

Workshop: Can we use Big Data for Skills Anticipation and Matching?

September 20, 2019

Session: Usage of big data for emerging and developing economies

Using real-time big data for TVET policies and strategies: Case of Myanmar

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2030 Agenda for Sustainable Development Goals



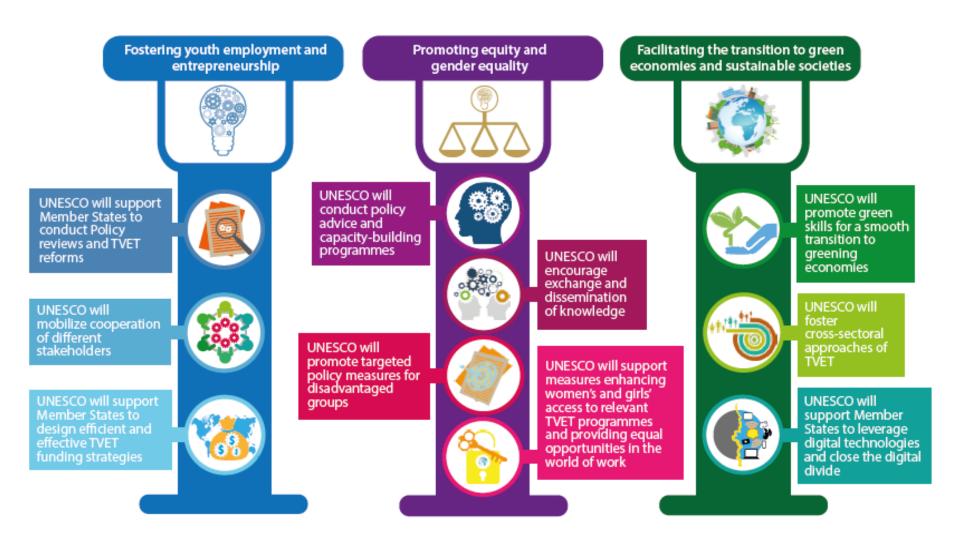


Education & Skills are the central to the realization of the 2030 Agenda for Sustainable Development



UNESCO Strategy for TVET 2016-2021







UNESCO's Focus on TVET/Labor Market Data



Support Member States Navigate the Future of Work



Support Data-Driven Policy and Programs

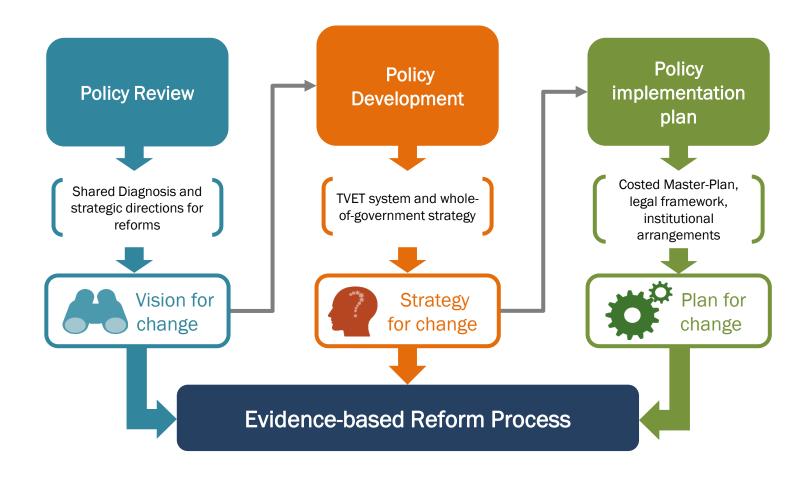


Peer Learning and Networking



TVET Policy Review and Development Process







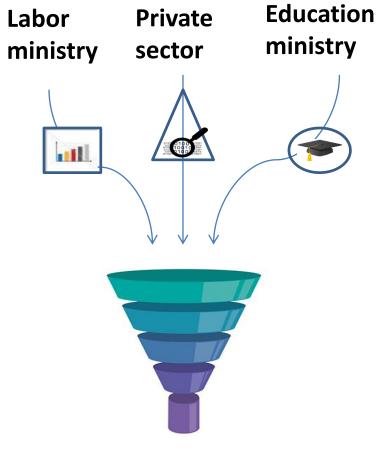
TVET/Labor market data challenges

Data integration

Different providers/aw arding bodies

Different data

Needs to be streamlined and fine-tuned for processing and analysis



Governance

No clear governance lines, that link and coordinate all the involved actors, target groups and processes.

