Case 4: Collective effort is very fruitful

In the outskirts of Lalbandi, Sarlahi district, there is a motorcycle workshop named ‘YUBARAJ WORKSHOP’ where four youngsters seem very busy with many motorcycles in queue. But the interesting fact about this workshop is that it is not run by experienced mechanics nor is it in an old workshop; it is operated by the trainees who are enrolled in the training program conducted by the SEIS/HELVETAS.

Four youngsters who were class eight graduates from Sarlahi district namely Tej Narayan Shrestha, Lalbandu Mahatto, Rampukar Mahatto and Basandra Mahatto were helping in simple agriculture and were unemployed and lived their life in vain. These boys were in search of opportunities and when they came to know about the training program from the local radio, they immediately contacted the UDHYAMM BIKAS AND ROJGAAR SEWA PVT LTD. Among all four of them, Tej Narayan stood out as the leader and they chose motorcycle maintenance training. Tej had simple knowledge and experience about cycle maintenance so soon after their selection, they took the 390 hours motorcycle maintenance training and a seven-day training about entrepreneurship development.

During the training period, a little chat between these youngsters showed that they have the common interest and common future plan and they came to a conclusion to open their own motorcycle maintenance shop. Hence, according to their plan, they opened a motorcycle maintenance shop at Raniganj, which was initially their training center and was a helping hand provided by the training center. Despite the workload, Tej took the whole responsibility of the business. The income from the shop was spent on monthly rent of Rs. 3,000 and improvised their equipment with it. When asked about their gross income, they said that they earn about Rs 45,000. Despite their expenses, their total profit is about Rs. 30,000 and from the profit about Rs 50 is deposited in a co-operative so that there will not be any financial problems in the future. Rs 1,000 was allocated for their lunch and other miscellaneous expenses for each partner and rest are invested for the development of equipment.

Asking about the distribution of workload, they replied, “Whoever is free they take the job and workload is distributed among us. If the work in hand is very tough, an experienced instructor or mechanic is hired and at the same time we learn from them to handle such complex problems. During this four month there have not been any disputes amongst us and now we stand united.”

With mutual understanding, their future plan is to increase investment, establishing a proper shop with appropriate spare parts and also take the skill test of level 2 and 3, in order to boost their skill and confidence.

With hard work and effort, the business they have started working for as mechanics should be taken in a flow and provide quality service which surely is a tough job to be done. Mutual understanding is the key to their success and financial discipline of their business. Development of their skills and technological knowledge is also an important factor which should be taken into consideration.

Case 5: A job-searching unemployed now is an employer

Dil Kumar Ale, a 20 years old unemployed roaming around in the streets of rural area of Sarlahi says, “I am amazed that life can be this hard.” There is irony in his tone because when he completed his 7th standard, he used to just roam around his village doing nothing but playing cards and wasting his precious days in vain because his parents do not care about him.

Now that life is in the past, because when he came to know about the arc welding training conducted by the TALIM UDHYAM AND EMPLOYMENT CREATION CENTER, Harewan, he went to the training center running in order to grab his opportunity. After the counseling from the staff of the center he came to a conclusion that a positive attitude and income-generating skills will surely help give his life a new shape. He completed his 390 hours of training successfully. With a daily one-hour theory class and five hours of practical classes he is now able to make iron tables, chairs and other iron furniture, which improved his skills and boosted his confidence. And at the end of the initial training, he also received the seven-day training on entrepreneurship development. With the help of the counseling center, he opened a grill shop.

A son who messed up his life before came up with a splendid proposal that made Dil’s father proud. Without hesitation he took a personal loan and gave his son an initial capital for his business. As hard work pays off, Dil Kumar has paid a loan of Rs 25,000 already and also added that there is a total profit of about Rs 12,000 monthly. In addition, he also said that he has been giving his classmates a sub-contract, too. Because of the hard work, his business output has increased from 400kg to 900kg. PARAMARSHA SEWA KENDRA is helping him to find market for his business. Additional counseling is also provided for him, as he takes help from the instructors for the very hard and skilled jobs.

Soon after the training, he was asked about his experience and his future plans. He replied with a smile, “After receiving the training and opening a business, I am happy with what I have been doing and what I have achieved. In the near future I will design new furniture and probably give employment to 10 people.”

Lastly, with this kind of courage and hard work, Dil Kumar will have to face problems on market penetration, quality of goods, and competition with other rivals as more investment generation is seen. But with hard work and strong will power he can tackle these hurdles if he receives proper and timely knowledge.

Considering that skills development is a key tool to alleviate poverty, skills development initiatives in other South Asian countries are as follows.

India

Considering the importance of skilled workforce, India has initiated skills development programs for 500 million youth by 2022 under skilling India program. According to The Economist (2013), “As observed by the Prime Minister’s National Council on Skills Development, while India possesses a multi-faceted and robust vocational training ecosystem, it is clearly not able to cope with current skill development demands, both qualitatively and quantitatively.”⁴ As a result, India’s objective of providing 500 million people with skills by 2022 is a challenge of enormous complexity and scale, as noted in

a recent report on the labor market by Team Lease Services and the Indian Institute of Jobs, which cites an absence of linkages with changing labor market needs, poor employability of graduates and infrastructure constraints as being critical factors.”

Sri Lanka

It has given priority to produce quality skilled workforce. Considering the importance of TVET, it has established separate ministry and university for technical education. As a result, Sri Lankans are considered as skilled workforce.

Pakistan

Pakistan also faces the dual challenge of developing basic skills for the unorganized sector, while also developing the advanced skills required for increasing economic productivity.

Nepal

Meanwhile, Nepal, Bangladesh and Sri Lanka are seeking to bounce back from a long period of political instability to develop strategic manufacturing sectors and maximize gains from remittances.

This means up-skilling the workforce for greater international competitiveness, and developing the core skills demanded by labor markets at home and abroad. In Nepal, remittances have contributed 28 percent in GDP. Out of the foreign migrants’ workers, only 2 percent are skilled, 26 percent are semi-skilled and 72 percent are unskilled. The skilled workforce is earning three times more than unskilled (DOFE, 2014).

6.0 LESSONS LEARNED AND CHALLENGES

Based on three decades of experiences, Nepal TVET still faces serious limitations in coordinating relevant stakeholders especially for program implementation and resource mobilization. This task could still remain a challenge because the envisaged TVET fund should be acceptable to all ministries and stakeholders.

Annually, Nepal is providing skills development program for about 100,000 youths; however, graduates are not fully employed and employers are not getting skilled workforce. It indicates that there is a mismatch between demand and supply of skilled workforce.

Institutional-based training provides high quality training; however, for those training programs that do not require heavy equipment, mobile training ensures access and equity. Therefore, mobile training programs have scope for promotion in rural and remote areas. However, as training needs to be supported with properly trained trainers and at least with some basic equipment and machinery, even this model of training might continue to be a challenge, particularly for rural and remote settings.

OJT component and industrial practice of TVET program enhance the skills and increase the employability of the graduates. However, these programs are difficult to manage due to financial expectations of enterprises/institutions with the possibility to offer such opportunity and lack of specific government policy to implement such programs.

The graduates from TVET programs have higher opportunity to get employment than graduates from general education, but cost of TVET is much higher than general education. Therefore, making TVET programs affordable continues to remain a big issue. Similarly, privately funded TVET programs are concentrated in urban areas but it is rare to find training institutes in rural and remote areas. This issue could be addressed through appropriate policy intervention and incentives.

The middle-east experience has proven that a skilled person can earn three times more than an unskilled worker. This fact is important particularly in times when there is a growing demand for skilled workforce

in the global market. Despite such an unprecedented opportunity, a strong majority of 1,700 Nepalese who migrate daily for foreign employment are unskilled. Therefore, appropriate policy and programs are required to address this challenge.

7.0 CONCLUSION AND RECOMMENDATIONS

TVET programs are one of the key elements to poverty reduction. Despite many challenges and issues in TVET sector, Nepal has implemented good practices and achieved good results as well. TVET has contributed significantly to employment for the youth and Gross Domestic Production (GDP). Considering the importance of TVET in poverty reduction, Nepal has to do a paradigm shift in TVET from supply-driven or instructor-centered (traditional) approach to market demand or learner-centered (modern) approach for the economic and social benefit of the country. Similarly, there is duplication and programs are implemented in a fragmented way. Therefore, coordination between stakeholders is essential. The quality of training is in lower level due to the unavailability of qualified instructors, traditional technology, insufficient soft skills in curriculum and lack of sustainable funding. Therefore, continuing to provide human resource development programs, labs and workshop with the latest technology, combination of both soft and hard skills training in the curriculum and sustainable financing mechanism are all essential to produce quality skilled workforce which ultimately contribute to reduce poverty.

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Building Skills for Youth Employability

Dr. Raman Gujral

Regional Coordinator

Entrepreneurship Development Institute of India

“Clearly, Asia’s urban poor are far from their popular stereotypes as only centers of disease and want. Indeed, an overwhelming number of people of these shanties have left their homes in the countryside in pursuit of opportunities in urban Asia because of their strong aspirations. Ironically, it is the informal economy that traps many of these slum-dwellers into the vicious cycle of poverty. Without real options for their children to secure competitive standards of schooling and with the overwhelming number of slum-dwellers not trained for the better jobs, social mobility for this class, though inspiring when it occurs, is still limited. Continuing urbanization and slum growth through fresh arrivals from the countryside increases competition for limited resources and opportunities, further reducing both liveability and individual chances for growth and development. While Asia’s urban poor today are full of ambitious hard workers, lack of better opportunities can quickly institutionalize poverty and create an unbridgeable space between poor and rich.

The paper proposes that a comprehensive and long-term solution to the problem of Asia’s slums cannot be about the slums themselves. A viable solution would have to take a holistic view dealing with Asia’s largest macro challenges and recognize the critical role which cities will have to play if it is to successfully transition into an economically and socially developed continent.”

1.0 INTRODUCTION

The picture that conjures up in our minds when we talk about slums is that of a dirty, unhygienic cluster of impoverished shanties with long lines of people crowding around a solitary municipal water tap, bawling babies literally left on street corners to fend for themselves and endless cries and voices emanating from various corners. Most of them are engaged in eking out their daily lives, always below the poverty line, by working as construction laborers, domestic help, rag pickers and children working on neighborhood coffee stalls.

Clearly, Asia’s urban poor are far from their popular stereotypes as only centers of disease and want. Indeed, an overwhelming number of people of these shanties have left their homes in the countryside in the pursuit of opportunities in urban Asia because of their strong aspirations. Ironically, it is the informal economy that traps many of these slum-dwellers into the vicious cycle of poverty.

Without real options for their children to secure competitive standards of schooling and with the overwhelming number of slum-dwellers not trained for the better jobs, social mobility for this class, though inspiring when it occurs, is still limited. Continuing urbanization and slum growth through fresh arrivals from the countryside increases competition for limited resources and opportunities, further reducing both liveability and individual chances for growth and development. The very presence of slums ultimately risks creating a different class of urban citizens who only rarely mixes with the other ‘classes’ other than as workers.

While Asia’s urban poor today are full of ambitious hard workers, lack of better opportunities can quickly institutionalize poverty and create an unbridgeable space between poor and rich. Although global technological innovation and Asia’s growth provide its urban poor with access to some of the modern consumables such as bikes, televisions and mobile phones, their ability to shape their own destiny remains limited – and the productive potential of the young migrants eager to work is under-utilized.

As we know, the history of urbanization is full of examples of cities which started off by being the hosts (willingly or not) to the financially weaker section of the population who were ultimately alleviated from poor living conditions through a combination of affordable housing and basic better civic amenities. The solution ultimately lies in better nations, not just better cities, which are scalable and capable of not only absorbing the inflow of population (from within or without), but in fact are economic magnets in attracting the best talent from the country.

Firstly, slums are a logical answer to urbanization and the relative lack of opportunity outside of major urban centers in predominantly poor countries. They are facilitated by the right to migrate, so they are a structural phenomenon. Secondly, slums have become a system of living perpetuated by economics, politics and societal factors. Therefore, it makes sense to see them as part of the system of a society and also the global system of trade and distribution of wealth. Thirdly, people accept and adapt to their circumstances without (external) triggers to encourage them to do otherwise. In this sense, slums are adaptive organisms. Fourthly, slum dwellers can improve the slum to a large extent if mobilised to do so. Therefore, they can also be developed as one would any organisational entity through the application of techniques of change management. Finally, slum dwellers cannot transform their slum (into non-slum) without the support of the environment around them.

They lack the critical human and financial resources to make a clean break from their situation. Their transformation requires an external impetus and resources. In the absence of this external intervention, they can become disenfranchised rather than citizens in-waiting and have the potential to develop a culture, set of values and behaviours that can threaten the on-slum environment they live in.

Therefore, ultimately, a comprehensive and long-term solution to the problem of Asia's slums cannot be about the slums themselves. A viable solution would have to take a holistic view dealing with Asia's largest macro challenges and recognize the critical role that cities will have to play if Asia is to successfully transition into a better than a middle-income continent .

Such a solution would include the following strategies:

2.0 NEED ASSESSMENT STUDY

The need assessment methodology should be comprised of the following steps:

Present labor resource scans

- Employment strategies & need based action plan
- Skill cum entrepreneurship training course curriculum designs
- Plan of action
- Software development for analysis of reports and MIS

3.0 STUDY METHODOLOGY

3.1 Sample Selection

Systematic and quota sampling technique should be used for this kind of study giving emphasis to cover all potential slum dwellers of the selected areas and city. (Example: for almost 7,200 beneficiaries, need assessment scan would be for at least 15,000 slum dwellers of the selected areas and city.)

Example of region wise spread of samples should be as follows –

CITY	NUMBER OF BENEFICIARIES	
CITY A	2,200	4,500
CITY B	3,000	6,100
CITY C	1,000	2,200
CITY D	1,000	2,200
Total	7,200	15,000

Being a sample comprising of individuals already engaged in some kind of activities, we should have assumed the problem of the presence of some of the slum dwellers at home during the study. Keeping the facts in mind, 15,000 samples is advisable to be selected.

3.1 Development of Schedule for Field Survey:

The need assessment study should have two clear focuses –

- (a) Collect data about the present socioeconomic status and problems of selected urban slum dwellers; and
- (b) Identify the need of the potential urban slum dwellers.

Despite first being numeric in nature would seemingly be easily attainable, the condition of minimal financial records available with urban slum dwellers can make it more perceptive in nature. The second focus also needs to capture the perceived status and can be triangulated with increased demand and desires of selected urban slum dwellers.

Considering the varied socioeconomic culture of targeted response, a standard questionnaire and its administration may not provide a clear and significant picture to capture. Study should focus more on standardizing a schedule to be filled up by the interviewer based on the guided discussions and questions on the schedule. The typical characteristics of urban slum dwellers in designing the schedule would be kept in mind.

1. Most of the urban slum dwellers hardly keep financial records, so getting the exact financial income figure from them is challenging.
2. The majority of urban slum dwellers may not coherently present their economic and employment status in exact terms and may need enough time and encouragement to open up to provide the required information.
3. Indirect questions and observations can provide better clues to assess the impact rather than ask for direct information which many a times might be incoherent and misleading and may be misinterpreted by implementing agency.
4. The urban slum dwellers are more apt in describing events and impacts in relation to important happenings and emotional associations of events rather than a direct response to straight questions.
5. The words and phrases used in local context have different meanings and if coded in the right context, they can give the real picture of happenings and perceptions.

It would be a real problem to design the standardized questionnaire to be used in different socioeconomic situations ranging from the poorest of the poor to the job-employed. The questionnaire with close-ended questions and enough options to classify the shared facts and put it under right heads shall be used.

These schedules would provide means to obtain information from respondents in a face-to-face situation. The interviewer would act as a facilitator to get the required information from the respondents. It is assumed that throwing open-ended questions to the respondents and then eliciting the response of questions in schedule could lead to a smooth flow of conversation and required data collection. On the spot clarification for answers can be sought in case of confusing responses. The interviewer should strictly be instructed to avoid personal assumptions and stress to maintain objectivity of the purpose.

The professional should try to design the questionnaire as clear, detailed and unambiguous as possible, by keeping in mind not to insult the intelligence of most of the urban slum dwellers. To solve this problem, one should try to balance compactness with an impression of legibility and spaciousness. The languages in the instructions will be kept simple and concise without being obtuse, relaxed without being foolish. One should try to ensure that the beneficiaries must not feel that they are being patronised, but they must also feel that this survey is serious and worth the effort of them responding to it. The staff capable of perceptual investigation alone will be engaged to conduct the interview.

3.2 Field-testing of Questionnaire

Before actual implementation, a field-testing of prepared questionnaire must be undertaken to check the options provided for urban slum dwellers and choices available to each question. Once options were found sufficient to capture different responses, it would be finalized.

4.0 STRATEGY AND IMPLEMENTATION PLAN OF ACTION

Slums are not ‘problems’ that have to be ‘solved’ - but are indeed the results of lopsided and vested urban policies covering land ownership, infrastructure provision and maintenance, and other socioeconomic issues. And for the poor, they represent a solution. The need of the hour is to find light in the darkest of the dark scenario and infuse life in the lives that are still waiting for the silver lining.

The approach should be flexible in its application; it is nevertheless based on five important core principles which should not be compromised:

People-centered: Starting with people and their livelihood choices, job employment approach would be focused on full respect for people’s views, and aims to ensure that the policies governing people’s lives are promoting change in the dimensions of poverty which they priorities.

Holistic: The approach should aim to recognize the constraints and opportunities which urban poor people identify for themselves, regardless of which professional sphere or sector they may lie on. As well as being a non-sectoral concept, our approaches would aim to give due consideration to the multiplicity of influences, actors, strategies and outcomes which are determined by people, institutions, public and private sector interests.

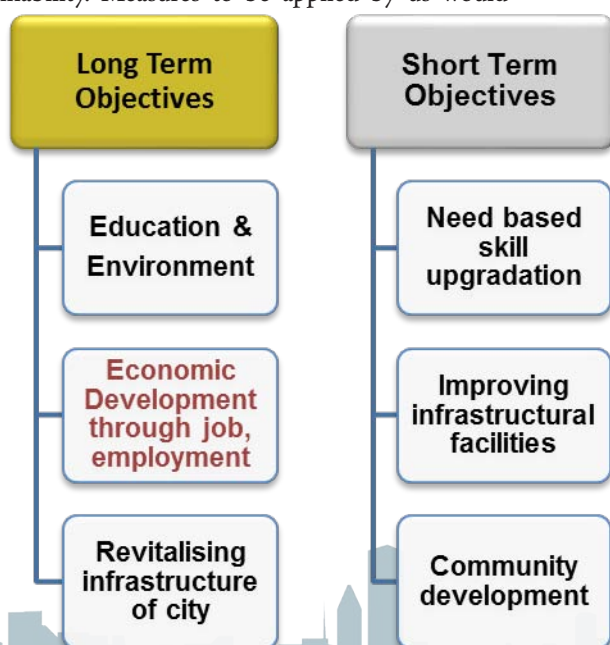
Dynamic: People’s livelihoods and the forces which shape them are dynamic. We should aim to assist in understanding complex causal relationships and how interventions can support positive, pro-poor changes whilst mitigating the negative ones.

Macro-micro links: Livelihoods analysis highlights the significance of the linkages between poor women and men, households, neighbourhoods and the myriad of legislative instruments and practices, which determine people’s access to assets that define their opportunities in transforming assets into capital and governing livelihood options. The theory recognizes the potential benefit of involving people in policy formulation whilst acknowledging the lack of supporting evidence since macro level policies are usually developed in isolation from the people they affect.

Sustainability: There are numerous aspects of sustainability. Measures to be applied by us would include resilience to negative external forces and depending on the institutions (and in turn, their sustainability), non-depletion of others’ livelihood options. Based on our beliefs in terms of poverty reduction, sustainability can only be achieved when external interventions are congruent with current livelihood strategies and capacity to adapt.

5.0 OBJECTIVES BEHIND HOLISTIC DEVELOPMENT OF URBAN SLUMS

Slum dwellers can be identified as that section of the society that fail to upgrade their skills and are unwilling to make investments in education and in upgrading their skills constantly. They are, therefore, certain to lose out on economic development. Our objective would be to bring this section at par with those sections of the society that constantly upgrade their skills and invest in doing so and benefit immensely when new economic opportunities open up.



Long Term

- Improve the quality of life of the urban poor in terms of health, education, sanitation and environment
- Economic development of the urban poor through better and gainful job employment
- Revitalize the infrastructure and environment of the city

Short Term

- Provide need-based skill upgradation of urban slum dwellers for market driven job placements
- Improve basic physical and non-physical infrastructure facilities within a slum
- Facilitate the process of community development with a sustainable mechanism

6.0 STRATEGY FOR HOLISTIC DEVELOPMENT OF URBAN SLUMS

One should work on this grave issue with the purpose of helping the urban poor. An important element of the strategy would be to upgrade the skills of the poor to help them in getting well-paying opportunities. Skill upgradation should be our focus to reduce poverty in urban slums. When we upgrade the skills on a large scale, we can hope to prepare the poor to face the fiercely competitive world that is emerging.

Upgrading skills involve a spectrum of programs. On one end are the training programme that will help the unskilled to compete in the productive segments of the service and the distributive industries. Giving the unskilled very narrow vocational skills is on other end of the spectrum. Productive segments of the employees are high and rising and the long-term return on capital employed is better than the return the investors expect.

Considering these experiences, one should lower its vision, in the sense that it would be more productive to provide the unskilled with narrow vocational training that has the potential for quick upgrading. This rationale should launch a training program focusing on automobile driving, repairing and other similar kind of program for the unskilled residents of urban slums.

Along with the above, the strategies can be used for achieving both long and short term objectives would be based on the following concepts:

- Ice breaking and intra-slum networking
- Convergence is a concept which we should use for dynamically integrating various public programs, present social group efforts and other support, rather than viewing each program in isolation. Thus, based on community needs assessment, different combination of various efforts (economic activities and job placement, etc.) can be designed for different slum settlements as per their requirements.
- Active community participation.

6.1 Screening, Testing and Selection of Urban Participants

You can adopt various methodologies to identify and select the urban poor for further capacity building interventions among them. The following can be your strategy for screening, testing and selection of beneficiaries:

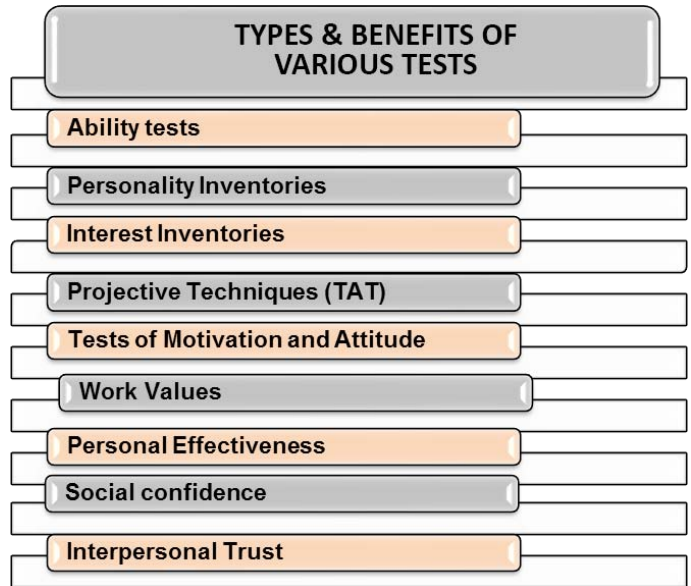
6.2 Selection Tests

The following designed tests are highly standardized, scientific tools that measure various aspects of human performance or behavior.

Psychometric testing is a vital component to better understand the factors that tend to identify the best performers. Testing can be used to identify common qualities among successful employees in a job category, so that those qualities can be looked at and trained for. We should use properly developed

psychometric tests and questionnaires (for those who can read local language script). When such tests are used by competent and qualified individuals, they lead to judgments that are likely to be more valid than judgments made by other means.

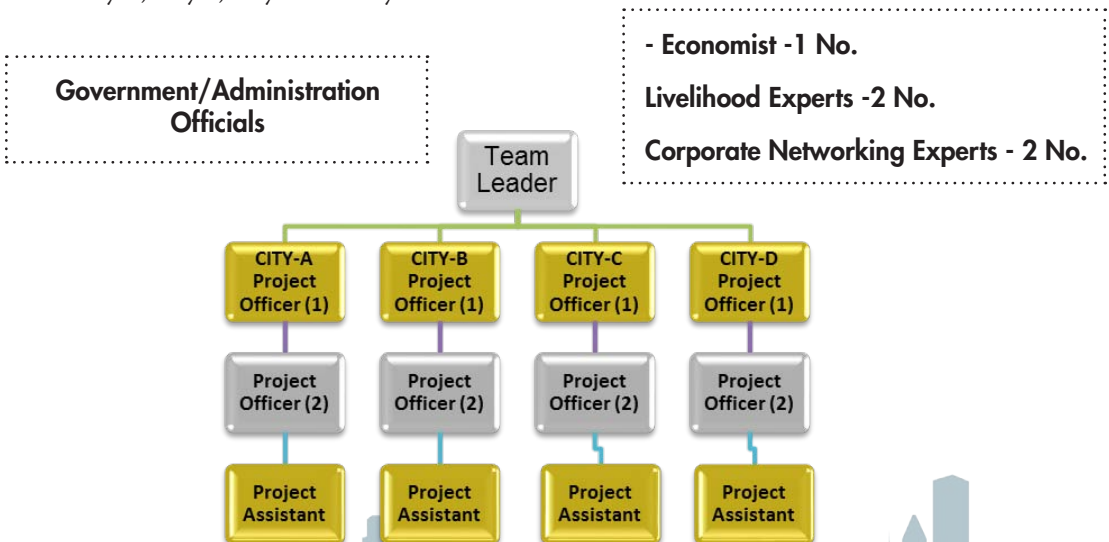
- You can develop a range of psychometric tests that can be used for training, development, recruitment, placement and retention. These tests can be designed after the practical experience of many years. The reasons behind these are:
 - a. It is easier to get information from candidates through tests rather than through counseling.
 - b. The information from these tests is more scientifically consistent than the information from a counseling session.
 - c. It is harder to get away with lying on a test than in a counseling session.
- Experiences shows that psychometric tests cover areas ranging from intelligence, aptitude, values, emotions, motivation and personality.



Apart from catering to selection needs, these tests would also furnish employers with details regarding skills or personality traits like the personality of the urban slum beneficiary by placing on a scale of introversion/extroversion, assertiveness/submissiveness, self-reliance/group dependence, and so on.

6.3 Staffing

For any task to be result-oriented, it is imperative to ensure adequate and quality staffing that consciously apply their knowledge and ensure performance and consistency for good project management. Initially a project leader along with two project officers each and a project assistant should be appointed at all cities: City A, City B, City C and City D.



7.0 ROLE OF PROFESSIONALS FOR DEVELOPING TECHNICAL SKILLS FOR THE URBAN POOR

(i) Environment Scanning & Sensitization

The role of the staff should be varied and span over several tasks beginning with a promotional campaign that would include door-to-door campaign through personal visits and pamphlet distributions in selected slum areas to create awareness about the project. Thereafter, Focus Group Discussions (FGDs) of selected youth from selected areas can be organized. The Awareness Generation meetings conducted simultaneously will be conducted as:

- Awareness generation meeting (smaller groups)
- One day meeting of unemployed youth
- Meeting by stakeholders to guide and inform about employment opportunities.

The meetings will inform the youth about various job avenues to help ready themselves mentally and plan accordingly for skill upgradation programme.

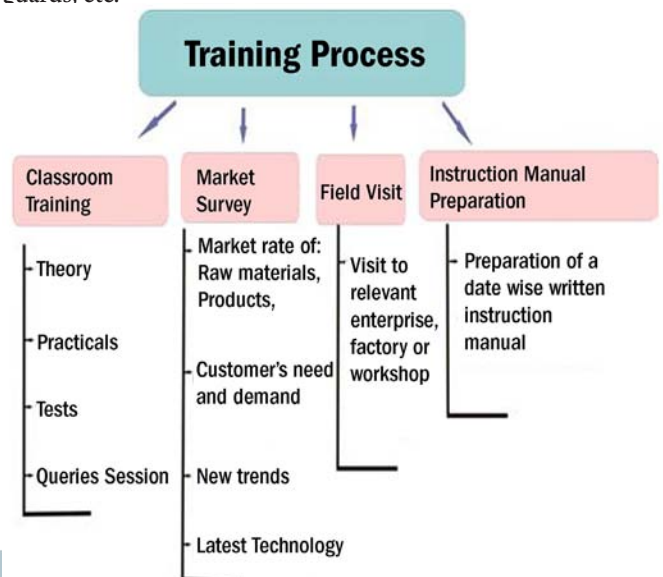
(ii) Need-based Action

Skill Training: These training should be enhanced by professionals by providing training on competencies and skills such as personality development including confidence building, communication skills, basic literacy and numeracy so that there is a full value addition to individuals. The trainings imparted should be linked with the market scan/study. These would include (but not limited to) innovative areas within the context of the dynamic urban market and aptitudes of the beneficiaries such as:

- IT-enabled services
- Customer relations and sales
- Hospitality
- Refrigeration and AC Mechanics
- Home care nursing
- Computer hardware
- Pre-primary Teacher Training
- Housekeeping
- Jobs related to retail markets, security guards, etc.
- Driving, auto mechanics
- Multi skills like plumbing, welding, centering, electric wiring etc.
- Enhancing traditional skills

(iii) Entrepreneurship and Skill Development Programme (ESDP)

After the selection of the beneficiaries, they will be trained in appropriate skills and entrepreneurial qualities through practical training. Based on the requirements of the trade, the training in trade-specific skill will span over a period of one and a half to three months. The training program has been



divided into 4+1+1+1 model, spanning over seven days of the week.

- Four days of the week are allocated to skill and technical training for theory and practical. This covers the sessions and tests taken by master trainer/skill expert.
- One day session will be done on personality development, self-employment schemes, role of bank, role of government industries department, market survey, business plan preparation, insurance, marketing and interaction with a successful entrepreneur.
- Sixth day of the week is reserved for market survey of the skill that they have been trained in for five days and field visit. This aims to provide practical exposure to the participants.
- Seventh day of the week is kept for preparation of a written instruction manual by the participant in the form of a reading material that consists of the inputs learned during the past six days. This manual could be used as a reference in the future by the participants.

7.1 Bank Linkage/Self

The process of bank linkage will commence during the training period. All formalities pertaining to filing of applications for grant under various schemes of the industry department, registration of the industry, preparation of the project report and quotations for purchase of machineries will be completed during this period. It will be the Implementing Agency's (IA) endeavour to provide the cheque of the first installment of bank loan to the beneficiaries in the conduct of the training program. Beneficiaries who will not be able to procure any bank loan will be encouraged to start their own enterprise with their own capital/funding.

7.2 Job Opportunities

During the course of the training, beneficiaries will be introduced to successful entrepreneurs and interactions will also be ensured with big entrepreneurs. This will be done to achieve the twin objectives of motivation: the successful entrepreneurs will provide for the participants to become entrepreneurs themselves, and provide job opportunities to those who cannot achieve the entrepreneurial goal.

It will be ensured that at least 60 percent of the trained beneficiaries will become entrepreneurs and the rest of the 20 percent will find employment opportunities.

7.3 Repayment Scheduling

Beneficiaries who will be starting their own enterprises with the help of bank loans will be encouraged to repay loans. IA will co-ordinate between the banks and the beneficiaries and will keep reminding the beneficiaries of the impending dates of repayment and the installment that has to be repaid. The institute will also take steps to eradicate the hindrances that the beneficiaries will encounter in repaying their loans.

7.4 Follow-up Meeting

Follow up meetings will be held regularly commencing from the date of conclusion of the training programme, up to one year later. Meetings related to issues of banks, industry department, machinery providers, raw material providers, project report, marketing and availability of employment opportunities will be held quarterly. Various meetings will be held during the year to ensure achievement of the desired results and goals.

7.5 Methodology for Skill Up-gradation of Urban Slums

For the action plan, one would draw on its experience of skill upgradation programs in other parts of the country. As per our previous experience, industry, professional institutes and governments must join hands to create a demand for sophisticated services, without which the upgrading of skills would not succeed. When there is a demand for better quality of services, we will attract private investments for upgrading skills. Once the demand is created there has to be an automatic supply of skilled people. Without the partnership between demand and supply, the creation of employment opportunities and subsequently the upliftment of the slum dwellers would not be possible.

The slum development work would comprise the following:

- Setting up of neighbourhood groups, women's groups and youth activities
- Participatory approach for generating small contributions
- Supporting income generating activities by providing vocational training and job access to unemployed persons

Developing linkages with the formal sector and placement agencies to help people start small businesses, trades and get gainful employment.

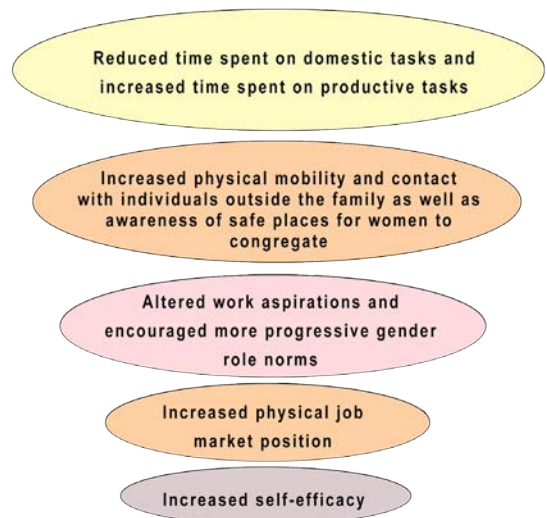
7.6 Technical and Other Support

- Professionals shall be responsible for all technical issues related to the program formulation, planning and implementation.
- Professionals will also be responsible for developing organizational mechanisms with the corporate or other social groups for replicating the work in a larger scale.
- Training related to community development work like economic activities, group building, and others by professional trainers and specialist master trainers

8.0 SPECIAL EMPHASIS ON SLUM WOMEN

Implementing agency should intervene specially with unemployed women of selected urban slums to provide vocational counseling and training, and assistance in the field of job placement around slum areas of selected cities. In this spirit, livelihoods initiatives would be developed for women. As broadly conceived, "livelihoods approach" to urban slum unemployed women will be through developing technical and life skills while influencing social networks and improving access to savings and markets. In slum settings of work area where young women's movements are restricted to the domestic arena, providing safe spaces outside the home is expected to promote mobility and independence and give young women greater visibility in the community. By increasing contact with others outside the family, including both female peers and adults who can function as mentors, social and interpersonal capacities may be advanced and communication skills developed.

Through vocational counseling and training and better job placement we can achieve the following:



9.0 HAND HOLDING SUPPORT

Slums are heterogeneous and display local idiosyncrasies. Consequently, the recommendations for job placements will be highly specific to the cities.

According to the International Labour Organization, approximately 85% of all new employment opportunities around the world are created in the informal economy.

In some countries, employment in the urban informal sector has risen sharply over the past decade. But what is common among the urban slum dwellers around the world is that they are mostly recruited in low paid, low productive and low security jobs.

Implementing agency interventions, therefore, should ascertain that the youth/populace of slums of the selected cities are placed in suitable jobs after their identification, an analysis of their career choices/occupational interests, inventory, personality and aptitude tests conducted by professional placement agencies. Implementing agency strategy would cater to:

- Provide individual information to assist the jobseekers in choosing their careers.
- Collection and compilation of occupational information with a view to disseminate this information to the needy job seekers of the slums.
- To provide career information, career literatures (for those who can read and write in Hindi) and posters highlighting various job opportunities and publishing career bulletins for the benefit of the jobseekers.
- To organize career conferences, career talks and career exhibitions for slum dwellers on different careers and employment opportunities.

9.1 Networking with Placement Agencies:

Implementing agency should plan to recruit the services of placement agencies in order to bridge the gap between the slum dwellers and the job/employment market. All urban slum job seekers will be provided a platform to find suitable recruitment through the placement agencies.

Implementing agency should find the right and reliable placement agencies after looking at the agencies profile and ensuring their past record of providing recruitments to the candidates. IA will provide extended database of slum jobseekers for jobs enlisted with the agencies.

Prepare CVs/resumes of the candidates through the placement agencies by providing them the requisite details.

- Assist in planning the employment opportunities of the slum candidates through the placement agencies, which will be its prime objective, and place them on their desired profile.
- Provide the CVs/resumes/applications of selected and trained slum candidates to the placement agencies to find the right fit for them.
- Appoint consultants of placement agencies who will act as perfect job advisors, as they are skilled enough to improve the job seekers' personality and to help in charting out their career in the right direction.
- Implementing agency (IA) will save a lot of time in fulfilling the above objectives through the placement agency as they will save a lot of effort, yet find work more quickly. In the present job scenario, many companies will actually go through a job placement agency because it is much easier for their recruitment process. The placement agencies will act as a channel between IA and companies seeking manpower and provide candidates from the IA talent bank full of well-trained and qualified candidates.

9.2 Post Training Counselling and Hand Holding Support

The focus will not only be on training but also on post-training job placement and follow up. This would be handled by the eight project officers and four project assistants appointed under the project. This task would entail support for linking trainees to employers and employment opportunities, job placement and follow up. The task would include interaction with employers and employment to assist in job placement and may include formation of a Network of Employers or Placement Agencies to assist with final job placement. Follow up would include counselling of job drop outs and working with them to rejoin employment. Also counselling would be conducted to identify and resolve on-the-job problem areas. A quarterly rejuvenation program will also be organised for the already recruited personnel.

MAJOR ACTIVITIES AND TENTATIVE SCHEDULES		
1.	Acquaintance with the selected slum area	1 week
2.	Initial staff orientation	1 week
3.	Slums survey (Problems & Need)	6 weeks
4.	Programme formulation	1 week
5.	Implementation of Programmes	40 weeks
6.	Documentation & Report making	3 weeks
7.	Hand holding Support	52 weeks

10.0 CONCLUSION

To further its entrepreneurial movement, the well-planned mode of strategy specifically proposed by the implementing agency will attempt to tackle the unemployment problem of those below the poverty line in the selected towns of various parts of geographical region.

Selection of the right beneficiary will lead to an increase in the number of enterprises and employed; and decrease in the number of those living below the poverty line. The urban poor of the selected towns will be imparted with skill cum entrepreneurship trainings in demand-based or need-based industry. As an example, training and upgrading semi-skilled artisan urban poor to fully trained artisans as per the needs of the beneficiaries can provide them with better paying jobs. Urban poor will benefit from implementing agency interventions within their own slum localities. Gradual and constant improvement of acquired skills through self-prepared training manuals will be given advantage. This will ensure reinforcement of sound knowledge base that will always be beneficial for the trained urban poor. This kind of process will also increase in bank loan repayments. Increased sustainability will be ensured by regular follow up meetings that will be organized for urban poor to take up either self-employment or avail employment opportunity. During the project period, government officials would take part in this special model which can be adopted on a yearly, sustainable basis.

Asia is not alone in this challenging course; Mexico, Brazil and Africa have some of the largest urban poor in the world. It is unclear whether there are simple solutions to the problem of urban poor given their extraordinary organic growth rates – 75% of the world's population is expected to live in urban centres by 2060 – and solving slums requires rethinking the development of cities and their borders as well as the role of rural areas. The challenge, like with many such difficult transformations and reformations in Asia, is whether it can muster the political will and concerted efforts of its stakeholders to implement the level of change required.

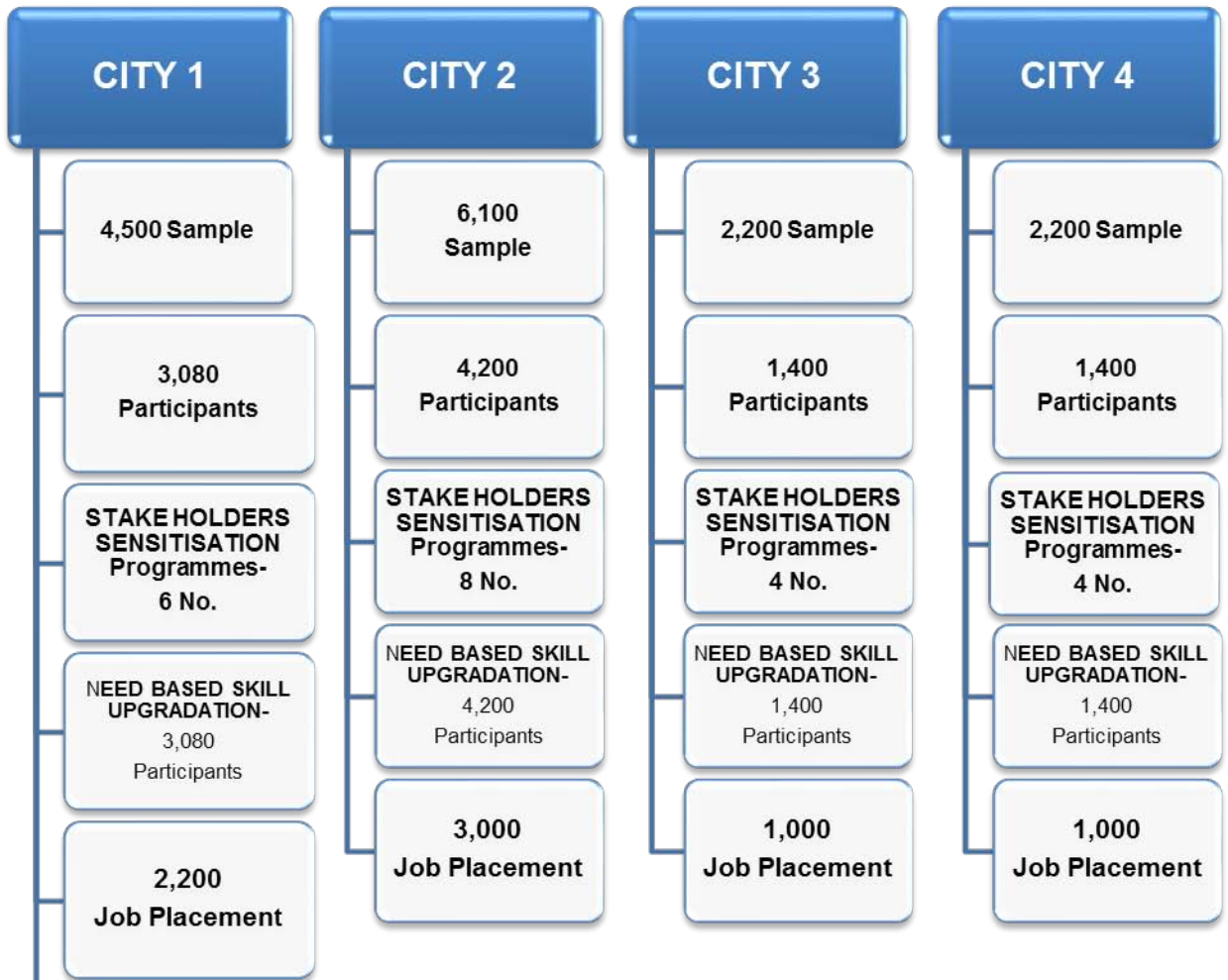
As cities continue to attract an excess rural workforce and people looking for economic opportunities, slums' share of the urban environment will surely continue to increase, particularly in the fast developing and low income countries where the rate of urbanisation exceeds urban systems' ability to scale. Given that this urbanization process seems unstoppable unless the relative size and power of the Asian economy and its distribution of wealth outpaces this shift by a reasonable margin; Asia's emergence will not result in a better quality of life for the majority of its citizens.

