

## **Country Level Workshop on SEA-TVET Harmonisation and Mobility in the Philippines**

Pearl Hall, SEAMEO INNOTECH (Quezon City) 3-4 May 2016

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### **Synthesis**

The SEA-TVET Country Level Workshop in the Philippines was hosted by TESDA and DEPED in coordination with SEAMEO Secretariat supported by SEAMEO Centres including SEAMEO VOCTECH, SEAMEO INNOTECH, and SEAMEO SEARCA, and supported by Asian Development Bank. In this country workshop, the priority industry sectors are (1) Hospitality and Tourism, (2) Agriculture and Fisheries, (3) Electronics, Mechatronics and Manufacturing.

This 6<sup>th</sup> Country Level Workshop was participated by TVET policymakers, experts, and related government agencies, 24 Directors/representatives of TVET institutions, including universities and 24 School Heads/Representatives from Techvoc Schools from Philippines, more than 20 Directors/representatives of TVET Institutions from other Southeast Asian Countries.

In the Opening Programme, Dr. Enthel Valenzuela, representing SEAMEO Secretariat delivered the Welcome Remarks highlighting the background and the objectives of SEA-TVET for Harmonisation and Mobility especially in support of ASEAN Integration. In addition, she shared that TVET is playing prominent role, especially in capacity building and exchange programmes. She also expressed appreciations to partners and participants.

DDG Aty. Pascua, representing TESDA welcomed all delegates and partners. He expressed that this is the era of TVET where TVET is growing its importance and many countries in the region place TVET as a priority, including in the Philippines where TVET will be included in the K-12 in the Philippines education system. He also shared that the trend of vocationalizing Higher Education by focusing on outcome-based and competency-based education. He believes that SEA-TVET can provide a platform for the institutions in different countries in the region to learn from each other.

**In Session 1 on the Orientation on the Current Status of TVET in Southeast Asia**, Dr. Paryono, representing SEAMEO VOCTECH delivered a presentation on Regional TVET Initiatives in Southeast Asia by focusing on the Regional Qualification Framework. Some of the regional TVET initiatives shared are East Asia Summit TVET Quality Assurance Framework (EAS TVET QAF), Mutual Recognition Arrangements (MRA) for mobility of professionals in the region, SEA-TVET focusing on harmonization and internationalization, Development of Regional Standard for TVET Personnel, ASEAN Qualification Reference Framework (AQRf) followed by presentation of National Qualification Framework of the ASEAN member countries. Ending his presentation, he shared some issues and challenges in implementing the regional initiatives and some recommendations in response the issues and challenges, including the one taken by ASEAN Secretariat.

Hjh. Noorzainab Abdulladi from SEAMEO VOCTECH delivered the SEA-TVET in more details, including the background and rationale, the milestones of SEA-TVET programmes and activities that cover the High Official Meetings and In-country level workshops. From the HOM 2015 in Chiangmai, she shared the Chiang Mai Joint Statements, the formation of SEA-TVET Consortium. In addition she also listed the SEA-TVET targets and future agenda.

Under the session on Internationalisation Accreditation Mechanism for TVET, Dr. Romulita Alto from Colombo Plan Staff College shared her presentation on Asia Pacific Accreditation and Certification Commission (APACC). In her presentation she explained that CPSC is in the best position to act as regional accrediting body for TVET institutions. APACC is accrediting institutions not the programmes. She also shared the current status, basic principles, and objectives of accreditation. In addition, she also explained about the steps, characteristics, criteria/indicators for evaluation. Ending her presentation she shared about the benefits of APACC Accreditation.

**In session 2 on TVET in the Philippines**, Secretary Ireene Isaac, the Director General from TESDA shared the Philippines experience on TVET. In the Philippines, TVET is a priority and is believed to contribute significantly to national economy. In order to come up with responsive and relevant TVET, Philippines Government needs to identify current and future skills needed by industry and come up with TVET programmes that can prepare flexible and adaptable workers. TVET in the Philippines is also addressing the issue of out of school and under privilege groups. The Philippines follows multi modal provision of TVET, including learning from home, workplace, schools, and community that life-long learning principles and recognition is much emphasized.

In her presentation, DG Isaac also explained about the Philippines Qualification Framework, especially under TESDA which covers level 1 to 5. In responding to TVET quality assurance, Philippines implements AAPACC by CPSC, Star-rating system, and EA TVET QAF.

In closing she shared about the importance of inclusive database, improving evidence for policy-based TVET and decision making, the use of ICT, diversifying and sustaining TVET, including green TVET.

**In Session 3**, Mrs. Noorhayati Cynthia Abdullah from SEAMEO VOCTECH discussed the implementation procedures of conducting students and staff exchange comprising six main steps: 1. Completing SEA-TVET Consortium Application Form, 2. Identifying partners, 3. Discussing and making agreements with identified partners, 4. Conducting pre-departure programme, 5. Implementing students/staff exchange, and 6. Preparing Returning Home Programme. The details of information about possible partners and implementation procedures can be found in SEA-TVET Website (<http://seatvet.seameo.org>) and SEA-TVET Consortium Guidebook.

**In Session 4**, Group Discussions, the participants were grouped into three: (1) Hospitality and Tourism, (2) Agriculture and Fisheries, and (3) Electronics, Mechatronics, and Manufacturing. In

each group, the participants were lead by the moderator to introduce themselves, to find partners, to come up with action plans and to sign FOC (Framework of Cooperation).

At the end of the session, 61 institutions signed the 3 FOCs.

### **Group 1: Hospitality and Tourism**

- There were 23 institutions from 5 countries as members.
- 1 FOC was signed by the group members.
- 3 action plans were agreed to implement by the group members. (2 bench markings to Singapore and Malaysia, 1 curriculum development training (TESDA Philippines).

### **Group 2: Agriculture and Fisheries**

- There were 17 institutions from 6 countries as members.
- 1 FOC was signed by the group members.
- 2 action plans were agreed to implement by the group members (teacher exchanges and benchmarking).

### **Group 3: Electronics, Mechatronics, and Manufacturing**

- There were 21 institutions from 5 countries as members.
- 1 FOC was signed by the group members
- The action plans covering visits, staff and teachers exchange, research, benchmarking, and curriculum mapping.

Based on this country level workshop in the Philippines, the total number of preliminary members will increase and this will be reflected in the SEA-TVET website.

## **Way forward**

After completing this workshop we encourage participants to continue the communication with partners. Any activities stated in the action and reflected in the Framework of Cooperation (FOC) should be followed up and implement according to the capacity of participating institutions.

In regards to seeking for possible funding supports from different resources (government, industry, parents, other agencies), participants are encourage to try different strategies so that they can implement students and staff exchange.

The SEAMEO Secretariat and SEAMEO Centres will share the development of the SEA-TVET Workshop, including the issues and challenges in the 2<sup>nd</sup> HOM, in Bali 12-14 May 2016. We all hope that we can meet the target of having sufficient number of institutions becoming full members through conducting students and staff exchange. This effort will eventually open up

new opportunities for our students and staff to learn not only the subject matter but also other languages, cultures, and work ethics from other countries that eventually will improve the quality of TVET in the country and the region.

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