Data use

The results are not "translated" for and disseminated to target groups in a systematic way.

Data comparability

The results are not "translated" for and disseminated to target groups in a systematic way.





Example: Myanmar TVET System Review

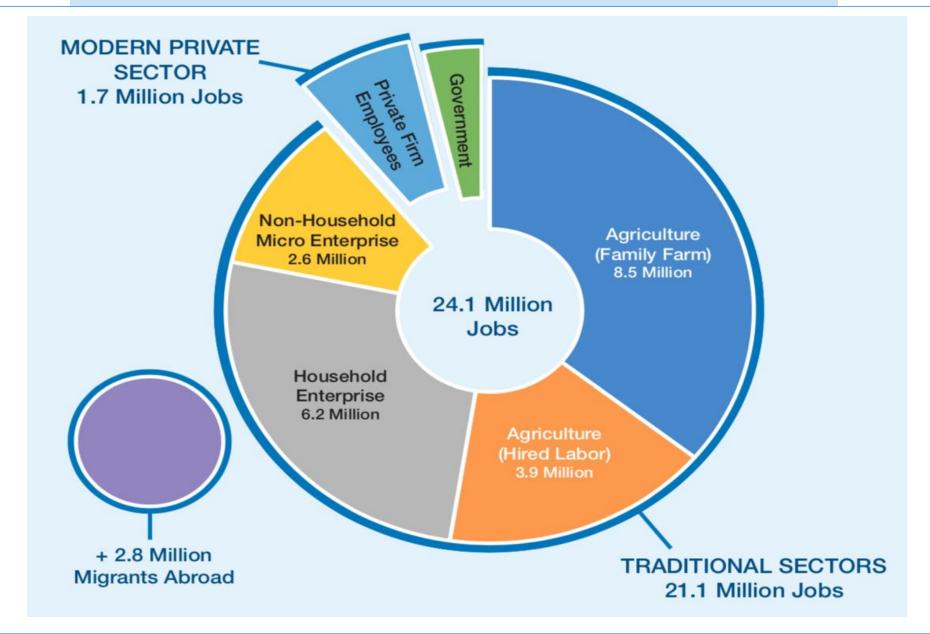
- Findings from traditional labor market information
- Findings from real-time big data





Myanmar: Jobs picture (Labor force survey)

