

E-FORUM: MANAGING PANDEMIC CHALLENGES AND OPPORTUNITIES OF TVET IN THE ERA OF DIGITALISATION

IN CONJUNCTION WITH THE 32ND SEAMEO VOTTECH GOVERNING BOARD MEETING



28 OCT
THURSDAY



9.00AM - 5.00PM
BRUNEI TIME (GMT +8)



VIRTUAL
VIA ZOOM & YOUTUBE



SEAMEO VOTTECH

"Preparing TVET for Industry 4.0"

Robust and Resilient TVET in VUCA World

Brajesh Panth

Chief of Education Sector Group, Asian Development Bank

Alexander Tsironis

Education Specialist, Asian Development Bank

Trends in the VUCA World

External Trends

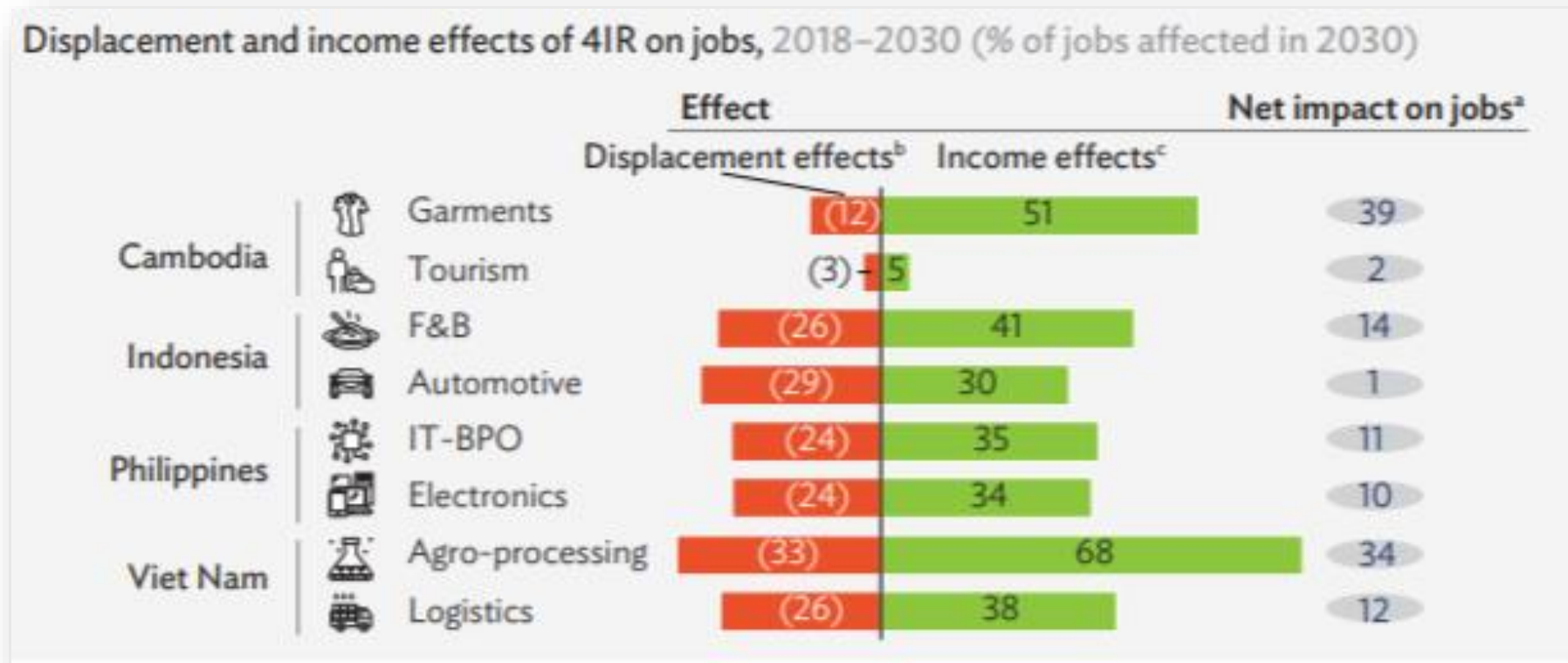
1. Digitalization & technological changes (IR4.0)
2. Climate Change
3. COVID-19

