



**BILT Bridging Event**  
**TVET for Hospitality & Tourism : Solution for the digital and  
green transition**

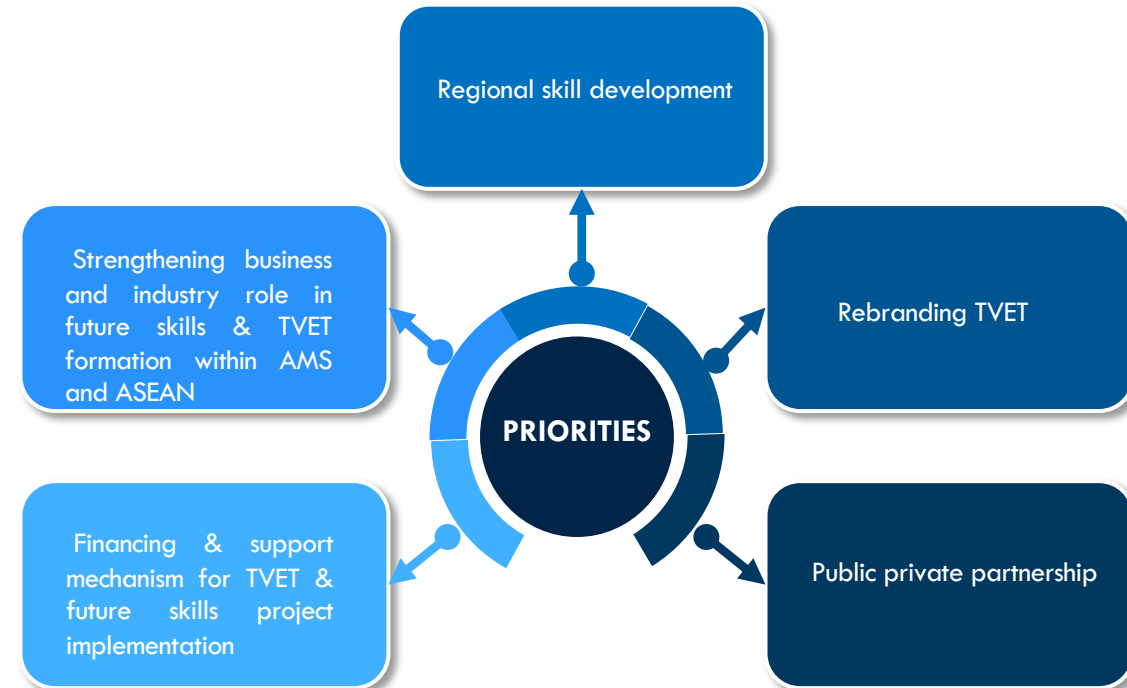
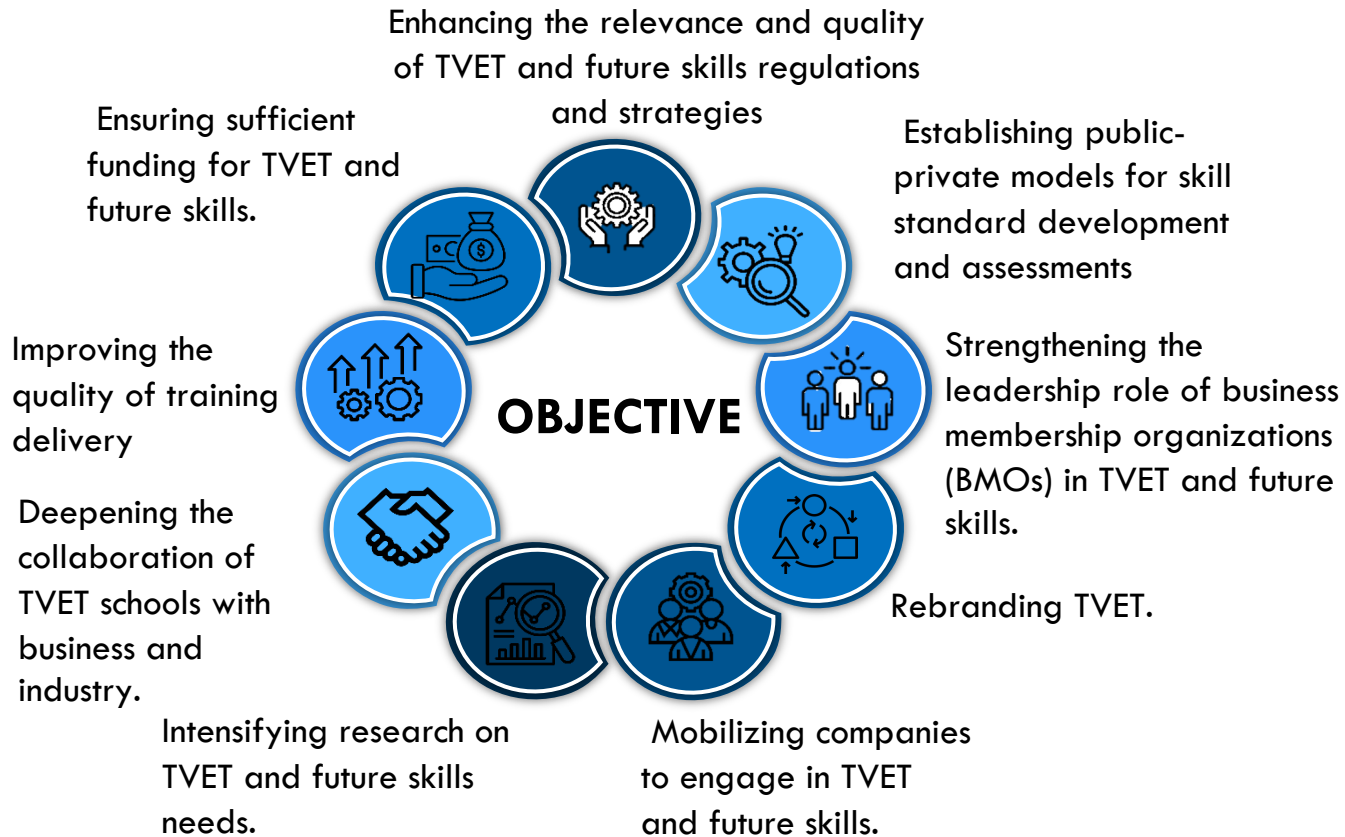
**'Public & Private Sector: Jointly addressing Labour and Skills Shortages**

