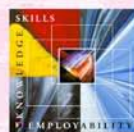




International
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Skills Development for Economic Empowerment and Poverty Reduction

*Report of ILO/SKILLS-AP/Japan/TESDA Regional Technical Meeting on
Skills Development for Economic Empowerment and Poverty Reduction
Manila, Philippines, 30 January - 1 February 2007*



SKILLS-AP

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Regional Skills and Employability Programme in Asia and the Pacific (SKILLS-AP)

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International Labour Office

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Foreword

The main objective of the Regional Technical Meeting was to explore and discuss how different approaches to skills development have been used in Asia and the Pacific region to promote economic empowerment and reduce poverty. ILO and the Technical Education and Skills Development Authority (TESDA) of the Philippines co-organized the meeting at the TESDA Women's Centre.

Participants were invited from eight ILO member States as follows: Bangladesh, Cambodia, China, Indonesia, Nepal, Pakistan, the Philippines and Sri Lanka. Representatives of Employers' organization and Workers' organizations from above-mentioned countries also participated in the meeting. Unfortunately, Government representative from Sri Lanka and Workers representatives from Indonesia and Pakistan were not able to participate in the meeting.

Prior to the meeting, participants prepared a paper which described the main technical work in the area of skills development for economic empowerment and poverty reduction. The paper contained the national training policy and the national approach to skills development. Country papers were made available to other participants at the meeting.

The meeting provided an excellent opportunity to hear the experiences of the participating countries in providing skills development for the more vulnerable members of society. The experience gained and lessons learnt in earlier projects in Cambodia and Bangladesh along with the current Training for Rural Economic Empowerment (TREE) projects in Pakistan, the Philippines and Sri Lanka provided a very useful basis for future development of national programmes.

I would like to take this opportunity to acknowledge the continuing support of the Government of Japan for the ILO's SKILLS-AP programme and the Regional Skills Network. I would also like to express my gratitude to TESDA and, in particular, Ms. Milagros Dawa- Hernandez, Deputy Director General for Sectoral TVET and Ms. Martha Hernandez, Executive Director for their generous support and technical contribution to this important meeting. I would also like to thank Mr Trevor Riordan, Manager, Regional Skills and Employability Programme (SKILLS-AP) who planned and organized this meeting in close collaboration with colleagues in the region. Special thanks also to Ms Junko Nakayama, who dealt with all the local arrangements with TESDA, and prepared this report. Thanks also to the project staff, Mr Slava Korovkin, Roomi Hayat and Rudy Baldemore for their excellent contribution to the workshop. Finally I would like to thank Ms Linda Wirth, Director, SRO Manila, and her staff for their great support during this meeting.

Sachiko Yamamoto
Regional Director
Regional Office for Asia and the Pacific

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Inaugural session

The Director of the ILO Subregional Office for South-East Asia and the Pacific (SRO Manila), Ms. Linda Wirth, welcomed the participants to the Regional Technical Meeting. She expressed her appreciation to Secretary Augusto Syjuco of the Technical Education and Skills Development Authority (TESDA) for co-hosting the meeting together with ILO SRO Manila and the Regional Skills and Employability Programme for Asia and the Pacific (SKILLS-AP).

Ms. Wirth quoted the recently released “Global Employment Trends Brief 2007” stating that the number of people unemployed worldwide remained at an historic high in 2006 despite strong global economic growth. She reported that even though more people were working globally than ever before, the number of unemployed remained at an all time high of 195.2 million in 2006 or at a global rate of 6.3 percent. East Asia’s unemployment rate was 3.6 percent, remaining the lowest in the world. South Asia’s unemployment rate was 5.2 percent. South-East Asia and the Pacific’s was 6.6 percent. The report, according to Ms. Wirth, noted that despite some improvements, the region of Asia and the Pacific was still facing major labour market challenges. Young people in the region have more difficulties in labour markets than adults; women do not get the same opportunities as men, the decent work deficits are still high, and the potential a population has to offer is not always used because of lack of human capital development or a mismatch between the supply and the demand side in labour markets.

Ms. Wirth noted that skills development could play an important role in addressing these concerns of lack of human capital and supply and demand mismatch. Skills development interventions have been found to be most successful when it has been used as a key component of an integrated employment generation and poverty alleviation strategy. The importance of skills development was emphasized by the ILO at the conclusions of the 88th General Discussion on Human Resource Development at the International Labour Conference 2000 and in the speech of the ILO Director General during the International Labour Conference 2004. The different countries represented in the meeting have a variety of stories and experiences on skills development interventions. These stories can serve as basis for developing national plans of action for implementing skills development technical cooperation programmes. The importance of the role to the tripartite constituents as well as multi-stakeholder partners was also emphasized. Ms. Wirth ended her message thanking all the participants for their attendance and wished everybody a productive and successful three-day meeting.

Ms. Marta Hernandez, Executive Director of TESDA, spoke on behalf of ILO’s government partner in the Philippines, TESDA. She thanked the ILO for organizing the regional technical meeting. She noted in her speech the long partnership between the ILO and TESDA in the Philippines that began in the 1970s. TESDA has complementing endeavours in the Philippines in the areas of employment, skills development and training, skills assessment and certification, curriculum development, training centre management and fellowship programs. Ms. Hernandez informed the participants about TESDA’s Ladderized Education Programme (LEP) which, as she noted, was the right solution to poverty, inequality and employment. Furthermore, Ms. Hernandez emphasized empowerment of workers through skills training. She stated that the Philippine government had installed a creative, innovative, relevant and comprehensive human resource development program. It is industry-driven and is based on the ladderized education system. Finally, Ms. Hernandez challenged the participants to consider manpower planning, career guidance, skills assessment and certification, training centre administration, curriculum development and trainers’ training in their programmes.

After the opening messages from the ILO and TESDA, the participants, resource persons and secretariat introduced themselves.

Introductory session

The introductory session was chaired by Ms. Hernandez. A presentation on the Introduction to TESDA and skills development in the Philippines was given by Mr. Clifford Paragua, Executive Director of TESDA.

