# ADB Skills Forum 2012 Challenges and Opportunities for Skills Development in South Asia

Brajesh Panth
Lead Education Specialist
ADB South Asia Human and Social
Development Division (SAHS)

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## The Potential of Skills Development

- Asian Century vs. middle income trap
- Increased employability, productivity, and income
- Enhancing global competitiveness
- Arresting rising inequality for inclusive and sustainable development
- Innovative and IT enabled solutions

### Characteristics of TVET Programs in SA

- Mostly long term, pre-employment training
- Restrictive access: basic education required
- Formal TVET is small
- Strongly centralized administration
- Fragmentation of public provision
- High numbers of NGO/private providers
- Little information available on informal sector

### Strengths & Weaknesses

#### Strengths

- Growing awareness
- Policies formulated
- Apex body formed
- Extensive private provisions
- World class NGOs and training providers
- Qualification framework and CBT evolving
- Performance based financing

#### Weaknesses

- Low HDI/GCI
- Low image
- Overall low capacity to train
- Lack of information, skills-gap analyses, tracer studies
- Low internal and external efficiency
- Barriers to entry
- Weak quality assurance
- Low funding levels

## **Opportunities & Threats**

#### **Opportunities**

- Demographic dividend
- <u>Labor mobility</u> and huge global demand/remittances
- Balanced infrastructure and human capital
- Use of technology
- Potential for inclusivity and to reduce poverty
- Lessons learned from SA and other regions/countries

#### **Threats**

- Limited window for demographic dividend
- High youth unemployment and overall underemployment
- Other regions/countries are positioning themselves

### Quantity and Quality Imperative

- Countries must look at the numbers to skill/up-skill
  - New entrants to labor force annually
  - Labor force participation
  - Economic sector: % of GDP and % of employment
  - Migrant labor and remittances
  - Unemployment and youth unemployment
  - Small formal and large informal sector
  - Training capacity and training needs

### **Demographic Dividend: Double-Edged Sword**

- Countries must act urgently and strategically
  - Global context
  - Population profile
  - Dependency ratio
  - Education profile
  - Training profile
  - Migrant labor as a percentage of total labor force
  - Remittances

### **Balance Between Training and System Development**

- Frontloading quality assurance mechanisms
  - Curriculum, testing and certification, training of trainers
- Anchoring expansion on QA principles and demand
  - Collaboration with private sector and employers
  - Diversifying training
  - Menu driven approach informed by skills-gap analyses
- Expanding by creating a market for skills development
  - Career counseling and social marketing
  - Partnership: national and international
- Building on lessons learned and innovative solutions

### Institutional Coordination

- Multiple agency situation is a reality: coordination
- Important to establish a common framework for standards and quality assurance
- Agree and apply a set of common principles and parameters for uniformity
- Ensure greater autonomy and accountability
- Separate regulatory and service delivery functions
- Collaborate with private sector and employers
- Synergy with higher education

## Diversified and Targeted Funding

- Tap different sources of funding
- Establish predictable funding
- Increase and leverage public funding to skills development
- Target and incentivize reforms
- Institutionalize performance-based financing

### Road Map for Skills Development

- Vision and investment plans (5-10 year plans)
- Population and education profile
- Throughputs
- Skills gap analysis
- Skills ecosystem
- Strong coordination and implementation
- Diversified funding
- Strong M&E and tracking system
- Lifelong learning

	Skills Road Map	
	Long Term Plan/Perspective Plan	
Funding &		Inclusive
Targeting	Macro/Sector Plans & Priorities	Growth
	Domestic<->Skill Demand<->Overseas	
	<demand>Skills Market<placement></placement></demand>	
Policy Reform	Skill Supply	Institutional
		Arrangements
	Educational Output	
Geographic and	School Age Population	Gender
poverty		
	Population Base	
	M&E and Impact Analysis	