Regional Training on Employment Services

14 – 18 November 2016
Bangkok, Thailand
Contents

Background ................................................................................................................................. 4
Objectives ................................................................................................................................. 5
Day 1: 14 November 2016 ........................................................................................................ 5
  Session 1 (9.00-10.00 am): Welcome and Introduction ...................................................... 5
  Module 1 (10.30-11.45): Public employment services: an overview .................................... 6
  Module 2 (11.45-12.30): Challenges in employment services .............................................. 6
  Module 3 (13.30-15.00): Employment services tools, multi-channelling, career guidance, and other resources ............................................................. 7
  Module 4 (15.30-17.00): Type of employment services: services needed in any labour market .......... 7
Day 2: 15 November 2016 ....................................................................................................... 8
  Module 5 (9.00-10.00 am): Stakeholders in Employment Services ......................................... 8
  Module 6 (10.30-11.45 am): Labour market information and employment services ................ 9
  Module 7 (11.45-12.30 am): Target groups defined part 1: Overview .................................. 9
  Module 8 and 9 (13.30-15.00): Target groups defined part 2 and 3: Persons with disabilities and migrant workers ................................................................. 10
  Module 10 (15.30-16.30): Target group game .................................................................... 11
Day 3: 16 November 2016 ..................................................................................................... 12
  Module 11 (9.00-10.00 am): Labour market programmes .................................................... 12
  Module 12 (10.30-11.45 am): What Works for Youth? .......................................................... 12
  This session was facilitated by Ms. Akiko Sakamoto, DWT Bangkok with each of the four table hosts presenting their topic recapping the highlights of the groups’ discussions. A transcription of the flipchart records of these discussions is included as ANNEX IV ................................................................. 13
  Module 14 (13.30-15.00): Case Studies Part 3 .................................................................... 13
  Module 15 (15.30-17.00): Providing Quality Services to Employers ................................. 13
Day 4: 17 November 2016 ..................................................................................................... 13
  Module 16 (9.00-10.00): Reaching out to Beneficiaries ....................................................... 13
  Module 17 (10.30-11.45): Marketing Employment Services ............................................... 14
  Module 18 (11.45-12.30): Performance management in public employment services .......... 15
  Developing Action Plans (13.30-15.00) ............................................................................ 15
  Country presentation (15.30 – 17.00) ................................................................................. 15
Day 5: 18 November 2016 ..................................................................................................... 15
  Country presentation (9.00-10.00) .................................................................................. 15
  Country presentation (10.30-11.45) .................................................................................. 15
  Wrapping it Up (11.45-12.30) ......................................................................................... 16
Concluding remarks .................................................................................................................. 16
Background

ILO’s work on employment derives its current mandate from the Global Employment Agenda (2003) and the ILO Declaration on Social Justice for a Fair Globalization (2008). Public Employment Services (PES) have been recognized in the mandate of the ILO since its creation. ILO Convention on Unemployment, 1919 (No.2) recognized the role of employment services and promoted the establishment of national employment services in all member States. The role of the Public Employment Services was fully elaborated in the international level with the adoption of Employment Service Convention, 1948 (No. 88).

The increasing need to provide services to a rapidly expanding and flexible labour market has led to further development of private employment agencies. The 2009 Global Jobs Pact emphasizes the important role employment services play in contributing to a sustained job recovery. Both jobseekers and employers are customers of employment services, both public and private; and most national employment services are guided by an advisory body which reinforces the principles of social dialogue between government, employers and workers.

Employment services match job seekers with job opportunities and are thus central to a well-functioning labour market. They are provided both by government through the ministries of labour and/or by private employment agencies. Close collaboration between public and private employment services is important because it results in the most positive outcomes for the labour market as was demonstrated during the global financial and economic crisis that began in 2008. At the same time, in a number of developing countries due to resource constraints, public employment services not all their services may be fully function and thus, such services may be complemented by services provided by private employment agencies.

Public Employment Services (PES) plan and execute labour market policies. Their major role is to cushion labour market transitions for workers and enterprises by providing good information about the labour market, assisting the job search and providing placement services, administering unemployment insurance benefits, and administering a variety of labour market programmes. Private employment agencies also play an important role in the labour market. They provide an alternative means of job matching as their core services; they also offer training and up-skilling to meet employers’ needs.

In Asia, many developing and developed countries have found public employment services critical in the functioning of labour markets as demonstrated during the global economic crisis. They were responsible for implementing the government’s labour market programmes designed in response to the crisis. China, Cambodia, Indonesia, Pakistan, the Philippines, New Zealand and Singapore were some of these countries. The programmes focused on areas like strengthening employment services offices to ensure that they are able to cope with the demand for serving the clientele most specially affected by the crisis.

Employment services also play an important role in assisting target and vulnerable groups like unemployed youths, women, migrant workers, people in rural communities and people with disabilities find appropriate employment.

Participants were government, worker and employer representatives from Lao PDR, Myanmar, Mongolia, Nepal, Philippines and Thailand with a worker and a government representative in attendance from Indonesia. There were a total of 23 full time participants during the workshop with additional representatives in attendance from the host country (Thailand). Participants were at the senior level of their respective organizations and the participation of women was strongly encouraged.

The training consisted of a number of technical sessions, panel discussions, including country presentations, and technical working group sessions. Key resource persons were ILO specialists and external consultants.
Objectives

This workshop was designed to provide opportunities for participating countries to improve their knowledge and strengthen their capacities on the operations and functioning of their public employment services as well as to expand their network to provide jobseekers with better opportunities for domestic and overseas employment.

Day 1: 14 November 2016

Session 1 (9.00-10.00 am): Welcome and Introduction

The meeting was opened by Mr. David Lamotte, Deputy Regional Director for Asia and the Pacific, International Labour Organization. He welcomed all participants and reminded the group of the mandate of Public Employment Services and related how ILO through its various programmes provides assistance in this area. The ILO’s focus is on three inter-related areas – services, knowledge development and advocacy which it does through conducting PES assessments, providing technical training on employment services, and strengthening the role of PES to improve labour market information. He highlighted the various publications which are now available to constituents as resources for enhancing their current PES, indicating that all of these activities are conducted within the broad scope of the National Employment Policy framework.