Mr. Paragua first gave a brief background on the Philippines educational system, which was comprised of basic education, secondary education, technical vocational training, and the higher educational sector. TESDA is the government agency tasked to manage the technical vocational training sector. TESDA has a tripartite Board and has regional and provincial offices. TESDA develops training standards and conducts competency assessment and certification. In the Philippines, technical and vocational education and training (TVET) providers are largely comprised of private agencies. All training programmes provided by TVET providers need to be authorized from TESDA. The estimated number of TVET graduates is 800,000 every year, and the majority of these graduates underwent community-based training. TESDA also implements a project, Youth Profiling for Starting Careers (YP4SC), targeting the secondary school students. The President of the Philippines also entrusted TESDA to be the implementer of the scholarship programme for business process outsourcing, aviation, shipbuilding, agriculture and food processing. Currently, TESDA is promoting the ladderized education system. This system is to recognize and accredit TVET competencies in college degree programmes and vice-versa. It is being implemented in selected fields as follows: agriculture, education, engineering, fishery, health and medical services, hotel & restaurant management, information and communications technology, maritime and tourism. TESDA advocates for the competency-based approach which standards are developed in consultation with the employers. This would ensure that Filipino workers are equipped with the right skills that can be considered of high quality. According to a study conducted two years ago on the employment rate of graduates of public and private institutions, sixty-percent have been employed. Moreover, Mr. Paragua noted the partnerships developed by TESDA with local governments and non-government organizations (NGOs) in training delivery.

Mr. Trevor Riordan, Manager, ILO SKILLS-AP, gave an introduction to SKILLS-AP and the Regional Skills Network. Mr. Riordan presented the various issues on skills development that led to the creation of SKILLS-AP. Mr. Riordan explained that the ILO has now also developed a Strategic Framework for Skills and Employability in Asia and the Pacific. The Framework serves as a common platform on skills development in the region. It aims to integrate all ILO skills activities in the region into a single workplan, which could feed into the ILO Decent Work Country Programmes. The major activities of SKILLS-AP included the establishment of a Regional Skills Network in November 2005, which adopted the tripartite Statement of Common Understanding and the Framework for Cooperation on Skills Development. The key issues identified were skills recognition and qualification frameworks, improved quality of skills development and workplace learning, skills for the informal economy, skills for inclusion and economic empowerment of marginalized groups, core skills, improved data and skills requirements. The ILO Recommendation concerning Human Resources Development: Education, Training and Lifelong Learning (No. 195) is the guiding principle of the programme. The website of SKILLS-AP has a number of publications and management products are available.

Mr. Riordan stated that harmonization of skills development activities in the region is a long-term goal. The Regional Skills Network is a venue for discussion and sharing of experiences. Skills and Employability Department (EMP/SKILLS) in ILO headquarters as well as SKILLS-AP are working closely with different ILO country offices to integrate skills development in the Decent Work Country Programmes. He emphasized the need for political will among the partners to make skills development programmes sustainable. Governments, workers and employers play important roles in the provision of skills training. Mr. Riordan also noted the need for greater articulation of governments in partnering with the ILO and external donors in skills development technical cooperation programmes. Regarding developing technical cooperation programmes, he cited an example of a ILO project that went through the competitive bidding process. He stated that the ILO was also willing to facilitate the sharing of information on various skills development approaches.

Ms. Junko Nakayama, Technical Officer on Vocational Training, ILO SRO-Manila, explained the meeting objectives and the programme. She also emphasized that the major expected output of the regional technical meeting is a National Plan of Action on Skills Development. The meeting programme and the list of participants are shown in Annex 1 and Annex 2 respectively.

Technical session 1: Skills for economic empowerment and poverty reduction in Asia and the Pacific – current ILO project experiences in Pakistan, Philippines and Sri Lanka

Technical session 1 was chaired by Ms. Cynthia Ibrahim, Workers' Representative from Sri Lanka.

Mr. Rodolfo Baldemor, National Project Coordinator of the ILO-USDOL TREE project in the Philippines and Chief Technical Adviser of ILO CB-TREE project in Sri Lanka, presented the experiences of the TREE projects in the two countries. Mr. Baldemor emphasized the distinctive characteristics of the target groups and communities in the Philippines, which was in a post-conflict situation, and Sri Lanka, which was a post-disaster country. In general the following characteristics were evident in the target groups in these two countries: (i) socially, politically and economically marginalized; (ii) not qualified to access formal vocational training programmes; (iii) less capable of learning formal entrepreneurship skills; (iv) less capable of learning formal entrepreneurship skills; (v) not qualified to access formal credit programmes; (vi) communities have no commercial market structures. The TREE projects in Pakistan and the Philippines aim to provide skills training, organize community groups and install community-based support mechanisms for accessing credit and developing internal market systems. In conclusion, Mr. Baldemor emphasized the following key points: (i) need to enable people empowerment; (ii) capability building programmes have to be demand-driven; (iii) need to create local market structures; (iv) facilitate money transfer among community members; and (v) promote free enterprise practices. Communities need to be considered as mini-economic units. Internal market and commercial enterprise systems need to be developed. Further, the poor can be organized as corporate-oriented groups. Management of capital has to be extended to them to promote ownership of the programme.

Mr. Roomi Hayat, Director of the Institute of Rural Management, under the National Rural Support Programme (NRSP) of Pakistan, presented the experience of the TREE project in Pakistan. He stated that the TREE project was a response to the need to address the employment-poverty nexus by creating employment opportunities for the under/unemployed through skills essentially through skills training and other support services. It is a tool for identifying, designing and implementing training and post training assistance programmes for employment and income generation at the local level. The outcomes of the TREE project in Pakistan are as follows: (i) success rate was at 90% compared to 30-40% in the conventional vocational training; (ii) more than 40% of beneficiaries were female; (iii) majority of training graduates were in "self-employed" category. To conclude, Mr. Hayat emphasized the following lessons of the TREE project in Pakistan: (i) Skills training was not an end, rather employability was the end; (ii) the TREE project showed that the results were quick and forthcoming; and (iii) the methodology addressed the employability issues of the youth, women, poor from rural and urban areas and the disabled.

Mr. Ramalingan Sivapragasam, National Project Coordinator of the CB-TREE project in Sri Lanka, emphasized that skills development took an active role in poverty reduction through the implementation of the CB-TREE project. The TREE methodology has been adopted and supported by the government. The CB-TREE project has an Advisory Committee comprised of the various Ministries handling rural development and skills development. The project provided support in the rehabilitation of the communities/villages affected by the tsunami.

