



## SUMMARY RECORD

8<sup>TH</sup> REGIONAL POLICY DIALOGUE ON TVET

10<sup>TH</sup> ANNUAL EXPERT MEETING OF THE INITIATIVE ON EMPLOYMENT AND SKILLS  
STRATEGIES IN SOUTHEAST ASIA (ESSSA)

*“Building skills and facilitating employment in rural areas of Southeast Asia”*

21-22 NOVEMBER 2018 IN VIENTIANE, LAO PDR





## CONTENTS

<b>SUMMARY RECORD.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>3</b>
<b>OPENING SESSION.....</b>	<b>4</b>
<b>PLENARY SESSION 1: KEY LABOUR MARKET AND SKILLS CHALLENGES FACING RURAL AREAS.....</b>	<b>5</b>
<b>BREAKOUT SESSION 1A: SUITABLE FRAMEWORK CONDITIONS FOR IMPROVING ACCESS TO TVET IN RURAL AREAS .....</b>	<b>6</b>
<b>BREAKOUT SESSION 1B: IMPROVING ACCESS TO EMPLOYMENT AND SKILLS THROUGH INNOVATIVE LEARNING SOLUTIONS.....</b>	<b>7</b>
<b>BREAKOUT SESSION 2A: BETTER LINKING JOB-SEEKERS WITH EMPLOYERS - INNOVATIVE JOB MATCHING APPROACHES IN RURAL AREAS .....</b>	<b>9</b>
<b>BREAKOUT SESSION 2B: EMPLOYMENT PROMOTION BY SUPPORTING SELF-EMPLOYMENT IN RURAL AREAS – APPROACHES, POTENTIAL AND LIMITATIONS.....</b>	<b>10</b>
<b>BREAKOUT SESSION 3A: ATVET – A SUITABLE MODEL FOR ENHANCING THE RELEVANCE OF TVET IN RURAL AREAS IN ASEAN? .....</b>	<b>11</b>
<b>BREAKOUT SESSION 3B: PRIVATE SECTOR PARTICIPATION IN TVET IN RURAL AREAS, EXAMPLES FROM ASEAN .....</b>	<b>12</b>
<b>PLENARY SESSION 2: IMPROVING THE ALIGNMENT OF TVET WITH ECONOMIC DEVELOPMENT IN RURAL AND REMOTE LABOUR MARKETS.....</b>	<b>14</b>
<b>CLOSING SESSION.....</b>	<b>16</b>
<b>APPENDIX: LIST OF PARTICIPANTS .....</b>	<b>18</b>





## INTRODUCTION

Association of Southeast Asian Nations (ASEAN) countries have experienced strong economic growth over the last decades, while inequalities between urban and rural areas have been rising. Tackling labour market and skills challenges of rural areas will be crucial to close the income gap between rural and urban areas and sustain inclusive growth.

The tenth Annual Expert meeting of the Initiative on Employment and Skills strategies in Southeast Asia of OECD Southeast Asia Regional Policy Network on Education and Skills (SEARNP) and the eighth Regional Policy Dialogue on TVET of the German Government's Regional Cooperation Programme to Improve the Quality and Labour Market Orientation of Technical and Vocational Education and Training (RECOTVET), took place at the Crowne Plaza Hotel in Vientiane, Lao PDR, on 21-22 November 2018.

The meeting brought together 100 participants including senior officials from the labour and education ministries of ASEAN member states (Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand and Viet Nam), Australia, Canada, Chinese Taipei (Taiwan), South Korea, Mongolia, alongside representatives from the ASEAN Secretariat, the Southeast Asian Ministers of Education Organization (SEAMEO), SEAMEO Regional Centre for Vocational and Technical Education and Training (SEAMEO VOTTECH), the International Labour Organization, the Asian Development Bank as well as the Swiss Agency for Development and Cooperation and Swisscontact, to discuss building skills and facilitating employment in rural areas of Southeast Asia. The active participation of a broad range of practitioners from chambers of commerce, local businesses, vocational schools as well as training institutions, contributed to making the discussions particularly interactive. The event also garnered press coverage in local newspapers and TV.

The event was hosted by the Ministry of Education and Sports (MOES) of Lao PDR and organised jointly by the Organisation for Economic Cooperation and Development (OECD) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on behalf of the German Federal Ministry for Economy Cooperation and Development (BMZ).





## OPENING SESSION

Rural populations face various challenges that limit their access to quality training and employment opportunities. Typical challenges include long distances to training sites, difficulties to retain teachers, supply-driven training programmes, a shortage of decent employment opportunities, and the lack of career guidance services.



*H.E. Assoc. Prof. Dr. Khamphay Sisavanh, Deputy Minister, MOES of Lao PDR delivering welcome remarks*

**Technical and Vocational Education and Training (TVET) modernisation and quality enhancement have become key concerns among policy makers and practitioners.** Due to context-specific challenges of rural areas it requires tailored policies and approaches that meet the specific needs of rural learners and businesses.

**Skills development can be the key to poverty reduction in rural areas** if it gets people into decent and gainful employment. The skill needs of the rural labour market must be reflected in the design of education programmes and TVET schools cannot be left on their own in this regard. Policy makers need to create the framework conditions for partnerships between local schools, VET institutions and the private sector.

**Regional co-operation is of great benefit to economic and social development** and provides an opportunity for countries from Southeast Asia to exchange experiences and learn from each other on how to foster skills and employment growth.

### ***Distinguished Speakers***

H.E. Associate Professor Dr. Khamphay Sisavanh, Deputy-Minister, Ministry of Education and Sports, Lao PDR

Dr. Sylvain Giguère, Head of Local Employment, Skills, and Social Innovation Division, Centre for Entrepreneurship, SMEs, Regions, and Cities, OECD

H.E. Mr. Jens Peter Luetkenherm, German Ambassador to Lao PDR





## THEMATIC SESSIONS

### PLENARY SESSION 1: KEY LABOUR MARKET AND SKILLS CHALLENGES FACING RURAL AREAS



**ASEAN countries have experienced strong growth over the last decades, but they continue to face disparities between urban and rural areas.** In rural areas, where one in two individuals in the region lives, students typically perform lower than their urban peers, and the population has a higher probability of poverty and employment informality, hampering sustained development and inclusive growth. A large share of workers in rural regions are employed in informal or vulnerable rather than decent jobs.

