

FACTSHEET

Gender, AI, and Digital Skills Ecosystem: Southeast Asia



Philippines

The Republic of Philippines is a constitutional republic with a presidential system. It is divided into 17 regions. Located in the western Pacific Ocean, the Philippines is a rapidly growing economy.

POPULATION (MILLION) **115.5**

EDUCATION EXPENDITURE **14.2%***

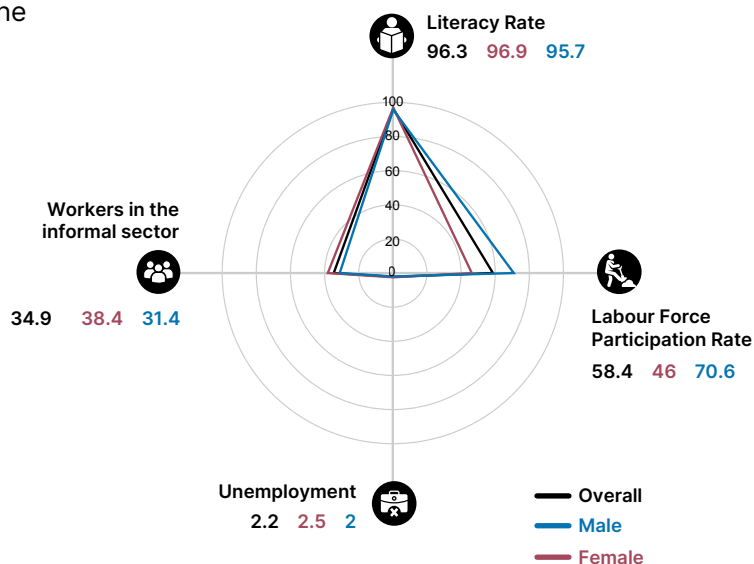
SECTORAL EMPLOYMENT (%)

Overall	Male	Female
57	24.3	18.7
76.5	14.6	8.9
44.8	30.3	24.8
Services	Industry	Agriculture

NOTABLE ACTORS

- The **Technical Education and Skills Development Authority** (Pangasiwaan sa Edukasyong Teknikal at Pagpapaunlad ng Kasanayan, TESDA) exists under the policy direction of the Central Office of the Philippine Department of Education is responsible for TVET. TESDA was created by merging the former National Manpower and Youth Council (NMYC) which was in charge of the informal/non-formal TVET delivery; the Bureau of Technical Vocational Education (BTVE) of the former Department of Education, Culture and Sports (BTVE-DECS), in charge of formal TVET; and the Apprenticeship Division of the Department of Labour and Employment that implemented the apprenticeship programme.
- In addition to TESDA, there are eight departments which oversee technical education and skills development. These are the **Department of Labour and Employment** (DOLE), the **Department of Interior and Local Government** (DILG), the **Department of Trade and Industry** (DTI), the **Commission on Higher Education** (CHED), the **Department of Education** (DepEd), the **Department of Agriculture** (DA), and the **Department of Science and Technology** (DOST).

GENDER-WISE DISAGGREGATION (%)



EDUCATION AND SKILLING ECOSYSTEM

- In the Philippines, after successfully graduating from senior high school, students receive certificates of graduation or high school diploma (Katibayan/Katunayan) and can proceed to technical/vocational schools/institutes.
- At the post-secondary/non-tertiary level, upon successfully qualifying the entrance exams, students can enrol into courses ranging from a few weeks to 3 years and can take TESDA administered examinations to receive a certificate or diploma.
- In the non-formal TVET system, students can enrol into the following types of programmes:**
 - » Centre-based programme at regional and provincial training centres administered by TESDA
 - » Community-based programmes run by Local Government Units (LGUs) and NGOs
 - » Enterprise-based programmes for on-the-job training run by TESDA in cooperation with companies, which is divided into: Apprenticeship programmes (duration- 4-6 months); Learnership programmes (up to 3 months); and Dual training system (DTS) that seeks to institutionalise the apprenticeship programmes and on-the-job-training modalities to provide a TVET based educational approach

