

Improving Workplace Learning and Technical and Vocational Education and Training Quality Assurance in Asia and the Pacific

Report of ILO SKILLS-AP/HRD Korea
Regional Workshop on Improving Workplace Learning and TVET
Quality Assurance in Asia and the Pacific
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Foreword

Many countries in the Asia-Pacific region are finding it increasingly difficult to respond to the skills needs of industry and their workforce in a time of increasing globalization, new technology and changing patterns of work. The current global financial crisis has contributed to recognition within the region of the need for recovery strategies based on investment in skills development in an attempt to improve productivity, employment growth and employability of the workforce through training and re-training.

A key strategy for achieving this is to promote workplace learning, in the context of lifelong learning, to ensure that workers' skills are constantly renewed and adapted and thus that they are equipped for a variety of potential jobs.

The ILO's Human Resources Development Recommendation No. 195 (2004) stresses that member States should "promote the expansion of workplace learning and training". Over recent years, the use of the workplace as a centre of learning has been transformed due to the growth of the knowledge economy, the impact of new technology on productivity and the growing use of high-performance work practices that are transforming the ways in which work is organized.

The high priority that the Korean Government places on human resource development in general and the role of workplace learning and quality assurance in particular is also reflected in its long-running collaboration with the ILO's SKILLS-AP. The Regional Skills Network, one of the programmes supported by the Korean Government, has prioritized workplace learning and quality assurance as critical areas in which ILO technical assistance should be provided.

The workshop that this report covers was designed to assist the Regional Skills Network countries in dealing with the challenge of improving productivity and employment growth through workplace learning and to review options for improving the overall quality of technical and vocational education and training. It also provided a platform for discussing how constituents could redefine their role in providing skills development.

I want to acknowledge the Korean Government and the Department for Human Resource Development Services of Korea (HRD Korea) for their continuing support to the SKILLS-AP programme and the Regional Skills Network. Their commitment creates opportunities for sharing ideas and building relationships between Network members and serves as a model to others. I also thank Sandra Rothboeck, Skills and Employability Specialist, Decent Work Technical Support Team Bangkok, and Ray Grannal, former Manager Skills-AP, who organized this meeting with the support of Wipusara Rugworakijkul and Alin Sirisaksopit. Many thanks also go to Ian Cummings, our consultant, and Stephen Yee, from the Singapore National Employer's Federation, who acted as resource persons, representatives from HRD Korea, the Department of Labour and Prof. Chan Lee from the University of Seoul for their valuable contributions and hospitality, which led to the success of this workshop. Last but not least, I want to congratulate the participants for their excellent contributions.

Sachiko Yamamoto
Regional Director
Regional Office for Asia and the Pacific

Christine Evans-Klock
Director EMP/SKILLS r
Geneva

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Introduction

Many countries in the Asia–Pacific region have focused on strategies to reduce the negative impact of the recent global financial and economic crises. One recovery strategy that countries have chosen is investment in skills development in an attempt to improve productivity, employment growth and employability of the workforce through training and re-training.

Skills development in the workplace has always been important as a way to cultivate workforce knowledge and skills that will move enterprises up the value chain. In recent years, workplace learning has been more systematized; it is now clear that the linking of skills development to workplace needs helps both workers and enterprises adjust to continuing change in the world of work.

Member States should, according to the International Labour Organization's Human Resources Development Recommendation No. 195 (2004), "promote the expansion of workplace learning and training". Similar commitments were made during the International Labour Conference 2008, such as in the jointly adopted resolution stating that governments and social partners should promote and support skills development in the workplace.

This workshop (April 2010) was designed to assist countries in the region to deal with the challenge of improving productivity and employment growth through workplace learning and to review options for improving the quality of technical and vocational education and training (TVET). The specific objectives of this workshop were to:

- increase the knowledge base and understanding of member States on workplace learning and quality assurance
- strengthen existing initiatives in workplace learning and quality assurance
- provide a forum for participating countries to share their experiences and to develop tripartite action plans.

Tripartite representatives from Bangladesh, Cambodia, Indonesia, Pakistan, Thailand and Viet Nam participated in the workshop.

The workshop consisted of technical sessions, group and panel discussions and working group sessions. A study visit was included, and participants prepared national action plans. The workshop concluded with a brief introduction to the SKILLS-AP's Community of Practice to encourage the use of information and participation in a forum for further discussion. Chairing responsibilities for technical sessions were shared among participants. The ILO facilitated for the working group sessions to ensure a participatory approach.

Opening session

Keyu Sop Chang, Director International Cooperation Division, Ministry of Employment and Labor, Republic of Korea, welcomed the participants to the workshop and emphasized the role of lifelong competency development in HRD Korea. He gave a brief historical perspective of the past 40 years of the Korean development model, which shifted from labour-intensive, industry-focused development towards today's innovation-driven economy. He emphasized the importance that social security in the country's successful overcoming of the Asian financial crisis (1990s) and the importance of an employment insurance system to finance and buffer any economic downturn or restructuring for training, re-training and skills upgrading. He described the role of HRD Korea to support, encourage and increase competitiveness of small and medium enterprises (SMEs) through lifelong learning, touching on the schemes, programmes and efforts being made, including incentives for SMEs to strive towards excellence. Particular emphasis was given to JUMP, a programme designed to meet the needs of low-skilled and casual workers in SMEs.

Dong-Hoe Kim, Vice President for Planning and Management, Department for Human Resource Development Services of Korea (HRD Korea), emphasized the importance of the labour force as a vital success factor of a country's economy. He stressed that enterprises need to develop workplace learning to complement the formal education system and thus better respond to market needs and opportunities. He noted that the Korean Government had provided various types of support to improve the environment for workplace learning, such as the group study system and expert consultations and, as a central part, providing support for further education and training to SMEs to ensure productivity improvement and employability of the workforce. Human resource development plays a vital role in effectively supporting SMEs and industry through targeted initiatives that help them remain competitive. He hoped that the workshop would provide a platform for countries to share experiences that lead to greater partnership and cooperation.

Sandra Rothboeck, Skills and Employability Specialist, ILO Decent Work Technical Support Team (DWT) Bangkok, introduced the workshop objectives, programme (appendix II) and arrangements. As a part of a general overview to the topic, she explained that public training systems in most countries are unable to respond to the training requirements of enterprises in an immediate manner to secure competitiveness of enterprises and employability of the workforce. Enterprises consequently have started to develop their own initiatives for skills development. This task has been challenging because skills recognition and quality assurance systems are weak. She said that the workshop intended discussion on issues and challenges for workplace learning and quality assurance of vocational training in Asia. The participants should also discuss approaches and strategies available and provide ideas to social partners for priorities and for defining their roles in promoting workplace learning and quality assurance as a part of integrated human resources development. She further hoped that the practical experience and views of the constituents would lead to a common understanding of workplace learning and quality assurance priorities in their countries, based on the action plan to be developed during the workshop.

