Regional Consultation on Vocational Education and Training for the 21st Century

Ambassador City, Jomtien
Pattaya, Thailand
19-21 August 1998

Report of Proceedings
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Regional Consultation on Vocational Education and Training for the 21st Century
Report on Proceedings

Part 1

The Department of Non-Formal Education (DNFE) and the Asian South Pacific Bureau of Adult Education (ASPBAE) jointly organized the Regional Consultation on Vocational Education and Training for the 21st Century. The aim of the consultation was to review the current state of Vocational Education and Training (VET) in the Asia-Pacific region, especially in light of the current economic crisis, with a view to defining the operating framework and strategies of ASPBAE’s VET programme.

The workshop was held at the Ambassador City Jomtien, Pattaya, Thailand, from the 19th-21st of August, 1998. Attending were 16 experienced personnel involved in vocational education and training from 9 different countries; Australia, Cambodia, the Philippines, Nepal, Hong Kong, India, Thailand and Vietnam. UNESCO-PROAP was also represented in this event. (Refer to Appendix 1 for list of participants, resource persons and observers).

BASIC PROFILE OF THE PROJECT PROONENTS

THE DEPARTMENT OF NON-FORMAL EDUCATION

The DNFE of the Ministry of Education, Thailand, was established in 1979 to organize non-formal education for disadvantaged sectors of society. The target groups of the DNFE are: women, local leaders, religious practitioners, military servicemen, prison inmates, the general labor force, farmers, students and youth, the elderly, the disabled, slum dwellers, hill tribes and Thai children and youth living abroad. One of the services of the DNFE is in the area of Vocational Education and Skills Training, which is designed to equip adult learners with vocational skills that can be used to upgrade their professions and develop skills to help them earn a living.

THE ASIA SOUTH PACIFIC BUREAU OF ADULT EDUCATION (ASPBAE)

ASPBAE is a registered, non-profit and non-governmental organization composed of a diversity of groups and individuals involved in both formal and non-formal adult education.
working with, and through, government agencies, universities, NGOs, community groups, trade unions, indigenous peoples groups, women's organizations, the media and other institutions of civil society. ASPBAE was established in 1964 in Australia by a group of adult educators promoting liberal adult education in the region.

ASPBAE is committed to advancing the rights of all people to learn and have access to learning opportunities throughout their lives in order to gain control of their own destiny. It aims to strengthen the capacities of the adult education movement in the Asia Pacific by attention to critical adult education concerns such as: literacy and post-literacy; education for women's empowerment, environmental education for sustainable development, workers' education for social development, indigenous education, information technologies, education for older people, HIV/AIDS education, and vocational education and training.

RATIONALE

Vocational education and training (VET) is a vital tool for the promotion of knowledge and skills geared to equip and empower the underserved majority. Its target groups are usually those with little, or no access to the formal educational system and those who have been marginalized or made redundant by new development forces that shape labor trends.

VET has traditionally meant the promotion of marketable skills and life/survival skills geared towards livelihood development and capacity-building. Livelihood development through skills-building is seen as a key element in improving the economic status of target groups and their access to quality of life services such as higher education and improved health systems.

The critical role VET plays in light of current economic and political realities in the region and the global context needs to be assessed and underscored. The currency crisis now sweeping South East Asia in particular has led to the contraction of whole economies and greater informalization and contractualization of labor. Globalization while facilitating a greater trans-border flow of resources, including that of people, also advocates the centrality of market forces directing the development of societies and economies. This affects the role of governments and the private sector and has grave impact on the labor forces across the region. The dynamic growth of the information sector and technology has rapidly increased the rate of obsolescence, leading to the creation of "new illiterates" and a labor force ill-equipped to deal with the new market needs demanded by the moment. These emergent factors bring a host of opportunities and threats to the populations within and outside the Asia-Pacific region.

Vocational education and training as a coping mechanism for economically displaced sectors becomes an ever more urgent need. Current VET programs will have to be critically reappraised in relation to their relevance, outreach character and effectiveness. Just as important, however, is the need to critically appraise the development context and paradigm that has made it more important for VET programs to "catch those who have fallen from the byways of development".

It is in the spirit of broadening the perspective and context of VET that a range of participants, representing various sectors attempting to increase the capacity of VET related skills available for the under-served majority, have been invited to attend this consultation. Many come from the government sector from within the Asia Pacific region, and work with established programs on VET, while others come from civil society and the private sector and have undertaken innovative approaches in the field of VET. The diversity in perspectives and wealth of experiences of the participants in this area of work should help enrich the discourse and improve on the practice of VET.

The regional VET consultation hopes to facilitate a discourse on VET within the current context of globalization and its implications on VET programs. It also hopes to facilitate a discourse between, and among, a variety of actors from government to private and civil society sectors, and identify areas of convergence in terms of the thinking and practices on VET. More concretely, the consultation also hopes to map out strategies for regional collaboration.
Finally, the organizers of the event, namely DNFE and ASPBAE, plan to establish a small working group on VET at the regional level to ensure the follow-through of the plans identified in the consultation.

OBJECTIVES OF THE CONSULTATION

To describe the current regional development context and its subsequent challenges to VET programs:

To discuss the various theories and practices in relation to VET undertaken by a variety of actors from governments, the private sector and civil society;

To identify the elements that constitute “best practice” or noteworthy VET programs;

To map out broad strategies for regional collaboration; and

To constitute an ASPBAE Working Group on VET with DNFE as the convener.

Part 2

OPENING CEREMONIES

Mr. Chalor Kongsutchai, Director General of the Non-Formal Education Department, Ministry of Education, opened the proceedings by welcoming the participants and presented a brief report on the background of this Regional Consultation, outlining the organization and roles of the DNFE and ASPBAE.

Mr. Songkram Kosutthiteerakul, Vice-Governor of Chonburi Province welcomed participants on behalf of the people of Chonburi province. Ms. Maria Lourdes Almazan Khan, the ASPBAE Secretary General, welcomed participants to the meeting on behalf of ASPBAE. She expressed hopes that during the consultation a better, fuller understanding of what constitutes VET in Asia Pacific region would be achieved and future collaboration and engagement between the various players in VET be established.

She went on to state that ASPBAE believes there is huge untapped potential for vocational education to be oriented, (perhaps re-oriented), into a powerful tool, enabling people and communities to adapt, respond and cope with various pressures and challenges to their survival: globalisation, rising unemployment, environmental degradation, migration, displacement, rapid technological change, to name a few. There is great potential in vocational training and adult education to assist in the process of empowering people and communities to transform their own conditions and define an equitable sustainable development path—one which ensures secure livelihoods for all men and women.

Permanent Secretary for Education, Dr. Surat Silpa-Anan, welcomed participants on the behalf of the Ministry of Education and officially opened the consultation.

In his opening speech, he recognized the enormous challenges in providing appropriate education and training in the midst of a rapidly changing society and economy. He stated that educational reform is necessary in order to be responsive to advanced technologies and to assist people by means of up-grading their skills and knowledge. For many decades, all nations have undergone a necessary transition emphasizing a knowledge-based economy and it requires an enormous effort on the part of individuals, communities, government and non-government agencies to work cooperatively in educational provision and preparing people for sustainable development through lifelong learning.

KEYNOTE SPEECH

The Keynote Speaker for the Consultation was Ms. Lalita Ramdas from India and President of the International Council of Adult Education (ICAE). In her presentation, Ms. Ramdas ably
Dr. Somtrakool thanks Lalita Ramdas for her Keynote Address.

provided a broad overview of current economic, political and social trends and dynamics at a global and regional level. She examined the role for education in general and for adult education in particular in response to these and suggested that a new paradigm of learning where adult education is transformed to enable and empower the marginalised to cope with a rapidly changing world and to reinterpret the globalizing forces positively and creatively.

Her emphasis throughout the presentation was that any discourse on training and vocational education is meaningless and purposeless if it is not fortified and enriched by human development-related concerns.

Part 3

STATUS/CHALLENGES TO VET AND RECOMMENDATIONS: PANEL PRESENTATIONS

Dr. Kla Somtrakool, Deputy Director General of the DNFE, presented his paper on "Vocational Education and Training: A Sustaining Strategy for Development". Providing a brief background of DNFE, he went on to explain how the past emphasis of the Department, since its establishment in 1979, was essentially on improving literacy, but as a result of rapid changes in Thai economy and society, it became necessary to broaden activities to include vocational training.

While the educational programs and resources were in place to run effective VET, the problem was to get these to target groups. A new strategy of substantial decentralization of control was initiated, with the responsibility for areas like education and local/traditional knowledge promotion being placed in the hands of Sub-district Administration Organizations (SAO). The missions of central authorities are only to set principle policies, provide funds, resources and general support, follow-up and evaluate VET (and other) programs. The SAOs are then in a position to effectively address the problems and needs of target groups.

Ms. Bong Angeles of the ALARM Project in Hong Kong presented her paper on the state of VET in Hong Kong. The current situation now facing Hong Kong poses greater responsibility and challenge for VET educators. She stated that the concern now is whether VET should be privately or publicly funded. A private system limits its access to displaced workers, as it will be user-fee based. It has also a distinct danger of catering only to the short-term interest of the employers and will enhance the trend of labour flexibility. Under such circumstances, the problem will not be resolved for workers, as they work without job security.

The effects of efforts being made by the non-government adult/workers' educators and unions, although commendable and with longer-term vision, beg serious question: with no genuine job creation effort from the government or the business sector, highly retrained workers will still be unemployed. Ms. Angeles recommends that the government establish a comprehensive labour policy, encompassing unemployment insurance, retraining programmes that cover displaced workers and job creation programmes.

Mr. Nguyen Van Phu of the Continuing Education Department from Vietnam presented the system of VET in his country.

Vietnam is an agricultural country currently undergoing modernisation. Despite setting up many training institutions over the last decade, problems associated with the Asian financial situation have forced the Ministry of Education to scale down their operations. Consequently, it is difficult for the training institutions to attract...
students and compete effectively in the education marketplace.

In a sector where funding is traditionally low, vocational training is paid particularly little attention. Mr. Nguyen suggested shifting the focus of vocational training from a “central to grassroots” level, and continue to develop quality materials. He also called for more cooperation between the Ministry of Education and training institutions in the hope of improving the overall quality of technical teachers schools.

OPEN FORUM

The participants discussed ways by which ASPBAE as a regional organisation can assist in promoting VET recognising the diversity in contexts and VET practice among countries in the region. It was noted that in spite of the differences among countries, the underlying, global forces which impact on the world of work are the same. ASPBAE could provide platforms to deal pro-actively with these macro level issues to address problems experienced by VET educators at the micro level. The participants also agreed to collectively draw up a common understanding and definition of vocational education and training in recognition of the diversity of experiences and traditions in different countries and contexts. The necessity for defining standards on VET was also discussed.

WORKSHOP 1:
DISCUSSION AND PRESENTATION-I

The participants were divided into three groups to: 1) share experiences of VET from each country and organisation represented, 2) discuss the problems and issues faced by VET and outline recommendations in this regard; and 3) arrived at a common definition on VET. For details of the discussions refer to Appendix.

BEST PRACTICES AND NEW MODELS OF VET: PANEL PRESENTATIONS

Mr. Satish Babu, of the South Indian Federation of fishermen Societies (SIFFS), India was the first presenter. He described the nature of the fishing occupation in South India and described the conditions which result in the high opportunity costs of education among rural communities, and in particular, small scale artisanal fishers. Mr. Babu also described the main activities of SIFFS—an apex organisation of primary and district-level fishermen societies. These include marketing, savings and credit, technical assistance, awareness raising, research and documentation and vocational education and training. The organisation decided to embark on VET in recognition of the need to provide opportunities for alternative livelihoods and occupations for small-scale fishers given their growing vulnerability in the light of fiercely competitive nature of the fishing industry, and the pressures on the natural resource base to support the increasing population of small-scale fisherfolk.

Mr. Babu outlined some questions and issues faced by SIFFS in the planning and conduct of VET work relating to: the interaction between training and potential livelihood opportunities; organisational structures for training addressing scale, and management issues; market links; and ways of sustaining trainees.

Mr. Frank B. Lopez of the Association for Non-Traditional Education in the Philippines (ANTEP) outlined the potentials and challenges underpinning the increasing role of vocational education and training: the changing world of work; increasing pressure on economies to be more competitive; technological change; increasing unemployment and underemployment. Alongside these, economies are often hard pressed to respond appropriately to educational challenges and need to look for cost-effective and innovative vocational education and train-
ing approaches and strategies to develop and enhance the relevant expertise and skills of their people. The JRED Model Program was then presented as novel approach to vocational education and training in the Philippines.

Associate Professor Richard G. Bagnall, School of Vocation, Technology and Arts Education, Griffith University, Australia, emphasized that 'best practice' is a matter of both ideological perspective and cultural context.

He suggested three points to remember when considering best practice:

Each of us has the potential to act with great good or immense evil, regardless of self perceptions.

There is never one right way of doing anything. The search for best practice is misguided and futile.

Every social action is simultaneously liberating and oppressing. The best we can hope to do is optimize the liberating factors and distribute the oppressing factors.

Dr. Bagnall in characterising policy trends of VET in Australia described the commodification of learning as evidenced in such developments as the privatisation of VET; the focus of learning as individual acquisition to be bought (training) and sold (as vocational skill); and on the passing utility of learning as a commodity and the need to constantly repurchase new commodity (vocational skills). This is the current and consequential definition of lifelong learning.

Policy initiatives associated with this development include the following: 1) the development of outcomes-driven educational systems; 2) the dedifferentiation of educational provision and engagement; 3) the vocationalisation of all post-compulsory education; 4) the privatisation of post-compulsory VET provision; and 5) the development of a unified national system of VET standards.

**OPEN FORUM**

Discussion centered around the role of industry in setting competency standards to VET in Australia. The Australian Government was central to promoting and funding programs which gathered heads of industry in order to set standards.

The fledging, but steadily increasing, role of multi-media packages in providing training and education in Australia was also outlined. The intention of industry and education institutions is to introduce the use of multimedia across the board, taking education out of the classroom and making it available to the situation and location of the workers.

Experiences linking literacy and VET work among fishing communities in the Philippines were shared. Further challenges to providing VET to fisherfolk in Southern India were then outlined.

**WORKSHOP 2: DISCUSSION AND PRESENTATION—II**

Two groups were formed to discuss the factors to be considered in developing/planning successful VET programmes, the results of which can be found in the Appendix, along with the presentation of the group work.

Presentation of Group Work—II (see Appendix)

**SYNTHESIS OF DISCUSSIONS IN WORKSHOPS 1 AND 2**

Marivic Raquiza of ASPBAE provided a synthesis of the results of the group discussion resulting from workshops 1 and 2. For workshop 1 which focused on the Status and Challenges of VET and recommendations, she said that some participants believed it was important to attempt to define and describe the nature of vocational education and training. In terms of the status of VET in countries and sectors represented by the
participants, she mentioned that VET can be undertaken by industry, by formal and non-formal educational institutions, or by civil society groups with differing objectives, target groups and budgetary resources. She also identified the various problems and challenges confronted by VET practitioners which she categorized into the following: at the policy level, operational level, partnership level and issues addressed to civil society in general and ASPBAE in particular. Finally, she outlined certain steps and recommendations identified by the participants geared towards addressing VET concerns.

For the synthesis of the discussion resulting from workshop 2, Ms. Raquiza identified some sixteen (16) factors to consider in planning and developing a VET program. Some of these factors touched on certain elements located in the learners context, the process of learning, and the social context, to name a few.

### Part 4

**FIELD TRIPS**

Four separate field trips groups were taken to different areas of Chonburi Province to view various VET programs in action.

- **Group A** – Observed the “Vocational Non-Formal Education Certificate Program” at two factories.

### Part 5

**ORGANIZATIONAL BACKGROUND OF DNFE AND ASPBAE IN RELATION TO VET**

Dr. Kla Somtrakool Deputy Director of the Department of Non-Formal Education presented his outline of the Role and Programme of NFE focusing on VET. Dr. Kla emphasized...
the need for using ASPBAE to facilitate sharing with and learning from each of the members of the region. He suggested four important functions for the lead agency of VET (DNFE):

1. To provide an Information Centre;
2. To act as a coordinating agency for VET;
3. To share and organize training programs; and
4. To manage the VET learning exchange—especially in relation to learning materials.

The importance of being informed of each other's capabilities, strengths and weaknesses, in order to strengthen the existing VET networks, was restated.

Maria Khan then provided an "Organizational Profile of ASPBAE" including its organizational structure, the function of lead agencies, and roles and participation of members; as well as its broad thematic areas, geographical regions of specialization, and functional areas of focus.

OPEN FORUM

Discussion revolved around the position of the staff and secretariat of ASBAE in assisting the sharing and dissemination of information between the member countries. The importance of sharing experiences and material between member organizations was emphasized and a variety of processes to achieve this were brought to light. The use of new technologies, such as the internet and mailing lists were mentioned as useful means of dissemination, however the problems of language and access to technology were acknowledged.

REGIONAL STRATEGIES AND PLANS ON VET

1. ACTION PLANS

   a) Engage in policy advocacy towards promoting and elaborating a VET agenda consistent with the vision and mission of ASPBAE at the national, regional and global levels
      • conduct policy research on the status of VET programs (with focus on the policies, programs and practices of governments, industry, academe and civil society) and correlate with impact on learners' quality of life (e.g. health, access to education, shelter); in particular, impact on specific groups/sectors prioritized by ASPBAE such as women, indigenous peoples, migrant workers, older people, etc.
      • policy framework should also be cognizant and appreciative of the role and contribution of indigenous knowledge systems and local wisdom towards preserving, documenting and improving on these, where appropriate
      • policy research should also assess the quality of provision of VET services (which include processes and resources) in relation to utilization of learned skills by trainees
      • policy research should also look into definitions/distinctions of competency based programs, equivalency programs, certification of different VET implementing countries
      • policy research could focus on a 3 to 6-country study (Thailand, Australia, the Philippines and possibly Nepal, Cambodia and Vietnam) primarily using existing data and undertaking the necessary work of collation and synthesis
Participants plan regional collaboration on VET.

- utilize the UNESCO sponsored 2nd International Congress on Technical and Vocational Education in Korea, 1999, as a major arena for policy advocacy viz participating governments and other regional and international policy-making bodies; outcomes/findings and recommendations of policy research could then serve as the major advocacy agenda on VET.
- advocacy plans post-Korea should also be identified; in particular, the area of VET could be a distinct area to monitor in the context of Education Watch, a major civil society mechanism that monitors commitments of governments and other regional and international bodies.
  - the following have indicated initial interest and/or commitment to assist and/or participate in the policy research: in particular, Dr. Kla Somtrakool of DNFE for the Thailand study, Richard Bagnall of Griffith University for the Australian study, and Frank Lopez of ANTEP and Rosanna Urdaneta of TESDA for the Philippine study. Mr. Yogesh Shresta of Nepal, Mr. Nop Tim of Cambodia, and Mr. Nguyen Van Phu of Vietnam expressed the need to consult their respective organizations before making any indication of interest or commitment.
  - Lalita Ramdas of International Council of Adult Education (ICAE) to share information with regional VET practitioners on continuing education in general and VET in particular.

b) Set up and maintain a VET information center/databank to provide information of capacities, weaknesses, interests, needs, programs, projects and other relevant information on VET practice in the region.

DNFE as Lead Agency of ASPBAE's VET Program shall initiate the setting-up and maintenance of information centers/databank.

c) Conduct study exchanges/visits among the regional VET practitioners to share and exchange knowledge and experiences and build and strengthen ties among them.

d) Network building around materials, information, and resources on VET in the region.
  - need also to look into the inter- and intra linkages among government departments that have a VET dimension/function (e.g. labor, industry, agriculture, science, technology, social welfare).

e) Others
  - Richard Bagnall offered to assist in facilitating a mailing list for information sharing on VET; Satish Babu offered to assist in linking up information technology concerns in relation to VET.