Trends in Education

1. Digitalization of teaching and learning
2. “Learning crisis”
3. Governance

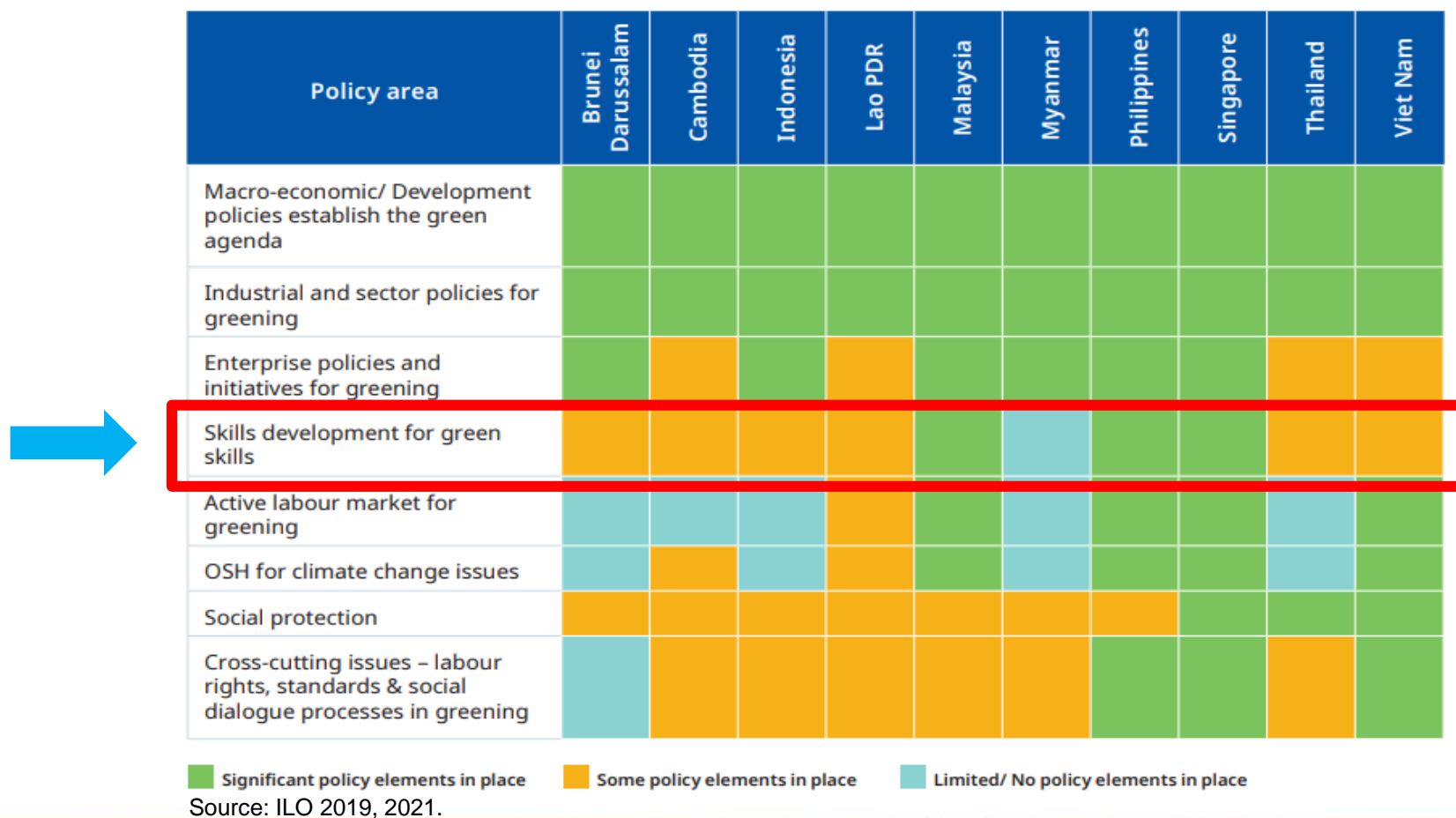
A Closer Look at Trends

IR4.0 Impact on Jobs is Positive (2018–2030)



Source: ADB 2021.