**Dato' J. Palaniappan**  
**Chairman**  
**ASEAN FUTURE WORKFORCE COUNCIL (AFWC)**

**26-28<sup>th</sup> June 2023**  
**Temasek Polytechnic, Singapore**

# ASEAN Future Workforce Council (AFWC)

ASEAN Future Workforce Council (AFWC) was formed in 2019 as a catalyst to advance business and industry cooperation in development of Future Skills & TVET within ASEAN. As a body led by business and industry, the AFWC advances ASEAN-wide action on future skills development and provide platform for collaboration, coordination, research & development with multiple stakeholders both within the region and globally.



# WHO IS AFWC?

## FOUNDING MEMBER ASSOCIATION REPRESENTATIVE OF AFWC



- Brunei Institution of Surveyors, Engineers and Architects
- ASEAN-Business Advisory Council Brunei



- Union of Myanmar Federation of Chambers of Commerce and Industry
- Myanmar Heating, Ventilation, Air-conditioning and Refrigeration Association



- Cambodian Federation of Employers and Business Associations (CAMFEBA)
- Young Entrepreneurs Association of Cambodia



- Philippine Chamber of Commerce and Industry – Batangas
- Philippine Chamber of Commerce and Industry – Tarlac



- Indonesian Chamber of Commerce and Industry
- Dicoding Indonesia



- Singapore National Employers Federation



- Lao National Chamber of Commerce and Industry Association of Lao Garment Industry
- Lao Automotive Industry Association



- Federation of Thai Industries
- Thai Chamber of Commerce
- BETAGRO PCL



- Federation of Malaysian Manufacturers



- Vietnam Chamber of Commerce and Industry
- Vietnam Association of Construction Contractors