ORGANIZATIONAL MATTERS

a) Build a regional core group of VET practitioners initially composed of participants who attended the regional consultation with DNFE acting as Lead Agency and ASPBAE providing the necessary programmatic and administrative support services. Finally, there was also an expression from the participants for UNESCO-PROAP's continuing cooperation and partnership in pursuing a regional VET agenda.

b) On resource mobilization for VET activities, it was mentioned that ASPBAE can provide seed funds for specific projects and DNFE could provide some unmonetized contributions (e.g. humanpower for certain types of work required) but proposals would need to be drawn up and submitted to possible donors/funding agencies. One area for resource mobilization could be the area of industry as in
the case of Australia where this sector has been seen to massively provide support to VET programs.

**EVALUATION OF CONSULTATION AND CLOSING REMARKS**

Participants generally expressed satisfaction and appreciation for the substantive 3-day discussions on VET and for the hospitality and warmth they received from the organizers, particularly DNFE and ASPBAE. Dr. Kla Somtrakool of DNFE and Maria Khan of ASPBAE gave thanks to the participants for their rich sharing of information and experiences and to DNFE and ASPBAE staff for the laudable efforts in organizing the consultation.
Appendix

Working Schedule

18 August, 1998
Arrival of Participants

19 August, 1998
7.30–8.30  
Item 1. Registration
8.30–9.30  
Opening Address and Welcome Remarks by:
   1. Mr. Chalor Kongsutchai
      Director General
      Department of Non-Formal Education, Thailand
   2. Mr. Songkram Kosutthiteerakul
      Vice-Governor, Chonburi Province, Thailand
   3. Ms. Maria Lourdes Almazan Khan
      Secretary General of ASPBAE
   4. Dr. Surat Silpa-Anan
      Permanent Secretary, Ministry of Education, Thailand
9.30 –10.00  
Coffee Break
10.00–10.15  
Item 2. Keynote Speaker: Ms. Lalita Ramdas
             President of International Council of Adult Education (ICAES)
10.15–10.45  
Item 3. Panel Presentations
             "State/Challenges for VET and Recommendation"
               — Dr. Kla Somtrakool
               Deputy Director General
               Department of Non-Formal Education
               — Ms. Bong Angles
               Asia Monitor Resources Centre, ALARM Project, Hong Kong
               — Mr. Nguyen Van Phu
               Continuing Education Department, Vietnam
11.45–12.15  
Open Forum
12.15–13.15  
Lunch Break
13.15–16.3  
Item 4. Group Discussion – Part I
           Experiences of VET in each country based on the Country papers (3 groups)
           Presentation of group work
19.00–22.00  
Welcome Reception: hosted by the Department of Non-Formal Education
           Moderator: Ms. Preeyanuch Jariyavidyanont, DNFE

20 August, 1998
8.30–8.45  
Recap.
8.45–9.45  
Item 5. Panel Presentations
           “Best Practices and New Models of VET”
— *Mr. Satish Babu*
South Indian Federation of Fishermen Societies, India

— *Mr. Frank B. Lopez*
Association for Non-Traditional Education in the Philippines

— *Dr. Richard G. Bagnall*
Associate Professor of Adult Vocational Education
School of Vocational, Community and Technology Education
Griffith University, Australia

9.45–10.15  Coffee Break
10.15–10.30  Open Forum
10.30–11.30  **Item 6.** Group Discussion – Part II
Best Practices/ New Models of VET (3 groups)
11.30–12.00  Presentation of group work
12.00–13.00  Lunch Break
13.00–17.00  **Item 7.** Study Visits
Group A: Muang District: Vocational Non-Formal Education
Certificate Programme
Group B: Panasnikhom District: Short Term Vocational Education
Group C: Panthong District: The Project of "New Agricultural Theory"
under patronage of the King
Group D: Banglamung District: Agricultural Training and Development
Moderator: *Mr. L.E. Munjanganja*, UNESCO-PROAP

21 August, 1998
8.30–9.00  Item 8. Study visit presentation
9.00–10.00  **Item 9.** Synthesis Presentation of Workshops 1 & 2
— *Ms. Marivic Raquiza*
10.00–10.15  Coffee Break
10.15–11.20  **Item 10.** Organizational Matters
“Role and Program of NFE Focusing on VET”
— *Dr. Kla Somtrakool*
“Role and Programs of ASPBAE Focusing on VET”
— *Ms. Maria Lourdes Almazan Khan*
11.20–12.00  Presentation of Group Work
12.00–13.00  Lunch Break
13.00–13.20  Presentation of Group Work (continued)
13.20–14.00  Open Forum
14.00–15.00  **Item 11.** General Discussion
15.00–15.30  Evaluation of Regional Consultation
15.30–16.00  **Item 12.** Closing Remarks by ASPBAE and DNFE
19.00–22.00  Farewell Dinner: hosted by ASPBAE and DNFE
Moderator: *Ms. Marivic Raquiza*, ASPBAE

22 August, 1998  Departure of Participants
Address of Dr. Surat Silpa-Anan

Permanent Secretary
Ministry of Education, Thailand
at the Regional Consultation on Vocational Education and Training
on Wednesday August 19, 1998
at Ambassador Hotel, Chonburi, Thailand

It is indeed an honor for me to be invited to preside over this Regional Consultation on Vocational Education and Training hosted by the Asian South Pacific Bureau of Adult Education (ASPBAE), and the Department of Non-Formal Education.

I am most satisfied with the Director General's report on the background of the Regional Consultation. We are facing with the enormous challenge of providing appropriate education and training amidst changing society and economy. The increasing competitive pressure of all nations including Thailand causes most industries improve the better products at lower cost. A key element in achieving improved productivity is a well-trained manpower. It is believed that well qualified population can help the country enter international competitive labor market effectively.

The growing trend of science and technologies contributes the great change of information and knowledge. People can keep in touch with one another easily. Significantly, they have to adapt themselves to live with such changing. They must know how to catch up with technological advancement. To my view, educational reform is necessary in order to be responsive to the advanced technologies as well as to assist the people to cope with such innovative approaches by means of upgrading their skills and knowledge, probably be in terms of vocational and technological education and training provisions.

From many decades, all nations have continued to undergo a different but necessary transition emphasizing on a knowledge-based economy. Significantly, it requires an enormous effort on the part of individuals, communities, government and nongovernment agencies to join cooperation in educational provision and upgrading the people for the sustainable development through the lifelong learning.

I would like to inform you that the Ministry of Education has supported the Department of Nonformal Education to provide various kinds of Vocational Education and Training to meet the need of economic sectors as well as generating income of the rural people. From experiences, the Department of Nonformal Education has been successful in the implementation of a short term vocational skill training and interest groups. Such strategies may be one of examples to share with delegates.

I do hope this Regional Consultation on Vocational Education and Training will gain benefits from experts by exchanging information about new innovation approaches to vocational education and training.

Allow me to thank ASPBAE, UNESCO, the Ambassador Hotel, and the Department of Nonformal Education as well as the participants from member countries and Thailand who will contribute their knowledge and experiences to assist this Regional Consultation to achieve its goal.

At the time may I declare open the Regional Consultation on Vocational Education and Training and wish all your deliberation every success.

Thank you.
In behalf of the organizing committee, participants, and distinguished guests attending the opening ceremony here today, may I express our deep gratitude to the honorable Permanent Secretary, Dr. Surat Silpa Anan for your kindness in presiding over this Regional Consultation on Vocational Education and Training. It is my privilege and pleasure to present a brief report on the background of this Regional Consultation.

Vocational Education provided by the Department of Nonformal Education aims at extending opportunities for those who have missed schooling in order to gain their knowledge, skills and attitudes towards world of works as well as the improvement of living standards and the quality of life. In keeping with these purposes, competency-based curriculum has been introducing with focusing on flexibility and relation with the demand of marketing and local communities. Thus, a wide range of vocational education courses varying in length from thirty to three hundred hours are designed constructively to respond to each student having either different needs, learning at different speed or starting at a different time. The mentioned vocational education courses are divided into four types or activities namely Stationary Vocational Training, Mobile Vocational Training, Interest Group Programme and Lower Certificate Vocational Education. From experiences, the Vocational Education and Training activities have been facing the difficulty in the limitation of resource persons, inadequacy of equipped training facilities and the absence of local marketing to trade the products of the graduate vocational learners, in addition with financial problems.

Meanwhile, the rapid expanding of global economy is increasing the pressure for the improvement of productivity. Furthermore, the most industrialized nations are feeling tense competitive pressure. By this means all nations in Asia Pacific Region, namely The Philippines, Vietnam, Japan, Korea, India, Australia, New Zealand, Hong Kong, the People's Republic of China, and Thailand have put a special emphasis on evolution and development of vocational education and training.

The Asian South Pacific Bureau of Adult Education (ASPBAE) is an international non-government organization responsible for the promotion and development of adult education through all member countries in the Asia and South Pacific Region. The Department of Nonformal Education, Ministry of Education, Thailand is honoured to be selected as the lead agency to join the responsibility of to assist in the further development of vocational education and training by joining the responsibility of the member countries of the ASPBAE. They will share resources through the Regional Plan.

The purposes of this Regional Consultation are to:

1. Exchange knowledge and experiences in vocational education and training among the member countries, and

2. Facilitate the worldwide dissemination and broadspread vision of vocational education and training information about new and innovative appreciates within the region.
The three-day Regional Consultation starting today at The Ambassador Hotel is organized with excellent cooperation from ASPBAE. In other words, fifty participants and observers from ten countries, namely: Cambodia, Vietnam, Nepal, India, the Philippines, Hong Kong, Australia, and Thailand are fully supported.

May I now invite Mr. Sujarit Patchimnum, the Governor of Chonburi Province to deliver a welcome speech on this occasion.

Thank you.
On behalf of the Chonburi province people, it is a great pleasure for me to welcome all the participants and honorable guests attending the opening ceremony today.

I am very proud that you have chosen Chonburi Province, specifically Pattaya as the venue of this seminar. Chonburi is located on the East Coast of the Gulf of Thailand. Because of its location, Pattaya is now one of the most tourists attracted sea beach resorts in the world. Chonburi is the eastbound deep seaport and the industrial estate also. The industrial and agricultural products from our province are exported and earning foreign currency.

Pattaya has something for everyone. Whereas most other beach resorts rely simply on natural surroundings for their charm, Pattaya makes an all-out attempt to provide the best of everything in an exhaustive mix of facilities, and some of the Kingdom's finest golf courses are to be found near Pattaya. I hope that your visit to our province will leave you with positive and good impression.

May I invite Mrs. Lourdes Khan, the Secretary General of ASPBAE to deliver the perspective of ASPBAE for the Regional Consultation.
Address of Ms. Maria Lourdes Almazan Khan

ASPBAE Secretary General
at the Regional Consultation on Vocational Education and Training
on Wednesday August 19, 1998
at Ambassador Hotel, Chonburi, Thailand

It is with great pleasure that I welcome you all to this Regional Consultation in VET into the 21st Century jointly organized by ASPBAE and the DNFE Thailand.

While I see some familiar faces, colleagues from many ASPBAE events in the past, there are far more around this room who are new to ASPBAE and our work. It may be useful, I think, to provide you with a brief introduction about us—who we are and in what has motivated our initiating of this event.

ASPBAE—or the Asian South Pacific Bureau of Adult Education—is a regional network of NGOs, government agencies, universities, agencies, community groups in 30 countries all over the Asia Pacific region. All committed to the promotion of adult education and learning.

The member states of UNESCO and NGOs participating in the Fifth International Conference on Adult Education (July 1997, Hamburg) defined adult education as follows:

"Adult Education denotes the entire today of ongoing learning processes, formal or otherwise, whereby people regarded as adults in their societies develop their abilities, enrich their knowledge, and improve their technical or professional qualification, or turn them in a new direction to meet their own needs and those of their society."

It is in this definition of adult education (which ASPBAE subscribes to) that we find congruence and interaction with that distinct yet related stream of vocational education and training (VET). Employment, productivity, livelihood development are key areas for adult education as they are basic to those involved in VET. Along with the participants of the Hamburg Conference, ASPBAE committed to "promoting the right to work, the right to work-related adult learning, and to the promotion and concern for productive employment and secure livelihoods for all." (Agenda for the Future of Adult Learning, Hamburg 1997)

Globalisation, the rapid advance in technologies, wide-scale migration, displacements of populations due to conflict, natural and man-made disasters, environmental degradation, shifts from socialist to market-oriented economies in major parts of the region (China, Mekong River Delta, Central Asia)—all have provoked profound changes and pressures, and reconfigured our world of work. Unemployment is on the rise; rapid technological advance and the globalisation of production have rendered many skills redundant and have pushed many into the informal sectors of the economy; wide-scale environmental degradation and the continued promotion of unsustainable livelihood systems and practices have dramatically affected the productivity and survival of countless peasants, fisherfolk, tribal communities who depend primarily on the natural resource base for their livelihoods. Massive migration has exerted new social and economic pressures and challenges to workers and communities in both sender and receiving countries in our region.

We in ASPBAE believe there is huge untapped potential for vocational education to be oriented, (perhaps re-oriented), into a powerful tool, enabling people and communities to adapt, respond and cope with these various pressures and challenges to their survival. We think there is great potential in vocational training and adult education to assist in the process of empowering people and communities to transform their
own conditions and define an equitable sustainable development path—one which ensures secure livelihoods for all men and women. This is the underlying motivation for ASPBAE's launching of our Vocational Education and Training programme (VETP). This is what has inspired our bringing together of this rather assorted array of individuals representing very diverse perspectives and experiences in skills-building, livelihood development, vocational education and training. We hope that through this interaction, we: 1) can arrive at a better, fuller understanding of what constitutes VET in our region—its challenges and its potential; and 2) what are the spaces for future collaboration and engagement among the various players in VET from various streams and contexts—NGOs, government, universities, trade unions, the corporate sector to name a few. For us in ASPBAE, the results of our discussions will inform on the future directions of our VET programme.

This is new terrain for us in ASPBAE. We are very thankful that you have taken time off from your busy schedules to join us in this journey of discovery. We hope that the next three days will be as enriching for you, as it will no doubt, be for us.

Thank you.
I am delighted to be here in your country once again—this time to examine some aspects of the links between vocational education and training and the mainstream concerns of adult education. I have been working in the field of education and adult education for nearly three decades and have always subscribed to the need for a broad-based, more inclusive understanding and definition of adult education which should also subsume vocational and technical training; this is the first time that I am formally participating in a forum where the primary focus is VOCATIONAL EDUCATION AND TRAINING. I am grateful to the department of Non Formal Education—Thailand, and to ASPBAE, for making this possible.

There has been an interesting symbiosis for the International Council for Adult Education (ICA) (which I am currently heading as President) and for me personally, with the several major global and regional educational events that it has been my privilege to attend here. Formally, from an ICA perspective, this began in the year 1990 when the ICA held its World Assembly in Bangkok—to coincide with International Literacy Year. In March of the same year I was back again—this time at Jomtien—for the Education for All Conference. Subsequently I have made several other visits for meetings with UNESCO PROAP—the preparatory meetings linked with the Regional Meeting of Education Ministers in 1996: the regional consultations in preparation for CONFINTEA V in 1996. I have continued to be impressed by the clear and committed focus on education—especially to the unreached—which your ministry, especially the department of NFE have demonstrated and sustained. But I must tell you that my relationship with educational efforts in Thailand began many years before I had anything to do with either ASPBAE or ICA—at time when I was working with a small group called the EDUCATION FOR REALITY NETWORK way back in the late seventies. It was at that time that I visited Thailand for the first time for a workshop with a large number of teachers and educators, during which we had opportunities to meet and dialogue with a range of interesting groups—government and NGO—churches, Buddhist monks, librarians and others. The foundations of the concept of Non Formal Education were being formulated and laid already at that time—in fact if I recall rightly, the DNFE was established in 1979 to organize non-formal education for the disadvantaged population in Thailand. It has been a matter of deep and continuing regret for me as an Indian, that we as a nation never really bothered to learn lessons from Thailand in this regard.

However—these are digressions—and my task today is different. Figuring out the exact focus for this keynote address has not been easy.
THE MARKET AND THE WORKPLACE—
SOME ISSUES

I continue to be critically conscious and sensitive to the nuances and complexities—both existing and emerging—with regard to the entire field of vocational education and training in the rapidly changing context of "globalising markets, increasing poverty and the changing character of labour and the work place".

It is self evident that no two situations, in no two countries, even in the same region, can really be compared despite similarities. At the same time, I believe it is increasingly important to try to contextualise specific experiences within a larger reality if we are truly to equip people to cope with the often cruel dynamics of the market economy and globalisation.

Let me clarify at the outset that I am neither an economist nor a political scientist, nor indeed an expert in vocational training and skills. The experts in this latter domain are in fact right here in this audience. I am primarily a popular and adult educator and an activist who continues to be a student and observer of the rapidly changing environment around us in terms of the impact it has on human beings and communities in civil society. This therefore is the lens that I will use in my attempt to focus on certain key issues which might be useful in your forthcoming discussions.

In the course of this presentation I will attempt to do some of the following

- Set a Context—a broad overview of the economic, political and social dynamics at the global and the regional level
- Examine the role for education in general, and adult education in particular in enabling people, especially the marginalised, to cope
- Identify the specific potential for action and collaboration between organisations like DNFE and ASPBAE

DNFE AND ASPBAE—REVISITING OBJECTIVES

Let me begin with a brief re-cap of the stated objectives of DNFE and ASPBAE:

DNFE's goals were precise—namely to "open up educational opportunities for the disadvantaged; provide basic life skills for the improvement of the quality of life; to integrate the 'kis-per' or problem solving philosophy in the NFE process; to expand learning opportunities using available resources and to reach out to a wide range of target groups; and to employ various learning approaches, techniques and to co-operate with other agencies for integrated development."

One of the key areas within this general context, is that of vocational education and skills training.

ASPBAE—in common with groups like the ICAE and its global networks of adult learning—sees its task within a broadly human rights and social justice framework—namely to uphold the rights of all peoples to lifelong learning opportunities and to gain control of their own destiny; to promote the role and contribution of adult education in creating a new global order which empowers people, promotes equitable and sustainable development; and ensures that people can live in dignity and peace; and to prioritise certain key thematic areas within the broad field of education such as women, environment, universal basic education, literacy, peace and human rights, workers education for social development. There are clear areas of convergence, as also of divergence between these organisational objectives and perspectives which is precisely why there is need for the kind of interface and collaboration that is represented by this present initiative.

VET CONSULTATION—THE RATIONALE

To paraphrase the words of the project rationale—"vocational education is undoubtedly an important coping mechanism for the economically displaced sectors which will constantly need to be reappraised in terms of its relevance, character of outreach and its effectiveness. It is equally and critically necessary to appraise the development context and the paradigm that has made it more important for VET programs to catch those who have fallen from the byways of development". It may not always be possible in practical terms for a vocational training oriented group to incorporate and build in this "development paradigm". Hopefully such collaborations as between DNFE and ASPBAE will fill this gap.
Setting a Context Our World Today—The Edge of the New Millennium

In the course of some background reading that I was doing in preparation for this talk, I came across an interesting article by one Samir Amin in the Economic and Political Weekly entitled ‘Towards a Progressive and Democratic New World Order’. I would like to quote from the summary that prefaces his essay and which to my mind provides an excellent backdrop for the purpose of our discussion.

“Growing social distortions are taking a dramatic turn in the majority of countries in the west, the former eastern bloc and the south. The third world has broken apart into a group of emerging countries, which have now entered the industrial age and even developed the capacity to compete in world market and a group of marginalised and excluded countries. The growing differentiation between these groups of countries has shattered the concept of the third world and ended the common front strategies of the Bandung era. There is currently an attempt to impose an opinion that globalisation is a take it or leave it proposition.