14.2 million net green jobs in Asia-Pacific until 2030, but green workforce strategies are not in place...



Policy area	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Viet Nam
Macro-economic/ Development policies establish the green agenda	Significant	Significant	Significant	Significant	Significant	Significant	Significant	Significant	Significant	Significant
Industrial and sector policies for greening	Significant	Significant	Significant	Significant	Significant	Significant	Significant	Significant	Significant	Significant
Enterprise policies and initiatives for greening	Significant	Some	Significant	Some	Significant	Significant	Significant	Significant	Some	Some
Skills development for green skills	Some	Some	Some	Some	Significant	Limited	Significant	Significant	Some	Some
Active labour market for greening	Limited	Limited	Limited	Some	Significant	Limited	Significant	Significant	Limited	Significant
OSH for climate change issues	Limited	Some	Limited	Some	Significant	Limited	Significant	Significant	Limited	Significant
Social protection	Some	Some	Some	Some	Some	Some	Some	Significant	Significant	Significant
Cross-cutting issues – labour rights, standards & social dialogue processes in greening	Limited	Some	Some	Some	Some	Some	Significant	Significant	Some	Significant

■ Significant policy elements in place
 ■ Some policy elements in place
 ■ Limited/ No policy elements in place

Source: ILO 2019, 2021.

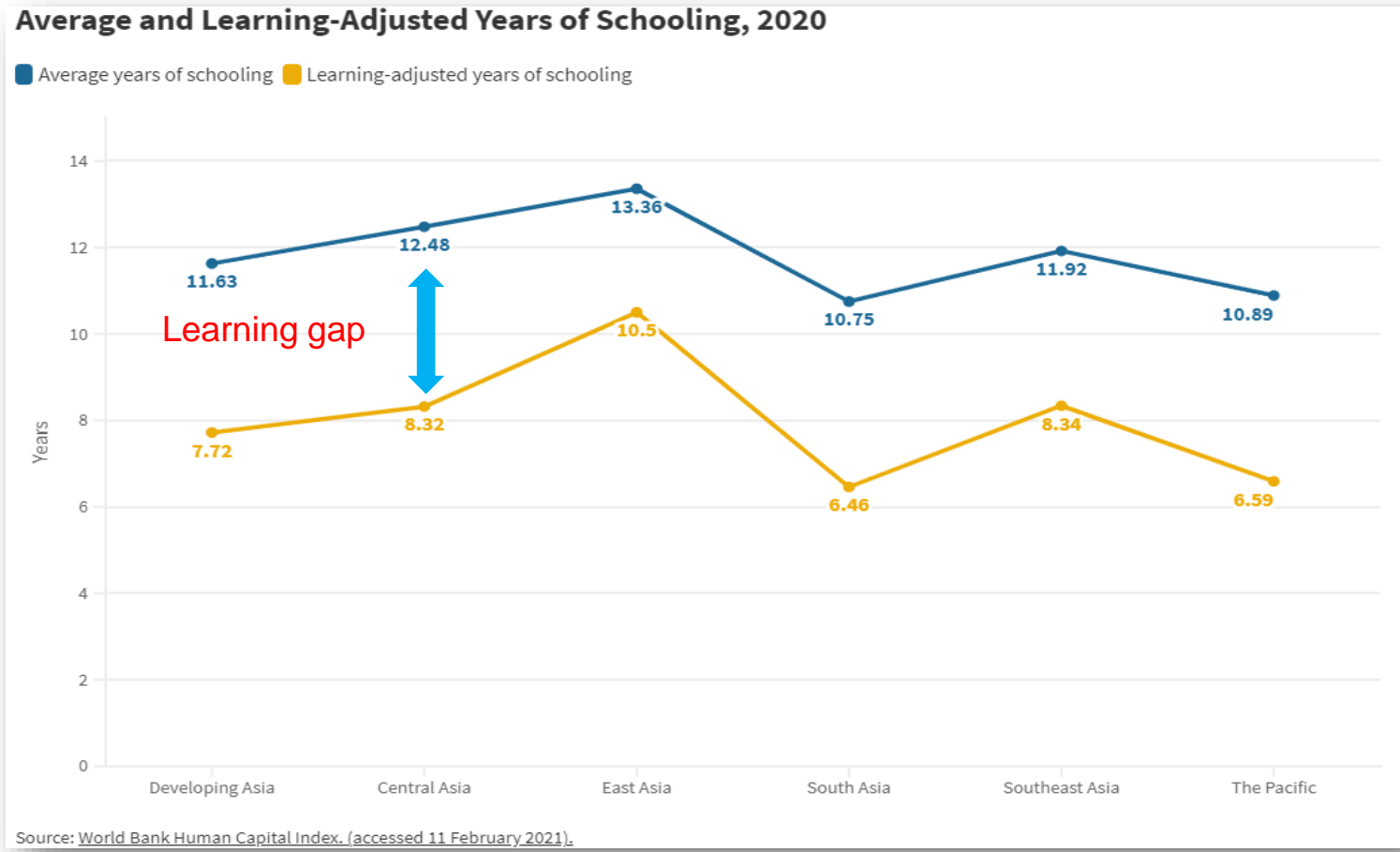
Employers have less confidence in the TVET systems than schools