11.0 ANNEXES

Annex 1: Key activities to be taken under the Project

Annex 2: Proposed output of Urban Livelihoods Skill upliftment Programme

S. No.	Activity	Time in Months											
		3	6	9	12	15	18	21	24	27	30	33	36
1	Acquaintance with the selected area	✓											
2	Initial staff orientation	✓											
3	Techno-economic survey	✓											
4	Implementation of programmes <ul style="list-style-type: none"> • Awareness Generation Programme • Promotional Activities • Beneficiaries Selection Tools • Entrepreneurship & Skill Development Programme • Others 		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Documentation & report making			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Hand holding support		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Follow up meeting				✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Monitoring & evaluation			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



	CITY A		CITY B		CITY C		CITY D
Electrician-	180	+	270	+	90	+	80
Plumber-	160	+	240	+	80	+	90
Furniture -	110	+	150	+	50	+	40
Motor driving -	286	+	390	+	30	+	140
Beauty care -	88	+	120	+	40	+	50
Apparel -	176	+	240	+	80	+	70
Holistic therapies -	66	+	90	+	30	+	20
Screen printing -	44	+	60	+	20	+	30
Health care -	264	+	360	+	120	+	130
Corporate staffing -	330	+	450	+	150	+	140
Construction -	220	+	300	+	100	+	110
CHM-	22	+	30	+	10	+	10
Others-	220	+	300	+	100	+	90



Plenary Session 4 A





Country Paper: Afghanistan

Mr. Ebadullah Ahmadi

Curriculum Development Officer
National Skills Development Program
Ministry of Labor and Social Affairs,
Martyrs and Disabled (MOLSAMD)
Kabul, Afghanistan
Email: e.ahmadi@nsdp.gov.af

Afghanistan, a landlocked country in Central Asia, is as developed as other first-world countries were 40 years ago. However, a war that lasted almost three decades adversely affected every single aspect of development from the incidence of poverty to healthcare, agriculture, environment and education. Currently, it is difficult to pinpoint the level of poverty in Afghanistan because of the absence of data. The very first attempt to hold a census was halted because of the war in 1978 to 1979 and since then, no such exercise were made possible.

Under the Ministry of Labor, Social Affairs, Martyrs and Disabled (MoLSAMD), NSDP (National Skills Development Program), the government is spearheading the National Priority Program (NPP) promoting non-formal TVET while contributing to the socio-economic recovery of Afghanistan through the reduction of unemployment and creation of SMEs (Small & Medium Enterprises). The government recognizes TVET as an essential cornerstone to the recovery process and poverty alleviation in Afghanistan as it is TVET that provides skilled labor for the recovery and reconstruction process of the country.

Now, the economy is experiencing high growth rates due to improved stability. Despite that, Afghanistan faces a number of constraints, such as the lack of coordination among training providers, lack of proper training equipment and infrastructure, and obstacles in implementing the National Framework that must be addressed to ensure long-term economic expansion and poverty reduction. The paper presents in detail these initiatives and future plans to further reduce poverty incidence in the country."

1.0 INTRODUCTION

Poverty occurs when a person or group of people suffers from the lack of essential resources for minimum standards of well-being and life, like material resources (food, safe drinking water, shelter) or social resources (education, healthcare, social status and access to information).

Mainly there are two types of poverty:

- i) Absolute poverty: It refers to the state of severe deprivation of basic human needs.
- ii) Relative poverty: It is the condition of having fewer resources or less income than others in a society.

The main causes of poverty in a community are over population and lack of access to birth control methods, corruption and weak rules of law, lack of work opportunities and nepotism, poor healthcare and education, war and political instability, among others.

Afghanistan is a landlocked country that has been a battleground for foreign invasions and civil war for more than three decades which badly affected every aspect of life of the Afghan people. The continuous war totally destroyed the political, economic and social infrastructure and institutions of the country. Poverty, illiteracy and unemployment were endemic and all economic indicators portrayed a bleak picture. These three decades of war gave birth to social evils such as corruption, lack of education, large-

scale importation, overpopulation, unemployment, inflation, landlordism, low rate of capital formation and lack of law and order. This further contributed to the deepening of poverty in the country.

After the September 11, 2001 incident of terrorism in America, the international community realized the need to put in place a policy similar to the 'Marshall Plan' for Afghanistan in order to rebuild this war-ravaged country. In the London/Berlin/Paris conferences, the donors have pledged billions of dollars to help Afghanistan stand on its feet. An action plan has been put in place and things are improving, though not at the desired pace. The physical, political and economic infrastructure is being rebuilt as a result of the massive reconstruction process. Some foreign investment is also coming into the country and the private sector has also started to grow in a small way. As a result, there is a high demand for skilled and semi-skilled workers in the industrial, manufacturing, construction, communication, services and agriculture sectors in order to cope with the rapid pace of reconstruction.

Technical Vocational Education and Training (TVET) plays a key and active role in promoting entrepreneurship culture among the people and reducing dependency on imported skills labors, since there are limited wage employment opportunities and TVET graduates using technical and entrepreneur skills usually go for self-employment.

Afghanistan is facing high unemployment and underemployment rate. In order to reduce unemployment and fill the skills gap in the country, the Government Islamic Republic of Afghanistan established National Skills Development Program (NSDP) in 2004 which is functioning under the leadership of the Ministry of Labor, Social Affairs, Martyrs and Disabled. NSDP provides training package that include skills training, functional literacy/numeracy for illiterate target group and Business Development Services (BDS) training for those who have the potential of self-employment. In order to encourage self-employment, all the trainees are provided with essential toolkits.

The main training providers in Afghanistan are the private sector, mainly through apprenticeship systems and private institutions and centers, along with Non-Government Organizations (NGOs) and the government. Over all, the training provision in the country suffers from lack of a standardized TVET which has resulted in their irrelevancy to labor market needs, insufficient qualified training providers and trainers, and lack of a qualification and accreditation system.

Majority (54%) of the vocational training graduates under NSDP goes for self-employment. The highest self-employment rate was found in women, where due to culture limitations they are limited to their houses and usually works at home. Apprenticeship training is dominant in self-employment where the trainees receive on the job skills training in local workshops and in a parallel way get familiarization with business environment. The World Bank wants to replicate the apprenticeship training approach in the new non-formal vocational training project called Non-formal Approach to Training, Education and Jobs in Afghanistan (NATEJA).

2.0 POVERTY SITUATION IN AFGHANISTAN

With an estimated total population of 27 million, Afghanistan still faces enormous challenges after more than three decades of war and civil unrest. Despite recent progress, millions of Afghans still live in severe poverty with limited access to food and other basic requirements. Afghanistan today is not just one of the poorest countries in the world, but also has the worst human development indicators, comparable to only two equally war stressed countries in Africa -- Sierra Leone and Angola.

On the basis of the official statistics, the level of poverty in Afghanistan is 30-40% percent and around 20 million people are living under the poverty line.

The UN has named the 17th of October as the International Day for the Eradication of Poverty. Different organizations hold programs every year to put an end to poverty in the world. But the government of Afghanistan, despite the support of the International Community, has not been able to do something considerable for decreasing poverty.

Governmental authorities say that the shortage of food and incidence of drought in the past few years in several regions of Afghanistan have increased the intensity of poverty in Afghanistan.

2.1 Poverty situation in Afghanistan before and after the implementation of the Millennium Development Goals

In the absence of data, it is difficult to pinpoint levels of poverty in Afghanistan. The very first attempt to hold a census was halted because of the war in 1978 to 1979, and since then no such exercise has been possible.

As civil war between various factions started in 1990 following the Soviet withdrawal, the number of civilians fleeing the country increased steadily, making Afghanistan the world's worst refugee crisis. By 1990, there were 6.3 million civilians in exile -- 3.3 million in Pakistan and 3 million in Iran. In addition to setting up a voluntary repatriation project, UNHCR established more than 300 villages in Pakistan and Iran and this number increased tremendously with the entrance of Taliban in the country. By the time the Mujahiddin government was formed in 1992, there were some agreements between the leaders but it had not gone too long as the civil war has already started having power in the government.

In 1994, the first of a series of annual consolidated appeals to aid Afghanistan was launched. The appeals detailed the emergency needs of Afghan people and asked for funds to enable non-governmental and UN agencies to address those needs. This first appeal had some success, with donors supplying 75 per cent of the funds requested. Rehabilitation projects focused on human development and poverty alleviation in rural communities. High quality seed was distributed to farmers -- yielding some 80,000 tons of grain -- while some 125,000 hectares of land were irrigated and over 8,000 hectares of orchards rehabilitated.

From January to June 1995, WFP distributed more than 53,000 tons of food aid; while the UN Centre for Human Settlements helped some 10,000 families rebuild their homes. During a health campaign in 1995, nearly 2.4 million children less than five years of age were immunized against polio and more than 80,000 under two years old were inoculated against measles.

The conflict in Afghanistan continued unabated until the end of 2001. Throughout this period, the international aid community, including the United Nations, tried with varying levels of success to ensure that the victims of the war and turmoil such as ordinary Afghans trying to live their lives received at least the minimum amount of goods needed for survival. Political and security problems, in the absence of an effective government, caused frequent interruptions in the flow of humanitarian assistance, and various crises required the temporary departure of UN and non-governmental aid workers.

In the late 1990s, the people of Afghanistan, already suffering from the devastating effects of civil war, also faced a series of natural disasters -- starting with earthquakes in February and May 1998 that killed more than 7,000 and adversely affected the livelihoods and shelter of a further 165,000. In June, some 6,000 people were killed in severe flooding. Since then, a severe and prolonged drought -- the worst in living memory -- has brought further suffering to some 2.5 million people already living on the edge of survival.

In the face of such a daunting situation, the UN redoubled its efforts, delivering more than 94,000 tons of food aid to 1.13 million people in 2000 alone, while vaccinating some 5.3 million children against polio and providing support for non-discriminatory education to more than 300,000 children -- including home schooling projects for girls.

Nevertheless, one quarter of all children born in Afghanistan were dying of preventable diseases before the age of five. Afghan women were nearly five times more likely to die in childbirth than in other developing countries. Typhoid and cholera epidemics were rampant and pneumonia and malaria had re-emerged as public health threats. The condition of women had deteriorated markedly, and only one in 20 girls received any kind of education.

In 2000, when countries around the world agreed to the Millennium Development Goals, Afghanistan was embroiled in war and did not participate in 2000 UN Summit. It signed the Millennium declaration only in 2004 and has set itself target based on data 2002-04 to be achieved by 2020. An additional goal of “enhancing security” had been added.

The country is now slowly on the road to recovery. It has a new constitution, an elected government and has taken the first tentative steps towards dealing with its enormous legacy of war. Four million children are now in school even as the country copes with the return of four million refugees displaced by the war. Over 60,000 former combatants have been demobilized. Yet violence and absence of security remain the most crucial concern in Afghanistan. The economy, which had seen negative growth, is slowly recovering that continues to remain dependent on revenue from the illegal opium economy.

2.2 Incidence of Hunger and Malnutrition

About 2.5 million people face hunger in Afghanistan. This devastating amount is mostly found in areas that are faced with tremendous drought, which leaves people unable to grow crops. Consequentially, the hunger is so extreme in these areas that it is leading to malnutrition and ultimately causing deaths that could have been prevented.

Out of the country’s 34 provinces, 14 of them have been devastated by the recent drought. These 14 provinces are in the northern region of the country, and do not receive much help from the government or from international aid organizations. Crops are failing and animals are dying, also causing the prices of food to skyrocket. With the winter coming, Afghans are expecting even worse conditions as the snow will cut off remote areas from civilization.

Two and a half million hungry Afghans is an alarming figure, especially considering the billions of dollars in aid sent there annually. The assistance does not seem to be going to food production in these desolate areas, but rather to the more crowded provinces in the southern region of the country.

Malnutrition is a growing problem that is especially prevalent in children in Afghanistan. While adults are suffering from hunger, the rate of malnutrition is not as high for adults as it is for children. The reason for this is still being investigated; however, possible reasons may include: the scarcity of breastfeeding in infants, which will lead therefore to dependence on milk powders that do not supply newborn children with sufficient vitamins and nutrients.

Hunger and malnutrition are issues that are intertwined, and both sprout from the same epidemic: poverty. According to the Health Ministry, 36% of Afghans are below the poverty line, meaning their income is not enough to obtain 2,100 calories a day for each family member.

The Chief of Nutrition at UNICEF, Werner Schultink, has said that as of Jan. 10, 2014, more studies and new statistics will be drawn up soon in order to help reassess the situation in Afghanistan. Hopefully with more telling statistics, international aid organizations and donors will allocate more money to the regions that are suffering severely from hunger and malnutrition.

2.3 Incidence of Illiteracy and Lack of Education:

A big proportion of the illiterates are constituted by adults aged over 20, with an increased percentage among women. In general, illiteracy rate is high among women comparing to men because of some specific reasons such as poverty, insecurity, social taboos, and unawareness of families about importance of literacy for women. Additional factors such as early marriages, and the resistance of some families to send daughters to schools is also prevalent and adversely affecting women education in the country, particular in the rural areas.

According to articles 43, 44, 45, 46 of the Afghan constitution, the government is responsible for providing free and equal education to all Afghans regardless of gender. So as per the constitution, the government in the last decade succeeded to annually cover at least 500,000 people through literacy programs throughout the country without any discrimination.

The Literacy Department of the Ministry of Education (MoE) says around five million Afghans have been educated through literacy courses and programs over the past 12 years, but seven million people are still illiterate. In general, 60 percent of the covered persons are females as part of the drive to minimize the large gap between male and female literacy rate.

Literacy programs are now a national priority of the Afghan nation to make up to the shortfall created by the past three decades of war, in which millions of Afghans were deprived of basic education. According to MoE, 12 years ago at least 12 million Afghans were illiterate, but the figure has come down to seven million in 2014.

The ministry has been tasked over the past decade to annually cover an average of 500,000 people with literacy programs. Currently, around 796,000 people aged over 15, are attending around 31,840 courses along with 78 Adult Literacy Schools (ALSc) organized by the department in different parts of the country.

Around 36 percent countrymen are currently educated while the national average for literacy stands at 20 percent for women as compared to 50 percent for men. As we move away from the main cities, particularly Kabul, Balkh, and Herat followed by Badakhshan and into the rural areas, only one percent of women were found to be literate, according to MoE data.

MoE says it has planned to increase national literacy rate from 36% (20% female, 50% male) in 2013 to 59% (51% female and 66% male) by 2020 across all groups of men and women aged 15 and above, targeting females, language minority groups, isolated communities, Kuchis and people with disabilities. By the end of 2014, the national literacy average rate will jump from current 36% (20% female, 50% male) to 38 % (23% female, 52%).

2.4 Lack of Access to Basic Healthcare and Sanitation Facilities

Three decades of conflict and political instability, a collapsed economy, and three years of severe drought resulted in the deterioration of Afghanistan's health system, which is considered among the poorest in the world. Obtaining the most basic of necessities -- food, shelter and clothing -- is a constant struggle. Such exposure identifies an already poor health situation, with acute respiratory illnesses, diarrheal diseases, and malnutrition killing and weakening the children of Afghanistan. There is a critical shortage of healthcare workers at every level. Healthcare facilities are in urgent need of restoration. There are inadequate supplies of medicines, vaccines, equipment and fuel. An estimated six million people has no access, or insufficient access to healthcare.

The WHO study shows that:

- Life expectancy rates in Afghanistan are among the lowest in the world and 25% of children die before their fifth birthday. Lack of basic healthcare and malnutrition contribute to the high death rates.
- Afghanistan has the second highest maternal mortality rate in the world. Less than 50% of deliveries are attended by trained health workers, instead are attended to by traditional birth attendants.
- About half of children less than 5 years of age are stunted due to chronic malnutrition and up to 10% have acute malnutrition.
- Mental health is a major health concern. Experts estimate that approximately 30% to 50% of population undergoing violent conflict develops some level of mental distress. A residual mental health problem that occurs normally in any population has been unattended in Afghanistan for decade.
- Diseases that have largely been controlled in most countries in the world continue to cause death and disability in Afghanistan. More than 60% of all childhood deaths and disabilities in

Afghanistan are due to respiratory infections and diarrhea, and vaccine-preventable deaths, especially measles.

Furthermore, good health care services are only a part of the solution. The lamentable health situation of Afghans is also caused by structural factors, such as extreme poverty, food shortage and a lack of clean water supplies and sanitary facilities. The UN proudly announces that the millennium development goal on access to clean water and sanitation has been reached ahead of 2015. But in Afghanistan, only half of the population has access to a safe water source, and in the countryside a toilet is still a luxury. In addition, insecurity and transport challenges make it difficult for rural Afghans to avail of healthcare services from the most remote districts.

International aid has brought substantial improvements in Afghanistan's health situation. There has been a positive development in most fields in the past years. Since 1990, the life expectancy has risen from 42 to 49 years, maternal mortality has been reduced to a third of what it was and the number of children dying before they reach five years has been halved. Although some of these statistical analyses have been criticized for exaggerating the results, there is no doubt that there have been significant improvements in the past ten years.

2.5 Lack of Access to Formal Housing and other Basic Services

The housing shortage in urban areas has led to the expansion of informal settlements without access to the most basic city services. In Kabul, informal settlements provide shelter for 80 percent of the population. These settlements cover 69 percent of the residential land, and with the land value excluded, represents a fixed private capital investment of \$2.5 billion. Much of the informal housing in Kabul is built on government land, self-constructed by migrants, and are in poor condition. A World Bank study called for upgrading rather than demolishing the informal settlements, and regularizing the tenure of their households.

Projected population growth will add to the housing needs, especially in urban areas. Kabul's population grew by 15 percent a year between 1999 and 2002 and is expected to continue to grow by 5 percent annually as a result of migration and natural growth. Countrywide, the demand for housing was estimated at 1.0 million units in 2006 and is projected to grow steadily, to reach 1.25 million in 2010 and more than 1.5 million in 2014.

Despite the enormous need for housing, few new housing developments are under way in Afghanistan, though several are planned. Municipalities, the Ministry of Returnees, and the Ministry of Urban Development are responsible for housing construction for returnees from Pakistan and the Islamic Republic of Iran. Kabul has distributed 22,000 plots at an average price of \$5,200, transferring the title after 40 percent of the construction is completed. Jalalabad has distributed 4,400 plots at an average cost of \$5,000 as part of a housing zone intended for 20,000–30,000 plots.

In addition, the Ministry of Urban Development plans to build a large "new city" near Kabul with 250,000 housing units, costing \$13,000 per home, to house 700,000 inhabitants. The government will donate the land to a developer, whose profit will be guaranteed by fixed prices. The project is expected to cost \$250 million. Plans call for it to be completed by 2013, with a pilot site for 20,000 homes to be launched in the near future.

3.0 DIFFERENT ANTI-POVERTY, EMPLOYABILITY AND ENTREPRENEURSHIP PROGRAMS IN AFGHANISTAN AND THE ROLE OF TVET IN TACKLING POVERTY AND IMPROVING ENTREPRENEURSHIP AND EMPLOYABILITY

Although the economy is experiencing high growth rates, Afghanistan faces a number of constraints that must be addressed to ensure long-term economic expansion and poverty reduction. Among the

most severe are: continuing instability, the poor state of infrastructure, low levels of human capital development and institutional capacity, and the lack of a proper enabling economic environment.

At the same time, growth alone is not enough to reduce poverty and improve human development indicators. A major challenge in this pillar is to create an environment where the economy performs to its full potential, while at the same time ensuring that the most vulnerable members of society are not left behind.

Targets:

1. The proportion of people living on less than \$1 a day will decrease by 3 percent per year.
2. The proportion of people who suffer from hunger will decrease by 5 percent per year.
3. The net enrolment in primary school for girls and boys will be at least 60 percent and 75 percent respectively by 2010.
4. Female teachers will be increased by 50 percent by 2010.
5. Seventy percent of Afghanistan's teachers must have passed a competency test by 2010.
6. The under-five mortality rate will be reduced by 50 percent between 2003 and 2013.
7. The maternal mortality ratio will be reduced by 50 percent between 2002 and 2013.
8. The basic package of health services will be extended to cover at least 90 percent of the population by 2010.
9. The proportion of people without sustainable access to safe drinking water and sanitation will be halved by 2020: by 2013, 50 percent of households in Kabul and 30 percent of households in other urban areas will have access to piped water; 90 percent of villages will have access to drinking water and 50 percent of villages will have access to sanitation.

4.0 ROLE OF TVET

TVET is an essential cornerstone to the recovery process and poverty alleviation in Afghanistan as it is TVET that provides skilled labor for the recovery and reconstruction process of the country. The main training providers in Afghanistan are the private sector, mainly through apprenticeship systems and private institutions and centers, along with Non-Government Organizations (NGOs) and the government. Over all, the training provision in the country suffers from lack of a standardized TVET system for the country which has resulted in their irrelevancy to labor market needs, insufficient qualified training providers and trainers, and lack of a qualification and accreditation system.

4.1 Public Sector Training Providers

As in many other countries, the government provision of vocational education and training in Afghanistan is mainly based in the Ministry of Education (MoE), MoLSAMD and to some extent Ministry of Higher Education.

a. Ministry of Labor, Social Affairs, Martyrs and Disabled (MOLSAMD):

The General Directorate for Skills Development of MoLSAMD provides short-term vocational training. Most trainees have not completed formal primary education and many are from vulnerable groups. In 2012, MoLSAMD managed 37 vocational training centers, mainly located in urban areas across the country. Their enrollment capacity is about 8,000 trainees annually. The duration for courses ranges from ix to 18 months.

MoLSAMD also facilitates the provision of vocational training opportunities for disarmed ex-combatants and vulnerable groups in different provinces. This program is supported by the Afghanistan Peace and Reintegration Program (APRP) and plans to provide vocational training for 3,500 individuals in 2013.

The capacity of the General Directorate for Skills Development of MoLSAMD can be improved to provide higher quality labor market driven training courses, which utilize curricula based on National Occupation Skills standards and relevant assessment methods.

About 10,000 trainees receive training through NSDP (National Skills Development Program) supported project, the provision of which is contracted to NGOs and private training providers through a competitive bidding process annually. NSDP is also developing the National Occupational Skills Standards (NOSS) through its curriculum development unit. Up to now, this unit has been able to develop 180 NOSS and has provided training for trainers from different training providers on how they can develop their own curriculum based on these NOSS.

b. Ministry of Education (MOE):

The MoE, through its Deputy Ministry for TVET (DMTVET), provides formal Technical and Vocational Education. The training is primarily institution-based and most training courses run from two to five years. Trainees entering the institutes are graduates from grades 9 and 12 and are accordingly literate. In 2011, the MoE enrollment in TVET schools and institutes was 41,083 students across Afghanistan. There are 142 technical and vocational education and training schools and institutes, of which 24 are in Kabul. Out of 142 schools and institutes, there are 94 technical and vocational schools providing three-year courses and the remaining 48 are institutes providing two-year courses with a diploma of grade 14.

Some of these schools and institutes are hampered by a lack of competent teachers, shortages of equipment for all courses as well as lack of electric power and water. Efforts are being made to upgrade the outdated curriculum.

In the last few years, the MoE TVET provision has been enhanced substantially in terms of quantity and quality. The number of its schools and institutes has increased from 42 to 142 and the enrollment from about 15,000 students to over 41,045 students in 2011.

4.2 Non-Governmental Organization (NGO) Training Providers

Based on the survey conducted by NSDP (Baseline Data for the Quality of TVET provision in Afghanistan) in 2009, there are about 100 NGOs (national and international) which provide vocational training opportunities for Afghans. Their enrollment capacity is about 30,000 trainees annually and they provide training in rural and urban areas. Their courses vary in duration from three to 18 months. There are no accreditation and certification systems for these NGOs and their training is not recognized or certified in a manner that could be used by trainees for further progression in that trade.

There is a need to establish a kind of pool for qualified and specialized NGOs working in the field of TVET where their capacity could be further built and synchronized with modern systems of TVET provision. Donors and government could then utilize members of this pool for the quality provision of TVET across the country.

4.3 Private Training Providers

The private-sector is the largest TVET provider in Afghanistan. They are largely confined to the information and communications technology sector (mainly the use of computers), and language (mainly English) training. Course fees tend to be relatively high and access is limited to those already having some level of education. There are a few exceptions for large, mainly urban institutes offering diplomas accredited by the Ministry of Higher Education (MoHE). Due to the lack of TVET regulation and standards, most institutions are not registered or accredited and courses are not validated, hence any certificate or credit for learning is arbitrary. This means that there are no reliable performance criteria being aimed by trainers, or achieved by trainees. This denies employers vital information regarding the competence of graduate trainees, and denies the trainee a credible qualification as a basis for obtaining sustainable employment.

It is envisioned that the NGO and private sector can play a key role in TVET provision. Such a mix of providers present a flexible way to deal with changing training demands and can respond effectively to very specific needs of certain target groups in certain geographical locations, such as remote rural areas. However, improved coordination and quality of training outcomes and delivery is necessary.

4.4 Apprenticeship Training

Apprenticeship training can be described as a method of training where skills are acquired hands-on while working with a skilled worker, usually under a written or implied agreement. An apprentice is someone who has entered into an agreement to be trained by and work for a master craft person or an employer that include on-the-job training.

Although the quality of on-the-job training in many developing countries is exploitative and leaves a lot to be desired, it is the main and traditional vehicle for market driven training and is going on in every small enterprise adorning almost every street in the world. One touches this system with great caution and with great respect. However, it can be accessed (and enhanced) using combinations of on-the-job and off-the-job structured training experiences for both the apprentice and the master. In the future, as more formal-sector enterprises emerge, such 'dual' approaches will need to be implemented very extensively, since by utilizing the workplace, costs can be reduced and training experiences greatly enriched.

As the Committee on Education and Skills Policy (CESP) and NSDP work on the development of TVET system, it is expected that a mechanism for the recognition and certification for prior learning and informal training will become possible. The major beneficiaries of this mechanism are expected to be apprentices and those who have acquired their training through informal means.

Under the Ministry of Labor, Social Affairs, Martyrs and Disabled (MoLSAMD), NSDP (National Skills Development Program) is a National Priority Program (NPP) that promotes non-formal TVET and contributes to the socio-economic recovery of Afghanistan, to reduce unemployment and to create SMEs (Small and Medium Enterprises).

Below are the examples of the successfully implemented projects by NSDP in Afghanistan:

NATEJA Project

The Non-Formal Approach to Training, Education and Jobs in Afghanistan (NATEJA) project is one of the ongoing projects of NSDP to increase the potential for employment and higher earnings of targeted young Afghan women and men in rural and semi-urban areas through non-formal skills training.

The NATEJA project will focus on increasing access to non-formal, technical and vocational training for the unskilled, semi-skilled, young and illiterate, Afghan women and men. This will be achieved by providing them with market relevant practical skills to improve their potential for employment and higher earnings, and building their basic literacy and numeracy skills. The project will also improve labor market outcomes by enhancing the quality of training delivery through performance-linked financial incentives, and will use non-formal training providers and employers to train unskilled and illiterate individuals.

The project will also contribute to creating business opportunities for training providers and bazaar shop owners (these bazaar shops include cycle repair, auto mechanics, carpentry, welding, tailoring, handicraft, masonry, metal work, sewing, beauty parlors, carpet and rug waving, dyeing, poultry or husbandry, etc.) while promoting wage employment and self-employment for an important segment of the Afghan population.

The estimated project cost for NATEJA project is USD 15.0 million allocated through the Afghanistan Reconstruction Trust Fund. The project will be implemented over a period of five fiscal years effective March 03, 2014 and will be completed on December 30, 2018.

The main project components are the following:

1. Component 1: Improving the quality of non-formal training and labor market outcomes of trainees.
 - a. Selection and signing of Memorandum of Understanding with 192 private and non-government training providers throughout the country.
 - b. Offering them incentive payments of US\$100 for skill-test pass and employment of graduates.
 - c. The total number of trainees graduating within 2.5 years will be 57,600 while the number of trainees for whom incentives will be paid is 40,320 based on the assumption that only 70% will be employed.
 - d. It is assumed that each training provider will have 20 trainees and at least three trades and with two batches per year.
 - e. The selection of trades and trainees is the job of training providers.
 - f. Inspection agency will be recruited and will verify the training delivery and tracing the graduates on a random sampling basis for training providers incentive payments.
 - g. NSDP M&E will have an overall M&E responsibility.
2. Component 2: Project management, capacity building of MOLSAMD and M&E.
 - a. Operation and salary expenses for the implementation of the project.
 - b. Capacity building in the area of i) procurement, ii) financial management iii) labor market information system, iv) M&E and v) entrepreneurship development.
 - c. Building management information system for NATEJA/NSDP.
 - d. Establishment of curriculum and training materials development unit at NSDP.
 - e. Supporting LMIU under the DG Manpower and Labor Regulation for conducting the labor market information studies.
 - f. Establishment of three Employment Services Centers.
3. Component 3: Supporting entrepreneurship among unskilled and illiterate young Afghans.
 - a. Provision of US\$50 grant for 2,520 businesses (25% for existing and 75% for new businesses) based on the best business plans supported and evaluated by entrepreneur cell, external firm for the management of this component and approved by standing committee in three provinces
 - b. Short listing and processing of 2,520 entrepreneurship grants (1,890 new and expansion of 630 existing businesses)
 - c. Advisory support to grantee to start or expand and grow their business

The main challenges were:

- a. Recruiting national staff for the NATEJA project because of the long awaited new cabinet to be formed in the country as the presidential decree No. 8 that banned hiring and firing till next order
- b. Uncertain situation for keeping ministry of finance-funded NSDP staff in the fiscal year 1394
- c. Slow progress in onboarding international staff due to insecurity and low salary package
- d. Delay in recruitment process due to presidential decree No. 8 and keeping the selected candidates waiting for unknown time
- e. Prolonged election process and delay in introducing the new cabinet

6.0 INSTITUTIONAL CAPACITY BUILDING FOR DEMAND-DRIVEN LABOR FORCE PROJECT

There is a critical shortage of skilled and semi-skilled labor in Afghanistan. Decades of war, low level of literacy and educational attainment, as well as lack of modern training programs and facilities have

hampered supply of qualified workforce: technicians, professionals, financial specialists and managers. The existing training programs are unable to equip Afghan youth in new skills demanded by employers.

The project aims to build institutional capacity both in NSDP and DM-TVET to introduce occupations in the TVIs that are based on the demand from the private sector and are in accordance to the minimum competency-based standards. The project will provide the labor market demand and supply information for the specific emerging areas (i.e. mining, food processing and packaging and storage, tourism and hotel management, railways, carpet weaving and woven produce).

The overall aim of the project is to develop institutional platforms for the public and private sector to train a labor force that is demand-driven and equipped with competency-based standards to ensure quality labor, employer satisfaction, competitiveness, and mobility of Afghan workers at a national and regional level.

The main activities of the project would be:

- a) Conducting the labor market intelligence in the five selected fields/sectors
- b) Development of National Occupational Skills Standards (NOSS) for the demanded occupations based on the reports of labor market intelligence
- c) Build the capacity within DM-TVET to utilize the NOSS and introduce the new occupations in the TVIs and schools.

The first stage of this project is to conduct a labor market study in five sectors (mining, railways, food processing, packaging and storage, carpet weaving, and hotel management and tourism) across five zones in Afghanistan. The survey revealed a number of occupations that need to be included in the NOSS framework. The first phase of the project identified 40 occupational standards to be developed.

In the second phase of the project, NSDP has developed 40 NOSSs for different levels in the five emerging sectors (mining, railways, food processing, packaging and storage, carpet weaving, and hotel management and tourism). All the 40 NOSSs are validated by Cambridge International Training and Education, UK and meet the international standards within Afghanistan. Finally these developed NOSSs were handed over to DM-TVET of MoE for curriculum development.

The main challenges were:

- a. The security situation worsens in the areas where the market intelligence takes place
- b. Less or no cooperation from the private sector
- c. Lack of technical cooperation and agreement of CSO (Central Statistics Office) for labor market study
- d. Problems arising with Recruitment of the consultancy firm
- e. Shortage of Professional teachers, particularly, in the new trades/occupations

7.0 RECOMMENDATION FOR ALLEVIATING POVERTY IN AFGHANISTAN

To conclude, the following steps should be strictly taken by the government of Afghanistan in reducing poverty;

1. The priorities of poor people should be the main focus, which include the following:
 - a. Improving health and education services
 - b. Improving the ability to get clean drinking water (and provide hygiene education)
 - c. Improving markets and job opportunities
 - d. Improving roads
 - e. Improving irrigation and water storage
 - f. Improving security and rule of law

2. Encourage skills development through TVET
3. Support Small-scale Agriculture
4. Improve Regional Government and Reduce Corruption
5. Improve Regional Services
6. Make sure that Government has a Pro-poor Budget
7. Take Action to Stop Social Inequality
8. Prepare for Population Growth
9. Develop Ways of Helping People who are Vulnerable
10. Work Closer with Communities
11. Create a Greater Variety of Jobs and Find New Ways of Surviving

All recommendations are important, but considering the limited finances and time available to work on reducing poverty in Afghanistan, it would make sense to first focus on tackling Recommendation 1: to help meet the needs of the poor, while working towards recommendations 2, 4, 5 and 9, 10 and 11.

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Country Paper: Bangladesh

Mr. Mofizul Islam

Equipment Officer

Directorate of Technical Education

F-4/B, Sher-E-Bangla Nagar

Agargaon, Dhaka, Bangladesh

Email: mofizul45@yahoo.com

“Bangladesh is a country of 170 million people with a population density of approximately 1,142 per sq. km approximately. Due to its large population, it is struggling to provide ample economic support to all its citizens and a high incidence of poverty is the ultimate result. Though the country is making good progress in socio-economic fields such as increasing literacy and life expectancy, the progress on poverty reduction is still slow.

The constitution of Bangladesh express that the state is responsible for the development of human resources of the country regardless of gender, and to assist in employment as per capabilities of every citizen. In this regard, present government of Bangladesh has taken many initiatives to progress in TVET sector, which can be a significant initiative in meeting the insurmountable needs of the country. The focus of this paper is rural development and poverty alleviation in Bangladesh which is one of the greatest challenges for the international community in the 21st century.”

1.0 POVERTY SITUATION IN BANGLADESH

Bangladesh, being one of the densely populated countries in the world, is familiar to the severity of poverty. Therefore, poverty alleviation has been high on its development agenda as is evidenced in all plan documents. The decline of poverty in Bangladesh is by and large attributable to the relentless engagement in poverty reduction interventions. Yet the depth and dimension of poverty is a matter of great concern. It is also revealed from Human Development Report (HDR) that Bangladesh ranks 129th in Human Development Index (HDI) with Multidimensional Poverty Index (MPI) of 0.291.

The government has laid special emphasis on poverty alleviation and has pledged to eradicate poverty through planned economic development. Following the adoption of different innovative programs during 1996 to 2001, yearly average rate of poverty reduction increased from 0.5 to 1.5 while human poverty index went down to 31.5 from 41.6. The present government aims at reducing poverty rate at 22% and 15% by 2015 and 2021 respectively. Aside from this, the government is determined to build sustainable social safety net for the hardcore poor.

2.1 Attainment of Millennium Development Goals (MDGs)

Eradication of extreme poverty and hunger by 2015 is one of the prime goals as set out in the UN MDGs. It was noted in the report titled “Millennium Development Goals (MDGs) Bangladesh Progress Report” that in terms of achieving Goal 1 along with some other important goals, Bangladesh has made consistent progress. The following table provides a snapshot of progress that Bangladesh has achieved so far:

The overarching goals of previously implemented six Five-Year Plans, one Two-Year Plan and other government policies were to reduce poverty by accelerating economic development. As an outcome of these planned development activities, in the meantime Bangladesh has achieved remarkable progress in the reduction of poverty.

Table 1: Attainment of MDGs at a glance

GOALS, TARGETS AND INDICATORS (REVISED)	BASE YEAR 1990/1991	CURRENT STATUS	TARGET BY 2015	COMMENT
Goal 1: Eradicate Extreme Poverty & Hunger				
Target 1.A: Halve, between 1990 and 2015, the proportion of people below poverty line				
1.1 Proportion of population below national upper poverty line percent	56.6	31.5 (2010)	29.0	
1.1 Poverty Gap Ratio, percent	17.0	9.0 (2005)	8.0	
1.3 Share of poorest quintile in national consumption, percent	6.5	5.3 (2005)	n/a	n/a
Target 1.B: Achieve full and Productive employment and decent work				
1.1. Employment to population ration, Percent	48.5	58.5 (2005)	For all	
Target 1.C : Halve, between 1990 and 2015, the proportion of people who suffer from hunger				
1.1 Prevalence of underweight children under five years	66.0	47.8 (2005)	33.0	
1.2 Proportion of population below minimum level of dietary energy consumption, percent	28.0	19.5 (2005)	14.0	

Source: Bangladesh Bureau of Statistics, UNDP, 2010

Legend: = on track = not possible to achieve by 2015

The present government has also pledged to achieve the targets of the Millennium Development Goals (MDGs) by 2017. As a sequel to the first PRSP, the second Poverty Reduction Strategy (Steps towards Change: National Strategy for Accelerated Poverty Reduction II for 2009 to 2011) (NSAPR-II) was revised for the second time to make it up to date. In line with Vision 2021, a long-term 192-perspective plan (2010 to 2020) and a Sixth Five Year Plan are being finalized. The main purpose of long-term perspective plan (2010 to 2020) and Sixth Five Year Plan (SFYP) for 2011 to 2015 is to achieve higher growth and reduce poverty. In other words, these plans aim at decreasing the head-count poverty to 22 percent from current 31.5 percent by 2015 and the number of people living below the poverty line to 15 percent and thus turning Bangladesh to a medium income country. It is to be noted that Bangladesh has already been successful in achieving some targets of MDGs including poverty and hunger related targets.

2.2 Measurement of the Incidence of Poverty in Bangladesh

The first Household Expenditure Survey (HES) in Bangladesh was carried out in FY1973-1974 and it was followed by a number of HESs. The latest HESs has been done in 2010. HESs was carried out up to FY1991-1992, and used Food Energy Intake (FEI) and Direct Calorie Intake (DCI) methods in order to measure the incidence of income poverty. A person having daily calorie intake of less than 2,122 kilocalories used to be considered to be in absolute poverty, and those consuming below 1,805 kilocalories in hard-core poverty. In the HES conducted in 1995-1996, the BBS for the first time adopted the Cost of Basic Needs (CBN) method. Similarly, in the Household Income and Expenditure Surveys (HIES) of 2000 and 2005 and 2010, CBN method was used. With this method, non-food consumption is also considered for constructing poverty index

2.3 Trends of Poverty

Satisfactory progress in poverty reduction was observed during the last decade. The trends of poverty are shown in the following table:

Table 2: Trends of Income Poverty

	2010	2005	2000	1991-92	ANNUAL CHANGE (%) (1991-92 TO 2000)	ANNUAL CHANGE (%) (2000-2005)	ANNUAL CHANGE (%) (1991-92 TO 2010)	ANNUAL CHANGE (%) (2000-2010)	ANNUAL
Head Count Index									
National	31.50	40.00	48.90	58.80	-1.80	-3.90	-3.07	-4.30	-4.70
Urban	21.50	28.40	35.20	44.90	-2.20	-4.20	-3.61	-4.80	-5.41
Rural	35.20	43.80	52.30	61.20	-1.60	-3.50	-2.73	-3.88	-4.88
Poverty Gap									
National	6.50	9.00	12.80	17.20	-2.90	-6.80	-4.75	-6.55	-6.30
Urban	4.50	6.50	9.10	12.10	-2.50	-6.51	-4.79	-6.80	-7.09
Rural	7.40	9.80	13.70	18.10	-2.80	-6.48	-4.37	-5.97	-5.46
Square Poverty Gap									
National	2.00	2.90	4.60	6.80	-3.80	-8.81	-5.94	-7.99	-7.16
Urban	1.30	2.10	3.30	4.40	-2.70	-8.64	-5.91	-8.89	-9.14
Rural	2.20	3.10	4.90	7.20	-3.80	-8.75	-5.76	-7.69	-6.63

Source: BBS (HIES), 2005, 2010

It would be observed on Table 3 that the rate of income poverty (measured by CBN considering upper poverty line) declined after 1990s and the depth (measured by poverty gap) and severity (measured by squared poverty gap) of poverty has also reduced in this period.