Datu Omar Shariff Jaafar, Regional Director of the TESDA office in the Autonomous Region of Muslim Mindanao (ARMM), shared the experience of implementing the TREE project in ARMM. He noted that majority of the training projects implemented by the TREE were

successful. This success can be attributed to the simplified training methodology, which was found to be appropriate in the rural areas.

Mr. Mehboob Hassan, Government Representative from Pakistan, noted that the TREE project was the answer to the huge unemployment problem in Pakistan and the need for rehabilitation of the youth in the disaster affected areas. ILO, together with other donor agencies, cooperated and assisted Pakistan in implementing the TREE project. The project resulted in a highly qualified labour force.

Mr. Riordan further explained that the micro-enterprises established by the beneficiaries need scaling-up. There needs to be a stronger linkage with the formal sector, business associations and employers' groups. He also mentioned that the Pakistan TREE project conducted a baseline survey to establish the targets. However, this was not done for the Philippines TREE project. Nevertheless, in both countries, the conclusion was that the TREE methodology worked and had benefited a large number of poor men and women in the rural communities.

Technical session 2: Skills for economic empowerment and poverty reduction in Asia and the Pacific – experiences in other countries: Bangladesh, Cambodia, China, Indonesia and Nepal

Technical session 2 was chaired by Mr. C.K. Hyder, Employers' Representative from Bangladesh.

Mr. Riordan presented an overview of the experiences of ILO projects in Cambodia, China and Indonesia. The Cambodia project was implemented from 1993-2000. The project was undertaken after the twenty years civil war in the country. It has involved various government officials and capacities were built to sustain the project. Mr Riordan stressed the outcomes and impact of the project – 82 per cent of nearly 8,000 trained used the skills gained to generate income, and 54 per cent of beneficiaries were women. In China, a credit programme was in place before the implementation of the skills project. The skills project was designed to supplement the credit programme. The project utilized the community-based methodology (CBT). A Chinese version of the CBT was developed. The main issue of the project was its sustainability. On the other hand, there is a great opportunity to utilize the TREE methodology in Indonesia targeting the de-mobilized soldiers in Aceh.

Mr. Vyacheslav Korovkin, ILO consultant, presented the country experiences of Bangladesh and Nepal. A Skills Training and Employment Promotion for Poor Women through Strengthening the Technical Training Center project was implemented in Bangladesh from 2000-2005. The project promoted the ILO CBT methodology together with government and non-government organizations. It was implemented in forty villages and was participated in by seven NGOs. The project was gender-focused. The project was able to train 2,200 people, 2000 of which were women. Income increased from 0 to 400 per month. Training linked up with local economic development (LED). The main critical issue was on sustainability and scaling up of the micro-enterprises. The CBT project in Nepal tested the CBT methodology. It was found out that skills training was not sufficient to be in employment and to start income-generating activities. There was a need to include post-training support in skills training projects.

Mr. Pann Pok, Government Representative from Cambodia, elaborated the skills development initiative in his country. The ILO assisted Cambodia in the design of the competence-based training curriculum. The curriculum was made to become more responsive to the needs of the community. The skills training activities are implemented together with micro-credit. A total of 1,754 groups have started their own small businesses.

Ms. Xiaojun Wang, Government Representative from China, noted that the employment problem in China was much more serious than before. There is a growing gap between the rich and the poor. Employment policies have been formulated to solve the employment problem. The ILO, through its Start and Improve Your Business (SIYB) programme,

stimulates the people to set up their own businesses. The Chinese government is subsidizing the training fees and the government also conducts the follow-up required from the trainees.

Ms. Yunani Roaidah, Government Representative from Indonesia, said that unemployment was the main problem of Indonesia. There is a need for an integrated approach to skills development. Indonesia needs additional instructors to address the skills gap.

Mr. Chandra Bhakta Nakarmi, Government Representative from Nepal, shared that the Nepalese government regulated its technical skills and education programmes. The country has 17 training programmes and 218 affiliated training institutes. Currently, the World Bank is providing support for skills empowerment. Training is being provided to 180,000 people in the workforce. Standard curriculum are being developed as well as occupational skills standards. The Nepalese government funds vocational training camps and mobile vocational training.

Mr. Abdul Malek, Government Representative from Bangladesh, stated that employment, skills development and the export of manpower were priority issues for the country. Bangladesh has implemented a community-based training (CBT) project that produced significant results. The National Council for Skills Development and Training and Bureau of Manpower and Employment Training are the government agencies responsible for technical education.

Mr. Pradhan Kishore Kumar, Employers' Representative from Nepal noted that the private sector in Nepal took a lead role in skills development. The private sector established four training schools in the last two years. The schools have trained 745 males and 453 females. There is a guarantee of employment to those who will pass the schools' requirements. Further, training on generating self-employment, along with access to credit, are also provided.

Mr. Sharid Qureshi, Employers' Representative from Pakistan, stated that the quality of training was an important issue to be tackled. Skills need to be sustained after the training programmes. A study on the market demand for specific skills has to be done to assure employment opportunities.

Mr. Isidro Antonio Asper, Workers' Representative from the Philippines, quoted the national programme of the Philippines, Community Based Training for Enterprise Development (CBTED). The CBTED makes use of available resources and materials from the community. It aims to provide livelihoods. However, these livelihood opportunities need to be sustained. An appropriate market for the products is very important. Some of the beneficiaries had difficulty in starting their own business due to lack of capital. Due to lack of credit, many of the trainees did not succeed in starting their own businesses.

Mr. Sing Teh, Employers' Representative from Cambodia, cited the example of Cambodia. When the Ministry of Education was in charge of skills development, the employers were only involved in the internship programme. But when the Ministry of Labour took over, the employers were given a more prominent role in skills programmes.

Ms. Han Song Liu, Employers' Representative from China, stated that Employers Organizations in China had a scientific approach to skills development. It has a resource centre that provides management skills and gender equality knowledge to young women.

Mr. Mohammed Delwar Hossain Khan, Workers' Representative from Bangladesh, noted that Bangladesh had a large number of unemployed particularly in the garments industry. Most of these unemployed migrate and work abroad. It was recommended that technical institutions in the districts of Bangladesh be established.

Mr. Riordan concluded that the government and private sector need to be involved to sustain the training initiatives described. The participation of the employers and workers need to be further promoted.