Touching on the challenges and significance of employment services, Mr. Lamotte reflected that the turbulence experienced by global labour markets in recent years has accelerated the need for more efficient Employment Services throughout the world. The Asia-Pacific region is home to approximately 60% of the global labour force and continues to face labour market challenges and rising inequality. Labour productivity has grown annually almost twice as rapidly as the global rate, a reflection of rapid structural changes. While many workers in developing countries in the region are moving from agriculture into higher value manufacturing and services sectors, with many more now engaged in wage employment; many workers across the region are still vulnerable and decent employment remains a challenge. Young people struggle to find decent work and statistics show that one in eight young people within the labour market remain unemployed. Women also face particular challenges including discrimination; and millions of men and women continue to migrate across borders to find better job opportunities.

He emphasized the role that PES can have in responding to these challenges including improving labour market transparency and efficiency; addressing skills mismatches and linking support to employers and workers through various labour market programmes. PES can also play a significant role in addressing youth unemployment by preparing young people for career choices and successful labour market entry.

He concluded by wishing participants an enjoyable and productive week, tasking them with the goal of not only themselves understanding the importance of PES by weeks end, but also being able to explain this important role to their bosses upon their return to work at the end of the course.

After a group photo, Ms Anyamanee Tabtimari (DWT Bangkok) introduced the programme and then she and Ms Suttida Chaikitsakol (excol, Bangkok) conducted an ice breaking activity. The purpose of the ice breaking exercise was to provide participants with the first opportunity to meet their fellow trainees and to share with the group their general expectations for the week. After a period of time while they worked in pairs, the group convened into the plenary setting and shared these expectations with the trainers. Expectations included:

✔ Learning from the course content and the experiences of others;
✔ Understanding how to provide better services through ESCs
Expanding their current knowledge and understanding how to implement enhancements to their services;
Understanding how employers and worker organizations can contribute more to employment services within their countries;
Learning how to benefit from the experience of other countries in order to offer more effective services in their own countries;
Understanding more about all aspects of Labour Market Information (LMI)

Module1 (10.30- 11.45): Public employment services: an overview

The first module of the course, delivered by Ms Donna Koeltz, International Specialist Labour Market Adjustment and Employment Services, provided an overview of the employment service in order to ensure that all participants had a common understanding of their role within the labour market, mandate and the guiding principles which governments follow when establishing these services within their country. (4) the core functions of Public Employment Services (PES) and how these services evolve over time.

Public Employment Services (PES) are the government institutions which plan and execute many of the labour market policies governments use to help workers enter the labour market, to facilitate labour market adjustments, and to cushion the impact of economic transitions.

Ms. Koeltz emphasized the mandate of the employment services highlighting the fact that PES facilitate the matching of job seekers who are looking for employment with enterprises who need workers to fill their job vacancies. PES do this through a number of core functions which evolve over time, beginning with the basic job matching and job placement services.

After the presentation, the six country groups were asked to identify and rate their country on 5 core functions of PES, which are (1) job search assistance & placement services (2) labour market information; (3) labour market programmes; (4) administer unemployment benefits; (5) regulatory services. The output of this exercise formed the first “building block” for the action plan to be developed and presented during the final modules of the workshop. A summary of the results of this exercise can be found in Annex I.

Module2 (11.45- 12.30): Challenges in employment services

Ms Carmela I. Torres, the Senior Skills and Employability Specialist based in Bangkok, covered the challenges faced by employment services in any country. She pointed out 3 key levels of challenges: at public and private employment services; at the policy level; and at the performance level (Figure 1). After her presentation, all participating countries analysed their countries SWOT (strength, weakness, opportunity and threat) for further discussion. A summary of the SWOT exercise on Challenges is provided in Annex II.

---

1 Due to inclement weather conditions in Mongolia participants from this country were not able to arrive for the training until late Monday evening. They were therefore not present for Day 1.
Module 3 (13.30- 15.00): Employment services tools, multi-channelling, career guidance, and other resources

This module was designed to provide an opportunity for participating countries to share current employment services tools and other resources in a fishbowl format. The module was introduced and facilitated by Ms. Sutida Srinopnikom who began by introducing the concepts and sample tools of multi-channelling, career guidance, and providing a preview of current and upcoming ILO resources available. Participants spent the remainder of the 1.5 hour module sharing their ideas as well as seeking additional clarification from one another on some of the more innovative developments i.e. Thailand has recently introduced a mobile phone app for job matching which was of interest to many participants.

The discussion covered topics such as SMS based on the public-private cooperation and online information; linkages to the education and labour market; effective strategies in organizing job fairs including how to engage employer and worker associations as active partners; how to reach out to persons with disabilities and migrant workers; and how to access online resources of the ILO.

Module 4 (15.30- 17.00): Type of employment services: services needed in any labour market

Ms Koeltz began by introducing the objective of the module which was to enable participants to develop a clear understanding of: (1) the typical flow of services provided by Public Employment Services; (2) the various factors which can influence the employability of a job seeker; and (3) the range of counselling services (career counselling, vocational counselling and employment counselling) available to assist job seekers increase their employability leading to positive transitions to the labour market.

Three key elements are necessary in the delivery of employment services including the initial intake process (available to all persons who approach the ESC), employability improvement (provided to jobseekers who are assessed as needing individual counselling services), and performance management (an essential internal element of ESCs). She also described in detail the five employability dimensions which can be used as a template when conducting interviews to determine the level of service needed by individual jobseekers. Various factors can be considered related to each of the employability dimensions and the area of difficulty...
experienced by the jobseeker will determine which type of counselling services they will require. Ms. Koeltz explained each of the dimensions providing examples and illustrations of the various factors and how they impact an individual’s employability.

Following the technical presentation, participants were randomly divided into six groups to work on hypothetical case studies. Each group was requested to identify possible barriers to employability and determine the types of individual counselling required to assist their job seeker develop a transition to employment action plan. The participants were advised that they would have opportunities to revisit and add to their conclusions related to their jobseeker following other technical modules and would present their final solutions and counselling approaches during Module 14 of the training.

Day 2: 15 November 2016

Module 5 (9.00-10.00 am): Stakeholders in Employment Services

This module was designed to illustrate similarities and differences of the various stakeholders delivering services to job seekers in any labour market (Table 1) with the overall objective to demonstrate how collaboration between stakeholders can result in enhanced services to all labour market participants. Each of the three types of organizations— PES, private agencies (PrEA) and non-governmental organizations (NGO) — offer services based on the general framework discussed during the final session on Day 1 in the provision of employment services, with PES having the broadest mandate to provide services to both employers and jobseekers, PREAs focusing on services to employers by engaging with jobseekers and NGOs focusing on the jobseekers (often from specific target groups) by engaging with employers. Each of these stakeholders in employment services undertakes an important role in promoting job placement. At the end of the module, participants were grouped by country and asked to identify and map key stakeholders and the services they provide within their countries. The outcome of this country exercise became another building block to be revisited when preparing action plans at the end of the workshop.