## JOINT BUSINESS COUNCIL

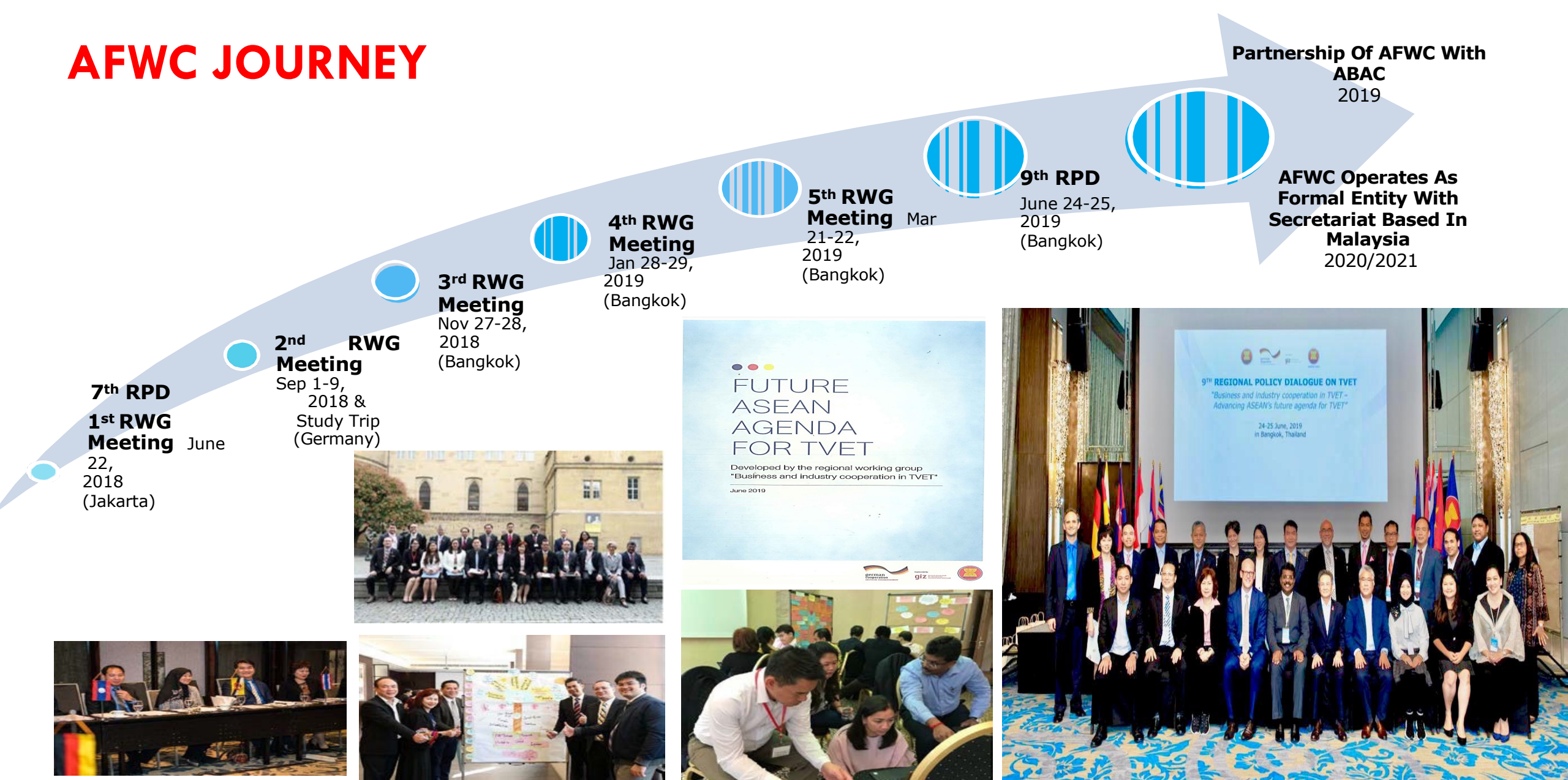


## MEMBER



ASEAN TVET Council

# AFWC JOURNEY



# AFWC

ASEAN FUTURE WORKFORCE COUNCIL



# FUTURE ASEAN AGENDA FOR TVET – 9 Focus Area & 45 Recommendations

## Enhancing the relevance and quality of TVET regulations and strategies

1. Set up National TVET Councils co-chaired by senior public and private sector representatives to drive coherent, future-oriented national TVET agendas.
2. Develop all government regulations on TVET with business and industry on a consensus basis.
3. Develop a long-term TVET strategy.
4. Strengthen business and industry cooperation in TVET planning through structured public-private dialogue.
5. Strengthen evidence-based policy-making.
6. Develop a future workforce strategy that creates a common understanding of Industry 4.0 and its impact on ASEAN education systems and labour markets.

## Establishing public-private models for skill standard development and assessments

7. Form skill standard development committees that support business and industry in leading the development of skill standards.
8. Form skill councils to monitor and initiate the updating of skill standards when changes in industry practices necessitate revisions.
9. Form national certification bodies to professionalise and standardise the assessment of skills.

## Strengthening the leadership of business membership organisations in TVET

10. Form an ASEAN Future Workforce Council led by business and industry.
11. Expand the member base of business membership organisations by providing more and better value-added services.
12. Encourage companies to become members of business membership organisations and consider making membership mandatory by law.
13. Prepare and disseminate position papers of business membership organisations that represent the voice of employers on TVET-related issues.
14. Establish TVET departments in business membership organisations staffed with full-time employees who are trained to deliver TVET-related services.
15. Expand TVET-related activities and services of business membership organisations for members.

## Rebranding TVET

16. Launch TVET awareness campaigns to improve the public reputation of TVET.
17. Offer career counselling and a TVET-oriented curriculum at high school level to inspire and motivate students from a young age to pursue TVET.
18. Open up further education opportunities for TVET graduates, including access to higher education.
19. Provide opportunities and financial incentives for life-long learning.
20. Improve and promote the value of skill certificates to companies.

## Mobilizing companies to engage in TVET

21. Calculate the return on investment of engaging in TVET in order to persuade more companies of its benefits.
22. Set up a recognition system to award outstanding companies engaged in TVET.

23. Prioritize TVET as a topic in annual work plans of business membership organisations and use meetings to talk about the benefits of TVET.
24. Develop and pilot a cooperation scheme for the provision of practical training between large companies and SMEs, leveraging supply chain relationships.
25. Identify and distribute best practices of business and industry cooperation in TVET.
26. Develop a TVET handbook for companies to facilitate their engagement in TVET.