2.4 Different Steps Taken by Bangladesh Government to Reduce Poverty

These measures are being explored by the Bangladesh government in ensuring that the poverty problem in the country is being addressed:

1. Poverty Alleviation and Goal Development Project
2. Providing incentives and financial assistance to poultry and livestock sector
3. Poverty Alleviation and Micro-credit Programs undertaken by Department of Fisheries
4. Fund for Housing the Homeless
5. Program for generating employment for the unemployed youth by the Karmasangsthan Bank
6. Abashan (poverty alleviation and rehabilitation) Project
7. Fund for mitigating Risks due to Natural Disaster
8. Program for mitigating economic shocks
9. Fund to meet sudden natural disaster

3.0 TVET SCENARIO IN BANGLADESH

3.1 Ground Situation

About a hundred years ago, five Technical Training Institutes were established at Rangpur, Bogra, Pabna, Barisal and Sylhet by local elites. In 1962 to 1963, five polytechnic institutes were established and in addition to diploma engineering courses, two-year evening trade courses were introduced. In 1965 to 1966, 35 Vocational Training Institutes (VTI) were established and two-year trade/certificate courses were introduced. In 1985, two-year trade courses (NSS III & II) affiliated under BTEB were introduced in all VTI and simultaneously, six-month trade course (NSS basic) was also introduced.

In Bangladesh, TVET programs are run by:

1. Public training institutes
2. Private training institutes
3. Trade bodies
4. Recruiting agencies
5. NGOs
6. Apprenticeship training

The National Skill Development Council (NSDC) is the apex body at the Policy level. The Honorable Prime Minister is the Chair of the Council.

Ministries providing skill training program are mainly the following:

1. Ministry of Education
2. Ministry of Labor and Employment
3. Ministry of Expatriates' Welfare and Overseas Employment
4. Ministry of Youth and Sports
5. Ministry of Social Welfare
6. Ministry of Women and Children Affairs
7. Ministry of Textiles & Jute
8. Ministry of Industries
9. Ministry of Shipping
10. Ministry of Civil Aviation and Tourism
11. Ministry of Communication
12. Ministry of Local Government, Rural Development and Cooperatives
13. Ministry of Health and Family Welfare
14. Ministry of Environment and Forests
15. Ministry of Energy and Mineral Resources
16. Ministry of Defense
17. Ministry of Agriculture
18. Ministry of Science and Technology
19. Ministry of Fisheries and livestock

3.2 Bangladesh Technical Education Board (BTEB)

BTEB is a statutory organization established under an Act approved by the parliament in 1967 for affiliation and conducting examination courses under TVET all over the country. The main functions of BTEB are:

- a. Develop and prescribe courses of instruction
- b. Arrange for development of learning materials
- c. Grant recognition to education institutions offering its courses
- d. Prescribe conditions governing admission of students
- e. Hold, conduct and regulate examination of affiliated institutions
- f. Award diplomas and certificates to successful candidates

Directorate of Technical Education (DTE) is a pioneer organization in TVET sector under Ministry of Education. Its functions are the following:

- a. Conducting diploma and certificate courses in Polytechnic Institutes and Technical School and Colleges
- b. Establishment of new Institutes
- c. Assist government in TVET policy formulation
- d. Maintain liaison with international TVET organization
- e. Appointment of teachers' and staff

In Bangladesh, the objectives of TVET is mostly focused towards:

- a. Employment generation
- b. Human Resources development of the country
- c. Economic development of the country

Table 3: No. of Institutions under BTEB

LEVEL OF COURSES	PUBLIC	PRIVATE	NO. OF INSTITUTE	SEAT CAPACITY
Diploma (Engg, Agri, Tex, etc.), four-year program	79	927	1,006	111,625
HSC (BM, Voc), two-year program	68	1,707	1,775	153,276
SSC (Voc, Dakhil) two-year program	141	2,302	2,443	186,870
Certificate & Short Courses, three months to one year	32	1,631	1,663	118,120
Total	320	6,567	6,887	569,891

Source: BTEB diary 2013

- d. Increase the living standard of the people
- e. Technological development of the country

To achieve the goals and implement government policies, several initiatives have been undertaken by the government. Major initiatives are:

- a. TVET Reform Project
- b. Skills Development Project
- c. Skills and Training Enhancement Project
- d. Bangladesh Skills for Employability and Productivity Project

3.3 TVET Reform Project

TVET Reform Project will ensure Bangladesh's competitiveness in the global market by improving the quality of vocational education and training. Skill development is essential for raising the standard of living for workers, especially women, ethnic minorities and other disadvantaged groups.

The objective of the project is to support the pro-poor growth of Bangladesh's Poverty Reduction Strategy by creating more employment opportunities for the poor both home and abroad and strengthening the capacity to tackle the competitive challenges of the country

The achievements of this policy strengthened TVET institutions and introduced the following changes:

1. New CBT&A programs for TVET teachers
2. Certificate IV and Certificate V qualifications approved by BTEB
3. 500 teachers trained
4. New leadership and management development program developed
5. 100 managers trained
6. Support for five Industry Skills Councils and two Centers of Excellence (COEL and CEAFS)
7. Establishment of skills scenario planning in 4+1 sectors
8. Strengthening linkages between industry and TVET institution

It also improved skills development in industry with:

1. More than 8,000 apprentices trained at COEL, and 200 trained at WMI, Chittagong
2. Tourism toolkit launched
3. New apprenticeship model presented

3.4 Skills Development Project

The objectives of the project are:

1. To support the government's poverty reduction strategy by enhancing the capacity of the TVET system to provide demand-driven and good quality education and training programs particularly to the poor and the marginalized, and promote economic growth and productivity by providing appropriately trained graduates in Bangladesh
2. To enhance relevance and access of TVET programs
3. To improve capacity for good quality TVET delivery
4. To increase delivery of relevant skills training with special emphasis on the poor, women and disadvantaged groups
5. To improve skill on special thrust sector like RMG, construction, light engineering and informal training

Table 5 presents the achievements of the project:

Table 4: Training Program Under SDP (Success story)

TYPE OF TRAINING	PEOPLE TRAINED	COMMENTS
Market Responsive Training Course	4,334	Organized by SDP in 12 Polytechnics
Woven Garments Machine Operator	2,308	Provided in Partnership with BGMEA and BMET at 25 TTCs.
Carpenter Cum Wood Work Machine Operator	100	Provided in Partnership with Bangladesh Furniture Manufacturers Association at BSP and VITI
Graphic Design	50	Provided by Graphic Arts Institutes and supported by SDP

Source: Short term Training, Yearly Brochure 2013(SDP)

3.5 Skills and Training Enhancement Project

To face the challenges of the 21st century, the government of Bangladesh has undertaken a series of reform programs in TVET sectors. As part of the reform, the Ministry of Education has implemented a six-year long STEP project.

The project development objective is to strengthen selected public and private training institutions to improve training quality and employability of trainees including those from disadvantaged socio-economic background. The project is also conceptualized to enhance quality and relevance of technical and vocational education and training as part of meeting the strategic options of the poverty reduction agenda of the government.

The short-term training has been designed mainly for socio-economically disadvantaged and drop-out youths, keeping the demand of labor market at home and abroad in mind, to reduce unemployment rate and alleviate poverty. Training has been provided in different trades, (i.e. driving cum auto mechanics, electrician, machine tools practices, fitter, welding, tile setting, carpentry, catering)

Table 5: Beneficiaries of the Skills and Training Enhancement Project

SL	Cycle-wise Information		From public Institutes	From Private Institutes	Total
1	1st cycle (January-June)	Enrolled	5,817	1,136	6,953
		Passed	5,351	880	6,231
		Employed	1,256	524	1,780
2	2nd Cycle (July-Dec)	Enrolled	6,549	1,435	7,984
		Passed	5,690	1,148	6,838
		Employed	876	692	1,568
3	3rd cycle	Enrolled	6,883	1,480	8,363
		Passed	6,199	1,263	7,462
		Employed	3,081	807	3,888
4	4th Cycle	Enrolled	6,690	1,720	8,410
		Passed	6,180	1,556	7,745
		Employed			

Source: Short-term Training, Yearly Brochure 2013(STEP)

3.6 Bangladesh-Skills for Employment and Productivity Project

This B-SEP project proposal is directly aligned with the revised National Strategy for Accelerated Poverty Reduction II of the Government of Bangladesh, which was set for 2009 to 2011, but continues to prevail in the absence of a newer version. The strategy recognizes the potential contribution of TVET in reducing poverty while supporting economic growth. The strategy identifies promoting decent employment as a critical area of focus for pro-poor growth.

According to the B-SEP proponents, the overall objective of the project is to achieve a better trained and qualified workforce in key industry sectors in order to contribute to decent work, sustainable economic development, poverty reduction, and social inclusion in Bangladesh.

The two main specific objectives are: (1) strengthen public and private employment services and provide job placement and career; and (2) increase the availability and quality of skills provision in the informal economy (including green jobs) and directly provide training for over 2,500 women and people with disabilities.

Priority Sectors include agro-food, tourism and hospitality, pharmaceuticals, ceramics and furniture.

Project Beneficiaries include: (1) staff of partner organizations (government agencies, education and training providers, enterprises and industry organizations and NGO's; (2) workers and market entrants; and (3) instructors, trainers & master craft persons. Total indirect beneficiaries include over 100,000 individuals. Selected partners are to ensure self-employment of 240 persons of disadvantaged groups in the areas of carpentry, pharmacy, mushroom cultivation and production of compost fertilizer from organic waste.

Table 6: B-SEP Summary of Beneficiaries:

TOTAL DIRECT BENEFICIARIES		PARTNER STAFF		MANAGERS, INSTRUCTORS TRAINERS & MCPS		WORKERS & MARKET ENTRANTS	
Total	Female	Total	Female	Total	Female	Total	Female
27,000	14,710	2,000	430	600	350	23,400	14,230

Source: Project Proposal of B-SEP

4.0 TVET ROLE PLAYED AT NGO LEVEL

4.1 UCEP

The main objective of UCEP programs is to improve the socio-economic status of the urban poor and support industrial growth by generating skilled manpower. UCEP has global reputation for its unique model of human resource development.

By December 2011, a total of 43,408 graduates were placed in jobs since the inception of the ESS component in the year 1991. The gender ratio of graduates (Girl: Boys) given employment support was 37:63. During the period January to June 2011, a total of 1,855 graduates were provided with jobs in different industries, workshops and production units.

4.2 MAWTS

MAWTS is to provide outstanding market-oriented technical education and training. It is to produce innovative quality products and to provide services for the national and international market. It is also to produce enough cash flow for further development of MAWTS and for offering scholarships to deserving adolescent girls and boys.

During the last 41 years (up to September 2014), MAWTS produced 38,293 skilled technical hands through its different training courses (Diploma in Engineering courses, three-year mechanical courses and one to 14 weeks long various short/modular courses) as well as provided 151,251 professional trade test certificates. Most of them are employed with lucrative jobs across the country and abroad.

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Country Paper: Bhutan

Mr. Naku Dorji

Instructor

Technical Training Institute Chumey

Ministry of Labor and Human Resources

Thimphu, Bhutan

Email: ndcvti@yahoo.com

“Bhutan remained closed without interaction with other countries of the world until 1961 for various reasons. It was only from 1961 that Bhutan stepped into planned modern development activities with the help of its close friend, India. Since then Bhutan has witnessed increasing progress in economy and other aspects of development. Based on these cautious traditional approaches, Bhutan is known to the outside world as a unique Himalayan nation. The Royal Government of Bhutan and its citizens are making intensive efforts to promote these approaches of modernization and development. The paper explores the different efforts of the Bhutanese government in addressing poverty in the country while preserving its traditional values and culture.”

1.0 BACKGROUND

With four decades of experience in the modernization process, Bhutan achieved balanced development and impressive result. This achievement is driven by some important traditional approaches such as:

- Building Bhutan on a strong belief of spiritualism and peace
- Modernizing slowly and carefully, without considering monetary gain as the only goal of development
- Preserving and promoting tradition, culture and social values as national identity in the globalization era
- Safeguarding natural environment for sustainable development

2.0 POVERTY SITUATION IN BHUTAN

Bhutan is located on the high Himalayan terrain and 60% of its land is covered by forest. Because of its difficult terrain, many Bhutanese people have limited or no access to basic needs such as education, health and sanitation. It also hindered Bhutan’s plan to open its economy to the world

During the period before Bhutan opened itself to the world, many people were left without any facilities and Bhutanese people suffered from nutritional deficiency, health issues, poor sanitation, lack of communication facilities and lack of shelter and food. Under the visionary leadership of King Jigme Dorji Wangchuk, the third monarch of Bhutan, the country marked the opening of its door to the outside world in the year 1961.

With its determination to utilize connections with the outside world, Bhutan did not leave any stones unturned in addressing development activities with support from foreign grants.

Bhutan has always been very cautious in planning and implementing any development activities, and it has been acknowledged by many donor countries that the aids provided to them are properly utilized. With the visionary leadership, Bhutan government now had established two regional referral

hospitals and achieved 100% access on facilities such as clean drinking water supply, electricity and communication service. Every province and corner of the village now has access to education, health, agriculture and forest service at their doorsteps.

3.0 DIFFERENT ANTI-POVERTY, EMPLOYABILITY AND ENTREPRENEURSHIP PROGRAM IN BHUTAN

Hydropower project is one of the major income-generating projects in Bhutan and it is being executed through foreign grant. Bhutan, at present, has four major projects that power the country's' economy. The objectives of the government are to generate 10,000 megawatts by 2020.

Bhutan has also started planting and growing hazelnuts in early 2011 through the initiative of Mountain Hazelnuts, a social enterprise in Bhutan. The objective of the project is to distribute young hazelnut plants at no charge to a large number of subsistence farmers in Bhutan. The farmers would plant the trees in fallow or degraded land, tend to them and sell the resulting nuts to the company.

Bhutan has also introduced aquaculture, piggery and poultry industry as a business idea to generate income for the livelihood of Bhutanese people for their independent survival. The government is now focusing on developing entrepreneurial competency for each Bhutanese individual. Many youths, women and technical persons are trained in entrepreneurship program. Bhutan government also initiated the rural skill development program in many provinces and villages. Bhutanese people are now coming up with different business ideas to generate income using materials available in the provinces. They do not have a problem selling their products as Bhutan is one of the tourist attractions in the world.

4.0 INITIATIVES TO PROMOTE ENTREPRENEURSHIP

The Bhutanese government aims to become a middle-income country in the next ten years. Certain elements of the Bhutanese economy are booming and external influences are undoubtedly contributing to the country development. To promote the development of the private sector as a viable source of income and employment, the Royal Government of Bhutan (RGoB) has given extra attention to the creation of an enabling environment for private sector development. Government also acknowledged its potential as a source of income generation, benefiting rural development, youth and women employment in the society.

The Government has established to promote creative industries to unleash Bhutan's entrepreneurial potential and private sector development for job creation. The government also introduced an emphasis on the BAOWE Bhutan Association of Women Entrepreneurs, which supports women entrepreneurs in conducting profitable businesses to increase their self-worth, independence and autonomy. Very recently, it also introduced the entrepreneurship course in all technical training institutes and colleges in Bhutan to build the entrepreneurial competencies of our youths.

5.0 RECOMMENDATION

As Bhutan is a developing country and is just newly introduced to the development activities through entrepreneurship and employability skills, the people are now getting acquainted with the business culture through donor agencies. Even during the commencement of projects through external funding, it is difficult to get the experts to execute the work and educate and train the Bhutanese people for work.

Country Paper: Fiji

Mr. Pene S. Aropio
SEO IA2 TEST Section
Ministry of Education
Suva, Fiji
Email: penearopio@govnet.gov.fj

“Fiji’s future prosperity depends on producing graduates who are well-prepared to take their place in tomorrow’s society. The required strategy therefore seeks to implement the basic education requirement to increase school enrollment, alleviate poverty to some extent and provide better schools and better-trained teachers. This is only possible when there is better coordination between all collaborative mechanisms and support systems, which recognizes that effective poverty reduction in any project is achievable when people or individuals are placed at the center for empowerment. In the past, schools had to raise funds or seek outside donors to purchase tools and equipment to upgrade their workshops and assist teachers and students with the appropriate teaching aids. The success of such projects and securing potential donors depended on the locality of the school, the socio-economic background of the community, the type of leadership and management and the networking and marketing strategies of the school.

Two of the TVET lifelong skills that are still lacking at secondary school level and that needs to be enhanced are technical drawing (TD) and maintenance of tools and machines. Because such skills are applicable for design work in any trade or engineering field, enhancing TVET deliveries through the supply of TD equipment, tools and machines to secondary schools will help to alleviate poverty in all IA schools and communities to some extent and enhance the drawing and maintenance skills of teachers and students. The paper considers the efforts of the project in contributing to the national efforts to alleviate poverty.”

1.0 INTRODUCTION AND PROJECT DESCRIPTION

It is envisaged that by enhancing TVET deliveries through the supply of technical drawing (TD) equipment, tools and machines to secondary schools will help alleviate poverty in all communities and enhance the drawing and maintenance skills of teachers and students.

Table 1: Basic Education Enrollment Trends

SECONDARY SCHOOL (15 - 19+ YEAR OLDS - YEARS 11 – 13)						
2011	Year 9	15,918	Year 10	15,370	Year 11	15,298
2012	Year 10	14,777	Year 11	14,825	Year 12	13,445
2013	Year 11	14,934	Year 12	12,887	Year 13	6,993
		0.06		0.16		0.54

2.0 Project Summary

The purpose of this project is to empower teachers and secondary students to be active learners and facilitators in using the curriculum with minimum or no constraints to the learning and teaching process. This is in line with the National Curriculum Framework’s (NCF) seven major learning outcomes which are the following: to empower learners to be active, communicate effectively, conduct investigations, make responsible decisions, select and use information, apply learning and understand change, balance and relationships.

The NCF attempts to address all dimensions of learning to meet the changing needs of living in the 21st century. This is the biggest challenge since most of those in poverty are people living in rural and remote areas, particularly those from the Fijian Indian community. The number of rural and remote schools is more than half of the total secondary schools offering TEST subjects: 90 rural and remote schools out of the 162 secondary schools. This justifies the purpose of carrying out such poverty reduction projects. It is foreseen that this project of supplying rural and remote schools with basic equipment for the next 10 to 15 years will assist them in the effective implementation of the curriculum and equip teachers with the necessary skills in caring and maintaining these basic equipment. This will help to promote sustainability and also reduce poverty to some extent. There will be no pressure or need for parents particularly from poor socio-economic backgrounds to purchase some of this basic equipment for their children. The added value provided by this project is that the norms and values enshrined in it have the potential to empower the poor. This is important, because it is now widely recognized that effective poverty reduction is not possible without empowering its people.

3.0 PROJECT BACKGROUND

In the past, schools had to raise funds or seek outside donors to purchase tools and equipment and technical drawing instruments to upgrade their workshops and assist teachers and students with the appropriate teaching aids. The success of such projects in securing potential donors depended on the location of the school, the socio-economic background of the community, the type of leadership and management and the networking and marketing strategies of the school. This government assistance of upgrading tools and equipment and technical drawing instruments in secondary schools started in 2011 when the Ministry of Education realized that it needed to provide assistance to schools when it decided to reform the whole education system including the review of the curriculum in its context.

There are a lot of tools and machines lying idly in the school workshops waiting to be repaired because there was hardly no maintenance done. This is due to lack of provisions and skills to carry out maintenance work. The MOE's mission of sustainable development goes well with this new initiative of maintenance of tools and machines in schools in order to sustain its usage over the years (at least a minimum span of five years). It is also much cheaper for schools to maintain the good condition of expensive equipment. Since one of TEST section's sub-output 6.3 is to improve human resource development, training of teachers to maintain this basic equipment that is supplied to schools is necessary to sustain its good condition for at least the next five years.

In addition, trained teachers must be given the opportunity to carry out the maintenance work in the school, and at the same time impart this knowledge and skills to their students.

Another problem hindering students' learning particularly in the rural and remote areas is due to the challenges of its livelihood opportunities, such as isolation and lack of access to services and markets. This affects their learning in the Technical Drawing curriculum due to lack of basic technical drawing instruments. In addition, most rural families cannot afford to buy a full set of technical drawing instruments for their children, which will cost each student a total of \$50. This excludes student's workbooks, which entails additional cost of \$20. The cost incurred will be even higher when there are two or more children in one household.

The assistance to be provided by the TEST section of the Ministry of Education in terms of supplying basic workshop equipment and technical drawing instruments to these schools will help ease the burden on parents and teachers as facilitators of students' learning. In addition, students will be able to produce quality drawings and construct quality design projects that are contextual to solving the needs of their community, competitive in the entrepreneurial market and also sustainable in both environment and waste management.

4.0 PROJECT OBJECTIVES

The aim of the project is to achieve the following outcomes:

- Reduce poverty in implementing the TEST curriculum in schools
- For teachers and students to be able to demonstrate practical skills competently through the basic maintenance of hand tools and machines

- Sustain the use of basic equipment for at least the next 5 years
- Incorporate environmental sustainability and waste management mechanisms such as recycling materials in students' learning activities in TEST subjects
- Strengthen collaboration of all stakeholders and devise reform policies that promote sustainability

5.0 PROJECT METHODOLOGY

The two main aspects of the project that must be considered first to ensure the successful implementation of the project is:

- Prioritizing schools that are in need of basic workshop equipment and technical drawing instruments. The selection of schools are based on the following selection criteria:
 - a. Location of the school e.g. rural, remote or urban
 - b. Schools that have not had any assistance from the TEST section since the implementation of the revised curriculum in 2011
 - c. Schools that have pending supplies from the previous year
 - d. Schools considered new centers that are offering TEST subjects for the first time
- Training teachers to be competent in carrying out maintenance of tools and machines in school workshops. The selection of teachers is based on the school that they are posted to and have been supplied with basic equipment from the TEST section, and also teachers who lack competency in carrying out maintenance work.

Table 2: Project Action Plan

Milestone/ Suggested Activities (and Subsequent Steps)	Action Steps What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/ Month)	Resources (please fill per step) A. Resources Available B. Resources Needed (financial, human, political & other)	Potential Barriers (please fill per step) A. What individuals or organizations might resist? B. How?	Communications Plan A. Who will be involved? B. What methods are used? C. How much?
Project A: Procurement of Equipment & Technical Drawing Instruments						
Select schools according to selection criteria	Step 1: Schools make requests for assistance at the end of the previous or beginning of the new year	IA Heads of Department (HOD)	December of previous year January of New Year	A. IA Network	A. TEST section B. Not meeting selection criteria for assistance	A. TEST SEOs B. Email/Mail C. On-going
	Step 2: Scrutinize all school requests against the selection criteria	SEO TEST	January and February	A. IA Procurement Records and Updates B. N/A	A. Sudden work commitments; late receipt of school requests B. Delay in scrutinizing	A. SEO TEST B. N/A C. N/A
	Step 3: Prioritize selection of schools so that final selection is within the budget	SEO TEST	February	A. IA Procurement Records and Updates B. N/A	A. None B. N/A	A. SEO TEST B. N/A C. N/A

Milestone/ Suggested Activities (and Subsequent Steps)	Action Steps What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/ Month)	Resources (please fill per step) A. Resources Available B. Resources Needed (financial, human, political & other)	Potential Barriers (please fill per step) A. What individuals or organizations might resist? B. How?	Communications Plan A. Who will be involved? B. What methods are used? C. How much?
Select a minimum of 3 suppliers and request for quotations	Step 1: Prepare list of equipment and technical drawing instruments	SEO TEST	February	A. IA Procurement templates B. N/A	A. None B. N/A	A. SEO TEST B. N/A C. N/A
	Step 2: Email suppliers for quotation	SEO TEST MOE Approved Suppliers	March	A. Internet; supplier's email addresses B. N/A	A. Suppliers B. Delay in responding	A. Supplier B. Email C. N/A
	Step 3: Analyze the quotations based on brands, cost and quantity available	SEO TEST	March	A. Suppliers' Quotations B. N/A	A. None B. N/A	A. SEO TEST B. N/A C. N/A
	Step 4: Submit final order list in batches for approval and purchasing	SEO TEST	March	A. A4, minute paper, clips B. Finance	A. Approval system, Delivery B. Delay in approval, submission of orders and delivery	A. Section Heads – DSCS, Director TEST, PEO TEST, XO TEST, Suppliers B. Approval minute, Local Purchase Order, Supplier's Delivery Invoice C. Once
Distribution to schools	Step 1: Check the supplier's delivery list against the order list	SEO TEST	April	A. Order List and Delivery Invoices B. Human	A. Suppliers; XO B. Delay in sending orders to suppliers and also delay in delivery and not delivering all items	A. Suppliers, XO TEST, Storeman B. Order List, Delivery Invoice C. Once
	Step 2: Prepare TS7 forms for each school for stores distribution	SEO TEST	May	A. TS7 forms B. Human	A. Storeman B. Delay in packing & delivering to schools	A. Storeman, B. School Dispatch list C. Once

Milestone/ Suggested Activities (and Subsequent Steps)	Action Steps What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/ Month)	Resources (please fill per step) A. Resources Available B. Resources Needed (financial, human, political & other)	Potential Barriers (please fill per step) A. What individuals or organizations might resist? B. How?	Communications Plan A. Who will be involved? B. What methods are used? C. How much?
	Step 3: Equipment and instruments are dispatched to the schools according to TS7 forms	Storeman	May	A. School Dispatch List B. Human, Financial, Transportation	A. Courier agents B. Delay in delivering	A. Courier agents, XO TEST, SEO TEST B. School Dispatch list C. Once
	Step 4: Schools acknowledge receipt and send delivery invoices back to the TEST section	HOD	June	A. School Receipt Invoices, Scanner, Internet B. N/A	A. HOD B. Delay in	A. SEO TEST B. Email C. Once
	Step 5: Check the school's delivery invoices against the school's TS7 form	SEO TEST	June	A. School Receipt Invoice, TS7 forms from stores	A. HOD, Storeman B. Delay in sending Receipt invoice & TS7 forms	A. Storeman, HOD B. Email, Manual Delivery C. Once
Monitor the effectiveness of the project	Step 1: Organize 4 teams of 3 officers per team	Project Coordinator	July	A. Human B. None	A. N/A B. N/A	A. All TEST SEOs B. Email C. Once
	Step 2: Schedule meeting to brief teams on the purpose of their school visits, information needed and data collection methods	Project Coordinator	July/August	A. Agenda, Purpose of school visit, role of advisors, School visit materials, Reporting, Data collection methods B. N/A	A. TEST SEOs. B. Apologies due to other work commitments	A. All TEST SEOs, Section Heads B. Meeting C. Once
	Step 3: Finalize itinerary and budget for approval	Project Coordinator	August	A. Approval minute, Budget B. Human, Financial	A. Approval system B. Delay in responding to minute	A. Section Heads B. Minute, email C. Once
	Step 4: Conduct team briefing on school visits	Project Coordinator	September	A. Approval minute, Budget B. Human, Financial	A. Approval system B. Delay in responding to minute	A. Section Heads; Sch Visit Teams B. Minute, email C. Once

Milestone/ Suggested Activities (and Subsequent Steps)	Action Steps What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/ Month)	Resources (please fill per step) A. Resources Available B. Resources Needed (financial, human, political & other)	Potential Barriers (please fill per step) A. What individuals or organizations might resist? B. How?	Communications Plan A. Who will be involved? B. What methods are used? C. How much?
	Step 5: Conduct school advisory visits	Advisory Teams	October Feb 2015 June 2015	A. School visit materials, School visit information letters to schools B. Human, Financial, Transportation	A. TEST Department teachers, TEST SEOs B. External Exam preparations; Other work commitments	A. Section Heads, School Heads, Education District officers, TEST Department teachers B. Email, telephone calls C. Once
Provide feedback on the effectiveness of the project	Step 1: Analyze data collected and prepare a report	Team Leaders	November	A. Team reports B. N/A	A. Team Leaders B. Delay in completing reports	A. Section Heads, School Heads B. Email C. Once
	Step 2: Schedule another meeting for team presentation of findings	Project Coordinator	November	A. Team presentation reports B. Multi-media	A. N/A B. N/A	A. Section Heads B. Meeting Agenda, Power point Presentations C. Once
	Step 3: Review and prepare for the next project	Project Coordinator	December	A. Coordinator's Report B. N/A	A. N/A B. N/A	A. Section Heads, All TEST SEOs B. Email, briefings C. Once
Project B: Up-skill Workshop on Maintenance of Tools and Machines – Central/North/Western Divisions						
Consult training institution on TEST training needs	Step 1: Prepare a proposal on the type of training needed	SEO TEST	February	A. Proposal Paper B. N/A	A. Training Coordinator B. Postponement of meeting date due work commitments	A. Section Heads B. Email, approval minute C. Once
	Step 2: Schedule meeting with training institution to discuss training proposal	SEO TEST	March	A. Proposal Paper; Meeting agenda B. Transportation	A. Training Coordinator B. Postponement of meeting date due work commitments	A. Training Coordinator B. Email, meeting agenda C. Once

Milestone/ Suggested Activities (and Subsequent Steps)	Action Steps What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/ Month)	Resources (please fill per step) A. Resources Available B. Resources Needed (financial, human, political & other)	Potential Barriers (please fill per step) A. What individuals or organizations might resist? B. How?	Communications Plan A. Who will be involved? B. What methods are used? C. How much?
	Step 3: Training institution provides training program and tuition fee/ participant	Training Coordinator	March	A. Training program; Tuition Invoice B. Transportation	A. Training Coordinator B. Delay in submitting training program and tuition invoice.	A. Project Coordinator B. Email C. Once
	Step 4: Prepare a proposal including budget with minute for approval	SEO TEST	April	A. Proposal; Projected Budget B. N/A	A. Training Coordinator B. Delay in submitting training program and tuition invoice.	A. Section Heads B. Approval minute C. Once
	Step 5: Register workshop with PDU	SEO TEST	April	A. PDU Registration form B. N/A	A. N/A B. N/A	A. SEO PDU B. Email; Registration form C. Once
Select workshop participants according to selection criteria	Step 1: Select final participants list according to the selection criteria	SEO TEST	April	A. Record of workshop participants B. N/A	A. N/A B. N/A	A. SEO IA1; SEO C&J B. Email C. Once
	Step 2: Send letters to schools with details of workshop and its requirements	SEO TEST	April	A. School letters B. Financial	A. Messenger B. Delay in posting mails	A. Messenger B. Email, mail C. Once
	Step 3: Receive confirmation of participation from teachers	SEO TEST	April	A. Email Addresses; contact numbers B. N/A	A. TEST teachers B. Delay in confirming participation	A. TEST teachers, School Principals B. Email, telephone C. Once
Conduct training workshop	Step 1: Facilitate and monitor workshop according to the program	Workshop facilitators – SEOs	28th April to 2nd May	A. Workshop materials B. N/A	A. Duration of workshop B. Duration may not be enough	A. Trainer; TEST teachers B. Lectures; Demos; Hands-on activities C. 5 days

Milestone/ Suggested Activities (and Subsequent Steps)	Action Steps What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/ Month)	Resources (please fill per step) A. Resources Available B. Resources Needed (financial, human, political & other)	Potential Barriers (please fill per step) A. What individuals or organizations might resist? B. How?	Communications Plan A. Who will be involved? B. What methods are used? C. How much?
	Step 2: Monitor attendance of teachers on a daily basis	Workshop facilitators – SEOs	28th April to 2nd May	A. PDU Attendance register B. N/A	A. Participants B. Late arrivals & personal commitments	A. Trainer; participants B. Lectures; Demos; Hands-on activities C. 5 days
	Step 3: Participants complete evaluation of the training workshop	Participants	2nd May	A. PDU evaluation form B. N/A	A. N/A B. N/A	A. Facilitators B. Documentation C. 1 day
Provide feedback on the overall workshop	Step 1: Analyze evaluation forms to identify weaknesses and future improvement needs	SEO TEST	May	A. PDU evaluation form B. N/A	A. N/A B. N/A	A. Facilitators B. Identifying weaknesses & making recommendations C. Once
	Step 2: Prepare report on the overall organization of the workshop	SEO TEST	May	A. PDU report template B. N/A	A. N/A B. N/A	A. Facilitators B. Workshop report C. Once
	Step 3: Teacher participants provide evaluation report on the effectiveness of training conducted in the schools	Workshop Participants	August	A. Evaluation training report template B. N/A	A. Participants B. Delay in submitting report	A. Facilitators B. Training report; email C. Once
	Step 4: Teachers prepare an Annual maintenance schedule	TEST Teachers	May	A. Maintenance schedule template B. N/A	A. Participants B. Delay in submitting report	A. Facilitators; HODs; School Admin. B. maintenance schedule; email C. Once

Milestone/ Suggested Activities (and Subsequent Steps)	Action Steps What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/ Month)	Resources (please fill per step) A. Resources Available B. Resources Needed (financial, human, political & other)	Potential Barriers (please fill per step) A. What individuals or organizations might resist? B. How?	Communications Plan A. Who will be involved? B. What methods are used? C. How much?
	Step 5: Conduct team briefing on school visits	Project Coordinator	September	A. Approval minute, Budget B. Human, Financial	A. Approval system B. Delay in responding to minute	A. Section Heads; Sch Visit Teams B. Minute, email C. Once
	Step 6: School advisory and monitoring visits	Advisory Teams	October Feb 2015	A. School visit materials, School visit information letters to schools B. Human, Financial, Transportation	A. TEST Department teachers, TEST SEOs B. External Exam preparations; Other work commitments	A. Section Heads, School Heads, Education District officers, TEST Department teachers B. Email, telephone calls C. Once
	Step 7: Review and prepare for next training workshop	SEO TEST	October	A. Workshop documents B. N/A	A. Training Institution B. Work commitments	A. Facilitators; Section Heads B. Email; meeting C. Once

5.1 Project Approach Summary

The success of the project depends on the cooperation and collaboration of the team and the TEST teachers in the schools. Monitoring by the teams on the effectiveness of the training conducted in the schools and the benefits of the supply of basic equipment depends on the type of data to be collected and how timely this exercise is carried out. On the other hand, the quick response by the teachers and the school as a whole in providing feedback on the training conducted and the basic equipment and instruments supplied will help the TEST section in cross-checking their records and completing their monitoring plans accordingly. The timely completion and implementation of these tasks requires on-going updating of the plans.

The TEST officers are divided into four teams with three members per team. The teams are then briefed on the tasks expected of them:

- Interview beneficiaries using the questionnaire on the benefits of the project on individuals, school and the community and its impact on poverty reduction. (Seeking the assistance of the school administration in interviewing other TEST departments may be necessary if time is a constraint).
- Verify the basic equipment and TD instruments donated by the TEST section.
- Verify the school workshop evaluation reports against the interviews to ensure reliability and validity of the data.

5.2 Data Collection, Analysis & Evaluation

When requests come from the schools at the end of the previous year or the beginning of the new year, the TEST section scrutinizes the past records of the school in terms of assistance provided by the TEST section and TEST teachers who have already being trained.

TEST section may not be able to satisfy all schools with all its requests if there are a lot of schools in the final selection list and with a limited budget of \$60,000.00 allocated for school basic equipment and instruments per year. The other alternative solution recommended is to use the Ministry of Education's tuition grant given to all schools at the beginning of the year. The head of the TEST department in the school may follow the same process as in MOE's standard procedures on procurements for purchasing equipment within its budget allocation from the grant.

TEST departments in the schools are required to provide feedback to the TEST section through workshop training evaluation reports and records of basic equipment and TD instruments donated by the TEST section. This information with its recommendations made by the schools helps the TEST section identify projects that addresses these primary needs of the schools to improve learning and implementation of the curriculum.

5.3 Rationale of the Solution or Approach

There is a need to empower all citizens through education. There are a large number of students dropping out early from school. With limited skills and knowledge to improve their livelihoods in addition to their poor socio-background, early school leavers make up a large number of the unemployed and subsequently contribute to the rising tide of crime and violence. There are acute shortages of infrastructure and facilities in all levels. The education system emphasizes theoretical knowledge at the expense of technical, vocational, and entrepreneurial education. School curricula need urgent review to make them relevant and practice oriented.

The NCF is the way forward in addressing these issues in the education system. The NCF and the relevant syllabi, modules and support materials have the potential to fundamentally change the way in which teaching and learning takes place in classrooms across the many islands in Fiji. On-going professional development and training for students, teachers and school heads as curriculum leaders is highlighted, emphasizing the key roles that they play in the effective implementation and management of curriculum. They will also be expected to design innovative pedagogies to meet the learning needs of Fijian students. Ultimately, the NCF is a homegrown high quality product which the nation can be proud of; developed in Fiji, by Fijians, for Fiji.

The need for such quality projects like this is very high due to its sustainability nature and the changes brought about by the National Curriculum Framework which has continued to commit and align itself to international and regional conventions and educational initiatives ratified by the Government of Fiji which includes the UNESCO Delor's Four Pillars of Education; related Millennium Development Goals [MDGs] (in particular: 2, 3, 5, 6 and 7); Educational for All Framework for Action (EFA); and the Decade of Education for Sustainable Development-2005-2014 (DESD). At the regional level, it also includes the Pacific Education and Development Framework (PEDF) 2009 to 2015, the Pacific Education for Sustainable Development Framework (2006) and its Action Plan (2008), among others.

The key issues inhibiting the implementation of the curriculum include lack of access to economic assets, markets and social services; ineffective coordination, implementation and monitoring; lack of participation by all stakeholders; absence of sustainability mechanisms in programs and projects; and lack of involvement of beneficiaries in project design, implementation, monitoring and evaluation. In addition, inadequate allocation of resources has now led to a debilitated state of facilities in many secondary schools. There is a need to reallocate resources in response to secondary schools needing assistance the most and the only possible way is for the need to have evidence to support effective decision-making. Therefore, this calls for a drastic need to strengthen collaboration of all stakeholders in these key areas when planning for any future projects.

5.4 Benefits of the Project

The benefits received by the beneficiaries from the project depend on the effective and timely monitoring of the project. This calls for the establishment of a monitoring plan. As part of monitoring the performance of the project, a monitoring plan based from the activities stated above is important to know the progress of the plans in terms of qualitative and quantitative achievements.