Introduction to 1st Working Group session

The instructions for the first Working Group Session were presented by Ms. Nakayama. The participants were divided into three groups. The groups were asked to discuss the major lessons learned, good practices and innovative examples and key issues on skills development. Each group was also requested to present their discussion's results in the next day's session.

Presentations of the Working Groups and Discussion

This session was chaired by Mr. Nakarmi. The three working groups presented the results of their discussions during the first Working Group Session held the preceding day. The results of the Working Group Session are summarized in Annex 3.

It was noted that in the delivery of skills development services, the government needed the support of the employers and the workers. Through this partnership, interventions could be sustainable. Institutionalization could be realized either by the government, private sector or a non-government organization, such as the example of Pakistan. The private sector could be involved through its corporate social responsibility (CSR) initiatives.

Technical session 3a: Introduction to the draft Training for Rural Economic Empowerment (TREE) Manual

This session was chaired by Mr. Asper.

Mr. Korovkin noted that the manual presents an integrated approach towards addressing skills development issues. The TREE generic manual synthesizes the experiences in implementing the TREE project in Asia and the Pacific. It provides a comprehensive source of guidelines and experiences. Mr. Korovkin stated that the manual was intended for various partners. It aims to bring knowledge to policy makers on practical experiences and lessons learned on implementing the TREE project. The manual describes how to plan and organize skills development interventions for poverty reduction in a systematic way. The TREE methodology is a combination of processes and steps, which includes: empowerment of target groups; institutionalization and planning; needs assessment; training design and implementation; post training support services; and performance evaluation and documentation.

Mr. Korovkin gave an overview of the outline of the manual: Volume 1 explains the objectives and steps on how to use the manual; Volume 2 gives an orientation on stakeholders, institutional linkages, and guidance on how to prepare TREE-related programmes; Volume 3 provides information on economic opportunities and feasibility studies of identified opportunities; Volume 4 identifies steps on training design, organization and delivery; Volume 5 outlines various ideas and techniques for post-training support services; Volume 6 highlights monitoring, documentation and evaluation.

The manual can be adapted to the local situation of the countries and on the demands required by the target beneficiaries. It is not a prescriptive tool. It is a guide that can be developed according to country needs. The manual is still being prepared. The ILO would reflect on the experiences from various countries. The target date for completion is mid-2007.

Technical session 3b: Generic TREE manual – Institutional organization and planning

This session was chaired by Mr. Kumar.

Mr. Hayat presented the TREE project component in Pakistan. He explained the project strategy and direct and indirect beneficiaries. He also mentioned the process of project preparation. The project, implemented in two districts in Pakistan, tapped on resources which were available locally. The project addressed not only technical skills but the issue of marginalized and disadvantaged people since the project was implemented in socially conservative communities. The project started using ILO materials which already existed but redesigned and rearranged in accordance with the needs of local partners.

Mr. Baldemor explained the projects in the Philippines and Sri Lanka. The TREE project component in the Philippines was implemented in post-conflict areas. The CB-TREE project of Sri Lanka was conducted in post-disaster areas. These projects have different target groups and communities. However, target groups and communities in both countries were marginalized, had no access to formal training opportunities, no entrepreneurial skills, no access to formal credit schemes, and limited labour market. He also explained how the project operational framework was established to achieve the project goals and objectives.

Mr. Hyder asked about the sustainability of the TREE approach. He noted that there would be no project sustainability if it was not a demand-focus approach. In Pakistan, following the successful achievement of the project, the Government has taken the TREE approach in the national programme. In the Philippines, the TREE approach was integrated in programmes of the local government agency and NGOs, partners of the TREE project.

Mr. Deepal Wijayaratne, Employers' Representative from Sri Lanka, asked about the mechanism to involve counterparts in very conservative areas in Pakistan. Mr. Hayat stated that it was a long process to involve target beneficiaries, especially women. The project mobilized women and at the same time the project team convinced family members of target women through awareness raising activities.

Mr. Asper stated that the TREE approach was an integrated approach and addressed more than economic empowerment. He suggested empowering target beneficiaries socially before empowering them economically.

Technical session 3c: Generic TREE manual – Economic opportunities and needs assessment

This session was chaired by Ms. Roaidah.

Mr. Korovkin explained some of the major tools for assessment including a community profile, consumer demand survey, market opportunities survey and rapid community assessment. He added that economic opportunities were also identified through reports from partner organizations, government departments, other non-government organizations, interviews and discussions with government offices, local government units, local business groups and the community.

Mr. Hayat presented Pakistan's experience in using the assessment tools. In Pakistan, the TREE project used the community profile in identifying income and job opportunities. Key informants were also interviewed, for example, the village leaders, local shop owners, businesspeople and entrepreneurs, traditional and religious leaders. The project conducted a market opportunity survey and feasibility study. The results of the survey and study were used to come up with structure information. Career counselling was also conducted as well as situation analysis. Awareness raising was also an important element. People should be involved at all levels. A total of seventy-five training opportunities were identified. Communication and stakeholders' consultation were important in identifying both training and economic opportunities. Consultation is a two-way process. The communities expressed ideas and experts provided additional information.

Technical session 3d: Generic TREE Manual – training, designing, organizing and delivering

This session was chaired by Mr. Jianfu Sun, Workers' Representative from China.

Mr. Baldemor explained the mechanism to design, organize and deliver training programmes, citing the cases of the Philippines and Sri Lanka. He also described how project partners were involved and mobilized in designing and delivering training programmes. He noted that role of the government and private sector would be crucial at the post-training support stage.

Mr. Riordan described how training programmes were prepared and delivered in Cambodia. The project identified and trained its own trainers and implemented training activities nationwide. The project designed mobile training programmes in order to reach out to more beneficiaries in districts and provinces. This flexible training approach facilitated trainees, especially women who had household tasks, to participate in training programmes. The project also organized training courses which considered the special needs of people with disabilities.

Mr. Jaafar explained briefly his regional experience on the implementation of the TREE project in ARMM. The project created a Technical Working Group, composed by technical staff of the Executive Committee member institutions, to review the proposals. The Technical Working Group established criteria in order to select most feasible and viable proposals. The training designs were based on the National Training Standards which was adopted by the community and were converted into modules. These modules were tailored in accordance with the needs and demands of the community. Mr. Jaafar also mentioned that a close supervision during the implementation of the project was undertaken to ensure that the objectives in the training design were met and that the end result of the training was achieved. In addition, he mentioned that equipment and tools were left to the beneficiaries on a condition that a "transition plan" should be prepared by the beneficiaries. The "transition plan" showed the various stages of the project in becoming a full enterprise.