## Ensuring sufficient funding for TVET

27. Allocate an appropriate annual budget to TVET and consider the establishment of a TVET fund.
28. Stipulate incentives for companies to become engaged in TVET and ensure their enforcement.
29. Pool public and private resources by establishing national centres of excellence.
30. Require foreign direct investors to fund TVET training in order to meet their investment project's skills demands.
31. Set up inter-company training institutes as an income-generating measure to finance TVET activities and services of business membership organisations.

## Improving the quality of training delivery

32. Align training curricula better with the needs of business and industry and make them more consistent across TVET schools.
33. Adapt TVET curricula to better prepare students for the future of work.
34. Encourage professionals and specialists from the industry to become part-time TVET teachers.
35. Strengthen the capacity and industry experience of government personnel working in TVET, in particular of TVET teachers.
36. Develop the competencies of in-company trainers.
37. Provide autonomy to TVET schools to diversify their funding sources in order to guarantee the delivery of high quality TVET programs.

## Deepening the collaboration of TVET schools with business and industry

38. Expand apprenticeship programs and enhance their quality by providing more guidance to participating companies and students.
39. Find appropriate ways for TVET schools and companies to formalise their dialogue and cooperation.
40. Establish the pursuit of cooperation opportunities with business and industry as a key responsibility of every TVET school principal.
41. Appoint TVET school personnel to serve as focal persons for the cooperation with business and industry.

## Intensifying research on TVET and future skills needs

42. Develop skills information platforms to make information about the supply and demand of skills publicly accessible online.
43. Conduct regular employability studies to promote the attractiveness of TVET degrees.
44. Conduct more research on (future) skills needs, particularly sector-specific research.
45. Establish national coordinating agencies for TVET research and increase inter-ASEAN research cooperation.

# OVERVIEW



*GLOBAL & REGIONAL  
PERSPECTIVE*



*KEY CHALLENGES*



*THE WAY FORWARD*

# Global Perspective

## 1. *Mainstream Agenda and Inclusiveness*



TVET as mainstream agenda and career pathway especially for youth



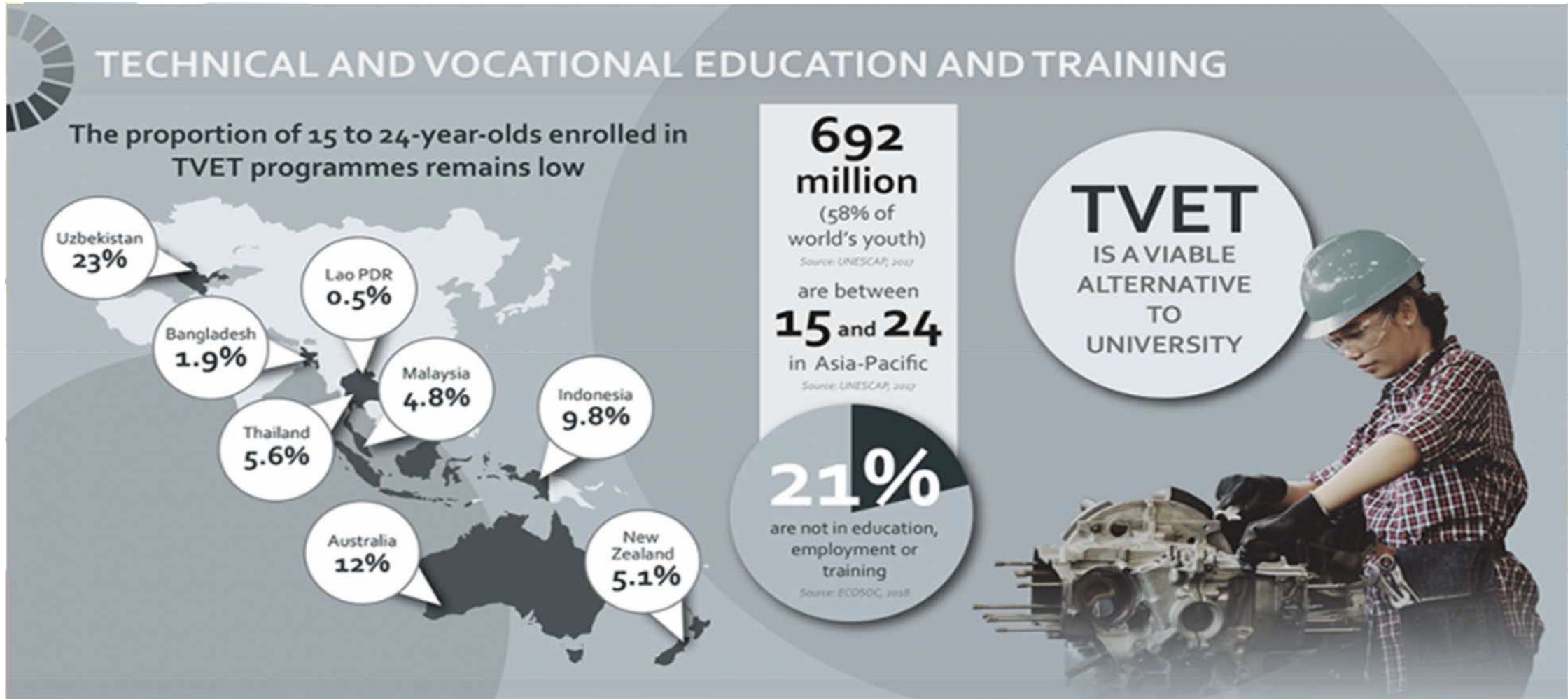
Involvement of broad range of stakeholders, from ministries to national bodies, private entities and underrepresented such as NGOs, youth organizations, civil society and experts