* Of total government expenditure

- The World Bank, Gender Data Portal, Philippines. <https://genderdata.worldbank.org/countries/philippines>
- KPMG and FICCI, Reengineering the Skill Ecosystem, September 2016. <https://assets.kpmg/content/dam/kpmg/in/pdf/2016/09/Re-engineering-the-skill-ecosystem.pdf>
- UNESCO and UNEVOC, TVET Country Profiles, Philippines. <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=PHL>
- Technical Education and Skills Development Authority (TESDA), Gender Profile of the TVET Sector [https://www.tesda.gov.ph/Uploads/File/GAD/2019/Gender%20Profile%20of%20the%20TVET%20Sector%20\(final\).pdf](https://www.tesda.gov.ph/Uploads/File/GAD/2019/Gender%20Profile%20of%20the%20TVET%20Sector%20(final).pdf)

Vietnam

The Socialist Republic of Vietnam is a unitary Marxist-Leninist one-party country. It is divided into 58 provinces. Over the years, Vietnam has transformed from a centrally planned to a market economy.

POPULATION (MILLION) **98.2**

EDUCATION EXPENDITURE **18%***

SECTORAL EMPLOYMENT (%)

	Services	Industry	Agriculture	
Overall	37.8	33.1	29	
Female	41.9	29.3	28.8	
Male	34	36.7	29.3	

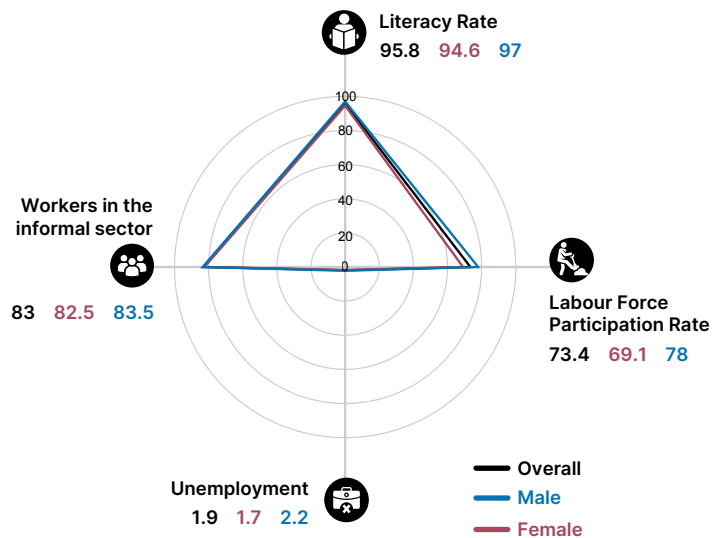
NOTABLE ACTORS

- **Ministry of Labour - Invalids and Social Affairs** performs state management functions in the areas of labour, wage and salary, employment, vocational education, social insurances, occupational safety and hygiene, people with special contribution to the country, social protection, children related issues, gender equality, and social vices control and prevention.
- It also provides guidelines on establishing and evaluating the National Vocational Skill Standard and issues the National Vocational Skill Certificate.
- The **General Department of Vocational Education** is an organization under the Ministry of Labour, Invalids and Social Affairs, performing the function of advising, assisting the Minister of Labor - Invalids and Social Affairs in state management and organization of law enforcement on vocational education (except pedagogy) nationwide, and performing public services in vocational education within its competence according to the provisions of law.

NOTABLE POLICIES, ACTS, AND SCHEMES

The **Law on Vocational Education (2015)** governs the system of vocational education and training, including the structure and operation of institutions of vocational training as well as the rights and responsibilities of groups and individuals involved in the training.

GENDER-WISE DISAGGREGATION (%)



SALIENT POINTS

- TVET in Vietnam is known as vocational education and training (VET) and it aims to develop a skilled workforce that contributes to making the country economically competitive, both regionally and globally. There is **currently a shortage of skilled workers and technicians** with practical training, and the Government of Vietnam has put vocational skills training and boosting employment at the heart of its development goals.
- Private organizations and NGOs offer informal channels for skill development. One such example is the FPT Polytechnic College. The school offers Project-based Learning and Blended Learning teaching methods, providing students with up to 70% of practice time. In addition to the foundational knowledge, students are also equipped with essential skills of the 21st century such as soft skills, informatics, foreign languages, teamwork, and design skills.