Mr. Asper emphasized the linkage between qualifications set by the National Qualifications Framework and skills training delivered. The project needs to align skills training courses to be offered with the national system: otherwise, skills gained are not recognized by others and are spoiled.

Technical session 3e: Generic TREE manual – Post training support

This session was chaired by Ms. Liu.

Mr. Korovkin gave a presentation on the post-training support component of the TREE methodology. The major aspects of post-training support begin at the planning phase. The partners need to be fully aware of the post-training support services available. Services must be provided and coordinated in the most-effective way possible. The full range of post-training services include technology transfer, finance, business consultancy, marketing and export services, quality testing, health and safety advice, among others.

Service providers include government agencies, private enterprises, community-owned institutions, employers and workers and informal sector associations. Post-training services has four elements, according to Mr. Hayat. These are marketing related assistance, financial assistance, creating sustainable structures, managerial and technical assistance. Marketing-related assistance is provided to support the enterprise. Financial assistance is the most important to start-up the business. Savings and credit groups, networking and business association are examples of sustainable structures. Basic training on community management can also be provided as part of the managerial and technical assistance. Mr. Hayat further noted that post-training support was not very common in Pakistan. However, the government realized its importance and was providing necessary support. Public-private partnership is also evident in Pakistan.

Mr. Khan noted that the Grameen bank approach of Bangladesh had been successful and recognized worldwide. He suggested introducing the Grameen bank system approach to the villages.

Mr. Riordan explained that the TREE project was focused on providing skills for the people in the rural areas. It aims to address the gaps in the national training system that has limited reach in the rural communities.

Mr. Asper suggested considering the lessons of the value-chain analysis of the furniture industry in Indonesia. He also noted the need to incorporate safety and health in training.

Technical session 3f: Generic TREE manual: Project Performance Monitoring

This session was chaired by Mr. Malek.

Mr. Baldemor presented the components of project performance monitoring of the TREE methodology. Standard forms are available to monitor and assess the training proposals derived from the community planning, training needs and economic opportunities identification, as well as for the conduct and delivery of training. Tracer studies are also conducted to monitor and assess the implementation of post-training support activities and performance of the community groups.

Mr. Hayat informed the participants about the database which the TREE project of Pakistan developed. Information on such as gender, geographical locations, acquired skills and activity of post-training is compiled in this database. He also noted that the database was updated on a monthly basis. Likewise, preventive measures are usually undertaken also on a monthly basis and the database is updated regularly.

Mr. Riordan noted that the TREE project had monitoring structure and instruments collaboratively developed with the donors. He further stated that these monitoring structures could be used in any National Training System. In addition, he said that data could be generated immediately and could be used in any TREE project in any country. For instance, the number of trainees using the skills gained to generate income could be verified using these instruments.

Mr. Baldemor further noted that all activities of the TREE project were being monitored closely. Assessment is usually done on a quarterly basis. Status or progress reports of target data and work schedules are prepared every three months. Analysis of the status report is likewise prepared to validate the data collected.

Technical session 3g: Generic TREE manual – Summary of agreements reached and further development

Mr. Riordan chaired this session and Ms. Nakayama reported highlights of the meeting discussion. Ms. Nakayama noted that delivery of skills training courses in line with the national system would be critical. Training programmes should provide trainees with skills which are recognized by the market. She also noted that a value-chain approach should be integrated in skills development programme. Furthermore, she emphasized that sustainability of a skills development programme would be critical. With regard to programme sustainability, she also stressed involvement of social partners: involvement of employers' and workers' organizations would be a key to make a skills training programme viable.

Regarding the project sustainability, Mr. Sivapragasam stated that institutionalization of the methodology would be important. He also emphasized the importance of mapping training needs of target rural areas. In addition, Mr. Hyder stressed that coordination at the national level would make the project sustainable. Mr. Riordan noted that the linking with national policies and strategies would facilitate the methodology to be institutionalized, by referring to the case of Pakistan.

Mr. Kumar shared a concern that recognizing skills might be difficult and complicated. Mr. Riordan noted that countries might not have set standards for short-term skills training courses. He cited the example of the Philippines that the TREE project set standards which could be eventually developed into national standards. He also noted that it would be a challenge to incorporate skills standards of short-term courses in the national system.

Mr. Asper stated that including best practices on skills development in the TREE generic manual would be useful. He suggested to summarize best practices in the generic manual or to make such information available on the ILO website. He also suggested that the TREE approach should be flexible in order that multilateral institutions might be able to adapt the approach. Mr. Riordan shared a plan to develop guidelines for decision-makers with examples of best practices. Furthermore, he stated that all the TREE materials and workshop report will be made available in the SKILLS-AP website.

Development and Presentation of National Plans of Action for implementing TREE technical cooperation programmes

Mr. Korovkin presented the TREE framework that would be the guide in developing the National Plans of Action for TREE technical cooperation programmes. The participants worked by country and discussed proposals for TREE technical cooperation programmes. The results of the discussion were presented during the plenary. Participants found that the TREE approach was good and could be integrated in local practices. Its distinct advantage is its viability in rural areas. The National Plans of Action are found in Annex 4.

Synthesis and discussion of next steps

Mr. Riordan chaired this session and Ms. Nakayama provided the synthesis of the workshop. Ms. Nakayama stated that women and unemployed youth were recognized as target groups of the TREE-type approach in many countries. Potential economic opportunities in agriculture and fisheries could be explored. Local institutions, government agencies, non-government organizations, employers' organizations and workers' organizations were suggested to be involved in the TREE approach. The government agency, which is responsible for skills development and training, was identified to play the role of the lead agency. Regarding constraints in implementing a TREE project, funding, human resources, mobilization of quality trainers and capacity to conduct needs assessment were identified.

As a follow-up, Mr. Riordan noted that the workshop report would be prepared in the next 2-3 weeks and distributed to all participants. He stated that all presentations from the meeting were consolidated in a CD and would be available at the end of the meeting. He requested participants to brief partner agencies about meeting discussions and outcomes. Regarding National Plans of Action prepared during the meeting, he confirmed to review and assist the countries in resource mobilization if there was demand.