TVET inclination and skill intervention aligned to sustainable development goals with focus on Knowledge-based, Rapid Technology Change, Sustainability Development & Poverty Alleviation



# TVET AS THE WAY FORWARD





# Global Perspective

## 2. New Economic & Socio-political Paradigm



Demand and supply is shaped by labour market demand and emerging trends:

Transformation of existing sectors and occupations  
Creation of new sectors and occupations



Country must be prepared for the current and future skills requirements in common or specific economic sector

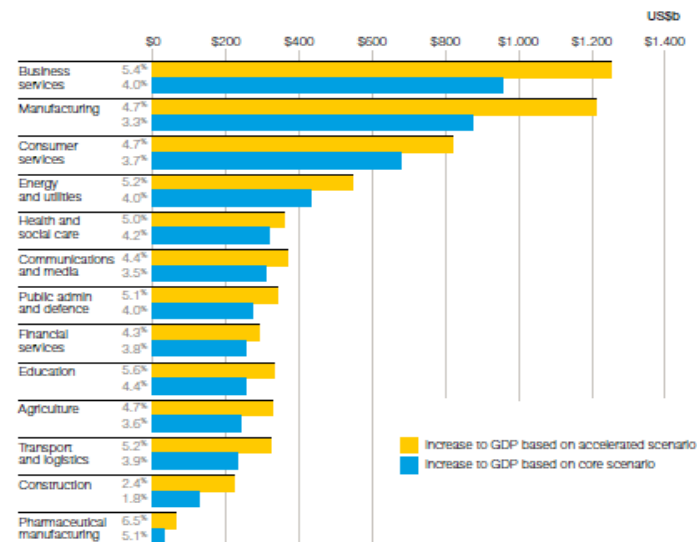


There is urgent need of talent pool to uplift the socio-economic to middle income bracket