Table 1 Stakeholders in Employment Services

<table>
<thead>
<tr>
<th>PES (Public Employment Service)</th>
<th>PrEA (Private Employment Agencies)</th>
<th>NGO (Non-governmental organization)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement / Job Brokerage</td>
<td>Placement / Job Brokerage</td>
<td>Placement / Job Brokerage</td>
</tr>
<tr>
<td>Labour Market Information</td>
<td>Labour Market Information</td>
<td>Often specialized in issues related to a specific target group</td>
</tr>
<tr>
<td>Administration of Labour Market Adjustment Programmes</td>
<td>Some training programmes generally specific to the industry within which the PrEA specializes</td>
<td>May offer some training, workshops or seminars on basic job search techniques, life skills etc.</td>
</tr>
<tr>
<td>Administration of Unemployment Insurance</td>
<td>May provide some financial support or other services to help job seekers get started</td>
<td></td>
</tr>
<tr>
<td>Regulatory Activities</td>
<td>The association of private employment agencies, CIETT promotes self-regulation of its members.</td>
<td></td>
</tr>
</tbody>
</table>
Module 6 (10:30-11:45 am): Labour market information and employment services

This module was designed to provide a clear understanding of the definition of labour market information (LMI), the importance of LMI/Labour Market Information Analysis (LMIA) and Employment Services, as well as possible roles of tripartite partners in LMI/LMIA. Ms. Makiko Matsumoto, Employment Specialist, DWT Bangkok, defined LMI as the information that concerns the size and composition of the labour market, indicates the supply and demand for labour within a certain labour market, captures the functioning of labour markets, and monitors labour market outcomes over time. The LMI includes all information about supply and demand and how the interaction between the two segments of the labour market. (Figure 2).

High quality, reliable labour market information leads to informed decisions in terms of career, training and other investment choices; enhances the efficient allocation and use of resources; helps in monitoring the functioning of the labour market; and facilitates the formulation and assessment of economic and employment related policies and interventions. She provided some examples of LMIA within the region including examples from several of the participating countries. Labour market information can be collected from individual data, enterprise data and administrative data.

The LMIA roles in employment services are to provide information about the labour market to job seekers, employers, training institutions, government ministries and institutions and other people in the community. She emphasized that labour market information analysis can enhance the functioning of the labour market through various channels and objectives, such as the identification of unmet training needs, and documentation of the current strengths and weaknesses of the workforce. Tripartite partners’ roles are to ensure a wide range of application. It should be noted that, to be useful, LMI/LMIA must be reasonably accurate, timely, accessible and usable, however, it must also be flexible, feasible and sustainable. Therefore it is necessary to determine the best way to achieve a balance. At the end of this module, all participants were requested to analyse their countries’ Strengths, Weaknesses, Opportunities and Threats related specifically to their capacity regarding the collection, analysis and dissemination of LMI. The results of this second SWOT analysis can be found in ANNEX III.

Figure 2: Examples of types of LMI

Module 7 (11.45 – 12.30 am): Target groups defined part 1: Overview

This module provided an overview of target groups. Ms. Koeltz, defined target groups as those who have been found to experience a higher level of difficulty in the labour market including youth, older workers, women, long term unemployed, persons with disabilities, and migrant workers.
Participants were advised that this module would include detailed descriptions of four of these groups i.e. youth, older workers, women, and the long term unemployed while Ms. Torres would cover issues related to migrant workers and persons with disabilities in more detail in the two subsequent modules of the course. Ms. Koeltz briefly defined those who would belong to each of the target groups e.g. older workers are often defined as those over the age of 45, however this may vary by country. She also highlighted the special challenges each of these groups might encounter when trying to enter or remain in the labour market and provided some insights into how PES can help people within these groups overcome these barriers and make successful labour market transitions.

Module 8 and 9 (13.30 – 15.00): Target groups defined part 2 and 3: Persons with disabilities and migrant workers

Module 8 elaborated on persons with disabilities. The ILO defines a disabled person as an individual whose prospects of securing, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognized physical, sensory, intellectual or mental impairment (ILO, C.159).

The discussion in this module includes degrees of the disability, causes, benefits of providing them placement services, barriers to the employment, and proposed solutions. It concluded with some suggested guidelines for the placement officers in order to provide placement services for t (Figure 3).

Figure 3 Key Placement Services for Disabled People

<table>
<thead>
<tr>
<th>Regular Roles of Placement Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• helping jobseekers find suitable employment</td>
</tr>
<tr>
<td>• helping enterprises find suitable staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Tasks for the Disabled</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identifying work and jobs disabled persons can do</td>
</tr>
<tr>
<td>• finding ways to overcome the obstacles disabled persons face in seeking and securing employment</td>
</tr>
<tr>
<td>• contacting employers and convincing them to employ disabled workers</td>
</tr>
<tr>
<td>• advising employers on legal requirements, and both employers and disabled persons on financial assistance</td>
</tr>
<tr>
<td>• building linkages with other agencies and organizations concerned</td>
</tr>
</tbody>
</table>

Module 9 focused on the employment service for migrant workers. Currently, Asia accounts for the largest share of labour migration. A large number of migrant workers are moving in Asia and face a number of issues and challenges in migration, e.g. growth of irregular migration, recruitment abuses, exploitation of labour migrants, forced labour, worst forms of child labour, and social costs. The employment service matrix for migrant workers was provided to classify services for them (Figure 4). This module also provided good practices on migration for further reference.
Module 10 (15.30 – 16.30): Target group game

This module was designed to provide an interactive and entertaining way to reinforce the technical information covered in the three preceding modules on target groups. It also provided an opportunity midway through the training course for participants to actively engage with one another and also since they were allowed to consult their training notes, to find a practical use for the resource materials they were gathering as part of the programme.

Since there was an imbalance in the number of representatives per country, teams were appointed randomly by draw with two teams per game table playing against one another. Each table had one of the resource persons as a game monitor and Ms. Koeltz was the arbiter of any disagreements regarding specific answers or the interpretation of the rules. This served the additional purpose of providing participants the opportunity to strengthen their networking with trainees from other countries.