**TVET has emerged as a priority to address skills challenges, but it has not had a significant impact yet,** partly due to low formal TVET enrolment rates. For TVET to be effective in ASEAN, it is crucial to improve the access to formal and non-formal TVET, and better align trainings to employer needs.

**Flexibility is key to adapt TVET to the needs of rural areas.** The close examination of the local labour market including skills analyses of value chains are key success factors for TVET to adapt to local skill needs. The specific demands and expectations of rural communities should also be taken into account, together with the reputation effect linked to the recognition of prior learning. Tailored support should also be provided to tackle the specific skills and labour market challenges of women.

**Strengthening co-operation and partnerships among TVET institutions, the private sector and other stakeholders is key for trainings to be effective.** The results of a survey undertaken in the Banteay Meanchey Province in Cambodia complements these findings. Among the 250 surveyed companies, about 50% reported difficulties in recruiting skilled labour, with technical and practical skill deficits emerging as the major obstacle for micro, small and medium enterprises (MSMEs). While TVET institutions are rarely used, 80% of surveyed businesses are open to co-operate with them, and willing to spend 50% more on salaries for higher skilled workers.





**Australia already offers extensive experiences regarding TVET delivery and employment services for and in rural areas.** The Australian system is characterised by strong industry engagement, nationally agreed standards for training providers and strong co-operation between the workplace and schools, VET and higher education institutions. Several initiatives targeting rural

areas are in place. For example, *the Australian Apprentice Wage Subsidy* supports apprenticeships in skills need occupations in rural and regional areas, and the *Community Development Programme* assists job-seekers in remote areas.

### **Moderator**

Mr. Ingo Imhoff, RECOTVET Programme Director, GIZ

### **Panellists**

Mr. Jonathan Barr, Head of Employment and Skills Unit, Local Employment, Skills, and Social Innovation Division, Centre for Entrepreneurship, SMEs, Regions, and Cities, OECD

Ms. Bernadine Caruana, Counsellor, Department of Education and Training, Australia

Ms. Sally Sinclair, CEO, National Employment Services Association, Australia

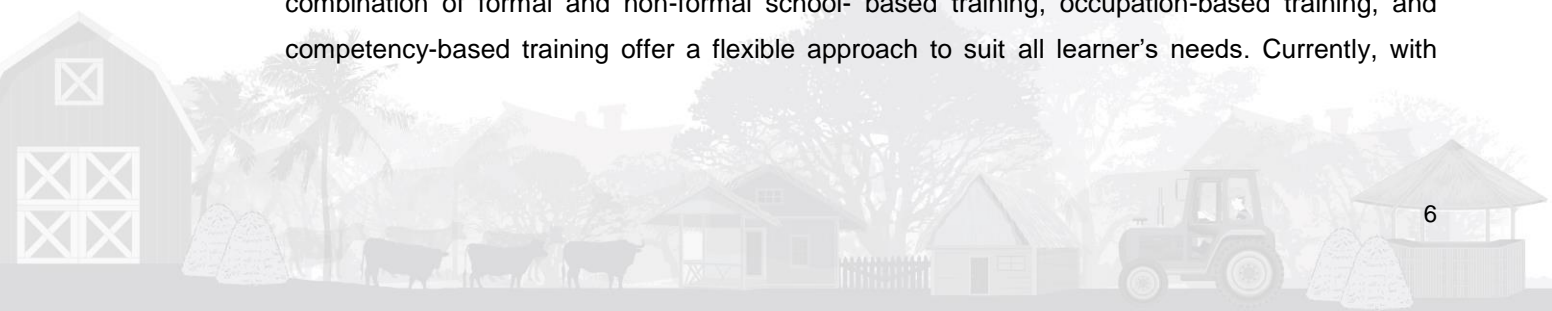
Ms. Kumudhini Rosa, Project Director, Vocational Education in Laos (VELA), GIZ Lao PDR

## **BREAKOUT SESSION 1A: SUITABLE FRAMEWORK CONDITIONS FOR IMPROVING ACCESS TO TVET IN RURAL AREAS**

Many households in rural areas still lack access to TVET and employment services due to various factors such as ineffective policies, poor transport infrastructure, as well as economic and social inequalities. **The creation of suitable framework conditions addressing these barriers is an important step toward facilitating access to TVET in rural areas.**



**The Integrated Vocational Education and Training (IVET) framework in Lao PDR was designed to specifically improve the access of disadvantaged groups to TVET.** Three levels of certificates provide the graduates with general education certification equivalent to class 9 and allow them to move to level 4-5 of the National Vocational Qualification Framework (NVQF). The combination of formal and non-formal school-based training, occupation-based training, and competency-based training offer a flexible approach to suit all learner's needs. Currently, with





German financial support, 11 IVET Schools have been equipped and supported. IVET provides approx. 8500 students every year with the access to level 4-5 TVET education as well as approx. 3000 students per year with access to level 1-3 short courses.

**Indonesia's TVET development policies emphasise suitable framework conditions and the analysis of local labour needs.** The main points are educational institution reform, competency standard development, internship ecosystem, improving infrastructure and practical equipment, mobilising of funds, and activating coordination at all levels. In addition, for the agribusiness sector, an analysis of values chains and of local comparative advantages in commodities highlight points of access for local economic agents.



**Participants of the group discussion identified further critical framework conditions to improve access to TVET.** *Flexible training systems* including mobile training, community-based training, enterprise-based training, and residential centre-based training courses play a key role to bridge physical distances. *Online learning* provides flexible training systems and can be scaled to any region with a sufficient IT

infrastructure. Access can be improved by financing *scholarships, voucher systems and school dormitories*. Governments must commit public funds for these provisions and engage in public-private partnerships. *Inter-ministerial cooperation* can facilitate access to TVET in rural areas by pooling resources in an integrated approach.