* Of total government expenditure

- UNESCO and UNEVOC, TVET Country Profile, Vietnam. November 2018. https://unevoc.unesco.org/wtdb/worldtvtdatabase_vnm_en.pdf
- The World Bank, Gender Data Portal, Vietnam <https://genderdata.worldbank.org/countries/Vietnam>
- The World Bank, Data, Vietnam. <https://data.worldbank.org/country/vietnam>

Thailand

The Kingdom of Thailand is a unitary state and is governed as a constitutional monarchy. It is composed of 76 provinces and is the second largest economy, by GDP, in Southeast Asia.

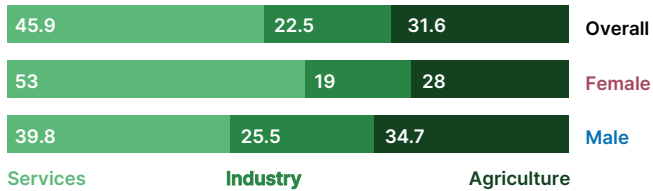
POPULATION (MILLION)

70.7

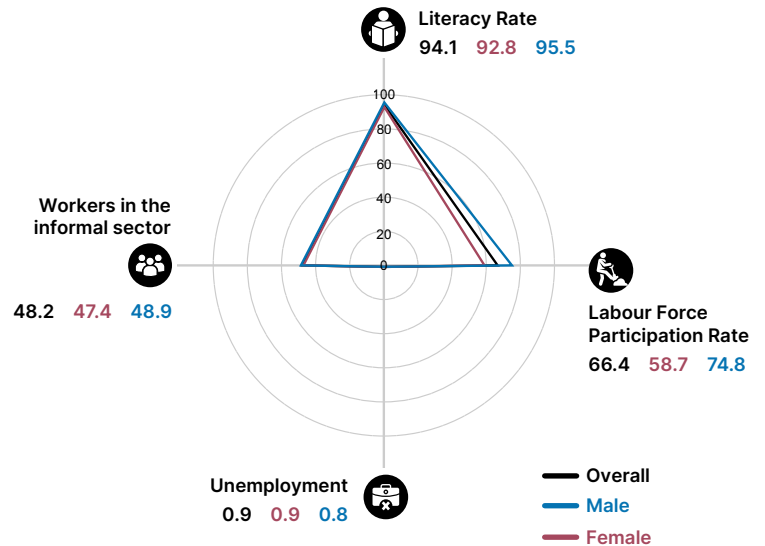
EDUCATION EXPENDITURE

12.1%*

SECTORAL EMPLOYMENT (%)



GENDER-WISE DISAGGREGATION (%)



NOTABLE ACTORS

- The **Department of Skill Development (DSD), Ministry of Labour** is the main government agency responsible for skill development and certification
- The **Ministry of Education (MOE)** and the **Ministry of Higher Education, Science, Research and Innovation (MHESI)** are also responsible for developing the country's manpower — the former through basic education and vocational education, and the latter through higher education.
- Other departments such the **Digital Economy Promotion Agency (DEPA)**, which is under the Ministry of Digital Economy and Society, and the **Department of Women's Affairs and Family Development**, which is under the Ministry of Social Development and Human Security, are involved in digital manpower development and offering trainings to women specifically.

NOTABLE POLICIES, ACTS, AND SCHEMES

The **Skill Development Promotion Act** requires private organizations that employ at least 100 employees to provide skill training for at least 50% of their employees each year; otherwise, they must contribute funding (1% of the base wage) to the Skill Development Promotion Act.

EDUCATION AND SKILLING ECOSYSTEM

- DSD has skill development institutes in 45 provinces (out of 76) across Thailand. Additionally, certain types of specialized trainings are run by institutions under DSD, including the Automotive Human Resources Development Academy (AHRDA), Manufacturing Automation and Robotics Academy (MARA), Institute of Human Resource Development for the Wellness Industry, International Institute for Skill Development, and Digital Skill Development Academy (DISDA).
- Many private companies also offer training, including in collaboration with the government. For example, Microsoft has "Accelerating Thailand", while Google has "Smart Skills" — both of which are aimed at developing the digital skills of Thailand's workforce.