Technical sessions

Technical session 1: Skills development in the Republic of Korea and introduction to HRD Korea

Young-Il Cho, Director General of HRD Support Bureau, HRD Korea, the workshop co-organizer, provided a detailed overview of skills development in the Rep. of Korea. He emphasized the industry focus and the need for a strong vision, which was required by all social partners to move up the value chain, from labour intensive industry to knowledge-intensive development. Consequently, the workforce requirements have continuously changed with the restructuring of the economy. He also emphasized the role of universal social security coverage, particularly the role of universal employment insurance, a co-financed fund by employers and workers that was successfully set up in the aftermath of the Asian financial crisis of the 1990s. This fund has been an effective instrument for responding to the current economic crisis to support retrenched and ageing workers and ensure that the Rep. of Korea can finance its shift towards a learning society and innovative economy while tackling challenges such as low growth, an ageing population and youth unemployment. The fund further provides incentives to SMEs to invest into continuous training for workforce and management. However, the Rep. of Korea struggles with low-skilled workers and their employability as well as with the increasing skills mismatch caused by the trend in which the younger generation prefers higher education and white-collar jobs. The employment insurance fund created an intense discussion, particularly on its operation and financing.

Ms Haesook Choi, Director of International Cooperation Team, HRD Korea, introduced HRD Korea's history, mandate and services related to research and training. She provided a brief overview of the country's national qualification systems and the Government's integrated approach to support large, medium and small enterprises. She emphasized the focus of the Korean Government and social partners' commitment to the mission of "Realization of competency-based society by human resources development" and talked of the connection between labour markets, employability, a learning society and skills development in the workplace. Ms Haesook introduced the various departments of HRD Korea, which include Global Employment Services, a support service provider for immigrating foreign workers and for overseas job placement services for Korean jobseekers. The international cooperation wing of HRD Korea is involved in multilateral and bilateral cooperation and assists developing countries within the region, such as Cambodia, Lao PDR and Viet Nam.

Technical sessions 2&3: Presentations on workplace learning to meet industry needs and group sessions

Sandra Rothboeck, Skills and Employability Specialist, ILO DWT Bangkok, introduced workplace learning and focused on its conceptual issues, definitions and the various informal and formal (structured) forms. She gave an overview of the ILO's current research and briefly referred to ILO Recommendation No. 195 and the International Labour Conference resolution, which emphasize the need for social partners to promote workplace learning and integrate it into the overall human resource strategies. The big challenge lies in responding to the training needs of SMEs, particularly in developing countries, given their informal status and way of operating. She talked of the role social partners can play. Governments could establish generic or core skills provision and a skills recognition and assessment process, and provide incentives to enterprises that

encourage or create an enabling environment for workplace learning and continuous skills upgrading that involves social partners.

Oh Yoon Kwon from the Korea Shipbuilders' Association provided a vivid example of a fast-growing industry that over time has established a worldwide leadership role. He emphasized the central role of a systematic approach to long-term skills needs, which is enabled by close collaboration between government, educational institutions and industrial associations. He spoke of the ongoing shift towards more learner-centred and workplace learning-oriented training and introduced the role of work-site learning and evening learning as complementary methods to ensure that the workforce is continuously and systematically trained.

Ian Cummings, ILO consultant, gave a short introduction to competency-based training (CBT) and provided more specific insights into current practices of workplace learning. He emphasized the need to shift towards competencies within the workplace, defining relevant knowledge and skills applied to the standards of performance expected. Competency standards are the competencies required for effective performance in the workplace. CBT thus is designed and delivered so that a person can demonstrate industry-based competencies. It is outcome based and not restricted to a particular training process. The role of learning has a new meaning, with teachers/instructors now facilitators who help students in learning how to learn. Competency standards must be embedded in frameworks that use a systematic approach to ensure that the needs of industries and training providers are met and well coordinated. National quality frameworks provide transparent ways of recognizing skills and enabling the portability and transferability of skills.

Mr Cummings stressed the role of workplace learning and its important contribution to the creation of a learning society. Discussing various approaches and methods and how they can contribute to higher workforce participation and learning organizations or high-performance work organizations, he provided examples of how to tackle the challenges confronting SMEs through cluster approaches and multiple forms of partnerships. A very critical aspect, which needs to be considered in all member States, is the role of generic skills, which can boost workplace learning when universally in place. The integration of workplace learning into the overall training system provides many challenges; each social partner has a role to play to raise awareness, ensure that industry, government and workers are more involved and that prior learning and workplace learning are recognized.

The group discussion focused on the following questions and were consolidated and endorsed by the participants on the second day:

1. What are the priority areas for effectively implementing workplace learning (WPL) in your country?

Responses:

- revise and develop policy guidelines and regulations in consultation with stakeholders
- establish a funding mechanism to encourage enterprises to invest in WPL (social welfare fund for skills development as an option?)
- promote awareness of the importance of WPL among social partners and society
- provide incentives to enterprises that provide structured WPL, particularly SMEs
- support workers' education
- introduce WPL to large industries and their supply chains (link between company and supply chain) with SMEs involved; use productivity improvement as part of the incentive.

2. How would you see it feasible to make WPL a part of training systems in your country?

Responses:

- include apprenticeship in policy revision, promote apprenticeship connection with WPL
- raise awareness by promoting good practices
- use workers' welfare fund to support WPL
- explore the introduction of a VET model, based on the dual system of training
- WPL should be a part of the national VET system and should include a national institute for skills recognition, certification and assessment of prior learning and WPL
- accredit selected institutions and enterprises to carry out skill assessments and testing
- identify skills and training needs and related difficulties that enterprises/industries experience
- address the need for strong industrial bases in developing Asian countries to absorb graduates from industrial training centres
- address training needs of the service industry.

3. What are the main constraints? Identify five main constraints.

Responses:

- poor industrialization; focus on industrialization to ensure employment intensive production
- World Trade Organization obligations or globalization effecting exports, which could result in loss of business, thus less employment and less WPL
- ineffective policies
- inadequate funding
- lack of political will, poor social dialogue between government and social partners
- employers' perceptions that training means cost in labour surplus economies
- employees think that more skills will bring them more responsibilities
- no national qualifications framework (common standard) for better recognition within markets
- low capabilities of managers to coach subordinates
- low status of blue-collar jobs
- lack of resources, such as financial resources, human resources and expertise
- lack of incentives, such as no clear career path, no proper compensation, no skills recognition and lack of job placement centres
- awareness levels about WPL are low and need to be strengthened.

4. What can social partners contribute?

Responses:

Government

- policy development, provide incentives, create an enabling environment for WPL provide facilities and utilities infrastructure
- provide awards for good WPL, support skill competitions
- support SMEs
- monitor and enforce laws

Employers

- give priority to WPL of workers
- facilitate workers' training in-plant and at reputable training centres

Workers

- participate in policy and strategy development to address labour market needs (such as workers-employers' bilateral councils in Pakistan)
- volunteer to support WPL and workers' willingness to re-train in their own time
- nominal contribution by workers

General among social partners

- need for developing proactive environment for sound industrial relations through WPL
- build up trust among social partners through tripartism
- communication key to develop cordial collaboration between social partners
- strong networking and information sharing.