These social distortions take different forms in different regions and countries—but certain common features are to be found in the re-appearance of massive and permanent unemployment (and underemployment), the erosion of the ‘welfare state’ and increasing exclusion/marginalisation of peoples. This leads us to ask certain fundamental questions which are pertinent to our discussion today.

- Would it be true to generalise that ‘all countries are in crisis’ at this juncture?
- Is NEO-LIBERALISM the inspiration and a common factor behind economic policies of all governments today?
- Is this being manifested in the recognisable features such as “de-regulation, more flexible labour markets, unlimited privatisation, cuts on social spending and fighting inflation”?
- In many countries of the South and the East has one of the fall-outs of unbridled globalisation been the almost ‘draconian’ imposition of SAP (Structural Adjustment) Programmes and Policies?
- With the ‘Asian Miracle’ being drastically re-evaluated given the recent developments in the currency markets throughout the region—what is the likely impact on millions of human beings who depended precariously for their livelihood and survival on jobs being available under a particular economic arrangement in the transition economies?

Questioning Assumptions—A Task for Education?

These macro-economic questions will clearly have to form part of the answer in framing future policies of organisations like the DNFE, the Trade Unions, with regard to preparing workers to find new or alternative employment prospects.

The foregoing discussion basically addresses some facets of the global economic crisis so to speak—since it is so directly linked to the basic rationale of labour, employment, vocational education and skill training. It might be pertinent at this point to remind ourselves that many of these questions are imbedded within certain larger philosophical and material questions concerning the nature of capitalism itself, given the gradual collapse of all forms of opposition to the current dominant mode of economic expansion which is primarily expressed and demonstrated through what Amin terms the five monopolies—i.e. globalised finance, technological innovation, access to planetary resources, means of information and communication, and weapons of mass destruction.

The IMF, the World Bank (or is it in fact the American Bank??) the G7/8 countries tend to proclaim to others less materially powerful that “there is no alternative” and that the peoples of the world must “adjust” to the so called rationality and efficiency requirements of the (“market”) economy.

Despite all the theories, the critiques, the rationale so precisely argued, many of us believe that the fundamental question continues to be the human factor. And perhaps we would be tempted to stand this argument on its head, and
proclaim that according to us "it is capital (i.e. markets) that must be forced to adjust to the requirements of peoples’ social progress and not the other way around."

WOMEN AND WORKERS—BEARING THE BRUNT?

This is not time or place to go into the details of the how and the what of that alternative vision and scenario. Suffice it to say that our task as educators with a broader social agenda is to keep that hope alive—the search for an alternative economic and social-political vision which will "embody respect for the interests of workers and peoples", which inevitably must begin with a reinforcement of their voices and their power, through their struggles within their own societies.

The issue of 'Feminisation of Poverty' and the role of women and gender concerns within each of these paradigms must be brought centre stage—as was also strongly reiterated by the Hamburg Conference.

THE WORLD OF WORK REVISITED...

It might be relevant to touch briefly here on the wide ranging discussion that also took place at Hamburg during the theme of Adult Education and the Changing World of Work. The focus was on the most significant principles and practices that relate specifically to the world of work, to the endeavours of education itself, to the responsibilities of the political arena with respect to adult education, and to the broad social responsibility of adult education. The first two paragraphs of the report indicating the inability to reach any consensus on recommendations under that theme are illuminating and reflective of the points made in this presentation.

Philosophical and ideological differences were deeply entrenched that significantly collared the perceptions and value judgments that were proffered...

The degree of heterogeneity among national and local contexts that existed within the participant groups excluded the possibility of prescribing universal remedies for most of the issues...

The reactions to change and consensus among the participant groups as to what was beneficial change and what was detrimental change range across the whole spectrum of such potential reactions...

The very meaning and definition of the words “work”, “market economy”, “the world of work” needed further unpacking and exploration ...

QUESTIONING AND UNDERSTANDING GLOBALISATION

There is need for active and focused discussion as to how an alternative model of work and the economy can be built. This must incorporate to be able to reject the idea that globalisation as presently defined by the few is a “take it or leave it preposition”. There are powerful voices that argue that “globalisation, like everything else, can be embodied in many possible alternatives—defined by the balance (or lack of balance) in the relationships between nations at any given moments, and behind them, the specific internal social relations of these nations.” In short, this envisages an audacious programme for building economies, structures and systems that would truly serve the peoples of the world. And as to whether this would be a capitalist or a socialist economy, by its very definition, envisioning alternatives implies that it might be a wholly new and creative mix of elements of both to provide pointers to a different future.

In my opening address on behalf of INGOs present at Hamburg at CONFINTEA last July, I quoted a famous world figure who expressed his anxiety at the state of the world in these words—“I now fear that the untrammeled intensification of laissez-faire capitalism and the spread of market values into all areas of life is endangering our open and democratic society. The main enemy of the open society, I believe, is no longer the communist but the capitalist threat.”

I went on to explain that I was not quoting some radical Marxist ideologue, but George Soros, the successful finance capitalist, who had raised questions about the assumption that the free market will come up with the solutions to the nature of society we want to build—“laissez-faire capitalism holds that the common good is
best served by the uninhibited pursuit of self-interest. Unless it is tempered by the recognition of a common interest that ought to take precedence over particular interests, our present system is liable to break down.” He adds further that as much as state power was used to repress individual freedoms, excessive individualism can do the same... “Too much competition and too little cooperation can cause intolerable inequities and instability”.

Soros is one example of a man with a mind, and a conscience, who has had the courage to question publicly the given premises of the very system that guaranteed him success personally, but condemns millions to the impact of “Social Darwinism” at its most brutal and basically echoes the need to temper and underpin the practical discourse of the market place, with the philosophical concerns of humanity.

All of this basically reinforces the position that the basic premise of Globalisation and the ‘Mantra of the Market’ needs to be re-examined so that we can understand that what is being ‘globalised’ is concentration of wealth and power on the one hand, and accentuation of misery and poverty on the other. It was Paolo Freire's premise that “there is no such thing as a neutral education process”—and therefore that all real education had a political agenda—overt or covert.

A VISION OF EDUCATION FOR THE TWENTY FIRST CENTURY

What then is our vision of the role of education? I believe that our choices are fairly straightforward. One option is to keep adult education within a largely ‘status quoist’ and instrumentalist framework. Alternatively, adult education could be the engine to spearhead a revolutionary movement which will address some of the fundamental issues affecting and shaping the world for our children in the next millennium. In my view, adult education in its broadest definition is uniquely positioned to make this latter ‘empowering’ kind of strategic intervention on behalf of the underprivileged in every society—and also influence macro policy wherever it is being made. Hence this convergence between the world of Vocational Education and the sphere of the adult educator.

ADULT EDUCATION AS HUMAN RIGHTS EDUCATION

Perhaps this is the moment to creatively re-define adult education within the framework of human rights education. By taking the Human Rights discourse out of the context of a specific nationality or nation-state framework, perhaps such education can become an instrument which is capable of addressing human deprivation and suffering in all contexts—be it the oppression of poverty, child labour, denial of schooling to millions of children, racial and ethnic discrimination, genocide, or denial of learning and work opportunities based on class, gender, race or ethnicity. Can we globalise Adult Education as Human Rights Education and thus address precisely the contradictions and dilemmas of the current global, regional and national situations we are so urgently being called upon to debate?

TOWARDS A NEW PARADIGM OF LEARNING

For the educationist of the future—for those looking to infuse a new life and energy into the theory and practice of adult education—we need to take an imaginative leap—to move beyond the dialectics of the current discourse, and the current paradigm. Clearly we are challenged today to re-interpret Adult Education as a powerful instrument to build, in the words of Nelson Mandela, “a new political culture based on Human Rights”. If a transnational, integrated dimension of Education as Life Long Learning, and one which will provide the Key to the Twenty First Century, is to be articulated—we then have to reinterpret globalisation positively and creatively.

I speak of a more universal recognition of the fact that we are all passengers in the same ship “Maia”—or mother earth—and recognise that poverty, disparity, and injustice affects those in affluent Japan as much as those in Bangla Desh, albeit in different ways. Wealth and privi-
lege does not protect the wealthy from bad wa-
ter, bad air, the mugger of the racist. Inequity,
ultimately exacerbates fear and insecurity, thus
undermining both democracy and the very con-
cept of human freedom. So who really needs
education?

IN CONCLUSION

I am aware that I have treded into many by-
ways—but this particular highway is such that
those migrations were essential to the core of
my argument.

Coming as I do from an India that has re-
cently taken what is to many of us a completely
illogical and unacceptable decision to nuclearise
and weaponise, while continuing to feature
among the poorest of the poor nations in the
Human Development Index, I am more con-
scious than ever that all our discourse on the
implications of the practical, reality based issues
of training and vocational education can never
have a meaning or purpose if they are not forti-
fied and enriched by these ideological and hu-
man rights related concerns.

It is not an easy task—especially since the
main stream will find it very easy to denigrate
and to minimalise these efforts. All the more
kudos to all those who have had the courage
and the wisdom and vision to examine these
concerns within the widest possible framework.
May there be many more such efforts in the fu-
ture—where, together, we can work to build a
different reality for us in this Asian region, and
the world.
Vocational Education and Training: A Sustaining Strategy for Development

Dr. Kla Somtrakool
Deputy Director-General
Department of Non-formal Education

The Department of Non-formal Education, Ministry of Education, has been established since March 24, 1979 (20 years ago) to take part in economic and social development of the country, especially to help develop the out-of-school human resources (which is more than 40 million persons) and to provide basic education and information to enable them to catch up with global changes, and to perform their stable careers honestly through self-reliance.

In the past, the non-formal education of Thailand started with encouraging Thai people to get knowledge, and being able to read and write since the government in that period considered that literacy and mathematical ability were important tools in seeking further knowledge, information, earning for their living and solving social problems. Therefore, many forms of activities in reading promotion were conducted, such as adult literacy, public library and village reading centre establishing, to prevent the neo-literates from relapsing into illiteracy.

Later, the activities were expanded to cover vocation education programme especially for the target groups in remote areas, with different culture and dialects, in order to read, to speak better Thai to earn and get more income. This helped promote unity, knowledge and ability of most Thai people.

Due to the rapid change of today science and technology as well as the progress of present communication, the strategy in organizing nonformal education has been changed as well in which the application of radio, television and computers have been included as technological media to provide education economically in remote areas. However, the provision of non-formal education for those disadvantaged target groups, with different problems and needs, cannot be organized comprehensively. Therefore, a strategy in organizing education for those out-of-schools must be adjusted appropriately.

A NEW STRATEGY

According to the Fifth, Sixth and Seventh National Economic and Social Development Plans, the planners planned to develop and elevate the country’s economy from agricultural to semi-industrialized or newly industrialized. Therefore, local and foreign capital funds were mobilized to develop industries and public utility system.

A lot of agricultural labourers moved to industries affecting the growth of national income at the rate of 10-11% yearly, while that of old industrialized countries in Europe and America was at only 1-5% per year. The economic growth of Thailand has been quite faster than the growth
of human and natural resources. Investment plans are jumping and lack realization on self-reliance economic system. The results are seriously down—turning the country's economy, business bankrupt, lay-off employment, and high living cost.

His Majesty the present King of Thailand has realized the importance of solving the problem by developing the country using self-reliance economic system; because it is based on reality going up to sustain development. His Majesty's speech to farmers, 15 years ago, was about “self-sufficiency” on natural resources and trying carefully, firmly to go up to “good and happy living” in the future. It was regretful that not many people took His Majesty's as a guideline for their occupation. The present economy, therefore, has been retreated and affected Thai people all over the country. We can conclude that the economic and social development in the past decade happened among unreadiness of human and natural resources, finance as well as too rapid changes. All were lessons that should be taken into consideration for setting a new policy.

Thailand revised the Constitution of the Kingdom on October 11, 1997. It really came from Thai people and was much appropriate for administrating the country at the present time, especially the decentralization of Thai bureaucracy to local authorities, such as education organization, art, local wisdom and tradition or folk culture promotion as well as budget allocation and administration. The smallest local unit is a sub-district or so called “Sub-district Administration Organization (SAO)”.

The decentralization to SAO is found to make the administration clear and less comprehensive, preventing default or recurrence. This accords to the mission of the Department of Non-formal Education in providing education, trainings for the disadvantaged and those in remote areas. This is a new strategy in organizing non-formal education for economic and social development. The continuous cooperation with local governing organizations, especially SAO, has caused satisfactorily stage of “Self-Sufficiency” development and promoted a “better and happy living” among community people.

**SUB-DISTRICTS: TARGET AREAS OF NEW STRATEGY**

In the past, development plans of the country were usually set by central or regional personnel targeting to provinces or districts. People in sub-districts and villages partially got benefit without continuity. Opportunities happened by chance, not by intention of planning. Sometimes, activities created by those outside community are not responsive to the needs of the local. The government has improved the local governing system by setting Provincial Administration Organizations (PAO), District Administration Organizations (DAO), and Sub-district Administration Organizations (SAO). All are juristic persons and have authorities in local governing and administering. They are responsible for education organization, career development, culture and local resource maintenance. Most of the board members are elected by local people, acting as sub-district government. We can trust that they understand problems of sub-districts and have sustaining solutions.

**SAO: SUB-DISTRICT GOVERNMENT AND READINESS**

SAO board members in the near future, are creators, leaders, planners and, developers of sub-districts in accordance with community's needs and direction. At the beginning of this change, the question of readiness of SAO in community development is quite difficult to answer; because timing is too short to show performance and most of the members' educational background are at primary or lower secondary level. However, there should be preparation by the Department of Local Administration, Ministry of Interior, in close cooperation with the Department of Non-formal Education, Ministry of Education.

Most of SAO members elected are village leaders, sub-district leaders and doctors. They are trusted by local people, have leadership and experience in administration. But in the new role of SAO, they may be encouraged to develop themselves in many aspects, such as vision, confidence, education, qualified leadership.
Hence, the Departments of Local Administration and Non-formal Education have agreed to cooperate in organizing general and vocational non-formal education to increase basic education for SAO members. The curricula are primary education, lower and upper secondary education, vocational certificates in lower and upper secondary education. These help increase vision, confidence and opportunity in higher education. Besides, the Department of Non-formal Education may cooperate in organizing trainings on planning, administration, management and others necessary for sub-district governing.

The Department of Non-formal Education not only cooperates with SAO in educating board members but also helps develop education, occupation, information system and lifelong education in communities. That is sub-district economic and social development, for examples, reading place and community learning centre establishment, distance education through satellites.

**EXPECTATION IN NEW STRATEGY**

In the past, both governmental and private authorities usually sent their personnel to help develop directly in rural communities, while local leaders rarely had chance to participate. When the activities or budget were over, they would withdraw or move to other places, placing little importance to follow-up and continuing activities. Recurrence happened in some areas or there had not been any authority entering for many years. Therefore, the strategy using sub-districts as target areas and giving importance to SAO’s participating role in planning, organizing, implementing continuously will help decrease the mentioned problems. The expectations happening in every target area of every sub-district of the country are:

1. **Responsibility of local people** In the past, local people usually thought that development depended on outsiders entering to help and show how to do. They just waited for that lucky day. But today, everyone, especially SAO, as local government, and community members must be responsible for development. Everyone realizes problems, needs and solutions which are important bases of sustaining development and self-reliance.

2. **Community Economic Development** The rapid growth of industrial sector in big cities causes a lot of agricultural labourers in rural areas to leave their farms and search for jobs in towns and foreign countries where they can earn more wages and send back home to support their communities, where children and elders mostly live. This has caused weak-points in rural economic structure. To resuscitate from the problems, each SAO should have career development micro-planning. Ideas of community members are mobilized to set complete career development plans in 3 aspects as follows:

   2.1 **Agriculture** Avoiding risky “mono-culture” agriculture which gives income from only one kind of plants or animals. Seeking agricultural occupations which support each other, such as planting and raising chickens or pigs. The manure is used to enrich the soil, while plants are used to feed animals. These have applied the King’s new theory in planting vegetables, rice, fruits, trees, together with animals.

   2.2 **Handicraft Industry** It is an independent occupation which can be done together with agriculture, especially in dry season or in leisure time, such as inventing goods from agricultural materials, doing basketry, weaving, preserving food, dress making, shoe making, etc. These are utilization of leisure time or self-employment among family members.

   2.3 **Service** The examples of this field are hair cutting, dress making, radio-electric appliance mending, engine mending, metal welding. The quantity of service that suits the need of community helps increase income, self-reliance and wealth.

3. **Local Resource and Culture Conservation** There are a lot of case studies on local development initiated by outsiders that destroyed natural resources, such as forests, minerals and water sources as well as folk culture. SAO will conserve and take care of public benefit to remain in community.

Therefore, if each sub-district cooperates with SAO and community organizations, such
as temples, schools, people and folk intellects, with good plans and systems, it is expected that, within 3-5 years, the result of development will be concrete. If every sub-district over the country can develop appropriately at the same time, Thailand certainly can accelerate the development on education, occupation, art and culture, public utilities and environment conservation within only 3-5 years.

THE MISSION OF THE DEPARTMENT OF NON-FORMAL EDUCATION FOR NEW STRATEGY

According to the old mission, the Department was to encourage the disadvantaged, especially in rural areas, to get appropriate knowledge and skills in improving life quality of themselves, families and communities. The central organization decentralized to regional and provincial non-formal education centres, while district non-formal education centres serve the people according to the central policy instead of to the local needs.

The new strategy is to set sub-districts as target areas. The board members of SAO assign activities and share responsibility. That is the decentralization of the Department of Non-formal Education to sub-districts. The activities accord to problems and needs of target groups. That is a low profile of central academic units. The missions of central authorities are only to set principle policies, encourage, follow-up and evaluate. Regional Non-Formal Education Centres are decentralized to do researches and trainings with suggestions from provincial and district non-formal education centres to respond to the need of SAO.

In administration, Provincial Non-Formal Education Centres will allocate budget to each district centre under the plan set with SAO. This can decrease a lot of problems on learning-teaching control in the area. At the beginning of the change in local governing system, there may be many problems, especially the readiness of local organizations in working, decentralization of central organizations as well as clearness of policies and appropriate direction. But all obstacles will end soon if every unit cooperates in developing, solving, being open-minded and well-intention to the public. Thailand will soon be released from economic and social decline.
Vocational Status, Challenges and Recommendations

Ms. Bong Angeles
ALARM Project, Hong Kong

Record shows that both government and private sector in the world devote substantial resources to enhancing work-related learning for employees. Examples:

US: ASTD-US (private sector) spent US$210B in formal & non-formal education and the Government spent US$5B each year. While 37% of training took place in the workplace, great emphasis on types of training taken into consideration focused on management, supervisory, new-employee orientation and technical skills.

CANADA: $11B is spent annually by the government on training and development of the workforce for economic growth and full employment.

BRITAIN: 33B pounds Sterling was spent on training in 1986-87 which increased to 10% of Britain’s GDP in early 1990s. Picture of training emerged:
- larger firms provide more training than smaller firms
- training is concentrated on service than manufacturing industries
- training declines with age
- public sector provides more training than private

FRANCE: enterprise are required to spend a defined percentage of their total wage bill for training purposes.

GERMANY:
- Gainfully Employed Persons

<table>
<thead>
<tr>
<th>Year</th>
<th>Gainfully Employed Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979</td>
<td>1985</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training in vocational education or retraining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of apprenticeship or vocational school training</td>
</tr>
<tr>
<td>Participation rate in vocational training or retraining</td>
</tr>
</tbody>
</table>

JAPAN: The number of employees receiving on-the-job training increased from 76.7% in 1976 to 82.5%.