Participants were first introduced to the rules of the game which included the following:

1. Total duration of game play was one hour... the winner would be the first team to reach the finish or whichever team was closest to the finish at the end of the hour
2. On starting team rolled the dice and moved their game piece along the board through the number of places shown on the dice (Figure 5). One team member would draw a question card and the game moderator would read out the question.
3. Players had 45 seconds after the question was read in which to respond. If they failed to respond within that time or if their response was incorrect, they would move their game piece back one space

Figure 5 Target group game
Module 11 (9:00-10:00 am): Labour market programmes

This session focused on the third core service of PES, namely labour market programmes. Participants were reminded that as jobseekers register for assistance and as enterprises list information on their job vacancies, PES are able to build a database of local labour market information. Over time as this base develops and with analysis of the data, it is possible for PES to draw conclusions on trends within their labour market and to identify possible gaps between supply and demand. Labour market programmes are often designed and implemented to address these gaps. There are both active and passive labour market programmes. Jobseekers are selected for active LMPs based on their needs rather than any entitlement and jobseekers will be required to fulfil obligations such as good attendance, in order to remain in an ALMP. Passive labour market programmes i.e. unemployment insurance benefits, are based on entitlements to the programme which are earned while an individual is employed and not based on individual needs. It was mentioned that many previously labelled “passive” programmes now involve a certain degree of “activation” in order for jobseekers to continue to benefit from these programmes.

During the module the main categories of active labour market programmes were discussed with examples of which groups of jobseekers are most likely to benefit from the various types available. Ms. Koeltz emphasized that all labour market programmes are likely to be more successful when they are well targeted and tailored to meet individual needs, designed to respond to labour market requirements, linked with work experience, part of a comprehensive package of services (including counselling services) and involving the social partners.

The presentation was concluded by listing some of the key factors to be considered when developing labour market programmes including the availability timely, relevant and reliable labour market information (2) input from all social partners as well as from target groups to be assisted (3) appropriate targeting mechanisms and (4) credible monitoring and evaluation tools.

Following the presentation, participants were asked to complete a Quick Quiz, a series of twenty true/false or multiple choice questions based directly on the technical presentation. After each participant had the opportunity to complete the quiz, the answer sheets were exchanged so that other trainees were able to correct their peers work. Ms. Koeltz quickly reviewed the quiz providing the correct responses and addressing any questions arising related to the answers.

Module 12 (10:30-11:45 am): What Works for Youth?

This module and the following module focused on the particular problems faced by youth within the labour market and how various countries have developed tools, activities and resources to address these challenges. Module 12 focused on the café discussions with four tables considering four difference themes related to the topic. Each table had a host who moderated discussions and recorded the information with all other participants at the tables rotating three times in order to discuss all four themes by the end of the session. The themes covered included A) Female Youth; B) Youth in Rural Areas; C) Youth in the Informal Sector and D) What should be the most effective way to approach youth?
Module 13 (11:45-12:30): Presentations of World Café Discussions on What Works for Youth

This session was facilitated by Ms. Akiko Sakamoto, DWT Bangkok with each of the four table hosts presenting their topic recapping the highlights of the groups’ discussions. A transcription of the flipchart records of these discussions is included as ANNEX IV.

Module 14 (13:30-15:00): Case Studies Part 3

At the beginning of this module each of the six groups was provided with twenty minutes to review the action plan they had prepared for their jobseeker and consider two additional factors to finalize their plan. They were first asked to determine if their jobseeker fit within one of the six target groups discussed during Day 2 and if they felt that this might pose additional challenges which should be addressed by their action plan. Secondly they were asked to decide if any of the labour market programmes discussed in the morning of Day 3, might be useful to include as part of their action plan. Following this extra discussion at the group level, each group was asked to present their jobseeker’s case and suggested transition to employment plan in plenary. Following each presentation the full group were asked to discuss, question or suggest additional ideas for the transition plan. As a final step, Ms. Koeltz provided feedback on the plan and added some suggestions which could further enhance the plan. In general, all groups treated this activity very seriously and provided well constructed and thorough transition plans for their jobseeker.

Module 15 (15:30-17:00): Providing Quality Services to Employers

The final technical presentation of the day shifted focus from providing services to jobseekers to the importance of providing high quality services to employers, in particular when taking and filling job vacancies. This reinforced the message from the first module of the course that the ESC has two clients, jobseekers and employers. It also expanded on the first of the core services i.e. job search assistance and placement services. Following the technical presentation, teams of participants were asked to prepare a quality job vacancy notice based on information provided to them. After the vacancy notices were prepared, each team passed one of their job vacancies to the group on their right for the second phase of the exercise. During this phase, each team was asked to review the job vacancy notice and determine how easy it would be for them to find suitable referrals to the vacancy based on the way the job order was written. The purpose of this exercise was to highlight the importance of getting sufficient relevant details from employers when they list their job vacancies to ensure that it will be possible to meet their requirements when sending jobseekers for consideration. As each group reported their assessments of the job vacancy orders in plenary, it was readily apparent to participants that perceptions of clearly written job vacancies varies when viewed by someone who was not privy to the original information provided by the enterprise. This is an important point for PES staff to remember as it will often be the case when several placement officers may be involved in referring jobseekers on a specific job vacancy notice.

Day 4: 17 November 2016

Module 16 (9:00-10:00): Reaching out to Beneficiaries

Day 4 continued the focus on employer clients beginning with a presentation focusing on reaching out to beneficiaries to ensure that they are aware of the services available and willing to interact with the ESCs. The presentation was structured on the elements to include in a marketing strategy (Figure 6).
Ms. Koeltz began by describing the two key beneficiaries of the PES and then expanded this to include other stakeholders within the labour market i.e. training institutions, social partners, private agencies etc., indicating that every organization and every individual who engages in or depends upon a well-functioning labour market and a resilient dynamic economy can benefit from the services offered by ESCs. She then gave examples of the dual role ESCs have by giving examples of some services they may offer to each of the main beneficiaries, relating these services back to the core functions discussed during the first module of the course. She elaborated on the process that can be used in delivering these services again covering a multi-channeled approach for both jobseekers and employers and illustrated how each beneficiary group may require different types of delivery channels. This led to details on the types of skills, knowledge and abilities which must be demonstrated by employment centre staff particularly when they are dealing with employer clients. It was pointed out that in many cases, staff will draw on similar communication and interviewing techniques as they would use when dealing with jobseekers. Some of the points mentioned included, effective listening and questioning techniques; knowledge of the labour market and information on special programmes available to employers; cultivating the necessary expertise but admitting when they don’t have the information requested and being professional by following up with the correct details promptly. It was also emphasized that being honest about what the ESC can do in terms of services; demonstrating a helpful client orientation and being true to their word, are also very important traits for employment centre staff to demonstrate.