6.0 MONITORING PLAN

Months of Coverage: 3 months period (quarterly) until June 2015

Activity: Project A: Procurement of Equipment & Technical Drawing Instruments

KEY	QUALITATIVE ACCOMPLISHMENT	KEY PERFORMANCE INDICATORS		
		QUANTITATIVE TARGET	ACTUAL	VARIANCE
Milestone 1 Select schools according to selection criteria	Finalized school list in February	Supply basic workshop equipment to 20 TESTschools by June 2014	100%	None
Milestone 2 Select a minimum of three suppliers and request for quotations	Had emailed the equipment list to five suppliers in February and received quotations in March	Obtain 3 quotations from 3 different suppliers by February	Received quotations from four different suppliers which is above expectation	1 above expectation
Milestone 3 Distribution to schools	Is currently working on the TS7 forms and awaiting XO to send orders to suppliers	Complete 35 TS7 forms by May	Completed 35 TS7 forms in May	None
Milestone 4 Monitor the effectiveness of the project	Have completed the questionnaires for students and TEST teachers on April which will be used for the school visit in October 2016	50 Questionnaires printed by September	Pending	Pending
	Conduct school advisory and monitoring visits and complete reports.	Complete visiting 15 schools by October and complete reports.	Pending	Pending
	Conduct briefing in regards to school visits.	Complete visiting 9 schools by February 2015 and complete reports.	89%	11%
		Complete visiting 19 remote schools by June 2016 and complete reports.	Pending	Pending
		Complete 1 briefing with teams by September	Pending	Pending
Milestone 5 Provide feedback on the implementation of the project	Questionnaires analysed by team leaders and report compiled at the end of school visit	Dec 2016	Pending	Pending

Months of Coverage: 3 months period (quarterly) until June 2015

Activity: Project B: Up-skill Workshop on Maintenance of Tools & Machines – Central/Northern/Western Divisions

KEY	QUALITATIVE ACCOMPLISHMENT	KEY PERFORMANCE INDICATORS		
		QUANTITATIVE TARGET	ACTUAL	VARIANCE
Milestone 1 Consult training institution on TEST training needs	Conducted a meeting with training Coordinator on March	Conduct 1 meeting by March	1 meeting conducted	None
Milestone 2 Select workshop participants according to selection criteria	Workshop participants selected by March	Completed list of 100 participants on March	100%	None
	Letters send to schools by 1st April	Send 100 letters to schools via email and mail	100%	None
	Participants confirm their participation by April (3rd week)	100 participants have confirmed their participation	100%	None
Milestone 3 Conduct training workshop	Complete Attendance registers & PDU registration by April	Three Attendance registers to be completed for the three training venues and workshop registered with PDU	100%	None
	Complete compilation of the following forms: Claims, evaluations, training evaluation forms	Printed and packed 100 forms each	100%	None
	Monitor the attendance of Participants	All 100 participants must be prompt to their workshop venues	100%	None
Milestone 4 Provide feedback on the overall workshop	PDU workshop report completed by May	One report submitted to PDU	100%	100%
	Participants' evaluation completed by 2nd May	100 evaluation forms submitted	100%	100%
	Workshop participants to complete Workshop training evaluation report by August	Email 100 evaluation reports by August to TEST section	10%	10%
	Teachers complete Annual Maintenance Schedule by September 2015 & email to TEST section	155 Maintenance Schedules completed by September 2015	Pending	Pending

KEY	QUALITATIVE ACCOMPLISHMENT	KEY PERFORMANCE INDICATORS		
		QUANTITATIVE TARGET	ACTUAL	VARIANCE
	Conduct school advisory and monitoring visits and complete reports	Complete visiting 15 schools by October and complete reports.	89%	89%
	Conduct briefing in regards to school visits	Complete visiting 9 schools by March 2015 and complete reports.	Pending	Pending
		Complete visiting 19 remote schools by June 2016 and complete reports.	Pending	Pending
		Complete one briefing with teams by September	Pending	Pending

Overall Key Performance Indicator (KPI) of the Project

GOALS (STATE YOUR OBJECTIVES/ PERFORMANCE TARGETS)	ACCOMPLISHMENTS	KEY PERFORMANCE INDICATORS	
		QUANTITATIVE	QUALITATIVE
Target 1 Reduce poverty in implementing the TEST curriculum in schools.	Has selected 20 TEST schools in need of basic equipment and 15 TEST schools in need of TD instruments and who also meet the selection criteria Conducted team briefing on school visits Conducted school advisory visits	20 schools for basic equipment 15 schools for TD Instruments Conduct one team briefing 43 school visits completed by June 2015	Schools selected for assistance has met the selection criteria Teams have been briefed on their roles during the school visits Conducted school visits to all selected schools
Target 2 Teachers and students are able to demonstrate practical skills competently through the basic maintenance of hand tools and machines	Organize Maintenance workshops to train teachers Trained teachers to conduct training for students and TEST teachers in schools	Organize two maintenance Workshops to train 100 teachers	Teachers gain the knowledge and skills of maintenance work and be able to impart this knowledge and skills to students and TEST teachers
Target 3 Sustain the use of basic equipment for at least the next five years	Conduct maintenance on a monthly basis to ensure tools are in good condition	TEST teachers' maintenance periods are monitored once in a week by HODs	Monitoring of maintenance in the school is done on a weekly basis

GOALS (STATE YOUR OBJECTIVES/ PERFORMANCE TARGETS)	ACCOMPLISHMENTS	KEY PERFORMANCE INDICATORS	
		QUANTITATIVE	QUALITATIVE
Target 4 Incorporate environmental sustainability and waste management mechanisms such as recycling materials in students' learning activities in TEST subjects	Incorporate the concepts of sustainability and waste management in students tasks and design projects	At least one or two concepts of promoting sustainability must be incorporated in the tasks and design projects	Student's tasks and design projects must reflect the concepts of sustainability and waste management
Target 5 Strengthen collaboration of all stakeholders and reform policies that promotes sustainability	Establish a Department Issue Policy and School Maintenance Period by November 2014 Remind all teachers of their prompt response to TEST correspondence All TEST teachers have an active email account for communication purposes	One department Issue policy established and Maintenance Period approved and to be implemented in 2015 359 TEST teachers all over Fiji has been constantly reminded 359 email addresses recorded by TEST section before end of 2014	Department Issue policy must involve the input of students and endorsed by the Principal Quick responses to correspondence is evident via email TEST teachers email addresses updated and on-going

7.0 PROJECT DELIVERABLES

Activity: Project A: Procurement of Equipment & Technical Drawing Instruments

NO	NAME OF DELIVERABLE	QUANTITY	REFERENCE/ EVIDENCE	DATE OF DELIVERY/ COMPLETION	REMARKS
1	List of selected schools to be assisted with basic equipment including equipment list	20	Appendix 2	May/June	
2	List of selected schools to be assisted with basic technical drawing instruments including instrument list	15	Appendix 3	May/June	
3	Quotations from suppliers	3	IA Procurement folder	March	
4	Comparative summary of supplier's prices	1	IA Procurement folder	March	
5	Approval minute (submitted in batches)	4	Appendix 4	March	

NO	NAME OF DELIVERABLE	QUANTITY	REFERENCE/ EVIDENCE	DATE OF DELIVERY/ COMPLETION	REMARKS
6	Purchase order list for suppliers	4 suppliers	IA Procurement folder	April	
7	Stores TS7 forms	35	Appendix 12	May	
8	School's Receipt Invoice	35	IA Procurement folder	July	
9	Feedback questionnaires to schools	50	Appendix 6 & 7	May	Pending
10	Team Briefing Agenda on school visits	15	Hard copy	September	Pending

Activity: Project B: Up-skill Workshop on Maintenance of Tools & Machines – Central/Northern/ Western Divisions

NO	NAME OF DELIVERABLE	QUANTITY	REFERENCE/ EVIDENCE	DATE OF DELIVERY/ COMPLETION	REMARKS
1	Proposal of training workshop	2	One for training Institution and one for Section Heads	March	
2	List of workshop participants	100	Workshop Proposal	March	
3	Workshop Program	100	Prepared and distributed by training Institution	28th April	
4	Workshop Tuition Invoice	1	Emailed by training institution on the Tuition amount to be paid	April	
5	Approval minute	1	Minute file	March	
6	Workshop Manual	100	Prepared by Training Institution	April	
7	Workshop supporting materials/equipment	N/A	Prepared by Training Institution	April	
8	Tools/machines needing maintenance	9 per school	Brought by participants to the workshop on day 2	29th April	

NO	NAME OF DELIVERABLE	QUANTITY	REFERENCE/ EVIDENCE	DATE OF DELIVERY/ COMPLETION	REMARKS
9	Workshop training evaluation report for schools: Submitted by participants	100	Appendix 8	August	5% submitted
10	TEST Annual Maintenance Schedule	100	Appendix 10	May	Pending
11	TEST Department Term Reports	162 TEST schs	End of school term	June	
12	PDU workshop report	1	IA Workshop Folder	May	
13	PDU Workshop Registration	1	Submitted at the beginning of April	April	
14	PDU Workshop evaluation forms	100	End of workshop	2nd May	
15	PDU Participants Attendance Register	3 (1 per venue)	Taken on a daily basis	28th April to 2nd May	
16	PDU Workshop Statistics	1	End of workshop	May	
17	Teacher's Claim & Imprest forms	70	End of workshop	2nd May	
18	Team Briefing Agenda on school visits	15	Hard copy	September	Pending
19	Implementation of Maintenance period in schools	159 schools	MoE Circular	February 2015	Pending

Project Deliverables Achieved to Date as of 16 February 2015

NO	DELIVERABLES ACHIEVED	DATE ACHIEVED
1	TEST Poverty Alleviation Project Paper	April 2014
2	TEST Maintenance Period Proposal Paper	March 2014
3	Training of 100 IA teachers in Tool and Machine Maintenance Up-skill Course	3rd May 2014
4	Supply of Tools/Equipment to 22 secondary schools	June 2014
5	Supply of Technical Drawing Instruments to 15 secondary schools	June 2014
6	School Advisory visits to 8 secondary schools	June 2014
7	Sanction of TEST maintenance period for all secondary schools – MoE Circular 21	30th March, 2015
8	Supply of Tools/Equipment to 9 secondary schools	May – June 2015
9	Supply of Technical Drawing Instruments to 18 secondary schools (includes all remote schools)	May – June 2015

8.0 PROJECT COST

NO	PROJECT	DETAILS/ DESCRIPTION	FUND SOURCE	TOTAL (FJ\$)
1	A: Procurement of Equipment and Technical Drawing Instruments	Tools and machines	MoE TEST Section	\$47,187.55
		Technical Drawing instruments MoE TEST Section \$10,882.85	MoE TEST Section	\$10,882.85
		Stationery and additional expenses	MoE TEST Section	\$100.00
		School delivery expenses	MoE TEST Section	\$1,000.00
2	B: Up-skill Workshop on Maintenance of Tools and Machines	100 Teachers	MoE TEST Section	\$34,607.00
3	School Visits	11 Divisions/ Districts/Islands where the 100 up-skill workshop participants were from and the secondary schools that were assisted by TEST section	MoE TEST Section	\$21,361.15
TOTAL				\$115,138.55

9.0 CONCLUSION

The value of the project is reliable and valid because it has specific goals and target beneficiaries, means of assistance, performance indicators and criteria for selecting members of the target group. To measure the successes or failures of the project, it has its own specific objectives and indicators although most of them have no historical content to indicate where a certain program started, its achievements so far, and suggestions for a review of the indicators. Any success of future projects of this nature calls for a human rights approach to development planning that places people at the center of development efforts.

I certainly believe in the potential of this project to offer a pathway out of our current challenges faced in the implementation of the new curriculum and ensures that our children have the right skills and competencies to take on the challenges and opportunities of the 21st century. It is hoped that all stakeholders and education providers will take their cue from such poverty alleviation projects. Indeed, the Ministry of Education is proud of this achievement and will continue the quest of further increasing the level of achievements of every Fijian student. The charted curriculum is intended to help develop Fiji into a knowledge and skill-based society. It is an integral edition to be utilized by officers of the Ministry of Education and all those engaged in the education of young people in Fiji.

10.0 IMPACT AND OUTCOME OF THE PROJECT

The successful implementation of the project will depend on a robust and effective implementation and monitoring framework. All stakeholders and implementing agencies including education district offices, schools and TEST departments will ensure that all key initiatives and major outputs are achieved within the timeframe. The framework to ensure a systematic and coherent approach to implementation will include the following:

- (i) Way Forward Map - based on MOE's Strategic Framework for change which will outline the outputs and respective strategies and programs;
- (ii) Action Plans – education district offices, schools and TEST departments are required to develop action plans which will be the basis for the formulation of their annual corporate plans;
- (iii) Culture and Heritage - Culture has the potential to address the problems of unemployment, poverty and crime faced by our youth today. The challenge is to develop and engage in both formal education curricula and non-formal activities for young people to provide a catalyst and an opportunity for this in instilling a sense of values and cultural identity.
- (iv) Ensuring environmental sustainability (the seventh MDG) - integration of the principles of Sustainable Development into MOE and school policies. Achieving sustainable development, while overcoming environmental challenges such as improper waste management and pollution control, impact of climate change, and the attitude of people in terms of the unsustainable use of their resources, is a central challenge of this plan.
- (v) Nationwide Effort - all stakeholders including education district offices, donor agents, training institutions, schools and TEST departments must contribute positively to the implementation program; and
- (vi) Implementation and Monitoring – an implementation and monitoring framework that will be established to ensure systemic and effective implementation.

The impact and outcome of the project is aimed at alleviating or reducing poverty at the grass root level. This is only possible when there is better coordination between all collaborative mechanisms and support systems, which recognizes that effective poverty reduction in any project is achievable when people or individuals are placed at the center for empowerment.

Country Paper: India

Dr. Nitin Shivappa Lingayat

Head, Electrical Engineering Department
Dr. Babasaheb Ambedkar Technological University
Maharashtra, India
Email: nslingayat@yahoo.com

“India is a nation with a huge human resource. To fully utilize it, the basic skills need to be imparted to the school dropouts, poor and people in the rural areas. As such, the Government of India continued implementing the Scheme of Community Development through Polytechnics (CDTP) in the current five-year plan (2012-17). Under this, various skill development programs were conducted by the Institute in collaboration with non-government organizations like SWADES, Appropriate Rural Technology Institute, Association of Medical Consultants-Raigad Chapter, and other government bodies. Skill development programs like Computer Awareness, Computer Hardware, Auto-CAD, Tally, Garment Making (Tailoring), Welding, Rugna-sahayak, TV Repair, Mason and Electrician are conducted along with other activities like technology transfer, technical support services, awareness camps and [information dissemination.

This paper presents major achievements of the CDTP scheme in support of Poverty Alleviation during March 2010 to January 2015. As of this year, a total 116 training programs were conducted in the abovementioned areas aiming to increase the self and wage employment. Trade-wise training and employment details are also provided in the paper. The paper also highlights a success story of the programs implemented in the Chinchavali aadivasi wadi village, as well as a brief discussion about the challenges encountered during the project and recommendations for further improvement.”

1.0 INTRODUCTION

Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better level of skills adjust more effectively to the challenges of the world and tap opportunities. Major challenge of skill development initiatives also address the needs of huge population in order to make them employable. Skill development is a key strategy for persons working in the unorganized sector and in underdeveloped region. Skill development plays an important role in reducing poverty. Basic skills like literacy and numeracy to vocational skills equips individuals form practical work to high level research and development skills. In all, it contributes to lift individuals out of poverty by improving access to work and productivity and fostering national economic growth.

Poverty is deepest among members of scheduled caste and scheduled tribes in the country's rural areas. In 2005, these groups accounted for 80 per cent of poor rural people, although their share in the total rural population is much smaller. On the map of India the poorest areas are in parts of Rajasthan, Madhya Pradesh, Uttar Pradesh, Bihar, Jharkhand, Orissa, Chhattisgarh and West Bengal. Large number of India's poorest people lives in the country's semi-arid tropical region. In this area, the shortages of water and recurrent droughts impede the transformation of agriculture while the green revolution has been achieved elsewhere. There is also a high incidence of poverty in flood-prone areas, those extending from eastern Uttar Pradesh to the Assam plains, and especially in northern Bihar. Poverty affects tribal people in forest areas, where loss of entitlement to resources has made them even poorer. In coastal

areas, the living condition of people in fishing communities is deteriorating because of environmental degradation, stock depletion and vulnerability to natural disasters.

A major cause of poverty among India's rural people, in both individuals and communities, is lack of access to productive assets and financial resources. High levels of illiteracy, inadequate health care and extremely limited access to social services are common among poor rural people. Microenterprise development to generate income and enable poor people to improve their living condition is a recent focus of Government of India.

Women in general are the most underprivileged people in Indian society; their status varies significantly according to their social and ethnic backgrounds. Women are particularly vulnerable to the spread of HIV/AIDS from urban to rural areas. About 5.7 million children, women and men in the 15-49 age groups in India were living with HIV/AIDS in 2005. Almost 40 per cent of them are women in 2008 (2.4 million as per information from National AIDS Control Organization).

India is among the 'young' countries in the world, with the proportion of the work force in the age group of 15-59 years, increasing steadily. However, presently only 2% of the total workforce in India has undergone skills training while 75% of India's population lives in about six lac villages. There is a noticeable difference in rural and urban, rich and poor, educated and illiterate, forward and backward regions. While resourceful people, particularly those living in urban areas, have access to better education and professional training, but vast majority of those who live in rural areas and slums are less educated and hardly undergo any technical, professional and vocational training. In fact, for most of them, quality education and higher technical and professional education is unaffordable.

In terms of career options, the less educated and not-so-fortunate people tend to work in low paid unorganized sector. In an increasingly competitive economic environment of our country, the unorganized sector, which is so important for the country, needs to increase the productivity of its manpower for its survival and growth. Yet another paradox before the Indian informal sector is that it cannot afford employing highly educated and professionally trained manpower which usually aspires for highly challenging, rewarding and satisfying career. The only option available before the Indian informal sector is to depend upon relatively low paid manpower trained through non-formal system of skill development. Therefore, there is an urgent need to train millions of persons every year through a countrywide network of non-formal skill development.

2.0 PRESENT INITIATIVES ON SKILL DEVELOPMENT FOR POVERTY ALLEVIATION IN INDIA

2.1 Government Response

The realization of this demographic dividend led to the formulation of the "National Skills Policy" in 2009 which has set a target of imparting skills training to 500 million, by 2022. The Prime Minister's National Council on Skill Development is an apex institution for policy direction and review. The Council is at the apex of a three-tier structure and would be concerned with vision setting and laying down core strategies. The Council would be assisted by the National Skill Development Coordination Board chaired by the Deputy Chairman of the Planning Commission, which will coordinate action for skill development both in the public and the private sector.

The National Skill Development Coordination Board was set up under the chairmanship of the Deputy Chairman of the Planning Commission, on the Public Private Partnership model (PPP). It performs the following functions:

- Formulates strategies to implement the decisions of the Prime Minister's Council on National Skill Development.
- Monitors and evaluates the outcomes of the various other schemes and programs for the Council
- Develops appropriate and practical solutions and strategies to address regional and social imbalances

- Ensures quality control in Vocational Training and Education
- Monitors private participation strategies and helps put in place sectoral action plans
- It has planned to set up 1,500 new ITIs and 5,000 skill development centres across the country, as well as a National Vocational Education Qualifications Framework (NVEQF) for affiliations and accreditation of the vocational, educational and training systems.

The secretaries of Human Resource Development (MHRD), Ministry of Labor and Employment, Ministry of Rural Development, Ministry of Housing and Urban Poverty Alleviation and Ministry of Finance are members of The National Skills Development Coordination Board.

2.1.1 The National Skills Development Corporation (NSDC)

The National Skills Development Coordination Board has been set up under chairmanship of the Deputy Chairman of the Planning Commission in the Public Private Partnership (PPP) mode. It formulates strategies to implement the decisions of the Prime Minister's Council on national skill development and also monitors and evaluates the outcomes of various other schemes and programs for the council. It also develops appropriate and practical solutions and strategies to address regional and social imbalances, ensures quality control in vocational training and education, monitors private participation strategies and helps put in place sectoral action plans. It has planned to set up 1,500 new ITIs and 5,000 skill development centers across the country as well as a National Vocational Education Qualifications Framework (NVQF) for affiliations and accreditation in the vocational, educational and training systems.

The National Council for Vocational Training (NCVT) advises the government on issues related to various vocational training schemes; similarly the State Council for Vocational Training (SCVT) carries out the same functions at the state level. The Ministry of Labor and Employment, Ministry of Human Resource Development (MHRD), Ministry of Rural Development and Ministry of Urban Development and Poverty Alleviation, along with 14 other ministries, have come up with various schemes on skill development.

The Modular Employable Skills (MES) and Skills Development Initiative Scheme (SDIS) adopted by the Directorate General of Employment and Training (DGET), Ministry of Labor and Employment, Government of India, provide a new strategic framework for skill development for early school dropouts and existing workers, especially in the un-organized sectors, in close consultation with industry, micro enterprises in the un-organized sector, state governments, experts and academia. The main objective here is to provide employable skills to school leavers, existing workers, ITI graduates and similar others. Existing skills of the persons can also be tested and certified under this scheme. Priority is given to those above 14 years of age, who have or been withdrawn as child laborers. This will enable them to pick up employable skills in order to be gainfully employed.

The Directorate General of Employment & Training (DGE&T) had initiated Craftsman Training Scheme in 1950 by establishing 50 Industrial Training Institutes (ITIs) for imparting skills in various vocational trades to meet the manpower requirements for technology and industrial growth of the country. Since then the demand for skilled manpower has increased substantially due to rapid economic growth, changes in technology and work process, and globalization of economy. As on 1st January 2007, there were 1,896 Government ITIs in the country; out of which 500 ITIs are being upgraded into Centers of Excellence under a scheme launched in 2005 to 2006. The upgradation of the remaining 1,396 Government ITIs has been done through Public Private Partnership since 2007 to 2008. This scheme was initiated with an objective of improving the quality of vocational training in the country to make it demand-driven so as to ensure better employability of the graduates.



2.1.2 Schemes of the Ministry of Human Resource Development

Ministry of Human Resource Development implemented various schemes like Vocationalization of Secondary Education, Polytechnics, and Institutions for diploma in pharmacy, hotel management, architecture, community polytechnic scheme, Jan Shikshan Sansthan (JSS), National Program on Technology Enhanced learning (NPTEL) – support for Distance Education and Web-based learning, National Institute of Open Schooling (NIOS) - distance vocational education programs, apprenticeship training for students of +2 vocational stream and National Program on Earthquake Engineering Education (NPEEE) for human resource development.

2.1.3 Initiatives of Ministry of Rural Development

The Ministry of Rural Development has launched schemes that aims at empowering young people from the poor and weaker sections of the society through schemes like Special Projects for Placement Linked Skill Development of Rural BPL youth under Swarna Jayanti Gram Swarozgar Yojana (SGSY-SP) with an objective of ensuring time bound training aimed at bringing a specific number of BPL families above the poverty line through placement services. Rural Development and Self Employment Training Institutes (RDSETI) were launched with an objective of setting up a dedicated skill development infrastructure in each district in the country aimed towards entrepreneurial development.

2.1.4 Ministry of Urban Development and Poverty Alleviation

The Ministry of Urban Development and Poverty Alleviation had launched the Swarna Jayanti Shahari Rozgar Yojana (SJSRY) in 1997 to address the skill development issues of the urban poor. It had been comprehensively revamped in view of addressing the drawbacks observed in implementation. The revised guidelines had come into effect on January 4, 2009. The three key objectives of the revised Swarna Jayanti Shahari Rozgar Yojana (SJSRY) are:

- Address urban poverty alleviation by providing gainful employment to the urban unemployed or underemployed poor
- Support skill development and training to enable the urban poor to have access to employment opportunities provided by the market or undertake self-employment
- Empower the community to tackle the issues of urban poverty through suitable self-managed community structures and capacity building programmes

2.2 Industry Initiatives

The private sector has been taking various initiatives on its own and in collaboration with the government and international entities to upgrade in-house training facilities and also to provide training to potential employees to make them job ready.

Many large corporations like Larsen and Toubro, Bharti Group, Hero Group, Maruti, ITC, Infrastructure Leasing and Finance Services Ltd. etc., had established training facilities offering world class training programs to create an environment of e-learning and innovation.

3.0 PROJECT INFORMATION

3.1 Details of Project Institution

Name of the Project: Community Development through Polytechnics

Name of the Institution: Institute of Petrochemical Engineering (Dr. Babasaheb Ambedkar Technological University, Lonere)

Name of the Principal: Dr. M. A. Dabhade

The Institute of Petrochemical Engineering is a conducted institute situated on the Mumbai-Goa Highway in the Raigad District of Maharashtra State (Konkan Region). Figure 1 displays a map of Raigad District. It consists of approximately 11 lac rural population residing in 1,859 villages in 15 Tahasils. Out of these 15 Tahasils, around 325 villages in 6 Tahasils namely Mangaon, Mahad, Poladpur, Roha, Sudhagad, Mhasla, Shriwardhan benefited from our institute from March 2010 to January 2015.



Map of the Project Area

3.2 Condition of the Community before the Project

A large number of students are not able to pursue education due to socio-economic constraints. Out of 100 students enrolled in class, hardly 30 complete their formal education and the remaining drop out at different stages. The education they receive may not be useful for a sustainable livelihood with quality. Hundreds of young women and men in the age group 15 to 24 join the labor force every year without required skills and competencies to face the labor market competition. As a result, they remain unemployed, marginalized and poor.

3.3 Objectives of the Project

- To carry out need assessment surveys to assess the technology and training needs

- To establish well equipped training centre with various types of trade courses of different occupations wherein opportunities for self/wage employment are more
- To impart skill development training to the intended target groups
- To provide technical and support services to rural masses
- To create awareness among the target groups about technological advancement and contemporary issues of importance
- To generate resources through training to ensure sustainable growth through trained manpower
- To form Self Help Groups (SHG) of Adivasi women
- To encourage and support the trainees for self-employment

3.4 Description and the Number of Beneficiaries

The project is a part of the scheme of community development through polytechnics, a scheme funded by Ministry of Human Resource Development, Government of India. Under the project, various skill development programs are identified and conducted by the Institute, in collaboration with non-government organizations like SWADES, ARTI and AMC. Surveys have been conducted to identify the need of the region. Skill development programs like Computer Awareness, Computer Hardware, Auto-CAD, Tailoring (Garment Making), Welding, Rughnasahayak, TV Repair, Computer based accounting (Tally), Mason and Electrician are conducted along with other activities like technology transfer, technical support services, awareness camps and information discrimination.

The major achievements of the project from March 2010 to January 2015 are displayed in Table 1. Figure 2 shows comparison between the number of persons trained and employed. In Figure 2, it is observed that the employment rate is 53.2% in males and 46.57% in females.

Table 1: Major achievements of the project

SR. NO	DESCRIPTION	PARTICULARS
1	No. of villages covered	325
2	Total skill development training programs conducted	116
3	No. of persons trained	2,842
4	No. of persons Self/wage employed	1,388
5	Employment rate	48.83%
6	No. of BPL persons trained	397

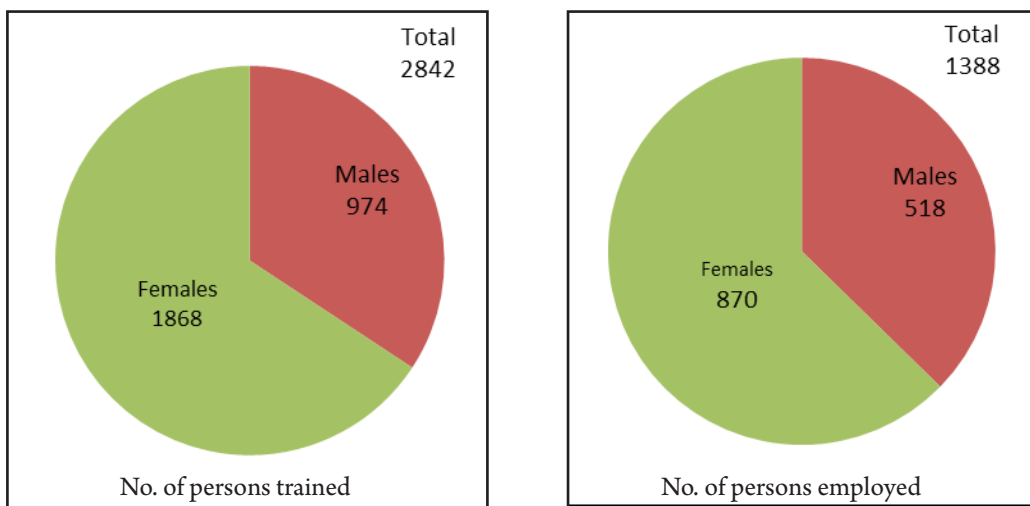


Figure 1: Comparison between the number of persons trained and employed

4.0 TIMELINE OF THE PROJECT IMPLEMENTATION AND DIFFERENT MILESTONES

The project is being implemented at our institute under the scheme of community development through polytechnics sponsored by the MHRD, Government of India. The institute receives a minimum grant every year to conduct various activities. Hence to sustain these activities in rural areas, support of various organizations such as SWADES, ARTI and AMC is needed. The following steps are involved every year for the skill development.

4.1 Design Mass Awareness Programs for TVET Skills Project

- Step 1: Identify community in the project area.
- Step 2: Identify the resources.
- Step 3: Identify the village, school, respected person, old students, youth group, mahila mandal, self-help group and NGOs.
- Step 4: Give wide publicity of the scheme by displaying banners, distributing leaflets, and publishing advertisement in local newspapers.

4.2 Formulate Proposal by Conducting Socio-economic Survey

- Step 1: Identify the villages near the main center, extension center, nearby industries, and small enterprises.
- Step 2: Identify the resources like trainers, machinery and equipment, energy and training hall with furniture.
- Step 3: Conduct and analyze the survey by involving all the stakeholders of project.

4.3 Identify Niche Areas for Local Community (need-based)

- Step 1: Identify the trades for each center.
- Step 2: Computer Awareness, Computer Hardware, Auto-CAD, Tailoring, Welding, Rugnasahayak, TV Repair, Computer-based Accounting (Tally), Mason and Electrician.
- Step 3: Finalize the trades to be offered for each area and category.

4.4 Implement Modular Employable Skills Training (MES) Programs and Develop Instructional Materials and Resources

- Step 1: Perform occupational analysis of each identified trade.
- Step 2: Map out the latest curriculum available as per NVEQF Level and MES Level and Sector Skill Council Standards for each trade with the help of industry representative.
- Step 3: Identify the competencies of each trade as per National Occupational Standard and decide modules.
- Step 4: Identify the Instructional Strategy.
- Step 5: Prepare teaching guide, student workbook, practical and theory manual, assessment instruments, resource planning and annual planning for each trade.

4.5 Conduct Periodic Reviews and Collect Feedback

- Step 1: Design feedback form and method of review for trainer, trainees, training methods and teaching technique and curriculum contents.
- Step 2: Prepare schedule for periodic and continuous, assessment, testing and evaluation for trainer, trainees and training methods.
- Step 3: Conduct meeting of stakeholders for monthly or bimonthly review of project.
- Step 4: Analyze the feedback and take corrective actions.

4.6 Prepare Quarterly/Annual Report for the Project

- Step 1: Arrange monthly review meeting of project staff and prepare monthly report as per format provided by National Institute of Technical Teachers Training and Research (NITTTR), Bhopal.
- Step 2: Check whether the activities are conducted as per the annual plan.
- Step 3: Prepare quarterly report and send it to the respective authorities' i.e. NITTTR Bhopal and Directorate of Technical Education, Mumbai.
- Step 4: Based on the information collected in quarterly report, prepare annual report of the physical achievements.

4.7 Documentation of Good Examples/ Cases/Success Stories

Step 1: Attend the state level planning and review workshop organized by the monitoring institute NITTR Bhopal every year.

Step 2: Share good examples, case-studies and success stories with other project institutes.

5.0 PROJECT IMPACT

5.1 Actual Number of Beneficiaries

As stated in Section 1.1, the project is being implemented at 6 Tahasils namely Mangaon, Mahad, Poladpur, Roha, Sudhagad, Mhasla, Shriwardhan of the Raigad District of Maharashtra State. The actual number of beneficiaries who have undergone skill development training from March 2010 to January 2015 is 2,842 (1,868 females and 974 males). Out of 2,842 persons trained, 1,388 became self/wage-employed including 518 males and 870 females. Figure 3 illustrates the category-wise details of the number of persons trained.

5.2 Employment Status

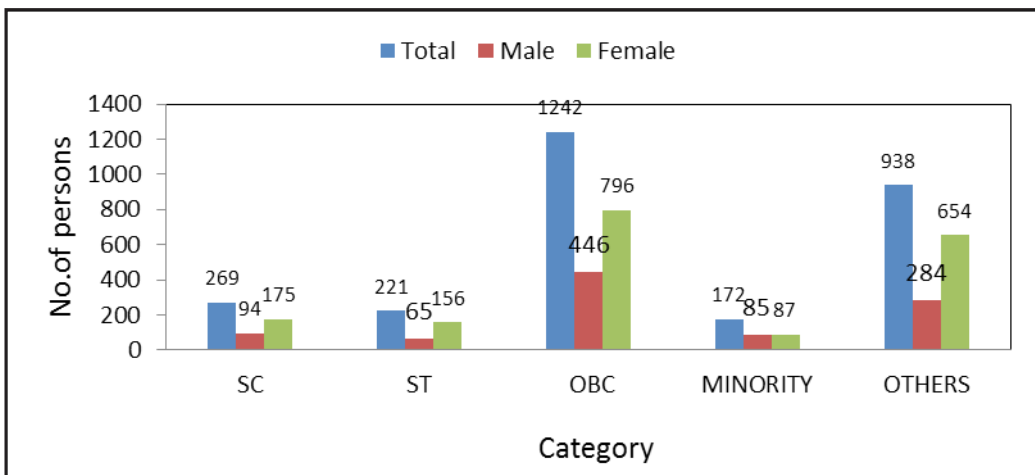


Figure 2: Category-wise details of the number of persons trained

After successful completion of the skills based training, employment status survey is conducted regularly to monitor the employment status of the beneficiaries. Figure 4 illustrates the category-wise details of the number of persons employed. Figure 5 and Figure 6 demonstrate the trade-wise details of the number of persons trained and employed respectively. From these graphs, it can be concluded that most of the rural women are interested to develop skills in garment making and rural youths in AutoCAD, computer hardware and software and computer networking. School dropouts are interested to develop skills in the trades like welding, electrician and TV repair. The recently conducted feedback survey indicates that the earnings of the self/wage employed males are in the range of Rs. 4000/- to Rs. 8000/- per month where as the trained women in the field of garment making earns in the range of Rs. 1000/- to Rs. 3000/- per month. Due to the skill development training, earnings of the BPL families also increased. Computer based training programs like computer awareness, Tally and AutoCAD increases employability of the youth undergoing formal education.

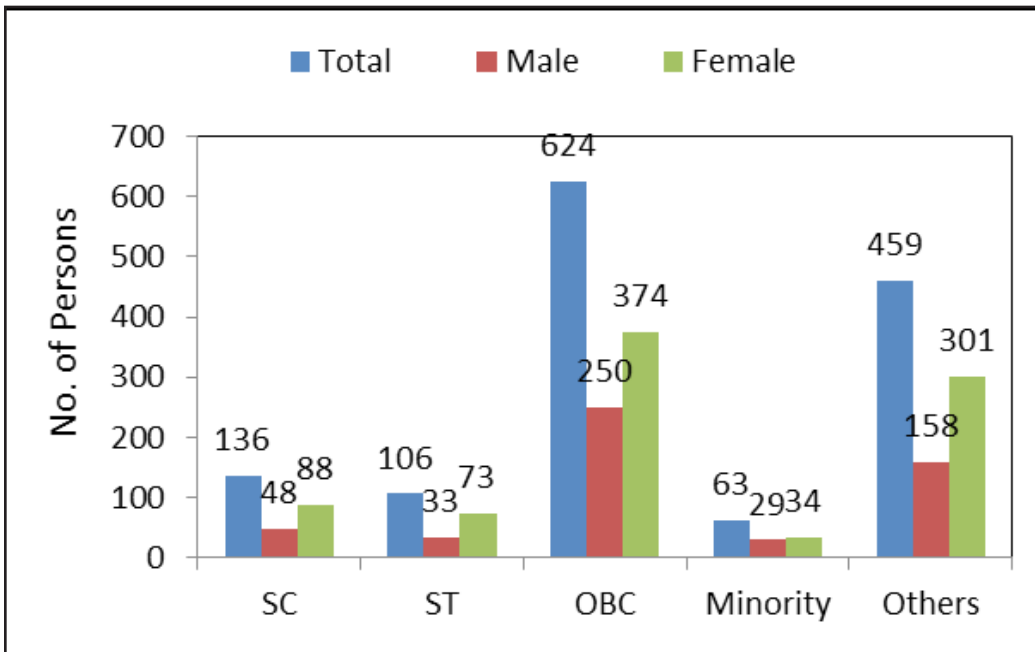


Figure 3: Category-wise details of the no. of persons employed

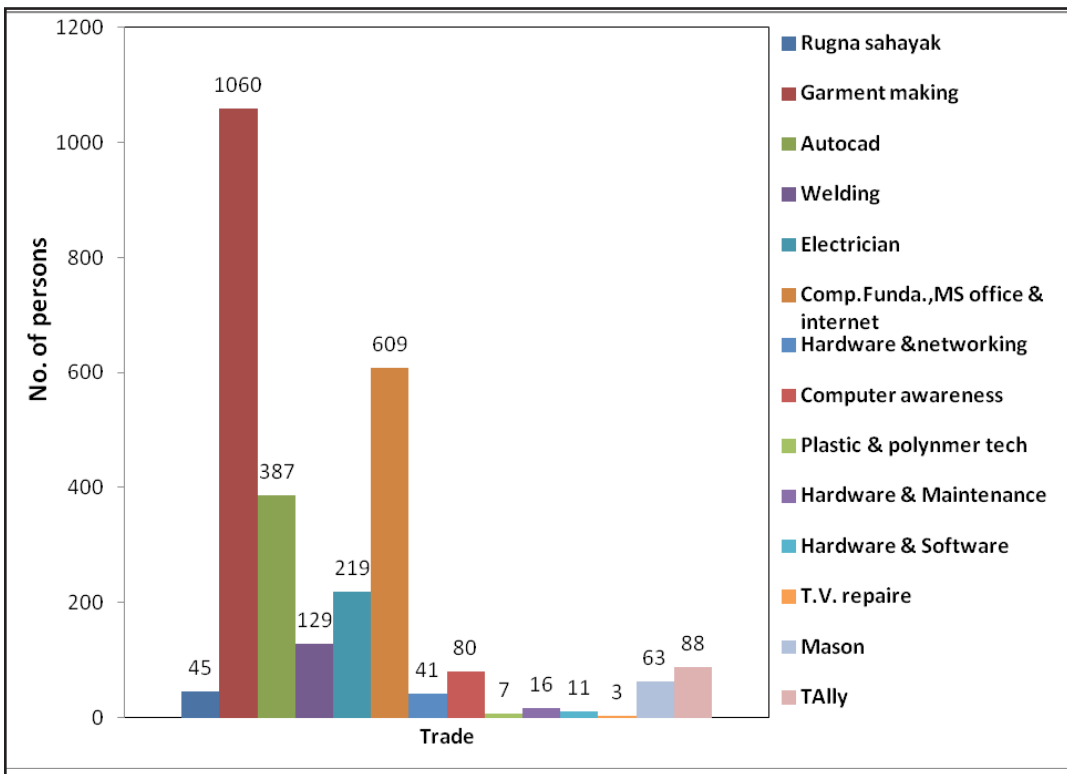


Figure 4: Trade-wise details of the no. of persons trained

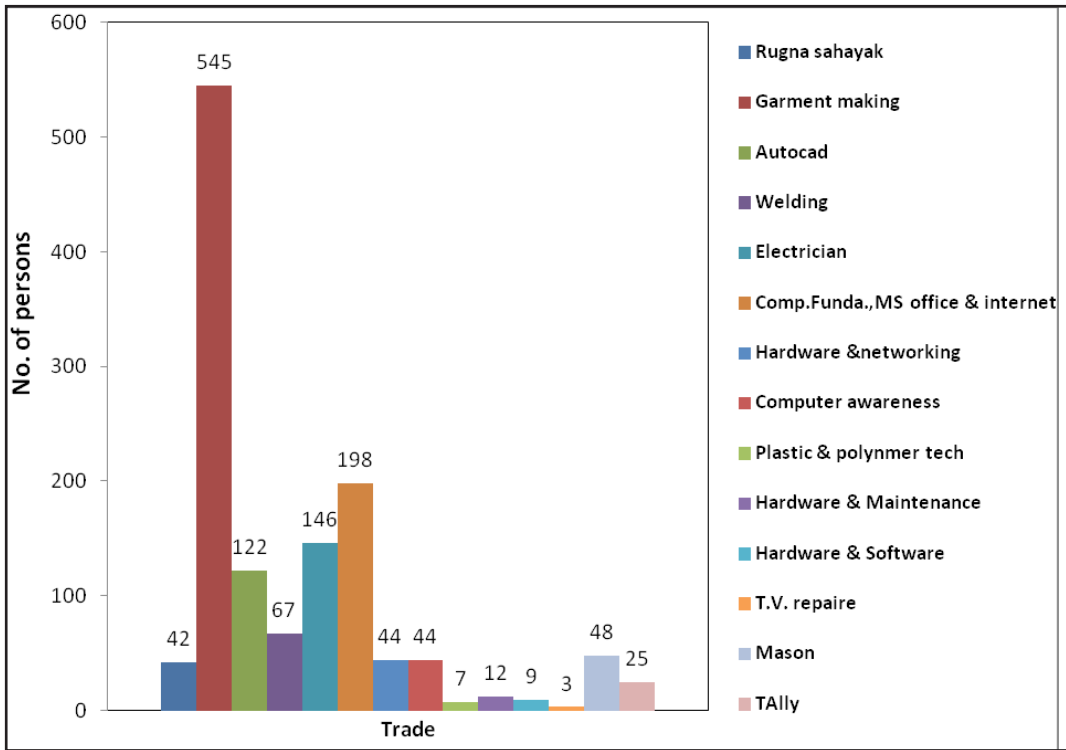


Figure 5: Trade-wise details of the no. of persons employed



Surveys were done to identify training needs

5.3 Success Story:

During the project under the scheme of community development through polytechnics, a skill-based training program on 'Garment Making' was conducted from June 6, 2014 to December 12, 2014 at village Chinchavali Aadivasi wadi near village Kolad. A survey has been conducted as displayed in Figure 7 to identify the training needs. Around 25 Aadivasi women have shown their interest in the training program. Most of them were illiterate and 17 women were from below poverty line (BPL) families. The majority of families are schedule tribes. The list of women who successfully completed the training is displayed in Table 3.

Table 3: List of aadivasi women undergone garment making training

SR.NO	NAME	CASTE	BPL
1	Rohini Naresh Jadhav	Open	Yes
2	Draupadi Devaji Pawar	ST	Yes
3	Sangita Shankar Jadhav	ST	Yes
4	Alaka Sharad Pawar	ST	Yes
5	Sakshi Nilesh Khandagale	OBC	Yes
6	Vanita Manohar Jadhav	ST	Yes
7	Gulab Ananta Jadhav	ST	Yes

SR.NO	NAME	CASTE	BPL
8	Gulab Mangesh Jadhav	ST	Yes
9	Anusaya Bhiva Pawar	ST	Yes
10	Hira Ganesh Pawar	ST	Yes
11	Anisha Ganesh Pawar	ST	Yes
12	Sangita Bharat Koli	ST	Yes
13	Manisha Ram Waghmare	ST	Yes
14	Surekha Mahadev Pawar	ST	Yes
15	Manisha Vasant Jadhav	ST	Yes
16	Namrata Nagesh Yerunkar	Open	No
17	Dipali Dilip Sawant	Open	No
18	Kavita Dimaji Pawar	ST	Yes
19	Vaishali Sachin Bhilare	OBC	Yes
20	Kirti Kishor Khandagle	OBC	No
21	Vaishali Kiran Kandagle	OBC	No

After successful completion of the training program, the women formed Self Help Group (SHG) i. e. Mahila Bhachat Group and started their own business. The monthly income of each woman is Rs.1500/- to Rs. 2500/-. Along with the training health, hygiene camp is also organised. Thus, the skill development training program helps in poverty alleviation.



Training under the CDTP scheme

6.0 MONITORING AND EVALUATION

The project is monitored by National Institute of Technical Teachers Training and Research (NITTTR), Bhopal. The project is funded by the Ministry of Human Resource Development, Government of India. A support from the NGOs like Murli Manohar Patsansta, Mahad, Swades Foundation, Lonere and other local authorities like Village Panchayat also took time to complete the successful implementation of the project. The year-wise funding and expenditure of the project is displayed in Table 4.

Table 4: Cost and funding of the project

YEAR	RECURRING EXPENSES (RS)	NON-RECURRING EXPENSES (RS)
2010-2011	5,15,790/-	1,20,485/-
2011-2012	7,36,374/-	85,329/-
2012-2013	7 04 060/-	49,975/-
2013-2014	8 80 096/-	49,355/-
2014-2015	8 15 026/-	-

6.1 Challenges Encountered During Project

Major challenges are:

- Poverty
- Illiteracy
- Resource sharing (time/venue)
- Selecting target group
- Arrangement for funding
- Legal/approval procedure
- Infrastructure
- Social awareness
- Political will
- Non-availability of qualified trainer in rural areas/isolated areas
- Stakeholder support
- Limited resources

6.2 Notable Observations

Skill development programs are very useful to increase the self/wage employment. For successful rural development and poverty alleviation, partnerships and close interaction between the governments, the civil society, the private sector and the poor themselves are needed. It will also help to increase the employment rate. Rural development programs and efforts should complement the institutional bottom-up approach and be decentralized to the highest possible degree towards organized groups at local level.