Technical session 4: Country presentations on skills development in the workplace

Each country representative gave an overview on their training systems and efforts to promote workplace learning, focusing on the following aspects:

- strategies that are used to support people with disabilities participating in workplace learning
- the extent to which workplace is supported by the government and the various employers' and workers' organizations
- selected examples of good practices
- a brief discussion of any constraints for workplace learning; and information on the TVET quality assurance system and certification.

All the participating member States are engaged in reform efforts that are more market oriented and have stronger involvement of industry to ensure the provision of needs-based training that is of greater relevance and focused on employability and quality. The representatives from Bangladesh, Cambodia, Indonesia and Viet Nam discussed their ongoing efforts to move towards competency standards and the challenges to link standards with qualification frameworks and TVET reforms. All the representatives confirmed the importance of workplace learning and the need to develop independent policies and strategies; they also stressed the need to reach out to SMEs to ensure continuous skills upgrading through more structured forms of workplace learning.

Qualification frameworks, which are developed jointly among industry, government and workers, were emphasized to ensure more systematic recognition of skills and enforce relevance and quality delivery for greater employability of the workforce. The discussion clearly indicated the need for most participating countries to advance from their present level of skills development. There is no single solution to overcome current TVET challenges. The rural-urban divide in terms of access to skills development is a major challenge, and the human resource constraints to deliver and enforce quality training need to be urgently overcome. As well, skills development must be integrated into poverty alleviation programmes, with emphasis on the training needs of workers in micro enterprises operating in the informal economy. Such efforts need to be complemented with investments in generic skills and efforts to achieve universal literacy and numeracy.

Technical session 5: Public-private partnerships to support workplace learning and group discussions

Ian Cummings, ILO consultant, discussed the role of effective partnerships, which need to be built over time and supported through an enabling environment and initially encouraged by the government. Public-private partnerships (PPP) are critical today because governments are no longer able to ensure adequate funding for the construction, ongoing maintenance and equipping of modern training facilities to meet workplace needs. Instead, governments must seek partnerships with industry and training providers so that training meets the rapidly changing needs of modern industry. Mr Cummings expanded on the different forms of PPP, explaining that there are a variety of financing mechanisms that enable more dynamic use of training resources and supply. Within such an environment, in which a range of training resources co-exist, providers' skills recognition and accreditation for quality assurance are critical institutional mechanisms.

Both recording and documentation are fundamental. The government has various incentive mechanisms at hand to promote PPP, ranging from direct grants to employers for workplace learning to grants to training providers to establish partnerships with industries. The benefits of such partnerships include more relevant training provision, better targeted training, customization (for small and large enterprise needs) of training and more effective assessments. Training providers must remain updated because their performance, relevance and effectiveness are evaluated by their clients (enterprises, students). Mr Cummings then highlighted some innovative, effective and affordable PPP models, such as the Group Training Company and SkillsWorks.

Prof. Chan Lee, Seoul National University, presented the Korean case of partnerships within the overall human resources development model. Similar to the HRD Korea presentation, he referred to the promotional role of HRD Korea as a service provider to SMEs, which ensures that stakeholders are involved in assessing current and future labour market and skills needs and effective training delivery. He introduced ongoing projects that support SMEs' training needs and cover a range of human resources support management. Forward-looking programmes and policies to train the next workforce generation to contribute to national competitiveness have been identified as crucial investment areas, such as building partnerships with specialized universities, colleges and sector councils to undertake research and innovation and develop training materials. Targeting unemployed youth and skills and craft promotion and competitions have been critical areas of concern in addition to skills recognition. Foreign workforce employment support activities ensure better employability, which can address the existing skills shortage in industrial sectors. In its role with the country's international cooperation, HRD Korea provides support services in sending countries in language, vocational training and skills recognition and training in preparation for workers' employment in the Rep. of Korea.

The group discussion focused on how better partnerships can be developed to support workplace learning:

1. Through social dialogue:

- collect information from government, employers and workers
- extend political will to ensure tripartism and involvement of social partners at all levels
- set up of an independent national skills council with multiple coordination units that are managed and supervised on a tripartite basis
- consult among government, employers and workers to formulate the PPP policy (government to play the lead role) to reach consensus
- establish a fund to finance workplace learning
- interrelate national policy and new initiatives
- focus on productivity and competitiveness
- government plays both a facilitating as well as administrating role.

2. Between institutions and the workplace (government institutions, industry associations and enterprises):

- establish an MOU (government and employers' organization to conduct the training courses in some specific industry)
- pilot projects (government and employers' organization, such as in Viet Nam)
- offer incentives to private sector and technical assistance from the government
- offer incentives or low interest rate loans for SMEs.

3. Between employers' organizations and SMEs:

- train along the supply chains (individual employer, SMEs)
- large-small sister enterprises can collaborate through the cooperation of the employers' organizations or individual agreement
- financially and technically support training by employers' organizations
- trust and recognize SMEs among employers' organizations.

4. Between employers and trade unions/workers:

- provide training opportunities to trade unions
- government extends support
- practise sound industrial relations
- bipartite advisory body focuses on workplace learning, including monitoring
- trade union and employers help place trained workers by setting up a career guidance and job placement service.

Study tour: Example of Korean workplace learning, Celltron DBI Inc.

HRD Korea organized a field trip to Celltron DBI Inc., an SME that makes seatbelts. The company has collaborated with HRD Korea for the past two years. The purpose of the visit was to see how workplace learning was organized and practised through their PPP. After an initial introduction to the company, its product range and organizational structure, the group study system was introduced and the impact on productivity, cost cutting and effectiveness were discussed. The company representative further explained Celltron's collaboration with HRD Korea and academic research institutions that provide relevant technical and organizational support for ensuring productivity increase and cost savings. The presentation was followed by a tour through the factory. The visit induced a vivid discussion about the company's focus on workplace learning, workforce development and productivity improvement.

Feedback from company group visit

What impressed the participants:

- training approach
- workplace learning approach
- ways of collaborating with government on the training support and training partners.

What participants take home from this experience:

Bangladesh

- The study group approach, which increased productivity and competitiveness of the company.
- Allocation for adequate resources for research and development to increase competitiveness.
- Collaboration between workers and management that leads to improved productivity.

Cambodia

- SME perspective and quality of technology, vision on skills development and innovation and government support.
- Concern about no trade union representation in the company; how are workers represented?
- Company's readiness to make changes for improvement is critical.

Indonesia

- Clear, cascading efficiency and a strategy for a concrete programme and systematic engagement with their employees.
- Clean and well-organized factory and housekeeping rules.

Pakistan

- Workers' commitment to the job.
- Commitment of company towards quality, profitability and extension to group studies to remain competitive, and management is flexible and willing to innovate.
- Government support to study groups for cost reduction, efficiency and productivity.
- Wall decoration and communication to workers about safety procedures.
- Concern about noise pollution.

Thailand

- Systematic approach, with cohesiveness and quality systems integrated into an overall vision and culture of enterprise.
- Company determination to achieve vision for continuous improvement.
- Good cooperation between workers and employers by study group management.

Viet Nam

- Good vision of enterprise.
- Awareness levels of workers on safety and company's commitment towards innovation.
- Long-term vision of company.
- Long-term continuous reflection on output and productivity on the shop floor and at all levels.