Employment opportunity and business startups for the youth

# Country Must Be Prepared For The Current And Future Skills Requirements In Common Or Specific Economic Sector

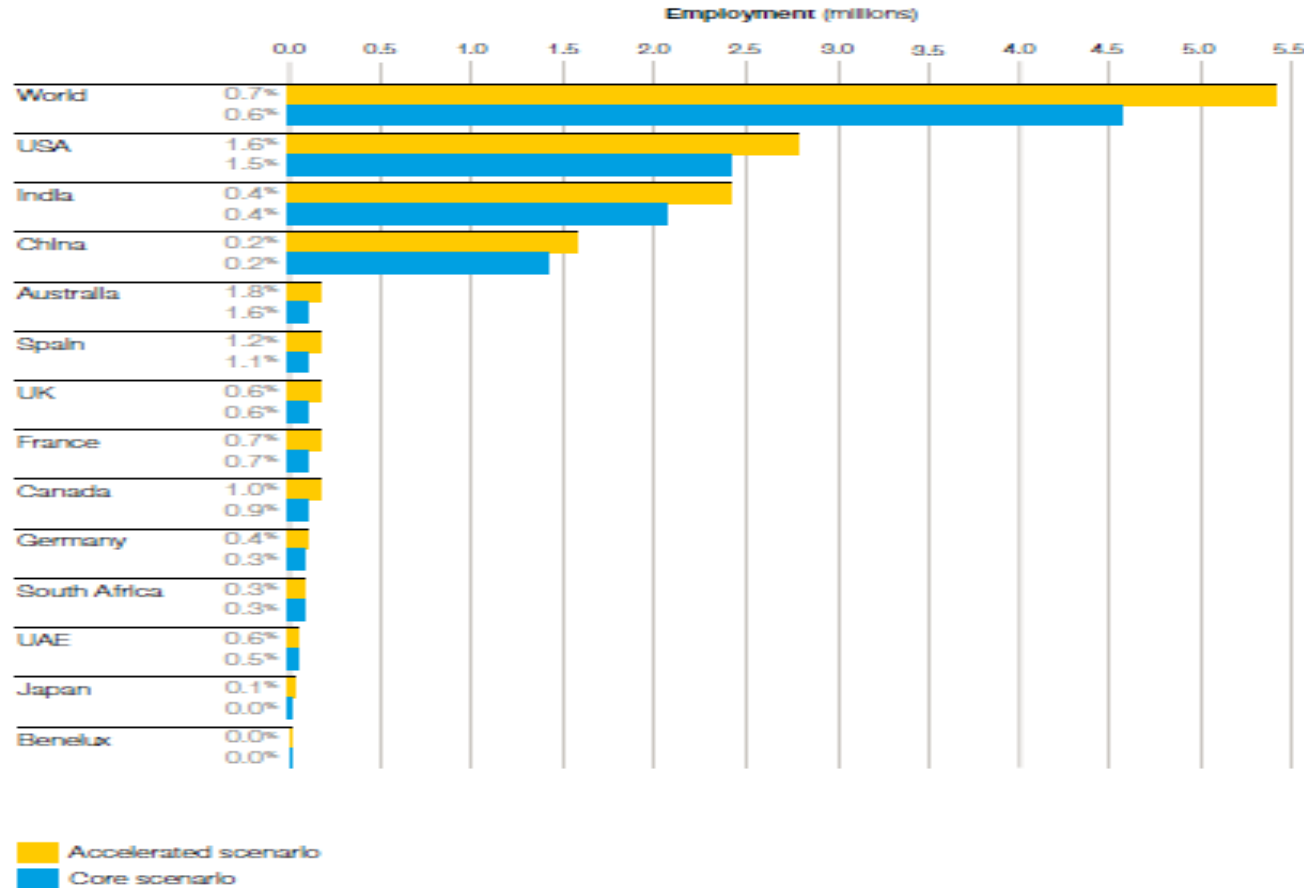


- As the Fourth Industrial Revolution reshapes the future of jobs, 38% of the additional GDP that could be gained through upskilling will be created in the business services and manufacturing sectors

Additional GDP potential due to upskilling, by global sector, 2030 (2019 prices, billion \$, % relative boost to sector GDP)

Source: PwC data analysis, December 2020

# Employment Opportunity And Business Startups For The Youth



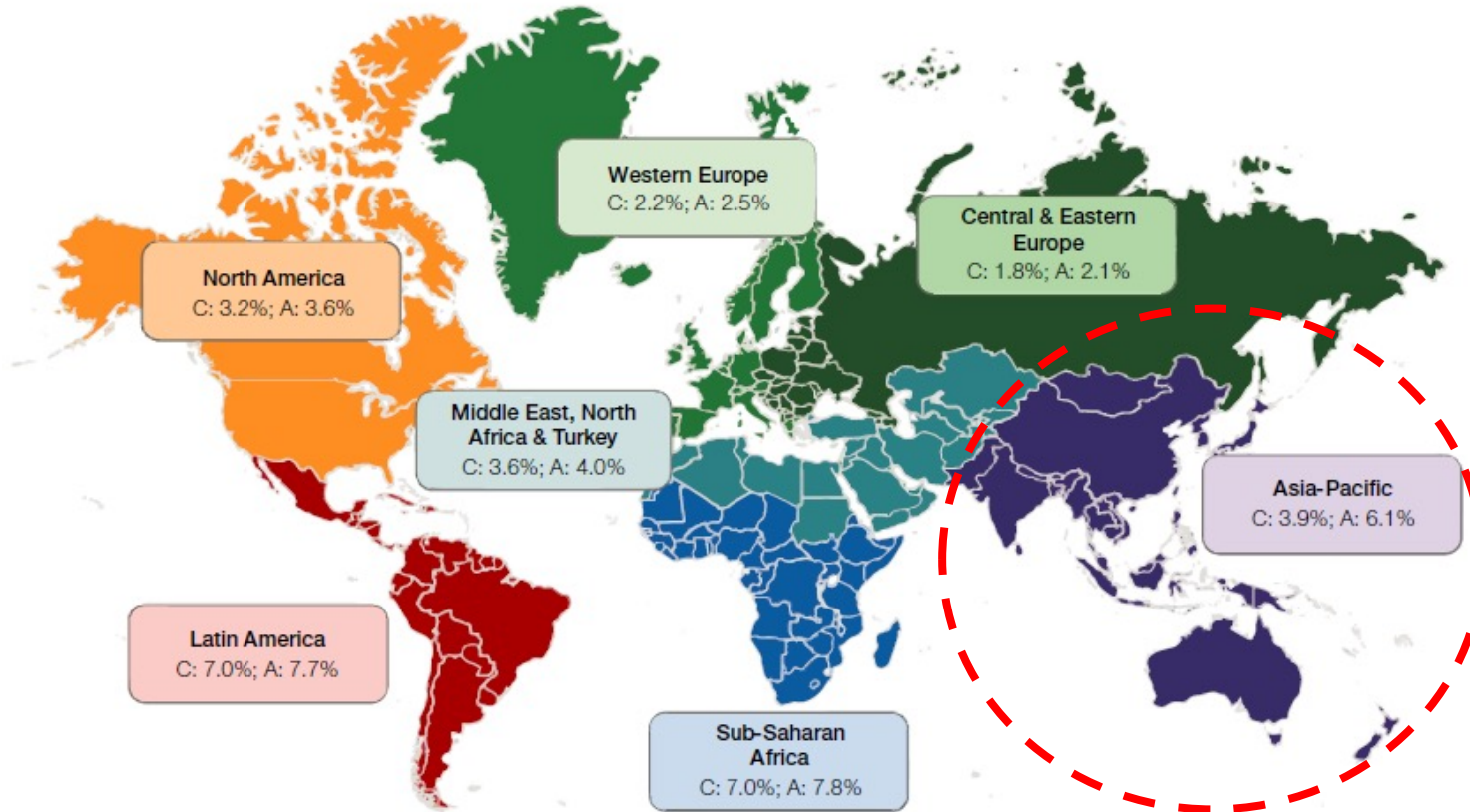
- Upskilling could lead to the net creation of 5.3 million new jobs by 2030.