The module was concluded with the trainees being divided into three working groups: employer representatives, worker representatives and government representatives. Each group was tasked with discussing the same three questions:

- How effective are ESCs in reaching out to their beneficiaries?
- What more could they do?
- What more do you need?

Following these discussions each group reported their responses to these questions to the plenary group. This exercise was particularly useful to all participants as it illustrated how the different groups represented view the services of the PES in their countries and provided opportunities for representatives from the social partners to have some direct input on the topic and for the government representatives to gain an understanding of how their services are perceived by their key beneficiaries.

**Module 17 (10:30-11:45): Marketing Employment Services**

This module was a continuation of Module 16 and after a short technical presentation by Ms. Koeltz on the five factors to consider when developing a marketing strategy (Who, What, Why, Where and How) participating countries were tasked with developing a plan to effectively market their services. This module was intended to reinforce the earlier messages as well as to provide participants the opportunity to immediately incorporate the feedback provided during the group task for Module 16.
Module 18 (11:45-12:30): Performance management in public employment services

This was the final technical presentation of the course and was intended to provide participants with a clearer understanding of:
• Why PES should implement performance management
• The basic questions performance management should address
• The core components of a performance management system
• Important principles in designing performance measurement systems

The module provided a natural introduction to the first session of the afternoon during when each country group was required to develop an action plan for PES within their country. In developing their action plan each group was asked to refer back to the various “building blocks” which had been developed during earlier exercises and to consider this information as well as feedback from module 16 and basic information they had included in their country profile which had been jointly prepared prior to the course.

Groups were randomly selected through a draw to determine the order in which countries would present their country paper (prepared in advance of the training course) and their action plan.

This exercise provided participants with an excellent opportunity to produce a tangible output of the five day course which could in part respond to the task put to them by Mr. D. Lamotte i.e. being able to explain the importance of PES to their bosses.

It should be noted that all participants worked diligently on their action plans and preparing presentations for the plenary sessions and the outcomes of their efforts were greatly appreciated by both the other trainees and the trainers.

Developing Action Plans (13:30-15:00)

Prior to the training, all participants had been requested to contribute one consolidated country paper. It is to share their experiences about the action plan. Each country delegation applied the information based on their country paper for the workshop on national issues and practices. For this session, each small group discussed the lessons learned in terms of employment services and discussed toward the development of the PES in the country based on the country paper and integrate with the knowledge from the trainings.

Country presentation (15.30 – 17.00)

Thailand; Nepal; Myanmar

This session was the first of three sessions set aside for the tripartite country delegations to present their jointly prepared country reports followed by their action plans. Following each presentation, both trainers (Ms. Torres and Ms. Koeltz) offered comment, feedback and or questions to clarify points made. In addition to their other participants were encouraged to provide feedback or to also seek additional information and/or clarification. A similar process was followed during all three sessions as the presentations were made. Hard copies of these country reports and the action plans were left with the course organizers.

Day 5: 18 November 2016

Country presentation (9:00-10:00)

Mongolia; Philippines

Country presentation (10:30-11:45)

LaoPDR; Indonesia
Wrapping it Up (11:45-12:30)
All participants were asked to complete a short evaluation form covering all aspects of the training course including accommodations, meals, general organization of the course as well as feedback on the technical content, presentations, experts and variety of activities. In addition to this, at the start of the closing remarks one representative each from employers (Nepal), workers (Myanmar) and government (Mongolia) were asked to comment on their reaction to the week. This was an excellent way for the trainers as well as Mr. Lamotte to get an immediate indication of the overall level of satisfaction of participants prior to a more detailed analysis of the formal evaluations. In general, participants expressed a high level of satisfaction and interest in the programme and conveyed their gratitude to the ILO for their efforts.

Closing remarks by David Lamotte were brief and focused on congratulating participants for their active involvement in the course and for meeting his challenge i.e. to understand the importance of PES well enough to convey it to their bosses.

Certificates indicating the satisfactory completion of all elements of the course were distributed to each participant and then a second group photo was taken in order to include the participants from Mongolia who were unfortunately delayed in arriving for the course and were absent from the first photo taken the morning of Day 1.

Concluding remarks
The meeting was generally successful in achieving its objectives. Both the ILO staff, trainers and many of the participants expressed their satisfaction with having developed participants’ knowledge and this was clearly reflected in the country action plans. In terms of the follow-up to the meeting, the Regional Skills Programme will monitor the implementation of the work plans and continue the dialogue with the participants. In particular, the RSP will follow up with those countries/organizations to ensure the usefulness and multiple effects of this training and the action plan.

Next steps
In terms of the follow-up to the meeting, the Regional Skills Programme will monitor the implementation of the action plan and continue the dialogue with the participants.

Evaluation Score
A short evaluation was completed by all 22 participants at the end of the five day programme. The questions as well as the average ranking for each question is shown below. The percentage of the 22 participant who rated each question as either 4 (very good) or 5 (excellent) is also shown in the table. Specific information on feedback related to open-ended questions regarding what else might be provided can be obtained through direct contact with the DWT, Bangkok.

<table>
<thead>
<tr>
<th>Questions</th>
<th>% 4 &amp; 5</th>
<th>aver.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?</td>
<td>3.63</td>
<td>55%</td>
</tr>
<tr>
<td>2 To what extent were the activity’s objectives achieved?</td>
<td>4.58</td>
<td>86%</td>
</tr>
<tr>
<td>3 Given the activity’s objectives, how appropriate were the activity’s contents?</td>
<td>4.74</td>
<td>86%</td>
</tr>
<tr>
<td>4 Were the learning methods used generally appropriate?</td>
<td>4.79</td>
<td>86%</td>
</tr>
<tr>
<td>5 Did the group of participants with whom you attended the activity contribute to your learning?</td>
<td>4.68</td>
<td>82%</td>
</tr>
<tr>
<td>6 Were the materials used during the activity appropriate?</td>
<td>4.79</td>
<td>86%</td>
</tr>
<tr>
<td>7 How likely is it that you will apply some of what you have learned?</td>
<td>4.68</td>
<td>86%</td>
</tr>
<tr>
<td>8 How likely is it that your institution/employer will benefit from your participation in the activity?</td>
<td>4.53</td>
<td>86%</td>
</tr>
<tr>
<td>9 Are you satisfied with the overall quality of the activity?</td>
<td>4.74</td>
<td>86%</td>
</tr>
<tr>
<td>Average</td>
<td>4.57</td>
<td>82%</td>
</tr>
</tbody>
</table>
Contact details