Technical session 6: Quality assurance of vocational training systems

Sandra Rothboeck, Skills and Employability Specialist, ILO DWT Bangkok, introduced the principles of quality assurance and presented the findings of a comparative study undertaken by the ILO in nine countries within the region. Quality assurance has been acknowledged as an integral element of a national qualifications framework. There are different models that ensure quality; these include compliance models, evaluation models and more institutional models, such as quality standards and their scope (ISO 9001, 10015, etc.) as well as awards and regional certifications (APCCP) that

complement and support the management and performance of institutional vocational training. All the models revert to the same principles: i) definition of standards and a framework; ii) need for a defined process and implementation; and iii) monitoring and evaluation. The commitment towards continuous improvement is critical within quality systems and relevant at all levels (system, training delivery and assessment). A culture for quality needs to be established, and social partners play a critical role in defining, delivering and monitoring such a process. Ms Rothboeck also noted that quality assurance is difficult to implement in developing countries due to weak mechanisms and systems or documentation and, in many instances, lack of financial and human resources. It is thus critical to see quality assurance as an integral part of a skills strategy and as a continuous process. Role clarity and clear commitment of social partners towards quality contribute to effective implementing.

Stephen Yee, Assistant Executive Director, Singapore National Employer's Federation, provided a vivid introduction to Singapore's Workforce Skills Qualification (WSQ) system, which trains, develops, assesses and recognizes individuals for competencies that companies are looking for. He explained the well-established inter-relationship between foundational-industry and occupational competencies, and emphasized the bipartite commitment towards continuous education and training that helps workers increase their employability. The recent focus of the WSQ system to address the learning needs of unskilled (mainly migrant) workers and women through foundation skills and attaining "0" levels of workplace literacy and numeracy was highlighted. Foundation skills enable all individuals to better adapt to new job demands and changing work environments. Mr Yee described, from a historical perspective, the WSQ frameworks and standards, which were developed in collaboration with industries and social partners; the first framework focused on generic skills, which provided the foundation. The role of the WSQ system is critical and thus strictly monitored by the Government.

Group discussion

The participants were asked to consider:

What constraints do you see in implementing a quality assurance system?

What would you see as the main priorities in setting up a quality assurance system in your country?

Bangladesh

Constraints:

- lack of government commitment/political will
- lack of financial resources
- qualified human resources who can plan and implement
- motivation by employers and workers
- bureaucratic hassles
- participatory decision-making process
- poor macro economic performance

Priorities:

- extensive consultation among social partners
- planning and development of a road map
- involvement of stakeholders in the decision-making process.

Cambodia

Constraints:

- financial resources, skills, capabilities and infrastructure

- lack of commitment and political will; culture of change needed
- pilot testing at a small scale
- inadequate social partners' involvement.

Priorities:

- finalize national qualifications framework
- build commitment and political will of social partners and political will.

Indonesia

Constraints:

- take advantage of existing national qualifications framework and refine and enforce mechanism for implementing
- limited resources
- island economies
- lack of commitment of companies
- still need to standardize competency in many qualifications.

Priorities:

- increase awareness on advantage of certification and enforcement of national qualifications framework
- further standardization of certain skills.

Pakistan

Constraints:

- inadequate knowledge and understanding of social partners on quality assurance roles
- non-cohesive and fragmented training system, in different ministries
- different sets of skills standards.

Priorities:

- develop policy guideline
- increase commitment of social partners on further implementation.

Thailand

Constraints:

- too many departments involved in vocational training; collaborative efforts needed for developing a national quality system
- inadequate involvement of social partners.

Priorities:

- awareness raising on needs and relevance of workplace learning and national qualifications framework
- dissemination
- involvement of stakeholders.

Viet Nam

Constraints:

- ineffective policy and monitoring system
- limited social partners' capacities
- limited financial resources.

Priorities:

- continue to develop policy and laws
- raise awareness of social partners to address quality assurance in VET
- national qualification assessment for skilled labour and promoting skills recognition by social partners while setting skills standards.

Technical session 7: Workplace learning and Singapore's experience

Stephen Yee, Assistant Executive Director, Singapore National Employer's Federation, provided a comprehensive presentation of Singapore's Employability Skills System, which was established in 2003. Drawing from the experiences of Australia, the United Kingdom and the United States, Singapore developed its own system in consultation with social partners. Jointly, they identified a set of 10 foundation and critical skills that define employability skills as relevant competencies across industries. Mr Yee introduced the 22 training modules related to these skills and explained how the skills are assessed (assessment-only pathway and training pathway).

He then briefly described the Government's response to the global financial crisis and the incentive mechanism and programmes (SPUR) that were put in place to cut costs, retain workers and re-train workers. Human resources development has become much more strategic, and enterprises and industry see it as an instrument to keep companies competitive in the long run. Mr Yee emphasized the role of social partners in training delivery. The potential of employers' and workers' organizations to reach out with better services and relevant training support to their member base is massive. It is a good revenue model for securing the viability and dynamism of these associations; it increases their credibility as relevant partners to the Government and in providing capacity-building services and support to their member base. This last point was widely discussed in depth in the plenary.

Identifying priorities and country action plans

Each participating country (with representatives from government and workers' and employer's organizations) identified priorities to take home and prepared an action plan. The detailed presentations are attached as appendix II.

The findings and priority areas are summarized as follows:

Macro policy

- establish national steering committees
- policy development and guideline documents for workplace learning, data collection and research on workplace learning
- follow up with policy guidelines, qualification frameworks and standards development for improvement
- focus on effective implementing existing policies and work towards improvement
- enforce proactive role of social partners in implementing and monitoring the ongoing TVET projects and reforms
- link workplace learning with national quality assurance system and skills development programme
- increase awareness levels of government, employers and workers on workplace learning and quality assurance
- sector or particular industry focus for planning and development of competency standards
- focus on SMEs
- focus on long-term plans
- encourage government to ensure national qualification standards
- focus on uniformity of vocational training standards
- focus on mapping and matching of courses that focus on employability (training needs based on labour market)
- make VET system more attractive (manufacturing/industrial jobs)
- provide incentive for meaningful PPPs
- upgrade skills of trainers, master trainers and instructors
- lobby for larger budget allocations on training and workforce development.

Social dialogue

- influence government to strengthen existing tripartite consultative councils, steering committees, etc.
- promote tripartite committees
- train social partners on workplace learning and quality assurance
- increase capacities of social partners to understand and address workplace learning and skills development for better involvement, planning and effective training delivery
- employ “triple A”: awareness, advocate, anchor
- develop specific terms of reference to clarify the roles of social partners.

Action back home

Participants will prepare an executive summary/report on workplace learning from this workshop to report back to social partners on the development of an action plan. Actions to be taken include:

- conduct national tripartite workshops (with expected outputs as the workplace development plan and workplace learning guidance)
- implement plan and project proposal
- pilot projects for selected companies for workplace learning for one year (focus on SMEs)
- form bipartite working groups for implementing
- mainstream workplace learning as part of policy in businesses (mission statement and values)
- conduct awareness raising and capacity building of social partners
- implement projects on workplace learning, with good documenting and monitoring system for later dissemination and engagement with business community for scaling up
- employers’ organization and trade unions mobilize funds for promoting workplace learning.