Percent of survey respondents who agree or strongly agree with the following statements (%)

	Cambodia		Indonesia		Philippines		Viet Nam	
	Training institutions	Employers	Training institutions	Employers	Training institutions	Employers	Training institutions	Employers
Graduates are adequately prepared for entry-level positions	59	11	96	32	90	55	80	38
Graduates have the appropriate "general" skills	78	8	92	39	90	57	80	53
Graduates have the appropriate "job-specific" skills	65	13	92	31	88	59	78	59

Source: ADB 2021.

Students' years of learning do not match actual learning outcomes



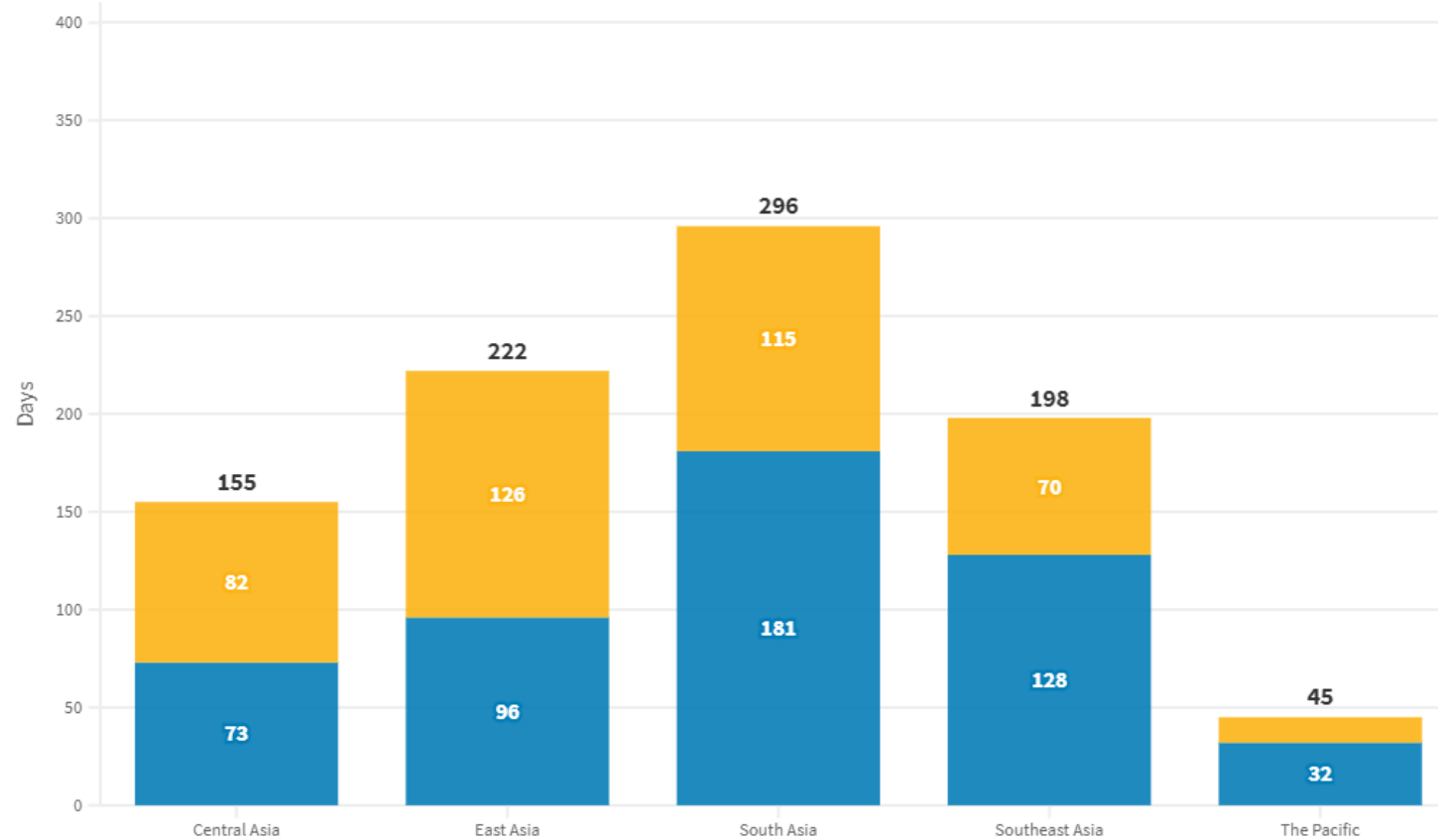
A Closer Look at COVID-19

Significant School Closures across Asia

School Closures: Asia and the Pacific

(Number of days; 16 February 2020 to 30 April 2021)