7.0 CONCLUSION

Achievements of the Community Development through Polytechnic Scheme are presented in this paper in support of poverty alleviation. Skill development programs are found very useful to increase the self/wage employment. A close interaction and the partnership are needed between the government, the civil society, the private sector organization and the beneficiaries themselves for successful rural development and poverty alleviation. It has been proved from our CDTP scheme that it helps to increase the employment rate. Rural development programs and efforts should complement the institutional bottom-up approach. It must be decentralized to the highest possible degree towards organized groups at the local level. India's plan for skill development along with initiatives of skilling 500 million people by 2022 will not only benefit India and its population but also the entire world by making India the 'global manpower hub' soon.

Recommendations for Further Enhancement of the Project

- Standardization of the skill development programs at national level
- Involvement of private sector for hands-on training
- In order to maximize the funding base for projects and promote a concrete commitment by industry and employers to planned outcomes, projects are required to secure an external contribution towards the project's cost

8.0 REFERENCES

1. Kenneth King and Robert Palmer, "Skills Development and Poverty Reduction: A State Of The Art Review", European Training Foundation, 2007.
2. Scheme of Community Development through Polytechnics: Norms and Guidelines, Department of Higher Education, Ministry of Human Resource Development, Government of India, New Delhi, February, 2009.

Photographs of the Training Programs Provided



Trainees of Garment Making Trade at Extension Centre - Mahad



Trainees of Electrician Trade at Extension Centre - Mangaon



Trainees of Welder Trade at Extension Centre - Wavlioli



Trainees of Computer Awareness Trade at Extension Centre - Pat



Principal Dr. M.A. Dabhade and Champion Leader Dr. N. S. Lingayat during certificate distribution of AutoCAD Trade



Trainees of Electrician Trade during the workshop of Repair of Domestic Appliances conducted at village Bhoste



Involvement of Polytechnic Students in the activities of CDTA Scheme Energy Awareness Program conducted at village KURLA



Trainees of Auto CAD Trade, Extension Center, Mahad



Mr. Myuresh khandelot, a got a job after completion of training during the project. He is now working with the same industry

Name: Mr. Myuresh khandelot

Contact No: +91 8087784624

Trade: AutoCAD

Duration: 12-09-2011 to 11-12-2011

Earning: Rs. 12000 per month

Plenary Session 4 B





Country Paper: Malaysia

Ms. Nurdiyannah Fatin binti Ruslan

Lecturer
Arau Community College
Perlis, Malaysia

Ms. Mawar Qadijah Binti Ishak

Knowledge Transfer Coordinator
Arau Community College
Perlis, Malaysia

Ms. Ainun Rafeza Binti Ahmad Tajuddin

Entrepreneur Officer and Lecturer
Arau Community College
Perlis, Malaysia

“The paper discusses the efforts organized by the Arau Community College in revitalizing entrepreneurship in their institution by establishing a café and hawker store run by community managers. In this program, the beneficiaries have been taught important skills to establish and operate a food business. As of now, the project can help the community and is still open today, thereby providing continued employment to the beneficiaries running it.

This shows that the interventions of the institution could help the community generate a sustainable income and still acquire the necessary skills for lifelong learning. Despite the challenges it faces, it is envisaged that through this project, the communities will develop their skills and lead to a much improved quality of life among the poor, thereby leading to better communities.”

1.0 INTRODUCTION

Entrepreneurship has been the engine propelling much of the growth of the business sector as well as the driving force behind the rapid expansion of the social sector. Social entrepreneurship or entrepreneurial activity with an embedded social purpose has been on the rise in recent decades (James et al. 2006). Realizing this situation, Arau Community College took the initiative to get involved with the community and contribute their expertise to develop the community through entrepreneurship.

Business is a major driver of socio-economic impact, and this is a major predictor of business success especially in the long term. Therefore, Arau Community College has transformed an old building that was previously abandoned and turned it into a café. Through this project, six food hawkers from nearby community were identified and were offered to join the program. In this program, they were taught skills on cooking, food processing, aspects on food quality, food hygiene, food presentation, and account management concept. Hopefully, through this program, entrepreneurship and business concept can be upgraded and can indirectly increase participant's income.

Quality of health in a community starts from healthy food. The lack of local access to healthy food makes it difficult for families who remain in low income urban communities to maintain a well-balanced, nutritious diet. Everyone should be able to make affordable, healthy food choices. Community

organizations, policymakers, concerned residents, business leaders and other stakeholders can join together to identify and implement innovative solutions to improve access to healthy food (Rebecca F, 2006). Through this knowledge and skills transfer project, the food hawkers can serve the community with healthy and safe food as well.

As a pilot project it is recommended that the process of continuous monitoring is necessary for the entrepreneurs for at least 18 months before they become independent. Cash flow should always be monitored. The motivation of the entrepreneurs should always be prioritized so that they can better manage themselves financially. Combinations of expertise from the lecturers are transferred to the hawkers through the process of training. An abandoned and mossy place situated nearby the college was chosen and transformed into a café. The target of this project is to increase the income of these hawkers from RM 400 to RM 1,000.

The reason for converting an abandoned, unoccupied home into a café was because the management had identified three major issues that can be improved if this was done. First is the environmental factor. An abandoned place leads to undesirable activities that may lead to harm the community and the people living in it. The image of the institution as an education hub is also affected due to this factor.

In addition, several hawkers that run their business around the college are former students and are from the surrounding communities and. The third issue is the community factor. Our college consists of hundreds of students who live in rented houses near the café while villagers living around the college are more than 300 people. The target of this project is to improve the quality of life in terms of serving good and healthy food to the community. Taking into account these three factors, then the café was developed by selected and trained six potential hawkers with a mentor-mentee concept. All of these hawkers have gone through the training process planned by the College Entrepreneur Development Unit.

1.1 Project Objectives

- a. Broaden access to long-life learning for the community
- b. Transfer food production techniques and knowledge to the future entrepreneur in the community
- c. Train entrepreneurs who can produce food products that satisfies and fulfills consumer demand
- d. Enhance entrepreneurs' income through this knowledge and skills transfer program.

1.2 Project Methodology

This project was carried out by all committee members through a series of meetings, discussions and fieldwork. Although there were a few obstacles, they managed to solve them.

The Project Approach Summary

- i) Designing Mass Awareness Programs for TVET Skills Project
Several meetings were done among the committee members to discuss the project, select the participants, and identify the appropriate training to be given to the participants. A brain storming idea session was conducted on designing Mass Awareness Program for TVET Skills Project. From there, a few ideas came across and then best project idea was selected. Social entrepreneurship program was selected.
- ii) Formulate Proposal to Conduct Community Needs Survey
The project advisor and team leader formulated proposal of the program and sent to the college management for approval. The place was identified to undergo social entrepreneurship concept. The project advisor was tasked to find a suitable place to conduct the project.

Former food premise was selected to be the project venue. The place was reconstructed and a contractor was hired to do the reconstruction of the place.

At the same time, community needs survey was conducted through a face-to-face interview session in the nearby community. Ten questionnaires were given to them. From the survey, the most requested menu were selected based on the analysis of the survey results. The analysis was done together with all committee members. Then, the project leader identified a coach (mentor) and protégé for the program.

iii) Develop Training Standard Operating Procedures (SOP) for the Project

All the experts including the team members gathered in a meeting that was held three times a week to discuss and revise the SOP.

iv) Launch Program

The launch program was held on January 1, 2014. This launch was joined by all committee members and college management. In the program, the participants of the project were announced.

v) Conduct In-house Training for Participants

The program starts with a training session given by experts from the lecturers of the Food Processing and Quality Control Unit to the participants. After a series of training, they started their business on their own, with the guidance and monitoring by their mentors.

vi) Conduct Interviews After Three Months of Opening

After three months of opening the café, an interview session was conducted to get feedback from the community. The project had a good review from students and the surrounding community. The interviews were conducted by the café manager and the committee members.

Through this program, the improvements of the food hawkers who joined this program were observed. They became more aware about food hygiene, food safety, food handling procedure and food presentation. Moreover, they learned to manage their business account and were able to generate income more than before they joined the program.

2.0 TIMELINE OF PROJECT IMPLEMENTATION

TASK	JULY 2013	AUG 2013	SEPT 2013	OCT 2013	NOV 2013	DEC 2013	JAN 2014	FEB 2014	MAR 2014	APRIL 2014	MAY 2014	JUNE 2014	JULY 2014	AUG 2014
Meeting between all committee members														
Brainstorm ideas on designing mass awareness program for TVET Skills Project														
Formulate proposal of the program and send to high organization for approval														
Identify place to execute the social enterprise concept														
Do the reconstruction of the place														
Conduct community needs survey by interviewing the nearby community and prioritize food hawkers for the menu														
Identify coach (mentor) and protégé for the program														

TASK	JULY 2013	AUG 2013	SEPT 2013	OCT 2013	NOV 2013	DEC 2013	JAN 2014	FEB 2014	MAR 2014	APRIL 2014	MAY 2014	JUNE 2014	JULY 2014	AUG 2014
Analyze the survey result														
Select the most requested menu based on the survey conducted														
Develop training standard operating procedures (SOP) for the project														
Launch program														
Do in-house training towards participants														
Review students from surrounding areas through interviews and PR														
Prepare report which include daily sales, problems faced by participants and progress of the cafe														

3.0 DIFFERENT MILESTONES

Milestone/ Suggested Activities (and Subsequent Steps)	Action Steps What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/ Month)	Resources (please fill per step) A. Resources Available B. Resources Needed (financial, human, political & other)	Potential Barriers (please fill per step) A. What individuals or organizations might resist? B. How?	Communications Plan Who will be involved? What methods are used? How much?
Designing Mass Awareness Programs for TVET Skills Project	<p>Step 1: Meeting between all committee members</p> <p>Step 2: Brain storm ideas on designing Mass Awareness Program for TVET Skills Project</p> <p>Step 3: Come up with a few ideas and select the best project to be conducted</p>	All committee members	July 2013	Nil	Nil	All project members involve in the project. Several meetings done among the committee members to discuss the project, select participants in the project, and discuss the kind of training that will be given to the participants.
Formulate Proposal to Conduct Communi- ty Needs Survey	<p>Step 1: Formulate proposal of the program and send to high organization for approval</p> <p>Step 2: Identify place to execute the social enterprise concept.</p> <p>Step 3: Do the reconstruction of the place.</p> <p>Step 4: Conduct community needs survey by interviewing the nearby community and prioritize food hawkers for of menu</p> <p>Step 5: Identify coach (mentor) and protégé for the program.</p>	<p>Project Advisor & Team Leader</p> <p>Project Advisor</p> <p>Hired Contractor</p> <p>Members – Cik Asma</p> <p>Project Leader & Committee</p>	<p>1th August</p> <p>7th August</p> <p>15th August – 15th September</p> <p>3st October</p> <p>7th October</p>	<p>Nil</p> <p>A. An empty un- used premise</p> <p>B. Cost for re- construction of the premise</p> <p>Nil</p>	<p>Nil</p> <p>Nil</p>	Face-to-face inter- view face to face using 10 question- naires

Milestone/ Suggested Activities (and Subsequent Steps)	Action Steps What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/ Month)	Resources (please fill per step) A. Resources Available B. Resources Needed (financial, human, political & other)	Potential Barriers (please fill per step) A. What individuals or organizations might resist? B. How?	Communications Plan Who will be involved? What methods are used? How much?
Identify Niche Areas for Local Community	Step 1: Analyze the survey result - almost 50% preferred Nasi Lemak as the main menu for breakfast - another 50% preferred combination of Roti Canai, local kuih, toasted bread and half-boiled eggs and sandwiches Step 2: select the most requested menu based on the survey conducted almost 50% preferred Nasi Lemak as the main menu for breakfast - another 50% preferred combination of Roti Canai, local kuih, toasted bread and half-boiled eggs and sandwiches * Nasi Lemak and Roti Canai are Malaysian Cuisine	Committee Committee	10th October 10th October			
Develop Instructional Materials and Resources	Step 1: Develop training standard operating procedures (SOP) for the project	Experts from the lecturers of the Food Processing and Quality Control Unit	15th October – 31th December	Nil	Nil	All the experts including team members gathered in a meeting held 3 times per week

Milestone/ Suggested Activities (and Subsequent Steps)	Action Steps What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/ Month)	Resources (please fill per step) A. Resources Available B. Resources Needed (financial, human, political & other)	Potential Barriers (please fill per step) A. What individuals or organizations might resist? B. How?	Communications Plan Who will be involved? What methods are used? How much?
Develop TVET Skills Development Campaign and Offer MES Programs	Step 1: Launch program	Committee members – Pn. Fatin	1st January	Nil	Nil	Fatin
Conduct Periodic Reviews and Collect Feedback	Step 1: Do in-house training towards participants Step 2: 2 months after opening – January – March 2014 -received good reviews from students in the surrounding areas through interviews and PR	Experts from the lecturers of the Food Processing and Quality Control Unit Committee members- MQ	1st January – 7th January 17 March	Nil	Nil	Experts from the lecturers of the Food Processing and Quality Control Unit give training to the participants. Through Café Manager and committee members
Prepare Quarterly Report of the Project	Step 1: Prepare report which include daily sales, problems faced by participant and progress of the café	Committee members- Pn. Ainun	31st March, May 2014, July 2014	Nil	Nil	Nil
Other Activities (add as many)						

5.0 IMPACT

Out of six food hawkers that were recruited, only two beneficiaries remained in this project. They managed to earn an average of RM 1,500 per month. There were a lot of trainings given to them to prepare them for the entrepreneur world. The trainings were based on what they will encounter while conducting their business. This program joined the Community College Social Entrepreneurship Challenge in 2013 and won 6th place out of 65 entries.

- a. Below are the long term effects of the project conducted:
 - i. Economic: Increase food hawkers' income gradually towards being entrepreneurs
 - ii. Social: Build a good relationship with the community by serving proper, well-prepared food made by the food hawkers
 - iii. Cultural: Social entrepreneurship program can develop entrepreneur culture in the society and community
 - iv. Institutional: enhance the image of the program as a training center that reflects the motto of an educational institution as a community leader that is knowledgeable and skilled
 - v. Environmental: Improve the quality of environment
 - vi. Technological: Promote knowledge transfers to the community especially to the food hawkers by helping them produce and generate more products
 - vii. Community: enhance business knowledge through beneficiaries, who shall become mentors soon to teach others in the community to do the business as they have learned
- b. The specific measures implemented in sustaining the project:
 - i. Cash flow of the participants
 - ii. Monthly income of the participants after joining the program
 - iii. Food quality served and sold by the participants
 - iv. Varieties of food served at the café

After the beneficiaries got disillusioned, they began leaving the café. Despite that, the program continues to accept new participants who are willing to learn the knowledge and skills in running the business. For the time being, two new participants have joined the program, bringing the present participants to three.

Testimonial 1: "I can feel the difference before and after I joined the program. My knowledge regarding food production and preparation increased further while doing my business." – Maksu (Nasi Lemak Stall)

Testimonial 2: "After I joined this program, I managed to conduct my business smoothly. I applied all the trainings I went through and I can see the development in my business." – Shahrul (Beverages Stall)

Testimonial 3: "I have been doing business since a few years back but I was always demotivated due to lack of income daily and other problems. Since I joined this program, I learnt so much such as proper and safe food handling procedure, daily account management, sustainability in business, business marketing, and many more. I hope I can sustain and expand my business at my own premise and have another branch five years later."

– Mat (Roti Canai Stall)

6.0 MONITORING AND EVALUATION

- a. Key Performance Areas per Milestone

QUARTERLY MONITORING PLAN

Months of Coverage: MAC 2014 (1st January – 31st March)

KEY PERFORMANCE AREAS	QUALITATIVE ACCOMPLISHMENT	KEY PERFORMANCE INDICATORS		
		QUANTITATIVE TARGET	ACTUAL ACCOMPLISHMENT	VARIANCE
Milestone 1 Design mass awareness programs for TVET Skills Project	All project members involved in the project. Several meetings done among the committee members to discuss the project, select participants in the project, and discuss the kind of training that will be given to the participants.	1 month	2 weeks	2 weeks
Milestone 2 Formulate proposal to conduct community needs survey	Conduct face-to-face interview using 10 questionnaires in the nearby community and prioritize food hawkers in creating the menu	3 months	3 months	-
Milestone 3 Identify niche areas for local community	Niche area was identified, which is Food Processing and Cullinary. Almost 50% preferred nasi lemak as the main menu for breakfast while another 50% preferred a combination of roti canai, local kuih, toasted bread and half-boiled eggs and sandwiches	1 week	1 week	-
Milestone 4 Develop instructional resources and materials	All the experts including team members gathered in the meeting held 3 times per week	2 months	2 months	-
Milestone 5 Design and develop modular employable skills training (MES) programs	Launching has been held on 1st January 2014	1 day	1 day	-
Milestone 6 Conduct Periodic Reviews and Collect Feedback	Experts from the lecturers of the Food Processing and Quality Control Unit give training to the participants through the café manager and committee members	3 months	3 months	-
Milestone 7 Prepare quarterly reporting for the project	Prepare report which include daily sales, problems faced by participants and progress of the café	2 weeks	2 weeks	-
Milestone 8 Documentation of Good Examples/ Cases	Prepare report which include daily sales, problems faced by participants and progress of the café	2 weeks	2 weeks	-
Other Activities	-	-	-	-

b. Cost and Funding Plan (detailing the total expenditures of the project)

ITEM	FUND SOURCE	COST PER ITEM	NUMBER OF UNITS	TOTAL (RM)
I. Local Experts/ Consultants a. Honorarium b. Local Travel	None -In-house expertise	Nil	Nil	Nil
II. Equipment and Software a. Equipment b. Software	Cooperation of Arau Community College -Electrical and wiring services			1460.00
III. Buildings and Furniture	Cooperation of Arau Community College			2700.00
IV. Additional Expenses	None	Nil	Nil	Nil
V. Training and Seminars	None - In-house expertise	Nil	Nil	Nil
VII. Surveys, Research and Development	Etech Center Arau Community College			3000.00
VIII. Any other activities	Commitment from Mentor			1200.00
VIII. Contingencies	None	Nil	Nil	Nil
			Total	7160.00

7.0 RECOMMENDATIONS

From the project conducted, there were so many challenges encountered. First, there was a lack of adequate financial assistance for this project since this is a charity endeavor. There was not enough number of lecturers. In addition, the production of healthy food items requires research and development, which was hindered by the limited funds so the café is restricted to offer simple menus.

Throughout the project, the beneficiaries had expanded their business by applying the knowledge and skills gained during the training period. Even though the obstacles were encountered repeatedly, the goals were still achieved. Some of the challenges encountered were: TT café was initially not well received by students due to lack of promotion, and the prices were perceived as expensive. But after two months of operations, the students and locals began to dine there after the changes were made on the prices and the menu was diversified.

From six food hawkers who joined this program, only two beneficiaries remained in the program. The remaining beneficiaries are still doing business at the TT Café. The main reason why the entrepreneurs decided to quit their businesses is because of their high dependence on their mentor. These entrepreneurs could not stand alone in managing the business and saw themselves as food producers alone, without any knowledge in business management and marketing. These entrepreneurs did not explore marketing to promote their services and products.

As the problem led to lack of daily income, the entrepreneur's motivation to continue the business was also affected. This led us to recommend that entrepreneurship is more of a mindset. People who are planning to be entrepreneurs should be inspired to become an entrepreneur. The motivation to have the capacity to do business should be continuously present and furthermore, budding entrepreneurs should identify the opportunity and pursue it in order to produce new values for economic success.

Realizing this problem, it was suggested to educate the entrepreneurs about marketing as it is an important factor in business. Marketing is about understanding, creating, and managing exchange relationships between economic parties such as manufacturers, service providers, various channel members and final consumers (Moller K. & Wilson D., 1995). The entrepreneur shall have marketing skills to enhance the business. When the marketing is good, customer will always come to the café. Therefore, it will increase the entrepreneur's income. Thus, the high dependence on mentor will be reduced as the entrepreneurs become independent.

In addition, the attitude of the beneficiaries posed a challenge to the project's success. The beneficiaries did not open the stall consistently. When customers come to have a meal at the café, there were only a few stalls open and their choices of food are limited, which negatively affected the impression of the customer towards the café and the entrepreneurs. The customers have no loyalty towards the entrepreneurs. To overcome this problem, it was suggested that the entrepreneur shall be penalized for not running their business consistently by collecting a fine valued according to the number of hours or days that the stall does not operate.

Entrepreneurs should have a positive attitude, which makes them successful in their respective fields. Attitude towards becoming an entrepreneur shall be accompanied by knowledge on how to start a business and what it requires. The entrepreneur should be aware of the required resources and opportunities to start a business. Aside from that, the entrepreneurs should also be adept on leadership, cooperation, teamwork and opportunity- seeking as well as networking, social skills, and creative problem solving. An entrepreneur is responsible for any decision relating to business undertakings. They prefer to control their own resources to achieve the goals set in advance. They possess an attitude that demonstrates willingness to take responsibility for the results of decisions made in relation to the internal focus of control.

Moreover, the mentoring session shall continue every day. When the mentoring sessions happen, the entrepreneurs become more meticulous and less complacent with the business by seeing the mistakes made then trying to solve it quickly. As mentors are lecturers, there are limitations on the time of supervising these entrepreneurs and thus, should be limited on specific time periods and days only. These can be further improved.

Despite that only three beneficiaries remained in this program, we are confident that by joining this program, together with the entire lesson learned through this program, the future beneficiaries shall sustain their business and will continue to expand and recruit potential entrepreneurs who possess the right qualities and attitudes for businesses.

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Country Paper: Maldives

Ms. Aminath Asra

Director, TVET Authority

Ministry of Education

Male, Maldives

Email: asra@mqa.gov.mv

“Maldives has made significant improvements in addressing the problem of poverty in the past years. The geographical challenges brought by its low-lying nature have not hindered the country to achieve notable steps in terms of further maintaining the high literacy rate among schools. In this context, the role played by the vocational education stream in schools has become as important in further securing the future of its youth through different programs and projects aimed in addressing some of the challenges brought by the economic and social demands of the country.

The paper further discusses in detail these aforementioned projects and its impact in further reducing poverty and illiteracy in the country.”

1.0 INTRODUCTION

The goal of universal primary education was achieved in Maldives by 2002. The statistics of the Ministry of Education shows 100 percent annual net enrolment in primary level (Grades 1 to 7) since 2002. Similarly, the 2006 Census shows that 98 percent of children between the age of 6 and 12 were attending school. Access to primary education is available in all islands and there is no significant gender disparity in school enrolment or performance. Maldives has also constantly maintained an overall literacy rate of 98 percent, which is among the highest literacy rates in the world (UNDP Report 2010).

Until the beginning of 2014, Maldivian education system contains three streams of study at the secondary school level. They are the arts, commerce and science. Due to resource constraints, many schools are unable to offer more than one stream of study in practice. A substantial proportion of students are compelled to study subjects of one stream, usually commerce. Schools are later encouraged to offer combined curriculum that allow students to select subjects from more than one stream termed as Combined Stream.

Academic year of 2014 began with a new policy of introducing vocational education in schools under the theme “Every child counts and no child left behind.”

2.0 POVERTY SITUATION IN THE COUNTRY

Poverty in the Maldivian context is different from that of many other countries. In Maldives, poverty issues often related to hardship or remoteness of the islands and lack of services in the atolls. Poverty elimination in MDG1 has been achieved; however, additional efforts must be undertaken to address remaining gaps, particularly in terms of eliminating inequalities within the atolls. There is a need to expand limited employment opportunities, especially for the youth, and a need to address persistent high levels of undernutrition among children. There is a need to have more relevant and appropriate strategies for poverty reduction.

3.0 VOCATIONAL EDUCATION STREAM IN SCHOOLS

Despite all attentions, efforts, school funding and policies received in schools over recent years, student outcomes continued to be mixed and has generated quite poor results among the most disadvantaged students. A large number of secondary school students become school leavers at Grade 10. These students neither have school leaving qualification nor the knowledge and employability skills/attributes. This problem negatively impacts the youth society through high level unemployment.

Hence, Vocational Education and Training was introduced into secondary schools facilitating the students with more options of streams to choose from. Vocational education prepares students for specific careers, or supports their transition to vocational and/or higher education. It provides credits towards a nationally recognized qualification within the Maldives National Qualifications Framework (MNQF), allowing the students to progress with further training so they become eligible for many jobs at basic level.

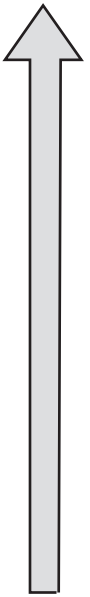
There are four types of Technical and Vocational Streams introduced in 2014. They are:

1. Business and Technology Education Council (BTEC) courses of the Edexcel
2. School Technical Vocational Educational Training (STVET)
3. Polytechnic courses
4. Apprenticeship programs

Table 1: The Eight Streams in the Education Pathway at Present

Can progress up to any level of MNQF

AGE	SCHOOL YEAR	CLASS/ GRADE	SCHOOL / CATEGORY	ACADEMIC STREAM	VOCATIONAL STREAM	MNQF LEVELS
	12th year	Gr. 12	Higher Secondary			Level 5
	11th year	Gr. 11	Higher Secondary			
15-16	10th year	Gr. 10	Secondary	1. Arts 2. Science 3. Business/ commerce 4. Combined	1. BTEC Ed Excel 2. Polytechnic 3. STVET 4. Internship (Level 3 Qualification)	Level 4
14-15	9th year	Gr. 9	Secondary			
13-14	8th year	Gr. 8	Secondary			
12-13	7th year	Gr. 7	Primary			
11-12	6th year	Gr. 6	Primary			
10-11	5th year	Gr. 5	Primary			
9-10	4th year	Gr. 4	Primary			
8-9	3rd year	Gr. 3	Primary			
7-8	2nd year	Gr. 2	Primary			
6-7	1st year	Gr. 1	Primary			
5-6		UKG	Upper Kindergarten			
4-5		LKG	Lower Kindergarten			
3-4		Nursery	Nursery			
2 ½ -3		Baby Nursery	Baby Nursery			



3.1 Business and Technology Education Council (BTEC) Courses of the Edexcel

For nearly four decades, Maldivian students sat for London EdExcel or Cambridge Ordinary Level examination as school leaving examinations. At that time, London EdExcel or Cambridge Advanced Level examinations are considered as terminal examination for completion of higher secondary examination or 12 years of school education. There are also two compulsory local examinations: Dhivehi and Islam to sit along at both levels. All these are academic examinations. BTech qualifications are technical skill-oriented practical based exams, and has more credibility among parents and students as their qualifications are of UK standards. Students can choose this stream from Grade 8 or even at Grade 9 and can continue up to Grade 10 for BTech Diploma.

3.2 School Technical Vocational Educational Training (STVET)

School TVET programs are conducted as a course or program and the students can choose each course or program as a subject. These courses are usually classroom-based, technical knowledge-based programs. Students who successfully complete these programmes can get Level 1, Level 2 or Level 3 qualifications.

3.3 Polytechnic Courses

Some students who would potentially be successful in vocational rather than in the academic field are identified and enrolled in technical courses at Maldives Polytechnic. These students are subjected to study four compulsory subjects in school for four working days weekly, and attend one full day of lecture per week at Maldives Polytechnic. This group of students are enrolled in the following programmes:

1. Refrigeration and air conditioning
2. Engine repair and maintenance
3. Welding and sheet metal
4. Furniture carpentry
5. Wood carving
6. Electrician
7. Fiberglass boat building

3.4 Apprenticeships

Apprenticeship is a newly introduced model of training. This was introduced nationwide not only in schools, but in the youth community as well. In this programme, the student has to complete theory and knowledge classes in school and has to go to a workplace as an intern to complete the practical component. Successful completion of this programme also gives a nationally-recognized Level 3 qualification.

4.0 APPRENTICESHIP ('DHASVAARU') PROGRAM

Ministry of Education started Dhasvaaru Programme as a pilot project in 2014. The ministry has a vision to bring out all students completing the secondary school with one of the following achievements to eradicate failures in the school system:

1. Passed (3 C passes) in any of the academic streams, science, commerce, arts or combined stream
2. Achieved Level 3 qualification from any of the Vocational Streams (STVET, Polytechnic Programme or Dhasvaaru or Internship)

3. BTEC Diploma (recognized at Level 3 of MNQF)

With any of the above qualifications which are recognized at national level, anyone can enrol in a Level 4 programme. Under this project there is a special and a very strong monitoring group whose main responsibilities are:

1. Make 'Dhasvaaru' a success story to each participant
2. Ensure that students are given opportunity in good, reputable companies
3. Ensure that students are well looked after (neither abused nor left out by the school nor the workplace)
4. Make every effort to guarantee job at Dhasvaaru upon completion
5. Help the schools identify all the potential students for most appropriate stream of the student's caliber
6. Advocate and market this programme
7. Establish and maintain a good rapport with the companies and recognize the contributors at the national level

The strengthening and expansion of vocational education in schools is expected to lead to an increase in the educational costs initially. However, the overall reach, impact and benefit are far greater. At the micro level, it offered the students a wider educational choice through the provision for more streams and more subjects. Furthermore, the students are educated and informed about the economy and skilled manpower shortages of the country. This program also helped to empower the students through exposure to common vocational skills. At the same time, students are exposed to the job market and the types of jobs, opportunities and skills required for success in the labor market. This motivates the trained students to fill the skill gaps of the country.

The greatest challenge in widening the target audience is finding the skilled trainers in outer islands and atolls and keeping the clusters of the monitoring groups alert and on the task throughout the program.

Dhasvaaru Programme has become the Nation's success story by the end of its first year. On its second year, the programme has been launched in all 214 schools of the nation.

Country Paper: Myanmar

Mr. Maung Maung Thant

Principal

Government Technical Institute (Gangaw)

Gangaw, Magway Region, Myanmar

gangawgti@gmail.com

“Poverty alleviation in Myanmar is currently a big challenge to the government since it is mandated to provide sufficient efforts to ensure that its citizens have an adequate income and improve their standard of living. Currently, efforts to create jobs is still lacking in accommodating jobseekers in the country. A high poverty incidence in the country also hindered the proper development of children who are unable to go to school due to malnutrition and therefore, will not have the privilege to access proper education.

In order to address this, the government has tapped the efforts of TVET by forming a special TVET taskforce tasked to evaluate and provide sustainable solutions on poverty alleviation. Currently, the government has implemented actions to increase TVET sector development and impart knowledge and skills to those who are jobless and have insufficient income. This paper discusses in detail these aforementioned efforts as well as the efforts done by TVET schools and institutes, which train the students and the young people to become skilled laborers and technicians who can earn their own income and improve their living standards”

1.0 INTRODUCTION

Myanmar’s TVET system is dominated by a supply-driven TVET for both public and private providers. The consultation system with entrepreneurs, business association, and chambers of commerce that would enable the system to be more demand-driven is not yet in place. At this stage, there is no evidence of public or private enterprise involvement in the development of the curricula. The result is that TVET is highly supply-driven and the training subjects are defined with little or no consultation of the needs of the labor market.

2.0 POVERTY SITUATION IN MYANMAR

One of the key development challenges faced by Myanmar is how to reduce poverty and inequality. To achieve this goal, it will be necessary to have a good understanding of the state and nature of poverty and inequality in the county. The IHLCS used two measures of poverty in Myanmar: (i) the food poverty line, which is based on consumption expenditure required to meet basic nutritional needs; and (ii) the poverty line, which adds a provision for nonfood expenditure to the food poverty line. The survey data showed the following:

- (i) Food poverty affected about 5% of the population, half the incidence as of 2005. Food poverty was more than twice as high in rural areas than in urban areas, with rural areas accounting for more than 85% of total food poverty. The highest incidence of food poverty was in Chin (25%), Rakhine (10%), Tanintharyi (10%), and Shan (9%). Based on population, the biggest contributors to the incidence of nation food poverty were Ayeyarwady (19%), Mandalay (16%), Shan (15%), and Rakhine(15%).
- (ii) Poverty affected 25.6% of the population compared with about 32% in 2005 (table). Poverty was twice as high in rural areas than in urban areas, with nearly 85% of the poor living in rural areas. The highest incidence of poverty was in Chin (73%), Rakhine (44%), Tanintharyi

(33%), Shan (33%), and Ayeyarwady (32%). Based on population, the biggest contributors to the incidence of nation poverty were Ayeyarwady (19%), Rakhine (12%), and Shan (11%).

- (iii) The same states or regions had the highest incidence of and contribution to poverty based on the two measures used in the IHLCS. Food poverty declined in all states or regions between 2005 and 2010. In contrast, poverty increased in Kayin, Yangon, and Ayeyarwady during this period because of a rise in rural poverty.
- (iv) Three proxies for poverty were used to determine if their movements were consistent with the observed decline in the incidence of poverty: caloric intake, food share in consumption, and ownership of small assets. The data on caloric intake and ownership of small assets were generally consistent with falling levels of poverty, but those on the share of consumption were not. In light of these conflicting results, the IHCLS urged caution in interpreting data on poverty levels and trends, particularly the magnitude in the decline in poverty.

Table 1: Trends in Poverty Incidence, 2005-2010 (%)

STATE OR REGION	URBAN		RURAL		TOTAL	
	2005	2010	2005	2010	2005	2010
Kachin	37.7	23.4	46.8	30.6	44.2	28.6
Kayah	26.1	2.3	38.2	16.3	33.6	11.4
Kayin	7.8	16.8	12.5	17.5	11.8	17.4
Chin	45.9	52.1	80.9	80.0	73.3	73.3
Sagaing	21.9	16.0	27.4	14.9	26.6	15.1
Tanintharyi	20.8	16.7	37.2	37.5	33.8	32.6
Bago	30.7	19.0	31.8	18.2	31.6	18.3
Bago(East)	34.8	20.9	30.2	20.1	30.9	20.2
Bago(West)	23.1	15.6	33.8	15.9	32.6	15.9
Magwe	25.8	15.8	43.9	28.2	42.1	27.0
Mandalay	24.1	14.1	44.7	31.6	38.9	26.6
Mon	22.5	17.8	21.3	16.0	21.5	16.3
Rakhine	25.5	22.1	41.2	49.1	38.1	43.5
Yangon	14.4	11.9	17.4	28.7	15.1	16.1
Shan	31.0	14.1	50.5	39.2	46.1	33.1
Shan(South)	26.1	8.3	44.5	31.2	40.2	25.2
Shan(North)	34.7	16.3	55.0	43.1	50.6	37.4
Shan(East)	37.1	28.6	56.0	52.3	51.8	46.4
Ayeyarwady	24.4	23.1	30.3	33.9	29.3	32.2
Union	21.5	15.7	35.8	29.2	32.1	25.6

Source; Integrated Household Living Conditions Survey, 2004-2005 and Integrated Household Living Conditions Survey, 2009-2010.

3.0 THE GENERAL PLAN OF GOVERNMENT TO COMBAT POVERTY

Recently, the Fifth Five Year Short Term Plan commencing from 2011 to 2015 has been revised to get realistic statistics due to the impact of natural disaster, exchange rate fluctuation and some statistics

correction in some sectors. The targeted growth rate of 2011 to 2012 fiscal year is 6%. The National Plan 2011 to 2012 and 2012 to 2013 were submitted to Pyidaungsu Hluttaw (Parliament) for discussion and adoption as laws. The Fifth Five Year Short Term Plan will be prepared for submission to the next session of the Parliament. The government has adopted policies, objectives and processes in each sector for effective implementation. More than 70 percent of the population is engaged in agriculture and therefore it is the sector that is critical for balanced and proportionate development to alleviate poverty. In agriculture sector, the Ministry of Agriculture and Irrigation has laid down the strategies for agricultural development as follows:

- Development of new agricultural land
- Provision for sufficient irrigation water
- Provision and support for agricultural mechanization
- Application of modern agro-technologies
- Development and utilization of modern varieties

Measures are undertaken for ten principal crops such as paddy, sugarcane, long staple cotton, maize, ground nut, sesame, sunflower, black gram, green gram and pigeon pea. These are:

- Application of improved varieties that are appropriate for respective regions
- Utilization of adequate fertilizers
- Effective pest management
- Application of efficient and appropriate technologies
- Utilization of appropriate cropping pattern which is suitable for the respective location

In addition, the government has provided rice seeds to farmers and doubled the loan for one acre to 40,000 kyat. Apart from government's provision, specialized companies provide seeds, fertilizer and farm machinery for cultivation to farmers. Reducing cost of production is another important initiative that has to take place.

Development Plan- Livestock and Fishery Sector

In the livestock and fishery sector, the ministry of livestock and fishery emphasized to promote fish production and prevent depletion of fish stock, develop the livestock breeding and increase value added marine products. Moreover, integrated farming is also intended to increase for rural development.

Development Plan - Energy Sector

The energy sector has also targeted effective utilization of oil and natural gas for domestic consumption as well as export promotion with the exploration of developing new oil fields as well as enhancing production from existing oil wells and reducing wastages and losses.

Development Plan - Industrial Sector

The ministry is aiming to reach technology-based and knowledge-based industries in the area of mechanical industry complex, electronic industry complex and aviation and aerospace industry complex.

Similarly, agro-based industries, agri-business enterprise and agri-product value added businesses are aiming to develop from the perspective of energy efficiency and development of green industry.

Light industries (i.e SMI), export-oriented/import-substitute industries, labor-intensive industries and capital-intensive industries (i.e heavy industry) are included in the industrial development package. For the development of special economic zone, government finds means and ways to decrease environmental degradation.

Development Plan - Electric Power Sector

The ministry has undertaken the objective of implementing effective utilization of electric power. It plans to reduce transmission line and distribution line losses. Moreover, for rural sector electrification, the ministry plans to carry out the construction of mini-hydro power plants, power generation by wind, solar and wastes like husk, sawdust and animal waste.

Development Plan - ICT Development

Moreover, for ICT development, the government has targeted to improve the usage of broadband wireless and Internet penetration.

Development Plan - Private Sector Participation

As the government has encouraged the private sector participation, the share of private sector recorded a 90.6 percent in the share of GDP in 2010 to 2011.

The high share of private sector is seen in agriculture, livestock and fishery, mining, processing and manufacturing, transportation, rentals and other services, and trade sector.

Development Plan - Social Sector Development

The government is carrying out the measures for social sector development in the area of health and education. In addition, it has expanded the budget allocation for the development of education and health for the year 2011 to 2012 and 2012 to 2013. It shows the improvement in spending for social development; however, it needs to implement better effective utilization for these sectors.

Human Resource Development

For development of human resources in the nation, the meeting for the Human Resource Development Plan headed by the vice president was held by the end of January 2012. Formation of committees and sub-committees will be formed for the creation of the Human Resource Development Plan. It is expected that the implementation will commence soon.

4.0 ORGANIZATIONAL STRUCTURES OF TVET AGENCY

Ministry of Science and Technology (MOST)

MOST was established in 1996 with the objective of enhancing the development of science and technology, and to reinforce state development more effectively. MOST supports the development of science and technology for the promotion of industrial production contributions, tying into the National Economic Development plans. MOST's objectives encompass:

- a) Research and development work for national economic development
- b) Use of national resources aimed at developing the economy and raising the living standard of the people
- c) Spreading of the technological know-how achieved by research and development to the industrial and agricultural sectors, in order to enhance production capacity
- d) Planning and carrying out HRD programs to train specialists and professionals in science and technology
- e) Analysis and testing of raw materials and finished products, and to implement quality control and standardization of industrial products
- f) Coordinating the research, development, and use of atomic energy

The implementation of MOST's programs is divided into two areas:

- a) Developing the human-resource sector – extending to universities, colleges, and institutes; extending new courses and special courses; and facilitating international collaborations

- b) Developing the research and development sector – research on rural development; research on industrial development; research for master's and doctoral programs; and regular research being done by research departments

This study explores the challenges faced in the arena of HRD, since it plays multiple roles in the development of the economy. The objectives of HRD are to:

- a) Fulfill the increasing demand of industries
- b) Conduct courses in new academic fields, in order to meet the current need
- c) Enable qualified students to pursue advanced technologies
- d) Disseminate technological know-how for the nation

5.0 TVET MYANMAR DIRECTORY

Technical Vocational Education and Training (TVET) is one of the six focal areas of Comprehensive Education Sector Review (CESR) in Myanmar because of its importance on raising country's overall level of social and economic development by producing highly competent skilled laborers. The TVET sector is currently being reviewed by the TVET Sub-working Groups participated by 19 ministries including Ministry of Education, Ministry of Labor, Employment and Social Security, Ministry of Science and Technology, Ministry of Industry, Ministry of Health, Ministry of Agriculture and Irrigation, Ministry of Environmental Conservation and Forestry, Ministry of Social Welfare, Relief and Resettlement, Ministry of Railways Transportation, Ministry of Foreign Affairs, Ministry of Finance and Revenue, Ministry of Defense, Ministry of Communication and Information Technology, Ministry of Cooperatives, Ministry of Hotels and Tourism, Ministry of Border Affairs, Ministry of Transport, Ministry of Culture and Ministry of Sports.

Another important policy consideration highly relevant to the Myanmar TVET sector is that, Ministry of Labor, Employment and Social Security has established National Skill Development Authority (NSDA), with the approval of the Cabinet, under the project "Enhancing Skills Recognition Systems in ASEAN" (2004 to 2008) to prepare for the ASEAN Economic Community (AEC) implemented in 2014. Through this, the NSDA focuses on setting up competency/skills standard of the prioritized occupational areas selected under the TVET sector, development and design of skills standards, competency-based curricula together with required training materials for each of the defined occupational area and by the technical working group, and conducting the competency based assessment and issuing the national certificates for the TVET institutions. The TVET sector covers a wider range of the technical occupations that are related to construction, electrical, electronic, and mechanical, etc., hotel and tourism, pharmaceutical and nursing, agriculture and livestock breeding, and different vocational skills (e.g. tailoring, food processing).