Community of Practice

Sandra Rothboeck, Skills and Employability Specialist, ILO DWT Bangkok, briefly introduced the Community of Practice (COP), which was set up and managed by SKILLS-AP. She invited the participants to become a member. The COP provides useful documents, studies and a platform for information exchange and discussions at: skills-ap.ilobkk.or.th/

Closing ceremony

Kim Jong-Soon, HRD Korea, and Ms Choi Heasook, Director of International Cooperation Divisions on behalf of HRD Korea, led the closing session.

The participating countries made their closing remarks by thanking HRD Korea, the Ministry of Employment and Labor, the ILO SKILLS-AP and the fellow participants for organizing the workshop and their hospitality. **Sandra Rothboeck** thanked all the organizers from HRD Korea and SIVAT for their support during the week and the resource persons who provided valuable technical support to ensure a lively debate. She also thanked the participants for their commitment and great participation, despite the tight schedule and content-rich programme. The workshop’s intention was to inspire through the thematic overview and success stories, which, without imposing on the countries, should be studied. She noted that the Rep. of Korea and Singapore, historically, followed a similar trajectory towards becoming powerhouse and knowledge societies, how SMEs are operating and on what skills level the countries are functioning.

Although their training courses on human resources development strategies, qualification systems and employment insurance systems might seem complex and sophisticated, Ms Rothboeck emphasized that both countries started with strong political will, determination and involvement of their social partners that helped them to

continuously build their labour market institutions and Human Resources which increased their competitiveness and innovative capacity. In both cases, the role of social partners to become market-oriented training organizations and support their member base was stressed. She suggested that members might look at possible replication. As a final note, Ms Rothboeck urged everyone to take their action plan forward and to enrol in the COP so that these discussions could continue.

Appendix I: Programme

ILO/SKILLS-AP/HRD Korea Regional Workshop on Improving Workplace Learning and TVET Quality Assurance in Asia and the Pacific

**Seoul Institute of Vocational Training in Advanced Technology
Incheon, the Republic of Korea 20–23 April 2010**

TUESDAY, 20 APRIL 2010 (headquarters of HRD Korea)

- 0830 – 0930 Move to Seoul (SIVAT → Headquarters of HRD Korea)
- 0930 – 1000 *Opening addresses*
Keun-Sop Chang
Director of International Cooperation Division, Ministry of Labour,
Korea
Dong-Hoe Kim
Vice President for Planning and Management, HRD Korea
Sandra Rothboeck
Skills and Employability Specialist, ILO DWT Bangkok
- 1000 – 1030 *Introduction of participants*
Programme and arrangements for the meeting
Group photograph
Selection of workshop session chairs (Individual meetings of
government, employer and worker participants)
Coordinated by: Sandra Rothboeck, ILO DWT Bangkok
- 1030 – 1100 *Technical session 1a: Skills development in Korea*
Yong-II Cho
Director General of HRD Support Bureau, HRD Korea
- 1100 – 1130 *Technical session 1b: Introduction to HRD Korea*
Ms Haesook Choi
Director of International Cooperation Team, HRD Korea
- 1130 – 1230 *Technical session 2a: Introduction into workplace learning - ILO
perspective and international trends*
Sandra Rothboeck, ILO DWT Bangkok
Session chairperson: Government participant
- 1230– 1400 Welcome luncheon hosted by HRD Korea
- 1400 – 1450 *Technical session 2b: Workplace learning, Rep. of Korea's
experience*
Oh Yoon, Kwon
Director, Korea Shipbuilders' Association
Session chairperson: Employer participant

- 1450 – 1520 *Technical session 3: Competency-based training and workplace learning to meet specific workplace needs*
 Ian Cumming, ILO consultant
 Session chairperson: Worker participant
- 1520 - 1530 Tea/Coffee break
- 1530 – 1630 *Group discussion – How can workplace learning be supported by government, workers’ and employers’ organizations*
 Three mixed groups
 Session chairperson: Government participant
 Ian Cummings facilitates
- 1630 – 1730 Group reporting back and discussion, views from experts
- 1730 - 2130 Cultural activity

WEDNESDAY 21 APRIL 2010 (SIVAT)

- 0830 – 1020 *Technical session 4: Skills development in the workplace: How it is operated and how the skills need is assessed - experience of countries in skills assessment and identification (six countries)*

 Session chairperson: Employer participant
 Country presentations: Government representative from Bangladesh, Cambodia, Indonesia, Pakistan, Thailand and Viet Nam (15 minutes each)
- 1020 - 1040 Tea/coffee break
- 1040 – 1140 *Technical session 5a: Public-private partnerships to support workplace learning*
 Ian Cummings, ILO consultant
 Session Chairperson: Worker participant
- 1140 – 1230 *Technical session 5b: Public-private partnerships in Rep. of Korea*
 Dr. Chan Lee, Professor Seoul National University
- 1230 – 1330 Lunch
- 1330 – 1430 *Group discussion – How can better partnerships be developed to support workplace learning*
 Three groups (government, worker and employer)
 Session chairperson: Employer participant
 Ian Cummings facilitates
- 1430 – 1530 Group reporting back
- 1530 – 1600 Tea/coffee break

- 1600 – 1630 *Introduction to the field visit programme and reporting*
- Korean approach to learning and training in the workplace
 - Overview of the visit programme
 - Data collection
 - Introduction of development of national action plans
- Sandra Rothboeck/Jong Soon Kim

THURSDAY 22 APRIL 2010 (SIVAT)

- 0830 – 1230 *Study tour – Example of Korean workplace learning*
Celltron DBI Inc., SME, producing seatbelt system
- 1230 – 1330 Lunch
- 1330 – 1430 *De-briefing from the field visits*
- Key features observed
 - Lessons learned
- Session chairperson: Worker participant
- 1430 – 1500 *Technical session 6a: Introduction to quality assurance for TVET systems research into quality systems – Implications for workplace learning*
Sandra Rothboeck, ILO DWT Bangkok
Session chairperson: Government participant
- 1500-1530 Tea/coffee break
- 1530 – 1615 *Technical session 6c: Quality assurance, Singapore’s experience*
Stephen Yee, Assistant Executive Director, Singapore National Employers’ Federation
Session chairperson: Worker participant
- 1615 – 1700 Open discussion – How can national quality systems be linked to quality systems for workplace learning?
- What problems, challenges, barriers in your country implementing a quality system?
 - What would you see as the main priorities in setting up a quality system in your country?