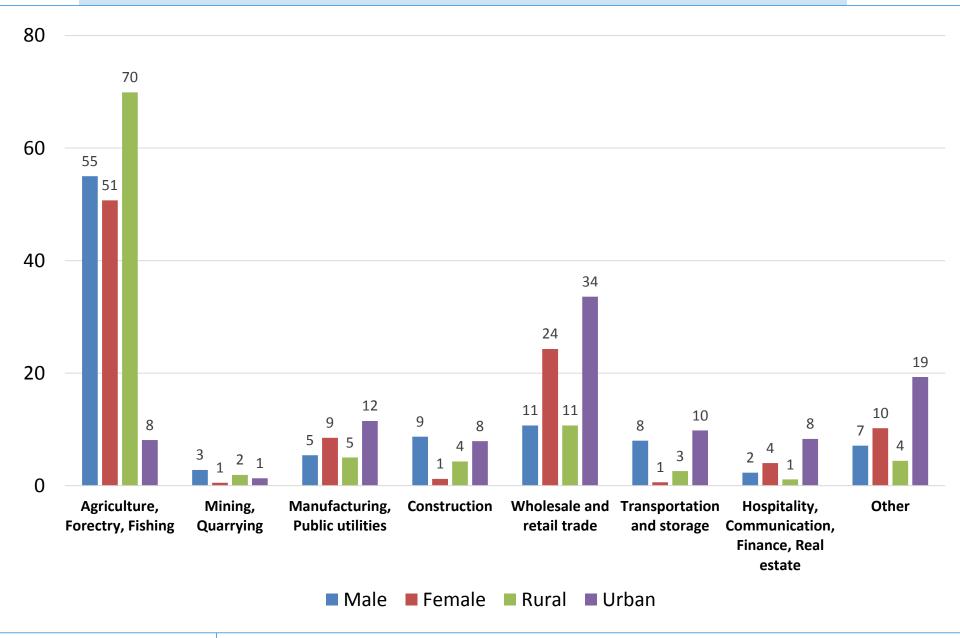






Myanmar: Employment distribution

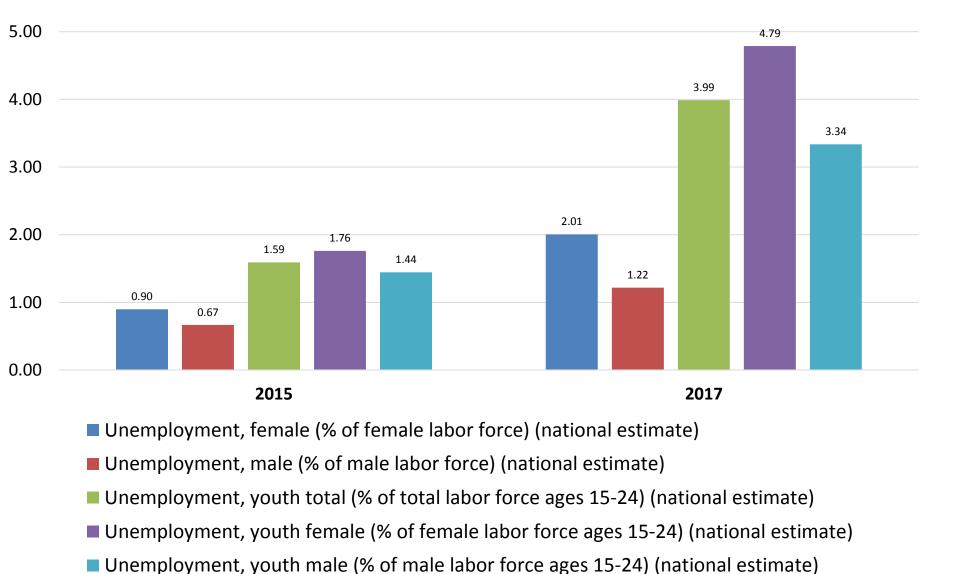






Myanmar: Unemployment

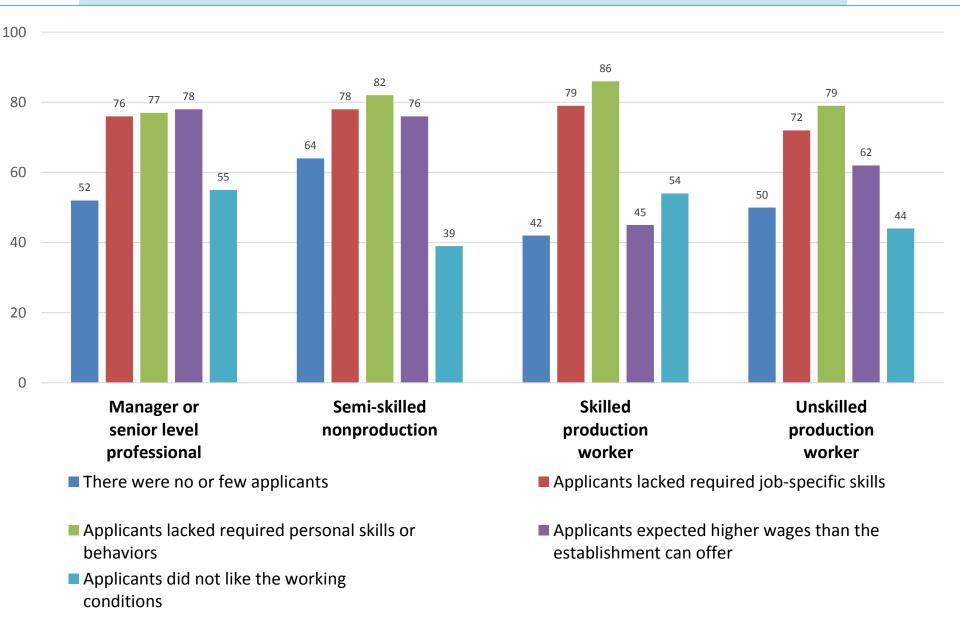






Myanmar: Employer difficulties in hiring







Myanmar: Labor demands in the next 5-10 years



Investment in major infrastructure and industrial development

- 4 seaports
- 2 airports
- Upgraded railways
- New city development (Yangon and Mandalay)
- Integrated refinery and petrochemical complex
- New cement factories
- Industrial waste water projects
- 5 new power generation projects (solar, hydro and wind)

