








„Harmonisation and Standardisation of Curriculum and Competency“

Dr. Dadang Kurnia, Programme Officer RECOTVET
2nd High Officials Meeting on SEA-TVET
12-14 May 2016, Hotel Grand Nikko, Bali, Indonesia

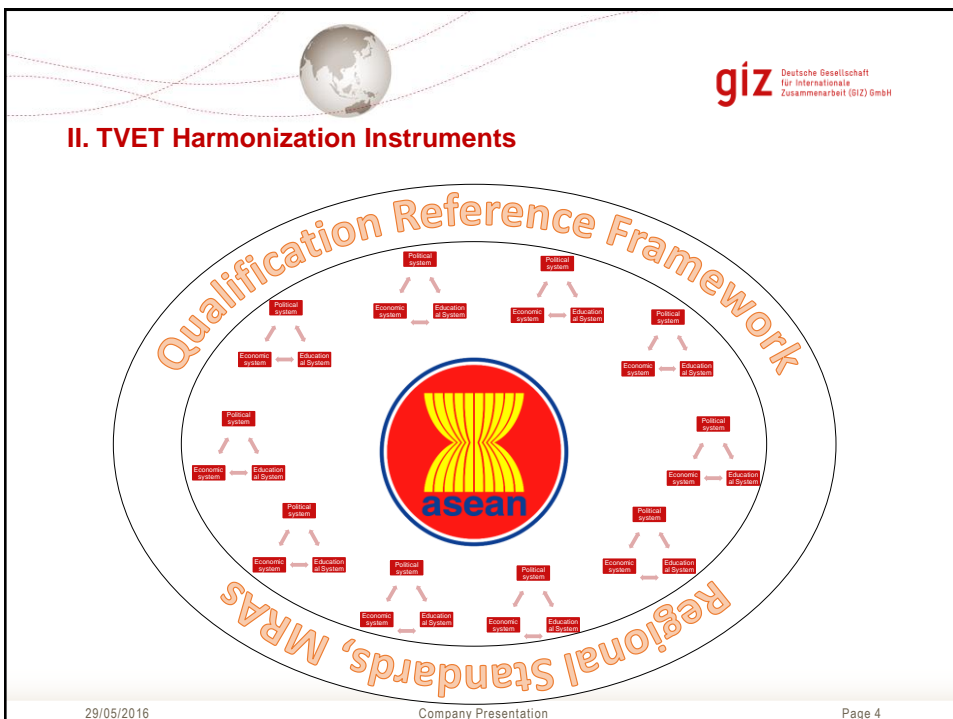
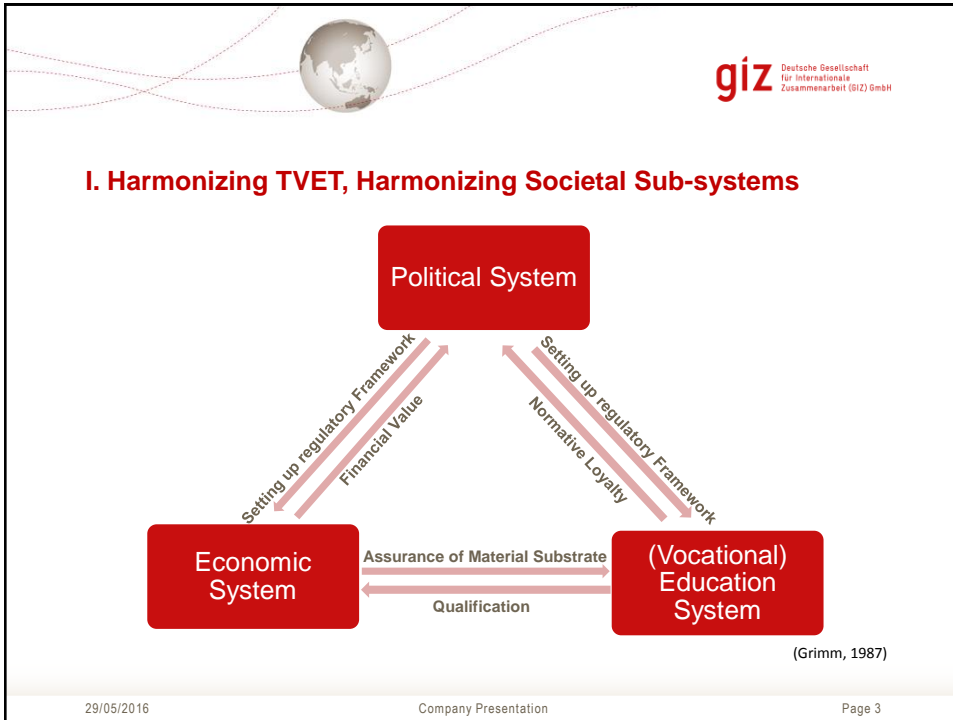
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Outline

- I. Harmonizing TVET, Harmonizing Socital Sub-systems
- II. TVET Harmonization Instruments
- III. Basic Conditions for Harmonization
- IV. GIZ/RECOTVET Support to Harmonization in ASEAN
- V. Impacts of RECOTVET
- VI. RECOTVET's way forward

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II. TVET Harmonization Instruments

- Mutual Recognition agreements (MRAs) on TVET
- The ASEAN Qualifications Framework (AQR) is designed to make possible to comparison of qualifications' levels of national qualifications systems in ASEAN countries
- the AQR and MRAs should be accompanied by a set of agreed quality assurance principles and broad standards (Curricula and Competence)
- ...