For additional information regarding this event or other ILO skills related matters please visit the Skills and Employability Network at http://apskills.ilo.org or contact the skills specialists responsible for your subregion:

Ms Carmela Torres  Senior Specialist on Skills and Employability  torresc@ilo.org
ANNEX I  

Summary of Tripartite Rating of Employment Services

<table>
<thead>
<tr>
<th>Country</th>
<th>Job Search Assistance</th>
<th>Labour Market Information</th>
<th>Labour Market Programmes</th>
<th>Employment Insurance</th>
<th>Regulatory Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philippines</td>
<td>Intermediate</td>
<td>Basic</td>
<td>Basic</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Nepal</td>
<td>Basic</td>
<td>Intermediate</td>
<td>Basic</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Myanmar</td>
<td>Intermediate</td>
<td>Basic</td>
<td>Basic</td>
<td>None</td>
<td>Basic</td>
</tr>
<tr>
<td>Thailand</td>
<td>Intermediate</td>
<td>Intermediate</td>
<td>Intermediate</td>
<td>Advanced</td>
<td>Intermediate</td>
</tr>
<tr>
<td>LaoPDR</td>
<td>Basic</td>
<td>Basic</td>
<td>Basic</td>
<td>None</td>
<td>Basic</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Basic</td>
<td>Intermediate</td>
<td>Intermediate</td>
<td>Intermediate</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

2 Although seven countries were represented at this training workshop, Mongolia did not arrive until Day 2 due to inclement weather. Therefore this exercise and others scheduled during Day 1 were only completed by six countries.
## ANNEX II
### Results of S.W.O.T. exercise (Module 2, Challenges)

<table>
<thead>
<tr>
<th>Country</th>
<th>Strengths:</th>
<th>Weakness:</th>
<th>Opportunities:</th>
<th>Threats:</th>
</tr>
</thead>
</table>
| **Indonesia** | ✓ Having a labour placement website and database  
✓ Having the budget to run public employment services  
✓ Having enough staff to run one-stop employment services centre  
✓ ICT training for public employment services | ✗ Lack of staff and budget to run public employment services at the Regional level  
✗ Low mentality of staff to run public employment services | ✓ New and simplified regulations concerning labour placement  
✓ Tools facilitation for Regions to run public employment services  
✓ Apprentice programme for students to work in companies | ✗ Invalid information of job vacancies  
✗ Lack of internet connection to run computerized labour market information in the Regional level |
| **LaoPDR** | ✓ Government staff having responsibility  
✓ ILO training programme | ✗ Limited office staff knowledge  
✗ Government budget is insufficient  
✗ Lack information on jobs  
✗ Jobseekers and workers get less and/or old information about job vacancies | ✓ Private placement agencies provide opportunities  
✓ More investors within the special economic zone  
✓ More workers will get jobs | ✗ Non-skilled workers  
✗ Seasonal workers in the agricultural sector |
| **Myanmar** | ✓ We have encouragement of local and overseas job placement agencies  
✓ In cooperation with GIZ for skill training | ✗ Lack of budgets and staff in our country  
✗ Need is promote the building of capacity  
✗ Also infrastructure (e.g. information of data) | ✓ More investment and lifting of the sanction  
✓ Can create more opportunity investment of employment  
✓ Foreign aid and loans (eg. From Japan USD 9B) | ✗ Manipulative of job placement for private overseas employment agencies  
✗ Lack of awareness of jobseekers  
✗ Lack of promotion of the labour law |
| **Nepal** | ✓ Government has been providing high priority to strengthen ESCs  
✓ Strong mutual understanding to have collaboration and cooperation among tripartite (government, employers and labour unions) for promoting employment via ESCs  
✓ ILO has been promoting ESCs very closely via implementing a special project LIFE (Labour Information for Employment) by involving tripartite | ✗ Insufficient resources (lack of trained and skilled staff, funds and modern infrastructure)  
✗ Lack of awareness about ESCs | ✓ ESC has opportunities and potential to have developed as one stop employment centre for jobseekers | ✗ Fireback of jobseekers on ESCs in case of not expected services |
<table>
<thead>
<tr>
<th>Country</th>
<th>Strengths:</th>
<th>Weaknesses:</th>
<th>Opportunities:</th>
<th>Threats:</th>
</tr>
</thead>
</table>
| Philippines | ✓ Complete delegations in local governments  
 ✓ More attention due to localized service based on needs  
 ✓ Installation of new technologies e.g. some use of social media, PhilJobNet, skills registry  
 ✓ New agency tied up with PESO  
 ✓ Federation of Career Guidance Advocates of the Philippines (Career Path)  
 ✓ JobStart (programme for youth)  
 ✓ Annual PESO congress allows for the sharing of good practices and SWOT analysis among PESO | × Advocacy, marketing, still use private organizations  
 × Security of tenure for staff designated and delegated not hired through merit  
 × Heavy caseload for staff  
 × Lack of manpower  
 × No existing program yet for the aging population  
 × Inadequate training on LMI officers, updating and processing information | ✓ Recently enacted PESO Act RA10691 implementing rules and budgetary process  
 ✓ Regular positions for staff  
 ✓ Active TWGs with industries, employers and investors for skills and demands e.g. LMI | × Politicization of PESO  
 × Changes in administration priorities and programmes  
 × Patronage political appointments  
 × No retraining  
 × Rapidly changing technology (regional)  
 × Farther provinces  
 × Attractiveness of the Philippines to foreign investors  
 × International coordination |
| Thailand  | ✓ To be government sector  
 ✓ Have centres in every province  
 ✓ Technology, www and apps  
 ✓ Staff have quality | × Lack of service smile because one person has a lot of duties  
 × Lack of knowledge  
 × Lack of publicity  
 × Complicated rules and regulations | ✓ Move to e-government  
 ✓ Officer potential to provide services and assist to both employers and jobseekers | × Policy changing  
 × Rapidly changing technology |
<table>
<thead>
<tr>
<th>Country</th>
<th>Strengths:</th>
<th>Weakness:</th>
<th>Opportunities:</th>
<th>Threats:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesia</td>
<td>- Have the LMI in manual as well as an online system (infokerja.naker.go.id) &lt;br&gt;- Available on the system: Jobseekers information, Job vacancies information, Job specifications information, Employment statistics, Job placement statistics, We have one stop employment services centre, Job vacancies include domestic, international and disabled.</td>
<td>- No salary information in job vacancies &lt;br&gt;- Lack of staff to run the LMI &lt;br&gt;- Lack of interest from jobseekers and employers to use the LMI</td>
<td>- LMI system can still be developed &lt;br&gt;- LMI system is the main focus of current government &lt;br&gt;- There is a specific regulation for employers to report their job vacancies to the government</td>
<td>- Regional and district autonomy impacts the movement of staff, the local regulations/authority, the focus on labour issues depending on the leader of regional/district the policies (which can be different from the Ministry's)</td>
</tr>
<tr>
<td>LaoPDR</td>
<td>- Government strategy &lt;br&gt;- Public and private job centres &lt;br&gt;- Labour community tripartite</td>
<td>- Lack of policies &lt;br&gt;- Coordination of government and employers to sharing their information</td>
<td>- Data information centre will include LMI &lt;br&gt;- Employees can find a job more easily</td>
<td>- Employers hard to find skill labour because LMI was sharing too many &lt;br&gt;- Employees not enough skilled labour</td>
</tr>
<tr>
<td>Mongolia</td>
<td>- LMI system &lt;br&gt;- Individual information &lt;br&gt;- Employers information &lt;br&gt;- Placement (job placement) &lt;br&gt;- Administrative data</td>
<td>- Consulting &lt;br&gt;- Deliverables &lt;br&gt;- Lack of using the system &lt;br&gt;- No updated data from employers</td>
<td>- Web-based system &lt;br&gt;- E-bureau &lt;br&gt;- Able to use in all level districts, provinces etc.</td>
<td>- Unsustainable HR &lt;br&gt;- Lack of analysis on raw data &lt;br&gt;- Employment training &lt;br&gt;- Duties structural changes some responsibilities of GOLSW transferred to another division of university TVET department</td>
</tr>
<tr>
<td>Myanmar</td>
<td>- 78 labour exchange offices &lt;br&gt;- Local and overseas Employment agencies</td>
<td>- Online services e.g. information are limited &lt;br&gt;- Lack of cooperation from employer associations &lt;br&gt;- No regular job fairs &lt;br&gt;- Lack of awareness</td>
<td>- Supporting of international NGOs &lt;br&gt;- NSSA that provide information to employers</td>
<td>- Weak in accessing data and information &lt;br&gt;- Capacity of staff is low within the Ministry</td>
</tr>
<tr>
<td>Nepal</td>
<td>- Central bureau of statistics under the</td>
<td>- The gestation period of update of LMI</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td><strong>Opportunities:</strong></td>
<td><strong>Threats:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>government is providing labour market information</td>
<td>✓ DOL has been developing a specialized LMI system</td>
<td>is quite long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓ Not specialized and organized</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Philippines</strong></th>
<th><strong>Strengths:</strong></th>
<th><strong>Weakness:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Systems are already in place e.g. installation of technologies such as the PhilJobNet system ✓ Skills registry system ✓ Existing technical working group under the Career Guidance Advocacy Programme which can provide inputs for the supply side of the labour market &amp; PESO as a source of administrative data</td>
<td>✓ Proper implementation ✓ Advocacy, dissemination and access – the LMI are not widely disseminated to widest audience possible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Thailand</strong></th>
<th><strong>Strengths:</strong></th>
<th><strong>Weakness:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Open source ✓ Up to date information ✓ Useful information such as tripartite use of LMI to set up a new minimum wage</td>
<td>✓ Lack of implementation ✓ Lack of publicity ✓ Lack of information services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Opportunities:</strong></th>
<th><strong>Threats:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ A lot of LMI base</td>
<td>✓ Lack of implementation ✓ Lack of participation from the employer side</td>
</tr>
</tbody>
</table>
## ANNEX IV