In this regard, greater information and resources are necessary for all key stakeholders (i.e. youth, ministries, service providers, entrepreneurs, employees, donors and other interested individuals) to scale up the TVET sector in order to produce skill laborers with required competencies to be in line with the NSDA. A comprehensive TVET directory with a sound database will greatly support this purpose by providing necessary information and resources.

More relevantly, the primary beneficiaries, who are school dropouts, youth, and vulnerable, can have easier access to necessary information from web-based TVET directory, prior to selecting occupation fields. By engaging the working forces in different occupational fields in Myanmar and other ASEAN countries, youth can increase their income and employment opportunities and so can the country's GDP and economy in the future.

The TVET Directory will be web-based and hence all interested users can have access to information readily available in the TVET website. Moreover, the TVET Directory will be an online and interactive type which can be updated with more information by the training institutions in real time if there are new training programs.

At present, a collaborative team composed of all concerned ministries and service providers from private TVET institutions joined by the Swiss Agency for Development and Cooperation (SDC) and German Development Cooperation (GIZ) is working on the TVET database to satisfactorily meet the information needs of the anticipated users.

6.0 CURRENT SITUATION OF TVET IN MYANMAR

6.1 Structure of TVET provision

Currently, there is no central body that controls the whole TVET sector in Myanmar and many ministries supervise TVET institutions in their respective fields. This is one of the important characteristics of TVET sector in Myanmar.

Until 1996, the Ministry of Education administered the education sector including TVET. However, since the establishment of the Ministry of Science and Technology (MOST) in 1996, MOST has developed and promoted engineering-related TVET sector by setting its own framework and system. At the same time, TVET in other fields was also taken over by the respective ministries and this system has continued until recently. However, as a result of the drastic movement towards civil government since 2011, TVET is facing an important phase for its renovation such as legal reforms, policy initiatives, development plans, changes in the system of schooling years and degrees, joint education/research programs with ASEAN and other countries, and introduction of international skill standards.

While MOST supervises the largest number of TVET institutions and acts as the most important ministry as it produce technicians and specialists needed for the country, other ministries also manage their own TVET institution in accordance with their management policies, rules and regulations. The types of institutions are varied. Some TVET institutions could be regarded as higher education institutions and offer academic degrees. Other TVET institutions offer short term training for skill development targeting capacity building of civil servants.

The TVET system in Myanmar is highly fragmented with 18 line ministries and other entities involved in the delivery of vocational training. Altogether, they summarize 459 public training institutions. It can be differentiated along four pillars:

1. MOST is the lead ministry providing different technical and vocational programs in secondary and tertiary level ranging from technical high schools, which last two years plus four months on-the-job training, to bachelor and master's degree programs in the university level. Vocational training is offered in 108 governmental technical high schools, institutes, colleges and universities.
2. TVET in all other trades not covered by MoST, are offered by 13 different line ministries: Ministry of Industry, Ministry of Hotels and Tourism, Ministry of Cooperatives, Ministry of Health, Ministry of Border Affairs, Ministry of Agriculture and Rural Development, the Ministry of Environmental Conservation and Forestry, and other line ministries, which operate their own training centers, institutes, colleges and universities.
3. TVET provided by the Ministry of Labor, Employment and Social Security (MoLESS) is limited to short term courses and also includes in-company and dual training programs.
4. In addition, vocational training is provided by private training providers. Furthermore, enterprises conduct an on-the-job training as well as skills upgrading compared with an informal apprenticeship.

6.2 Issues and Challenges

At present, Myanmar's TVET system faces serious challenges in three areas:

6.2.1 Policy, Legislation and Management

As mentioned before, currently, the TVET system in Myanmar is rather fragmented. Different types of TVET are provided by 15 different line ministries. In the past, there has been little coordination and cooperation among the various line ministries that provide different types of TVET.

As a matter of the fragmentation of the TVET system, there are a number of different laws and regulations relevant for TVET. The two major laws are the TVET Law and the Employment and Skills Development Law. The Technical, Agricultural and Vocational Education (TAVE) Law of 1974 was amended in both 1983 and 1989. It currently covers formal TVET. The term "agricultural," as used in the law, leads to coverage of a limited range of technical trades or fields of study. It is confined to agro-based technical and vocational trades, excluding a range of other technical and vocational trade areas.

The upcoming ASEAN Economic Community (AEC) and the envisaged start of free move of skilled labor as per 2015 may provide more benefits for skilled workforce from other ASEAN countries since they may occupy jobs which could be available for Myanmar citizens if they were better qualified. In order to protect national interests, Myanmar would need to develop a National Qualifications Framework (NQF) as a necessary precondition for the negotiation of "Mutual Recognition Arrangements" (MRA) under which vocational qualifications from different ASEAN member states become comparable and thus understandable for employers that are not yet familiar with different certificates and degrees from other ASEAN countries.

6.2.2 Access

Access to TVET is still very limited in Myanmar and by far existing TVET offers do not meet the demand of agriculture, industry and service sectors. The TVET working group of the Comprehensive Education Sector Review estimated in 2013 that approximately one million lower secondary school dropouts needed access to adequate and labor-market relevant vocational education and training.

This also becomes evident in the long-term survey carried out in the period of 2000 to 2012. The study shows a high dropout rate already within the first five grades. Only 60 percent of all entrants still remain in school after the fifth grade. The number of school leavers increases in the period of middle school. Only 30 percent of all school entrants finish the ninth grade. This high dropout rate shows an urgent demand for TVET Institutes that accept early school leavers in order to offer them access to vocational training and therewith to employment.

6.2.3 Relevance and Quality

Despite the many TVET providers in the country, TVET is not without issues and challenges. For starters, there are many reports of a demand-supply mismatch, which in part contribute to unfilled employment vacancies in the industry. There is obviously a need to improve links between schools and the industry so as to minimize this mismatch. In this situation, it is no surprise that enrolment in TVET institutions are not meant to qualify for employment on the labor market, but as an intermediary step towards higher education which is regarded as the only way to get a formal and full-time employment in the still dominating government sector.

The quality of current TVET programs is seriously compromised through a lack of practical work experience of the TVET teachers, outdated and often not functional equipment, complete lack of printed training and learning materials and other teaching aids, as well as inadequate infrastructure and widespread lack of power, access to internet and boarding facilities.

6.3 Curriculum Development in TVET Sector

The standard curricula for TVET system are revised by adapting curriculum models practiced in other countries, including those in Asia, and are appropriately aligned to meet Myanmar's technical and vocational qualifications and levels of skill requirements. TVET certificates conferred are nationally recognized. However, quality assurance (QA) principles and practices are not widely in effect yet.

TVET in Myanmar is highly supply-driven and the subjects taught or tasks trained on are defined by the government administration, which has weak affiliation with the labor market and the world of work. Labor market partners or training institutions have weak influence in the development of curricula.

7.0 INITIATIVES FOR TVET SECTOR DEVELOPMENT IN MYANMAR

7.1 Comprehensive Education Sector Review (CESR) and Formation of Education Promotion Implementation Committee (EPIC)

The vision of the Comprehensive Education Sector Review (CESR) is to develop an education system that promotes a learning society capable of facing the challenges of the knowledge age and that it helps to build a modern developed nation through education. The CESR process is led by the Ministry of Education in cooperation with other concerned ministries and fully supported by a wide range of development partners.

The review will help ensure that there is a full and comprehensive understanding of the current status of education in Myanmar including TVET, regarding access and quality across the subsectors; as well as current strengths and gaps in policy, capacity, management systems, financing and partnership. This will support the implementation of priority reforms and the assessment of realistic policy options to form the basis of a cost-based, strategic education sector plan. These, in turn, have the potential to address the challenges and greatly accelerate progress towards realization of Myanmar's education and socio-economic goals.

The establishment of CESR in 2012 was followed by the setting up of the Education Promotion Implementation Committee (EPIC) by the President in late 2013. CESR is developing recommendations for reform of the education system; EPIC is drafting policies for implementation of educational reform. The two groups work together. The key focus for EPIC is to develop a national Education Law as an overarching framework for education. CESR and EPIC will develop and present one overall, integrated plan. Implementation of Myanmar's education reform program has already commenced in early 2014, and will continue through 2015 to 2020.

National Education Law has come out in September, 2014, and drafting of other related law in line with this National Education Law (mother law) has also commenced.

7.2 Formation of TVET Task Force

A task force for the promotion and implementation of TVET sector was also formed in April 2014. The task force is chaired by the Union Minister of MOST. It consists of 32 members and they are the representatives from TVET-concerned ministries and civil societies.

The responsibilities of TVET Task Force include:

- To lay down National Policy on TVET Sector in Myanmar
- To make a proper draft of Technical and Vocational Education Law that must be in line with National Education Law (Mother Law).
- To draw and implement National TVET Development Plan which can be used to reproduce regional development plans for states and regions according to their HRD, HRM and job opportunity.

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Country Paper: Nepal

Mr. Parsuram Rai

Principal

Sumnima Polytechnic Institute

Bhojpur Municipality-8

Bhojpur, Nepal

Email: raiparsu70@yahoo.com

“Nepal, a less developed country with Human Development Index score of 0.540, is now making efforts to move out of political transition and has resolved to be a developing country by 2022. Currently, many people in Nepal are living in miserable conditions in terms of availability of basic needs such as food, shelter, clothes, education and health.

To address this, poverty alleviation has been one of the most prioritized agenda in the country for many years. The tenth five-year plan (2002 to 2007) adopted by the government identified poverty alleviation as its overall objective. To meet the national objective of poverty alleviation, TVET has been identified as the important sector since the plan aims to produce middle-level technical manpower through the expansion of vocational and technical education and production of higher-level skilled manpower through the development of higher education. TVET institutions play the key role in producing skilled work force and enhancing entrepreneurship and employability so as to reduce poverty. In spite of the efforts made by TVET institutions, there are still 25.2% who are living below the poverty line in the country.”

1.0 INTRODUCTION

Nepal is a pluralistic country with diverse cultures comprised of more than 100 castes and ethnic groups speaking over same number of languages and practicing eight different religious beliefs. The majority of people live in villages and small towns scattered across the country. The total population of Nepal as per census 2011 is 26.4 million with per annum growth rate of 1.35 percent. Though the government has continuously made efforts to reduce poverty, 25.2 percent of the population lives below the poverty line. Despite the significant progress made in many sectors, Nepal still remains one of the poorest countries in the world. In the 21st century, most of the countries of the world are benefitting from globalization, information revolution and technological advancements; but Nepal is still struggling to provide basic facilities to its citizens.

Poverty reduction has become a primary concern for Nepal since the beginning of the planned development. The government implemented various programs such as fulfilling basic needs of the population or attaining Asian standard of living with the objective of reducing poverty. The Fifth Five Year Plan (1975-1980) had three primary objectives: (a) increase in production of goods related to people's needs; b) maximize use of labor; and c) create regional balance and unification. Similarly, the Sixth Plan (1980 to 1985), which adopted basic needs approach to poverty reduction had three basic objectives (a) accelerate growth rate, (b) promote productive employment and (c) fulfill people's basic needs. Basic needs-oriented objectives included: (a) Increase production of food grains and supply, (b) increase supply of fuel wood through planned development of forestry, (c) increase supply of drinking water, (d) expand primary health and sanitation facilities, (e) promote basic technical and adult education and (f) expand minimum transportation facilities. The Seventh Plan continued emphasis on these objectives but introduced decentralization of the planning and implementation of development projects as a strategy. The Eighth Plan, which came after the political changes of 1990, discussed much

about poverty reduction, and set a long term goal for the same. Yet its emphasis was on accelerating growth rate for achieving that goal. It adopted promotion of the private investment, the NGO, and the Community Organizations (CBOs), as its main strategy. Poverty reduction did not figure as the first priority in these strategies and programs. The Ninth Plan (1997 to 2002) continued emphasis on these objectives and strategies. With the introduction of Poverty Reduction Strategic Papers in the Tenth Plan (2002 to 2007), poverty reduction was taken as a first priority and all policies were to be directed towards achieving this goal.

Since the restoration of democracy in 1990, the focus of development has been shifted from economic growth model and national income accounts to enhancing capabilities and providing bigger choices for the people as a means to alleviate poverty. The essence of investing in education and primary health care and enhancing people's capabilities through greater freedom has been internalized. People are free to engage fully in the labor market, to pursue education and to control resources. Appropriate education and training can enhance the human capabilities. Therefore, education and training plays a vital role in poverty reduction.

A new TVET policy was initiated in Nepal in 2007 with an objective to make TVET helpful for poverty reduction and skill development for economic prosperity. This technical education and vocational training (TEVT) and skill development policy is part of the process of reforming the education and training system for Nepal. This policy highlights (a) creation of entry level skills and competencies of all students, (b) enhancement of employment potentials and earning capacities of under privileged, disadvantaged and marginalized groups in society, (c) integrated development of human resources from basic to advanced levels to meet technological and business requirements, (d) responsiveness and competitiveness of the workforce in globalized and liberalized economies and labor markets, (e) strengthening lifelong learning and continuing education opportunities for adult workers with more pathways to occupational careers and enhanced general education achievements, and (f) ensuring sustainable financing to promote and maintain skill development initiatives. Integration of occupational and skill development component into secondary level education is foreseen as one of the strategies for expanding skill development opportunities for all in this policy.

This paper basically aims to assess and highlight the government's major interventions in skills development for poverty alleviation.

2.0 POVERTY SITUATION

Millennium Development Goals (MDGs) were adopted as the guidelines for development after the political revolution in 1990s. Nepal also entered into the democratic system at the same time. Decentralization guided the governance system. Local governments became the change agents in Nepal while the private sector became free to operate in economic sphere. Nepal also committed to the MDGs. The tenth five-year plan (2002 to 2007) also known as Poverty Reduction Strategy Paper, incorporated the MDGs into its strategic framework. Though Nepal had challenges in the form of armed conflicts and political instability, the MDGs Report in 2013 says that it is on track and is likely to achieve most of its MDGs target. The majority of health related MDGs have already been achieved, or are on track to being achieved, except for two indicators in MDG 5: the contraceptive prevalence rate and the unmet need for family planning; and one in MDG 6, the proportion of the population with advanced HIV receiving antiretroviral combination therapy (ART). The targets related to poverty and hunger, universal primary education, gender equality and women's empowerment, are also likely to be achieved by 2015. Although the targets concerning environmental sustainability and global partnership are unlikely to be achieved in totality, lessons to facilitate their achievement have been learnt.

Table 1 shows what has been achieved, what is achievable and what is unlikely to be achieved by 2015

Table 1: Nepal's progress towards MDGs

GOAL	LIKELIHOOD OF ACHIEVEMENT			STATUS OF SUPPORTIVE ENVIRONMENT					
	ACHIEVED	LIKELY	POTENTIALLY LIKELY	UNLIKELY	LACK OF DATA	STRONG	FAIR	WEAK BUT IMPROVING	WEAK
1 Eradicate extreme poverty and hunger		✓							
1 (a) Reduce extreme poverty by half		✓				✓			
1 (b) Full and productive employment for all			✓				✓		
1 (c) Reduce extreme hunger		✓			✓				
2 Achieve universal primary education			✓						
3 Gender equality and empowerment of women				✓			✓		
4 Reduce child mortality		✓				✓			
5 Improve maternal health		✓				✓			
5 (a) Reduce maternal mortality by three quarters	✓					✓			
5 (b) Achieve universal access to reproductive health		✓				✓			
6 Combat HIV/AIDS, malaria, and TB		✓				✓			
6 (a) Have halted and begun to reverse the spread of HIV/AIDS		✓				✓			
6 (b) Achieve universal access to treatment for HIV/AIDS		✓				✓			
6 (b) Achieve universal access to treatment for HIV/AIDS	✓					✓			
6 (b) Achieve universal access to treatment for HIV/AIDS									
6 (b) Achieve universal access to treatment for HIV/AIDS									
7 (a) Reverse loss of forest		✓					✓		
7 (a) Reverse loss of forest		✓					✓		
7 (c) Halve proportion of people without sanitation			✓						
7 (d) Improve lives of slum dwellers									✓
8 Develop a global partnership for development		✓							

3.0 SKILLS DEVELOPMENT PROGRAMS: ANTI – POVERTY, EMPLOYABILITY AND ENTREPRENEURSHIP MEASURES

The tenth five year plan (2002 to 2007) stated that its sole objective is to achieve a remarkable and sustainable reduction in the poverty level in Nepal from 38% of the population at the beginning of the Plan period to 30% by the end of the Tenth Plan, and to further reduce the poverty ratio to 10% in about fifteen years time. In this context, as discussed below, the Tenth Plan formulated an appropriate poverty reduction strategy based on four pillars:

- (i) Broad-based economic growth
- (ii) Social sector development including human development
- (iii) Targeted programs including social inclusion in order to bring the poor and marginalized groups into the mainstream of development, together with targeted programs for the ultra-poor, vulnerable and deprived groups (who may not adequately benefit from the first two pillars)
- (iv) Good governance

The plan objectives included production of middle-level technical manpower through the expansion of vocational and technical education and production of higher-level skilled manpower through the development of higher education. Promotion of vocational courses and private sector involvement in extending basic and middle level technical education was also formed as part of the Tenth Plan strategies. Effective system to provide middle level technical education for the poor was imagined.

Based on these objectives and strategies, several poverty reduction programs are implemented in Nepal through government and non-government sector. Several international donor communities like HELVETAS, GIZ, and UNDP are also supporting these programs. Among many programs in operation with the objective of poverty reduction through skills development are discussed below:

3.1 Skills for Employment Project (SEP)

The Government of Nepal, with loan assistance from Asian Development Bank (ADB), implemented Skills for Employment Project (SEP) under Ministry of Education and Sports (MOES). Implementing agency of this project was Council for Technical Education and Vocational Training (CTEVT). The goal of the project is to promote poverty reduction stability by increasing engagement in wage and international employment and self-employment.

The project had the following three outputs:

- (i) Increase in access to market oriented, short-term training
- (ii) Capacity strengthening
- (iii) Supporting policy development, articulation and implementation

The project design was consistent with the government's strategy as outlined in the Tenth Five-Year Plan of Nepal. The Project Implementation Unit (PIU) was envisioned to deliver center-based short-duration vocational skills training to 55,000 trainees. During implementation, the PIU target was revised to 52,000 trainees; at the closing of the project, 50,944 (98%) had completed the short-duration vocational skills training. Training through private TTPs using performance-based contracts in various trades were undertaken for 43,404 trainees, with 7,549 trained through public TTPs. Skills testing was made mandatory; 90% of participants underwent skills testing, with 73.0% of those tested passing.

The project had envisaged delivering community-based short-duration vocational skills training to 25,000 participants. The target was revised during implementation to 9,000 (36% of the original) as a result of implementation arrangement issues. At project completion, 8,185 (91% of the revised target) received community-level training in 20 districts.

Overall, the project was able to meet its Gender, Cast and Ethnicity (GCE) targets; 53.8% of graduates were women (31,811), 25.5% Dalits (untouchable cast) (15,053), 39% Janajatis (Indigenous), and 79.4% (46,939) belonged to disadvantaged groups.

The independent tracer study conducted in 2012 found that 61.3% of the graduates were employed within 1 year of completing training. Of those who were employed, (i) 59% found employment in less than 3 months after completing training; (ii) 40.5% were employed in 3–12 months after completing training; and (iii) 53.3% of the employed population was engaged in self-employment, 44.3% in wage employment, and 2.4% in foreign employment.

The project was assessed relevant and the gains made by the project are likely to be sustainable. The impact of the project is satisfactory and the project is rated successful.

3.2 Enhanced Vocational Education and Training (EVENT):

The Ministry of Education (MOE) with the support of the World Bank has initiated Enhanced Vocational Education and Training (EVENT) Project. The project will improve performance and accountability of the TEVT system through a shift in focus to outcomes, especially training and employment outcomes. It will also contribute to the agenda of inclusiveness as it especially focuses on the under-served regions of the country and disadvantaged youths. The project development objective is to expand the supply of skilled and employable labor by increasing access to quality training programs, and by strengthening the technical and vocational education and training system in Nepal. The project consists of the following four components: (1) strengthening TEVT regulatory activities and capacity building; (2) strengthening technical education; (3) support for short-term training and recognition of prior learning; and (4) project management monitoring and evaluation. The ultimate outcome of the project is to make TEVT services accessible to the poor and disadvantaged youths residing in mid-western and far western regions of the country.

The primary beneficiaries of the project are approximately 75,000 Nepali youths, who will get access to short-term skills training, technical education, and opportunities for certifying their existing skills.

3.3 Skills for Development Project (SDP)

The Skills Development Project (SDP), which commenced in 2013, is also implemented by the Government of Nepal (GoN) through a loan assistance from ADB. This project will support the Government of Nepal in developing a market-responsive, social and gender-responsive technical vocational education and training (TVET) system by expanding the number of basic and mid-level, market-oriented training opportunities, increasing the quality relevance and efficiency of TEVT provision, improving coordination and regulation of the TVET sector, and improving the capacity for effective project management and monitoring and evaluation. A key priority of the project is to match the skills being learned by TVET trainees with the needs of both the domestic and international labor markets.

The project expects the increased employability of the Nepalese workforce. The performance targets are:

- (i) A decline in labor underutilization rate from 30.0% (2008, female 22.8% and male 32.2%) to 25.0% (2020), and
- (ii) A decline in youth unemployment from 3.6% (2008, female 3.1% and male 4.2%) to 2.4% (2020). The project's expected outcome is that a market-responsive and social and gender-inclusive TVET system will be established. The outcome achievement will be measured by graduates' employment rate (at least 75% six months after training) and employer satisfaction (70%).

4.0 RECOMMENDATIONS

Skills Development from an established TEVT system plays an important role in poverty alleviation. This is more likely to occur if the direction of the skills-based training is demand-driven and linked to the job market, whether it is for internal or overseas employment. The government of Nepal has made tremendous effort to reduce poverty by developing skills. Despite these efforts, the topography of the country, decade long armed conflict, prolonged political instability and primary issues of restoring peace make constituency and restructuring state as hindering factors for the objectives set. The following recommendations can be drawn to address poverty alleviation through skills development in Nepal:

- TVET system should be made more easily accessible for the youth in remote areas and the socially marginalized groups.
- Resources should be used to their maximum so that the developed human resource may be confident and competent.
- Skills development should be primarily based on domestic need of the labor market.

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Country Paper: Pakistan

Mr. Bilal Ilyas

Deputy Director, Technical Education
National Vocational & Technical Training Commission
Islamabad, Pakistan
Email: bilal.ilyas88@hotmail.com

Pakistan's country report focuses on the information that highlights the positive correlation between TVET and skills development that generates employment and reduces poverty. The paper also aims to present the initiatives, best practices and achievements of the country in the TVET sector. It highlights the structure of TVET in Pakistan, its role and significance in the country and also discusses the prevailing poverty situation in the country.

It also includes discussion on the different initiatives and programs done by the government to reduce poverty and generate employment in the country. Lastly, it introduces the different strategies implemented (such as the National Skills Strategy, National Vocational Qualification Framework, Competency Based Training and Prime Minister's Youth Skill Development Program, etc.) by the government to further improve employability and the quality of life in the country through TVET.

1.0 INTRODUCTION

The role of Technical and Vocational Education and Training (TVET) in the development of a country is significant. TVET helps in the reduction of poverty, helps in creating more jobs in the market and also leads to build entrepreneurship in the country. Pakistan, a country of 180 million people, has a feeble system of technical education. However, recent years have seen some significant progress in the TVET sector. The role and importance of TVET can be best discussed if we understand the structure of TVET in Pakistan. Pakistan has an apex body at the federal level, named as National Vocational and Technical Training Commission (NAVTTIC), which regulates, coordinates and provides policy direction in vocational and technical training. The commission has been strengthening and promoting linkages among various stakeholders, existing at national and international level. The provinces of Pakistan have their own Technical Education and Vocational Training Authorities (TEVTA) that implement, access, upgrade and enhance the policies and procedures developed at the federal level. These stakeholders are actively involved in strengthening TVET sector and creating skilled workforce for employment generation and poverty alleviation.

In developed countries and increasingly so in developing ones, the far reaching benefits of having a skilled, mobile workforce have been acknowledged. Countries that are successfully competing in the global workplace and achieving social and economic gains invest heavily in skills development. Pakistan, unfortunately, has fallen behind not only according to international levels of TVET, but also regional ones. Pakistan inherited a system of technical education which was incompatible and weak. The technical and vocational training system has been built on a gradual and slow pace. The reason for the slow pace was the lack of priority to TVET sector. Different governments have come and did their own version of experimentation in the TVET sector. However, recently, in order to achieve sustained economic and social development, remain globally competitive and be able to respond to changes in technology and work patterns, the Pakistan government has recently made skills development a political priority.

Pakistan is facing a variety of challenges in skills development. The existing workforce is largely characterized by low productivity relative to international standards and requirements. More than 70% of the workforce is trained in the informal sector and the current TVET (Technical and Vocational Education and Training) system needs to be reformed to produce skilled manpower for national and international market needs. The present government has taken significant initiatives for the reformation of TVET sector. The National Vocational Qualification Framework, Industry Advisory Groups, Competency Based Training, Sector Skills Councils, Accreditation and Certification manuals have all been developed in terms of the national skills strategy.

An insight into the population and labor workforce is given below:

Table 1: Fast Facts on TVET in Pakistan

TOTAL POPULATION	117 MILLION
Working age population (15-60)	126.11 million
Total labour Force	58.4 million (33% of total population)
Labour force participation rate	Crude Activity Rate 33%, Refined Activity rate 46%
Labour force growth rate	3.4% per annum (2 million new workers)
Population below 30 years of age	120 million (68%)
Unemployed Rate	3.50 million (6%**)(real UR:33%*)
Registered worker abroad	5.7 million
Remittances in 2011	\$11.2 Billion (5% of GDP)
Target Youth	64.41 million (ages between 15-35 years)
TVET Institutes	1647 approx.
Total TVET enrollment	315,000 approx.
Annual Demand of TVET graduates in Pakistan	950,000 trainees per year
Total dropouts at different School levels	20 million
Literacy rate	58.5%
Illiteracy level among Pakistan's youth	30%
Percentage of population acquiring skills through VTE	Less than 6%
On-Job-Training (% of working population)	2.5%
Informal economy	73.8% of non agriculture economy
Trained manpower by NAVTTC (Since 2006 to Oct-2012)	135,325 trainees
Ranking in Higher Education & Training	122 out of 142 ²⁰

Pakistan is among those developing countries where population growth is fairly high. At present, it is the sixth most populous country in the world with projected population of 188 million. According to World Population Data Sheet 2013, Pakistan with a projected population of 363 million in 2050 is expected to retain the same position (i.e. sixth position). The population growth rate in Pakistan is 1.95 percent, which is higher than average growth rate of South Asian countries. It is critical for the country's stability that these young people be provided with employable skills suited to the needs of a modern economy. There is a strong link between Pakistan's poverty and its poor productivity levels, as higher productivity

means greater earnings. The lack of productive, skilled labor is also discouraging investment, which is needed to create jobs and reduce unemployment. The low productivity, particularly in rural areas, is largely due to under-investment in education and particularly in TVET.

More than two-third of Pakistan’s population lives in rural areas where the unskilled and semi-skilled are most vulnerable to unemployment due to lack of skills as required by the market. Access to gainful employment is an essential condition for poverty reduction. There are abundant opportunities and ample means available in the country to create additional employment. There is a strong correlation between TVET and poverty. Household whose head have never attended school are poorer than those who have some formal education. TVET reforms develop skills which in turn improve output, quality, diversity and occupational safety and improve health, thereby increasing incomes and livelihoods of the poor. It also helps to develop social capital and strengthens knowledge about informal sector associations, rural organizations and governance.

2.0 POVERTY SITUATION IN PAKISTAN

Poverty is defined as “a state or condition in which a person or community lacks the financial resources and essentials to enjoy a minimum standard of life and well-being that is considered acceptable to society.”

According to the World Bank’s Poverty Head Count Analysis 2014, if income per adult in Pakistan is taken as \$ 1.25 per day, then 21.04% of the population falls below poverty line at 2008 population estimates. But if the poverty line is raised to \$ 2 per day in line with international standards for middle income countries, then 60.19% of the population fall below poverty line. The position of poverty in Pakistan is better than India and Bangladesh but Sri Lanka, China and Philippine’s are in a better position than Pakistan. However, according to Pakistan Millennium Development Goals Report 2013, the poverty head count has been worked out at 12.4 % of population tentatively for the year 2010-11.

15.2 Poverty Head Count Ratio

Table 2: Poverty Headcount Ratio in Pakistan

COUNTRIES	PERCENTAGE OF POPULATION BELOW US \$1.25 A DAY	PERCENTAGE OF POPULATION BELOW US \$2.00 A DAY
Pakistan (2008)	21.04	60.19
China (2008)	13.06	29.79
Bangladesh	43.25	76.54
India (2010)	32.67	68.72
Sri Lanka (2007)	7.04	29.13
Nepal (2010)	24.82	57.25
Philippines	18.42	41.53

The table below indicates that the benchmark for MDGs was set in accordance with the head count (proportion of people below the poverty line) of 26.11 percent in 1990 to 1991. Consistent with the universal target of halving the poverty head count by 2015, Pakistan set the target for absolute poverty reduction at 13 percent. Against this benchmark, a considerable downward improvement has been witnessed due to the timely intervention of the government through different poverty related programs.

The country is off-track on two out of three targets. However, there is a downward trend in poverty incidence over the past decade and Pakistan is on track to achieve the MDG-I, target with regard to poverty.

Table 3: Progress of MDGs in Pakistan

GOAL 1: ERADICATE EXTREME POVERTY & HUNGER [03 TARGETS]	1990-91 BENCH MARK)	2001	2004	2005	2007	2010	2011	MDG TARGET 2015	STATUS
		-02	-05	-06	-08	-11	-12		
Proportion of population below the calorie based food plus non-food poverty line	26.1	34.5	23.9	22.3	17.2*	12.4*	n/a	13	On Track
Prevalence of underweight children under 5 years of age	40.0	41.5	38.0	38.0	38.0	n/a	31.5	<20	On Track
Proportion of population below minimum level of dietary energy consumption	25.0	30.0	n/a	n/a	n/a	n/a	n/a	13	On Track

Poverty is prevailing in Pakistan at a considerable pace. The people of Pakistan are deprived of proper education, formal housing and basic services, which are supposed to be provided by the government.

2.1 Hunger and Malnutrition

Pakistan enjoyed another good harvest of its main staple, wheat, in 2014 with an estimated national production of 25.3 million metric tons (MT). In spite of the damages from the September floods, overall production of rice has also remained fairly good, at 6.7 million MT, slightly below last year's level of 6.9 million MT. However, household food insecurity in Pakistan remains a significant concern with estimates suggesting that more than half of the population have inadequate caloric consumption, consuming less than 2,100 Kcal per person per day. Pakistan's economy has yet to achieve healthy growth, which continues to affect the overall employment situation and create limitations to achieving food security due to poor economic access for a significant section of the society. About 1.8 million people were affected by the September 2014 floods, particularly in Punjab, which did a significant amount of damage to standing rice crops, and negatively impacted the food security situation in the affected areas.

Pakistan is facing a silent crisis of malnutrition that is amongst the worst in the world and has not improved for decades. According to the National Nutrition Survey in 2012, more than 1.5 million children in Pakistan are currently suffering from acute malnutrition, making them susceptible to infectious diseases which may even lead to death. This needs to be urgently addressed in order to safeguard the country's future development and prosperity. Keeping the fact in mind that nearly half of Pakistan's children are chronically malnourished undermining their own mental and physical growth as well as the country's prospects, the respective provincial governments must urgently recognize and respond to this challenge.

2.2 Illiteracy and Lack of Education

Around 40% of the population is still illiterate, and the lack of resources and capacity of the government education institutes provide a weak structure of education for the country. Recent years have seen education spending at only 2% of GDP, which, according to the Education analysts, needs to be increased to at least 4% of the GDP. In rural areas where there is lack of education, the government is in the process of strengthening the TVET sector, which would lead to the skill development of the people.

2.3 Basic Healthcare and Sanitation Facilities

Not having access to water and sanitation is a form of deprivation that threatens life, destroys opportunity and undermines human dignity. Thus, investing in the provision of safe water supply and adequate sanitation is not only a development-oriented strategy in itself, but can also yield other socio-economic benefits in terms of improved health status, quality of labor force and reduced burden-of-disease. Water and sanitation is a neglected sector in Pakistan. Most of the households in Pakistan do not have access to safe drinking water and lack toilets and adequate sanitation systems. These poor people, mostly living in rural areas or urban slums, are not only deprived of financial resources, but they also lack admittance of basic needs such as education, health, safe water supply and environmental sanitation facilities. Recently, the problem of water shortage has become the most burning issue of Karachi. The people of Karachi are facing lack of water supply even for day-to-day activities.

2.4 Access to Formal Housing

There is a lack of formal housing in the rural areas of Pakistan, and the people in these communities also experience nutrition problems which are aggravated by the absence of proper health and medical facilities.

2.5 Access to Basic Services

The Energy crises have tormented the economy of the country. Due to the energy crises, Pakistan faces 3 to 4% of GDP losses every year. The country is currently facing around 6-8 hours of electricity load shedding in the urban areas and 12 to 16 hours of electricity load shedding in the rural areas. Access to Internet facilities is totally absent from the rural areas; however, the urban areas do have access to good Internet facilities. The rise of the telecom sector over the last decade has resulted in a speedy rise of smart phones.

3.0 ANTI-POVERTY, EMPLOYABILITY AND ENTREPRENEURSHIP PROGRAMS

Recognizing the need to protect the poor and the vulnerable, the government has launched several safety net programs. The following social safety net programs in particular, minimize the adverse effects of poverty on the targeted population of the country.

3.1 Pakistan Poverty Alleviation Fund (PPAF):

Pakistan Poverty Alleviation Fund (PPAF) is the lead apex institution or community-driven development in the country, set up by the government as an autonomous non-profit organization. PPAF enjoys facilitation and support from the government, The World Bank, International Fund for Agricultural Development (IFAD), KFW (Development Bank of Germany) and corporate donors. The outreach of PPAF now extends throughout Pakistan and its microcredit, water and infrastructure, drought mitigation, education, health and emergency response interventions have been widely recognized. Externally commissioned independent studies have demonstrated positive outcomes and impact of PPAF interventions on the lives of benefiting communities related to their economic output, household incomes, assets, agricultural productivity skills and other quality of life indices. PPAF aims to be the leading catalyst for improving the quality of life, broadening the range of opportunities and socioeconomic mainstreaming of the poor and disadvantaged, especially women. The core operating units of the PPAF deliver a range of development interventions at the grass root/community level through a network of 123 partner Organizations across the county. The overall objective of the PPAF is to improve the quality of life of poor and marginalized people throughout the country. Its specific goals are: eradicate extreme hunger and poverty, promote gender equality and empower women,

achieve universal primary education, improve maternal health, reduce child mortality, and establish and strengthen community and NGO institutions that pursue preceding objectives.

3.2 Benazir Income Support Program (BISP)

Benazir Income Support Program was established by the Government of Pakistan in July 2008 with the primary objective of providing immediate relief to the poor enabling them to absorb the shock of rising prices of food and fuel. Best practices from around the world were tailored to the country environment to develop a modern and efficient social protection system.

3.3 Employees' Old Age Benefits Institution (EOBI):

Employees' Old-Age Benefits Institution has been established to fulfill provision of the Article-38(c) of the Constitution of Pakistan: "The state shall provide for all persons employed in the services of Pakistan or otherwise social security by compulsory social insurance or other means." EOBI provides monetary benefits to old age workers through various programs such as old age pension on attaining superannuation.

3.4 Microfinance Initiatives:

Microfinance has been widely recognized as an effective strategy to combat poverty by providing financial services, especially credit to the poor to allow them to become economically active. The credit programs offer a small loan to the beneficiaries for self-employment purposes that can start or enhance their income streams, and eventually make them self-reliant and move out of poverty. Although micro credit has been the main thrust in the past, today, microfinance is seen as encompassing a wide range of financial services such as credit, saving and insurance.

3.5 Pakistan Bait-ul-Mal

Pakistan Bait-ul-Mal (PBM) is making a significant contribution towards poverty reduction through its various poorest-of-the-poor-focused services by providing assistance to destitute, widow, orphan, invalid, infirm and other needy persons regardless of their gender, caste, creed and religion through its ongoing core projects/schemes. The following are its objectives:

- Financial assistance for
 - Fighting hunger
 - Medical treatment
 - Education
 - Sponsoring and promoting self-employment
 - Financial aid to charitable institutions including educational and vocational setups
 - Residential accommodation and necessary facilities for the deserving
 - Reduction in child labor
 - Dispensation through IT and e-governance
 - Any other purpose approved by the board

After the 18th Amendment, the Planning Commission has initiated a policy dialogue with the provincial governments to develop social protection policies. Planning Commission will coordinate with all four provinces to develop consensus on a framework for social protection, including the institutional arrangements, coverage of policy, compliance, monitoring arrangements, legal and regulatory arrangements with a view to align Social Protection Policies with international commitments and achieving national goals. The new growth strategy of Planning Commission focuses on enhanced

growth through increase in productivity. Vision 2030 also emphasized reducing poverty by aiming to provide affordable and smooth supply of commodities at all levels. The government took various measures to bring the inflation down to single digit through prudent expenditure management, tight monetary policy, better supply chain management and monitoring of the prices and supply position of all essential items by taking all the provincial governments on board. The government is fully committed to effectively implement poverty alleviation programs. Hence, all the possible steps are being taken for the continuity and strengthening of social safety programs.

6.0 INITIATIVES IN THE TVET SECTOR

In order to reduce poverty, reduce unemployment and create a culture of entrepreneurship, many initiatives and reforms have been made in the TVET sector.

6.1 National Skills Strategy

To provide a framework against which to deliver its mandate, NAVTTC has developed Skilling Pakistan: the National Skills Strategy, 2009 to 2016. The Strategy has been prepared according to best practices in stakeholder identification and consultation. Over a period of eighteen months, NAVTEC held wide-ranging meetings with a diverse range of stakeholders, including local and international experts, employers, trainees, government officials and training providers to ascertain their requirements and expectations.

6.2 Introducing Competency-Based Training

The present skill development system in Pakistan follows a curriculum-based, time bound approach. Certification is based on completion of courses and passing exams rather than demonstration of competency. The rigidity of this approach makes it difficult for training programs to meet the skill needs of industry. They focus on how far learners have progressed through an institution's curriculum rather than assessing how well they are able to demonstrate the competencies required in the workplace. A competency describes exactly what a worker should be able to do and must know in order to effectively perform a job in the workplace. A competency-based training approach, therefore, focuses on the demonstration of the actual skills required in the workplace.

6.3 National Vocational Qualification Framework

The first version of Pakistan National Vocational Qualification Framework (NVQF) is a national system of technical vocational qualifications aimed at improving quality of TVET outcomes that meet the needs of the industry. It provides a national system of policies and guidelines for classification of qualifications, introduction of progression pathways for vertical and horizontal movement within the TVET structure, and achievement of a qualification through credit accumulation, besides promoting recognition of qualifications at national and international levels. The framework also provides guidelines for recognition of prior learning.

6.4 Increasing the Role of the Private Sector

The Strategy envisages a dual role for the private sector in skills development. The most important is institutionalizing the industry's role in setting standards, determining the content of training programs as well as assessment of trainees and programs. The private sector also has an important role to play in the actual delivery of training. NAVTEC will support industry in delivering skills development and help build their capacity to deliver. Employers will be encouraged to expand the training they offer to include both in-service and general trainees. Moreover, such training must be streamlined with nationally recognized qualifications. NAVTTC has constituted 29 "Industry Advisory Groups" (IAGs) in different

economic sectors to bridge the gap between industries and TVET. IAGs help in providing labor market information and competency standards for performing the job efficiently and within possible resource and time.

6.5 National Skills Information System

NAVTTTC is maintaining a National Skills Information System (NSIS), which is being updated on day to day basis. It contains information on the number of TVET institutes, programs, trades, technologies, graduates, enrolled trainees, registered industry (employer) and number of workers in the industries. Data were collected from provincial TEVTAs, Boards of Technical Education, Trade Testing Boards, provincial Industries Departments, Bureau of Statistics, FPCCI, Employers Federation of Pakistan (EFP) and various Surveys i.e. Labor Force Survey, Census of Manufacturing Industries.

7.0 PRIME MINISTER’S YOUTH SKILLED DEVELOPMENT PROGRAM (PHASE-I)

In order to alleviate poverty, enhance employment opportunities, and provide a skilled workforce to large, medium and small scale industry, and to meet the international labor market needs, the government had initiated “Prime Minister’s Youth Skill Development Program.” Under this program, 25,000 unemployed youth (belonging to lower and middle class families) were provided skill development training in demand driven trades.

The program was executed by National Vocational and Technical Training Commission (NAVTTTC), Government of Pakistan. The duration of programs was four to six months (including one month on-the-job-training). The selected trainees were given a monthly stipend of Rs. 2,000/- (Rs. 3,000 for FATA Trainees). In a few trades, free tool kits were also provided. The training was provided in 350 public and private sector technical and vocational training institutes across the country.

7.1 Rationale

The rationale to initiate the program was that TVET sector contains low productivity, low skills, low enrollments, teacher shortage, low quality of vocational training programs and other hurdles which continue to constrain the development of a large, technically competent workforce in the country. It is a fact that the existing TVET system has not been able to cater to the challenges posed by the new work environment and is unable to meet the fast changing training requirements of our trade and industry. This has resulted in skilled workforce shortages and skills gaps.