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III. Basic Conditions for Harmonisation

Mutual Recognition Arrangements

MRA	<ul style="list-style-type: none"> • Agreement on substances to be harmonized: <ul style="list-style-type: none"> • Standard curriculum/ • Competency <p>Outcome: Regional Mutual Recognition Agreements (MRA)</p>
Institutional setting	<ul style="list-style-type: none"> • Preparation of favourable institutional setting to support quality improvement • Agencies should be able to monitor implementation of MRAs • ASEC support to prepare guidelines to recognition <p>Outcome: Guidelines to overcome identified challenges</p>
Catching-up	<ul style="list-style-type: none"> • Provision of assistance for disadvantaged countries that are not yet ready to implement MRAs • Increase in donor contribution and public spending on TVET <p>Outcome: Strategy to assist CLMV countries</p>
Roadmap	<ul style="list-style-type: none"> • Design of a roadmap to ensure implementation of MRAs • Adaption of timeframe to different development levels <p>Outcome: Roadmap including timeframe</p>

based on Irfan R. Hutagalung, 2016

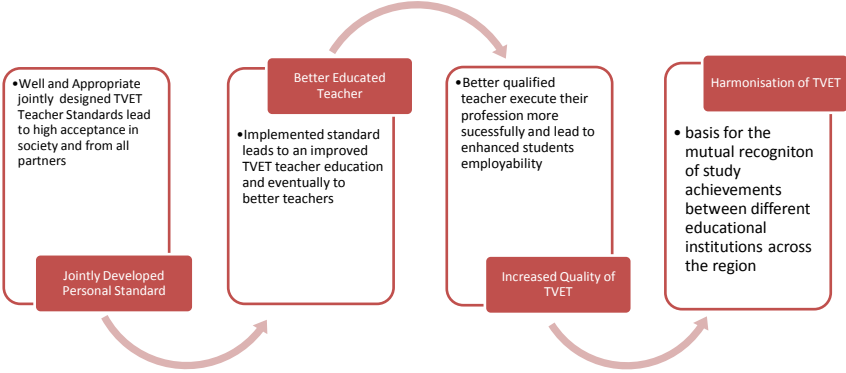
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IV. GIZ/RECOTVET Support to TVET Harmonization in ASEAN

Why do we need a Regional Standard, example: Regional TVET Teacher Standard




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    graph LR
      A["Jointly Developed Personal Standard"] --> B["Better Educated Teacher"]
      B --> C["Increased Quality of TVET"]
      C --> D["Harmonisation of TVET"]
  
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- Jointly Developed Personal Standard**
 - Well and Appropriate jointly designed TVET Teacher Standards lead to high acceptance in society and from all partners
- Better Educated Teacher**
 - Implemented standard leads to an improved TVET teacher education and eventually to better teachers
- Increased Quality of TVET**
 - Better qualified teacher execute their profession more successfully and lead to enhanced students employability
- Harmonisation of TVET**
 - basis for the mutual recognition of study achievements between different educational institutions across the region

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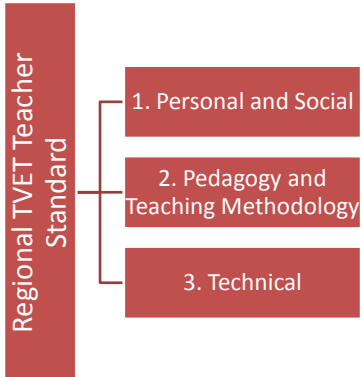
IV. GIZ/RECOTVET Support to TVET Harmonization in ASEAN

Development of a Regional TVET Teacher Standard:
One-Level TVET Teacher Standard

- Enabling teaching for Secondary and Post-Secondary TVET Institutes/ Schools (up to AQRF level 5)

Development of an In-Company Trainer Standard


- Standard that ensures qualified and competent trainers in companies is developed and is being implemented in 5 different countries



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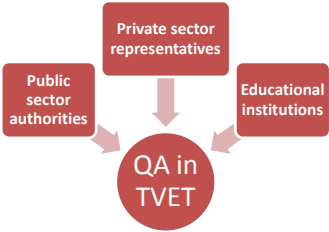
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      Root[Regional TVET Teacher Standard] --- L1[1. Personal and Social]
      Root --- L2[2. Pedagogy and Teaching Methodology]
      Root --- L3[3. Technical]
  
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IV. GIZ/RECOTVET Support to TVET Harmonization in ASEAN

Thematic regional working group on Quality assurance for TVET



Short-term

- To share existing national and international quality assurance practices in TVET systems and TVET personnel for mutual understanding among member countries


Medium-term

- To produce a **Draft Quality Assurance Model** of TVET with focus on 3 areas: **(1) Industry Involvement; (2) TVET personnel; and (3) Assessment and audit**

Long-term

- To improve the comparability/benchmarking among the different systems and in turn, fostering the “free flow” of skilled labour in the ASEAN region.

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Thank you for your attention!

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Harmonization of Curriculum and Competencies

Curriculum Components:

- Purpose and objectives
- Content of learning
- Learning methods
- Learning media and technology
- Evaluation and assessment

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