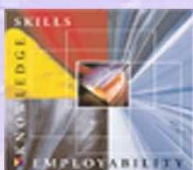




International
Labour
Organization

Improving Workplace Learning in Asia and the Pacific

*Report of ILO/SKILLS-AP/KRIVET
Regional Workshop on Improving Workplace Learning in Asia and the Pacific
15 – 17 May 2007, Seoul, the Republic of Korea*



SKILLS-AP

Regional Skills and Employability Programme in Asia and the Pacific (SKILLS-AP)

Regional Skills and Employability Programme in Asia and the Pacific
(SKILLS-AP)

Improving Workplace Learning in Asia and the Pacific

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Preface

The issue of workplace learning has become increasingly important in the development of workforce skills. Many countries in Asia-Pacific are finding it a growing challenge to respond to the skills needs of their workforce in a time of increasing globalization, new technology and changing patterns of work. A major challenge for countries is to improve their productivity and competitiveness. A key strategy for achieving this is the promotion of workplace learning, in the context of lifelong learning, to ensure that workers' skills are constantly renewed and adapted, and to equip them for a wide variety of potential jobs.

The new ILO Human Resources Development Recommendation (2004) stresses that member States should "promote the expansion of workplace learning and training". Over recent years, in particular, the use of the workplace as a centre of learning has been transformed due to the growth of the knowledge economy, the impact of new technology on productivity, and the growing use of high performance work practices that are transforming the ways in which work is organized.

This meeting was aimed at strengthening the capacity of countries in the region to design, plan and implement more effective workplace learning programmes. The meeting also aimed at increasing awareness of the importance of workplace learning and exploring the ways in which public policy can be used to encourage organizations to make more effective use of the skills of their employees. The development and use of a new Guide to Improving Workplace Learning in Asia and the Pacific is an important part of this process. Drawing on the participating countries' experience in workplace learning and incorporating this into the new Guide will be an important aspect of the follow up to the work of this meeting.

I wish to take this opportunity to acknowledge the continuing support of the Government of the Republic of Korea and the Korean Research Institute for Vocational Education and Training (KRIVET) for their continuing assistance to the ILO's SKILLS-AP programme and the Regional Skills Network. Their commitment continues to make opportunities for sharing ideas and building relationships between the members of the Network possible, and serves as a model to others. In particular, Mr Trevor Riordan who planned and organized this meeting, with the support of Ms Wipusara Rugworakijkul and Ms Paveena Eakthanakit of SKILLS-AP. My thanks also go to Mr Frank Pyke, who was the key resource person. Last but not least, I wish to congratulate the participants for their excellent and thoughtful contributions during the meeting and their active participation.

Sachiko Yamamoto
Regional Director
Regional Office for Asia and the Pacific

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ILO/SKILLS-AP/KRIVET
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Introduction

Workplace learning has become an increasingly important issue during the last decade. It is recognized as an effective means of developing knowledge and skills in the existing workforce, thereby making a strong contribution to enterprise development. Improved knowledge and skills among workers is particularly relevant as enterprises increasingly use new technologies and explore high performance work practices that are transforming the ways in which work is organized. The ILO Human Resources Development Recommendation (2004) stresses that member States should “promote the expansion of workplace learning and training.”

This workshop aimed to assist countries in the region to address the challenge of improving productivity and competitiveness by developing the knowledge and skills of their workforces. Workplace learning is a critical factor in this process. No country can rely solely on public vocational training institutes and the most advanced countries in the world have substantial workplace learning programmes. This meeting aimed to increase awareness of the importance of the issue and the ways public policy can be used to encourage enterprises to improve and make more effective use of the skills of their employees. To that end, the workshop provided opportunities for participating countries to share their experiences in workplace learning, and to review and provide inputs to a new regional resource: the *Guide to Improving Workplace Learning in Asia and the Pacific*. Tripartite representatives from eight countries namely Australia, China, India, the Republic of Korea, Malaysia, Singapore, Thailand and Vietnam took part in the workshop.

Opening Session

The workshop was opened with addresses from Mr Won-Duck Lee, President of KRIVET, Mr Jae-gap Lee, Director General for International Cooperation Bureau, Ministry of Labour, the Republic of Korea, and Mr Trevor Riordan, Manager, Regional Skills and Employability Programme for Asia and the Pacific (ILO/SKILLS-AP).