■ Full Closure ■ Partial Closure

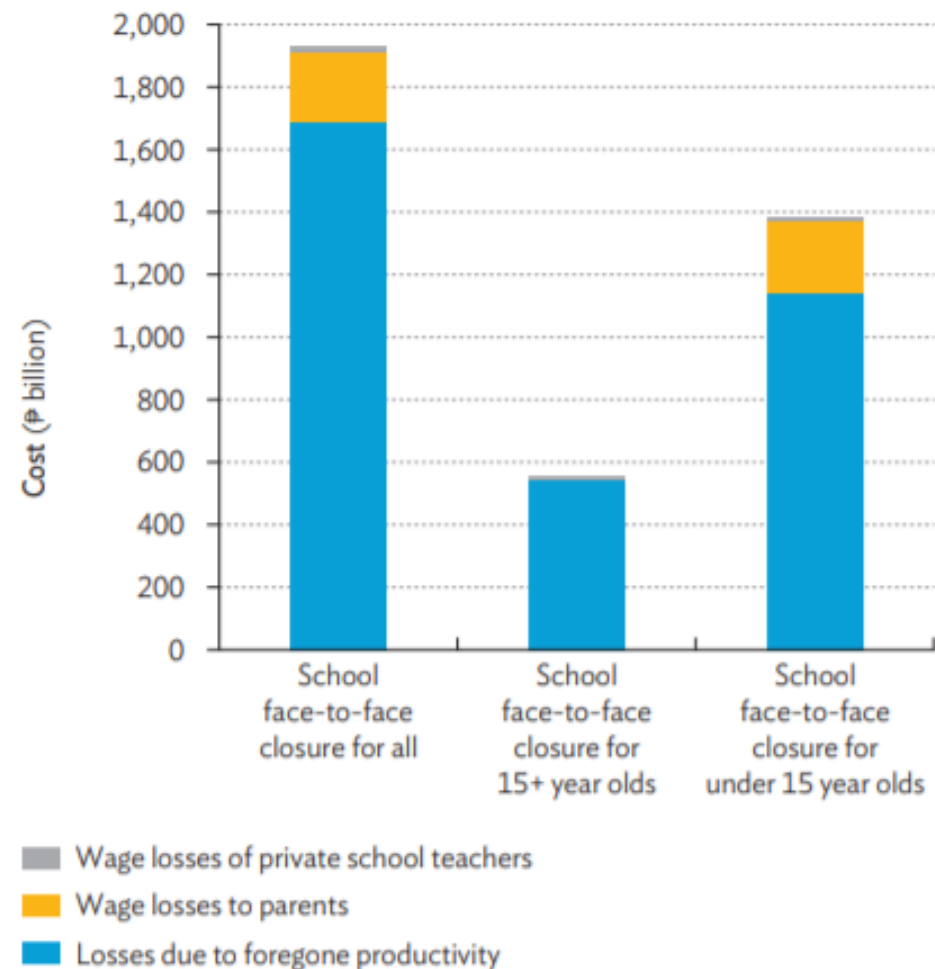


Source: UNESCO COVID-19 Response

Costs of 1-year school closure is up to ₱1.93 trillion (10% of GDP)

Example for the Philippines