#### ***Moderator***

Dr. Anil Verma, University of Toronto, Canada

#### ***Panellists***

Mr. Somlith Virivong, Deputy-Director General, TVET Department, Ministry of Education and Sports, Lao PDR

Dr. Yulius, MA, Deputy Assistant for Manpower, Coordinating Ministry for Economic Affairs, Indonesia

## **BREAKOUT SESSION 1B: IMPROVING ACCESS TO EMPLOYMENT AND SKILLS THROUGH INNOVATIVE LEARNING SOLUTIONS**

Given the high costs of traditional TVET delivery (availability of relevant programmes, qualified teachers, modern learning and teaching materials), the underfunding of public TVET and the lack





of population density in rural areas, **innovative learning approaches are important to improve access to employment and skills training.**

**Digitalisation represents an opportunity for rural areas to address labour market and skills challenges.** In Mongolia a career guidance website ([www.mergejil.mn](http://www.mergejil.mn)) was created to target secondary school students, unemployed people and parents, addressing the key challenge of limited access to information across the country. The website includes information on 63 TVET schools, explanatory videos about occupations, information on responsibilities and duties of trainees, as well as expected salaries. Videos also incorporate sign language and specific features



for people with vision impairment. A mobile application of the portal is available, while information can also be downloaded as PDFs for off-line use in areas with limited internet coverage. Key factors include the use of visuals rather than text, dedicated staff, staff availability for direct user guidance, and promotion through websites and social media.

**The effectiveness of trainings in rural areas can also be improved by applying innovative approaches.** Swisscontact Vocational Skills Development (VSD) intervention focuses on private sector engagement. A needs-based and context-specific approach grounded in a local labour market analysis is key to training development. To achieve this, Swisscontact involves communities including marginalised groups, local leadership, as well as the private sector, in developing local VSD solutions and connecting learners with businesses. The Integrated Agricultural Sites (SIFA) and the Coaching for Employment & Entrepreneurship (C4EE) projects represent two examples where Swisscontact adopted such an innovative approach.

**Roundtable discussion participants stressed the important role of innovative thinking to overcome accessibility and transportation barriers in rural areas.** For example, in Sri Lanka, a mobile Career Guidance Unit (CGU), which travels to different parts of the island, was established to provide vocational training and skills development support to Sri Lankan youth. Participants also emphasised the need to embed innovations in local communities to bridge the gap between schools and the workplace. The role of networks such as local business associations can be pivotal to involve informal businesses.







### **Moderator**

Dr. Anthony Mann, Head of Unit, OECD Directorate for Education and Skills

### **Panellists**

Mrs. Khaliunaa Avirmed, Director General, TVET Policy Implementation and Coordination Department, Ministry of Labour and Social Protection, Mongolia

Dr. Sandra Rothboeck, Skills Advisor, Swisscontact

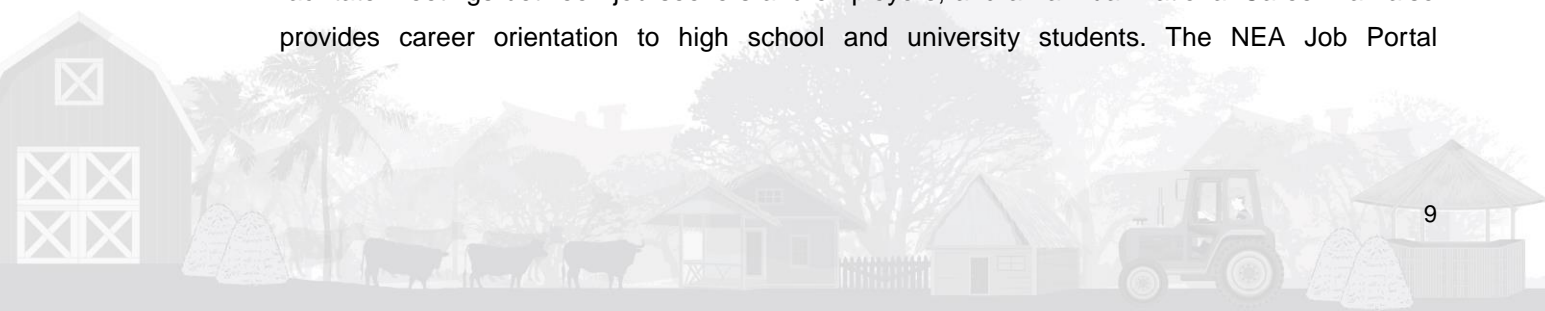
## **BREAKOUT SESSION 2A: BETTER LINKING JOB-SEEKERS WITH EMPLOYERS - INNOVATIVE JOB MATCHING APPROACHES IN RURAL AREAS**

**The transition from school to work is not immediate, even if students possess the right skills needed in the labour market.** Young people are often unaware of possible career and training opportunities while employers often lack the knowledge and resources to identify suitable graduates. Policy-makers need to facilitate the matching of labour demand and supply by providing labour market information systems, opportunities for job placements, and career guidance.

**Innovative approaches to linking job-seekers with employers exist across the ASEAN region.** The Don Bosco One TVET – Philippines is a network of 18 TVET centres across the country focussed on providing training to disadvantaged youth. Industry partnerships play a crucial role in developing courses and aligning them to the needs and expectations of employers typically from the engineering, agriculture, transportation, construction and hospitality sector. Partnerships provide scholarships and opportunities for work-based learning. Marketing and advocacy help raise awareness of the initiative, and the establishment of a digital platform allows to download official forms, service and programme information as well as to upload students' profiles making them easily accessible for enterprises.



**In Cambodia, the National Employment Agency has been successful in connecting job-seekers with employers.** The Agency provides a broad range of services for both employers (e.g. vacancy announcements, jobseekers databank, vacancy matching, advice on recruitment, etc.) and employees (e.g. pre-employment training, access to vacancy and training information, career guidance and counselling, trainings, etc.). An Employment Forum is organised twice a month to facilitate meetings between job-seekers and employers, and an annual National Career Fair also provides career orientation to high school and university students. The NEA Job Portal



([www.nea.gov.kh](http://www.nea.gov.kh)) provides easily accessible information on vacancies, labour market developments, career guidance and news. Television, radio as well as transport advertisement and community outreach are additionally used to engage job-seekers.



**Participants highlighted the need of strong partnerships and employer engagement to foster job matching in rural areas.** As the experience presented by the Asian Development Bank (ADB) in Lao PDR showed, collecting data, engaging the private sector as well as working with different ministries can be challenging, but effective practices to match labour

demand and supply exist. Participants also stressed the importance of good labour market information, including the collection of demand side data on skills needs. The institutionalisation of innovative services such as mobile employment services must be considered for long-term public funding.