Mr Won-Duk Lee welcomed the participants to the workshop, noting that enterprises need to actively invest in education and training for their workers, an investment which leads to success in the long run. However, he acknowledged that many enterprises, especially small and enterprises (SMEs), struggle with limited resources for this, and he looked forward to hearing innovative ideas for how this challenge is being met in the countries of the region. Mr Lee ended his speech by thanking the ILO staff for organizing this workshop and the Ministry of Labour for their participation in the opening ceremony and for their support to this workshop. He concluded his remarks by thanking the tripartite representatives for their participation. Mr Jae-Gap Lee underlined the importance of the labour force as a vital part of a country’s economy. He stressed that enterprises needed to develop workplace learning to complement the formal education system in order to better respond to market needs and opportunities. He observed that the Government of Korea had provided various types of support to improve the environment for workplace learning, such as the group study system and expert consultations. He anticipated that workshop would enable countries to share experiences and would promote greater partnership and cooperation among countries in Asia and the Pacific.

After the opening messages, all participants introduced themselves. The list of participants is shown in ANNEX 1.

Following the introduction, Mr Riordan introduced the workshop objectives, programme and arrangement to all participants. As a general introduction to the topic, he explained that public training systems in most countries are unable to respond to adequately provide the new skills required

to secure competitiveness, improve productivity and create jobs. Therefore, enterprises are being challenged to develop themselves as centres of learning. This task is challenging, and there is a lack of easily available knowledge on approaches and processes for promoting workplace learning and limited research and guidelines. The workshop would therefore discuss the key issues and challenges for workplace learning in Asia and the Pacific and approaches and strategies to address these challenges. The practical experience and views of tripartite participants would lead to articulating a common understanding on key issues and a set of recommendations to strengthen the draft *Guide to Improving Workplace Learning in Asia and the Pacific*. The workshop programme is shown in ANNEX 2.

The Korean Research Institute for Vocational Education and Training (KRIVET) as the workshop co-organizer and, as a Korean organization involved in workplace learning in Korea, provided brief information on its work and services related to research and development on learning and training issues.

Technical session 1: Key issues in workplace learning – the international experience

This session was chaired by Ms Megha Desai (Worker, Sri Lanka). She invited Mr. Trevor Riordan to present the key issues for workplace learning in Asia and the Pacific. He provided an overview on the ILO's experience with workplace learning, starting with a summary of section IV of the ILO's Policy Framework on HRD, Recommendation 195 (2004) which deals specifically with workplace learning issues. He referenced a number of ILO case studies, research and publications on workplace learning, including those on high performance work organizations, noting some common issues. While larger enterprises often establish training departments, SMEs may have resource limitations. However, recent publications such as *Challenging the Myths about Learning and Training in SMEs* had found that the size of enterprise, type of business and national norms have an impact on what training is undertaken by smaller firms, and in what ways. Some firms, particularly micro and small enterprises (mSEs) may use largely informal training and often rely on personal relationships, while others emphasize formal training but use outsourcing and networking approaches to delivery. Large enterprises, however, tend to provide formal training through their HRM department. Mr Riordan concluded by noting different approaches to public policy which would impact on SMEs capacity to provide workplace learning.

The chair then introduced Mr Frank Pyke, ILO Consultant, for his presentation on key issues in workplace learning. Mr Pyke identified 6 key issues emerging from his recent research with employers in a range of enterprises from micro to large in Mauritius: (1) '**derived demand**' – the demand for increasing workplace knowledge skills is driven by a need to improve the quality of production to meet market needs. (2) '**small and large enterprise differences**' – small enterprises are more dependent on workplace learning than the large ones, but it is not clear that the research on large enterprises is applicable to small ones (3) '**trust**' – lack of trust within an enterprise (or between enterprises) may inhibit effective workplace learning (4) '**capacity**' – enterprises lack capacity to organize effective workplace learning (5) '**transferability**' – the degree to which skills that are learned are transferable, and employers' and workers' interests in this (6) '**roles of Employers and Workers Organizations**' – all tripartite partners have important roles for implementing workplace learning.

Dr Young-Saing Kim, Research Fellow from KRIVET, shared the findings of his study *on Informal Workplace Learning and Supporting System in Korea*. Dr Kim discussed three issues: skills development in SMEs in Korea; the mismatch between skills development needs of SMEs and services offered by the formal public training system; and improvements to workplace learning in the Korean context. On the first issue, while Korea had seen significant growth in the number of SMEs in the past decade, most rely on providing informal training to their employees because they believe formal training takes too many resources and disrupts operations. On the second point, while the Government's Employment Insurance (EI) Fund was intended to provide employment security, unemployment benefits and vocational skills development, its operational guidelines limit the effective

participation of mSEs and SMEs because it is mainly directed at formal education and training. This is a main mismatch between the nature of skills training for SMEs and the existing support system. On this last issue, Dr Kim explained the Learning Organization Program (LOP), which has been developed by government to encourage SMEs self-directed workplace learning. The LOP addresses concerns about disruption and emphasizes workers' needs. Finally, he observed that tripartite organizations need to work closely on developing systems to recognize informal learning in the workforce and to facilitate SMEs investment in workplace learning.