### Summary of Group Outcome from the World Café Discussions

#### Group A. Female Youth

**Philippines:**
Female Youth – LFPR = low  
Employment = low  
Unemployment more than 50% of unemployed women are Female Youth

Programmes:  
Career guidance  
Specific programme for the employment of students (SPES)  
JobStart programme  
Gaps – identify the extent of participation of female youth  
For improvement we cant yet assess because we don’t have the data

**Myanmar:**
LFPR - low  
Lack of opportunities for promotion

Programs:  
National job fairs for youth  
MGMA – provides technical skills training  
- majority of the trainees are women  
- women / female youth interested in garments  
- UMFCCI – training for female youth for entrepreneurship  
- Huge gaps – young women are passive and dependent culturally

**Thailand and LaoPDR:**
Discrimination for the female youth: example – working a factory, the employer prefers male workers: female youth require more compensation / investment when they get married  
LaoPDR:  
Culturally females tend to work for the family, no education – low skill whereas males have more opportunities for work because they have an education  
Below 50% of the unemployed women are female youth

Programmes:  
Employment counselling programmes organized by the government  
Vocational training programmes for females only (for example: bakery / baking, handicraft, hairdressing)  
(LaoPDR) Agricultural training for females because men are going to school

**Indonesia:**
More than 50% of unemployed women are female youth  
High expectations of work by female youth but there are no vacancies for them

Programmes:  
Employment counselling  
Skills training  
Entrepreneurship training

**Nepal:**
Suggestion:  
1. Identify female youth who have done very well / successful to promote equal participation of women, conference – sharing  
2. So many jobs that can be performed better by women  
3. To increase the productivity of the company

Female youth are encouraged to go on employment, people are open minded
Himalayan Mountain Plain: small family and open-minded, equal participation
Big family, not so open and they don’t encourage female youth on employment and they have less access to employment
Plain: female youth less employed and in the agricultural area (blue jobs)
Himalayan and Mountains – equal participation

Programs:
Awareness orientation for their rights (equal participation)
Stat in Plain – so many works
Target setting, at least 33% are female youth – in all programmes more focused in skills
Newly formulated constitution of Nepal (women empowerment)

Mongolia:
Challenges:
1. LFPR almost equal for males and females
2. Internal and external migration - gender issues have arisen For example, mostly female youth migrate from rural to urban areas and stay there for good
3. Hard to find job after giving birth / maternal labour because their skills
4. Income is decreased / low because they stay at home