#### ***Moderator***

Ms. Sally Sinclair, CEO, National Employment Services Association, Australia

#### ***Panellists***

Mr. Fr. Rex M. Carbilledo, SDB, Training Director, Don Bosco One TVET- Philippines, Philippines

Mr. Somean Kuoch, Deputy Head, National Employment Agency, Cambodia

Ms. Khamtanh Chanthy, Senior Project Officer, Asian Development Bank

## **BREAKOUT SESSION 2B: EMPLOYMENT PROMOTION BY SUPPORTING SELF-EMPLOYMENT IN RURAL AREAS – APPROACHES, POTENTIAL AND LIMITATIONS**

**In the absence of conventional employers in rural areas, self-employment is an important and often the only economic opportunity rural people face.** In some rural areas there are opportunities to move into gainful self-employment by transiting from subsistence to commercial farming, from low-value to high-value agriculture, or starting a new business in off-farm occupations along the agriculture value chain. TVET can enable people to take advantage of such opportunities by providing the technical as well as entrepreneurial skills.



In China, the **Hanns Seidel Foundation** tackles the issue of **self-employment with an integrated approach that goes beyond skills development**. Framed as a village renewal initiative the foundation focuses on selected villages tackling a range of challenges includes skill gaps, land consolidation, infrastructure development, water management, environmental protection



and tailored business development. This requires the participation of the community, policy-makers and researchers. Over the course of more than 20 years the project in the Nanzhanglou village, where population increased by 10%, turned into a success story as the average income is 65% higher in comparison to surrounding villages.

**Attributed success factors are ownership and engagement by TVET stakeholders, continuous dialog with local residents and researchers, commitment to a long-term transformation process and TVET tailored to local possibilities.** TVET is an essential part of village renewals project providing new technical skills to enable people to manage business risks and take advantage of new economic impulses.

**Participants identified tools to further support self-employment in rural areas** including the provision of micro-finance and equipment at a discount rate after training completion, career counselling, and entrepreneurial training.

#### ***Moderator***

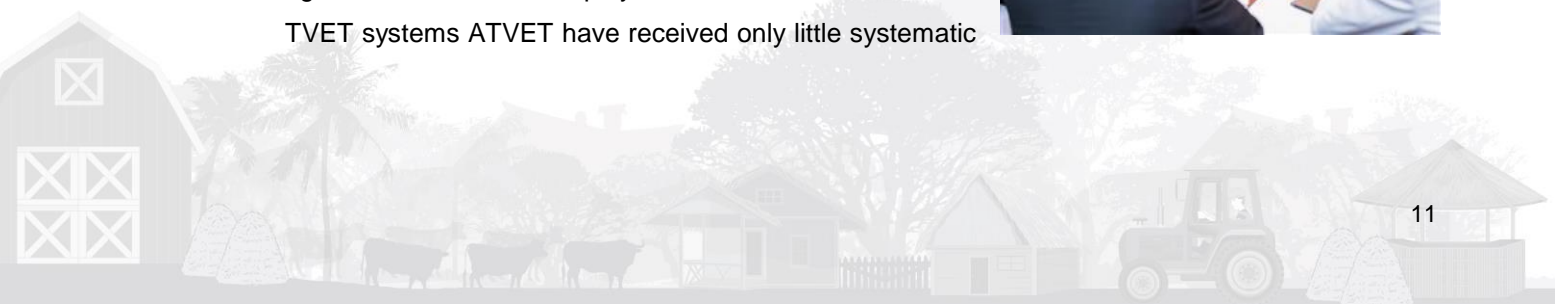
Mr. Jegan Ganeshamoorthy, Advisor, GIZ Myanmar

#### ***Panellist***

Mr. Sebastian Kade, Project Manager, Hanns Seidel Foundation

### **BREAKOUT SESSION 3A: ATVET – A SUITABLE MODEL FOR ENHANCING THE RELEVANCE OF TVET IN RURAL AREAS IN ASEAN?**

**Relevant skills to increase productivity in agriculture-related sectors play a crucial role in linking the rural population to profitable income-generating activities.** Agricultural technical and vocational education and training (ATVET) is highly relevant to rural areas given that agriculture is the main employment sector. In some national TVET systems ATVET have received only little systematic



attention and has rather been in the domain of the Ministry of Agriculture. Yet given the increasing professionalisation as well as modernisation of agriculture and the resulting skill needs, TVET system need to accommodate on- and off-farm training in professional agriculture.

**Similar to conventional TVET, ATVET programmes must be tailored to industry needs. Value chain analysis is well suited to identify relevant occupations along the agriculture value chain and identify skill requirements.** The results can be utilised as guidance for TVET schools to offer tailored training courses in relevant agriculture professions, whereas participants noted that there are many more occupations in the agriculture sector than just farmers.

**Strengths of ATVET identified by the participants included rural labour market relevance, the flexibility to adapt according to specific area needs, an overarching approach addressing multiple stakeholders, and the ability to provide training in rural areas.**

*Weaknesses* included a lack of current labour market information, and no comprehensive policy and educational standard for ATVET. *Opportunities* consisted of an increase in skilled jobs, ATVET as a possible guideline for rural policies, and rising attractiveness of agricultural jobs due to the usage of new technologies. *Threats* identified included volatile commodity prices and ATVET being highly subject to natural disasters and climate change.



#### ***Moderator***

Mr. Alexander Monden, GIZ Lao PDR

#### ***Panellist***

Dr. Emmanuel Santoyo Rio, Consultant and Lead researcher of a sector skills study for the agriculture and food-processing sectors in Lao PDR

### **BREAKOUT SESSION 3B: PRIVATE SECTOR PARTICIPATION IN TVET IN RURAL AREAS, EXAMPLES FROM ASEAN**

**Ensuring that the private sector participates in TVET is crucial for trainings to provide the right skills needed in the labour market.** Geographical dispersion, the lack of suitable programmes, and limited service quality can discourage rural businesses from being involved in TVET. Several initiatives have been implemented across ASEAN to address these issues.







**The PTHAS Training Programme has been established to upgrade skills among 500 MSMEs staff and support people from disadvantaged backgrounds to enter the Tourism and Hospitality sector in Lao PDR.** The programme builds on national skills programmes under the Lao National Institute for Tourism and Hospitality, ensuring quality of trainings. It draws upon local industry trainers to deliver trainings to MSMEs, and adopts a mobile training delivery, with trainings taking place in both industries and rural TVET schools. The engagement of local business associations has been crucial to involve the private sector in this programme, as the experience of the Champasak Hotel and Restaurant Association has showed.