* Of total government expenditure

- UNESCO and UNEVOC, TVET Country Profiles, Thailand. <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=THA>
- The World Bank, Gender Data Portal, Thailand. <https://genderdata.worldbank.org/countries/thailand/>
- The World Bank, Data, Thailand. <https://data.worldbank.org/country/thailand>
- Ministry of Labour, Department of Skill Development, Skill Development Promotion Act, 2002. <https://www.mol.go.th/wp-content/uploads/sites/2/2018/02/311en.pdf>

Cambodia

The Kingdom of Cambodia is a lower-middle income country that operates as a constitutional monarchy. The country is divided into 25 provinces. While other sectors are growing, agriculture employs the largest share of Cambodian workers.

POPULATION (MILLION) EDUCATION EXPENDITURE

16.8 **11.8%***

SECTORAL EMPLOYMENT (%)

	Services	Industry	Agriculture	
Overall	35.7	25.4	38.9	
Female	37.5	23.4	39.1	
Male	34.2	27.3	38.5	

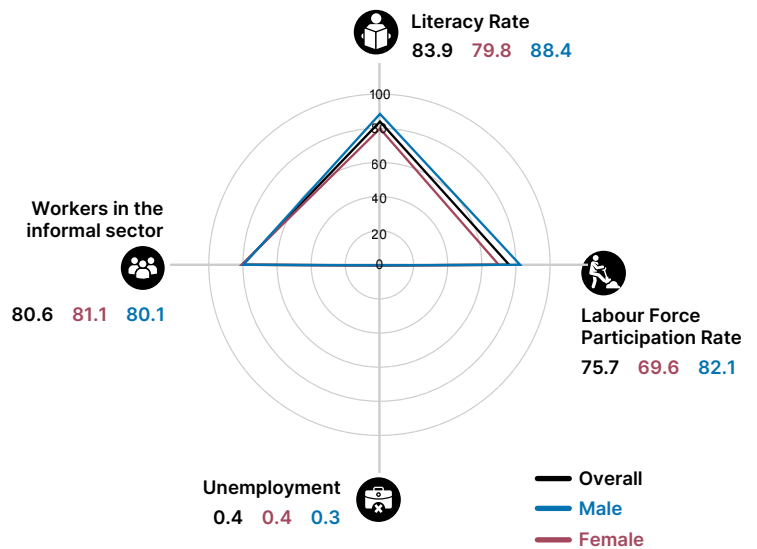
NOTABLE ACTORS

- The **Ministry of Education, Youth and Sport**, which focuses on all primary, secondary and tertiary education as well as training and non-formal education, and the **Ministry of Labour and Vocational Training**, which establishes qualification frameworks and national standards for education, technical and vocational training, are the key players when it comes to education and skill-related governance.
- Each Ministry also has their own department that provides specific skills training based on their area expertise. For example, the Ministry of Agriculture, Forestry and Fisheries works with the Ministry of Economy and Finance and MLVT to provide training to farmers on sustainable livelihoods.

EDUCATION AND SKILLING ECOSYSTEM

The Provincial Training Centres (PTCs) and Vocational Training Centres (VTCs) are the main providers of non formal TVET. However, there are also public institutions such as Community Learning Centres (CLCs), Non- Governmental Organizations (NGOs), Women's Development Centres, private providers, and small businesses offering informal apprenticeships. The courses are short-term lasting between 1-4 months, and focus on sectors such as agriculture, construction, motor repairs and basic food processing.

GENDER-WISE DISAGGREGATION (%)



SALIENT POINTS

- The Ministry of Womens' Affairs has Women Development Centres (WDCs) that have been established since 1998, and are primarily vocational training centres focused on basic business training in 14 provinces. In Cambodia, specific information on the different departments is not very well documented online and often require going directly to the Ministry to seek information.
- There are no compulsory employee training obligations. Most well-known CSR program is through Smart (part of the Axiata Group) who provide a platform of digital trainings for young people, and work with the Ministry of Education to leverage UNESCO's Basic Education Equivalency Programme (BEEP) projects.