7.2 Benefit to the Target Group

The salient features envisaging the social factors of Prime Minister’s Youth Skill Development Program are as mentioned below:

- a) The workforce, with positive attitude and professional accumulation produced in-line with local and international needs and the quality of the TVET sector, improved at all levels by making it responsive to the needs of the labor market.
- b) The program provided an equal access to training for women all across the country, empowering them to utilize their acquired hands-on skill to meet their household expenditures through entrepreneurship. NAVTTTC allocated more than 33% quota for women, and female specific trades were also catered and emphasized in all regions for this purpose.
- c) Special persons (physically disabled), eunuchs were given high weight-age in specific training courses (in the purview of their physical disability), in which they can acquire and utilize the skill for economic empowerment.
- d) Disadvantaged sector of the society, i.e. orphans, widows, unemployed, less educated, minorities and senior age persons (up to 35 years) were prioritized for the training courses

for their economic empowerment, making them an important pillar of the economy of the country.

8.0 PRIME MINISTER'S YOUTH SKILLED DEVELOPMENT PROGRAM (PHASE-II)

In pursuance of the successful completion of the first phase of the program, the second phase has been designed and is ready for implementation in mid-July, 2015. The Phase-II is a six-month training program and is estimated to train another 25,000 trainees in different trades identified by relevant stakeholders and partner institutions.

The specific objectives of the program are:

- a) Capacity building and training of those beneficiaries who knew nothing about these trades earlier, and polish the skills of the beneficiaries who had little knowledge about these trades
- b) Provide opportunities for the trainees to start their own jobs in their localities or to find vocations in the country and abroad
- c) Empower the unemployed youth along with local women economically so that they can meet their domestic expenses and enhance their living standards
- d) Create competent, motivated, entrepreneurial, adaptable, creative and well-trained/skilled workforce for local and international market. Better earning and livelihood will abstain the diversion of the mindset of the young generation towards negative activities.
- e) Contribute towards poverty reduction, social and economic developments through facilitating demand-driven, high quality technical and vocational training.

9.0 RECOMMENDATIONS

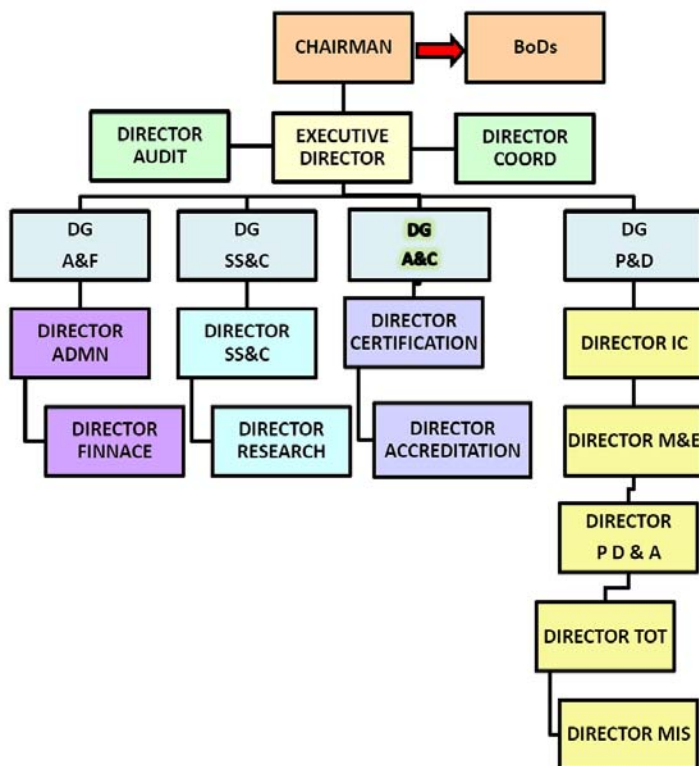
The TVET of Pakistan is still in the development phase, so there arise many issues and challenges that have to be catered with a strong will and effective management. As Pakistan is a developing country and its institutions, specifically institutions related to TVET sector, are in the introductory stage and have not achieved maturity. The lack of manpower, clear vision and management capabilities provides hurdles in order to achieve complete objectives of the program. The following are some recommendations:

- a) Post 18th Amendment scenario demands that the main policy-making should be given to the federal government while the provinces can devise their own implementation plans in order to avoid haphazard planning and management.
- b) The capacity of the Provincial TVET Authorities should be enhanced in a properly defined manner.
- c) There should be a proper delivery of the funds to be spent in the TVET sector. At this moment, the TVET Reform Support Program of GIZ has helped the country to devise a mechanism; however, it has many loopholes that need to be addressed by both GIZ and the government of Pakistan.
- d) The supply-driven trades should be replaced with demand-driven trades and new trades according to the current occupational scenario should be devised.
- e) The successful countries which have healthy TVET sector can share their approach, best practices and lessons learned. The approaches should then be modified according to the local environment.
- f) A proper system of accreditation has to be in place to monitor the standards of TVET institutions and qualifications awarding bodies. A proper check and balance system should be maintained by the provincial TVET authorities.
- g) There should be a strong commitment of the Government of Pakistan to ensure that more is spent on Education.

- h) The donor agencies and international development organizations usually does not bring the federal government into the picture and coordinate with provincial bodies by themselves.
- i) There should be a complete shift from traditional and occupational based training to competency based training.
- j) The private sector should play an active role because the government programs are usually perceived as being biased and corrupted. Moreover, the government also lacks the capacity of complete monitoring, evaluation and auditing of the programs that they initiate.

10.0 ANNEXURE

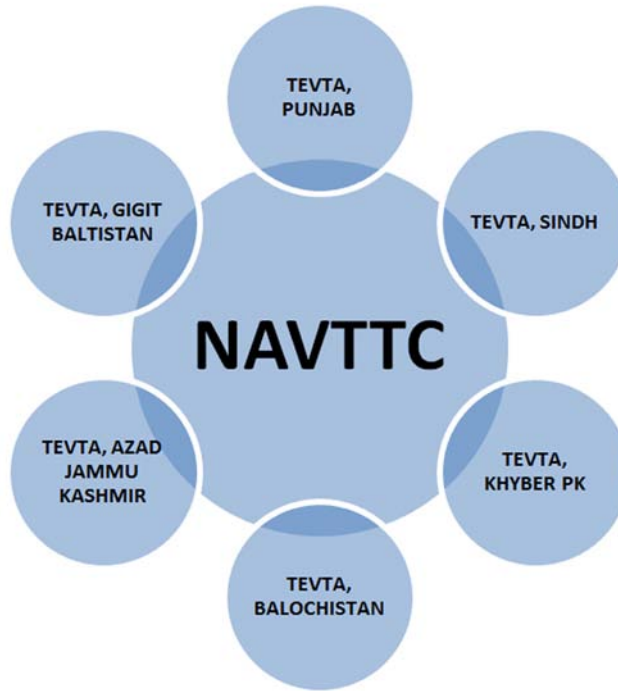
1. Organization Chart of NAVTTC



2. TVET Reform Support Program

Component 1 Governance	Component 2 NVQF and HRD	Component 3 Innovative training delivery and LMI	Component 4 Capacity Building for TEVTAs
<ul style="list-style-type: none"> - Roles & Mandates of TVET Stakeholders - NSS Implementation Plan. - TVET Monitoring & Evaluation - Accreditation of Institutions. - TVET Reform Communication Strategy - Policy Documents 	<ul style="list-style-type: none"> - Develop NVQF - Skills Standards & Curricula. - Assessment Packages. - Recognition of Prior Learning - Implementation of Curricula. - TVET teachers Training. - Competency Based TVET Teachers pre-service training 	<ul style="list-style-type: none"> - Fund foe Innovative training - Learning regions. - Labour Market information. - Vocational Counselling and Job Placement Services 	<ul style="list-style-type: none"> - Increased management capacity of TEVTAs - Strengthen Public Private Partnerships of TEVTAs and TVET Institutions.

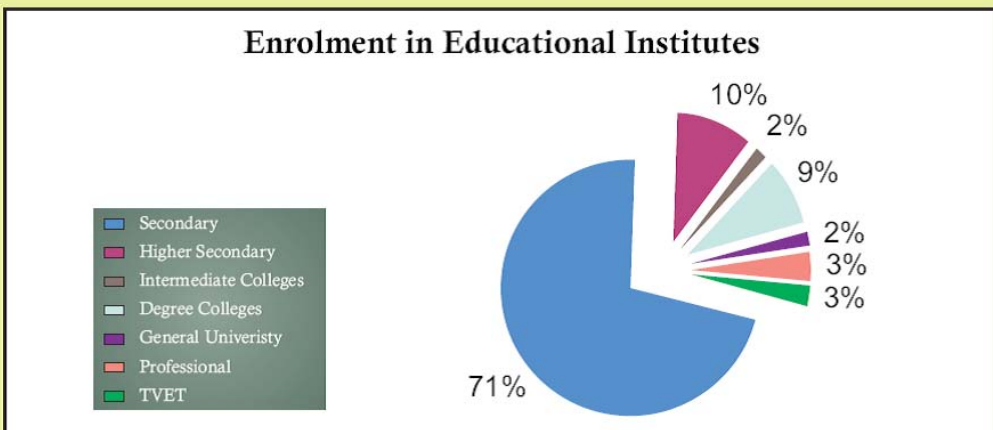
3. TVET Administrative Structure in the Country



TVET or General Education: What do students prefer?

About 314,864 students are enrolled in TVET institutes in Pakistan. In comparison, the enrolment in higher-secondary, intermediate and degree colleges is 2.2 million. This means that students in TVET are only 14% of those pursuing general education up to college level. The proportion falls even further if professional and university education is included.

The chart shows that overall only 3% of students pursue TVET qualifications. Even if secondary level enrolment is not counted, people in TVET institutes still only form a mere 9% of the entire post-secondary enrolment.



AEPAM 2007 and NAVTEC Survey 2006-07



Country Paper: Philippines

Ms. Leonor B. Diaz

Vocational School Administration III
TESDA-Sorsogon National Agricultural School
Mayon, Castilla, Sorsogon, Philippines

Ms. Barbara Jane R. Pablico

Officer-in-Charge
Regional Operations Division, TESDA Region I
Catbangan, San Fernando City
La Union, Philippines

“The Philippines is always considered an underperformer in terms of poverty reduction. The occurrence of several factors such as high unemployment and low to moderate economic growth in the past years has prevented the country from realizing its potential towards poverty alleviation and social reform. In addition, the large population growth of the Philippines has also slowed the efforts needed to eradicate poverty in the country.

To address these challenges, the Philippine government has given substantial efforts and reforms aimed at providing a sustainable and viable solution to the problem of poverty. Anti-poverty programs such as the Conditional Cash Transfer (CCT) aims to not only give the poor the means to subsist but also impart the necessary changes to their attitudes and commitment to improve their lives. The paper further discusses these policies and efforts to provide a sustainable solution to the problem of poverty in the country.”

1.0 INTRODUCTION

Poverty connotes deprivation of the means of subsistence; the manifestation of poverty, that is inadequate distribution of resources and materials, access to basic social services like education and health, food scarcity, low life expectancy, and lack of participation in decision making process (Brown, 2006, Carrey, 2006; World Bank, 2006, Web et. al, 2005, Ransburg, 2006). In addition, poverty in one country also includes weakness in employment generation and quality of jobs generated by the government, failure to fully develop the agriculture sector and recurrent shocks and exposure to risks such as economic crisis, conflicts, disasters and environmental poverty. These are just some of the neediness of what poverty means.

The Philippines is one of the victims of this state. Poverty in the Philippines remains a rural phenomenon and a critical social problem that needs to be addressed. In the past four decades, the proportion of households living below the official poverty line has declined slowly and unevenly and poverty reduction has been slower. This has served as a challenge and a threat to the Philippine government and its people.

For the past years, despite the economic expansion of other countries in Asia, Philippines has failed to keep up with its neighbor countries and is now considered a third world country due to its low and moderate economic growth because it did not translate the country's poverty reduction in recent years. Philippines has also lost its once great wealth due to unemployment issues that is strongly linked to the level of educational attainment of the workforce and unchecked population growth due to several factors such as lack of family planning, technological advancement in fertility treatment and immigration. That is why poverty in the Philippines has caused the nation to slow its economic expansion.

The Philippine government has consistently and explicitly committed itself towards achieving the overarching goal of poverty eradication and protecting the vulnerable groups. Consequently, this has paved the way for the formulation and implementation of various policy reforms and strategies for the improvement of the quality of life of the Filipinos, especially the poor.

2.0 POVERTY SITUATION IN THE PHILIPPINES

The administrations of Corazon Aquino and Fidel Ramos have reduced poverty incidence of the population to 36.8% in 1997 from 49.3% in 1985. Since 1990, the Philippines has made significant improvements in reducing extreme poverty and child and maternal mortality rates, enhancing gender equality, increasing school participation rate and providing access to safe water. According to the Family Income and Expenditure Survey of 1997, poverty incidence fell from 49.3% of total population in 1985 to 40.6% in 1994 and 36.8% in 1997.

However, the effects of the 1997 Asian financial crisis compounded by the El Niño and La Niña weather phenomena temporarily crippled the country's improving situation. Major improvements were observed in reducing extreme poverty. Subsistence poverty declined from 20.4% in 1991 to 16.7% in 2000. But this issue remains to be addressed as the magnitude of food-poor families increased from 2.4 million families in 1991 to 2.5 million families in 2000. About 78.8% of these families live in the rural areas. Gaps across regions and sectors must also be addressed, especially since rural poverty remained high between 1991 (55.1%) and 2000 (54.5%). Urban poverty has been reduced by almost one third as of the year 2000, from 35.6% in 1991.

As of 2000, 16.7% of total families (or 20.9% of the population) in the Philippines were core poor (i.e., food poor or lived below subsistence). The subsistence threshold or the family income needed to satisfy the food requirements of a family in 2000 was estimated to be PhP 45,915.1. Although core poverty declined from 24.4% (28.5% of the population) in 1985, the magnitude of food-poor families increased from 2.4 million families (15.4 million of the population) in 1985 to 2.5 million families (16.4 million of the population) in 2000. About 78.8% of these families reside in the rural areas. In 2000, the ARMM and the Bicol region had the highest incidence of families who could not meet basic food needs.

On the other hand, poverty incidence of families (below the poverty threshold) rose to 33.7% (or 39.4% of the population) in 2000 from 31.8% (36.8% of the population) in 1997 as the Asian financial crisis in that year slowed down economic growth and caused greater unemployment. Average growth of domestic production (GDP) slowed down to 2.4% in 1998 to 2000 while average unemployment rate rose to 10.4% from 8.7% in 1997. The persistently high population growth rate of 2.36% further weighed down the growth of per capita income. Average annual per capita income rose by a mere 9.2% from 1998 to 2000 to reach PhP44,591 as of 2000. The annual per capita poverty threshold in 2000 was estimated at PhP13,823. As of 2000, there were 5.1 million poor families, or 30.8 million poor people.

Poverty in the Philippines remains a rural phenomenon. In 1985, more than half of the total families in rural areas were poor. This has changed slightly, with 46.9% of rural families still considered poor in 2000. Relative to the total number of poor families in 2000, rural poor families account for 70.9% or about three out of four families. On the other hand, poverty incidence in urban areas had significantly declined from 33.6% in 1985 to 19.9% in 2000. In 2000, poverty incidence across regions was highest in the ARMM (66%), followed by the Bicol Region (55.4%) and Central Mindanao (51.1%). Poverty incidence was lowest at 8.7% in the National Capital Region (NCR). Meanwhile, a remarkable drop in poverty incidence occurred from 1985 to 2000 in Regions IV and VII, both the fastest growing regions during this period. On the contrary, poverty incidence worsened during 1994-2000 in ARMM as the peace and order situation deteriorated. Poverty incidence in all the Visayas and Mindanao regions was higher than the national average of 33.7%. (Source: Celia M. Reyes. *The Poverty Fight: Have we Made an Impact?* Philippine Institute for Development Studies (PIDS), 2002.)

Table 1: Regional Poverty Incidence, by Family (In Percent)

	1985	1988	1991	1994	1997	2000
Philippines	44.2	40.2	39.9	35.5	31.8	33.7
NCR	23.0	21.6	13.2	8.0	6.4	8.7
CAR	-	41.9	48.8	51.0	42.5	36.6
REGION I	37.5	44.9	48.4	47.9	37.8	37.1
REGION II	37.8	40.4	43.3	35.5	32.1	29.5
REGION III	27.7	29.3	31.1	25.2	15.4	18.6
REGION IV	40.3	41.1	37.9	29.7	25.7	25.3
REGION V	60.5	54.5	55.0	55.1	50.1	55.4
REGION VI	59.9	49.4	45.3	43.0	39.9	43.1
REGION VII	57.4	46.8	41.7	32.7	34.4	38.8
REGION VIII	59.0	48.9	40.1	37.9	40.8	43.6
REGION IX	54.3	38.7	49.7	44.7	40.1	46.6
REGION X	53.1	46.1	53.0	49.2	47.0	45.7
REGION XI	43.9	43.1	46.2	40.3	38.2	40.0
REGION XII	51.7	36.1	57.0	54.7	50.0	51.1
ARMM	-	-	50.7	60.0	57.3	66.0

Poverty incidence in the Philippines is highly correlated with the level of educational attainment. Three out of every five families whose heads did not attend school are poor. On the other hand, only two out of every 100 families whose heads are college graduates are poor. Poverty incidence is also highest among families whose heads are engaged in agriculture. From 1985 to 2000, poverty incidence among farm households remained at more than 50% or more than half of total families whose heads are farmers who do not have enough income to meet their basic needs.

In recent years, the poverty incidence among Filipino individuals rose by 1.2% age points to 25.8% in the first semester of 2014 from the 24.6% registered in the first half of 2013. The rise in poverty incidence was attributed to the rapid rise in food prices, particularly of rice, and the lingering effects of Typhoon Yolanda. Poverty incidence among Filipino families also increased by 1.1% points in the first half of 2014 to 19.9% from 18.8% in the same period in 2013. In year 2014, the poverty incidence among Filipino individuals and among families increased to 25.8% and 20% respectively during the period. In the current year, the Aquino government hopes to slash the poverty incidence in to 16.6% by the end of 2015, half the 33.1% poverty figure in 1991.

2.1 Food Poverty

Proper nutrition is necessary to have a happy, healthy life; however, millions of people around the world suffer from hunger and malnutrition. There is an inextricable link between poverty and malnutrition. With the high prices of food commodities, it is nowhere near possible to afford a decent, nutritious meal

among the poor. Filipinos who are hungry and malnourished will possibly create circumstances in the community such as stealing, drug addiction and committing murder.

Thus, a child with protein deficiency is one of the leading malnutrition problems in the Philippines which cause these children to be severely underweight, suffer from stunted growth and poor academic performance. Achievements in reducing malnutrition need to be sustained, in view of the mixed results. The prevalence of moderately and severely underweight preschoolers 0-5 years old decreased from 34.5% in 1989-1990 to 28.9% in 1996, but rose again to 32% in 1998 and decreased to 30.6% in 2001. Figures for stunted growth also dipped from 40% in 1989-1990 to 31.8% in 1996, but rose to 34% in 1998. The percentage of people with adequate and safe water supply steadily rose since 1988 after the government launched the Water Supply, Sewerage and Sanitation Sector Master Plan, until the year 2000. By this year, about 78.5% of Filipino households already had access to safe drinking water compared to 73.7% in 1991.

2.2 Education Poverty

Filipinos have deep regard for education. Education occupies a central place in Philippine political, economic, social and cultural life. It has always been strongly viewed as a pillar of national development and a primary avenue for social and economic mobility. The 1987 Constitution likewise guarantees the right to education of every Filipino. It provided that, "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all." The Philippine education system includes both formal and non-formal education. The formal education is a sequential progression of academic schooling at three levels: elementary (grade school), secondary (high school) and tertiary (college and graduate levels). By structure, Philippine education is categorized either as basic (preschool, elementary and high school) or tertiary (college, graduate and technical/vocational).

One of the root causes of poverty is the lack of accessible quality education. Illiterate people have to accept a life of disadvantages, unable to take full part in society. In the Philippine education setting, overpopulated classroom is a common scenario that comes with other related issues such as limited number of rooms, teaching materials, equipment, books and its impact on the quality of learning.

Another relevant concern is the medium of instruction which is English (for subjects like Math, Science and English) and Filipino (for other subjects). There are more than 100 local languages used in the Philippines, such diversity in local languages poses real concerns in the subject comprehension of the learners. Students who would be more well-versed with their local languages have serious problems in fully comprehending their lessons which are taught in English or Filipino or as used in many books and various educational materials.

Poverty leads to lack of education and vice versa. The poor suffers from deprivation from quality education with issues of high dropout rate often due to reasons of prioritizing food rather than going to school. As a result, low literacy in the country proliferates poor job generation, unskilled labor workforce, and low rate of return on education at basic levels, underemployment and low income.

2.3 Healthcare Poverty

Access to public healthcare in the Philippines remains a contentious issue, particularly in rural areas. Although all Filipino nationals are entitled to healthcare through PhilHealth, not all medical procedures are covered by the scheme and medical expenses are often paid for by the individual patient. Six out of ten Filipinos who succumb to sickness die without ever seeing a doctor because they do not have sufficient money to pay for the hospital bills and doctor's fee. The poorest of the population should be the main users of government health facilities, yet these health facilities have suffered neglect due to the inadequacy of health budgets. Lower levels of care were bypassed even for simple primary cases because of deteriorating quality, lack of human resources, medical equipment and medicines.

This is particularly disadvantageous to the poor who need the services the most. The Philippines has an inadequate sanitation situation that can lead to a serious problem. Without access to improved sanitation, children and their families are at much greater risk of contracting waterborne diseases, which kill many people every year. According to a 2005 report published by the United Nations' Department of Economic and Social Affairs, around 25 Filipinos die every day from diarrhea caused by poor water sanitation. In poverty-stricken communities, outbreaks of waterborne diseases are common, and for many families, seeking even basic health care can be prohibitively expensive.

The issues and challenges that face the Philippine government are weak sanitation governance; inequitable access to basic sanitation facilities and sewerage and seepage management services; low investment and financing; lack of awareness of the value of sanitation and its services; and improper, inadequate, ill-maintained facilities. Poor families do not have access to sanitation facilities due to their location. Some of them live in densely populated slums or some do not have a single penny to afford clean water or provide toilets and septic tanks.

2.4 Housing Poverty

As in other Asian countries, housing situation in the Philippines is characterized by the emergence of continuing demand for affordable housing units in response to the increasing population and household size, both in urban and rural areas. Slum population is also increasing at an annual rate of 3.5 per cent compared to an urban population growth rate of 2.3 per cent from 2000 to 2006.

Slums are characterized by poor sanitation, overcrowded and crude habitation, inadequate water supply, hazardous location and insecurity of tenure. The people living in slums are highly vulnerable to different forms of risks – both natural and man-made. Their living conditions depict poverty in terms of both inadequate incomes and environmental deprivation. Because of poverty, affordability poses a challenge due to such factors as low income levels, inadequate supply of desired units and limited accessibility to housing finance packages. Housing need for the period of 2007 to 2016 is estimated at 7,552,409 units, which is admittedly huge and far greater than what the government can respond to by itself. This total consisted of 3.9 million units comprising of future housing needs resulting from population growth; plus some 1.3 million in housing backlog, consisting of housing needs for the homeless (e.g. living in caves, under the bridge, in agricultural/industrial/commercial buildings, push carts, and streets) dilapidated or condemned housing units, marginal housing and double-up households in acceptable housing units; and some estimated allowances for inventory losses.

Lack of electricity access in the Philippines is much greater in rural areas than in urban areas. Over 16 million of Filipino citizens do not have electricity. Access to the internet belongs only to the privileged few. The main problem in the Philippines is the price difference of power rates and lack of budget to provide modern energy services.

3.0 DIFFERENT ANTI-POVERTY PROGRAMS

This paper comprehensively analyzes the causes of poverty and recommends ways to accelerate poverty reduction and achieve more inclusive growth. In the immediate and short term, there is a need to enhance government's poverty reduction strategy and involve key sectors for a collective and coordinated response to the problem. In the medium and long term, the government should continue to pursue key economic reforms for sustained and inclusive growth.

The government of the Philippines has singled out poverty reduction as one of its highest priorities. Under the MTPDP, 2001-2010, the four major thrusts addressed to fight the war against poverty consists of the following: (a) ensuring macroeconomic stability with equitable growth by means of supporting rural enterprises and cooperatives; (b) enhancing competitiveness in the industry and services sector; (c) implementing regional development programs and targeted social development programs, including population management; and (d) monitoring poverty.

The policy prioritizes the need for vigorous support for micro, small and medium enterprises and agribusinesses, because of the following reasons:

- a. They are the most efficient generators of jobs in terms of jobs-to-investment ratio
- b. They modernize agriculture and fisheries sector such as providing farmers and indigenous people with greater access to land, credit and technology, lessening exploitation of farmers and fisheries and constructing more roads connecting farmers to markets
- c. They pursue comprehensive human development and protecting the vulnerable such as women, children and elderly
- d. They ensure good governance and rule of law

Today, the Aquino Administration's strategy in fighting poverty is to empower the poor and the marginalized segments of society. This means providing a "life vest" to those currently drowning in extreme poverty through social protection interventions. At the same time, fighting poverty also means investing in people's capacity to participate meaningfully in the economy, access gainful livelihood and improve the quality of their lives.

Projects implemented against poverty include the following:

- (a) Conditional Cash Transfer (CCT) programs aim to reduce poverty by making welfare programs conditional upon the receivers' actions. The government (or a charity) only transfers the money to persons who meet certain criteria. These criteria may include enrolling children into public schools, getting regular check-ups at the doctor's office, receiving vaccinations, or the like. CCTs are unique in seeking to help the current generation in poverty, as well as breaking the cycle of poverty for the next through the development of human capital. Pantawid Pamilyang Pilipino Program or 4Ps (formerly Ahon Pamilyang Pilipino) is an example of this. It aims to eradicate extreme poverty in the Philippines by investing in health and education particularly in ages 0 to 14.[2] It is patterned after programs in other developing countries like Brazil (Bolsa Familia) and Mexico (Oportunidades).[3] The 4Ps program now operates in 17 regions, 79 provinces and 1,484 municipalities and 143 key cities covering 4,090,667 household beneficiaries as of 25 June 2014. It rescues the extreme poor who are drowning in poverty through social protection packages that are their life vests. KALAHI-CIDSS-KKB program provides funding support and technical assistance to various local government units based on community prioritization of menu projects, such as potable water systems, foot paths, bridges, roads, health facilities, day-care centers and classrooms.

The Social Pension for Indigent Senior Citizens and Supplemental Feeding program was initiated to address hunger and malnutrition among poor children.

- (b) Quality Education programs is receiving the highest budgetary allocation not only for classrooms and teachers but also on better delivery system like the implementation of K-12 Basic Education Program. The objective of the program is to be able to produce more productive and responsible citizens equipped with the essential competencies and skills for both life-long learning and employment. Other programs include universal kindergarten, more teachers, learning materials and better instruction, Expanded Government Assistance to Students and Teachers in Private Education (GASTPE), science education and more scholarships in higher education and technical vocational learning.
- (c) Public Healthcare that gives health insurance coverage, more nurses, more accessible healthcare facilities and affordable medicines and services
- (d) Investments in improving quality of life (affordable housing, agrarian reform, potable water and rural electrification)
- (e) National Household Targeting System that ensures the resources go directly to the poor, indigent household and other families' vulnerable situations
- (f) Provide better quality and more access to economic opportunities by reducing poverty incidence to 16% in order to meet the MDG

Since education is considered the key to effective development strategies, technical and vocational education and training (TVET) must be the master key that alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development. The challenge is to transform young people in completing primary and lower secondary education into workers with the knowledge, skills and attitudes to be adaptable, flexible and competitive. The goals of TVET Programs in eradicating poverty in the society are as follows:

- (1) Many TVET programs are centered on the transmission of restoring and repairing skills. This leads to a longer lifespan of materials, and thus less waste.
- (2) The concern of TVET with innovation and more efficient work practices entails the development of techniques that have less or even a positive impact on the environment.
- (3) Community autonomy implies a reduced need for transport of goods, reducing energy usage and thus pollution. The main concern of the education programmes is to equip learners for full participation in society as productive and engaged citizens and prepare them for the world of work.

Moreover, TVET skills linked with entrepreneurship training is a promising path to empowering individuals to escape the trap of poverty. In the absence of wage employment, young people with vocational skills must set up their own small businesses that provide services that their communities need. This is also expected to have the beneficial effect of cranking up the local economy from within instead of creating a culture of dependence on external assistance. In rural communities, TVET graduates have the ability to add value to agricultural products and traditional arts and crafts. This way, they can contribute to preserving the culture and traditions of those communities and reduce migration to urban centres.

TESDA has a P700-million fund for its training-for-work scholarship program for more than 30,000 students. To ensure the employability of graduates, the courses offered are based on key employment generators identified by the Department of Labor and Employment (DOLE). Because of the education for all project, TESDA has several scholarship programs that serve as an equity and access by providing direct financial assistance to deserving TVET enrollees across all regions in the country.

1. *The Private Education Student Financial Assistance (PESFA)*

The program aims to extend financial assistance to marginalized but deserving students in technical-vocational education and training (TVET) courses

2. *Training for Work Scholarship Program (TWSP)*

A financial assistance to trainees/jobseekers through appropriate training programs aligned with existing jobs for immediate employment

3. *Cash for Training Project (CATP)*

A program of TESDA and DSWD to assist disadvantaged youth by giving them skills and entrepreneurship training with tool kits for them to start their own business. DSWD provides the financial assistance and TESDA manages the skills training provision for the beneficiaries. Overall objective of the program is to put the beneficiaries into gainful employment or assist them in starting their own business.

4. *Career Guidance and Assistance Program Youth Profiling for Starring Careers (YP4SC)*

A multi-component career guidance system to assess aptitude and job interest designed to help in choosing the right career

5. *Trainers Methodology Course (TMC)*

A training program for technical trainers purposely implemented to enhance the adoption of competency-based training delivery

6. *National TVET Trainers Certificate*

A program implemented to enhance the qualification level of a technical trainer to deliver the right system of evaluating the competencies of individuals. Graduates of the program shall qualify to serve as trainers and competency assessors along their line of specialization.

7. *TESDA Specialista Technopreneurship Program (TSTP) –*

A program designed to develop a fully trained and certified “TESDA Specialista” who will respond to the demand for services by the household and community, to provide alternative job opportunities for TESDA graduates, to augment family income and to develop good values and behaviors

Aside from the scholarships and assistance given by TESDA, there are programs that are really accessible to all:

1. School-based programs in which individuals can enroll in post-secondary courses that is not exceeding in three years
2. Community-based Training for Enterprise Development programs with a mission of helping the poor get into productive undertakings to help themselves and their communities
3. Center-based programs where individuals meet the demands of the economy and be part of the trained manpower in order to seek employment
4. Enterprise-based program where the training is in partnership with the industry’s organization management scheme

The provision of a broad perspective of TVET is inevitable in fostering lifelong learning. As the student learns basic knowledge, skills and attitude, the learning will take place as he/she applies it in his/her daily lives. It raises the fact that vocational training education systems are able to meet the enormous demands of the country because of the well-trained workers who quickly acquired the skills to meet the challenges of knowledge-based and market-driven economies as what TVET’s primary goal means.

Today, The Philippines is committed to the attainment of the Millennium Development Goals (MDGs) and TESDA is one of its best partners in attaining the ultimate objective of poverty reduction in the Philippines. To eradicate extreme poverty and hunger especially in achieving full and productive employment and decent work for all, including women and young people, the TWSP and C4TP are vital programs provided for the poor.

In addition, in eradicating poverty incidence, TESDA always sees to it that every program will make a difference in the lives of the poor Filipino by means of using the relevant skills they have learned and acquired. No meaningful poverty alleviation can be achieved by any nation without effective and efficient technical and vocational education system programs, since the level of development in a country is often considered to be an offshoot of the nature of her educational programmes and system.

4.0 RECOMMENDATIONS

TVET as an agent of eradicating poverty in the Philippines must look for more industry linkages for the graduates to find gainful employment and pursue entrepreneurship to improve their quality of life. We need innovative and inspiring leadership to create an army of stakeholders and other force multipliers in order for TESDA to sustain its programs to develop Filipinos with competence and life skills to pursue economic development.

1. TVET must focus on quality improvement, enhance linkages with the industry, deeply train our industry coordinators for them to become more adept at what they are doing, and strengthen labor market information system.
2. Expand the capability of training delivery and assessment services to facilitate implementation of programs. Focus on areas with higher demand for employment such as tourism, information

and communication technology, construction, automotive and metals and engineering. Other areas with high linkage to tourism should be attended to like agriculture and fisheries, land transport, and small manufacturers especially handicrafts and infrastructures.

3. Develop labor market specialist and career specialist. Specialists are needed to advocate, establish linkages with the industry to give emphasis to employment generation and perhaps double as career guidance counsellors and include values enhancement that is focused at work to improve the behavior and attitude of the graduates.
4. Self-employment or entrepreneurship and provision of start-up capital and equipment should be vigorously pursued.

Through giving quality education, access to health care, water and sanitation, economic security and child participation, the cycle of poverty can surely be ended and broken. Through these endeavors, the Philippines now have a chance to eradicate poverty.



Plenary Session 4 D





Country Paper: Sri Lanka

Mr. A.M.R.R Abeykoon

Deputy Director
Academic Affairs
Department of Technical Education and Training
Colombo, Sri Lanka
Email: Ravindra.abeykoon@gmail.com

Mr. S.S. Dissanayake

Director
Research and Development
Department of Technical Education and Training
Colombo, Sri Lanka
Email: dtetrandd@gmail.com

“Even if Sri Lanka has implemented various poverty alleviation programs for the last several decades, the incidence of poverty still exists. Thus, any poverty reduction policy should try to make an environment where the poor people can meet their basic needs for fulfilling a normal life pattern leading to a long, healthy life with a decent standard of living.” Samurdhi program” is a major effort introduced by the previous government of Sri Lanka, aiming at ensuring the country’s prosperity through poverty reduction, job creation and development of human resources among the poor. Since 1996, this program is considered as one of the major national development policies of the country.

Sri Lanka is well-poised to significantly accelerate human development over the coming years, while making use of emerging opportunities and contending with existing challenges. Despite the three-decade war, the 2004 tsunami and the impact of the global recession, the country has achieved middle-income status and is on track to achieving the Millennium Development Goal (MDG) of halving poverty by 2015. However, variations exist at the regional level and between different socio-economic groups. Uva, Central and Sabaragamuwa provinces, in particular, which include many of the plantations, still suffer from dire poverty, hunger and malnutrition. The paper further discusses in detail the progress made by the country in this aspect.”

1.0 INTRODUCTION

Poverty in developing countries, if not addressed urgently, could be regarded as a violation of human rights and a denial of the most basic needs of the poor. Poverty means the inability of an individual to secure the most basic human needs. Poverty measured by income or expenditure is one key dimension of poverty in which people are considered poor if their living standard falls below the poverty line. Another dimension may be related to the UNDP, which developed Human Poverty Index (HPI) that focuses on several elements namely, longevity, knowledge, and decent standard of living. Poverty reduction has now become one of the millennium development goals in the development discourse. How to reduce poverty is the most pressing issue of the development community, and Sri Lanka is no exception.

The poverty head count ratio has been declining in years as many programs to eradicate poverty have taken place with the patronage of government of Sri Lanka as well as NGOs and INGOs. It is apparent that the initiative of the task focuses on strengthening the vulnerable groups through enhancing their economic potentials other than subsidizing them. Subsidizing the marginalized was the major aspect

at the early stages of poverty alleviation in the country, Perspective of the work has changed gradually towards empowering the deprived community groups. Nevertheless, seeking new dimensions on empowering the community has been significant through the age. The policy decision on empowering the youth for poverty alleviation is referred mainly to Technical and Vocational Education and Training (TVET), because it creates skilled labor that can be utilized in both domestic and global arena as far as employment is concerned. Moreover, this will pave the way for foreign currency inflow to the country which is essential for economic growth amid reducing unemployment.

Table 1: Facts on Sri Lanka

Population	20.3 million
Area	65,610 Sq. Km
Poverty Rate (2009/10)	8.9%
Per capita income	USD 2,399
Human Development Index (2012)	0.715 (2012)
Human Development Index (1990)	0.608 (1990)
Literacy Rate (2003 est)	92.7% (Source: govt.lk)
Life expectancy at birth in years (2012)	75.1 (Source: HDR 2013)
Mean years of schooling (2010)	9.3 (Source: HDR 2013)
Expected years of schooling (2011)	12.7 (Source: HDR 2013)
Gender Inequality Index	0.4 (Source: HDR 2013)
Unemployment rate	4.9%
Female seats in national parliament (2012)	5.8% (Source: HDR 2013)
Multidimensional Poverty Index (2003)	0.02% (Source: HDR 2013)
Population in multidimensional Poverty	5.3% (Source: HDR 2013)

2.0 CHALLENGES

Although Sri Lanka is on track towards achieving the MDGs, the country still faces many challenges. It has persistent disparities across regions and between social groups also highlighted in the 2012 National Human Development Report. Uva, Central and Sabaragamuwa provinces, in particular, which include many of the plantations, still suffer from high levels of poverty, hunger and malnutrition. Therefore, improvements are necessary at the sub-national levels. Otherwise, inequality will remain a major factor holding back continued human development.

Table 2: Poverty head count index, number of poor population and contribution to total poverty by sector, province and district—2012/13 Sector/ Province

SECTOR/ PROVINCE		POVERTY HEAD COUNT INDEX (%)	NUMBER OF POOR POPULATION (000)	CONTRIBUTION TO TOTAL POVERTY (%)
Sri Lanka		6.7	1,339	100.0
Sector	Urban	2.1	75	5.6
	Rural	7.6	1,163	86.8
	Estate	10.9	101	7.6
Province	Western	2.0	116	8.6

SECTOR/ PROVINCE	POVERTY HEAD COUNT INDEX (%)	NUMBER OF POOR POPULATION (000)	CONTRIBUTION TO TOTAL POVERTY (%)
Central	6.6	166	12.4
Southern	7.7	188	14
Northern	10.9	114	8.5
Eastern	11.0	169	12.6
North western	6.0	140	10.5
North central	7.3	89	6.7
Uva	15.4	190	14.2
Sabaragamuwa	8.8	167	12.5

Source; News bulletin, National Census Department of Sri Lanka

Sri Lanka's achievements in health and education are remarkable, yet sub-national disparities are present in these sectors. Key health issues encompass poor nutrition, along with the need to improve good quality and comprehensive health services in deprived locations and reorganize the health system to respond to non-communicable and other emerging diseases. In addition, addressing the special health needs of the elderly, disabled persons, and people in conflict-affected areas remain a challenge.

On the education front, access to basic education for the most deprived population groups need to be increased, while there is also a need to improve the quality and relevance of tertiary education and vocational training and prepare workers with advanced skills set that a competitive economy demands.

Employment challenges include mismatches between the competencies of graduates and the demands of the labor market. High unemployment prevailed among young people, women and the educated in general. Heavy dependence on agriculture for employment continues especially outside the western province even as agricultural productivity remains low.

3.0 DIFFERENT ANTI-POVERTY PROGRAMS AND THE ROLE OF TVET

3.1 Janasaviya Program

The Janasaviya Program was therefore introduced to resolve the problem of poverty and together with it, two additional programs, one of public education and the other of health education (Suva Saviya), were introduced. The implementation of the Janasaviya Program (JSP) was planned so as to subject its implementation to several separate and distinct stages. Each stage or phase consisted of a specific set of program. Phase I, which was planned to take place on one single day, namely 29th June 1989 - throughout the island - dealt with the distribution of Janasaviya entitlement certificates to all those who have been receiving food stamps. The Janasaviya entitlement certificates were given to every food stamp recipient; a total of 2.3 million in number, out of a total population of 16 million.

At the core of the Janasaviya Program was a payment of 2,500 rupees per month, per family for a total period of 24 months. Of that payment, 1,042 rupees was credited to a compulsory savings account in the name of each recipient family. This amount was credited under the names of the husband and wife of the family to an account at the National Savings Bank. If there was no husband in the family, then it was credited under the name of the head of the household. That amount was allowed to accumulate each month which, at the end of the 24 month period, would provide the Janasaviya recipient family with a sum of 25,000 rupees.

It cannot be denied that rapid and continuous macroeconomic growth is a necessary strategy to reduce poverty. However, countries experiencing such growth have had mixed results in achieving this objective in the absence of other strategies to ensure equitable distribution of the benefits of growth. While some countries do have success stories to relate, many others show ample evidence that macroeconomic growth has widened the gap between the haves and the have-nots, which led to the worsening position of the poor, indicating that macroeconomic growth alone has not been successful in alleviating poverty.

3.2 Gemidiriya Community Development and Livelihood Project

The Gemidiriya (village strength) Community Development and Livelihood Project were initiated in 2004 in response to the Sri Lankan government's Poverty Alleviation Strategy of 2003. The project is based on the community-driven development (CDD) model which aims to improve the livelihoods of rural communities through the formation of self-governed local institutions, so as to enable greater decision-making, resource mobilization, monitoring and evaluation of sustainable investments at the village-level. Currently, there are three states that initiated poverty alleviation and rural development schemes operating in Sri Lanka: Samurdhi, Gama Neguma and Gemidiriya. Gemidiriya has received funding from the World Bank for a period of 12 years, conditional upon its successful implementation. Gemidiriya presently covers 7 districts (Badulla, Ratnapura, Hambantota, Monaragala, Matara, Galle and Polonnaruwa) with implementation in 1,036 villages. This post will assess the efficacy of the Gemidiriya Project and examine its suitability as a model for future poverty alleviation schemes.

Backed by the Economic Development Ministry, the new program is titled 'Divi Neguma'. It aims to increase production in domestic economic units countrywide in three areas, namely agriculture, industries, fisheries and dairy.