Other countries have also started early in the retraining of workers (i.e., Korea instituted the vocational training system in 1967, Singapore’s National Skill Development Fund in 1979). In the case of Hong Kong, however, the colonial government has taken a non-intervention attitude in the economic development of the territory and workers’ education and labor training have been put into the shoulders of independent groups such as social workers and union organizers. The need for an in-service training was only realized by late 1970s which lead to the creation of the Vocational Training Council (VTC) in 1982 and, much later, the Employees Retraining Board (ERB) in 1992, the Construction Industry Training Authority in 1995 and the Clothing Industry Training Authority.
The Vocational Training Center (VTC) operates 2 technical colleges, 7 technical institutes and 24 training centers which provide a wide range of training courses to cater for the needs of different industry sectors and service industries. Students have been either school leavers or those currently employed. Although the establishment of the VTC was financed entirely by the government, it has to be noted that the government spending for vocational and industrial training is very small compared with the spending on general education.

The government's involvement in the retraining of displaced workers has not been positive until the tremendous pressure by labour groups in the late 1980s. For a long time, the displaced workers are assisted only through job information and job referrals. This changed with the coming of the Employment Retraining Scheme (ERS) which led to the establishment of the Employment Retraining Board (ERB). Currently, the ERB offers over 120 types of retraining courses through 53 active training bodies at 133 training centers. The main categories of the courses being offered are job search skills, job specific skills and general skills.

Further, one of the independent labour unions—the Hong Kong Confederation of Trade Unions (HKCTU)—have 2 retraining centers aimed at helping the displaced manufacturing workers to settle into new jobs in the services sector.

The list of courses offered by the 3 groups can be seen in the attached supplemental information.

**FACTOR CONTRIBUTING TO THE CREATION OF ERS**

**ECONOMIC TRANSITION**

Manufacturing and export have been the main source of economic growth of Hong Kong since 1950's. The sectoral shift from the manufacturing to the tertiary service sector started around 1970s which could be attributed to the steady growth of the tourism industry, continued trend of manufacturing plants' relocation from Hong Kong to China, fierce trade competition with developing countries and recovery of entrepot trade with China.

There is also an increased participation of women in the manufacturing sector with a conservative estimate of women workers put at 70% to 80%. The mobility of the transnational companies (TNCs) usually resulted in leaving a mass of unemployed workers in their search of a cheaper labour cost.

**LIMITATIONS OF THE LABOUR MARKET**

The need for a second institutional framework to retrain the displaced workers is evident when the labour market fails to provide in-service training and when VTC was set up only to provide ongoing and basic training, targeting people who are either school leavers or currently employed.

**POLICY LINKAGES: GENERAL LABOUR IMPORTATION POLICY**

The employers have successfully lobbied for the importation of semi-skilled and skilled workers (mostly in the manufacturing and construction sectors) when 'labour shortage' hit Hong Kong in mid-1980s. With 75% of the company having shifted their manufacturing plants in China, many local people have found it difficult to compete with the imported workers who are usually younger and receives lower wages. The local people are not also willing to engage in 3D (dirty, dangerous, demanding) jobs under poor working conditions with low wages.

**CORPORATIST GOVERNMENT AND INCREASED LABOUR POWER**

Businessmen and industrialists, being appointed by the Government then, have long been overrepresented in the legislative bodies of Hong Kong. This was changed in 1984 when the Sino-British Joint Declaration was signed and the 24 elected members (of the 46 seats) of the functional constituencies are allowed to join the legislature, with 2 seats elected by the registered trade unions.
PROBLEMS OF ERS

Rising Unemployment. The continuing increase in the number of unemployed people led both the government and the trade unions to have greater expectation, and doubt at the same time, from ERB on its ability to cope up with this responsibility and new demands.

Finance. ERB was designed, having in mind that the importation of labour policy was firmly placed. Its income is based on a US$50 levy for each imported worker a company hires. With the completion of the new airport and with the General Labour Importation Scheme replaced by Supplemental Importation Scheme, the financial capability for ERB to carry-out high quality retraining programmes is now in question.

Programming and Delivery. ERB has been criticised to be lacking in vision or long-term planning and the relevance of its (re)training programmes.

THE MAINSTREAM PERSPECTIVES

It is the World Bank's contention that there was a smooth transition from the manufacturing sector to the service sector with even higher wages. But statistics and workers' experience reveals that this is not the case. Thirty (30%) percent of Hong Kong manufacturing sector and 13% of the entire national labour force disappeared within 10 years. And according to a 45-year old unemployed woman, "Sometime ago, I was looking for a $5,000 a month job (half of what I earned!), and I found nothing... One of my co-workers found a cashier job at Hong Kong Telecom for some $3,000 a month (in 1989)... that is 60% less than her factory job". Recently, the Hong Kong Telecom has initially dismissed 200 workers. This was just the first batch of the 1,000 the company has targeted for dismissal. Where this led us to is the evidence of job insecurity the workers are faced with in the service sector.

Most often than not, the definition of unemployment is restrained to be covering only those who can prove that they are 'active' in the labour market but without work. Long-term unemployed, part-time and casual workers who become unemployed, self-employed and even newly graduates are excluded. Thus, government statistics of unemployment is very much conservative and misleading as it gives you a false sense of stability. A woman worker who was asked about her employment status replied: "I don't think it can last. Sooner or later, my department will disappear. Our boss has told the four of us in the packing section the other day that 'Either I don't give you a pay rise or I close this department'. All because he has opened a factory in China... We replied, "If you like, you can dismiss us (and compensate us with severance payment). Prices are so high these days, it's unreasonable not to raise our wage". Therefore, he gave us a $5 per day raise and fired a worker who has worked with him for 9 years... because it seems a new legislation is to come out, and he's afraid that she would meet the 10-year qualifying condition for more compensation payment..." Another woman worker was asked if her present job is long-term: "There is no such thing as long-term job in this kind of work. When he (the boss) wants to dismiss you, he dismisses you..."

The World Bank viewed labour flexibility and the destruction and creation of jobs as a necessity for "growth with equity" and continued to promote it without concern for human cost. The proposed solution is training which will apparently get workers through the process of "destruction and creation" of their jobs. However, the World Bank insisted that this training must be privately funded and that government should not finance or organise it. Further noting that the best form of training is "pre-employment training" which is "privately financed by students or job seekers". What this suggest in the current situation is that (unemployed) worker will pay for the training themselves, or companies to pay for the training once workers are employed which is highly unlikely.

Labor flexibility has been combined with export-oriented industrialisation of strategies of countries like Philippines, Indonesia and Vietnam. The experiences of the migrant workers, who are forced to leave their own countries basically due to domestic unemployment, reveals another form of social impact of labour flexibility. Working under extreme difficult situation
and excluded from the existing labour laws and regulations in the countries where they are working, with 3,016 recorded cases of distress (including rape and sexual harassment, psychological trauma, trafficking for prostitution, death or suicide, arrest or detention, maltreatment or forced repatriation) in the Asia-Pacific region in 1995 alone.

THE WORKERS' STRUGGLES

In view of the slackening in economic growth and uncertain business outlook, employers continued to downsize their workforce. Contrary to the view of Hong Kong not being hit by the protracted Asian financial crisis, it has also been subjected to a steady increase in the number of unemployed workers, from an unemployment rate of 3.6% in late 1995 to a 15-year high of 4.9% in mid 1998.

Under such circumstances, more firms are unlikely to provide an in-service training since most of the Hong Kong employers prefer short-term investment. Leaving the entire responsibility of upgrading the currently employed workers' skills in the hands of the Vocational Training Council.

The workers are also left but to faced the reality of either being sacked or receive pay cut, longer working hours, and lesser holidays. Given the high cost of living, particularly in Hong Kong, engaging in a retraining program under the ERB is not an option for them especially if they are the family's breadwinners.

A recent article in the South China Morning Post (5 August 1998) reveals the discontent of male unemployed workers on the courses being offered by ERB thus sparking criticisms from the unions that "the courses lack general appeal... men are reluctant to take the courses because they don't think they'll find a job in those fields." It does not necessarily mean that the women are contented with the retraining programme either. Lam Ying-hing, and organiser for the Hong Kong Women Workers' Association said that "women are applyng because it was the only option they had since they are limited to few job types such as waiting on tables or cleaning and the fact that even those fields are laying off workers."

CHALLENGES

"The Hong Kong government uses (is using) a reactive approach in retraining the workers which is problem-solving in nature and hoping only to solve the growing unemployment problem rather than improving the productivity of the labour force. The irony is that as unemployment soars, the program is now looked upon as a panacea to unemployment. It is highly doubtful whether this retraining program, without many adjustments and hard thinking, is ever prepared to face this new challenge". Tang Kwong Leung, Assistant Professor, Social Work Programme of the University of Northern British Columbia.

The current situation now facing Hong Kong and the capability of ERB in question, poses greater responsibility and challenge for VET educators. The argument now would, therefore, be whether it should be privately or publicly funded. A private set-up limits its access to displaced workers, as it will be user-fee based. It has also a distinct danger of catering only to the short-term interest of the employers that will enhance more the trend of labour flexibility. Under such circumstances, the problem will once again bounce back on the shoulders of the workers as they will work with no job security.

The efforts being made by the non-government adult/workers' educators and unions, although commendable and with longer-term vision, will seem to end in vain. With no genuine job creation effort from the government or the business sector, they will only be able to produce highly retrained unemployed workers. The government, therefore, has to come-up with a comprehensive labour policy encompassing unemployment insurance, retraining programme that also covers displaced workers and job creation programme.

REFERENCES


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3. Hong Kong Confederation of Trade Unions—Employees Retraining Centre
4. Everyone's State? Redefining an “Effective State” in East Asia. (A paper launched coinciding with the World Bank Annual Meeting in September 1997. This was a forged initiative by 6 regional NGOs based in Hong Kong, AMRC, AMC, ARENA, DAGA, Oxfam—Hong Kong and AA-YMCA).

7. South China Morning Post, 5 August 1998.

SUPPLEMENT INFORMATION ON ADULT/WORKERS EDUCATION IN HONG KONG

(List of courses offered by VTC, ERB and HKCTU)
1. Colleges offer both higher diploma and higher certificate courses, the duration of higher diploma courses is three-year full-time, whereas higher certificate courses are either offered in three-year part-time evening or two-year day-release modes.

<table>
<thead>
<tr>
<th>Applied Science</th>
<th>Electrical &amp; Communications Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Admin.</td>
<td>Electronic Engineering</td>
</tr>
<tr>
<td>Computing &amp; Math.</td>
<td>Hotel, Catering and Tourism Management</td>
</tr>
<tr>
<td>Construction</td>
<td>Manufacturing Engineering</td>
</tr>
<tr>
<td>Design</td>
<td>Mechanical Engineering</td>
</tr>
</tbody>
</table>

2. Training institutes which offer courses at two district levels, namely, craft or post-secondary 3 level and technician or post-secondary 5 level

<table>
<thead>
<tr>
<th>Applied Science</th>
<th>Design</th>
<th>Marine and Mechanical Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>China Business Studies</td>
<td>Electrical Engineering</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Clothing Technology</td>
<td>Electrical Engineering</td>
<td>Motor Vehicle Engineering</td>
</tr>
<tr>
<td>Commercial Studies</td>
<td>General Studies</td>
<td>Printing</td>
</tr>
<tr>
<td>Computing Studies</td>
<td>Hotel-keeping and Tourism Studies</td>
<td>Textiles Industries</td>
</tr>
<tr>
<td>Construction</td>
<td>Manufacturing</td>
<td></td>
</tr>
</tbody>
</table>

3. Training Centres
Basic training and skills upgrading are conducted for industrial craftsmen and technicians and for clerical, supervisory and managerial personnel in the service sector.

EMPLOYMENT RETRAINING BOARD (ERB)

Courses fall into 3 main categories—
—Job search skills
—Job specific skills
General skills
Full-time course Half-day course Evening course Total
for unemployed for workers for workers

Able-Bodied, 30-50 7,819 5,037 0,613 22,269
Able-Bodied, 50+ 379 133 21 533
New Arrivals 413 0 0 413
Disabled/Industrial Accident Victims 172 88 85 345
Total 8,783 6,058 8,719 23,560

TOP 6 RETRAINING COURSES, OCTOBER 1997-MARCH 1998

Computer Courses 11,045
Clerical 3,277
Language 2,268
Job Search Skills 2,062
Security/Building Attendant 1,345
Family Health Care 963
Others 2,605
Total 23,560

HONG KONG CONFEDERATION OF TRADE UNIONS (HKCTU)

FULL-TIME DAY COURSES
- Office Assistant Training Course—placement rate declined from 100% to 60% due to scaling down of small- and medium-enterprises.
- Home Helpers Training Course—100% placement rate
- Estate Management Training Course—100% placement rate
- Job Search Skills Training for the New Arrivals
- (New) Hospital Staff Training

PART-TIME (DAY/EVENING CLASSES)
- Chinese Computer
- Business English
- Putonghua
- Basic Bookkeeping

PLACEMENT AND FOLLOW-UP
Aimed at helping the retrainees to find jobs while trainers continue their support on them by making follow-up on their progress, advising them of their rights and organising them to struggle for better welfare and benefits.
Some Problems on the Development of Education and Labour Force in Vietnam in the Coming Years

Nguyen Van Phu
Senior Expert of Continuing Education Department

Vietnam covers the area of 330,363 square kilometers with the population of 77 million people (nearly 80% of them living in the rural areas). Vietnam comprises 61 provinces and cities.

Vietnam is a poor country with the GDP of US$ 250- US$ 300. Through 10 years of economic renewal, Vietnam has attained achievements on economic and educational development. In order to enter to the 21st century, Vietnam has identified the orientation for economic development by industrialization and modernization.

THE ORIENTATION FOR THE ECONOMIC DEVELOPMENT OF THE COUNTRY AND THE STRATEGY FOR EDUCATION AND LABOUR FORCE TRAINING AND VOCATIONAL TRAINING

1. The orientation for the economic development in the “Doi moi” period is to push up the industrialization and modernization of the country.

   Following this orientation:
   • Basic accomplishment of the industrialization and modernization of the country during the time of 20 years.
   • Average Economic growth from 8-10% annually. Increase GDP per person from US$ 500 in the year 2000 to US$ 2,000 in the year 2010.
   • Transferring of labour force rate from agricultural area to industrial and service areas.

<table>
<thead>
<tr>
<th>Year</th>
<th>1966</th>
<th>2000</th>
<th>2010</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour force rate in agricultural area</td>
<td>80%</td>
<td>60%</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>Agricultural rate in GDP</td>
<td>20%</td>
<td>12%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Service rate</td>
<td>42%</td>
<td>47%</td>
<td>52%</td>
<td>56%</td>
</tr>
</tbody>
</table>

   • Implement the multi-sector economic system suitable to market mechanism with the country’s orientation.
   • Develop education and training in order to increase labour force.

2. The overall objective of the development of education and labour force training is as follows:
To develop an educational system with the reasonable quantity, quality and effectiveness to meet the needs of labour force, people's intellectual standards and talents in order to serve for the industrialization and modernization of the country, for the people's demand for lifelong learning and among them, there is a number of education and training institutions to reach the standard of the region and the world.

3. The situations of education and training system of Vietnam:

The achievements of education and training of Vietnam at present is the results of economic innovation in the period of 10 years of the "Doi moi" process.

a. The achievements of education and training system

- There are a comprehensive, united national education system consisting of country-wide network and varied forms: formal education, non-formal education that are suitable for all learners.
- The number of learners increases dramatically in all grades.
- Objectives, contents and curriculum have been improved.

b. The weakness of education and training system:

- The education scope is still small. The labour force development for the industrialization and modernization of the country is not prepared well.
- The number of vocational students is small. There is not a well proportioned rate in developing of universities, secondary vocational education, technical training.
- There is a lack of teachers in general, especially vocational education teachers.
- The quality and effectiveness of education and training are still low.
- The facilities are backward and lack finance.

4. The orientation for development

- Education and Training is National Policy.
- Development of education and training in collaboration with the demand for the socio-economic development, the progresses of science and technology and master of modern technology.
- Establishment of education for all.
- Implementation of education socialization.
- The strategy for education and training of Vietnam aims to create potential abilities of the country in order to overcome the difficulties and to enter with the mankind into the 21st century.

THE DEVELOPMENT OF EDUCATION OF VIETNAM IS A BASIS FOR THE DEVELOPMENT OF THE LABOUR FORCE

At present, the population of Vietnam is 77 million, compared with the population in 1945, it increases about 30 million. In recent years, the population rate increases about 1.8% annually (about 1.3 million people).

- The law of universalization of education was passed.
- The law of education is prepared to issue in order to create a new step in the development of education and training.
- In the school year 1996-1997, there was about 19 million people learning in all grades, increasing nearly 3 million people compared with that in the school year 1995-1996.
- The number of pupils in lower and upper secondary schools in the school year 1996-1997 is more than 6 million. This is a remarkable source for the labour force in the near future.
- As for skilled technicians: in the past years, nearly 2 million skilled technicians have been trained.
- The labour force consists of 36 million people and 13% of them have been trained in the vocational institutions. This number mainly works in the industrial, constructive and service fields.
- The labour force in the agricultural, forestry and fishing fields occupied 70-80% of the total of labour force of the country, but there are only 7% of them were trained.
- The development of pivotal economic areas, industrial zones, export processing zones and modern technology zones require a big market of labour force and a number of skilled technicians.
The export of labour force is considered as a strategy for solving the situation of unemployed. At present, there are about 60,000 workers working in the foreign countries. This number will be increased double in the coming years. Therefore, the demand of vocational training for labours will be increased dramatically.

THE ORIENTATION AND SOLUTION FOR THE DEVELOPMENT OF LABOUR FORCE AND VOCATIONAL TRAINING

TECHNOLOGY REVOLUTION ON THE LABOUR FORCE

1. To change the vocational characteristics and the contents of the worker.
2. Mechanism and automatism require workers with more knowledge and skills.
3. To change the structure of labour force.
   - Simple works
   - Half-skilled workers
   - Managers
   - Inventors and technology renewal.
4. To create new vocational fields, from traditional to modern fields.
5. To internationalize step by step some important production fields. There is a competition of quality, productivity and prices.
6. To create new demands and contribute to the improvement of labours's material and spirit life.

THE SITUATION OF TRAINING AND FOSTERING LABOUR FORCE IN VIETNAM

- From 1960, there were in-service training form, varied fostering forms in the universities in order to raise intellectual and vocational and professional standards.
- From 1980, there were a in-service training system, secondary vocational colleges, vocational colleges for workers, vocational centres at district level everywhere in economic branches, industrial zones and service areas.
- The continuing education system develops with a united network from central level, universities to continuing education centres at provincial and district levels with varied learning forms to create the learning opportunities for all people.
- The development of vocational and professional training has not met the requirements of economic renewal, industrialization and modernization.

THE ORIENTATION AND SOLUTION

In order to develop the labour force to meet the requirements of the country, it is necessary to consider some following problems:

1. The training of the labour force has to be very closed connected with the labour market. Trained workers have abilities to find the works by themselves.
   The employers have to recruit employees in accordance with the requirements of quality and effectiveness of the work.
   The education and training institutions must have enough informations of the requirements on number of workers and branches need to be trained, necessary quality and skills as well as well as the policies and information on the orientation for the socio-economic development of the Government in order to design the education and training plans.

2. General education aims to raise the people's intellectual standards and to create the resource for labour force training.
   - At present, 88% of the population is literate. In the year 2000, all people in the age group of 15-35 will become literate.
   - Presently, 46.4% of the labour force are those who graduated form lower secondary education. The universalisation of primary education in the whole country, universalisation of lower secondary education in the cities, pivotal economic zones and favorable areas will be accomplished in the year 2000.
   - To spread and raise the quality of technical training, vocational orientation, foreign languages training, informatics training in secondary education schools in order to raise pupils' ability in self-learning and practice.
   - To establish centers for technical training, vocational orientation and training in order to
implement vocational orientation and training for general education pupils and for those who graduated from the general education schools and to contribute to the training of labour force for the society. At present, there are 320 centres in the second three of the number of districts in the whole country with 600,000 learners. The centres serving for a group of villages will be built in the coming year.