**The WISATA Teacher Internship Program was developed to improve teachers' capabilities as well as building relations with the industry in Indonesia.** The programme addresses challenges, the lack of teacher capacity in terms of tourism teaching materials, and the absence of synergy between schools and the industry. Participating teachers have the opportunity to interact on a daily basis with practitioners from hotels, tour operators and airlines. The programme has increased in size and has resulted in positive collaboration between teachers, vocational schools and industries.



**Similarly, the Link and Match programme aims to improve the relevance of vocational high schools by linking and matching them with the needs of the world of work, businesses and industries.** The programme is characterised by close collaboration between teachers and trainers, government representatives, parents, partners and students. Hospitality courses are feature classroom sessions, hotel inspections, table manners as well as product exhibition. Students learn through forum discussions, tours and on the job trainings.

**The Vocational Skills Development Programme is being implemented to boost gainful and market demand-driven employment or self-employment and better income for disadvantaged men and women in Central and Southeast Myanmar.** Within this programme, curricula are developed based on occupational requirements, and courses focus on both trades and soft skills as well as health and safety. A key feature of the programme is the linkage of learners with employers through Employment Days, Sale Clerk Trainings, as well as Job Fairs and Entrepreneurship Trainings.





**Participants pointed out that co-ordination with local stakeholders is needed to develop trainings that are targeted to each rural area.** Consequently, TVET systems need to be flexible and adapted to the specific local needs. Access to information concerning the private sector's demand for skills emerged as crucial, as well as ensuring that TVET is relevant for the

industry. Participants stressed that the key issue is not to “bring” the private sector into TVET, but rather to make TVET attractive for businesses.

### ***Moderator***

Mr. Richard Rose, Lao PDR Country Director, Swisscontact

### ***Panellists***

Mr. Thouy Phtsavanh, President, Champasak Hotel and Restaurant Association (CHRA), Lao PDR and Mr. Vila Chanthavong, National Technical Coordinator, Swisscontact Lao PDR

Mr. Htet Aung Myo, National Local Vocational Training Manager and Mr. Stephan Giebel, Head of Local Vocational Training (LVT), Swisscontact Myanmar

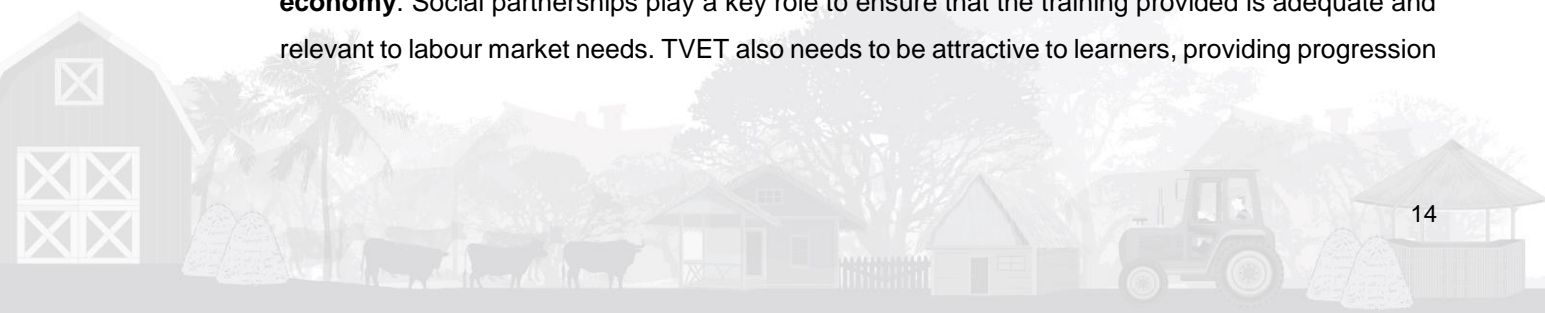
Mr. I Nyoman Adhi Wistawan, Cluster Human Resources Manager, Wyndham Hotel Group, Indonesia and Mr. Ruedi Nuetzi, Country Director, Swisscontact Indonesia

## **PLENARY SESSION 2: IMPROVING THE ALIGNMENT OF TVET WITH ECONOMIC DEVELOPMENT IN RURAL AND REMOTE LABOUR MARKETS**

**Agriculture represents an important field of training for rural areas, but programmes show substantial mismatches between the trainings and the skills needed in the labour market.**

Agricultural development is still very relevant for most countries in the region to support a successful transformation of the whole economy. Wide education gaps persist in rural farming across Southeast Asia, with the share of employees who attained upper secondary education or above being substantially lower in rural than in urban areas. Skills for more productive agriculture, self-employment and wage employment are a rare commodity. Therefore, improved matching of training with skill demand such as digital skills for smart farming is needed to support the diversification of the rural economy and boost agricultural productivity.

**One size does not fit all in trainings: TVET should be adapted to the need of each local economy.** Social partnerships play a key role to ensure that the training provided is adequate and relevant to labour market needs. TVET also needs to be attractive to learners, providing progression



routes and being responsive to the learner's abilities, and to society as a whole. In the case of Viet Nam, analysed in an OECD review, the development of qualifications framework, as well as mandatory work-based learning and workforce industrial knowledge are instrumental in ensuring effectiveness of TVET. However, the limited industry engagement and the low quality of work-based learning and the VET workforce remain relevant challenges.

**Different approaches are needed to address the specific challenges faced in the provision of TVET in individual rural areas.** In China, urban schools are resourced at higher levels than rural schools. A review of overall expenditure and an increase of funding in rural areas, together with the establishment of minimum quality standards that all regions and schools can reasonably aim for, linked to resource allocation, are needed. The example of Iceland, where vocational programmes are made available to a widely dispersed population in rural areas through universities, knowledge centres, regional learning centres, upper secondary schools and in the capital, represent a successful approach to delivering effective trainings in rural areas.



#### **Moderator**

Ms. Bernadine Caruana, Counsellor, Department of Education and Training, Australia

#### **Panellists**

Dr. Anthony Mann, Head of Unit, OECD Directorate for Education and Skills

Ms. Makiko Matsumoto, Employment Specialist, ILO Bangkok

Dr. Xaybandith Rasphone, Board Director, Lao National Chamber of Commerce and Industry, Lao PDR







## CLOSING SESSION

TVET is a powerful tool for rural economic transformation.

