UNU Global Seminar
Fourth Shimane-Yamaguchi session
“Towards a New Paradigm for Education”
August 2008

Training for the Workplace: System changes in developing countries
「途上国における職業訓練システムの変化」

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Outline

- The issue: what is education for?
- The role of the UN
- A new paradigm for education
- Current issues in developing countries in Asia-Pacific
- System changes: expressing a new paradigm
What is education for?

「教育は何のためにあるのか」

wikipedia definition（ウィキペディアの定義）：

“Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral and aesthetic development.”
Youth (un) employment
若者の雇用と失業

- More than 1 billion people today are between 15 and 25 years of age and nearly 40 per cent of the world's population is below the age of 20. Eighty-five per cent of these young people live in developing countries where many are especially vulnerable to extreme poverty.

- Approximately 88.2 million young women and men are unemployed throughout the world, accounting for 47 per cent of all the 185.9 million unemployed persons globally.

- Young people actively seeking to participate in the world of work are two to three times more likely than older generations to find themselves unemployed.

Figures from the Youth Employment Network, a joint initiative of the United Nations, World Bank and International Labour Organization
Every country invests substantially in education and in the development of their Human Resources.

But there are persistent failures:
- people can't find work
- people can't work productively enough to secure a decent life
- child labour continues to be a strategy for the poorest families

There is a need to review the education and training systems' effectiveness in terms of their ability to deliver employment results.
The role of the UN

- The UN has established, with the Millennium Development Goals, some common measures for the kinds of results national development policies should be seeking.
- The UN has also established specialized agencies with specific responsibilities in terms of education and work.
MDG results as of 2007 report
ミレニアム開発目標に向けての進展（2007年報告書）
UNESCO was founded in 1945 "to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations".

The UNESCO-UNEVOC International Centre is UNESCO’s specialised centre for technical and vocational education and training (TVET). It concentrates on providing technical backstopping to strengthen and upgrade TVET. It focuses on meeting the needs of developing countries, countries in transition and those in a post-conflict situation, especially youth, girls and women, and the disadvantaged.
The International Labour Organization (ILO) works to advance opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity. Its main aims are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue in handling work-related issues.

The organization continues to pursue its founding mission that labour peace is essential to prosperity.

The ILO's 1944 Declaration of Philadelphia, which re-oriented the Organization's mission for the post-WWII environment, included a commitment to support countries to develop programmes to assure equality of educational and vocational opportunity.
Technical and Vocational Education and Training for the Twenty-first Century

UNESCO and ILO Recommendations

Recommendation 195

Recommendation concerning Human Resources Development: Education, Training and Lifelong Learning
A new paradigm for education

- The 'big picture' from the UN's point of view
- The issues from the country perspective
- A system view
Millennium Development Goals (revised as of January 2008)

Goal 1: Eradicate extreme poverty and hunger
   - Target 1.B: Achieve full and productive employment and decent work for all, including women and young people
     - 1.4 Growth rate of GDP per person employed
     - 1.5 Employment-to-population ratio
     - 1.7 Proportion of own-account and contributing family workers in total employment

Goal 2: Achieve universal primary education
   - Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling
     - 2.3 Literacy rate of 15-24 year-olds, women and men
Country level issues

Education

Training, counseling on-the-job training, other mechanisms

Productive, decent employment

Is education relevant?
- meets labour force needs and opportunities
- include core and transferrable skills
- provides career information and choice
- provides recognized skills

Is education accessible?
- location
- age
- ethnicity, sex, disability
- cost
- sustained availability
- learning approaches
Understanding the needs of the labour market (what skills and occupations, how many, when & where?)

Schools and training institutions: curriculum, equipment, teachers,

Testing and certifying people as having a level of skill (who? what standards?)

Sources of funds for training (public, industry, individual, donor)

Coordinate the roles and responsibilities or activities of all actors

Mechanisms for disbursing funds (centrally controlled, devolved to sectoral committees)

Role of individuals, government, workers and employers organizations

“Information”

“Quality of Training providers”

“Recognition of skill”

“Finance”

“Partners”
Vocational and technical education and training is:

- Second-class
- For people who are not intelligent
- Dead-end
- Not worth investing in
A new paradigm
新しいパラダイム

- Vocational and technical education and training is:
  - Critical for delivering the skills needed for economies to grow
  - An ideal basis for self employment and entrepreneurship
  - A sure route to employment
  - A good investment for the private and public sectors
  - An integral part of a country’s overall education and human resource development system
Current issues in developing countries

- Two country examples
- Role of the UN
Highly integrated education-employment system under communism.

Almost no investment since 1990 – outdated, school based infrastructure.

Lack of effective market mechanisms

Currently: national resources for investment and sustainability, donor funds for system development.

Resource rich-economy but little value-added; in- and out-migrant labour.
Lao PDR

- Least – developed country, rural, isolated.
- Gaps in basic education system.
- High donor dependency
- Much uncoordinated donor investment.
Role of the UN 国連の役割

- Knowledge broker: UNESCO UNEVOC online community
- Capacity building
- Peer-to-peer networks: ILO Regional Skills Network
- Technical cooperation with national partners.
System changes: expressing a new paradigm
職業訓練システムの変化：新しいパラダイムの提言

- Labour market information
- Quality of training
- Recognition of skill
- Funding
- Governance
Labour market information

- National:
  - internal migration
  - local job opportunities
  - local income/enterprise opportunities
  - multiple, immediate data sources

- International
  - migration in/out
  - trade opportunities (attract capital, part of production chains)
Quality of training

- competency based: hands on
- modular
- based on current real skill needs and practices
- include innovation and entrepreneurship
- instructors with industry experience
- industry partnership, placements
- location of training
- core and specific elements
Recognition of skills
技能認定

- based on competency (not hours of class)
- accessible testing and certification
- all forms of learning
- nationally/internationally recognized certification
- National Qualification Frameworks: bridges between academic and vocational streams
- de-link from pay levels
Funding
財政援助

- Public funds inadequate to meet all costs
- Mechanisms to lever private investment and socialize costs are needed
- Consequences of different funding approaches
- Benefits and risks of donor funding
Governance
運営（利害共有者間の責任分担・遂行）

- Stakeholders have responsibilities:
  - Industry
  - Government
  - Workers
  - Students/learners
  - Parents
- Need for mechanisms to ensure responsibilities can be exercised.
Concluding remarks and thanks
まとめと謝辞