Closing session

The closing session was co-chaired by Mr. Riordan and Ms. Hernandez. Mr. Riordan thanked TESDA to have co-organized the meeting. He also thanked TESDA staff as well as ILO staff for their great support.

Mr. Mehboob, on behalf of the Government group, thanked participants, TESDA staff and ILO staff for their work. He noted that he learned a lot from sharing experiences and appreciated the TREE methodology. He challenged the government representatives to take forward the institutionalization of the TREE project and placing it at the top of the government's agenda.

Mr. Teh represented the Employers' group. He expressed his appreciation to TESDA and the ILO for organizing the meeting. He emphasized the employers' role in the development of the

country. The TREE approach gave the employers a template on how they can help the government.

Mr. Khan gave the closing message on behalf of the Workers' group. He thanked the organizers and reiterated the importance of technical training. He said that the knowledge that he gained in the workshop would be applied in his country and asked the others to do the same. He emphasized the importance of tripartism for achieving productivity and development.

Finally, Ms. Hernandez noted that TESDA was willing to continue the partnership with other countries even after the meeting was closed. She expressed that TESDA would be open to bilateral arrangements with various countries. She confirmed that TESDA would support the ILO Regional Skills Network. Furthermore, she confirmed that TESDA would continue working in close partnership with the ILO on skills development for poverty reduction and economic empowerment.

Annex 1

ILO/SKILLS-AP/Japan/TESDA Regional Technical Meeting on Skills Development for Economic Empowerment and Poverty Reduction

30 January – 1 February 2007

TESDA Women's Centre, Philippines

PROGRAMME

Tuesday, 30 January 2007

- 0800 – 0830** Registration
- 0830 – 0930** Individual meetings of Government, Employer and Worker participants
- 0930 – 1000** ***Inaugural session***
- Speakers: Ms Linda Wirth, ILO Sub-Regional Director
Ms. Marta M. Hernandez, Executive Director, TESDA, Philippines
- Introduction of participants
- 1000 – 1030** Tea/coffee break
- 1030 – 1130** ***Introductory session***
- Chairperson: Ms. M.M. Hernandez, Executive Director, TESDA
- Introduction to TESDA and skills development in the Philippines – Mr. Clifford Paragua, Executive Director, TESDA
- Introduction to SKILLS-AP and the Regional Skills Network – Mr Trevor Riordan, Manager, ILO/SKILLS-AP
- Programme and arrangements for the meeting – Ms Junko Nakayama, ILO SRO-Manila
- 1130 – 1230** ***Technical session 1: Skills for economic empowerment and poverty reduction in Asia and the Pacific – current ILO project experience in Pakistan, Philippines and Sri Lanka***
- Panel Chairperson: Ms. N.M. Cynthia Ibrahim, Sri Lanka Workers' Representative
- Introduced by: Mr. Rudy Baldemor, ILO TREE NPC Philippines
Mr. Roomi Hayat, Director, NRSP, Institute of Rural Management

	Panel members: Mr. Mehboob Hassan, Pakistan Datu Omar Shariff Jaafar, Philippines Mr. Ramalingan Sivapragasam, Sri Lanka
	Questions and comments
1230 – 1400	Lunch
1400 – 1530	<i>Technical session 2: Skills for economic empowerment and poverty reduction in Asia and the Pacific – experience in other countries: Bangladesh, Cambodia, China, Indonesia and Nepal</i>
	Panel Chairperson: Mr. C.K. Hyder, Bangladesh Employers' Representative
	Introduced by: Mr. T. Riordan, ILO/SKILLS-AP Mr. Vyacheslav Korovkin, ILO Consultant
	Panel members: Mr. Abdul Malek, Bangladesh Mr. Pann Pok, Cambodia Ms. Xiaojun Wang, China Ms. Yunani Roaidah, Indonesia Mr. Chandra Bhakta Nakarmi, Nepal
	Questions and comments
	<i>Introduction to 1st Working Group Session by Ms. Junko Nakayama, ILO SRO Manila</i>
1530 – 1600	Tea/coffee break
1600 – 1730	<i>Start of 1st Working Group session: Priority issues for skills for economic empowerment and poverty reduction in Asia and the Pacific (three mixed working groups)</i>
1800 – 2000	Welcome dinner hosted by TESDA

Wednesday, 31 January 2007

0900 – 0930	<i>Presentations of the Working Groups and discussion (7 minutes each)</i>
	Chairperson: Mr. Chandra Bhakta Nakarmi Nepal Government Representative
0930 – 1030	<i>Technical session 3a: Introduction to the draft generic Training for Rural Economic Empowerment (TREE) manual</i>
	Chairperson: Mr. Isidro Antonio Asper Philippines Workers' Representative
	Introduced by: Mr. V. Korovkin, ILO Consultant
	General discussion on introduction to TREE methodology in generic TREE manual
1030 – 1100	Tea/coffee break

1100 – 1200	<p><i>Technical session 3b: Generic TREE manual – Institutional organization and planning</i></p> <p>Chairperson: Mr. Pradhan Kishore Kumar Nepal Employers' Representative</p> <p>Introduced by: Mr. R. Baldemor, ILO TREE NPC Philippines Mr. R. Hayat, NRSP, Institute of Rural Management</p> <p>General discussion on institutional organization and planning in the generic TREE manual</p>
1200 – 1300	Lunch
1300 – 1400	<p><i>Technical session 3c: Generic TREE manual – Economic opportunities and needs assessment</i></p> <p>Chairperson: Ms. Yunani Roaidah Indonesia Government Representative</p> <p>Introduced by: Mr. V. Korovkin, ILO Consultant Mr. R. Hayat, NRSP, Institute of Rural Management</p> <p>General discussion on economic opportunities and needs assessment in generic TREE manual</p>
1400 – 1500	<p><i>Technical session 3d: Generic TREE manual – Training: designing, organizing and delivering</i></p> <p>Chairperson: Mr. Jianfu Sun China Workers' Representative</p> <p>Introduced by: Mr. R. Baldemor, ILO TREE NPC Philippines Mr. T. Riordan, ILO SKILLS-AP</p> <p>General discussion on designing, organizing and delivering training in generic TREE manual</p>
1500 – 1530	Tea/coffee break
1530 – 1630	<p><i>Technical session 3e: Generic TREE manual – Post training support</i></p> <p>Chairperson: Ms. Han Song Liu China Employers' Representative</p> <p>Introduced by: Mr. V. Korovkin, ILO Consultant Mr. R. Hayat, NRSP, Institute of Rural Management</p> <p>General discussion on post training support services in generic TREE manual</p>
1630 – 1730	<p><i>Technical session 3f: Generic TREE manual – Project performance monitoring</i></p> <p>Chairperson: Mr. Md. Abdul Malek Bangladesh Government Representative</p>