**Innovative learning solutions combined with suitable framework conditions are crucial to bridge the rural access gap to TVET.** This has to be supported through public funding of scholarships and mobile training.

**ATVET must be on top of the rural development policy agenda due to the employment and growth potential of the agricultural sector.** The TVET sector needs to accommodate this potential with needs-driven skills training along the agricultural value chain. As automation is altering future skills need, TVET must adapt to changing labour market requirements and embrace opportunities deriving from digitalisation.

**Employment promotion needs to be improved in order to facilitate the transition of TVET students into the world of work, whether by linking job-seekers with employers or by supporting self-employment.** TVET can help graduates by providing entrepreneurial skills in TVET schools and take advantage of policy initiatives such as SME promotion or micro-financing.

**Integrated rural development requires inter-ministerial cooperation to address challenges beyond skills development and a local multi-stakeholder approach.** Multi-stakeholder engagement fosters ownership by TVET stakeholders through continuous dialog with local residents and researchers, commitment to a long-term transformation process and TVET tailored to local possibilities.

**Engaging employers through effective industry-education partnerships is essential to ensure relevance of training programmes.** Private sector involvement and cooperation with TVET institutions needs to be incentivised by the public sector.

**Regional co-operation on TVET plays an important role to promote socio-economic development in rural areas across ASEAN.** Knowledge-sharing among practitioners and policy makers from regional countries as well as OECD member countries allow the identification of new and innovative approaches to building skills and facilitating employment in rural areas, which can ultimately result in better policies for local communities.



*Mr. Noupahnh Outsa, Director General of TVET Department, MOES of Lao PDR delivering closing remarks*







### ***Distinguished Speakers***

Mr. Noupanh Outsa, Director General, TVET Department, Ministry of Education and Sports, Lao PDR

Dr. Sylvain Giguère, Head of Local Employment, Skills, and Social Innovation Division, Centre for Entrepreneurship, SMEs, Regions, and Cities, OECD

Mr. Ingo Imhoff, RECOTVET Programme Director, GIZ





## APPENDIX: LIST OF PARTICIPANTS

No	Name	Organisation	Position	Email
<b>AUSTRALIA</b>				
1	Ms. Sally Sinclair	National Employment Services Association	Chief Executive Officer	sallys@nesa.com.au
2	Ms. Bernadine Caruana	Department of Education and Training, Australian Government	Counsellor	Bernadine.caruana@dfat.gov.au
<b>CAMBODIA</b>				
3	Ms. Tung Sopheap	Directorate General of Technical Vocational Education and Training, Ministry of Labour and Vocational Training	Deputy Director General	tungsopheap@gmail.com
4	Mr. Phuong Viseth	Directorate General of Technical Vocational Education and Training, Ministry of Labour and Vocational Training	Deputy Director of Dept. of Policy and Strategy	viseth.ph1983@gmail.com
5	Dr. Yok Sothy	National Technical Training Institute	Director	yok.sothy@ntti.edu.kh
6	Mr. Somean Kuoch	National Employment Agency (NEA)	Deputy Head	ksomean@gmail.com
<b>CANADA</b>				
7	Dr. Anil Verma	Rotman School of Management, University of Toronto	Professor	Verma@Rotman.Utoronto.Ca
<b>CHINA</b>				
8	Mr. Sebastian Kade	Hanns-Seidel-Stiftung	Project Manager	Kade-S@hss.de
<b>CHINESE TAIPEI (TAIWAN)</b>				
9	Ms. Chiao-Ting Huang	Employment Services Division, Workforce Development Agency, Ministry of Labour, Taiwan	Senior Executive Officer	A7200026@wda.gov.tw



No	Name	Organisation	Position	Email
10	Ms. Chien-I Chen	Training and Development Division, Workforce Development Agency, Ministry of Labour, Taiwan	Executive Officer	c7200036@wda.gov.tw
<b>INDONESIA</b>				
11	Mr. Mochamad Widiyanto	Directorate of Technical Vocational and Education, Ministry of Education and Culture	Head of Curriculum Division	widigital@yahoo.com
12	Dr. Yulius, MA	Creative Economy, Entrepreneurship and Cooperative & SMEs Competitiveness, The Coordinating Ministry for Economic Affairs	Deputy Assistant for Manpower	yulius01@yahoo.com
13	Mr. Imam Wahyudi	Creative Economy, Entrepreneurship and Cooperative & SMEs Competitiveness, The Coordinating Ministry for Economic Affairs	Economic Analyst	imamwahyudi.ekon@gmail.com
14	Mr. Nyoman Adhi Wistawan	Wyndham Hotel Group	Cluster Human Resources Manager	adhiwistawan@yahoo.com; hrm@ramadabalisunsetroad.com
<b>LAO PDR</b>				
15	H.E. Assoc. Prof. Dr. Khamphay Sisavanh	Ministry of Education and Sports	Deputy Minister of Education and Sports	
16	H.E. Mr. Jens Peter Luetkenherm	Germany Embassy	German Ambassador to Lao PDR	l@vien.auswaertiges-amt.de
17	Mr. Christian Olk	German Embassy	Head of Cooperation	wz-1@vien.auswaertiges-amt.de
18	Mr. Noupanh Outsa	TVET Department, Ministry of Education and Sports	Director General	nouphanoutsa@yahoo.com
19	Mr. Somlith Virivong	TVET Department, Ministry of Education and Sports	Deputy-Director General	somlithv@hotmail.com
20	Dr. Emmanuel Santoyo Rio	Sector Skills Study for the Agriculture and Food-Processing Sectors	Consultant and Lead researcher	e.santoyo.rio@gmail.com