The Chair then invited comments from the panel members. Ms Yang Yinli (Government, China) stated that workplace learning is important both for the national economy and for individual workers. Government should formulate policies to promote workplace learning, provide guidelines on workplace learning to all enterprises; and facilitate communication between employers and employees to better understand the needs. Mr Shamsuddin Bardan (Employer, Malaysia) said that there is a major gap between public education and for the skills required by private sector employers. New graduates require skills training when they enter into the workplace, as well as needing time to adjust to the working environment. He called for government to invest more in developing pre-employment skills. He also raised concerns about the need for recognition of skills through nationally accepted certificates. He suggested that multi-skills should be considered along with multi tasking. He agreed with the general conclusions that governments should have supportive policies and programmes to encourage investment in workplace learning by enterprises.

Technical session 2 a: Key issues in workplace learning – the international experience (Australia, China, and India)

Ms Eun Hye Choi (Employer, Korea) chaired this session. She invited all panel members for the session to introduce the key issues in workplace learning from their countries.

In the absence of an Australian Government Representative, Ms Mary Hicks (Employer, Australia) and Mr John Ingram (Worker, Australia) presented information on Australia. Ms Hicks explained that Australia's national system, including the Australian Qualifications Framework and Training Packages, which have been endorsed by industry, is supported by government, employers and employees. Australia's approach is focused on attaining and certifying competencies, not on the location or provider of training, hence, it offers a good basis for workplace learning. The major skills issues in Australia are skills shortages which affect many industries, and the aging of the workforce. A recent survey by the Australia Chamber of Commerce and Industries showed that employability skills are as important to employers as other technical skills. Mr John Ingram added that one concern for workers in Australia was that training packages were being adapted to cover a wider range of industries, and that non-recognized skills were being included. Workers were also concerned that new fast track apprenticeships which were being introduced to address skills shortages could lower the quality of training and consequent productivity. A positive development had been the establishment of group training companies which can better serve SMEs and provide trainees with work experience in a wide range of enterprises.

Ms Yang Yingli (Government, China) presented the National Vocational Training policies and legislation in China. The main laws and regulations involved with vocational training are the Labour Law of the People's Republic of China and the Vocational Education Law of the People's Republic of China. Under these laws, workers are required to receive necessary training before employment, and the State offers occupational qualification certifications. A new plan "Five Plus One" of the Ministry of Labour and Social Security is intended to improve skills development and training including developing new policies on workplace learning. The Ministry is also exploring the potential of securing funding. However, there are still barriers to full implementation, including lack of an enforceable requirement to offer workplace training and other protections to address enterprises' concerns about the potential loss of investments they might make in training their workforce.

Mr Ashok Kumar (Government, India) gave a brief overview of the skills development system in India which covers unskilled, semi-skilled, skilled, and continuous upgrading of skills. Workplace learning in India includes off-the-job, on-the-job and on-site training which is often integrated into the strategic plan of the company. The main policies and legislation include the Apprenticeship Training Scheme (ATS) which is intended to help enterprises adapt to technology changes, new trades, and to assist smaller enterprises. Under this scheme enterprises are required to establish apprenticeship programmes in the workplace. After the completion of the training, the trainees will sit in the All India Trade Tests (AITT) to be awarded National Apprenticeship Certificates. Besides the ATS, the Modular Employable Skills (MES) system has been established to cover training and skills testing for informal and non-formal enterprises. The MES identifies a “minimum skills set” and supports skills upgrading and lifelong learning. Skills testing and certification is done by industrial associations. Constraints to workplace learning include employers’ fear of losing workers, higher wages demanded by workers and lack of proper training infrastructure.

In the discussion, questions were raised concerning the Australian Qualification Framework in relation to workplace learning, the function and structure of apprenticeships and skills development for the informal / micro sectors.