- Presently, there are 5 million of general education pupils. Therefore, in the coming years, it is necessary to establish several thousands centres in order to meet the requirements of the society. These centres play a very important role in the vocational training and increasing the number of skilled workers and technicians and contribute to transforming the structure of the labour force in the rural areas.

3. Professional training is considered as a main component to develop labour force and vocational training.

Professional training consists of vocational training, secondary professional training and higher education.

- In the developmental objectives of each level, grade and studying branch, it is necessary to pay attention to the synchronous development between general secondary education, higher education and professional and vocational training.

- At present, the rate between those who graduated from higher education, secondary vocational education and skilled worker courses are: 1 / 1.6 / 3.5. This rate presents a lack of synchronization and rationality in the structure of trained labour force (The rate in some countries in the region is as follows: 1 / 4 / 20).

- Besides the rate of the structure of trained workers, it is necessary to pay attention to the structure of different areas, mountainous ethnic areas, different vocational fields...

- Presently, the number of students who applies into some universities is very numerous such as business management, law, foreign languages, informatics. But the number applies into some other departments is very little. The situation is the same in the structure of parts, provinces...

- A number of students who have graduated from universities are unemployees or works in the field that they have not been trained. The closed connection between universities, colleges and labour force market needs to be paid attention.

- From now to the year 2000, the scope of higher education will increase to 1.5 times compared with that in 1995.

4. Technical and vocational training.

Technical and vocational training consists of:
- Secondary professional training
- Secondary vocational training
- Vocational training after lower secondary education
- Vocational training after primary education

Technical and vocational training is a subsystem in the national education system. Technical and vocational training system plays a direct role in the development of labour force for the country.

After the implementation of the process “Doi moi”, from 1986 to 1997, technical and vocational training has attended a remarkable achievements.

4.1 In the school year 1996-1997, the institutions serving for technical and vocational training comprise:
- Training of vocational teachers: there are 2 technical teachers training colleges and 3 technical teachers colleges.
- 6 secondary technical colleges for training of skilled technicians.
- 244 secondary professional training colleges.
- 174 vocational training colleges consist of secondary vocational training, training and fostering technical workers...

4.2 The institutions for non-formal vocational training consists of:
- 600 short vocational training institutions.
- 300 schools and classes of private business in the localities.
- Hundreds of vocational centres of social organizations (youth union, women union, tech-
technical and science associations...) vocational training classes in production institutions, business institutions and co-operative institutions with foreign countries.

- Hundreds of centres for agricultural encouragement in the 61 provinces, 370 centres for agricultural encouragement in 500 districts and a number of centres for agricultural encouragement in villages.

4.3 In the period of economic market and pushing up the industrialization and modernization, technical and vocational training system reveals the difficulties in some aspects:

- Due to the impacts of economic crisis, some vocational branches have to curtail their scale; some enterprises have to disband. These enterprise's ability of receipt of labours is restricted.
- Low salary paid for workers compared with other classes, after graduation from secondary education schools, pupils prefer to enter to universities rather than to professional education institutions.
- The budget for education and training is still low. Vocational training is not paid enough attention.

4.4 As for the scale of vocational training, in the beginning of the process "Doi moi", the number of trainees declines, but in the period of 1993-1995, the scale of vocational training increases. The formal vocational training increases from 62,614 in the school year 1994-1995 to 105,000 in the school year 1996-1997.

The scope of non-formal vocational training also increases from 55,000 in the school year 1986-1987 to 400,000 in the school year 1994-1995.

- The demand of trained personnel in the branches of mechanics, metallurgical industry is low, but in some other branches such as gas and oil industry, international communication, electronics, the demands is higher.
- In 1996, the number of trained personnel occupied 13% of the total labour force. The present vocational institutions trains only 500,000 persons. The objective is to train about 22% to 25% of the total labour force in the year 2000.

- Vocational training has to contribute to the transferring the economical structure. At present, 70%-80% of the total labour force is in agricultural branch.
- There are 500,000-600,000 general education pupils annually who engage in the vocational orientation courses, but only 10% of them have enough skills in practice.
- We intend to increase the trained workers rate in the coming years:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2000</th>
<th>2010</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained workers rate</td>
<td>22-25%</td>
<td>30-40%</td>
<td>50-60%</td>
</tr>
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</table>

Vietnam has to increase the scale and quality of training

5. Some main solutions for vocational training:

- To build the apparatus for management and direction of professional and vocational training from central to grassroots levels. Closed co-operations between the Ministry of Education and Training and Vocational Training General Department (a new formed institutions).
- To have solutions for management and encourages for the development of non-state vocational training institutions (private vocational training, half-state vocational training institutions).
- To manage and develop traditional vocational training.
- To give the priority for professional teachers training for vocational training institutions. Upgrade a number of technical teachers training schools to technical teachers colleges. Establishment of technical teachers faculties in some technical universities.
- To develop curriculum and materials on vocational training.
- To rearrange vocational training institutions, upgrade and establish some pivotal vocational training institutions (10 institutions in the year 2000 and 40-50 institutions in the year 2020).
- To develop rapidly non-formal vocational training institutions and short vocational training courses in the rural areas. Up to the year
2005, there will be a short vocational training centre, vocational consultations and work services in each district as well as developing the network for agricultural encouragement, agricultural services, transferring new technical progresses in order to contribute to the transfer of the structure of rural economics. This is material background and main resource to carry out the industrialization and modernization—a factor in the socio-economic development in Vietnam: concentrating on development of agricultural production, achieving a rise from agriculture to the industrialization and modernization, establishing and developing a strong economics.

***

The research on the strategy for the development of labor force resource and technical training for the 21st Century has been carrying out in Vietnam.

This report presents and analyses some main factors and makes some recommendations to develop labour force sources and vocational training in the period of pushing up the industrialization and modernization in our country.

This is a big and complicated problem, in the both aspects, theory and practice. This problem is still discussed by the participation's of researches in different branches.

Vietnam is an agricultural country. The pushing up of industrialization and modernization just begins. It is hoped that, in the seminar we will receive precious experience from all countries in the region and apply appropriately these experiences into the development of our country.
Best Practices and Innovations in VET in Australia

Dr. Richard G. Bagnall
School of Vocation, Technology and Arts Education
Griffith University, Queensland, Australia

The political context in which the policy initiatives here introduced have been taken, importantly has the following features—

* Australia's federated system of government: a federated Commonwealth of six States (New South Wales, Queensland, South Australia, Tasmania, Victoria, and Western Australia) and two Territories (the Australian Capital Territory and the Northern Territory).
* Australia's internationally comparatively low proportion of students in postcompulsory education in the 1990s.
* The perceived poor performance of its VET systems into the 1990s. Those systems were widely regarded by governments at the time as:
  * anachronistic;
  * too complex; and
  * too rigid.
* The traditional role of the States/Territories in VET.
* The development of a nationally coordinated VET sector from 1989.
* The pattern of joint Commonwealth-States/Territories initiatives in that development.
* The consequential diminishing diversity in VET provision across the States/Territories.

THE EMPLOYMENT CONTEXT
The context of employment and work in which the policy initiatives have been taken importantly includes the following features—

* The historically poor assessment of the country's VET until the 1990s.
  * The globalization of economic influence and competition.
  * The widespread technological/electronic replacement of work.
* Consistently high levels of structural unemployment.
  * Widespread underemployment.
  * Widespread casualization of work and contract-based employment.
* Extensive outsourcing of work.
  * The increasing fragmentation and virtualizing of employing organizations.
  * The changeability of work and the ephemerality of jobs.

FOCUS OF THE PRESENTATION
What constitutes 'best practice' is a matter both of ideological perspective and cultural context. Accordingly, the focus here is on policy directions—

* Noting the sort of policy initiatives involved.
  * Commenting evaluatively on the initiatives.
* Leaving judgements of best practice as open matters for discussion.
The policy initiatives are clustered here into six categories, as follows:

THE COMMODIFICATION OF LEARNING

The commodification of learning is evidenced in such developments as—

- A focus on learning, rather than teaching, instructing, or educational curriculum.
- A focus on learning as an individual acquisition, to be bought (as training) and sold (as vocational skill).
- The consequential privatization of VET involvement as a learner—the individualization of educational responsibility to the learner.
- A focus on the passing utility (the ephemeral nature) of learning as a commodity, and the need to constantly re-purchase new commodity (to learn new work skills).
- The consequential emphasis on lifelong learning.

Policy initiatives associated with these developments include:

- the development of outcomes-driven educational systems;
- the dedifferentiation of educational provision and engagement;
- the vocationalization of all postcompulsory education;
- the privatization of all postcompulsory education; and
- the development of a unified national system of VET standards.

These initiatives are examined, one at a time, in the following sections.

THE DEVELOPMENT OF OUTCOMES-DRIVEN EDUCATIONAL SYSTEMS

The development of outcomes-driven educational systems is evidenced in—

- The formation of a national system of competency-based assessment and instructional support.
- That system is particularized for each industrial category (e.g. 'Tourism and Hospitality', 'Building, and Construction', 'Metals and Engineering', 'Business', Clerical, Retail and Wholesale), at both national and State/Territory levels.
- The emphasis on learning assessment (registered training providers may be registered to deliver training, assessment, or both).
- The establishment of a system of workplace assessors.
- Policies and programs for the recognition of prior learning (RPL), credit transfer, and advanced standing is assessment.
- A pre-vocational emphasis on seven generic Key Competencies, each at three levels, each based on their use in workplaces. The recognized Key Competencies are those of:
  1. Collecting, analyzing and organizing information.
  2. Expressing ideas and information.
  3. Planning and organizing activities.
  4. Working with others and in teams.
  5. Using mathematical ideas and techniques.
  7. Using technology.
- The modularization of all VET outcomes and curricula.
- The flexible delivery of standardized modules, using interactive multimedia technology.

THE DEDIFFERENTIATION OF EDUCATIONAL PROVISION AND ENGAGEMENT

The dedifferentiation of educational provision and engagement is seen particularly in—

- The embedding of VET in the workplace through—
  * Workplace training and assessment.
  * New Apprenticeships, involving—
    * Registered training agreements.
    * An open range of industry categories.
    * Registered training providers selected by the employer. They may be—
      * Part of secondary school studies.
      * Part-time or full-time.
      * Outside (i.e., not covered by) wage agreements.
      * Entirely workplace-based.
    * Structured work placements in post-compulsory secondary schooling.
• The Australian Student Traineeship Foundation (ASTF) supporting the development of such placements.

THE VOCATIONALIZATION OF ALL POSTCOMPULSORY EDUCATION

The vocationalization of all postcompulsory education is evidenced in the following developments—

• The normalizing of a vocational culture through such measures as:
  * the competitive funding of adult and community (nonformal) education for vocational purposes; and
  * the constant assessment of the vocational value of non-vocational postcompulsory education.

• Institutional amalgamations and collaboration across the university-technical education divide.

• Collaborative teaching across the secondary school-technical education divide.

• The vocationalization of secondary teacher training programs.

• The 'convergence' of postcompulsory general (academic) and vocational education.

• The embedding of VET modules in the general educational stream and subjects in secondary schools.

• Erosion of the distinction between 'education' and 'training'.

THE PRIVATIZATION OF POSTCOMPULSORY VET PROVISION

The privatization of postcompulsory VET provision is seen in the following developments—

• Industry/employer control of the VET curriculum and assessment standards, including:
  * Industry Training Advisory Bodies (ITABs).
  * Industry category competency standards.
  * Criteria for the accreditation of courses.
  * Employer choice of training provider and assessor.
  * Industry/employer control of VET teacher education requirements, including:

* the human resource (industry experience) requirements; and

• Competitive State/Territory funding of private and public pre-vocational VET provision within the competency-based framework.

• Interstate and international competition for VET provision (its 'globalization').

THE DEVELOPMENT OF A UNIFIED NATIONAL SYSTEM OF VET STANDARDS

Overarching all policy and programming initiatives in the VET sector is the development of a Unified National System of VET standards. This is involving the following initiatives—

• State, Territory and Commonwealth Government ministers of VET meeting to establish national guidelines in the Ministerial Council of Vocational Education, Employment, Training & Youth Affairs (MCEETYA) and its predecessor.

• National reviews of VET undertaken by or for the Commonwealth Government. Major policy reviews include those of:

  * Keating (1994).
  * Mayer (1992), and
  * Schools Council, National Board of Employment, Education and Training (1994)

• The national standardization of VET qualification levels, through:

  * A national framework of guidelines:
    + The Modern Australian Apprenticeship and Traineeship System (MAATS).
    + Previously the Australian Vocational Training System (AVTS).
A national Coordinating body: The Australian National Training Authority (ANTA), with responsibility to:
1. promote the National VET System; and
2. Prepare the annual VET Strategic Plan.
* The standardization of qualification levels in the Australian Standards Framework (ASF)—and titles in the Australian Qualifications Framework (AQF).
* The groundwork having been done through the national Framework for the Recognition of Training (NFROT), established in 1994 to:
  + develop more flexible pathways between education, training, and industry;
  + ensure consistency in the accreditation of courses; and
  + encourage credit transfer, the recognition of prior learning, and the assessment of competencies.
* National Key Competencies and standards informing all pre-vocational VET.
  * A national framework of competency-based VET assessment & teaching.
    — Nationally endorsed industry competency standard.
* State and Territory Vocational Education and Training Councils coordination at that level and overseeing the State and Territory implementation of the national standards.
  * Through State/Territory Training Profiles.
  * Minimum national criteria and standards being set for the registration of VET trainer and training providers.
  * With single State/Territory registration applying in all others.
  * National Guidelines for establishing registered training agreements.
  * The benchmarking of programs.
* The setting of VET outcomes targets, for example, the 1991 target of 95% of 19-year-olds completing some form of postcompulsory education or training by the year 2001 (the completion figure being about 70% in 1990) (Finn, 1991).

- The current refinement of the system as the National Training Framework:
  1. The Australian Recognition Framework (ARF)—
     * Replacing the former accreditation of individual courses with national registration of providers.
     * Registered providers being free to deliver their own training assessment, and qualifications.
     * A skills passport being recommended for use in RPL.
  2. Training Packages: off-the-shelf, preferably for interactive, flexible engagement through multimedia delivery.

**FORMER INITIATIVE TO NOTE**
The Training Guarantee Levy (1990-1994)—
  * 1% payroll tax on employers with annual payroll of $200,000 or more.
  * Waived (as a training incentive) if expenditure on training exceeded that figure.
This initiative was suspended in 1994 under pressure from employers. The Act establishing it was subsequently rescinded after a change in the Commonwealth Government.

**REFERENCES**
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Experiences with Vocational Education and Training in the Small-scale Artisanal Fisheries on South India

Satish Babu
South Indian Federation of Fishermen Societies

Southern India has over 3,000 km of coastline and rich and productive marine ecosystem that provides livelihoods to hundreds of scattered communities that depend on it. Administratively, south India comprises the states of Andhra Pradesh, Tamil Nadu, Pondicherry, Kerala, Karnataka and Goa. The population of fishers in this region is about one million.

These communities generally fall outside the realms of most mainstream development interventions, whether government-sponsored, or NGO-initiated. There are several reasons for this, and some of the studies carried out highlight backwardness of these communities in relation to the rest of the population. For instance, in Kerala, which is by far the most developed of the southern states in terms of social indicators, fisherfolk constitute—along with another underprivileged group, the tribals—the outliers in the economy and society. While Kerala has been officially declared to be completely literate, the fishermen and women of Kerala are less than 50% literate; while the overall sex ratio is favorable to women, in these communities, it is adverse women.

What makes these communities backward? The following explanations are some of those put forth in this regard:

a. The nature of the fishing occupation—a hunting/gathering operation—where most productive time is spent at sea, and the time on shore generally kept aside for sleep and relaxation, makes it difficult for the menfolk to participate in much of the “mainstream” processes.

b. The harsh working environment—one of the most difficult environments known to man—as well as the extreme poverty and uncertainties in income result in volatile temperaments increasing the difficulties in working with fisherfolk, decreasing chances of success for development interventions.

c. A high opportunity cost of education, perhaps unique among most rural communities, whereby a young boy of twelve may earn good revenue by going fishing instead of to school, leads to large-scale dropping out even in places where school are accessible. The question that is often posed is: “If I am to spend the rest of my life in fishing, why should I waste my time going to school, as I can learn fishing skills and money by going to sea?” The literacy and educational levels thus remain extremely low (an interesting side-effect is that in the more pros-
perous fishing communities, the women have a higher level of education than men).

d. These communities are often squeezed into a narrow ribbon of land next to the sea, causing difficulties with fundamental requirements such as that of housing or sanitation. In many such densely populated villages (such as the Trivandrum district of Kerala), individual privacy is virtually unknown. The related health problems such as epidemics are quite common, with women and children being extremely vulnerable.

e. Uncertainties in income, and the absence of smoothing mechanisms lead to extremes of surplus and starvation. Since the household economy operates on a day-by-day basis (instead of a monthly basis in the case of a salaried person, or a seasonal basis for a farmer), all purchases tend to be retail, and therefore the costs higher.

f. The absence of occupational mobility to other sectors results in underemployment and unemployment. The absence of mobility is often related to caste. Therefore, though the fisheries sector is, in most cases, overpopulated, it is extremely difficult to rehabilitate fishermen into other sectors.

g. Finally, the fisheries sector is a common property regime—it is a zero sum game, where the introduction of a high-efficiency gear affects everyone else adversely. In the recent past, introduction of export-oriented, high-efficiency and eco-unfriendly fishing gears, especially by the large capital-intensive mechanized fleet, has hit the small-scale fishermen hard. Further, the depletion of fish stocks have led to a situation where the small fishing craft of these fishermen are inadequate for fishing, forcing fishermen to adopt new (and expensive) technologies.

h. Fishermen communities, despite their remoteness and inaccessibility, have been remarkably integrated with the market. This is on account of the fact that fishermen are not food secure, and need the assistance of the market—both domestic and export—for survival. Further, even inputs for fishing such as outboard engines (OBMs), synthetic nylon nets, and marine plywood, to mention some items, are all obtained from the market (several of these items are imported). An average fisherman is thus much more exposed to the globalization process in comparison with the average farmer. For example, increased exports of a fish that was earlier consumed locally, renders the fish vendor (often a woman) redundant.

**NEED FOR VOCATIONAL TRAINING IN FISHING COMMUNITIES**

As can be seen from the discussion above, the small-scale fishermen and women are extremely vulnerable to local, national and international processes. The intensively competitive nature of fishing, and the pressure on the resource base to support an increasing population of small-scale fishermen, makes it even more vulnerable to collapse. Stress is building up within the sector, which is often indicated by the degree of conflict within it, especially between small-scale artisanal fishermen and the mechanized sector.

It is very clear that there are needs to be strong fishery management measures to address these problems. However, one major stumbling block here is the lack of occupational mobility of fishworker communities. It is therefore imperative to provide occupational mobility to these communities, especially to sections such as young people, and women, in order that they can continue to find livelihoods. In this context, the role of vocational training is crucial, since skill-building is the only way alternative livelihoods can be generated.

The following questions are relevant during this discussion:

a. What are the alternative livelihoods that can be provided to fisher communities? How can more such opportunities be identified?

b. What are the "right ways" of identifying beneficiaries and ensuring that they do not drop out of the training process (especially in cases where the participants can earn more, at least in the short run, by dropping out)? What are the ways of identifying skills and aptitudes?

c. How are vocational training programmes to be organized and their curricula defined? How can a link between the market and the curriculum be created? How about details such as trainers, scale of training, marketing of output of trainees, and heterogeneous participant composition to be managed?
d. How can VET programmers be made more sensitive to the needs of both the market as well as the participants (for example, young girls or housewives)?

e. What are possible means of follow-up of training programmers? How can it be ensured that VET would create micro-enterprises and generate livelihoods?

f. What are the possibilities of aggregation and collective management of activities? What are successful organizational forms for this purpose?