(Source: Directorate of Investment and Company Administration)



Myanmar: Fragmented training providers







Post-Secondary **Diploma Level**





Ministry of Education

Ministry of Agriculture. livestock& Irrigation



Ministry of **Border Affair**

Formal TVET



Upper-Secondary High School TVET



Ministry of Education

SUCCESS

Certificate Level

1 week to 2 Year **Non-formal Training**



Ministry of Education





Ministry of Agriculture. livestock& Irrigation



Ministry of Labour, Immigration and **Population**







Ministry of **Border Affair**

Certificate Level (Pre-Service and in-service Training)

Ministry of

Industry



Ministry of Religious Affair & culture



Ministry of Hotel & **Tourism**



Ministry of Natural Resource & **Environment** conversation



Ministry of Health & Sport



of Commerce

Ministry of Transport and Communication



Ministry of Home Affair



Myanmar: Use of big data



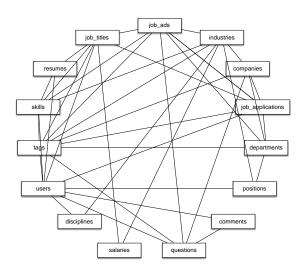
Approach: Big data analytics and artificial intelligence (AI)



Data Mining

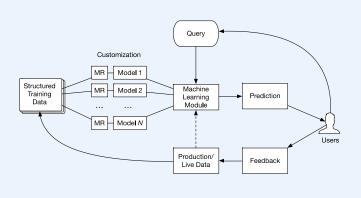
Indexing data from

multiple sources



Statistical Analysis

Data cleaning and relational extraction



Predictive Modelling

Customized model based on required context

Source: JobKred



Myanmar: Methodology of using big data



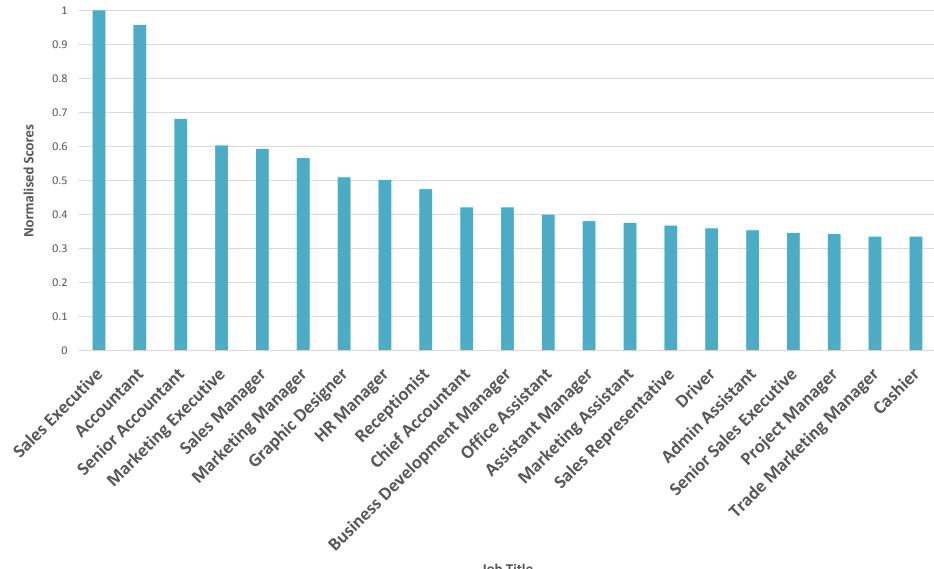
- Over 20,000 data points from JobNet.com.mm were cleaned up, with the job titles mapped to appropriate ones within JobKred's taxonomy.
- An initial analysis was then done using the mapped job titles to understand employer demand in the labor market, with frequency of the job titles as the indicator.
- Subsequently, the job descriptions were processed by JobKred's predictive engine to identify and discern skills relevant to the respective job titles. The employer demand for the skills were once again calculated using frequency of occurrence as the indicator.
- A preliminary analysis was done with the data obtained from the above.