Technical session 2 b: Key issues in workplace learning – the international experience (Malaysia, Singapore, Thailand and Vietnam)

The Chair Mr Bhagwati Prasad Pant (Employer, India) convened this session. He introduced Mr Mohd Yazid Awalludin (Government, Malaysia), who provided an overview of the Malaysian training system: the National Dual Training System (NDTS). The NDTS combines training at the workplace and at institutes to produce workers who meet industry’s needs, particularly in new technologies. Industries and Government have complementary responsibilities within the system: industries develop the National Occupational Core Curricula (NOCC), the Government approves the National Occupational Skills Standards, develops trainers and provides consultation for participating industries. However, there are some issues of concern: low participation of SMEs in NDTS, limited numbers of NOCC, limited number of institutions to cover various training occupations, and the need to diversify the format of NDTS.

Ms Soon Joo Gog (Government, Singapore) provided information on Singapore’s labour force. Employment in Singapore has shifted from the manufacturing sector to business and service sectors, and high value added production. The educational profile of the local workforce is changing, with a higher emphasis on degree holders and more focus on science and technology. There is also emphasis placed on investment in continuous education and training, and pre-employment education. The government has initiated integrated workforce planning, with tripartite partnership, through Industry Skills and Training Councils which is part of its overall national strategy, Manpower 21: A Talent Capital. Government’s priority for human capital development is supported through funding incentives and schemes to encourage enterprises to train and up-skill their employees. Several other systems including skills recognition system, skills qualification system, and quality assurance system are being developed to support workplace learning. However, some challenges remain including: lack of resources, less investment on mature workers, less attention on training by low skilled workers, and no long term developmental programmes in enterprises.

Ms Prapaporn Chulilung (Government, Thailand) stated that Thai education and training policies are included in the constitution, the National Economic and Social Development Plan, and current government policy. The main principle is that all stakeholders should participate in developing the quality of the workforce in order to cope with an evolving environment. Two ministries: the Ministry of Education and the Ministry of Labour through Department of Skill Development (DSD) take responsibility to implement the government policy on skills development and training. Under the Skills Development Promotion Act 2002, enterprises are encouraged to provide training, skills upgrading, knowledge and competencies to employees and non-employees. Incentives and consultation services are provided to enterprises which register with the Government for workplace

learning. However, many enterprises are not interested in training employees even though they are provided with incentives. The implementation of the Act is to be evaluated to address weaknesses.

Ms Huyen Mai Thi Dieu (Employer, Vietnam) presented an employer perspective and information on the workplace learning situation in Vietnamese enterprises. While workplace learning can improve quality and productivity, he noted that only 27% of the Vietnamese workers received skills training. The government has no specific policies or laws regarding workplace learning. However, the government has tried to provide support and training materials to enterprises. Two major industries (garment and leather) have systems for providing vocational training for new workers and also retraining their existing workers. SMEs, public and private enterprises including education institutes in Vietnam have collaborated to develop workplace learning programmes for students, new workers, and existing workers. The employers suggest that the government should develop training materials and a specific workplace learning policies to encourage enterprises to invest in workplace training.

Ms Yanli Zhu (China, Worker) gave a worker's view on the situation. She stated that the Chinese trade unions are interested in workplace learning and try to improve the overall quality of the workforce. However, the government needs to be more focused on the issue by promoting and supporting workplace learning in SMEs and for the self-employed. Its scope and definition should be recognized and understandable by all stakeholders.

In discussions, other speakers noted that all partners should be involved in planning and delivering workplace learning following the example of Singapore.

1st Working group session: Priority issues for workplace learning in the region

This session was chaired by Mr Ashok Kumar (Government, India). Mr Riordan introduced the session as providing an opportunity for all partners to share their view and reflect on some key workplace learning issues. Participants were divided into two groups to discuss the following questions:

- How prevalent is workplace learning in your own country?
- Why do enterprises engage in workplace learning in your country?
- Is workplace learning increasing or decreasing in your country, and, if so why?
- What constraints or major issues exist in relation to the use, or further development of, workplace learning in your country?
- What would you say are the most significant challenges for workplace learning in your country at the moment?

The groups were requested to prepare their discussion's findings in a power point presentation for the next session.

The two working groups presented the results of their discussions to all participants, but in slightly different ways. While Group B discussed all questions, Group A focused on the challenges for workplace learning. Group A stressed that the concerns of SMEs on workplace learning issues should be considered. Government should pay more attention to skills training programmes for SMEs. Group B stated that workplace learning is increasing in all sectors but there is less participation from SMEs. There were a lot of constraints noted, including employers' attitudes and funding. The reports from the working group are found in ANNEX 3.