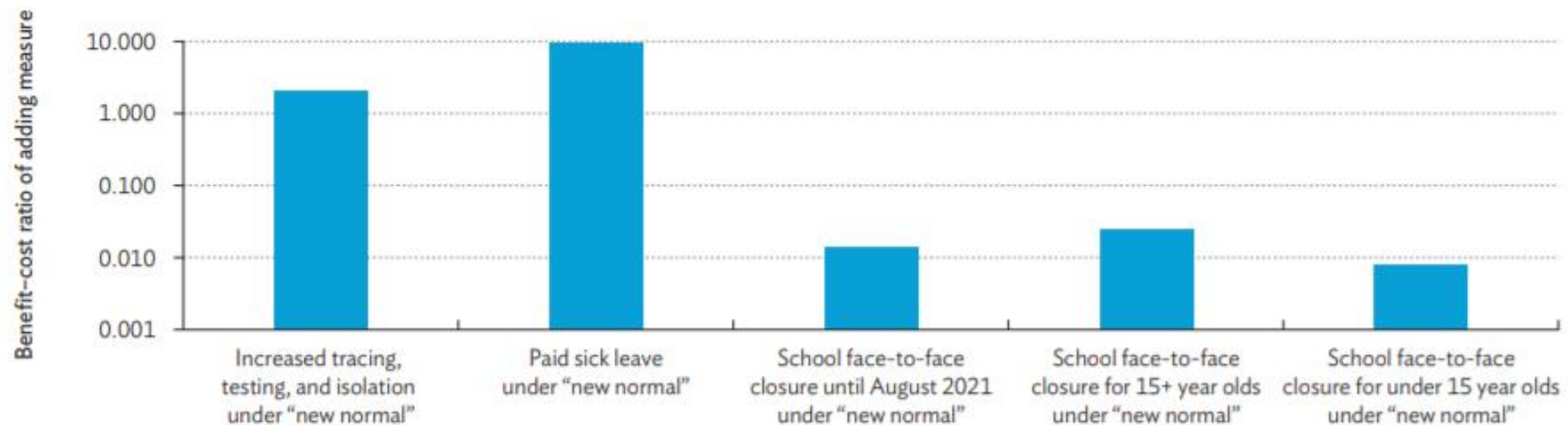
Figure 4: Economic Costs of School Face-to-Face Closure during School Year 2020–2021



Source: ADB estimates.

School openings have a net benefit compared to closures, thus must be carefully considered