Source: JobKred



Myanmar: Demand for the Top 20 Job Titles





Job Title



Myanmar: Demand for skills by occupation



Top Skills in Sales/Business Development

#1

Job Function by Demand

Top 10 Skills for Sales Executive

01	Sales
02	Identifying New Business Opportunities
03	Customer Service
04	Manage Client Relationships
05	Retaining Customers
06	Long-term Customer Relationships
07	Sales and Marketing
08	Introducing New Products
09	Sales Plan
10	Listening to Customers

Top 10 Skills for Sales Manager

01	Sales
02	Sales and Marketing
03	Sales Management
04	Sales Plan
05	Manage Client Relationships
06	Sales Operations
07	Customer Service
08	Identifying New Business Opportunities
09	Retaining Customers
10	Sales Growth

Top 10 Skills for Business Development Manager

01	Identifying New Business Opportunities
02	New Business Development
03	Manage Client Relationships
04	Business
05	Business Development
06	Sales
07	Helping Clients Succeed
08	Introducing New Products
09	Building Relationships
10	Client Services





Myanmar: Skills and job titles by demand



Sales/Business Development

#1 Job Function by Demand

Top 10 Skills by Demand

01	Sales
02	Sales and Marketing
03	Identifying New Business Opportunities
04	Customer Service
05	Manage Client Relationships
06	Retaining Customers
07	Sales Plan
08	Sales Operations
09	Sales Management
10	Target Marketing

Top 10 Job Titles by Demand

01	Sales Executive
02	Sales Manager
03	Business Development Manager
04	Sales Representative
05	Senior Sales Executive
06	Sales Supervisor
07	Business Development Executive
08	Area Sales Manager
09	Trade Marketing Manager
10	Sales Engineer

- to be analysed in greater detail

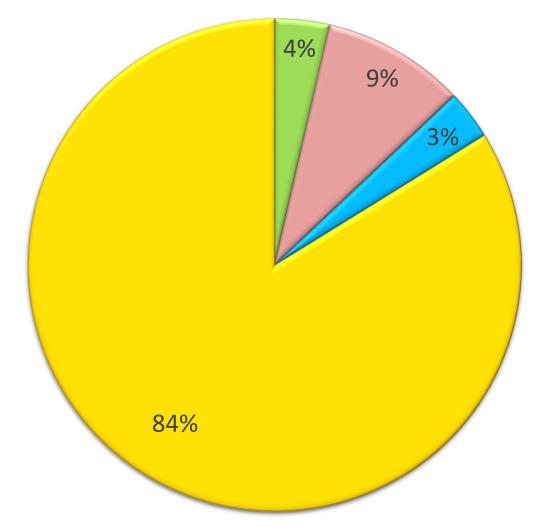




Myanmar: Requirements by employers



Work Experience Requirement in Myanmar



■ Intern Only
■ Fresh Grad Only
■ Both Intern and Fresh Grad
■ Experienced Only



Challenges on the use of real-time data



1. Identification of proper on-line job boards / Reliability

- 2. Coverage of data
- (white/blue collar jobs, formal/informal employment, etc.)
- 3. Data cleaning

(double counting, missing values, reporting periods, etc.)

- **4. Taxonomy** (classifications, nomenclature, etc.)
- 5. Complementarity with other labor market information (establishment of a holistic and integrated skills governance)



The Way forward: Integrated Approaches and Skills Governance



Administrative Data

Survey Data

International Surveys
Data

Skills assessment

Skills foresight

Skills forecasting

Tracer studies

Longitudinal studies

Opinions studies





CENTRAL REPOSITORIES



EXCHANGE NETWORKS



UNESCO's support on TVET



Completed policy review and planning policy development support:

- Malawi myJ000.com
- Namibia
- Uzbekistan
- Zimbabwe

Finalizing, ongoing or planned policy review in 2019-2020:

- Armenia
- Eswatini
- Grenada
- Mongolia
- Myanmar
- Sri Lanka
- Tajikistan

UNESCO EDUCATION SECTOR



Capacity development:

- Jordan
- Lebanon
- Morocco
- Palestine
- Tunisia



Thank you

for further information

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