Introduction to the Guide to improving workplace learning in Asia and the Pacific

Mr Harry Huat Hock Tan (Worker, Malaysia) chaired this session. He invited Mr Frank Pyke to give the background of the draft. Mr. Pyke summarized the eight chapters of the Guide. He pointed out that workplace learning is a "derived demand" from a business: enterprises see training as a means to add value, to improve productivity, and to meet new quality or working standards. Consequently

policies to encourage workplace learning should be grounded in the purposes such learning has for enterprises. Chapter two of the guide develops a common language to enable partners to communicate about different types of workplace learning, describing approaches such as “Unplanned Informal Knowledge Transfer”, Semi-structured Learning, and “Formally Structured Training”. The next chapter deals with ‘push’ and ‘pull’ factors influencing workplace learning: gaps in external training provision and the positive benefits of workplace training for all sizes of enterprise. Chapter four deals with learning and training needs, training effectiveness, assessment and evaluation in SMEs. The next chapter covers innovative approaches to workplace learning such as work design, job rotation, multi-skilling and team working. Chapter six covers creating a climate of trust within the workplace that enables individuals to develop a positive attitude towards learning and sharing ideas. The following chapter lists a range of workplace learning techniques suitable to different environments, in which the size of the enterprise is considered. The final chapter summarizes the main issues relating to workplace learning.

The Chair invited comments from the panel members. Mr Mohd Yazid Awalludin (Government, Malaysia) noted that the government should play a greater role in supporting workplace learning. For example, both employers and employees should participate in structuring the programme, supervise its quality and recognize qualifications. Governments could assist by providing financial incentives, developing trainers or coaches, and other steps to promote workplace learning. Mr Bhagwati Prasad Pant (Employer, India) added that the individual’s interest in learning should be included in the first chapter of the Guide. He observed that skills produced by public institutes did not match industry needs or developing technologies and this was one reason industries had to invest in developing the skills of their staff. He suggested that the section of the Guide on establishing trust should emphasize communication throughout the organization. He further suggested that a collective approach to training could help smaller enterprises improve the quality of training they provided to their staff. He concluded by calling for public private partnerships on skill formation and training certification

In discussion, many speakers were concerned that the use of the word “trust’ in chapter 6 could be misinterpreted. In some contexts, “trust” can be perceived as a negative expression. In response, Mr Riordan explained that research had shown that employees were more likely to share their views and become involved in to a greater extent when trust was built between employers and employees, but agreed that other words could be considered. Other points raised included the need for a section on industry collaboration and engagement, and a clear definition of workplace learning, and the purpose of the Guide. The intended audience for the Guide should be made clear – whether it is for policy makers or for general users.

Visit to Korean industry training facilities

KRIVET had organized site visits to two private companies: Samsung Electronics and Huneed Technologies to see how they organized workplace learning. The visit to Samsung included a general briefing on the company and its history. The visit to Huneed Technologies involved more interaction and a lively discussion between participants and the company’s Human Resource Development staff on workplace learning and training was one of the highlights of the visit.

2nd Working group discussion: Discussion of draft Guide to improving workplace learning

The session was chaired by Ms Soon Joo Gog (Government, Singapore) and introduced by Mr Trevor Riordan. Participants were divided into two groups and were requested to discuss and share ideas relating to the draft Guide to Improving Workplace Learning in terms of: target audience, structure of the Guide, specific content, and future research suggestions.

In reporting back, the groups made some specific suggestions on definitions and text to be included. They both called for more examples and case studies in SMEs. They suggested that the link between workplace learning and national qualification frameworks should be included.

There was some agreement that the initial guide should be directed at policy makers, with a subsequent guide or manual intended for deliverers of workplace learning following later.

Detailed suggestions from each group are in ANNEX 4.

Synthesis of major issues arising out of the meeting and discussion of follow up action.

Mr Frank Pyke provided a synthesis of the issues discussed during the two and half days. He noted that employers and workers had agreed that their role in workplace learning should be more clearly identified. It was clear that individual attitudes and the organizational culture should be taken into account when developing workplace learning strategies. Micro and small enterprises are interested in and can benefit from workplace learning; however, few examples or case studies are available. More research on SMEs workplace learning is needed, and the cooperation of countries in identifying examples and case studies in this area is critical.

Mr Trevor Riordan summarized follow up action after the workshop. Two documents would be produced: the draft guide discussed at the meeting that the ILO would edit according to the suggestions of the workshop participants; and a new document, operational manual (or user's guide) to improving workplace learning. To gather the additional case studies and examples requested by participants, the ILO would issue a format for this and solicit inputs from each country. The ILO also welcomed any written submissions or further comments on the Guide. The completed Guide would be sent to all countries in the region for their use. Some countries may wish to use the guide as the basis for a national version.