Introduced by: Mr R. Baldemor, ILO TREE NPC
Philippines
General discussion on project performance monitoring
component in generic TREE manual

1800 – Onwards

Farewell reception hosted by TESDA

Thursday, 1 February 2007

0900 – 0930

Technical session 3g: Generic TREE manual – Summary of discussion and further development

Chairperson: Mr. T. Riordan, ILO SKILLS-AP
Rapporteur: Ms. J. Nakayama, ILO SRO-Manila

General discussion on elements to be included in the generic TREE manual, and steps for further development

0930 – 1000

Development of National Plans of Action for implementing TREE – related technical cooperation programmes

Chairperson: Mr. T. Riordan, ILO SKILLS-AP
Introduced by: Mr. V. Korovkin, ILO Consultant

Participants work in national tripartite groups

1000 – 1030

Tea/coffee break

1030 – 1200

Presentation of National Plans of Action for implementing TREE – related technical cooperation programmes

Panel Chairperson: Mr. T. Riordan, ILO SKILLS-AP

National presentations

1200 – 1300

Lunch

1300 – 1400

Synthesis and discussion of follow up action

Panel Chairperson: Mr. T. Riordan, ILO SKILLS-AP
Rapporteur: Ms. J. Nakayama, SRO-Manila

1400 – 1430

Closing session

Co-Chairpersons: Ms. T. Riordan, ILO SKILLS-AP
Ms. M. M. Hernandez, Executive
Director, TESDA

Statements by: Mr. Mehboob Hassan, Pakistan
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Annex 2

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Annex 3

Results of the Working Group Session

Major Lessons Learned	Good & Innovative Approaches	Key Issues
<ul style="list-style-type: none"> ▪ TREE approach ▪ Empowering people themselves is critical in order that they are able to earn their living themselves: they are no more dependent upon the government. ▪ Skills as added-value for the money - giving micro credit itself is not sufficient: one needs to have skills development in order to make good use of the project ▪ Strategy and options are required. ▪ Specified plans for training needs ▪ Focused skills development projects per demand ▪ Mutual understanding and coordination among agencies will achieve maximum results. ▪ Sustainable economic development and social progress cannot be achieved without economic empowerment and poverty reduction ▪ “Poverty anywhere is a threat to peace everywhere” ▪ Skills development depends not only on techniques but also on commitments of stakeholders 	<ul style="list-style-type: none"> ▪ Skills development provides alternative economic opportunities to demobilize combatants, soldiers and rebels ▪ TESDA: model institution for other countries ▪ Women in non-traditional trades such as mechanics and welders ▪ Mobile vocational training units (e.g. Indonesia) ▪ Skills development-oriented training creates more opportunities ▪ Maximum utilization of the workforce ▪ Compatibility with desired programme of interest ▪ Open communication with people ▪ Involvement of stakeholders (Employers organizations, Workers organizations, Community organizations, etc.) ▪ Mentoring system: “Big Brother – Small Brother” arrangement ▪ “One Village – One Product” approach ▪ Leadership of trade unions in training workers for entrepreneurship and in placement ▪ Public-Private partnership 	<ul style="list-style-type: none"> ▪ Community-based training/TREE is only for very low level skills to help generate employment/poverty reduction ▪ Financial accessibility: no access to formal credit by non-highly skilled people. ▪ Institutionalization of the methodology: convergence of stakeholders when implementing a TREE-type approach ▪ Only for self-employment, not for wage employment ▪ Retraining of available resources (i.e. garment workers in Bangladesh and soldiers in Sri Lanka) ▪ Demands for the skilled workforce ▪ Accessibility of training institutions in rural areas: awareness of training facilities ▪ Market-driven skills development: meeting job market demand ▪ Skills training of women for economic empowerment and poverty reduction ▪ Quality of trainers ▪ Flow of development aid – balance between economic and social projects ▪ TVET sector reform ▪ Skills recognition ▪ Occupational safety and health

Annex 4

National Plans of Action

COUNTRY	SPECIFIC TARGET GROUPS	LOCATION	POTENTIAL ECONOMIC OPPORTUNITIES	LOCAL INSTITUTIONS	LEAD AGENCY AND AUTHORITY	PARTNERS	CONSTRAINTS
Bangladesh	Women			<ul style="list-style-type: none"> ▪ Local level institutions ▪ Social leaders ▪ Advocacy groups 	Concerned financial institutions and marketing groups	<ul style="list-style-type: none"> ▪ Media ▪ NGOs 	<ul style="list-style-type: none"> ▪ Lack of full recognition at the policy level on the role of vocational and skills development in poverty alleviation in the rural areas ▪ Tendency to leave training activities to NGOs and government agencies
Cambodia	<ul style="list-style-type: none"> ▪ Women ▪ Unemployed Youth (70% of the population under the age of 30) 	19 provinces	<ul style="list-style-type: none"> ▪ Poultry Farming ▪ Fish Breeding ▪ Weaving ▪ Motor and Bicycle Repair 	Community Development Specialist Department (CDS)	Directorate General of Technical-Vocational Education and Training (TVET), Department of Ministry of Labour and Vocational Training	Employers' and Workers' Organizations	<ul style="list-style-type: none"> ▪ Finance ▪ Human Resources ▪ Infrastructure (i.e. energy and communication) ▪ Delay from conceptualization to implementation