THE SIFFS EXPERIENCE

SIFFS is an apex organization of primary—(village level) and district-level fishermen societies. The main activities of SIFFS include (in brief).

**Primary level:** Marketing of fish of members; providing credit for equipment renewal; promoting savings;

**District level:** Providing techno-managerial assistance to primary societies; monitoring primary societies; liaison with banks for credit programmer; running input supply units such as boat building centres, OBM servicing units and net stores; conducting awareness programmers and training programmes for village societies

**SFFS level:** Conduction Research & Development in fishing craft, gear and propulsion; conducting commercial activities such as Boat Building, OBM import and servicing network; credit programme; ice and freezing plants network; training programmes for school dropouts; vocational training programmes for women; income generation programmes for women: supply of timber for traditional fishing craft.

SIFFS has a membership base in seven districts in south INDIA with over 8,000 members organized through 125 primary societies. The network sold fish worth US$ 7 million in 1996-97. Activities of SIFFS are spread thinly over a 1200-km length of coastline. SIFFS has about 120 staff, of which 80% are involved in commercial active. These activities generate all the expenses related to them and generally make a small surplus.

Technology has been one of the strong points of SIFFS from its inception, and many of the contributions made by SIFFS to the sector have been on technology development.

SIFFS has been concerned with the need to promote vocational training, both for developing manpower for internal use in its activities, as well as to provide Alternate livelihoods to young people in the sector. Since training was not central to the activities of SIFFS yet, it is undertaken on a second-priority level.

The following training programmes are presently being undertaken by SIFFS:

**a. Training of Instructor-mechanics—**SIFFS trains young boys in the age group 18-25 in servicing and repairs of outboard engines. The trainees need to possess a basic technical qualification (such as industrial Training Certificate in an appropriate trade), and are paid monthly stipends of Rs. 1500 (about US$ 35). Recruitment is through a written test and technical interview. Most, though not all, trainees are absorbed by SIFFS after training. Remaining trainees go back to start small workshops of their own in their villages.

**b. Training of boat building technicians—**Boat building technicians are trained from among boys aged between 18-25 for building boats. The trainees require to possess basic carpentry skills. Recruitment is through a carpentry test and interview, and a stipend, as above, is paid. Most trainees are absorbed by SIFFS after successful completion. These trainees work generally on a piece-rate basis at the SIFFS boat building centres. Recently, such a training programme has been started exclusively for women by one of the members of SIFFS.

**c. Training in General Carpentry—**This is a general purpose training for school dropouts from among the fishing community. The training is of a year’s duration and a small monthly stipend (about US$ 20) is paid. The batch size is ten, but often only 7-8 complete the year. Trainees who complete the training programme
are expected to go back to their villages and take up general carpentry work (carpenters are in extremely short supply in many parts of the region). SIFFS has a separate carpentry training centre with an independent Foreman for this programme.

d. Vocational training for women—SIFFS in the process of starting this activity for fisherwomen. The two trades that are considered for training are (a) hand-making of nets and hooks-and-line for fishing purposes and (b) electrical wiring, including domestic wiring and wiring for fishing boats. The target group is exclusively young women with some basic skills. A small stipend is to be paid to the trainees. A batch size of about ten in each trade is planned and the first batch will start by August-September 1998.

FUTURE DIRECTIONS

The experience of SIFFS shows that unless the training is market-led, there are high chances of dropouts. Even in cases where the demand for the trade is good, factors such as opportunity costs perceived opportunities (such as the possibility to emigrate to the Gulf countries, a pronounced tendency in Kerala) and medical problems result in dropouts.

The present training programmes of SIFFS is relatively small-scale. There have been some training successes in south India (for example, the Nettur Technical Training Foundation, NTTF, Bangalore and Boy’s Town, Madurai). For example, NTIF has managed to build up a high degree of credibility with the industry, leading to their near-total absorption, SIFFS has been contemplation the setting up of an integrated, two-year, residential training programme for technical training on the lines of NTTF, where trainees would have not only technical inputs, but learn language and social skills. It is perhaps such a larger programme—larger in scale and in scope, and redeploying youth into the mainstream, that can really make a difference to this depressed sector.
Vocational Education and Training in the 21st Century

Frank B. Lopez
Executive Director
Association for Non-tradition Education in the Philippines (ANTEP)

Thank you for inviting me to speak today on the theme “Vocational duration and training for the 21st century”. One of the most profound objectives of our conference is the opportunity to hear and share first-hand up-to-date variety of approaches in VET.

We want to impress the importance of literacy program for all, focusing on adult literacy. An entry into the world of literacy is of major importance. Since it is the key to future livelihood and national development. As well as democratic development and participation in civil society.

This report puts human face on our literacy effort A model. Which so far changed the lives if the people in the communities gap between global reality and global possibility.

The 21st century poses challenges and opportunities the developing economies as can be deduced form the following trends:

• Changing demographies in the adult education population and a rapidly changing work place and society are creating an urgent need for new approaches and programs to meet the requirements of adult learners.

• Increasing pressure the economies to becomes globally competitive as a result of the dismantling of trade barriers and liberalization of trade.

• Pressure to keep up with technology and marker changes by the less developed countries.

• New requirements for relevant skills and expertise brought about by technology advances.

Varying market demands and the need to preserve traditions and culture while maximizing development and utilization of basic community resources.

• Pressure to create more and workplaces to absorb new entrants into the labor markets.

• Increasing role vocational education and training in the preparation and development of marketable and job-ready skills cost effectively.

It is now recognized that the development of our human resources must be a priority. The education field dose not escape this requirement if it wants to maintain its ability to maintain its ability to:

• prepare adult learners who will be competitive in gaining employment in the workplace;

• improve its capability in terms of skills upgrading and retraining because of increasing number if displaced workers;

• prepare adult learners to be self-employed.

In meeting those challenges, the economies are hard pressed to respond appropriately. They need to look for cost-effective and innovative vocational education and training approaches and strategies to develop and enhance the relevant expertise and skills of their people.
HOW SHOULD WE INTERVENE TO ALLEVIATE POVERTY?

It has been said almost by everybody that many rural and urban communities have a hard time taking off due to the unavailability of a comprehensive program that will see income generating projects through a successful completion. But slowly, such a sad situation is becoming a thing of the past in some areas in the Philippines. With various models available, one of which is the JRED program which ANTEP launched in 1996.

THE JRED MODEL PROGRAM: A NOVEL APPROACH TO VOCATIONAL EDUCATION AND TRAINING

ANTEP (The Association for Non-Traditional Education in the Philippines) is implementing a two-year program on non-formal education. One of the components of this program is the prototyping of a model on job-readiness and entrepreneurship. The program demonstrates a quality and productivity breakthrough in non-traditional/non-formal training and provides a new learning environment in the community where learners follow different pathways, thus creating unique competencies that allow adult learners to interact and enhance continuous learning.

Under the JRED community-based project, five member-institutions of ANTEP were selected as demo program implementors (DPls). Using a selection criteria, these were spread out in Luzon and Visayas, two major islands of the Philippines.

As a first step in the JRED Program, ANTEP provided technical inputs to the DPls through a series of technical assistance workshops (TAWs). These included development and implementation of the following:

- Model Program Design
- Curriculum and Materials development
- Training of Trainers in:
  - Entrepreneurship Development
  - Business Planning
  - Business Management
  - Business Counselling
  - Monitoring and Evaluation

Using these inputs, the DPls designed and implemented their model programs based on their analysis and/or perception of their target-community needs and resources: a very vital and important component. Monitoring, documentation and evaluation of the experiences and lessons learned from the modeling are being done by the DPls.

WHAT MAKES THE JRED COMMUNITY-BASED MODEL PROJECT A UNIQUE THRUST IN EMPOWERING THE COUNTRYSIDE

1. It has both employment and self-employment orientation. It promotes job readiness and entrepreneurship. The project recognizes that people in the rural communities can have two options: they can either become workers or entrepreneurs. They can work for others or for themselves. Thus, the DPls provide them both the technical skills to provide service or produce a product and the entrepreneurial and business management inputs to set up and manage their individual or group enterprises.

2. It has community-based oriented programs to improve the performance of small business owners and to develop more entrepreneurs. The projects are being implemented in the rural communities as part of the outreach or extension program of the college or university.

3. It has a selection scheme. It identifies and selects target participants based on a selection criteria that considers behavioral, technical and entrepreneurial competencies.

4. It makes use of a holistic or integrated approach in developing job-readiness and entrepreneurship among its target adult participants. It provides effective training, hands-on and on-the-job training. Research, community organizing, credit and networking in placing them into jobs or setting up businesses of their own.

5. It is both demand-driven and resource-based in its orientation. In identifying and selecting skills for training as well as promoting project ideas for self-employment, it analyzes the needs of the prospective employers or consumers of the skills and the available productive resources. Thus, the DPls train the target adult learners on the specific skills that the industry or com-
commercial activities require. It makes sure that the
trained skilled learners can find jobs after train-
ing or that the products made and sold by the
entrepreneurs are bought by the market and be-
able to adopt equitable. Realistic and worable
means of sharing their gains.

6. It makes use of appropriate technologies to
process community-based resources into products
that are marketable. An energetic group of
women were trained by the Boilo State College
of Fisheries (ISCOF). A DPl, in the application
of technologies to process quality marine-based
resources (fish, crustaceans, etc.). They are now
producing and selling marketable food products
in the town plaza. It augmented the low fish
catch/low income of the target groups because
of the El Nino phenomenon.

7. It has a monitoring and evaluation system
in every level. Designed to allow the DPls to track
who does what, when among the target learners
and where they have been in their job place-
ment or entrepreneurship activities

8. It gives priority to the poor. It responds to
creating employment. To advancing women.
And to regenerating the environment.

9. It links farmers. Fisherfolks, private sec-
tor, NGOs. Rural banks and LGUs. A compre-
hensive package meant to strengthen and sus-
tain the program.

The fact that our communities today still
largely lack the resources needed to realize their
inherent strengths and dynamism is an indica-
tor and a result of the failure of established edu-
cational system and government neglect.

Futrepreneurship is fast becoming one of the
new popular strategies critical to the long-term
vitality of the economy. Unfortunately Entre-
preneurship remain largely misunderstood by
many. Even educators. Who often tend to equate
it with the conventional small business manage-
tment training or with some speculative. Risky
and often flamboyant business venture. All of
these views. To one degree or another. Are
wrong.

Entrepreneurship is about the complex task
of conceiving, starting. And running a new busi-
ness.

The time has come for ANTEP to pay more
attention to the community-based vocational
education and entrepreneurship needs of adult
learners who will create many of the employment
opportunities that others are hoping to occupy.

It is the mission of ANTEP to support and
assist in the development of institutional capac-
ity to meet the challenges of making commu-
nity-based education accessible to marginalized
sector of the society.

The model programs of ANTEP was devel-
oped to serve the unreached population in the
rural and urban areas. The children. Youth and
adults. It is an effective tool that opens the door
to quality relevant learning to enable them to
decide to take the best way. Perhaps the only
way.

This conference is a clear indication of our
strong will to take a proactive stand in further
positioning ASPBAE for global competitiveness
in the 21st Century.

I hope that ASPBAE participants in this
conference will work closely in ensuring that
education and training for all adults. At all stages
of their lives. Is relevant, empowering and en-
abling.

Thank you. Mabuhay!
Opportunities in Non-Formal Vocational Training Adult Education in the Philippines

Rosanna A. Urdaneta
*The Technical Education and Skills Development Authority (TESDA)*

On August 24, 1994, then President Fidel V. Ramos signed into law Republic Act No. 7796 creating the Technical Education and Skills Development Authority of TESDA. In January of the following year, Mr. Ramos formally appointed the members of the TESDA Board including the Director General as the head of the Secretariat. This move officially placed the Philippine TVET system on a new course alongside its sister institutions in the education and training sector—the Commission on Higher Education (CHED), and the Department of Education, Culture and Sports (DECS).

The new Technical Education and Skills Development Authority or TESDA absorbed two government agencies and one major programmer under the Department of labor:

1. The National Manpower and Youth Council (NMYC)
2. The Bureau of Technical and Vocational Education of the Department of Education and Culture (BTVE)
3. The Apprenticeship Program of the Bureau of Local Employment in the Department of Labor and Employment.

TESDA took over the NMYC’s non-formal vocational training functions. It also absorbed the BTVE’s functions and supervisory authority over the formal. Post secondary technical education programmes of both government and private vocational technical institutions. Moreover, the new TVET agency was tasked to implement the Department of Labor’s apprenticeship programme in partnership with industry. This policy involved not only rationalization of programmers but also transfer of institutions, personnel, and budget from their mother units to ESDA. In the process, TESDA evolved into a transformational organization which is now expected to be more effective in managing the TVET sector to make it responsive to the demands of national development and to the needs and sensitivities of its clients and social partners.

In general, TESDA plans, sets standards, coordinates, monitors and allocates resources for technical education in both the private and public sector. It also develops and implements policies that could influence choices of post-secondary students into technical and vocational careers. The new organizational arrangements is expected to improve coordination, make efficient use of limited government resources, be effective in service delivery, and eliminate overlaps in skills development activities of various institutions and organizations involved in technical and vocational education and training.
TESDA ORGANIZATION

The authority is governed by a Board whose members are appointed by the President. The Secretariat is headed by the Director General and is backed up by various administrative, technical, and implementing units at the national, regional, and provincial levels. Formal technical education courses are being handled by public and private institutions. On the other hand non-formal vocational training programmers are being handled by regional, provincial and municipal training centers, some of them are being operated by local government units.

At the Central Office, the education and training roles and function of the agency is reflected in the three TVET bureaus (offices).

1. The Office of Formal TVET, which takes charge of formal technical education
2. The Office of Non-Formal TVET, which takes care of non-formal vocational training, and
3. The Office of Apprenticeship, which manages and supervise the national apprenticeship programme and other firm-based training.

The technical support services are taken cared of by the Planning Office, the National Institute for TVET and the Office of Skills Standard and Certification. TESDA operates special training institutions for its various leading programmes and services.

TESDA'S LABOR MARKET CHALLENGES

April, May and June are job hunting months for the new college, technical, vocational, and high school graduates. Unfortunately, the job search process is not always easy for most of them. First, as mentioned earlier, a major characteristic of the Philippine labor market is the persistence of double-digit unemployment and underemployment rates. Since the 1980’s unemployment has averaged to roughly 10 percent of the labor force and underemployment to twice or thrice of the unemployment rate.

More significantly, most of the unemployed and underemployed are young workers, who belong to the age categories 15-19 and 20-24 certainly belonging to TESDA’s clientele.

The problems of youth unemployment and underemployment, are aggravated, on the demand side, by the phenomenon of a “jobless economic growth”. The present economic restructuring policies, trade liberalization, and market globalization as well as the regional financial crisis hitting Asia today, are putting heavy pressures on job seekers. On the other hand new entrants to the labor force is estimated to be on an average of 800,000 annually. Labor statistics indicate that those who entered elementary up to those who reached secondary (undergraduate) levels have higher rates of employment, although they also have higher rates of underemployment.

Philippine labor market is on the process of transformation. A college diploma is no longer a guarantee for job placement. In fact college graduates, including college drop-out compose the bulk of those who are unemployed. They are popularly referred to as the “educated unemployed”.

THE NEED FOR PROGRAMME ADJUSTMENTS AND STRATEGIES

The on-going dynamics of the labor market require major adjustments and strategies as far as technical-vocational education and training (TVET) system is concerned. For instance, to have a substantial reduction in the unemployment and underemployment rates. It is necessary that education and training institutions should not only attend to producing graduates for employment but most importantly, they should also develop and implement programmes which will enhance productivity of existing enterprises and thereby improve their employment base.

At present, the formal education system, especially the elementary and secondary ladder, prepares the individual to face life in general through literacy development and broad skills formation. On the other hand, the non-formal system could be enhanced and expanded as to cover the needs of existing micro-enterprises to give them the opportunity to increase their productivity and henceforth absorb more people.

Reforms in the educational system should be geared towards preparing graduates not only to participate in the labor market but also in creating new enterprises or to expand existing
business ventures especially at the micro-enterprise levels.

Full employment of the nation's human resources depends not only on the proper matching of programmes with employment demands but also on the capability of the education and training sectors to develop and implement programmes for both the supply and demand of the employment equation.

This paper will focus and submit for discussion, the potentials of non-formal vocational training in promoting income and employment in the informal sector particularly for Filipino unemployed adults and out-of-school youths.

**TESDA IN ENTREPRENEURSHIP DEVELOPMENT**

Republic Act No. 7796, or the TESDA Law, mandates under Sec. 21 The "Formulation of a Comprehensive Development Plan For Middle-level manpower including the need to implement programmes for entrepreneurship development" specifically it stated;

"The Authority shall formulate a comprehensive development plan for middle level manpower based on a national employment plan or policies for the optimum allocation, development and utilization of skilled workers for employment, entrepreneurship and technology development of Economic and social growth".

Furthermore, Section 28 of the same law states that;

As for TESDA, it's corporate vision dramatizes the concern and intention of the Agency to promote entrepreneurial pursuits;

"TESDA is the leading force in building a prosperous Philippines, where globally competitive enterprises are driven by men and women who have world class technical skills, positive work values and strong entrepreneurial spirit."

**PAST EXPERIENCES**

Even before the new law was passed, as early as 1984 the then National manpower and Youth Council had recognized the need for the intervention model in the promotion of entrepreneurship among unemployed adults and out-of-school youth. This had been the concern of NMYC because of the high unemployment rate and poor utilization of skills rate of its graduates. As a policy, entrepreneurship programmed was already regarded as an employment creation alternative contributing to resource mobilization and income augmentation. There was also the realization that training for wage employment does not fully address the problem of mounting unemployment in the country.

This findings gave birth to the TREND project or "Training for Entrepreneurship Development", the first attempt of the agency to experiment on enterprise creation.

**TREND PROJECT**

The TREND project introduced entrepreneurship awareness among its clients. The project, which became NMYC's anchor in its livelihood programs, aimed to contribute to employment creation and income-generation by developing basic entrepreneurial skills of selected graduates of NMYC's Regional Manpower Training Centers (RMTC) and Community Training Units (CTU) and other outreach training programs. The program also catered to graduates of non-NMYC's skills training programs and likewise served the livelihood training requirements of the FOLE Integrated Livelihood Program (DILP) participating agencies such as overseas workers and their dependents of the Overseas Workers Welfare Administration (OWWA) working women and youth of the Bureau of Rural Worker (BRW) and POEA's returning overseas contract workers of the Philippine Overseas Employment Administration (POEA).

The project, however, had very basic components and did not have follow-up or support training materials for other skills such as capital formation, financial management, raw material sourcing, technology development marketing strategies, and networking with external resource providers.

**TREND’S ACCOMPLISHMENTS**

The number of program beneficiaries and the number of micro-enterprises established under
the programme between 1990-1993 are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
<th>Microenterprise established</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>494</td>
<td>188</td>
<td>38%</td>
</tr>
<tr>
<td>1992</td>
<td>1,287</td>
<td>324</td>
<td>25%</td>
</tr>
<tr>
<td>1993</td>
<td>2,088</td>
<td>401</td>
<td>19%</td>
</tr>
</tbody>
</table>

Sectoral Distribution of Business Activities
Created under TREND:

<table>
<thead>
<tr>
<th>Sector</th>
<th>Description</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trading Activities</td>
<td>(e.g. Buying and selling of palay and corn, dried fish, clothing, etc.)</td>
<td>-41%</td>
</tr>
<tr>
<td>Agriculture-related ventures</td>
<td>(e.g. Poultry farming, duck raising, broiler production, etc.)</td>
<td>-27%</td>
</tr>
<tr>
<td>Services</td>
<td>(e.g. Beauty parlor, bakeshop, photo studio, wood lamination, TV/radio repair shop)</td>
<td>-17%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>(e.g. Candy making, metal craft, abaca)</td>
<td>-15%</td>
</tr>
</tbody>
</table>

As can be gleaned from the table, trading had the highest number of graduates involved followed by agriculture-related projects, a result of the focus of the project which is basic entrepreneurial awareness.