No	Name	Organisation	Position	Email
21	Dr. Lamphoune Luangxay	Non-Formal Education Department, Ministry of Education and Sports	Director of Division of Primary Vocational Training	lphone@outlook.com
22	Dr. Phouvieng Phoumilay	Vocational Education Development Institute, Ministry of Education and Sports	Director	pphoumilay@gmail.com
23	Mr. Khornsy Mahavong	Department of Skill Development and Employment, Ministry of Labour and Social Welfare	Deputy Director General	mahavong2005@yahoo.com
24	Dr. Xaybandith Rasphone	Employer Board Committee, Lao National Chamber of Commerce and Industry	Vice President of Employer Board Committee /President of Garment Association	xaybandith@gmail.com
25	Mr. Jan Wiegelmann	KfW Office Vientiane	Country Director	jan.wiegelmann@kfw.de
26	Ms. Thavivanh Phanakhone	KfW Office Vientiane	Project coordinator	thavivanh.phanakhone@kfw.de
27	Mr. Uwe Gartenschlaeger	DVV International, Regional Office South and Southeast Asia	Regional Director	gartenschlaeger@dvv-international.la
28	Mr. Khanthong Inthachack	DVV International	Project Manager	inthachack@dvv-international.la
29	Mr. Thongsavong Inthavong	Vientiane Province Technical College	Deputy Director	ithongsa@gmail.com
30	Mr. Souksavanh Sinouvong	Polytechnic College	Deputy Director	
31	Mr. Saykham Phanthavong	Pakpasak College	Director	
32	Mr. Khamchai Gnommilavong	Lao-German Technical College	Acting Director	
33	Mr. Chittakone Sisanonh	Dongkhamxang Agriculture Technical College	Deputy Director	





No	Name	Organisation	Position	Email
34	Ms. Nivone Mounghounsavath	Vientiane-Hanoi Friendship Technical College	Director	
35	Ms. Saysavath Chasane	Lao National Institute of Tourism and Hospitality (LANITH)		
36	Mr. Phoxay Boulom	Department of Technical and Vocational Education, MoES	Head of Monitoring and Evaluation Division	
37	Mr. Khamdy Boudtakhan	Department of Technical and Vocational Education, MoES	Head of TVET information Division	
38	Ms. Chanthakone Mixaykone	Department of Technical and Vocational Education, MoES	Head of Administration Division	
39	Mr. Phetsamone Thanasack	Department of Organization and Personnel, Ministry of Agriculture and Forestry	Deputy Director General	thanasack@hotmail.com
40	Mr. Tony Donovan	Skills for Tourism Project, LAO/029, Luxembourg Development Cooperation Agency (LuxDev)	Chief Technical Advisor	tony.donovan@luxdev.lu
41	Mr. Lee Sheridan	Skills for Tourism Project, LAO/029, Luxembourg Development Cooperation Agency (LuxDev)	Tourism and Hospitality Private Sector Training Expert	lee.sheridan@luxdev.lu
42	Mr. Phetsavart Phangphongphakdy	Skills for Tourism Project, LAO/029, Luxembourg Development Cooperation Agency (LuxDev)	TVET Governance and Institutional Development Adviser	phetsavart.phangphongphakdy@luxdev.lu
43	Mr. Thouy Phetsavanh	Champasak Hotel and Restaurant Association (CHRA)	President	thouyp@yahoo.com
<b>MALAYSIA</b>				
44	Mr. Zulkefli Abdullah	Department of Skills Development, Ministry of Human Resources	Principal Assistant Director	zulkefli@mohr.gov.my



No	Name	Organisation	Position	Email
45	Mr. Suraimi Bin Rithwan	Technical and Vocational Education Division, Ministry of Education	Principal Assistant Director	miesan12@hotmail.com
<b>MONGOLIA</b>				
46	Ms. Khaliunaa Avirmed	TVET Policy Implementation and Coordination Department, Ministry of Labour and Social Protection	Director General	khaliunaa@mlsp.gov.mn
<b>MYANMAR</b>				
47	Dr. Kyaw San Win	Department of Technical, Vocational Education and Training, GTI (Thayet), Ministry of Education	Director and Principal	dr.kyawsanwin007@gmail.com; gti.thayet2010@gmail.com
48	Dr. Thet Hnin Aye	Department of Technical and Vocational Education and Training, Ministry of Education	Deputy Director	thethninaye84@gmail.com
49	Ms. Mya Than Yee	Foreign Relations Section, Department of Technical and Vocational Education and Training, Ministry of Education	Assistant Director	myathanyee85@gmail.com
50	Ms. Wai Wai Thwe	Human Resources Section, Department of Technical and Vocational Education and Training, Ministry of Education	Official	wwai5851@gmail.com
51	Mr. Ko Ko Lwin	Ministry of Industry	Permanent Secretary	gmkkllwin@gmail.com; hrd.dic.moi@gmail.com
52	Mr. Kyaw Kyaw Lwin	Department of Labour, Ministry of Labour, Immigration and Population	Director	kkllwinlabor@gmail.com; skillsdevelopmentdivision.dol@gmail.com



No	Name	Organisation	Position	Email
53	Dr. Myint Myint Soe	Department of Agriculture (DoA), Ministry of Agriculture, Livestock and Irrigation	Official	myinttwosoe2003@gmail.com
<b>PHILIPPINES</b>				
54	Fr. Rex M. Carbilledo, SDB	Don Bosco One TVET-Philippines	Training Director	xersdb@yahoo.com
55	Mr. Elmer Talavera	National Institute for Technical Education and Skills Development, Technical Education and Skills Development Authority	Executive Director	bolabsbolabs@gmail.com; ektalavera@tesda.gov.ph
<b>REPUBLIC OF KOREA</b>				
56	Mr. Young Ho Kim	Human Resources Development Division, Korea Employment Information Service	Director	imzado@keis.or.kr
57	Mr. Chan Bum Jung	Human Resources Development Division, Korea Employment Information Service	Assistant Manager	jbcj2000@keis.or.kr
<b>THAILAND</b>				
58	Ms. Jerdruedee Chinvaroj	Vocational Education Standards, Office of the Vocational Education Commission, Ministry of Education	Advisor	chinvaroj@hotmail.com
59	Mr. Itthipon Issarangoon Ayudthaya	Department of Skill Development, Chachoengsao Office for Skill Development	Director	itthipon99@gmail.com
60	Dr. Watanaporn RaNgubtook	Office of the Education Council	Deputy Secretary General	
61	Dr. Waeodao Autid	Educational Standards and Learning Development Bureau, Office of the	Educator, Practitioner level	