Given that the greatest need is for vegetables, the government is starting on the agriculture phase initially. It will be followed by the second and third phases focusing on industries and fisheries and dairy respectively. However, a clear timeline for the commencement of phase two and three have not been outlined. For dairy farming and industries, the government has promised livestock and loan schemes as capital investments, while promises have been made to negotiate with state banks to provide larger loans for eligible applicants under 'Divi Neguma'.

The implementation of Samurdhi program has made a direct impact on reducing poverty. At the inception of the Samurdhi movement, the country's poverty level was 28.6 percent in 1993. This percentage had been reduced to 15.2 percent by the end of 2007 due to the successful poverty alleviation mechanism launched by the Samurdhi movement. A large number of Samurdhi beneficiary families who have been economically empowered owing to various livelihood development projects introduced by the SLSA have returned their Samurdhi subsidy to the government.

The number of Samurdhi beneficiary families has decreased as they have been able to stand on their own feet due to the assistance provided by the Samurdhi movement. It has achieved steady progress during the past few years. Nearly 1.7 million low income families are being given the Samurdhi subsidy. The amount of Samurdhi subsidy granted is different based on the economic condition and the number of members in a given Samurdhi beneficiary family.

Through various income-generation programs and credit facilities granted by Samurdhi banks, the Samurdhi movement has provided a helping hand to Samurdhi beneficiaries to alleviate poverty. The Samurdhi program has graduated to a movement that has won the hearts of the poor all over the country.

3.3 Self-Employment Promotion Initiative Loan Scheme (SEPI)

The Self-Employment Promotion Initiative Loan Scheme (SEPI) covers all operational districts in the island. It establishes areas for which credit is provided and provides support to projects that encourage self-employment in areas of electrical and electronics, textile and other technically viable sectors that are eligible for financing.

The proponents of eligible projects should possess the following characteristics:

- Borrowers should be between the ages of 18 to 65 years
- Should have completed vocational training course conducted by training institutions registered under ministry of skills development (MYSD) and an entrepreneurship skills development program under a reputable vocational training institute
- Should have a suitable location for the proposed enterprise
- Should be able to submit a basic business plan for review and approval of the bank
- Preference will be given to trained women who will receive funds from SEPI Loan Scheme
- Interest Rate 9%
- Maximum Loan Amount Rs. 500,000/-
- Repayment period including the grace period of maximum of 8 months is 4 years.

Table 3: Details of projects completed under the purview of DTET in the last decade.

	PROJECT	DURATION	GRANT/ LOAN	PROJECT COST (MILLIONS)	ATTAINMENT OF PROJECT OBJECTIVES
01	Skills Development Project (All TCs)	2002-2006	Loan (ADB)	\$ 68	<ul style="list-style-type: none"> • Development of the framework for Competency Based Training • Development of CBT curricular • HR development for CBT conduction • Initiation of NVQ system • Initiation of QMS
02	Japan-SriLanka College of Technology (CoT, Colombo)	2005-2010	Grant (JICA)	\$ 5	<ul style="list-style-type: none"> • Development of mechatronics, welding, ICT for NVQ levels 5-6 with workshop renovation, equipments and HR development • HRD for career guidance
03	Upgrading CoT, Jaffna	2005-2010	Grant (KOICA)	\$ 2.3	<ul style="list-style-type: none"> • Development of automobile, mechanical, ICT, electronics for NVQ levels 5-6 with workshop renovation, equipment and HR development
04	Technical Education Development Project (Anuradhapura, Badulla, Colombo, Kandy, Kurunegala, Ratnapura)	2006-2011	Loan (ADB)	\$ 22	<ul style="list-style-type: none"> • Development of 6 CoTs for NVQ levels 5-6 with workshop renovation, equipment, HR development and providing of 6 busses. • Implementation of NVQ system • Implementation of QMS • Establishment of UNIVOTEC

	PROJECT	DURATION	GRANT/ LOAN	PROJECT COST (MILLIONS)	ATTAINMENT OF PROJECT OBJECTIVES
05	Renovation of Tsunami affected Vocational training centers (Homagama, Kalutara, Balapitiya, Galle, Matara, Beliatta, Weerawila, Ampara, Sammanthurai, Batticaloa, Trincomalee)	2006-2009	Grant (GTZ)	€ 10	<ul style="list-style-type: none"> • Construction of new buildings, renovation of class rooms and workshops • Providing of machinery and equipment • HRD • Development of telecommunication technology, mechatronics and ICT for NVQ levels 5-6 in Galle. • Development of Automobile technology for NVQ 5-6 in Ampara. • Providing of 14 vehicles
06	Upgrading of automobile centers in five technical colleges	2013-2015	Grant (KOICA)	\$5	<ul style="list-style-type: none"> • Construction of new buildings, renovation of class rooms and workshops • Providing of machinery and equipments • HRD • Development of curricular
07	Skills sector development program	2013-2020	Loan (ADB/WB)	\$90	<ul style="list-style-type: none"> • Implementation of QMS • MIS • Construction of new buildings, renovation of class rooms and workshops • Providing of machinery and equipments

4.0 SKILLS DEVELOPMENT PROJECT/ TECHNICAL EDUCATION DEVELOPMENT PROJECT/ SKILLS SECTOR DEVELOPMENT PROGRAM

To assist the promotion of income generating activities for youths trained under the technical and vocational training institutions.

The multi-donor funded Skills Development Project/Technical Education Development Project led by the Asian Development Bank substantially contributed to the implementation of reforms in TEVT. The main contributions of the project are briefly explained in the following sections.

- Improving technical education and training programs through quality inputs as below, especially in underprivileged areas in Sri Lanka
 - Modernizing secondary education to align with post secondary level technical education and training programs
 - Conducting teacher training programs
 - Advancing training for self-employment and focus on practical skills

- Developing skill standards, curricula and competency-based training (CBT)
 - Self-Employment Promotion Initiative (SEPI)
 - Determining Future directions of TEVT
 - Establishing National Vocational Qualification (NVQ) framework
 - Granting incentives to the private sector to train and employ
 - Delivering post-training work experience
- Creating a demand-driven Technical Education and Training system that focuses on skilled job orientation and lifelong learning
 - Developing advanced learning systems and improving quality
 - Focusing on improving the quality of technical education
 - Involving the private sector in technical education investment, particularly at the tertiary and vocational levels
 - Incorporating IT into technical education and increasing the quality of teaching
 - Eliminating low test pass rates and lack of relevant skills among students, which will give them little opportunities in the workforce
 - Modernization and diversification of the curriculum at the primary and secondary school levels that will make significant impact on vocational education system
 - Making constitutional amendments to improve the incentives to teach that are not currently motivational
 - Implement necessary changes to the current tertiary system that has been unable to match with the market needs

It has been identified that there is a potential to strengthen these families financially through vocational training towards employment. Both public and private sectors are in need of recruiting skilled workers for their ceaseless operations inbound and outbound. Further, it is observed that some of the technical and vocational streams are having massive demand due to lack of skilled labor for those areas such as electrical, plumbing, welding and machine operation. Moreover, thousands of skilled workers can be accommodated within the public sector as it is dominating in the major utility sector by supplying electricity and water supplies. In addition, passenger transportation and ports operations have been identified as essential streams as well.

The following projects have been implemented in collaboration among four major public sector contributors for the national income and with the patronage of a leading technical training provider in Sri Lanka focusing to enhance living conditions of 100 families in each province, which are at most difficult economic situation among the deprived community.

Increasing employment has been determinant as the outcome of these projects and eradicating poverty as the impact. Thus, the project aims to provide technical and vocational training for 100 youths from low income families of each province, to be recruited as technicians for four public sector organizations every year. It also aims to enhance living conditions of rural poor people in every province by strengthening their economy.

The objective of the project is to train 900 youth from low income families under the streams of electrical, plumbing, welding and fitter machinist every year. It envisions to provide a permanent employment for above 900 in Ceylon Electricity Board, National Water Supply and Drainage Board, Ministry of Transport (Department of Railways and Central Transport Board) and Ports Authority.

4.1 Details

The program has existed for two years and was conducted in four top technical training institutions in each province. For the first year, it intends to train 900 people for all four streams and all will be recruited for the above organizations once they complete the training successfully. The training will be provided

by technical colleges in every province under the purview of the Department of Technical Education and Training. They have to work under probation period of another year in the organization that will recruit them.

4.2 Processes

a. Selection of Trainees

Selection of trainees from low income families will be done with the mediation of Divisional Secretaries of each province and with the recommendation of Grama Niladharies in those areas. On verification of the most suitable stream for each trainee, an aptitude test will be carried out.

b. Organizational Commitment

Several stakeholders have been identified on this project as the Government of Sri Lanka, Ceylon Electricity Board (CEB), National Water Supply and Drainage Board (NWSDB), Ministry of Transport (MoT), Department of Railways and Central Transport Board and Ports Authority (PA), Divisional Secretariats of Gomarankadawala, Morawewa and Eachchilampattu, Department of Technical Education and Training (DTET), members of 900 low income families and 900 trainees from all families.

The commitment of organizations that contributed for the project is so important in terms of all the processes. Development of curriculum should be done by the Department of Technical Education and Training with the purview of Ceylon Electricity Board, National water supply and drainage board, Ministry of Transport, Department of Railways and Central Transport Board and Ports Authority and as per their requisites of available positions for technicians.

Agreements should be imposed in between selectors of trainees, training providers and recruiters on the sustainability of the project. Agreements must endeavor for providing 20% - 30% of opportunities for female trainees if they are willing to join the project.

c. Conducting the Training

The responsibility of conducting the training rests upon the technical institutions under the purview of the Department of Technical Education and Training. Development of curricula for particular four streams will be done collaboratively with the institutions that are committing to recruit these trainees to fulfill their requisites to provide employment for these trainees.

d. Required Resources for Training

Human resources: There is no burden in the selection of trainers as there are plenty of qualified trainers available in aforementioned technical institutions to conduct courses in both Sinhala and Tamil medium, at no additional cost in their remunerations due to their permanency in public service.

Physical resources: A lot of consumables are needed for each stream, while equipment and tools are immensely needed. Apart from consumables for welding and fitter machinist programs, procuring of machinery will be more costly. Electrical and plumbing programs are not in need of machinery, only tools and consumables.

Financial resources: The estimated cost for machinery, equipment, tools and stipend for trainees will be financed by the donor agency.

e. Recruitment

Once the one year training has been completed, all participants will be recruited for employment by the four organizations as per the training that they have obtained. Their employment will be under a permanent category with a probation period of one year.

f. Evaluation Process

The existing living conditions of selected 900 low income families have been identified through a survey. The institute is expected to conduct another survey before the end of the second year of the project regarding the living conditions of the families trained and recruited for employment.

Country Paper: Thailand

Ms. Yuwaree Maneerat

Educator
Office of Vocational Education Commission (OVEC)
Bangkok, Thailand
Email: Kulmanee_yu@hotmail.com

Ms. Kuntima Sirithien

Human Resource Development Officer
Vocational Education Commission
Ministry of Education
Bangkok, Thailand
Email: kuntima11@gmail.com

“The Thai government made significant efforts to combat poverty in the rural areas for the past years. Some initiatives such as the “Fix-it” center were established to provide a substantial means of income generation to the poorest members of the community. In addition, TVET in Thailand ensures that significant reforms and projects that will fix the poverty problem are being carried out in all areas of the country. Significant improvements in education are being done to ensure that reforms are being carried out for all citizens of the country.

The paper explores on the functions, policies and updates embarked by the Office of Vocational Education Commission (OVEC) in eradicating poverty in the country through TVET. It explores the different initiatives, policies and projects that are being implemented particularly in the rural areas aimed at providing a lifelong business to the recipients that include the rural folk and the vocational education students. It is expected that with the implementation of these programs, poverty in the rural areas will be significantly reduced.”

1.0 THAILAND EDUCATION SYSTEM

The education system in Thailand is based on the 6-3-3 model. Thailand’s constitution guarantees its citizens twelve years of free education, with a minimum of nine years of school attendance being mandatory. Education is provided by both government and private schools through a functioning system of kindergartens, primary, lower secondary and upper secondary schools, numerous vocational colleges, and universities. The private sector is well developed and aids significantly in the provision of education in Thailand.

As a result of the Asian economic crisis, Thailand instituted major educational reforms in order to improve education and human resource development. Reforms included decentralization of education management and funding, as well as the creation of the Ministry of Education and other sub-organizations for oversight of education provision. These changes were significant in allowing Thai youth access to free education and quality education in rural areas.

1.1 General Structure of the Education System

The Ministry of Education (MOE) has the authority to manage and to promote education in any level and the important responsibilities are:

- 1) Providing quality education equally for everyone including children, youth, disabled and disadvantaged everywhere regardless of their location, whether they are in the cities, rural or outreach areas. Education is provided by public and private authorities.

- 2) Developing Thai students at vocational and higher education levels to become professionals equipped with diverse skills, competitive in global markets and able to live in a knowledge-based society.

1.2 Organizations of MOE

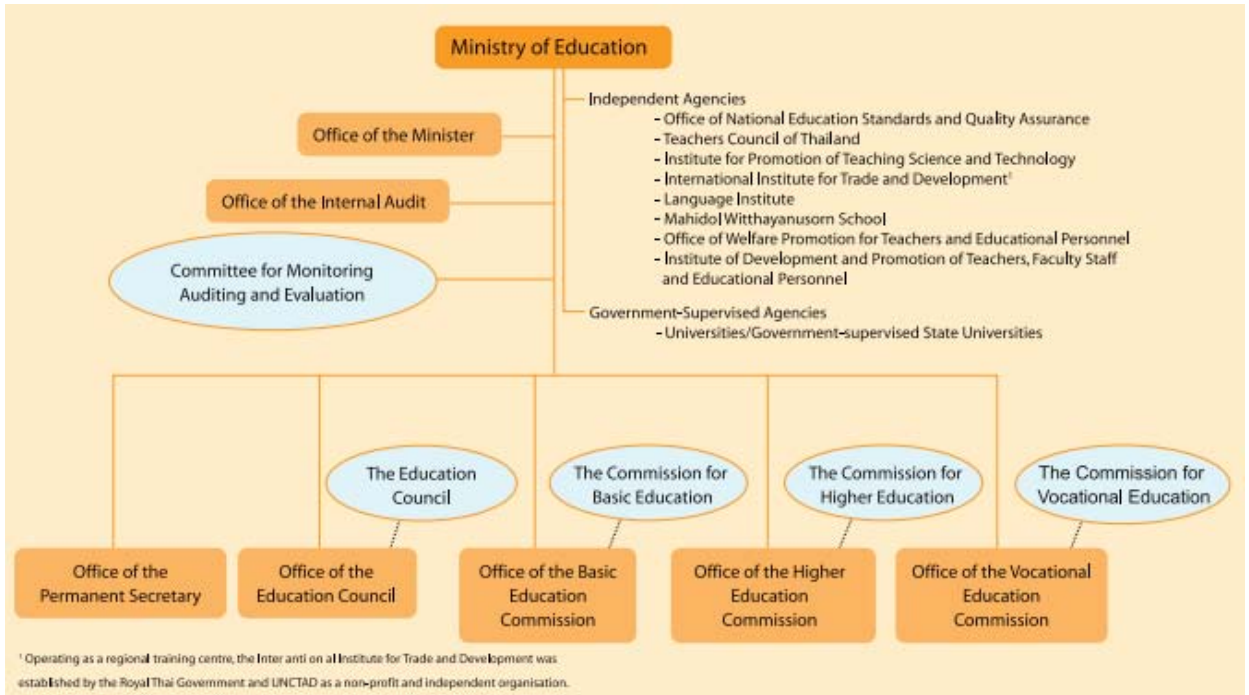


Figure 1: MOE Administrative and Organization Structure

Office of the Permanent Secretary for Education (OPSE)

OPSE is the main organization responsible for building students' capabilities to play a role in developing the nation for sustainability.

Office of the National Education Council (ONEC)

OEC is the main policy development organization for planning, setting national education standards and is also responsible for education research and assessment.

Office of the Basic Education Commission (OBEC)

OBEC coordinates the continuity of activities to achieve government policy for social development and also implements the policies of the Ministry of Education. OBEC assesses the results of activities implemented by all Educational Service Areas, which then leads to improvements in policy-based tasks. Its major role covers responsibilities in primary and secondary education.

Office of the Higher Education Commission (OHEC)

OHEC is responsible for education at both undergraduate and graduate education. OHEC has the authority to strategize, manage and promote higher education in accordance with the academic freedom and excellence of degree granting institutions.

Office of the Vocational Education Commission (OVEC)

OVEC is responsible for vocational education and professional lifelong learning. The provision of technical and vocational education and training is offered through the formal school system, in both the

basic and vocational education tracks in certificate, diploma and technology levels as well as through non-formal education opportunities, while occupational education is offered at primary school level as an elective, compulsory, or free elective course to provide students with practical experience and basic knowledge.

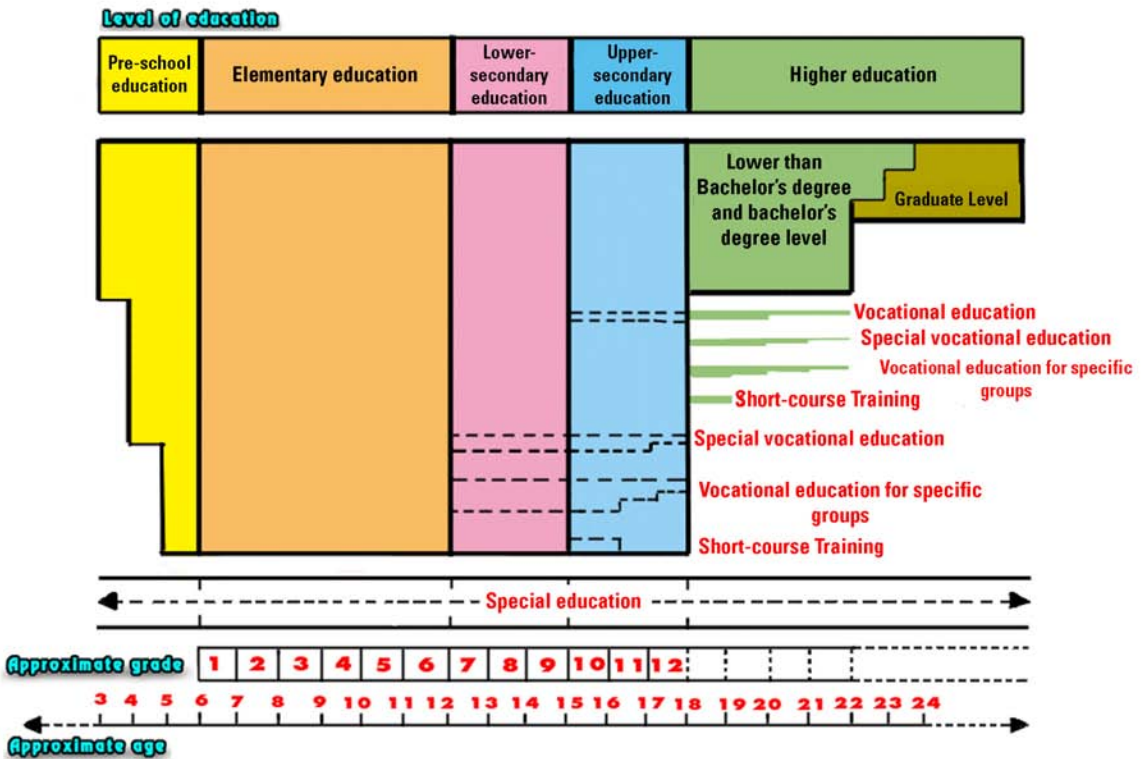


Figure 1: MOE Administrative and Organization Structure

1.3 Stages of the Education System

Pre-Primary Level

Public preschools are under the control of the MOE or Interior and Local Municipalities and serve children aged 3 to 6. Private preschools serving the same age group are under the supervision of Office of Private Education Commission (OPEC). There are three basic types of pre-primary education:

- 1) Child development centers
- 2) Preschool classes offered by private schools and public schools
- 3) Formal kindergarten education offered by private and public schools

Primary Level and Secondary Level

OBEC coordinates the continuity of activities to achieve government policy for social development and also implements the policies of the MOE. OBEC assesses the results of activities implemented by all Educational Service Areas, which then leads to improvements in policy-based tasks in basic education, which includes primary and secondary education.

Primary Level

Public primary schools service children between ages 6 to 12 overseen by MOE and Interior and Local Municipalities. OPEC governs the private primary schools. Despite primary education being compulsory, there are some children in remote rural areas and urban slums who are unable to attend primary school. Primary schools have a six year curriculum. Each school year is broken down into 40 weeks of instruction at 24 hours per week, which is equivalent to a total of 1,000 hours of instruction per year. Rather than specific individual courses, the curriculum focuses on five key competency areas. These areas are:

- 1) Basic skills group (Thai language and mathematics)
- 2) Life experiences (character development and work-oriented experiences)
- 3) Special experiences (grades 5 and 6 only)

Secondary Level

Secondary school provides education for children aged 12 to 18 and is split into three years of lower secondary (compulsory) aged 12 to 15, and three years of upper secondary (not compulsory) aged 15 to 18. OBEC along with local municipalities administer the public secondary schools. Private schools are under the supervision of OPEC. Students at the secondary level study for 1,400 hours per year. OBEC has established lower secondary programs in remote rural areas in order to expand educational opportunities for those in the lower socio-economic classes. The curriculum for both lower and upper secondary includes four basic elements:

- 1) Core subjects such as Thai, mathematics, science, and English which must be taken by all students
- 2) Prescribed elective subjects, which differ according to local conditions and needs
- 3) Free activities and elective subjects depending on the interests of learners

Alternative Programs for Upper Secondary

The upper secondary curriculum has been divided into two basic tracks:

- 1) General academic track under the supervision of OBEC and OPEC
- 2) Vocational Education Track (Vocational Education Certificate) under the supervision of OVEC

Higher Education

OHEC and OVEC have the authority to manage and to promote education in higher education. There are two kinds of the degrees:

- 1) Academic Track under the supervision by OHEC offers social sciences, sciences, technology degrees.
- 2) Vocational Track under the supervision by OVEC offers Practical Technology degrees.

There are public universities, autonomous universities, private higher education institutions and community colleges under the supervision of OHEC, and vocational education institutions under the supervision of OVEC.

Non-formal Education

Lifelong learning in Thailand has long been given priority to adult and non-formal education as a means of providing lifelong learning opportunities to the out of-school population. Initially aimed at literacy and primary levels, non-formal education services have expanded significantly into secondary and vocational levels. Strategies include: developing a range of life skills through distance learning, establishing workplace and community learning centers and promoting the joint sharing of resources with the formal school sector. In order to support the promotion of a lifelong learning culture in the

non-formal education sector, internet connections have been made increasingly accessible in rural areas and system improvements have been implemented to provide recognition of prior learning and facilitate credit transfer.

Informal Education

The vision of developing a learning society includes a clear need to promote the idea that learning can also take place outside the formal space of the classroom. Support for informal learning is reinforced by a network of 869 libraries at district and provincial levels, together with a network of 43 museums and 8,798 resource center. Educational television and radio programs providing direct teaching as well as enrichment activities are broadcast nationwide through satellite transmitted channels from the Royal Sponsored Project and MOE. In addition, every school is connected to the internet, with the aim of serving their local communities, and computer to student ratios are targeted to fall from 1:46 to 1:20.

2.0 TECHNICAL VOCATIONAL EDUCATION AND TRAINING IN THAILAND

OVEC is a leading organization for developing TVET policy and standards, allocating resources and coordinating projects for TVET promotion. OVEC is the main government body providing required TVET manpower to the labor market and self-employment, social services, and facilitates poverty alleviation. OVEC mandate are:

- 1) Provide the general public with access to technical and vocational education
- 2) Assess the demands of the labor markets and promote self-employment in accordance with social and economic development of the country
- 3) Produce and develop the vocational workforce in all professional levels
- 4) Implement and standardize quality vocational education management and administration
- 5) Promote research, innovation and technology development for a competitive market.

Referring to the important roles and responsibilities for TVET, OVEC drives TVET to strengthen the competency of TVET student to meet the market needs, country competitiveness, government economic policy and the ASEAN Economic Community (AEC) readiness in both area-based, cluster-based and also community needs of entrepreneurs.

TVET in Thailand is provided in three forms: normal programs, dual-vocational training (DVT) programs and non-formal programs.

There are three levels of vocational education are offered;

- 1) The certificate in vocational education, which is taken during the upper secondary period when student completes lower secondary
- 2) The diploma in vocational education taken when student completes certificate level
- 3) Higher education (technology degrees) taken when student completes diploma level

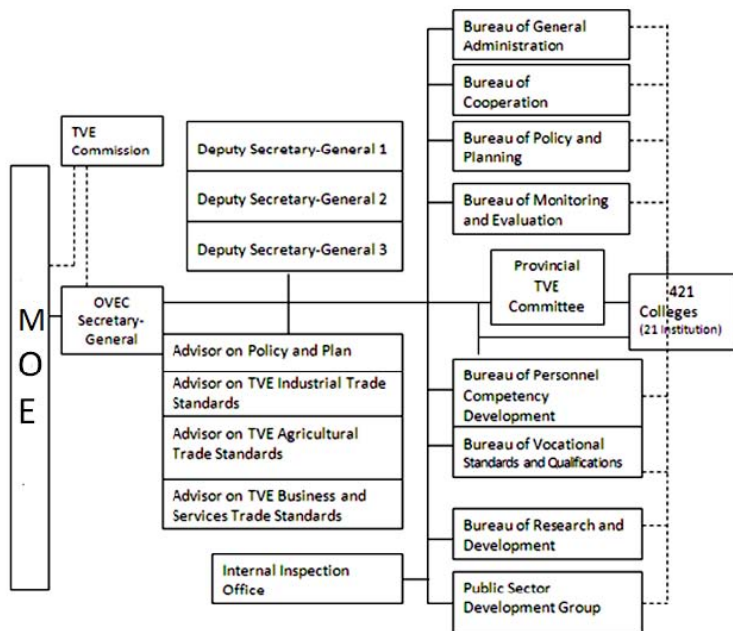


Figure 3: OVEC administrative and organization structure

At present there are two groups of vocational colleges and vocational education institutions under supervision of OVEC: 19 vocational education institutions consisting of 203 colleges, and 218 colleges directly under the supervision of OVEC. There are 427 private colleges under supervision of OPEC. All college groups award Certificate in Vocational Education and Diploma in Vocational Education across a wider range of subject areas: industrial, commerce and business management, art and craft, food and hospitality, agriculture, fishery, hotel and tourism, textile and ICT. The vocational education institutions award more programs of technology degrees.

To meet the manpower market needs, OVEC introduced Dual Vocational Training (DVT) programs involving on the job training in selected organizations in the private sector. Three levels of DVT are offered: the three-year certificate level, the two-year diploma and the two years of technology degree.

There are many types of TVET colleges covering any target group as listed below:

- 1) Specific colleges: Agriculture and Technology College, Fishery College, Commerce and Business Management College, Ship Building and Marine College, Hotel and Tourism College, Gold Smith College, Construction College, Science and Technology Based College.
- 2) Multi-functional colleges: Technical College, Vocational College, Technology and Management College, Industrial and Community College and Poly Technical College.

For ASEAN Readiness, OVEC added global programs in specific colleges and multi-functional college as EP Program and Mini Program, and strengthened cooperative TVET Programs with ASEAN member countries.

Table 1: Education Information on the year 2013

EDUCATION INFORMATION ON THE YEAR 2013		UNIT	STATISTIC
1	Number of Student of Formal School and Non Formal School	student	13,606,743 2,650,630
1.1	Pre-Elementary Education	student	13,606,743
1.2	Elementary Education	2,650,630	
1.3	Secondary Education		1,749,196
	- Lower Secondary Education	966,462	
	- Upper Secondary Education		4,905,460
1.4	Higher Education	191,151	
	- Undergraduate Degree and below		
	- Graduate Degrees		2,391,390
2	Number of Education Personnel	622,693	
2.1	Office of the Basic Education Commission		2,144,118
2.2	Office of the Private Education Commission	870,324	
2.3	Office of the Vocational Education Commission		
2.4	Office of the Higher Education Commission		2,186,822
2.5	Office of the Non Formal and Informal Education	-	
3	Student Proportion in Public Institution and Private Institution		229,757
3.1	Pre-Elementary Education	-	
3.2	Elementary Education	teacher	854,512
3.3	Secondary Education		512,086
	- Lower Secondary Education		98,564

EDUCATION INFORMATION ON THE YEAR 2013		UNIT	STATISTIC
	- Upper secondary education		39,865
	General Education Track		186,214
	Vocational Education Track		17,783
3.4	Higher Education	%	81 : 19
	Vocational Education Track		67 : 33
	Undergraduate and higher		81 : 19
4	Student Proportion in General Academic Track and Vocational Education Track of Upper secondary education		
5	Vocational Education Student Enrolment		88 : 12
5.1	Certificate in Vocational Education		83 : 17
5.2	Diploma in Vocational Education		89 : 11
6	Number of Vocational Students divided by programs		71 : 29
6.1	Industrial Trades and Industrial Technology		88 : 12
6.2	Commerce and Business Administration		79 : 21
6.3	Arts and Crafts Technology		90 : 10
6.4	Home Economics	%	66 : 34
6.5	Agricultural	student	1,003,649
6.6	Fishery		691571
6.7	Information Technology		312078
6.8	Tourism Industry & Hospitality		25,387
6.9	Textile Industry		260
6.10	Others		29,422
7	Vocational Education Students Drop out Rate	%	5
8	Employment of Graduates Situation	%	
8.1	Certificate in Vocational Education		
	- Further Study		83.59
	- Employee		12.49
	- Unemployed		3.92
8.2	Diploma in Vocational Education		
	- Further Study		56.81
	- Employee		34.78
	- Unemployed		8.41

4.0 OVEC THAILAND: PROJECT IMPLEMENTATION TO PROMOTE EMPLOYABILITY, ENTREPRENEURSHIPS AND POVERTY ALLEVIATION

4.1 Background

The duty and mission of the Office of the Vocational Education Commission (OVEC) is to provide and promote quality and standards of Thai Vocational Education (TVE) to produce graduates

for employability and self-employment. Aside from those, the role of OVEC is a driving force in implementing the policies of the government and Ministry of Education on the alleviation of poverty especially people in the rural areas.

For poverty eradication, OVEC generate and implement effective projects by using Technical and Vocational Education and training (TVET) to upgrade the core and functional competencies of students at the same time.

4.2 Important Projects and Activities for Employability

4.2.1 For Vocational Students

Program of Education:

- 1) Vocational Certificate – a curriculum provided for those who graduate from a secondary school. This curriculum aims to produce and develop manpower skills.
- 2) Diploma Certificate – a curriculum provided for those who graduate from vocational certificate or high school. This curriculum aims to produce and develop the professional skills of manpower.
- 3) Higher Diploma in Technical Education equivalent to Bachelor’s Degree – provided for those who finish the diploma in vocational education. This aims to produce a professional teacher.
- 4) Bachelor’s Degree in Technology or Operation – a curriculum designed for those who finish the diploma in vocational education and continue the study further for two years.

4.2.2 For Adults/Disadvantaged Groups:

OVEC expanded vocational education to different target groups such as in basic education schools and other groups of people, namely, the disabled, workforce, the aged, women and others. It provides short training courses and career expo, community repair center, equivalence testing; promotes knowledge transfer as well as experience and skill development (both skill upgrading and re-skilling); introduces vocational education in the remand homes, prisons, military camps, and local government centers.

Type of Courses

- Career development and special training – a curriculum provided to learners of all education levels. The course takes 6 to 225 hours.
- 108 careers curriculum takes 1 to 4 hours and is open occasionally.

4.2.2: Provide Learning and Teaching Specifically to the Area and Overall Levels According to the Program Requirements

This endeavor produces and develops manpower to match both the labor market needs and the government policy, and increase national competitiveness by providing vocational education in special fields such as petrochemicals, next generation agriculture, Thai Food to World, renewable energy, logistics/high speed train, jewelry, vehicle, electricity, electronics and tourism/hotel.

4.2.3. Prepare Learners for The ASEAN Community

For the upcoming ASEAN integration, OVEC increased the number of the education institutions, English Program (EP) and Mini English Program (MEP) in all provinces by using curriculum/foreign learning media, promoting training aboard or in foreign companies and domestic companies, upgrading the professional English skills and the languages of trading partners, and setting up a sister school in all countries in ASEAN.

4.3 Important Projects and Activities for Entrepreneurship

OVEC has implemented this activity to foster entrepreneurship or self-employment of TVE students. The aims of this project are as follows:

- Creating chains of business partnership to support OVEC program
- Providing information in business opportunity
- Establishing Incubator Training Centers in colleges/institutes
- Developing capacity of staff, and building capacity of students
- Changing teaching, learning and assessing methodologies
- Developing pilot project on “One College, One Business”

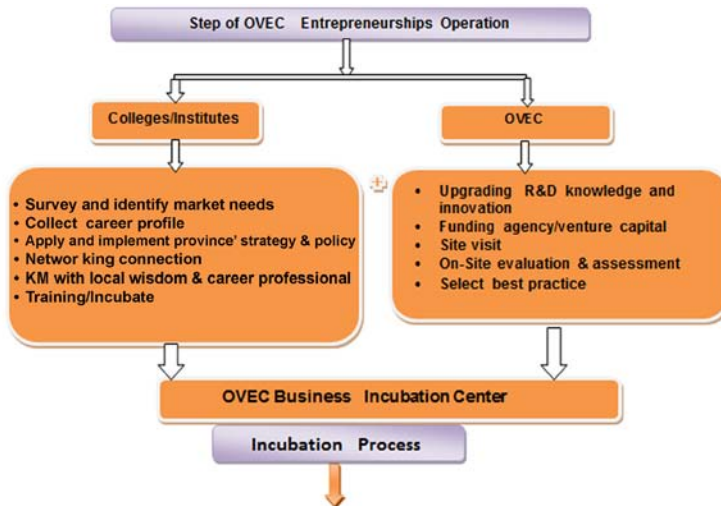


Figure 4: Steps of OVEC Entrepreneurship Operation



Figure 5: Incubation Process

Each college/Institute under OVEC established Incubator Training Centers and provided common service and advanced media/books, workshop materials, and learning equipment sufficiently.

The students who are studying any type of course and are interested in self-employment are encouraged to participate in business incubation program, just like an individual who is out of college but wants to start a business. Those learners are provided with not only knowledge, skills and experiences in organizing and implementing a small business but are also being facilitated to funding sources. Team working is also encouraged to process this activity. There is a screening committee to review and consider the business plan for admission and release of capital to start up the business.

The learners are able to apply the knowledge and skills gained through the business experience to prepare them to start their own business or further develop existing businesses steadily and sustainably. The incubator promotes and develops business skills as an entrepreneur and awareness about entrepreneurship.

This project was started in 2008 and is currently being implemented. There are 415 Business Incubation Centers under OVEC and each year, there are estimated 4,200 TVE students who participate in this program.

Table 2: Kinds of Business Incubation Centers Established by OVEC

1.Retailing Business	Grocery store	Cosmetics shop	Fruit shop	Clothing shop
	Gift shop	Jewelry shop		
2.Production Business	Bakery shop	Snack shop	Coffee shop	Food shop
	Handmade souvenir	Wood furniture	Raise and feed animals	Plant and cultivate crop
3.Service Business	Barbers shop / Salon / Beauty shop	Auto repair shop/ Motorbike repair shop	Mobile shop / Cell phone shop	Cell phone repair shop
	Copy shop	Photo gallery	Massage shop	Tablet repair
	Car wash	Internet café	Nursing	Local guide

4.4 Important Projects and Activities for Poverty Reduction

Poverty in Thailand is primarily a rural phenomenon, with over 80 percent of the country's 7.3 million poor living in rural areas. Thailand has become an upper-middle income economy. Approximately 93.5% of the total population who are 15 years old and above can read and write. The labor force in 2013 is 39.38 million and unemployment rate is 0.7%. The entry data on age structure points that Thailand is slowly becoming an aging society

Table 3: Age Structure of the Population

AGE	(%)	MALE	FEMALE
0-14 years	17.6	6,117,993	5,827,981
15-24 years	15.0	5,194,332	4,999,669
25-54 years:	46.9	15,685,882	16,097,245
55-64 years:	10.9	3,468,620	3,893,925
65 years and over	9.5	2,830,418	3,625,336

Source: Overview Thailand, Data Update: 2014

Thai Government has initiated to eradicate poverty of people in the rural areas, and the main target groups are students and people. TVE has become an important tool for this policy, that includes three main objectives as follows:

- 1) Increasing income through developing skills, finding markets and creating jobs
- 2) Reducing expenses by increasing ability of local people in some areas such as repairing their own home appliance and building local public utilities
- 3) Extending opportunities for better income by providing necessary information, developing quality of the product and providing skills required

There are two main poverty reduction activities that OVEC has worked on with local agencies in setting up the center in the community or inside the college.

4. 1: Fix it Center

The purposes of this center include:

- Integration of occupational training in specific areas
- Working cooperatively with other agencies
- Providing skills needs for earning a living in rural areas
- Providing advice and coaching in occupational areas needed
- Distributing information on skill training opportunities
- Topping-up technology on “One Tambon, One Product”

The benefits of this activity include:

- Providing services in maintenance of occupational tools, agricultural mechanics and household appliances
- Providing practical training in real-life situation
- Enhancing students values on social services
- Providing good attitude towards TVE students
- Providing “problem-based learning”
- Extending the life span of equipment and machines
- Developing occupational KM system in community
- Developing occupational profile and learning system
- Promoting the philosophy of sufficiency economy

This project was implemented in 2006 and has made TVE popular in helping rural people and community as well as in turning community into active practical classroom for great learning experiences of students. This activity is still operating and OVEC aims to establish this center in 7,255 tambons/sub-districts nationwide.



4. 2: Extra Income for Students with Financial Difficulties

This project aims to help TVE students whose parents income is quite low in order to earn extra income while learning through many activities:

- 1) Be employed by some local agencies when the school goes on holiday or during vacation breaks
- 2) Serve the social service for the community through fixing and maintenance of electricity equipment, electricity tool, machinery, automobile and others
- 3) Help local people in repairing, reconstruction and constructing the resident school or some places that are affected by disaster incidents such as tsunamis, earthquakes, tropical storms, flooding and landslides.
- 4) Provide services for safe travelling during the long holiday. Car services such as checking up and fixing engines are offered to those travelers by working with Highway Police, PTT Public Company Limited, and other private organizations. In case the students work with the poor who cannot afford or pay an allowance, the colleges also subsidize the daily payment to the students.
- 5) Attend and be trained successfully at Incubator Training Centers. If their business plan is accepted, they will receive a grant from the college to financially support/fund the start up of their own business while learning. There are only five students for each college who receive the allowance. This project is still going on and will be advancing into the new project of OVEC: One TVE: 100 SMEs (under planning).

Table 4: Employable Tasks for Students

AREA	TASK/JOB			
Basic business	Office clerks	Stock clerks	Reservation clerks	Information clerks
	Telephone operator	Shopkeeper	Salesman/Sale assistance	Receptionist
	Bookkeeper	Secretary		
Construction	Brick layer	Concreter	Plumber	Carpenter
	Painter	Electrician		
Mechanic Maintenance and Repair	Mechanic car/ motorbike	Mechanic telephone	Mechanic computer	Mechanic instrument
Computer	Word- Processor and operators	Computer graphic	Graphic design	
Agriculture	Season agriculture laborer	Raise and feed animals (cow, fish, pig, chicken , fog)	Plant bed preparation	Plant and cultivate crop
	Plant propagation	Livestock production	Gardener	
Service	Car care	Nanny	Hair-dresser	Barber
	Messenger	Waitress	Cleaner	

5.0 OTHER POLICIES FOR POVERTY ALLEVIATION

There are others plan of Thai Government to combat poverty, namely:

5.1: The Development of the Rail System

At the national level, the internal route of the new rail line will create a linkage between Thailand and other countries in the region. At the local level, it stimulates local development to create employment and generate income for all areas that the rail lines pass through. Shopping centers and market could be set up near the route. In addition, many businesses or local agencies should use this opportunity to invest more in communities where they can easily employ many people to work to lessen the cost.

5.2: The Reinforcement in Health and Social Welfare to Enhance Manpower Development and the Quality of Life of the Worker

Recently, the Thai Government has initiated to establish Thailand Institute of Occupational Safety and Health in order to focus on fair treatment and protection of employees in line with international practice by instructing factories and companies to follow its guidelines. At the national level, its benefit ensures safety and good condition at the workplace and ultimately improve worker's wellbeing and their job security. Even if the status of this project is just at the policy level and still under planning, at the community level, it is also expected to provide more benefits to people in rural area. It can lessen the number of local manpower moving out to find job outside of their hometown, especially in urban area where the cost of living is rather high than in rural.

5.3: One Institute: 100 SMEs (under planning)

SMEs are the main factor in driving the economy. To support them, the Thai government initiated to strengthen SMEs through university or college incubation centers. Thai SME, a public organization under the Thai government, is responsible for the plan. The target groups are the new entrepreneurs who are students both in university and in OVEC colleges. The objectives of this project are the following:

- Add value to the goods and services
- Apply and link research to commercial businesses
- Create networking operation
- Enjoin educational institutes/colleges in each region to develop technology and to enhance the products

There are 18 group of SME businesses that are planned to be developed both in quality and potential: construction industry, food and beverage service industry, education service, polymer industry, logistic, food industry, tourism/hotel industry, health industry, communication and technology industry, plastic and packaging industry, mechanic industry, agricultural industry, energy industry, garment and textile industry, jewelry industry and retail business.

The project focuses on growing 100 young businesses from each university/college. OVEC is ready to follow this policy in "One TVE: 100 SMEs."

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Colombo Plan Staff College (CPSC)



Bldg. Blk. C, Department of Education Complex, Meralco Ave.

1600 Pasig City, Metro Manila, Philippines

Phone: (+63-2) 631-0991 to 95

Fax: (+63-2) 631-0996, (+63-2) 633-8425

E-mail: cpsc@cpsctech.org

www.cpsctech.org