Closing session

The closing session was co-chaired by Dr. Ji-Sun Chung from KRIVET and Mr Trevor Riordan from ILO/SKILLS-AP. Mr. Riordan invited all tripartite spokespersons to make closing remarks on behalf of their respective groups.

Ms Prapaporn Chulilung (Thailand, Government), on behalf of the Government group, thanked the ILO, the Government of Korea and KRIVET for organizing the workshop. She said that the workshop would assist countries move forward and respond to globalization and rapid technological changes, which demand equally rapid improvements in employee skills. She agreed that all stakeholders should participate in workplace learning, with governments playing a major role in promoting and supporting workplace learning, including providing financial incentives. Governments would welcome ILO/SKILLS-AP initiatives to assist with follow up national workshops to promote workplace learning.

Ms Mary Hicks, speaking on behalf of the Employers' group, suggested that workplace learning is an important element in industry competitiveness. She noted that different types of businesses need different types of workplace learning and stressed that industry itself needs to be directly involved in workplace learning to ensure that the skills are relevant. She added that collaboration from other stakeholders made workplace learning more successful, and that all parties should share both the benefits and the costs. She suggested a number of specific issues to consider in developing policies for workplace learning such as the ageing workforce, accreditation, skill shortages, job redesign and increasing productivity.

Mr John Ingram gave the closing message on behalf of the Workers' group. He thanked KRIVET for their hospitality. He said that for effective training and workplace learning all tripartite partners at each level should take responsibility. There should be effective development of competency standards to achieve recognized qualifications which take workplace learning into account. Governments should promote the benefit of workplace learning to all partners, especially to workers who should be aware that training is both a right and in their interest. He called for financial and policy support from

government to ensure all workplaces, including informal ones, could take part. He confirmed that the workshop had identified important issues and thanked the hosts and organizers for their support.

Dr Ji-sun Chung, Co-chair from KRIVET appreciated the enthusiastic participation and discussion in the workshop. She thanked the ILO for developing the guide for workplace learning in Asia and the Pacific.

Mr Trevor Riordan gave a few final comments on the workshop. He affirmed that ILO's focus on workplace learning in SMEs was important as there was little information on this, and yet it was seen as highly important by constituents. He thanked participants for sharing their views and experiences on the issue, which provided a clear example of the value of the Regional Skills Network. Finally, Mr Riordan thanked KRIVET for supporting the workshop, to Dr Chung and Dr Kim for their technical support, KRIVET staff for their facilitation, Frank Pyke for the guide preparation and for being an excellent resource person, and to all participants for sharing their wealth of knowledge.

List of participants
ILO/SKILLS-AP/KRIVET
Regional Workshop on Improving Workplace Learning in Asia and the Pacific
Seoul, the Republic of Korea, 15-17 May 2007

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***ILO/SKILLS-AP/KRIVET Regional Workshop on
Improving Workplace Learning in Asia and the Pacific***

***Megnez Room (6th fl. Main building)
Imperial Palace Hotel
Seoul, the Republic of Korea***

15 – 17 May, 2007

PROGRAMME

Tuesday, 15 May 2007

0800 – 0830	Registration
0830 – 0900	Individual meetings of Government, Employer and Worker participants
0900 – 1000	<p><i>Opening session</i></p> <p>Addresses: Mr. Lee, Won-Duck, President of KRIVET Mr. Lee, Jae-gap, Director General for International Cooperation Bureau, Ministry of Labour, Republic of Korea Mr. Trevor Riordan, Manager ILO/SKILLS-AP</p> <p>Introduction of participants Programme and arrangements for the meeting Introduction to Korea – KRIVET</p>
1000 – 1030	Tea/coffee break
1030 – 1130	<p><i>Technical session 1: Key issues in workplace learning - the international experience</i></p> <p>Panel Chairperson: Ms. Megha Desai (India) Presentations: Mr. T. Riordan, ILO/SKILLS-AP Mr Frank Pyke, ILO Consultant Dr. Kim, Young-Saing, KRIVET</p> <p>Panel members: Government and Employer perspectives by Ms. Ying Lin Yang (China) and Mr. Shamsuddin Bardan (Malaysia)</p>
1130 – 1230	<p><i>Technical session 2a: Key issues in workplace learning - experience of countries in the region</i></p> <p>Panel Chairperson: Ms. Eun Hye Choi (Korea)</p>