Additional employment potential due to upskilling, by country, 2030 (millions of jobs, % relative boost to country employment)

Source: PwC data analysis, December 2020



# Impact On GDP Due To Upskilling



- Regions and economies with the biggest gains are those in which the skills gaps are large and the potential is greatest to improve productivity through skills augmentation aligned with new technology.

Source: PwC data analysis, December 2020



# KEY CHALLENGES

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**Demand or Supply Driven**

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**TVET is second study option**

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**Integration of New Development Policies with Human Capital Development & Skills**

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**Skills mismatches**

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**Lack of innovation and creativity**

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**Resources Limitation**

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**Businesses Costs & Productivity**

# The Way Forward

**Demand Driven**

**Quality Standard & Compliance**

**Capacity Building & Future Ready Talent Talent Pool**

**Support Mechanism & Accessibility**



# The Way Forward

## 1. Demand Driven

What is the right formula on the policy perspective

- Need for industry demand-centric framework
- Sectoral approach and specialised skills areas
- TVET as driver to economic growth
- Leveraging on regional and global accessibility
- Creation of Centre of Excellence (CoE) for innovation and spur TVET progression

Incorporate global themes including:

- Digitalization
- Green Transition
- Entrepreneurship

# The Way Forward

## 2. Quality Standard & Compliance



Adopt global quality standards and compliance for Institutional continuous improvement in secondary, tertiary & Lifelong Learning education

Qualification Framework and Accreditation

New Qualification and Competencies

Guidelines and Best Practices

Lifelong learning approach need to be further defined especially for school leavers, graduates and workforce with focus on Education & Training System