Majority of these new enterprises were established within 7 to 12 months after completing the program. However, table reflecting the number of TREND graduated and micro-enterprise established showed a declining rate over a three year period.

START-UP PROBLEMS IN TREND

The most pressing problem encountered by TREND graduates who were not able to establish enterprises, was the financial difficulty or lack of capital to start business. Others mentioned were personal or family problems, lack of time to pursue. Entrepreneurial career and inadequacy of knowledge acquired from training.

A project evaluation study showed that about 53% of those who established new enterprises drew the necessary financing from their own savings. About 19.17% borrowed from friends, relatives and loan sharks and lending institutions. The lending institutions resorted to by graduates for capital requirements were organizations with which the NMYC regional offices had established a tie-up prior to the Training.

The lending institutions tapped by the graduates for credit were NGOs. There are no records that showed any participation of rural banks, or any formal lending institutions, to the graduates in spite of the project's effort to draw out assistance from them.

The other problems encountered by the graduates which were cited in the study were: (in order of ranking):
- constraints in marketing products
- operational problems—lack of skills of workers
- management know how
- organizational issues

METASHAPE PROJECT

METASHAPE stands for Metal Enterprise Technical Assistance thru Self-Help Associations for Productivity. This is a project undertaken by the then NMYC with assistance from SWISS CONTACT, a Swiss NGO. Its main objective was to assist micro and small and medium metal enterprises to increase their productivity and income through technical assistance, entrepreneurial development and technical skills training. Also it provided consultancy services and facilitates the formation of self-help trade associations which were involved in formulating development plans and programs. This project is still on-going and has been expanding its coverage to six regions from its initial project in one region (Region VI). Apparently, the on-going expansion has been a result of successful organizing strategies among its target establishments, apart from the enterprise development programmes.

The project, although in its organizing strategy is designed for a very specific sector (e.g. metal shops), and on higher levels of enterprises (e.g. small and medium scale). Its strategies can still be scaled down to micro enterprises and
can be made to apply to other industry sub-sectors.

**TRUGA PROJECT**

The training for Rural Gainful Activities, or TRUGA, is an approach to skills training in rural areas. It recognizes the fact that informal jobs differ from urban (industrial) wage employment. Its distinctive feature was the use of a methodology that looks at employment or income-generating potentials before training is organized and implemented. The needs assessment relied, to the extent possible, on the availability of local materials, capital, technology, and markets. Consequently, it did not offer pre-packaged training programs, but instead it engaged in extensive and objective economic opportunity planning at the community level to ensure that training is directly linked to immediate benefits.

The project was able to develop country specific methodologies in training need and opportunities survey. Cover the available community resources, consumer demand, and market demand. While the materials were designed only to cover a geographical area as small as a barangay, yet the experience gained from such project provided the former NMYC with a firm policy of using structured methodologies and materials for assessing needs before training programmes can be effectively implemented. The materials offer sufficient basis for developing sectoral methodologies for assessing sectoral needs for micro enterprise development.

**TRAINING DELIVERY FOR THE INFORMAL SECTOR PROJECT (TDIS)**

The training Delivery for the Informal Sector Project is one of the components of the Second Vocational Training Project of NMYC which was financed through a World Bank Loan. Its main objective was to build the capability of local government units (LGUs) to manage their own community development programs with training as entry point.

The primary targets of the TDIS Project were regular LGU personnel to be trained as Community Training and Employment Coordinators (CTECs). To date, there are around 1,200 CTECs nationwide. They have undergone a specialized training course on Training Program on Planning and Managing Community-based Training. The CTECs were trained in order to be responsible for the planning, organizing, delivery and follow-up of skills training programs for the community. Participants to these skills training programs organized by CTECs are entrepreneurs, out-of-school youth, women and unemployed adults.

The project exhibited a potential for developing capabilities of partner agencies, particularly local government units, in working with TESDA in implementing community based programmes, particularly focusing on the informal sector. The evaluation of the project revealed that at least 61% of the CTECs trained under the project have continued in their jobs and were consequently supported by their local mayors. This personnel are potential implementors of an enhanced strategy for developing micro enterprises in their communities.

The project, however, up to now has not yet come up with specific methodologies and organizational models which could be further valedated, adopted, and replicated. Hence, the CTECs are using whatever training or needs assessment methodology available, which makes monitoring, documentation and evaluation a difficult task to do.

**TESDA-SBGFC [A GOVERNMENT FINANCIAL INSTITUTION] TIE-UP**

Under this joint programme, TESDA agreed to finance the conduct of orientation programs for rural bankers on the concept of community-based training for enterprise development. The project aimed to facilitate TESDA's linkages with the banking community so that they could become its partner in enterprise development for its graduates. Not all TESDA graduates can be absorbed by industries. The access of TESDA graduates especially those who opt to open their own income-generating projects, can best be realized with the help of enlightened rural banks. The project, however, while creating awareness among the financial sector on the potentials of the informal sector borrowers, has not yet cre-
ated specific policies on funds to be made available, and on the manner and procedures of accessing the funds by the clients.

SIKAP PROJECT

SIKAP stands for “Sanayang Pang Industriya at Kakayahang Pansarili”. It is an Agricultural skills scholarship program in partnership with accredited agricultural schools. It trains out-of-school youth from low income farming families with small land holding in appropriate technologies designed to improve farm management and also as off-farm entrepreneurs.

The project offered enough experience to TESDA on the area of training off-farm entrepreneurs, particularly in rural communities.

INSTITUTIONAL STRENGTH OF TESDA

The foregoing background study of TESDA, together with its new mandate, points to some degree of institutional strength. The bulk of the current manpower compliment of the organization is essentially coming from the former NMYC which had the first brush with the issues of employment, unemployment and underemployment. Furthermore, the vocational and technical institutions which were transferred to TESDA from the education department provides a nationwide structure, system, and physical resources which are necessary for the delivery of an expanded programme in entrepreneurship, both for new graduates and for existing ones.

NATIONAL VOCATIONAL TRAINING AND DEVELOPMENT CENTER FOR WOMEN

The Government of the Philippines is strongly committed to the upgrading of the social and economic status of women. It promotes and encourages Filipino women to actively participate in the economic development process in the country.

The main objective of the project is to contribute to the improvement of the social and economic status of women by providing vocational training and to conduct research and advocacy with NGO assistance concerning women’s capabilities development and gender responsive programmes. The center is envisioned to become a model facility in the field of vocational training and development for women in the Asia-pacific Region.

THE VOCATIONAL TRAINING INSTITUTES (VTIS)

The main training delivery mechanism of TESDA are the vocational training institutes or VTIs. They comprise a national network of public and private institutions offering various skills development programmes for various types of clients.

Vocational training institutions under TESDA are classified as follows:

1. Technical Vocational Schools are schools with predominantly post-secondary non-degree enrollment in both public and private sectors. Public tech-voc schools include school of Arts and Trades, Vocational High School, Agricultural and/or Fishery School, Home Industries School, etc. Offering selected or combined courses on technical, agricultural, fishery and home industries related trades aside from their secondary education program. Public tech-voc schools are headed by Vocational School administrators or Secondary School Principals.

2. Training Institutes/Institutions offering technical education and skill training programs or are collaborating with TESDA in the implementation of TVET Programmes. Public training institutions include training implementing arms or centers of national government agencies (Example: DTI training Centers)

NUMBER OF VTIS

Partial Results generated from the Inventory of TVET Institutions include 1,341 TVET Institutions. Majority or 57% of those covered in the survey are technical vocational schools. These are schools that accounted for the largest share in enrollment and graduates of technical education. Sixty seven percent (67%) or 905 TVET schools and institutions are privately owned while 33% ir 436 are public funded.
ENROLLMENT

Based on the results of the inventory of some 1,341 TVET Institutions, enrollment in technical education courses reached 297,148 in SY 1995-96 and 253,748 in SY 1996-1997. During these two school years, the average enrollment share between private and public TVET providers were 80% and 20% respectively.

GRADUATES

There were some 141,520 graduates of the technical education program and some 103,064 graduates of the skills training program. Graduates of technical education courses with duration of 1 to 3 years was produced largely by private TVET schools and institutions, accounting for 87% of the total technical education graduates. Private technical-vocational schools produced the bulk of graduates with 85,808 or 61%.

Both technical vocational schools and training centers are potential carriers of an integrated enterprise development programme. The selection, however, shall be anchored on; their accessibility to the target beneficiaries, the presence of personnel who have exposures or training in enterprise activities (from previous projects of NMYC and BTVE), the availability of facilities for training and for operations, and their readiness to implement the programme strategy which would entail:

1. their availability for field work
2. organizing the target beneficiaries
3. Networking with, and organizing partners who will be involved in providing assistance in capital sourcing, technology, marketing, and other forms of technical assistance
4. delivery of training, and
5. provision of post-training services to include extension and consultancy assistance.

ORGANIZATIONAL READINESS

The past experiences in these programmes entailed organizational updating and capability building. Necessarily, TESDA needs re-orientation in their view of technical-vocational training and employment.

A shift in training paradigm will need a shift of personnel outlook—putting development issues directly in front of tech-voc training. Whereas before operational performance is measured in terms of graduates, and to some extent, employment absorption, expanding its training policies will need to put in place new performance indicators such as; new enterprise created, existing enterprises assisted, number of micro-enterprises organized and expanded, etc.

The biggest challenge to TESDA is on how to integrate these various project experiences into programme policies so that enterprise development could be a major programme of the agency. This policy could lead into the transformation of institutional culture from quantity to quality, from form to substance.

This will need a substantial change in management and field operation outlook which will be manifested in its methods of work and financial planning, in monitoring, evaluation, and most of all in budget preparation and distribution, particularly in non-formal training and adult education.

RECOMMENDED PROGRAMME STRATEGY

The preceding facts have provided sufficient background for presenting a case for policy work and programme designing.

Under these three basic facts, the following framework is hereby propose:

1. Goal. That the major goal that should be of TESDA's programmes shall remain as unemployment and underemployment. Hence, there should be a balance in designs of programmes from purely skills training of students to go into wage employment into programmes which would create employment opportunities through training and development of entrepreneurs;

2. Programme Response. That in line with this, TESDA should now start integrating its various project experiences into a programme level strategy for enterprise development with definite vision and purpose. The integration should take into consideration the basic enterprise aware-
nness component of the TREND project, the area-based approach of TRUGA, the capability-building strategy for intermediaries of TDIS, and the sectoral organizing mechanism of METASHAPE.

3. **Target Clients.** That in order to achieve impact the new integrated enterprise development programme of TESDA shall be focused primarily on skills-based micro enterprises based on the fact that they belong to the client system of TESDA, and that there are no deliberate integrated programmes specifically designed for the sector as most are designed for small and medium scale industries as found out in this study. Similarly, the programme’s clients at the intermediary level (VTIs, LGUs, other partners) will be oriented into distinct need for developing micro enterprises as an economic safety net for unemployment and income-generation.

**PROGRAMME CONCEPT**

The integrated programme concept shall be anchored on the strengths of the four previous EDP projects, and shall be designed to solve the weaknesses that were not addressed. Conceptually, the programme concept shall be:

1. **Area-based**—assessment of business opportunities shall be focused primarily on the area of operations of the target beneficiaries (e.g., micro enterprises). This principle is taken from the experience of TRUGA. However, instead of barangay, where RUGA was addressing, the new methodology, which shall be developed under the programme, shall cover a wider market base like the region.

2. **Group-focus**—assessment of needs for capability building and capacity building will be based on the requirements of the aggrupation rather than on one single shop. This concept is taken from METASHAPE. However, instead of only metals industry, and instead of small and medium scale industries, the programme shall organize viable skills-based micro enterprises. Furthermore, the assessment of needs shall be tailored fit with the results of the area opportunity assessment.

3. **Partnership in implementation**—the new programme will be implemented by TESDA in cooperation with its partners within the local Technical Education and skills Development Committees, Non Government Organizations particularly with the Local Government Units. This strategy is a follow-up of the TDIS project which has trained local community Training and Employment Coordinators (CTECs), some 60% of whom are now actively engaged in informal sector training activities in the respective municipalities.

4. **Training-orientation**—the new programme shall carry the basic programme components of the TREND project in enterprise awareness and the basic concept and skills in starting and managing a business. However, the materials will be upgraded so that it will be focused on more profitable enterprise undertakings of aggrupation rather than on individual livelihood projects.

**THE ROLE OF VOCATIONAL TRAINING INSTITUTES**

The vocational training institutes shall be the implementing arm of TESDA for the new programme. Their selection shall be primarily based on their location—their proximity to the target clients. In addition, the presence of personnel who have been trained or who have been exposed in previous enterprise development projects of the NMYC or BTVE shall be part of the selection criteria. Aside from an agency mandate (RA 7796) the come-on, especially for private VTIs, to implement the programme, shall be the programmes social and economic desirability in so far as their relevance to their areas of operation is concerned. Programmes of this nature which are focused on disadvantaged sectors are the major thrust of the Social Reform

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1Services, manufacturing, processing, transportation, construction, hotels & restaurant, agriculture and fishery processing and post harvest areas, electronics.

Agenca (SRA) which is a major government programme.

Furthermore, TESDA will provide support fund to VTIs from TESDA's Skills Development Fund under similar criteria as required under this programme concept.

The VTIs shall act and perform the functions of an anchor unit of identified and organized micro enterprises. As an anchor unit, the VTI shall provide the whole range of services of the programme to the aggregation from organizing, needs assessment, specific and time-bound programmes development, delivery of direct programme assistance (e.g. training), networking with other partners and service providers, and provision of extension services to the aggregation until the programme objectives has been achieved within a specific aggregation's planned development period. This will be determined by evaluation procedures based on the planned targets and objectives of each aggregation.

**STEPS IN THE PROGRAMME**

**[THE METHODOLOGY]**

These functions of the VTIs shall be carried out through the following major steps which will comprise the programme methodology:

1. Conduct of a micro enterprise scanning in the VTIs area of operation to determine and identify the most predominant number of micro enterprises. This activity shall utilize examination of records of the local government units and the Department of Trade and Industry. Furthermore, ocular inspection to verify the shops, existence shall be done.

2. Conduct of preliminary consultation and orientation meetings with the identified groups. The VTI staff shall present the concept of the programme, its goals, and the advantages of having aggregations in order to access better quality and volumes of services. The staff shall discuss the role and commitment of the VTI in the programme in so far as the concept is concerned.

3. Organizing the aggregation, and selection its interim officials. Preparation of commitment papers to pursue the activities and goals of the programme. This is an interim organizing arrangement. The legal entity which may be created out of the aggregation will be a product of evolution through a series of development interventions such as training, accessing raw materials and technology as a group, developing a group savings and capital build-up schemes, establishment of common facilities for production and marketing, etc., which the group themselves will help to plan and implement. The purpose of the interim organization is operational—to provide TESDA with a mechanism for coordination of its programmes and services.

4. Conduct of an area assessment to determine the presence and extent of availability and accessibility of productive resources related to their business such as the following:
   - raw materials or production inputs
   - available amount and possible sources capital
   - available production technology including product designs
   - markets of products and services identifying institutional linkages such as with DTI, exporters, etc.
   - support basic infrastructures such as transportation, communication, power and water, and
   - availability of other service providers aside from TESDA which shall include other government agencies and Non-government organizations involve in credit provision, technical consultants, technology and product development, market linkaging, etc.

5. Conduct of internal assessment of the association centered on their capability to produce the products or service in demand as established in the external study in terms of product designing, production skills, operation management, marketing; and on their capacity to access the needed productive resources like credit, raw materials, and technologies. The internal assessment will determine will determine the aggregations' strengths and weaknesses in relation to their external business environment.

6. Conduct of participatory SWOT analysis, involving the members of the aggregation. Identification of capability and capacity building requirements in relation to the business op-
opportunities identified. The participatory analysis will focus on strategies to solve the aggrupation problems as in procurement of viable volume of production materials, generating their own capital base, increasing their volume of production, possible product differentiation and market differentiation among the members, including operation and management problems involving group activities.

7. Identification of partners and other providers of services such as DTI for business and entrepreneurship training, product designs, marketing, LGUs for provision of common marker areas, Banks for credit, NGOs for monitoring and evaluation. Conduct of pledging meetings with the aggrupation and the service providers. Generation of commitments.

Preparation of plan of action covering the whole range of identified interventions. The Plan of Action will include the possible specific programmes such as training, organizing common capital and facilities, possible product differentiation, marker specialization, subcontracting arrangements among the group and with external markets, their schedules of implementation, the actors involved, the budget required and their sources, the strategies of implementation, including the quantification of desired outputs. Furthermore, the Plan of Action will determine the duration or specific period of intervention from the programme and a period of weaning out of the aggrupation which will be determined principally by the achievement of the planned targets and objectives.

8. Delivery and implementation of programme services as planned. Monitoring of activities and outputs. Documentation of results. Conduct of meetings to check on the progress of the programme. Delivery of re-enforcement programmes.

9. Evaluation of programme activities. Validation meetings on the methodology or procedures used in the process.

10. Formally organizing the aggrupation. Weaning out the aggrupation from the VTI and making them self-reliant.

Potential problems such as low responses of micro enterprise operators to join the programme will be addressed by a social marketing and advocacy programme through the local government units, community or people's organizations, NGO intermediaries, and other stakeholders who, in one or another, have moral influence on the micro enterprise operators and their workers. The social marketing programme will use public forum, advocacy workshops, and presentation of the programme concepts in government planning bodies such as the regional development councils provincial development councils and local government development councils. Another direct social marketing strategy will be to send micro-enterprise operators to observation tours to market outlets, product fairs, and technology providers who can expand the operators' view of their potentials and external market opportunities.

**LEGAL FORM OF THE AGGRUPATION**

For sustainability, the programme will encourage the development of a separate legal entity for the group while maintaining their respective identities as independent shops. They could be cooperative, partnership, corporation, or any other existing entities which would sustain the systems and strategies which were developed by the programme. The shops may not agree to be merged into one business entity—and this will be alright. Besides, it is not the intention of this proposal to destroy entrepreneurial independence informal sector operators. The informal sector has its own strengths and role to play in the economy. They need not be developed to graduate from being small enterprises into big businesses—only to fold-up because of built-in limitations of their owners and operators. But there is no law prohibiting small shops from incorporating together to form an umbrella organization to promote their common interests.

As a group, they will avoid competing against each other, but they will be looking a bigger competitors in the larger market as a challenge.

**REPLICATION AND INSTITUTIONALIZATION**

This intervention focuses on strengthening the capability and capacity of informal sector op-
erators. As an enterprise system, specific support structures such as informal credit systems, appropriate technology, expanded market linkages, and basic infrastructures are expected to be catalyzed, or shall be caused to be created to support the needs of the sector. Their creation may be initiated by TESD, however, it should be part of the goal of the programme that the small shop operators and owners themselves will be encouraged to establish, and own their structural support mechanisms.

The model presented here can be successfully replicated with the use of manuals incorporating methodologies and instruments for agglomeration organizing, opportunities and internal needs assessment, programmes development, programmes delivery, models of support structures or services, monitoring and evaluation. The sustainability of the model will depend on the validation of the methodologies, showcasing the various strategies, and through the support of other actors in government and in the private sector. This elements of the programme strategy will be developed through a proposed five-year project on Integrated Enterprise Development Programme in TESDA.
Synthesis of Discussions in Workshops 1 and 2

Ma. Victoria R. Raquiza
Programme Officer, ASPBAE

SYNTHESIS PRESENTATION OF WORKSHOP 1

1. Elements that may Comprise a Broad Definition and Description of the Nature of Vocational Education and Training:
   
   - skills-training and livelihood development for income-generation.
   