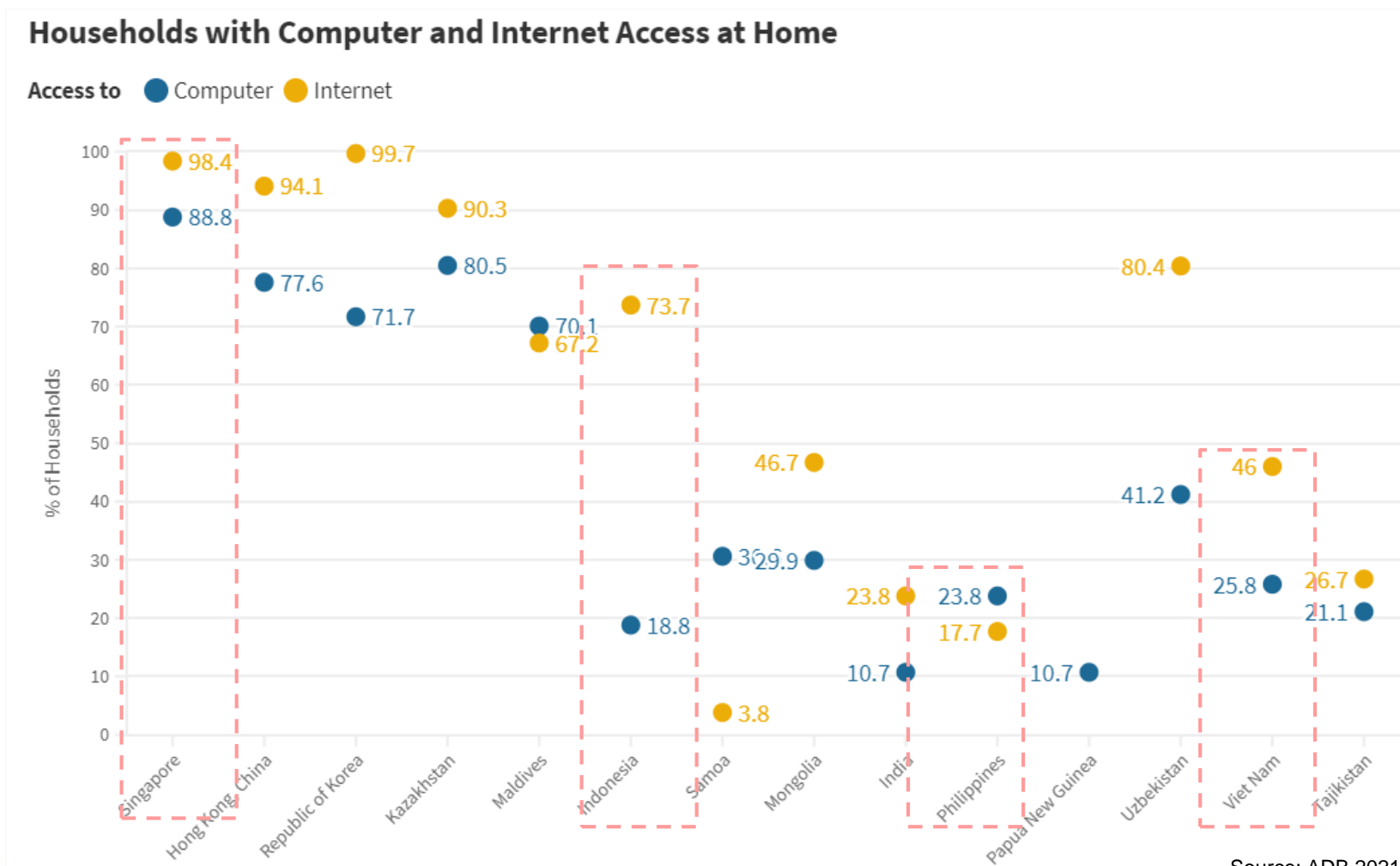
Figure 5: Benefit–Cost Ratios of School Face-to-Face Closure versus Other COVID-19 Control Measures in the Philippines



Note: All scenarios premised on "new normal" of minimum health standards post community quarantine and testing, tracing, and isolation at 20%–25% of infections.

Source: ADB estimates.

Digital, remote learning not a solution for many



Source: ADB 2021

Moving Forward

Two-Pronged Strategy for a Robust and Resilient TVET

Strong Basics

1. Private sector cooperation in planning and delivery by default for IR4.0 and green skills readiness
2. Continuous improvement of education inputs – curricula, teachers and managers, equipment
3. Focus on foundational skills preparing lifelong learners

Towards Advanced TVET

1. Learner-centric approaches at schools
2. Advanced EdTech solutions at schools
3. Foster data-driven labor market systems
4. Build lifelong learning systems
5. Foster TVET multi-level governance
6. Governments to become enablers