FRIDAY 23 APRIL 2010 (SIVAT)

- 0830 – 0915 *Technical session 7: Workplace learning, Singapore’s experience*
Stephen Yee, Assistant Executive Director, Singapore National Employers’ Federation
Session chairperson: Government participant
- 0915 – 1015 Group discussion: *Identification of priority initiatives as follow up to the seminar (Country working groups)*
Introduced by Sandra Rothboeck, ILO, DWT Bangkok
Session chairperson: Employer participant

1015 – 1115	<i>Presentations of the national reports</i> Session chairperson: Employer representative (from previous session) Representatives of the country working groups: 5 minutes each)
1115-1130	Tea/coffee break
1130 – 1200	<i>Synthesis of major issues</i> <ul style="list-style-type: none"> • issues identified in the meeting • discussion of follow up action Stephen Yee, Sandra Rothboeck
1200 – 1230	<i>Regional Skills Network and Community of Practice</i> Sandra Rothboeck, ILO, DWT Bangkok
1230 – 1300	Closing ceremony
1300 – 1340	Move to Seoul
1340 – 1430	Lunch (Korean traditional restaurant)
1400 – 1930	City tour

Appendix II: National action plans for each country

Priority initiatives

BANGLADESH

Priorities:

- influence the government to strengthen Tripartite Consultative Council
- strongly advocate to create awareness among employers and workers of the benefit of WPL
- remain committed with ongoing TVET reform project and contribute to the review process
- motivate the employers to make special allocation of financial resources and workers to make minimum contribution for skills development, particularly for WPL
- comprehensively plan for WPL, integrating it with the overall national skills development programme
- approach the government to promulgate national vocational qualification standards.

CAMBODIA

Priority 1:

- develop the report of the workshop for management
 - the importance of WPL programme
 - the importance of national qualifications framework to push for its finalization.

Priority 2:

- Propose a national forum between the government, employers, trade unions and training providers to discuss skills competency and the labour market needs
 - ILO and other donors' resources.

Priority 3:

- Review the existing government projects and policies to identify room for improvement
 - employers and workers provide support.

Priority 4:

- Initiate any bipartite activity between employers' and trade union's organizations on workforce skills development.

INDONESIA

Major economic indicators:

- The economy is getting better. This can be seen in the economic growth over past several years. The main challenge to economic development is creating employment.
- Indonesian workforce is around 112 million, consisting of 102.5 million employed workers and 9.5 million unemployed workers.
- 32% of the Indonesian workforce are in the formal economy, 68% in the informal economy;44% of the workforce is in agriculture, 13.3% in industry and 42.7% in services.
- By education level, 53.3% of the workforce has up to an elementary school achievement, 20% have junior high school level, 20.6% have senior high school level, 2.4% have a diploma and 3.2% have a graduate degree.

Human resources development in Indonesia

- One factor affecting the unemployment and unproductive workforce is the discrepancy of qualifications and skills required by industry.
- The discrepancy occurred because there is no link and match between supply-driven training and competency-based qualifications; another factor is the lack of a national integrated education and training system.

- To fulfil the need of qualified employees based on industry requirements, Indonesia has developed a national education training system that reflects National Act No. 13/2003 (labour law) and Act No. 20/ 2003 (national education system).
- Indonesia adopted ILO Recommendation No. 195 on human resources development and competency-based training (CBT); CBT is an approach focused on activities performed by employees in the workplace, as a result of training activities.
- CBT implementation requires standard competency, a training curriculum based on standard competency and competency assessments.
- Indonesia established an independent institution for certifying work competency, the National Body for Professional Certification.
- CBT competency standards training curriculum and competency certification will guide the development of skills training for workers entering the labour market or already employed.

Indonesia training system framework

Constraints and challenges to human resources development:

- imbalance in the distribution of capacity
- lag of interrelationship and integration of HRD stream
- miss-match of supply and demand in labour market.

Future development of human resources:

- strengthen national qualifications framework
- institutionalize competency standards and certification
- establish national education and training system
- developing partnership and ownership stakeholder in HRD.

Action plan for Implementing workplace learning

- Make an executive summary on workplace learning, based on workshop in the Rep. of Korea, and make a report on the good practice of workplace learning at the Korean SME plant as well as other good practices from the Rep. of Korea and Singapore.
- Develop an implementing proposal for workplace learning by creating model for SME at the plant level that is suitable for Indonesian business.
- Conduct a small workshop on a model of WPL at the plant level by involving employers, trade unions and government representatives.
- Select 10 SME companies as pilot project for implementing model of workplace learning from selected industries.
- Create proposal, programme, activities/schedule and budget for pilot project.
- Generate fund for financing a pilot project from various sources: APINDO, companies, government and ILO.
- Implement the project by involving tripartite partners for around one year.
- Evaluate and document the piloted project, publish and disseminate the results to the business community by involving company unions and government.

PAKISTAN

Constraints:

- non-effective implementation of policy
- non-effective implementation of apprenticeship ordinance
- heterogeneous type of training in the country
- missing political will of social partners
- under-use and proper use of funds.

Priorities:

- motivate public towards importance of blue-collar jobs
- enforce vocational policy and apprenticeship ordinance
- conduct a needs assessment and follow up
- explore and introduce more local trades

- strengthen trade testing boards in the country
- accredit courses at international level
- promote meaningful public and private partnerships
- standardize training at all levels
- map and match courses with employability
- introduce a quality assurance system through ISO certification
- re-train and re-skill
- upgrade technical training instructors
- continuously train trainers to keep them up to date with technological changes
- introduce dual training system with the consent of employers and trade unions
- extend government support to employers for study group activities
- avoid wasting resources
- set up tripartite advisory committees
- encourage more employer-led bodies and skills development councils
- expand career counselling, vocational guidance and job placement services
- improve follow up, monitoring and evaluation systems
- encourage specific terms of reference for employers, trade unions and government

THAILAND
(in following PowerPoint)



Skills Development in the workplace -- Learning the Thai ways

Situation Mapping S,M,L Enterprise: organizational structure become flat and lean

Fruit success

- E: well aware that employee development is key to business sustainability
- G: sufficient resources are committed to develop employees in the areas of knowledge, skills and capabilities
- W: lower to middle level employee with only one skill can hardly survive
- G-E: prepared training road map on an annual basis
- E-W: As the Ws are expected to learn new skills and acquire new knowledge, skills by themselves. Es should offer incentives to employee self development program

Roles' in promote workplace learning

"Good company for every one"

Triple A

Anchor Act on and adhere to WPL

Advocate Believe in, join hands, and expand to public

Aware Enhance understanding of WPL Concept, Applications, Impact

HOW

IDENTIFICATION OF PRIORITY INITIATIVES

Coordination Mechanism

NATIONAL STEERING COMMITTEE

Department of Skills Development
Ministry of Labour as a Focal Point

SOCIAL DIALOGUE

Government's role in promoting WPL

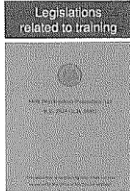
Labor market Information
Skill labour Inventory

National Policy Promoting LLL In the workplace

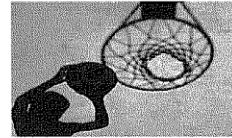
- Policy formation with a clear view of where a country, its economy and its human resources are going to
- Providing incentives
- Supporting better communication flows
- Providing foundation skills and tools for learning



workplace learning supported by tripartite Org.