   - can be geared towards self-employment (self-managing enterprises/livelihoods), industry-employment and worker self-reliance and community empowerment.
   
   - can be provided by the formal (colleges, universities, institutes) and non-formal educational systems, industry and civil society institutions.

2. Status of VET in Countries and/or Sectors Represented:
   
   - VET can be very much industry-driven with emphasis on employment and employer-based training (Australia).
   
   - VET is undertaken by formal education departments and non-formal education departments, which generally caters to out-of-school persons, the unemployed and other disadvantaged people (Thailand, Vietnam, Cambodia).
   
   - DNFE’s VET is focused on people's needs and is currently geared towards self-employment and people working within their communities (Thailand).
   
   - While VET continues to cater to industry’s needs, there is the current impetus for VET to move towards a more empowering agenda in developing the entrepreneurial and income-generating skills of trainees under the new political dispensation (TESDA, Philippines).

   - The budget/resources of VET programs is generally very low, especially in relation to demand.

   - VET as practiced by NGOs is based on people’s needs and interests and geared along a personal and community empowerment agenda (India, Philippines).

3. Problems and Challenges to VET:

   **Policy Level**
   
   - Industry-driven VET facilitated by governments tends to view people as human capital and commodities rather than as human beings. This situation leads to job insecurity, unemployment, the gradual de-skilling of workers, and disempowerment of the labor force.
   
   - Low priority given to VET (in terms of social status and recognition and budgetary/resource allocation).

   **Operational Level**
   
   - Lack of qualified resource personnel.
   
   - Lack of VET materials/equipment.
   
   - Some courses not meeting the demands of the labor market or trainees.
   
   - Dearth of VET trainers in rural areas.
   
   - Problem of Opportunity Costs of Trainees- attendance of training means giving up opportunity to earn an income.

   - Problem with tuition fees/subsidy (affordability/accessibility of VET programs/“who should pay for VET?”).
• Economic viability of VET programs towards sustained income-generation.
• Need to suit VET programs to trainees own schedule (esp. if they are wage-earners or doing household work).
• Problem of identifying target groups and ensuring correct match between trainees and appropriate training programs.
• Relatively high drop-out rate of VET classes in some cases.

Partnership/Alliances
• Lack of cooperation between and among governments, NGOs and other sectors towards a common VET agenda.

Civil Society/ASPBAE
• Need to define the role of civil society in VET programs.
• Need to define the role of ASPBAE in relation to VET, especially in light of the economic crisis in the region.

4. Steps Identified to Address VET Concerns/Recommendations
• Develop and strengthen a “people-based” VET (rather than an industry-driven one) where the people’s needs and interests are central in defining the content and process of VET programs.
• Develop and strengthen VET programs geared towards self-reliance and economic self-sufficiency. More concretely, in light of the current economic crisis besetting our region, VET programs may be geared towards developing capacities for self-employment and work within local communities.
• Educators in government, academe, NGOs and communities should engage in policy advocacy to reverse the trend which places VET in the hands of industry and to locate it in a system that primarily addresses people’s needs. This will also help to push for the prioritization of VET programs through increased social recognition and budgetary/resource allocation.
• Need to conduct research on skills development (both traditional and non-traditional skills), effective training methodologies and community involvement in the design, management, implementation and evaluation of VET programs.
• Need to involve traditional leaders and tap into local wisdom to help enrich and sustain VET programmes, especially in rural communities.
• Need to forge greater cooperation and collaboration among government, NGOs and community-based groups and other sectors towards a broad VET agenda.

SYNTHESIS PRESENTATION OF WORKSHOP 2
1. Based on examples of best practices and successful models of VET presented by the delegates of participating countries, desirable or new models of VET programs should consider the following factors: those related to the learners (e.g. needs, educational background, time available), the process of learning (e.g. curriculum development, teachers training, media development, monitoring and evaluation) and the social context (e.g. social and economic situation) at the community, national and global levels.

2. Other specific factors would be in the area of the industrial sector such as support time, allowance for workers to further their studies and provision of support media to name a few, cooperation among various agencies such as government, NGOs, educational institutions and industry. Finally, mobilization of local resources, market demands, flexible methods of learning and time flexibility were other important considerations raised during the plenary.

3. Social setting is important: if setting is in the formal sector (and therefore a more organized, structured setting) VET is easier to conduct vis setting in an informal sector (e.g. fishing/farming community).

4. VET must be viewed within a holistic framework that inquires into the various facets and stages of learning (e.g. agencies involved, quality of learning materials and teacher training)

5. Livelihood opportunities/economic viability of VET programs that is integrated in its approach (looks into various economic stages:
production, processing, marketing, accessing of credit, etc). Oftentimes, this means the need to appreciate the full implications and conditions for developing viable, bankable projects for the poor.

6. The policy environment conducive to the development and strengthening of VET programs; need to look into the role of key actors—e.g. the state, industry, academe, civil society—in terms of policies, programs and practices.

7. Learner/community involvement in the design, implementation and evaluation of VET programs.

8. Post-VET activities should be looked into to ensure sustainability and success of VET programs.

9. Competency-based training should be encouraged as it provides increased access to education at lower costs. This also makes learning more personal and interesting since trainees are not made to cover course work of which they already have the skills.

10. Need to look into the "transportability" of work skills (mobility of workers within an industry and across industries): what benefits and constraints does this pose for employers and employees?

11. Need to look into opportunity costs for VET trainees (attendance in training in exchange for the possibility of earning an income).

12. Need to look into developing a training culture (e.g. it helps trainees to "balance" opportunity costs).

13. Need to look into complementing/enhancing VET programs with social infrastructure-building (e.g. development of people’s associations, community organizations, cooperatives) for increased claim-making and bargaining in relation to competitive external forces like traders, brokers and other middle-men located in the chain of economic transactions.

14. Need to relate/interface a Quality of Life Framework to the whole issue of VET: what is the impact of VET to the quality of life of VET trainees? Has this resulted in improved incomes, better health, greater access to education, etc.? Relatedly, research may be conducted to look into the impact of VET vis a vis quality of life and serve as basis for critiquing existing VET programs and proposing new approaches and strategies in VET.

15. Need to consider welfare of the learner as the starting point of any VET program and within a human rights and social justice framework.

16. Need to consider the vulnerability of women and examine their position when implementing programs.
Group A Study Visit:

The Department of Non-formal Education has organized various educational programmes to meet the needs and problems of various target groups. One of the programmes is entitled "the Curriculum of Vocational Non-formal Education Certificate Programme (VCP), B.E. 2539". This curriculum has been operated as a continuing education programme from the lower secondary education level in order to develop the learners' specific vocational knowledge, ability, and skills with good aptitude and ethics. The curriculum also aims to encourage the learners to earn their livings after their course completion with special relation to the labour market within their changing socio-economic environment. However, it also allows the learners, who continue their study, to transfer their course earning credits for further education. Therefore, the VCP target groups consist of those people who are on their jobs and those expecting to improve their vocational skills for finding appropriate jobs.

VCP has been developed since 1980 by the Department of Non-formal Education and conducted as an integrated learning and teaching programme aiming at improving the learners' existing work capability with relation to their jobs or ways to get jobs appropriate to their ways of living. Local wisdom and educational information provided by various agencies are made use as the VCP's sources of teaching and learning information. VCP has been designed for at least four groups of people:

1. who completed only lower secondary education level (Grade 9) and did not want to further their education before, or
2. who want to spend their lives and work within the local communities; or
3. who want to improve their existing occupations; or
4. who are self-employed.

VCP learners are required to study 5 courses by three means—self-studying from teaching and learning documents and other information sources, group discussions with group organizers and learner colleagues, and attending study tours. Those courses, which have been grouped under the vocational and life quality promotion categories, consist of vocational world, management and marketing, vocational skills, on the job training, and life quality promotion. Evaluation and measurement of each learner group can conducted on a course basis by a group organizer, local wisdom, and the individual learners themselves. The Government heavily subsidizes this VCP, so each learner pays only 20 baht for his or her registration, and the rest is under the VCP responsibility. Those people, who complete the VCP, are entitled to receive a certificate educationally equivalent to the lower secondary education level (Grade 9).

The Department of Non-formal Education does not operate any vocational education programme alone. It has involved a number of
industrial factories to mutually organize such VCP programmes. Two factories being involved as the VCP case studies here are the U-Tah Industrial Factory, and Srithai Superware.

THE U-TAH INDUSTRIAL FACTORY VOCATIONAL NON-FORMAL EDUCATION CERTIFICATE PROGRAMME

This factory, a part of the U-Tah Engineering Networking Company Limited, is responsible for electricity fitting design for buildings and factories, and electricity engineering consultancy. It has been established since 1968 in Thailand. Its products consist of:

1. Motor Control Centre (MCC);
2. Main Distribution Board (MDB);
3. Substation Relay & Metering Control Panel Board Up To 230 KV;
4. Metal-Clad Switchgear Power Distribution Board Up To 36 KV;
5. Air Break Switch Up To 2,500 A;
6. Single Pole Disconnection Switch Up To 36 KV and To 2,000 A;
7. Fuse Cutout Switch 100 A Up To 36 K;
and
8. Low Tension Fuse 400 A 660 V.

The factory has coordinated with the Department of Non-formal Education through the Provincial Non-formal Education Centre by organizing a VCP course in management and organization for the factory's personnel. Those learners' minimal educational qualification requirement is a completion of lower secondary education level and working in the factory. An application of the integration of learning and teaching media has been used, such as the use of electrical media via distance education, self-study and group meetings.

THE SRITHAI SUPERWARE FACTORY VOCATIONAL NON-FORMAL EDUCATION CERTIFICATE PROGRAMME,
BANGPAKONG BRANCH, BANGPAKONG 2 INDUSTRIAL ESTATE, KLONG TAMRU SUB-DISTRICT, MUANG DISTRICT, CHONBURI

Srithai Superware Factory has been established since 1963 as a family industry type, and gradually developed to produce utensils, kitchenware, packing containers, pallets, and even driving facilities. Those products are mainly classified into two categories—melamine and plastic plants.

Srithai Superware Factory at Bangpakong branch has given coordination to the Department of Non-Formal Education for an improvement of its workers' educational qualification. Distance education system has been applied to organize vocational education certificate programme (VCP) for those workers who completed their lower secondary education level, and are still working within the factory. Some factory workers with high educational qualifications have selected to function as the group organizers of the VCP. Additionally, two more programmes on primary education level and lower secondary education level have been organized for those workers who have not such qualifications.
Like elsewhere in Thailand, basketry appears to be part of local Thai people's container to carry food or personal belongings in their daily lives. While plastic bags came to be used in parallel with bamboo or rattan containers in most Thai families both in urban and rural areas, the local people in Panasnikhom district of Chonburi Province in the eastern part of the country still produce bamboo ware for their local and provincial markets. Those basketry wares are generally made of canes, weed canes, paddy straw, bamboo, and other string-like materials. There are various kinds of home use wares adapted from the villager daily lives' initial kitchen wares and fishery materials as generally recognized as local wisdom in eastern Thailand. Those artistic products are bought by customers for the ideal of home decorations or sentimental gifts.

The majority of materials used for such production are brought from various available forests in many provinces such as Chantaburi, Rayong, Trad, prajinburi, and Chaserngsao Province, or even from Cambodia. The local craftspeople use knives, saws, scissors, pliers, small axes, nails, knives, and glue as parts of their equipment to blend with their expertise and care for each piece of their basketry production. Most works are painted with appropriate colors or lacquer according to their special design already existed within their minds. In the old day, most craftsmen were informally trained within their own families and communities on craftmanship from one generation to the others without attending any formal training course. Such local wisdom has been socialized according to each particular family's expertise among children, men and women, however, there have been so much changes in the living patterns of Thai people due to industrialization, and socio-economic changes at both the community and national levels. Before the effect of economic crisis in 1998, a huge number of rural Thai people migrated to work in town, particularly in the industrial estate areas, particularly in the eastern seaboard area around Panasnikhom District of Chonburi Province. Those migration affected the way of living of rural people, changing from craftmanship to being industrial workers in various fields. The older and younger generations in the extended family pattern were mostly left behind by their temporarily migrated parent workers, and stayed at home for attending schools, taking care of rice fields, fruit orchards, or waiting for their parents’ return. Although, arts and crafts have been still on among those people at the community level, even lesser degree than the time when their families were united.

Education is a continuing and life long process of each individual and community in various formal and Non-Formal forms in any society. Therefore, basketry and bamboo wares, which have been continuously taught from the old to new generations, have been found in both commercial and educational forms in Panasnikhom District, Chonburi Province. Mrs. Pranee Boriboow, Wife of the ex-mayor of Panasnikhom Municipality, has organized a training center within her house for her villagers in basketry arts and crafts with delegate craftspeople.
manship since 1978 according to Her Majesty the Queen's Royal Initiated Project. A two to three months short term vocational training course is normally operated in at least twice or three times a year after the villagers' paddy harvesting season. Each group of 20-30 trainees took turn to attend their course without being charged, in order to generate their income and also conserve arts and crafts of the local wisdom people. Mrs. Pranee Boriboon expected not only to transfer her knowledge and skills to conserve the local community arts and crafts, but also to maintain some young people to live within their community while many of their friends had left the villages to work in the industrial factories. Every trainee and well trained craftsmen formed a group to function in a similar way of cooperatives to produce basketry wares in various forms to meet the increasing marketing demands. Every member of the alike cooperative group learn not only how to make baskets, but also how to estimate their marketing requirements, capitals, packing, promotion, pricing, and even benefit sharing among the group members.

The basketry production in Panasnikhom District have involved in income generating for a number of people in the natural way of production lines. Those people are such as wood, cane, and bamboo gathering people, craftsmen, local and Bangkok shop owners, and users. Mrs. Pranee Boriboon has been regarded as a valuable and honorable vocational education trainers for various short term training courses organized by various government and non government agencies.
Group C Study Visit:  
The Project of "New Agricultural Theory"  
According to the Royal Initiation

TECHNICAL METHOD OF THE  
INTEGRATED AGRICULTURAL SYSTEM  
ACCORDING TO THE ROYAL INITIATION

1. Site Selection.  
The location to be selected should be a small occupied land within the rain-use agriculturists areas, but not so much rain. The agriculturists, who are mostly poor with a moderate number of family members and jobless, should be able to make small pond to contain rain water for self-consumption.

2. Land Division.  
The occupied land should be divided into 3 parts based on a ratio of 30:30:30. The first 30% of land will be used for growing rice in rainy season, the second 30% for growing crops, trees, and herbal plants, and another 30% for making ponds to keep rain water for supplementing rain water in rainy season, and keeping crops alive in dry season. Additionally, the ponds can be used for keeping fish and consumption. The rest 10% of the land will be used for housing, roads, and other necessary constructions.

3. Crop Selections.  
3.1 Cropping System Within the Rice Growing Areas.  
Appropriate rice species and production technology should be carefully selected for the location and social structure of the farmers' families.

3.2 Orchard tree Selection.  
Species of fruit trees should be selected suitable of the local weather, soil, and markets. Various kinds of fruit trees should be planted in order to produce fruits rotating all year round. Those fruit trees and plants may be mango, tamarind, papaya, chili and herb.

4. Selection of Animals and Fish in the Ponds and Housing Areas.  
Fish and animals should be selected suitable for labours and the left over areas as sources of supplementary income and consumption. For example, fish should be either meat eating fish or vegetable eating one. Animals may be 1-2 native cattle, a few native chicken and ducks. Careful considerations on various direct and indirect problems probably causing by those animals should be made.

His Majesty the King's speech in various places may be cited here that there have been 3 sequential steps in line with the "new theory's practices" as follows:

1. Production should be based on a self-reliance principle with a simple way gradually practicing appropriate to the farmers' strength without starvation.

2. Collective Grouping in from of cooperatives in the areas of production, marketing, living condition, welfare, education, and social and religious affairs. The main ideas are to mutually help one another and improve their communities at the same time, not to make any one rich alone.

3. Coordinating with the sources of energy and finance by establishing rice mills, cooperatives, mutually investing for improving the rural people's quality of lift without relying on only agricultural occupation alone.
RESPONSIBLE ORGANIZATIONS

1. Office of the Permanent Secretary for Agriculture and Cooperatives
2. Department of Land Development.
3. Department of Cooperative Auditing
4. Department of Agriculture Extension
5. The Cooperative Promotion Department
6. Agricultural Land Reform Office
7. Office of Agricultural Economics
8. The Royal Irrigation Department
9. Department of Livestock Development
10. Department of Fisheries

THE PRINCIPLE OF THE PROJECT

His Royal the King has kindly provided a new agricultural trend, namely, "the New Theory" for his people. This theory's concept has been based on the technical ideas of natural resource management for the highest benefits. The concept suggests some practical guidelines to farmers and agriculturists for solving their problems frequently existing in their lives. Those problems are such as drought, flooding, debts, and poverty. However, the theory implementation should be based on some hypotheses accepted by the farmers as their first priority.

OPERATIONAL GUIDELINES OF THE PROJECT

To help agriculturists relying on themselves with a simple way of living and sufficiency without any starvation.

Conducting the project in a manner of participatory learning process with the agriculturists.

Developing a network in order to promote some demonstrations of the project implementation for better and easy understanding of the people, particularly, learning from those successful agriculturists on the new theory implementation.

Providing some assistant factors in production and fund, by allowing the agriculturists a freedom to conduct their own investment, such as land and financial participation.

Setting target areas and groups of agriculturists, by considering the areas with water containing capacity and two classified groups of agriculturists with land and without land ownership. This classification will result in a provision of different measures of assistance to the agriculturists.
In 1976, Dr. Khajorn Anthrakan and his family donated a plot of land to the most Reverend Somdej Pra Yanasangvorn, the present Supreme Patriarch who was at that time the Abbot of Bovornivejvihan Monaster. He would like to build a buddhist temple to be center of spiritual. When his Majesty visited Yanasangvararam Voramahavihan Monastery in 1982, he observed the poverty of the local inhabitants due to the drought in this area. The King ordered the authorities of the government agencies to carry out a local area development plan as follow:

1. To restore fertility of the deteriorated land to be ready for future agricultural use. The farmers could obtain knowledge beneficially applied in occupation and enable to reliance upon themselves.

2. To promote the monastery to become a center of spiritual unity which helps the development of people's mind in keeping pace with the social and economic development of the country.

YTDAC is one of the concerned government agencies as mentioned above. The main functions of YTDAC are as follow:

1. To demonstrate the principle of nature farming.
2. To train the rural youth, farmers, and interested people for practice.
3. To spread nature farming network to the proper area as a nature farming training center.
4. To do experiments and researches in Nature Farming.
# Directory of Speakers of Regional VET Consultation

<table>
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# Directory of Participants of Regional VET Consultation

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## Directory of Observers

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1. Dr. Surat Silpa-Anan, Permanent Secretary for Education, Ministry of Education
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3. UNESCO PROAP-ACEID
4. Science Centre for Education
5. Sirindhorn Institute for Continuing Education and Development
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10. Southern Regional NFE Centre
11. Chon Buri Provincial NFE Centre
12. Chantha Buri Provincial NFE Centre
13. Rayong Provincial NFE Centre
14. Phayao Provincial NFE Centre
15. Nakhon Si Thammarat Provincial NFE Centre
16. Vocational Training and Development Centre for Thai People along the Border Areas of Sakaee Province
17. Agricultural Training and Development Centre at Wat Yanasangwararham
18. College of Cramatic Art Chantha Buri Province
19. U-Tah Industry Company
20. Sri Thai Supperware Company (Bang Pakong)
21. Mrs. Praneet Boriboon, Manager of Basketware Factory at Panasnikhon District