- Panel members: Three country presentations by Ms. Mary Hicks and Mr. John Ingram (Australia), Ms. Ying Lin Yang (China), and Mr. Ashok Kumar (India), and worker and employer views by Mary Hicks and Mr. John Ingram (Australia)
- Questions and comments
- 1230 – 1400** LUNCH
- 1400 – 1500** *Technical session 2b: Key issues in workplace learning - experience of countries in the region*
- Panel Chairperson: Mr. Bhagwati Prasad Pant (India)
- Panel members: Four country presentations by Mr. Mohd Yazid Awalludin (Malaysia), Ms. Soon Joo Gog (Singapore), Ms. Prapaporn Chulilung, (Thailand), and Ms. Huyen Mai Thi Dieu (Vietnam), and worker and employer views by Ms. Huyen Mai Thi Dieu (Vietnam) and Ms. Yanli Zhu (China)
- Questions and comments
- 1500 – 1530** Tea/coffee break
- 1530 – 1730** *1st Working Group session: Priority issues for workplace learning in the region (two mixed working groups)*
- Panel Chairperson: Mr. Ashok Kumar (India)
- Introduced by: Mr Trevor Riordan

Wednesday, 16 May, 2007

- 0900 – 0930** *Presentations from the Working Group discussions*
- Panel Chairperson: Mr. Ashok Kumar (India)
- Panel: Mr. Shamsuddin Bardan (Malaysia) as Presenter and Mr. Mohd Yazid Awalludin (Malaysia) as Rapporteur from Working Group 1, and Mr. Harry Huat Hock Tan (Malaysia) as Presenter and Mr. Ashok Kumar (India) as Rapporteur from Working Group 2
- Discussion
- 0930 – 1000** Tea/coffee break
- 1000 – 1130** *Introduction to the Guide to improving workplace learning in Asia and the Pacific*
- Panel Chairperson: Mr. Harry Huat Hock Tan (Malaysia)
- Presentation by: Mr. Frank Pyke, ILO Consultant

	Panel members:	Government and employer perspectives by Mr. Mohd Yazid Awalludin (Malaysia) and Mr. Bhagwati Prasad Pant (India)
		Questions and discussion
1130 – 1210		Lunch
1230 – 1730		Visits to Korean industry training facilities <i>Samsung Public Relations Office (Soowon)</i> <i>Huneeed Technologies (Kunpo)</i>
1800 – 2000		Welcome dinner hosted by KRIVET

Thursday, 17 May, 2007

0900 – 1000		<i>2nd Working group session: Discussion of draft Guide to improving workplace learning (two mixed working groups)</i> Chair: Ms. Soon Joo Gog (Singapore) Introduced by: Mr Trevor Riordan
1000 - 1030		Tea/coffee break
1030 – 1200		<i>2nd Working group session: Discussion of draft Guide to improving workplace learning (continued)</i>
1200 – 1330		Lunch
1330 – 1430		<i>Presentations of the Working Groups and discussion</i> Panel Chairperson: Ms. Soon Joo Gog (Singapore) Panel: Mr. Mohd Yazid Awalludin (Malaysia) from Working Group 1 and Mr. John Ingram from Working Group 2 Open discussion
1430 – 1500		<i>Synthesis of major issues arising out of the meeting and discussion of follow up action</i> Panel Chairperson: Mr T. Riordan, ILO SKILLS-AP Introduced by: Mr Frank Pyke
1500 – 1530		tea/coffee break
1530 - 1600		<i>Closing session</i> Chairperson: ILO and KRIVET Statements by: Ms. Prapaporn Chulilung (Thailand), Ms. Mary Hicks and Mr. John Ingram (Australia)
17:00		Cocktail Reception hosted by ILO

WORKING GROUP A

Major Constraints

Solutions 1 Formal training initiated by Government not relevant to micro/small (should not be forced)

- A) Curriculum development take the view of the stakeholders (Govt., Employer, Union/worker) eg: Home stay tourism, English program-Thailand
- B) Collection & dissemination of best practice
- C) Identify business needs & how training can address the business needs (educating employer, easy access to information/communication system. Eg: business mentor in Australia)
- D) Role of industrial associations in giving cost effective & relevant training to members of SMEs

Solutions 2 Skills training not given due recognition by society (mindset & culture). Qualification who issue the cert. private vs government

- A) Changing the mindset & culture of society towards skills training
- B) Evaluate the contribution of employees in SME's eg: balance score card approach
- C) Showcase success stories of employees
- D) National Skills certification framework
- E) Informal training by industry should be part of national skills certification framework

Solutions 3a Staff pinching after training is completed (failure of labour market)

- A) Firm specific skills problem – employer exploiting the employee
- B) Develop smart organization, eg: Samsung develop smart employees not all the employee can be pinched for the co.