Technical and Vocational Education and Training

Job markets

RESPONSE	RECOVERY	REJUVENATION
Training continuity through online and offline modalities and training of trainers	Re-open institutions with health precautions, re-enrolling all students	Re-engineer training for future workplaces with Augmented and Virtual Reality and Artificial Intelligence tools
Cash transfers and stipends to students and wage subsidies to workers	Address gaps in competency levels with remedial sessions, particularly practical training	Develop micro-credentials or 'byte-sized' qualifications for short duration learning
Repurpose laid off workers; e.g. medical and care workers	Ramp up digital skills and training for e-commerce	On-demand courses from employers or new disciplines
Reskilling and upskilling to laid off/furloughed workers	Targeted training linked to fiscal and economic stimulus	New skills development programs for new businesses
Strengthen public employment exchanges for relief to workers	Short term employment guarantee scheme; Unemployment insurance	Professionalize services for job placements, career coaching

Targeted and nuanced support to girls, women, and youth at risk for training, entrepreneurship, and workforce participation

COVID-19 Strategy – Resilience and Readiness

- 1. Align education management to minimize school closures and learning losses**
 - Develop evidence-based school closure scenarios taking account of cost-benefits and align decrees with it to regulate school operations, including resources and guidelines
 - Increase education budgets and support services to schools
 - Capacitate teachers and managers on health and safety
- 2. Facilitate school completion rates of students**
 - Prioritize curricula (foundational skills, languages, STEM) and course requirements, allow for more formative assessment
 - Adjust school schedules
 - Create remediation plans and pathways
- 3. Prepare and equip schools and students for blended learning**
 - Capacitate teachers and managers in blended teaching;
 - Invest in IT infrastructure, provide cloud solutions, negotiate free internet access with internet providers and develop offline solutions;
 - Assist students in participating in blended learning (!) (e.g., offline solutions, free internet, access to devices)

ADB Advanced solution: Sector-Wide Approach

Bangladesh: Skills for Employment Investment Program

In Bangladesh, private sector cooperation in TVET is at the core of a large multi-tranche skills development reform program. With the objective to foster a demand responsive TVET system, the program extensively supported the development and operationalization of industry sector councils (ISCs) in priority sectors and established a new complementary public skill authority with its own budget to drive the revitalization of public training providers and facilitate partnerships with ISCs. Through capacity development, ISCs were enabled selectively to take up an active role in education quality assurance, including in education planning (e.g., endorsement of training package) and delivery (e.g., acting as industry assessors and certifier). Taking a sector-wide approach the program also supported the establishment of a central monitoring system as well as a national human resource development fund. Based on the extensive capacity and institutional development in the first two tranches, the final tranche leveraged the newly developed capacities to forge lasting industry-school partnerships resulting in a vibrant national skills development system.

ADB Basic Solution: TVET in Secondary Education

Philippines: Senior High School Support Program and GIZ K to 12 Plus Project

ADB-supported senior high school support program with a specialized track on technical and vocational learning (TVL) created the framework conditions to apply a dual training approach. TESDA launched in cooperation with the Philippine Chamber of Commerce and Industry (PCCI), German-Philippine Chamber of Commerce and Industry, GIZ, as well as other actors new dual training programs on the basis of the existing legal framework (Dual Training System Act 1994). Key activities included industry needs assessments, bundling of competencies to make the graduates attractive to employers, training of in-company trainers, and increasing immersion in companies from 80 hours to up to 1,000 hours and conducting cost-benefit analysis.

ADB Basic Solution: Integrating Foundational Skills into TVET

Supporting Kerala's Additional Skill Acquisition Program in Post-Basic Education

In Kerala India, ADB supported the improvement of additional skills development programs (ASAP) by delivering foundational skills training to higher secondary students as a prerequisite to starting vocational programs. Through improved foundational skills, students are set to engage in the subsequent vocational training more successfully and improve their employability more broadly. For students with a prior lack of access to quality basic education, it is an opportunity to close the learning gap overcoming their disadvantaged start into their education career. The program also supported the updating of vocational courses through industry-accreditation, facilitated partnerships between ASAP and skill sector councils and improved access to training through the construction of modern community skills parks.

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