COUNTRY	SPECIFIC TARGET GROUPS	LOCATION	POTENTIAL ECONOMIC OPPORTUNITIES	LOCAL INSTITUTIONS	LEAD AGENCY AND AUTHORITY	PARTNERS	CONSTRAINTS
China	<ul style="list-style-type: none"> ▪ Poor with average income of less than \$100/year ▪ Poor with average income of less than \$120/year 	Middle and Western Areas	<ul style="list-style-type: none"> ▪ Western area development ▪ Harmonies Society Establishing and New Rural Development <p>Can be integrated with national strategies on skills development and poverty reduction</p>	<ul style="list-style-type: none"> ▪ Community based institutions established by Labour and Social Security Department ▪ Workers' and Employers' Organizations extend to county level ▪ Village Administrators 	Government	<ul style="list-style-type: none"> ▪ Government ▪ Worker's Organizations ▪ Employers Organizations ▪ Women Federations ▪ Youth Federations ▪ Township Organizations ▪ Training Institute and Foundations 	<ul style="list-style-type: none"> ▪ Needs Assessment ▪ Training Quality ▪ Post Training Support Services ▪ Monitoring and Evaluations
Indonesia	<ul style="list-style-type: none"> ▪ Women ▪ Unemployed youth 	Tual village, Maluccas Province	<ul style="list-style-type: none"> ▪ Fishery ▪ Sea weed cultivation 	<ul style="list-style-type: none"> ▪ Tripartite: national and local government agencies, private sectors (Employers' and Workers' Organizations), NGOs, Training Institute and Informal Leaders 	<ul style="list-style-type: none"> ▪ Ministry of Manpower and Transmigration 	Concerned government agencies	Coordination and commitments from government agencies and communities

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Nepal	<ul style="list-style-type: none"> ▪ Women ▪ Indigenous people (Dait, Madhesi and Jamajati) 	Liwang, Rolpa District, Rapti Zone, Mid-Western Region	<ul style="list-style-type: none"> ▪ Agricultural Farming / Cash Crops / Vegetable Production ▪ Technology ▪ Loan ▪ Marketing 	<ul style="list-style-type: none"> ▪ NGOs ▪ Private Sector ▪ Social Organizations 	<ul style="list-style-type: none"> ▪ Federation of Nepalese Chamber of Commerce and Industry ▪ Government ▪ Social Partners 	<p>For Design</p> <ul style="list-style-type: none"> ▪ NGOs ▪ Workers' Organizations ▪ Community <p>For Implementation</p> <ul style="list-style-type: none"> ▪ Federation of Nepalese Chamber of Commerce and Industry 	<ul style="list-style-type: none"> ▪ Funds / Donors ▪ Human Resources
Pakistan	Rural poor communities	Rural poor communities	<ul style="list-style-type: none"> ▪ Cottage Industry ▪ Home Industry ▪ Fish Farming ▪ Agriculture Farming (Cash Crops) ▪ Livestock 	<ul style="list-style-type: none"> ▪ Citizen Community Board ▪ Community Based Organizations <p>Community participation will be ensured through awareness raising among rural communities</p>	<ul style="list-style-type: none"> ▪ National Training Bureau 	<ul style="list-style-type: none"> ▪ All provincial governments ▪ Training agencies ▪ Skills Development Councils ▪ Employers' Organizations ▪ Private training providers 	<ul style="list-style-type: none"> ▪ Funding ▪ Trained Staff ▪ Mobilization ▪ Communication ▪ Culture

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Philippines	Marginalized sectors such as: <ul style="list-style-type: none"> ▪ Women ▪ Out of School Youth ▪ Indigenous People ▪ Differently Abled Persons ▪ Informal Sector operators ▪ Victims of disasters ▪ Victims of armed conflict ▪ Returning Overseas Filipino Workers (OFWs) and their families ▪ Displaced due to corporate restructuring 	Rural poor provinces	Critical skills that demand critical qualifications	Technical Education and Skills Development Authority (TESDA), International Labour Organization (ILO), Department of Interior and Local Government (DILG), National Anti-Poverty Commission (NAPC), Department of Labor and Employment (DOLE), Department of Trade and Industry (DTI), Technology and Livelihood Resource Center (TLRC), Department of Social Welfare and Development (DSWD), Workers' and Employers' Organization, Community Social Organizations	Project Advisory Council composed of Technical Education and Skills Development Authority (TESDA), International Labour Organization (ILO), Department of Interior and Local Government (DILG), National Anti-Poverty Commission (NAPC), Department of Labor and Employment (DOLE), Department of Trade and Industry (DTI), Technology and Livelihood Resource Center (TLRC), Department of Social Welfare and Development and (DSWD), Workers' and Employers' Organization, Community Social Organizations	<ul style="list-style-type: none"> ▪ Local Government Units (LGUs) ▪ All devolved line agencies ▪ NGOs/Community-Based Organizations ▪ Trade Unions/Workers' organizations ▪ Employers' organizations 	<ul style="list-style-type: none"> ▪ Change in the prioritizations of the programmes/projects to be implemented ▪ Funding

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Sri Lanka	<ul style="list-style-type: none"> ▪ Unemployed Youth (School leavers, graduate from tertiary institutions) ▪ Women headed families due to natural disasters and human conflicts ▪ Differently-Abled Persons ▪ Employees with shorter career plans ▪ Senior Citizens ▪ Workers' Organization members ▪ Returnees of Foreign Employment 	<ul style="list-style-type: none"> ▪ Remote villages in the districts ▪ Small towns ▪ Cities ▪ Free trade zones ▪ Care homes – special need centers 	<ul style="list-style-type: none"> ▪ Rural Raw material – based products for household use ▪ Agro-based equipment repairs ▪ Food processing ▪ Handicrafts ▪ Cash Crops ▪ Fresh Water Fisheries ▪ Trading / Sales and marketing ▪ Transport Health Workers 	<ul style="list-style-type: none"> ▪ International Labour Organization (ILO) ▪ Divisional Secretariat ▪ Local Government Institutions ▪ Provincial Departments ▪ Villages Heads ▪ Local Development Banks ▪ Community Based Societies ▪ Local NGOs ▪ Extension Service Providers ▪ Local Chambers ▪ Leading Employers' Organizations ▪ Local Workers' Organizations <p>Community participation will be ensured by raising awareness and involving in decision making</p>	<ul style="list-style-type: none"> ▪ Ministry of skills development and public enterprise promotions ▪ Authority responsible for Jathika Saviya Program 	<ul style="list-style-type: none"> ▪ International Labour Organization (ILO) ▪ Ministries responsible for finance, national planning rural development vocational training, fisheries, enterprise development, agricultural and disaster management 	<ul style="list-style-type: none"> ▪ Absence of basic infrastructure facilities such as water, power, transport and sanitation ▪ Ethnic and other cultural differences in communities ▪ Bureaucratic bottle necks in implementation ▪ Lack of land ownership in rural areas