Solutions 3b SME's seeing themselves as individual rather than as an industry (no feeling of being in a cluster)

Develop culture of cluster

Solutions 4 Attitude of SMEs which sees education & training as a cost rather than investment

Sustainable business development

Solutions 5 Portability of skills – SME's training level to be narrow & not enhancing employability of staff

Informal training part of national skills framework

WORKING GROUP B

Prevalence of Workplace Learning

- Very prevalent in all countries but in different ways
- Participation of SMEs is not encouraging

Why

- Enterprises specific reasons
- Health and safety issues
- Technology changes
- Support business competitiveness
- Community and social responsibility (eg: Korea - Samsung)
- Vendor product specific training

It is increasing - Workplace learning

- Enterprises specific reasons
- Health and safety issues
- Technology changes
- Support business competitiveness
- Community and social responsibility (eg: Korea - Samsung)
- Vendor product specific training
- Education sector are not producing enough

It is increasing - Workplace learning

- Mismatch of skill sets
- If workplace learning decreases, lose competitive edge (Singapore perspective)
- Regulated by Law (eg Vietnam)
- Services sector requires more training
- Fine and training costs (Malaysia)
- Commercial interest
- To meet legislation of other countries: Globalization – triggered; to meet market demands
- FTAs

Constraints

- Diminishing ability to absorb knowledge as we grow older(Gov - Employers)
- Education level to embark on training affects training participation
- Attitude of employers and employees can be discouraging
- Skills shortage
- Resource constraint (finance, no resources to do developmental work)
- Korea needs approval from government before conducting training within company
- Migrant workers from different countries (Malaysia)

Challenges

- Employers attitude
- High failure of business
- Business oriented
- Low priority on training compared to profits
- Lack of recognition of informal training
- Stable companies tend to provide training for all employees
- Workplace learning capacity is limited
- Threats of high labour turnover

Solutions

- Singapore encourage training of migrant workers by decreasing levy
- Recognition of informal training
- Design flexible training solutions for training accessibility – tripartite effort
- Gov to provide funding /financial incentives
- Classification of SMEs – mature SMEs

WORKING GROUP A

Questions for discussion

TARGET AUDIENCE

- SMEs, Micro
- Stakeholders - Policy Makers (Government, Employer, Employee Union) –
Additional Stake Holders:specific (SME) industry association, training provider.
- Formal (cert. by government) , non-formal learning (co.), in-formal with no cert.

STRUCTURE OF THE GUIDE

- a) Appropriate Structure?
 - Title: A Guide to Improving Workplace Learning in Asia and Pacific Enterprises
 - + Why WPL important? How it can benefit nation, co. and employees
 - Chapter VI: Title-Communication for Effective WPL Relationship (Communication between co. and employee; between enterprises)
- b) How Detailed?
 - Supplementary Document provide the framework to countries operationalize the guide

Specific Content

- a) Review Guide text

Addition:

1. Chapter II: Adopt definition of WPL by OECD (Formal, in-formal & non-formal),
2. Chapter IV: Identify and Developing Trainers,
3. Chapter VII: Australia, Korea and Malaysia on National Framework Qualification Example in Box of Recognition Prior Learning
4. Chapter VII: Employability Skills,
5. Page 44: The Role for Employers and Workers Organizations must be strengthen and describe more detail-provide Sub Heading
7. Chapter V: Box Example from successful company from Huneed, Korea (commitment from top management and employees, training can be done not in working time, flexibility)
8. Chapter V: Multi-tasking, e-learning
9. Chapter III: Knowledge workers, Building a Learning Organization (example from China & Korea)
10. Page 42: Include High Skills ECO-system (cluster) – Initiative by government and big co. Theory and Practical from Korea
11. Chapter VI: How to assess training needs and how to evaluate (www.training.com.au – employers – return on investment (calculator), Article on the benefits to the employee arising from WPL

Specific Content

- a) Review Guide text
 - Reduced/Expand: No Reduction.
 - Research Example: refer above slide
- b) Further Research
 - Certification system on non-formal and in-formal learning
 - Smaller country to see how WPL being introduced (Samoa, Fiji, Laos, Cambodia etc)
 - Tools and Methods of in-formal learning as an effective WPL
 - Occupational Safety and Health, and Environment
 - Productivity, Quality and Social skills
 - Flexible Method of WPL for SMEs