* Of total government expenditure

- UNESCO and UNEVOC, TVET Country Profiles, Cambodia. <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=KHM>
- The World Bank, Gender Data Portal, Cambodia <https://genderdata.worldbank.org/countries/Cambodia>
- The World Bank, Data, Cambodia. <https://data.worldbank.org/country/cambodia>
- Ministry of Women's Affairs, Master Plan on Gender and Climate Change 2018-2030, February 2018. <https://www.mowa.gov.kh/wp-content/uploads/2020/11/KP-7-English-Women-4th-Sept-2020.pdf>

Indonesia

The Republic of Indonesia is the world's largest archipelagic state and is a republic with a presidential system. Divided into 38 provinces, it is Southeast Asia's largest economy.

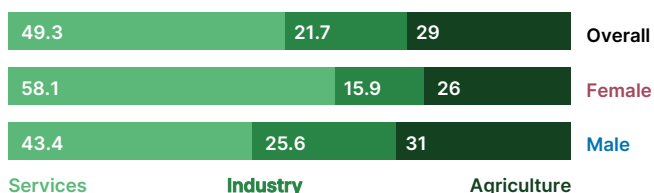
POPULATION (MILLION)

275.5

EDUCATION EXPENDITURE

19.2%*

SECTORAL EMPLOYMENT (%)



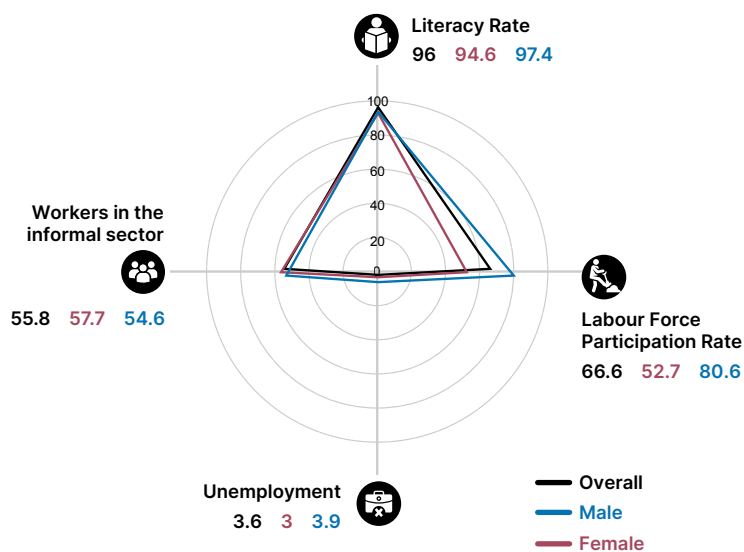
NOTABLE ACTORS

- The **Ministry of Education, Culture, Research, and Technology** (MoECRT) is responsible for planning and implementing educational services at primary and secondary levels, and for vocational education at higher level, i.e. Polytechnics. The MoEC carries out its functions through the Directorate of Technical and Vocational Education (DTVE) along with the help of central sub-units.
- The **Ministry of Manpower and Transmigration** (MoMT) is responsible for national training centres (BLK) that prepare citizens (school leavers) for the world of work

SALIENT POINTS

- Under the MoEC, non-formal education is regulated by the Directorate General of Early Childhood Education and Community Education and is provided as **equality education** to those who could not have access to formal education. It is organized as Education Outside Schools (Pendidikan Luar Sekolah or PLS) under several programs.

GENDER-WISE DISAGGREGATION (%)



EDUCATION AND SKILLING ECOSYSTEM

- Indonesia's formal education system consists of four levels: preschool; basic, which consists of primary and lower secondary; secondary; and higher education. For each level of education, a separate Islamic track is available to students, which serves as an alternative to the general education system.
- Students can enter TVET programs at the secondary or diploma level. A large degree of flexibility exists between tracks, with students switching from Islamic education to general education, and vice versa, at all levels.
- Informal components include informal primary, lower-secondary, and upper-secondary equivalency programs (known as Pakets A, B, and C); preemployment vocational training programs offered by both public institutions and private ones; and youth employment programs to support a more effective school-to-work transition.

* Of total government expenditure

- UNESCO and UNEVOC, TVET Country Profiles, Indonesia. <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=IDN>
- The World Bank, Gender Data Portal, Indonesia. <https://genderdata.worldbank.org/countries/indonesia>
- The World Bank, Data, Indonesia. <https://data.worldbank.org/country/indonesia>