- Tax exemption/ tax privileges for human resources development/ training
 - According to Skill Development Promotion Act B.E. 2545 (2002)
- Exemption on corporate income tax to 100% from actual training expenses in academic institute or training institute specified by Ministry of Finance
- Exemption on corporate income tax to 100% from actual expenses in in-house training as approved by the Ministry of Labor



GOAL

- Enhancing country competitiveness in the global market
- Improve Quality of work life of the workers through better performance and better compensation
- Promotion of Industrial Peace & DWCP

Objectives

- Promotion of WPL especially in SMEs
- WPL cover at least 4 Million workers in the workplace in 2011
- Create Learning Culture and lifelong learning to enhance industrial peace

IMPLEMENTATION STAGE

Stage 1 : Situation Mapping

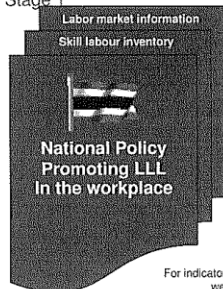
Stage 2 : Conduct Tri-Partite Workshop on WPL
Output- WPL development plan
- WPL Guidance

Stage 3 : Dissemination of the output of Stage 2

Stage 4 : Set up Bipartite WG on WPL, facilitate and support by the Government (DSD)

Stage 5 : 3 Pilot Project – Thailand Showcases on WPL
Large, Medium and Small Enterprise

Stage 1



what needs to be done to achieve the goal.

- Accurate Labour Market information
 - Skill labour inventory
 - Training provider
 - Certified Training Provider
 - Skill verification, skill standard
- Programme for People in rural area
 - Gender sensitivity
 - Disadvantaged group
 - Aging-workers

For indicators that do not have another source of data, we plan to obtain these statistics by

•Establishment survey
Responsible body: government

From May 2010



TARGET PARTICIPANTS

- Human capital in the workplace

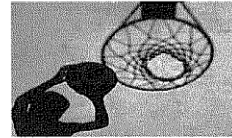




workplace learning supported by tripartite Org.



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IMPLEMENTATION STAGE

Stage 1 : Situation Mapping

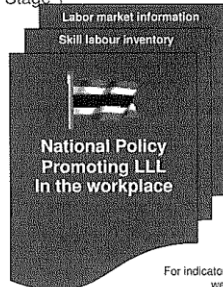
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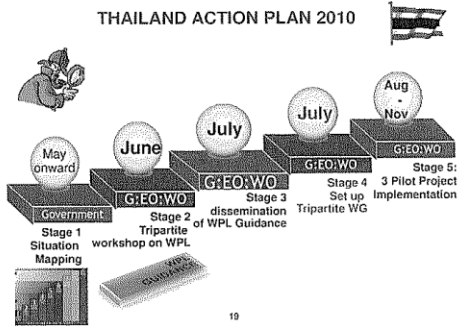
TARGET PARTICIPANTS



- Human capital in the workplace



THAILAND ACTION PLAN 2010



Workplace learning
within private sector organizations

Critical success factor

- Government Supportive Policy
- Attitude of the employer and worker
- Organizational culture
- Clear career path
- Motivation/Incentives system
- Communication system

Donor assistance



HRD
KOREA

In

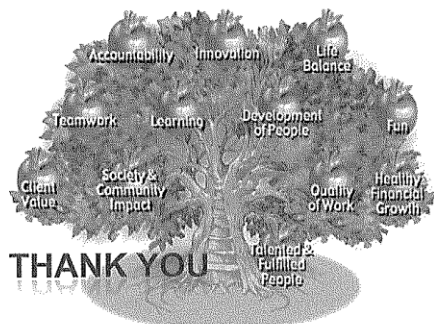


In Kind

-----Technical Assistance

THE KEY

SOCIAL DIALOGUE MECHANISM
SIT, DISCUSS, UNDERSTAND



VIET NAM

Constraints of workplace learning in Viet Nam (1):

- lack of guiding documents or unclear guiding documents under law for training at enterprises and ineffective implementation;
- statistics of the number of companies and workers organizing or attending workplace training courses are inadequate; it is difficult to make good policies for workplace learning or a separate strategy for workplace learning;
- weak cooperation between government, enterprises and training institutes; enterprises and workers do not have good attitude and knowledge about learning and training in the workplace; enterprises think labour training is the duty of the State, while workers seem to prefer learning in formal vocational training institutes for obtaining a certificate.

Constraints of workplace learning in Viet Nam (2):

- limited invested resources from the government for training the labour force in enterprises; limited resources in enterprises makes it difficult to ensure the quality of training in enterprises;
- the national qualification assessment system is developing and is not yet fully functioning; workers who participate in training courses in enterprises are often not recognized when they transfer to other companies or enter the labour market.

Proposed solutions for improving/promoting workplace learning in Viet Nam (1):

- continue developing policies and a guideline document for workplace learning; improve the collection of data on workplace learning to develop appropriate policies;
- develop and implement national qualifications assessment system;
- increase investment and support for workplace learning in enterprises, especially in SMEs (develop short and flexible curriculums for SMEs to train their workers, support training of trainers, equip training infrastructures and provide materials for training).

Proposed solutions for improving/promoting workplace learning in Viet Nam (2):

- promote awareness of employers and workers on workplace training/learning and good ways to innovate and develop in the long term;
- create an environment for cooperation between vocational training institutes and enterprises as well as other training providers to improve the training progress;
- establish long-term plans for developing workers through formal training in vocational training institutes and in workplaces;
- provide information for workers and employers on their rights and benefits when attending workplace learning activities and qualifications recognition.

Appendix III: Workshop participants

ILO/SKILLS-AP/HRD Korea Regional Workshop on Improving Workplace Learning and TVET Quality Assurance in Asia and the Pacific SIVAT Incheon, Republic of Korea 20-23 April, 2010

Country	Title	First name	Last name	Position	Organization	Address 1	City and code	Telephone	Telefax	E-mail
Participants										
Bangladesh	Mr	Md Nazmul Haque	Dewan	Deputy Director (Training)	Ministry of Expatriates' Welfare & Overseas Employment, Bureau of Manpower Employment and Training	89/2 Kakrail	Dhaka	(880 2) 835 2719, (88 01) 7272 62987 (mobile)	(880 2) 8319948, (880 2) 9353203	bmet@bmet.org.bd proba.sec1@gmail.com
Bangladesh	Mr	Farooq	AHMED	Secretary-General	Bangladesh Employers' Federation	4th Fl., Chamber Building 122-124 Motijheel Commercial Area	Dhaka 1000	(880 2) 9565208-10	(880 2) 9565211-12	sg@citechco.net; farooqahmed2427@yahoo.com
Bangladesh	Mr	Md. Monowar	ALI	Vice-President	Bangladesh Free Trade Union Congress (BFTUC)	Section6-BI.A Lane-1 No.19 Mirpur	Dhaka 1216	(880 2) 8017001 0172-5523803	(880 2) 8015919	bftuc@agni.com
Cambodia	Mr	Sideth	HING	Deputy Director of Department of Technical Vocational Education and Training Management	Department of Technical Vocational Education and Training and management, Ministry of Labour and Vocational Training	3 Russian Confederation Blvd, Sangkat Tek La Ork 2, Khan Toul Kok,	Phnom Penh	(855 12) 658 546	(855 23) 884 997	dtvetm@yahoo.com