# New Qualifications And Competencies For Future-oriented TVET

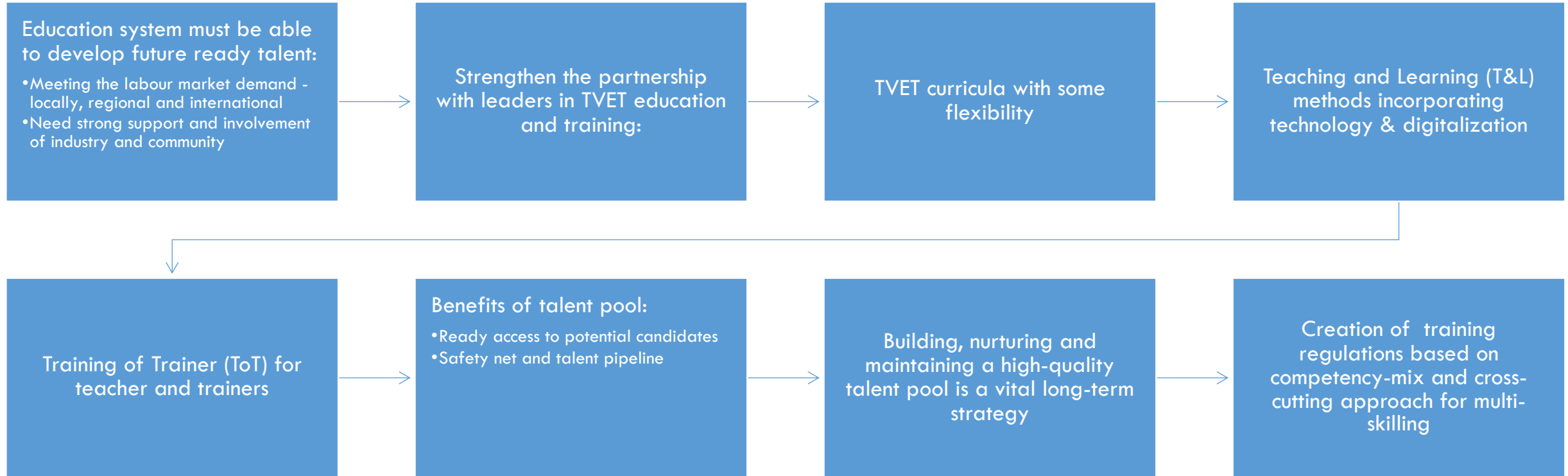


Source :UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training



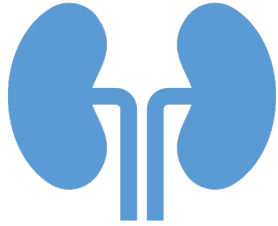
# The Way Forward

## 3. Capacity Building & Future Ready Talent Talent Pool



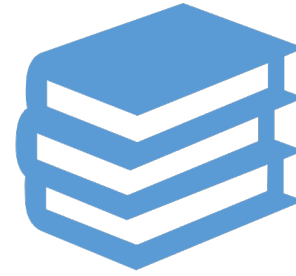
# The Way Forward

## 4. Support Mechanism & Accessibility



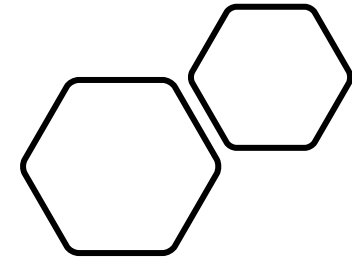
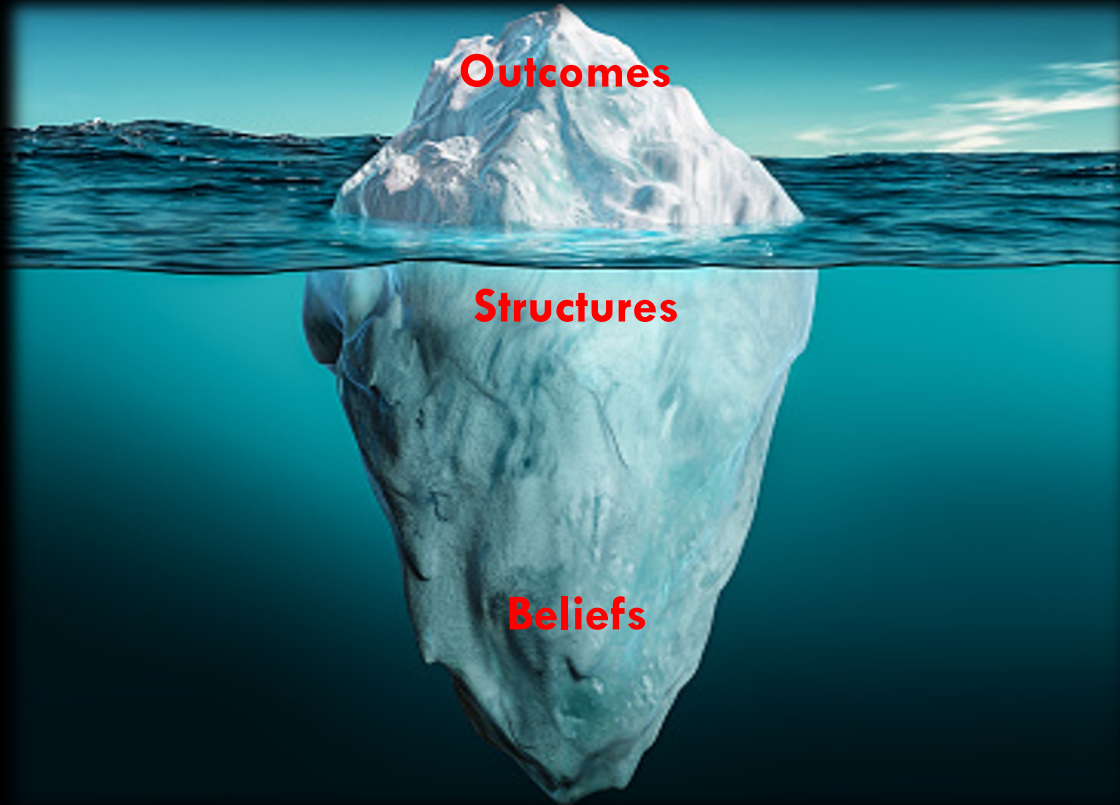
### Support mechanism

Move from traditional to learner-centred methodology  
Innovate T&L with the infusion of technology  
Training of Trainer (ToT)  
Create learning from employment-apprenticeship & internship  
Option for continuing life-long learning - Recognition of Prior Learning



### Access & Connectivity

Cost effective Internet access, T&L platforms and supporting software systems  
Partnership with regional and international bodies for piloting and scalability  
Data analytics for labour market information system



*Thank you*

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