Programs:
1. Employment Promotion Programme for Youth - government of Mongolia / General Office for Labour and Social Welfare
2. Small businesses – Entrepreneurship Training for Youth
3. Career Guidance Counseling and Skills Development

B. Youth in Rural Areas

Mongolia:
Programme for youth herders (financial support to buy livestock, training for young herders by experienced herders)

Myanmar:
70% live in rural areas and 50% of this 70% are youth
Engage in agricultural work. Rice farmers
Low income, $1 per day
No social security benefits
Access to free public education up to level 8 (Middle School)
No national programme yet for youth in rural areas. Trade unions have eco-farming programmes for 10 months, national in scope
Five graduates get financial assistance for own eco-farming business
Problem with migration, internal and external

Philippines:
Geographical challenges, poor infrastructure
No access to special programmes for training which are located mostly in urban areas
Decline in government-sponsored training programmes in rural areas
Problem with migration, internal and external
No national programme yet
Poorest families are located in rural areas
C. Youth in the Informal Sector

**Thailand:**
- 1.7 million people
  - Home based workers - domestic workers, home worker, fishermen, seasonal, agricultural labourers, traders
  - Self-employed – small business, taxi driver, farmer, street vendors
  - Incomes of 6,300 THB which is lower than the minimum wage
  - Thailand has Article 40, social security law, voluntary benefits / social security including access to healthcare. (this initiative works)
  - 15 – 30 years, National Savings Fund (600 THB per year). This programme doesn’t work because it has no government support or publicity
  - Training institution – free long-term course for youth for skills and vocational training (Gold Card and Health benefits)

**Community Bank loans**

**LaoPDR:**
- Free skills training for 3 – 36 months and receive an allowance of 1,200 THB per month
- Challenges:
  - Work conditions / toxic
  - Lack of experience
  - Lower education
  - Highly dependent on demand
  - Low income / low allowance / hard work
  - Victim system

**Agricultural Bank loans**
- Low repayment

**Clinic for youth**

**Philippines and Myanmar:** Challenges
- Minimum wage 491 Peso (250THB) per day
- Myanmar engaged in agriculture / fishing / construction
- Philippines, informal sector / small shops pay no taxes
- No social security for unemployed youth
- They receive lower than the minimum wage less than THB 250, minimum wage is USD 3 / day
- Unsafe working environment
- No healthcare or protective gear
- Difficult labour law standards enforcement
- No access to education
- Even public schools = private schools in terms of school fees
- Myanmar has no national programme
- Philippines – TESDA – fees paid, good curriculum, accreditation
- This works: on the job training so graduates get absorbed, hence reducing youth unemployment
- Private schools to train youth
- No loans
- Minimum wage was passed by Congress in 2015 for domestic workers including insurance
**Mongolia:**
Minimum wage $100 / month
Challenge: government trying to formalize the informal sector (urban small business)
   a) by free training which is skill based
   b) low interest loans and financial support
   c) an employment promotion fund (offering a small amount / grant to start up business)
This works in creating jobs and increase the number of small businesses
It doesn't work as well as it could because there is neither for health care nor social security

**Indonesia:**
- Low income
- Long working hours
- No social security
- No public holidays or regular holidays
Programmes:
   a) entrepreneurship training - loan (soft credit)
   b) government programme to help social security by contributing $10 to health care
   c) job creation for youth – handicraft – beautician
Indonesia is a large country and not everyone has access

**Nepal:**
Challenges:
- Many youth go overseas
- Many unemployed youth
- Unskilled and low skilled
- Lack of financial background
- Low productivity yield in agriculture
- 3 ecological areas: mountains, plains (good), hills (no)
- More than 70% of youth are in the informal sector
- Social issues - no skills, traditional skills, high production costs, competition from India, youth are attracted to overseas employment
- The government has developed a National Youth Employment Policy
- The Ministry of Youth offers entrepreneurship development with funding of 500,000 Rupees (approx. $5,000)
- NGOs mobilize local sources
- Work with the private sector for orientation, awareness raising programmes for migrant workers and enhancing skills for locally available / in demand jobs

**D. What should be the most effective way to approach youth?**

**Indonesia:**
Challenges:
Education, job search skills, high expectations, low working mentality, backgrounds, etc.
What to do:
Counselling on preparation before entering the working world, counselling on working ethics and mentality, skills training (upgrading)

**Mongolia:**
Challenges:
Mismatch between education and job, low working mentality, women tend to not want to go back to rural areas where they originally come from and prefer to stay in the city after graduation
What to Do:
Counselling on secondary school for choosing the right education / skill according to interest, youth developing programme (preparing for getting the right job)
<table>
<thead>
<tr>
<th>Country</th>
<th>Challenges</th>
<th>What to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nepal</td>
<td>Less qualified youth in rural areas, poor financial background, lack of awareness in job potential / business opportunities, lack of technical skills</td>
<td>Skills training, workshop to promote youth programs, technical and financial supports for youth, facilitate the youth to do apprentice program in employers companies, counselling on social impact of employment (basic knowledge)</td>
</tr>
<tr>
<td>Philippines</td>
<td>Poverty, drug problems, less qualified (rural), lack of opportunities (employment), substandard education, lack of training, over supply of jobseekers</td>
<td>Training centres to assist jobseekers, job facilitation and training, counselling in job search</td>
</tr>
<tr>
<td>LaoPDR</td>
<td>Less qualified youth (rural), poor financial background, low working mentality, no experience in job searching, drug problems</td>
<td>Skills training, counselling hotline, rehabilitation and development and vocational training centre for drug addicts, youth migration centre (facilitate legal and safe migration)</td>
</tr>
<tr>
<td>Thailand</td>
<td>Too high expectation, drug issue, dependence issue (family support oriented), language barrier (especially for English)</td>
<td>Employment counselling services (still doesn’t work too well to change the youth’s perspectives and expectations), rehabilitation and training programmes, curriculum programme which facilitates English to be taught and focused on more</td>
</tr>
<tr>
<td>Myanmar</td>
<td>Youth in conflict zones are not accessible, low level education, youth in conflict zones are hard to access job opportunities, drug problem, lack of internet connection, lack of transportation (rural areas)</td>
<td>Eco farming program (rural areas), promotion of peace process to gradually lower the challenges, android technology</td>
</tr>
</tbody>
</table>