Cambodia	Mr	Chamnan	SOM	Executive Manager	Cambodian Federation of Employers and Business Associations (CAMFEBA)	No. 44A, Street 320, Sangkat Boeung Keng Kang III, Khan Chamkar Morn	Phnom Penh	(855 23) 222 186	(855 23) 222 185	camfeba@camfeba.com; som_chamnan@camfeba.com
Cambodia	Mr	Athit	KONG	General Secretary	Cambodian Labour Confederation (CLC)	No. 2, St.26BT, Boeung tompun, Meanchey,	12351 Phnom Penh, CAMBODIA	(855-12) 709 509 or 998 906 (mobile)		clc.cambodia@online.com.kh; ath_thorn@yahoo.com kongathit@gmail.com
Indonesia	Mr	Didik Prihadi	SUMBODO	Member of Sector and Division of Productivity Study and Program, National Board of APINDO	Employers' Association of Indonesia (APINDO)	Gd. Permata Kuningan Lt.10 Jl.Kuningan Mulia Kav. 9C Guntur - Setiabudi	Jakarta Selatan 12980	(62 21) 8378 0824 Ext 109 (hunt) +62 821 948 2028	(62 21) 8378 0823, 8378 0746	sekretariat@apindo.or.id; dsumbodo@tmsindonesia.com
Indonesia	Mr	Ade	SUPRIYADI	Vice Chairman	Confederation of Indonesian Trade Union (CITU)	Plaza Bazmar Lt.2, Jl. Mampang Prapatan 106,	Jakarta 12790, Indonesia	(62 21) 798 9005	(62 21) 798 9005	kspi_citu@cbn.net.id
Pakistan	Ms	Razia	ZUBERI	Director General, National Training Bureau /DWE	Ministry of Labour and Manpower	39 Sector H/9	Islamabad	(92 51) 920 2919, 921 3686, 0320-5257819	(92 51) 920 3462, 925 8920	mol_gov@yahoo.com; RAZIA57@yahoo.com
Pakistan	Mr	Haji Mohammad	JAVED	President	Employers' Federation of Pakistan	2nd F, State Life Building No. 2, Wallace Road, Off I.I. Chundrigar Road	Karachi 74000 Pakistan	(92 21) 3241 1049, 3241 2708, 3243 9346	(92 21) 3243 9347	efpak@cyber.net.pk

					President Office - PESHAWAR	Camp Office Skill Development Council, Government Technical & Vocational Centre	Gulbahar, Peshawar	(92 91) 2261808	(92 91) 2570771	javedashmat ch@hotmail.com
Pakistan	Mr	Syed	FARNAM	Confederal Coordinator & Master Trainer	All Pakistan Trade Union Congress (APTUC)	Mezzanine Floor Haji Abdul Rehman Manzil,	Soldier Bazar No.1, Karachi Pakistan	(92 21) 3225 3715	(92 21) 3225 4756	aptuc@cyber.net.pk shooket@yahoo.com
Thailand	Mr	Nakorn	SILPA-ARCHA	Director-General	Department of Skill Development, Ministry of Labour	Mit-Maitri Road, Dindaeng	Bangkok 10400	(66 2) 247 6600, 248 3513, 1707 #299	(66 2) 247 0300 , 1829	intereladsd@yahoo.com
Thailand	Ms	Siriwan	ROMCHATTHONG	Secretary General	Employers' Confederation of Thailand (ECOT)	Gem Cooperation Building 3rd Floor, 888/8 Moo 5, Srinakarin	Samrong Nua, Muang Samutprakarn 10270	(66 2) 385 7177, 385 7117	(66 2) 385 8577, 385 7116	toecot@gmail.com; siriwan@ecot.or.th
Thailand	Mr	Thawatchai	PHOLCHAROEN	General Secretary	National Congress Private Industrial of Employees (NCPE)	4 Moo 8 Klongsamwa-tawantok	Klongsamwa Bangkok 10510	(66 2) 989 5689	(66 2) 989 5689	taa_ncpe_th@hotmail.com; tavee_ncpe@hotmail.com; lekncpe_th@hotmail.com
Viet Nam	Mr	Binh	NGUYEN THANH	Official from Occupational Skill Department	General Department of Vocational Training, Ministry of Labour, Invalids and Social Affairs (MOLISA)	No 37B, Nguyen Binh Khiem Street, Hai Ba Trung district	Hanoi	(84 4) 9746 819	(84 4) 9747 931	nguyenthanhbinh2008@yahoo.com
Viet Nam	Ms	Thi Hop	THACH	Deputy Manager of Bureau for Employers' Activities	Vietnam Chamber of Commerce and Industries (VCCI)	International Trade Centre, 9 Dao Duy Anh Str.,	Hanoi	(84 4) 3574 2022	(84 4) 3574 2020	hoptb@vcci.com.vn; keenluu_bk@yahoo.com

Viet Nam	Mr	Trung Kien	LUU	Director of Training Department, Ha Tunh Trade Union Vocational Training School	Vietnam General Confederation of Labor (VGCL)	82 Tran Hung Dao Street,	Hanoi	84974778119	(84 4) 3942 3781	bam_binice@yahoo.com; tranvanly_vn@yahoo.com; ; cnbinh@yahoo.com
Resource Persons										
DECENT WORK TEAM/BKK	Ms	Sandra	ROTHBOECK	Skills and Employability Specialist	DECENT WORK TEAM/BKK	United Nations Building, Rajdamnern Nok Ave	Bangkok 10200, Thailand	(66 2) 288 1735	(66 2) 288 3062	rothboeck@ilo.org
Bangkok	Mr	Ian Sam	Cummings	Consultant		92/21 Moo Ban Setsiri, Sanambinnam, Tasai	Muang District, Nontaburi, Thailand			malo@ksc.th.com
Singapore	Mr	Stephen	YEE	Assistant Executive Director	Singapore National Employers Federation	SNEF HQ: Keppel Towers #22-02 10 Hoe Chiang Road	Our Training Centre is at Level 10 of Tanglin Shopping Centre	(65) 6827 6928; (65) 90071922 (mobile)	(65) 6827 6803	stephen_yee@snef.org.sg Website: http://www.sgemployers.com
Observers										
Korea	Mr	Mun-Seok	CHOI	Specialist	Korea Employers Federation	KEF Building 276-1 Daehung-dong, Mapo-gu	Seoul, 121-726	(82 2) 3270 7324	(82 2) 701 2495	kef-int@kef.or.kr; air@kef.or.kr
Korea	Ms	Eun-Hye	CHOI	Specialist	Korea Employers Federation	KEF Building 276-1 Daehung-dong, Mapo-gu	Seoul, 121-726	(82 2) 3270 7324	(82 2) 701 2495	kef-int@kef.or.kr; air@kef.or.kr
Korea	Ms	Yun Jeong	Hur	Assistant Director	Federation of Korean Trade Unions	35 YOIDO-DONG	Youngdeungpo-ku, Seoul 150-980	(82 2) 6277 0072	(82 2) 6277 0072	fktu@korea.com
Korea	Ms	Jeong A	Seo	Assistant Manager	HRD Korea	370-4 Gonddeok, 2-dong Mapo gu	Seoul Korea 121-157	82-3271-9123 to 9129	82-2-717-6358	