No	Name	Organisation	Position	Email
		Education Council Thailand		
62	Dr. Duangthip Wiboonsakchai	Educational Policy and Planning Bureau, Office of the Education Council Thailand	Educator, Professional level	
63	Ms. Theerata Thepmontha	Foreign Cooperation Policy Bureau, Office of the Education Council Thailand	Educator	theeratathep@gmail.com
<b>VIET NAM</b>				
64	Mr. Pham Duc Tien	Directorate of Vocational Education and Training, Ministry of Labor, Invalids and Social Affairs	Official	tienhmc@gmail.com
<b>ASIAN DEVELOPMENT BANK</b>				
65	Ms. Khamtanh Chanthy	Asian Development Bank	Senior Project Officer	kchanthy@adb.org
<b>ASEAN SECRETARIAT</b>				
66	Mr. Chandra Putra	Education, Youth and Sports Division, ASEAN Socio-Cultural Community Department, The ASEAN Secretariat	Head of Division	Chandra.putra@asean.org
67	Mr. Miguel Roberto Borromeo	Education, Youth and Sports Division, ASEAN Socio-Cultural Community Department, The ASEAN Secretariat	Senior Officer	miguel.borromeo@asean.org
68	Ms. Pitchanuch Supavanich	Labour and Civil Service Division, ASEAN Socio-Cultural Community Department, The ASEAN Secretariat	Senior Officer	nuch.supavanich@asean.org





No	Name	Organisation	Position	Email
<b>GIZ</b>				
69	Dr. Wolfgang Hannig	GIZ Country Office in Lao PDR	Country Director	wolfgang.hannig@giz.de
70	Mr. Florian Miss	Support for Economic Cooperation in Sub-Regional Initiatives in Asia (SCSI)	Programme Advisor	florian.miss@giz.de
71	Mr. Rudy Djumali	Innovation and Investment for Inclusive Sustainable Economic Development (ISED) Project, GIZ Indonesia	TVET Senior Advisor	rudy.djumali@giz.de
72	Dr. Stefan Hanselmann	Regional Economic Development Programme IV and Micro, Small and Medium Enterprise Support Programme, GIZ Cambodia	Head of Programme	stefan.hanselmann@giz.de
73	Ms. Kumudhini Rosa	Vocational Education in Laos (VELA), GIZ Lao PDR	Project Director	kumudhini.rosa@giz.de
74	Mr. Alexander Monden	Vocational Education in Laos (VELA), GIZ Lao PDR	Team Leader Component 2: Dual-Cooperative Training (DCT)	alexander.monden@giz.de
75	Mr. Phimmasone Thongphatsack	Vocational Education in Laos (VELA), GIZ Lao PDR	Senior Advisor	phimmasone.thongphatsack@giz.de
76	Ms. Satitphone Phommahack	Vocational Education in Laos (VELA), GIZ Lao PDR	National TVET Expert	satitphone.phommahack@giz.de
77	Ms. Regine Lentjes	Vocational Education in Laos (VELA), GIZ Lao PDR	Development Advisor	regine.lentjes@giz.de
78	Mr. Jegan Ganeshamoorthy	Promotion of TVET in Myanmar, GIZ Myanmar	Advisor	jegan.ganeshamoorthy@giz.de
79	Mr. Bilguun Ganbat	Cooperative Vocational Training in the Mineral Resource Sector Project	Deputy Project Manager	ganbat.bilguun@giz.de
80	Mr. Ingo Imhoff	RECOTVET Programme, GIZ Vietnam	Programme Director	ingo.imhoff@giz.de



No	Name	Organisation	Position	Email
81	Ms. Nguyen Thuy Hang	RECOTVET Programme, GIZ Vietnam	Programme Officer	Hang.Nguyen1@giz.de
82	Mr. Alexander Tsironis	RECOTVET Programme, GIZ Vietnam	Project Manager	Alexander.Tsironis@giz.de
<b>INTERNATIONAL LABOUR ORGANIZATION</b>				
83	Ms. Makiko Matsumoto	ILO Bangkok	Employment Specialist	matsumoto@ilo.org
<b>OECD</b>				
84	Dr. Sylvain Giguère	Local Employment and Employment Development Programme	Head of the OECD LEED Division	Sylvain.GIGUERE@oecd.org
85	Mr. Jonathan Barr	Local Employment and Employment Development Programme	Head of Employment and Skills Unit	Jonathan.Barr@oecd.org
86	Dr. Anthony Mann	Local Employment and Employment Development Programme	Head of Vocational Education and Training Team	Anthony.MANN@oecd.org
87	Mr. Alessandro Kandiah	Local Employment and Employment Development Programme	Policy Analyst	Alessandro.KANDIAH@oecd.org
<b>SEAMEO</b>				
89	Ms. Piyapa Su-angavatin	Programme and Development Department, SEAMEO Secretariat	Project Officer	piyapa@seameo.org
90	Dr. Paryono	Research and Development Department, SEAMEO VOTEC Regional Centre	Deputy Director for Professional Affairs and Research Manager	paryono@votech.edu.bn
<b>SWISS AGENCY FOR DEVELOPMENT AND COOPERATION (SDC)</b>				
91	Ms. Barbara Jäggi Hasler	Swiss Agency for Development and Cooperation SDC, Embassy of Switzerland	Deputy Director of Cooperation; Head of Domain Employment and Skills	barbara.jaeggi@eda.admin.ch
92	Ms. Sonenaly Phetsireng	Swiss Agency for Development and Cooperation SDC, Embassy of Switzerland	National Program officer for TVET	sonenaly.phetsiriseng@eda.admin.ch



No	Name	Organisation	Position	Email
<b>SWISSCONTACT (Swiss Foundation for Technical Cooperation)</b>				
93	Dr. Sandra Rothboeck	Swisscontact Head Office	Senior Advisor on Skills Development	sandra.rothboeck@swisscontact.org
94	Mr. Ruedi Nuetzi	Swisscontact Indonesia	Country Director	ruedi.nuetzi@swisscontact.org
95	Mr. Richard Rose	Swisscontact Lao PDR	Country Director	richard.rose@swisscontact.org
96	Mr. Stephan Giebel	Vocational Skills Development Project (VSDP) - Local Vocational Training (LVT), Swisscontact Myanmar	Head of Local Vocational Training	stephan.giebel@swisscontact.org
97	Mr. Htet Aung Myo	Swisscontact Myanmar	National Local Vocational Training Manager	htet.aung-myo@swisscontact.org
98	Mr Vila Chanthavong	Swisscontact Lao PDR	National Technical Coordinator	vila.chanthavong@swisscontact.org