



2nd High Officials Meeting on SEA-TVET

“Strengthening Efforts towards Harmonisation and Internationalisation of TVET in Southeast Asia”

12-14 May 2016, Hotel Grand Nikko, Bali, Indonesia

Synthesis of Group Discussions on Strategies to Improve Quality of TVET Institutions and Personnel Action Plan 2016-2017

After paper presentations on **Strategies to Improve Quality of TVET Institutions and Personnel**, in which three papers were presented, the participants were assigned to discuss in group addressing three main topics: (1) Partnership and Mobility, (2) Harmonization and Certification Standard, and (3) Curricula in 21st Century. There are many factors that can contribute to the enhancement of quality of TVET institutions and personnel. By considering the theme of the High Official Meeting and the commitment from organisers, those three areas of were selected as major initiatives that this meeting was focused on and will be carried forward to the Action Plan of 2016-2017.

After going the discussions, there were some overlapped issues and strategies between the three topics. From the discussions, it indicates that the three topics will support harmonization, internationalization, and in the end improve TVET quality and relevance.

Strategies to Improve Quality of TVET Institutions and Personnel

Group 1: Partnership and Mobility

Group Moderator: Ms Anti Rismayanti, Programme Officer, SEAMEO Secretariat

Rapporteur: Ms Pimratchada, SEAMEO Secretariat (*Venue: MPF Ballroom 1*)

This grouped came up with list of issues in regards to establishing partnership to have staff and and student exchange. Those issues are: (1) Sharing responsibility (accommodation), (2) Lack of information for the requirement from the industry, (3) Different regulation in each country about on-the-job training; such as period of training required, visa, as well as company’s support (such as allowances for the student), and (4) The variety of courses in each country that may not meet the needs of the partner institution.

To the address the above issues the group suggested to have the following strategies:

1. Building trust among partnering institution, through meetings, visits, then come up MUTUAL AGREEMENT between institutions/colleges.
2. Securing financial support: the need to get support from government and family.

3. The need to conduct curriculum mapping among participating schools and also inform and consult with participating institutions.
4. The need to sign an agreement with overseas partner institution for the job training with the industry as one of the requirements for securing visa. MOE should work closely with MFA to have on-the-job-training visa.
5. There are anticipated problems of exchange students between institutions that offer different level of certificate or diploma. Following competency-based exchange are advisable.
6. To find the partner institutions with level of standards, there is need to refer to certain accreditation either national or regional.

The way forward, the group suggests interested parties to (1) Continue having the meetings both face to face and online, (2) Visit the SEA-TVET website, and (3) Start collaborations according to institutional capacity.

Group 2: Harmonization and Certification Standard

Group Moderator: Dr. Nils Geissler, Programme Director, GIZ/RECOTVET

Rapporteur: Ms Vera Kowalski, GIZ/RECOTVET (*Venue: MPF Ballroom 2*)

After the group discussion, the followings are the list of issues identified that may contribute to the efforts of harmonization and certification standard: (1) Education systems and curricula from ASEAN member countries vary, (2) Rapid changes of industry demand, (3) Lack of funding for upgrading curriculum, (4) Lack of soft skills integration, (5) Issue on credit transfer, (6) Lack of training, practical skills, and suitable equipment in some schools, and (6) No official MoU between School and Industry.

To address the above issues, the group proposed two strategies: (1) Using bilateral and multi lateral approaches to harmonize TVET programmes and standardization, (2) Secure cooperation to implement On-the-job training, teachers and students exchange, sending experts to provide training in partner school, and working on certification recognition.

As a way forward, it was suggested to continue the referencing process of AQRF with the NQFs and linking the Regional and National Quality Assurance Framework.

Group 3: Curricula in 21st Century

Group Moderator: Mr Hj Md Sharifuddin bin Hj Md Salleh, Centre Director, SEAMEO VOCTECH

Rapporteur: Dr Mark Gapultos, Management Specialist, SEAMEO VOCTECH

After discussion, the group identified the following issues in integrating 21st century skills in TVET curricula: (1) Economic problems faced by parents have contributed to students' participation and level of dropouts in TVET schools that hinder the development of students' 21st century skills, (2) The number of relevant industry in the region is limited; consequently limiting the avenues for students to learn 21st century skills, and (3) Limited number of teachers who can be role models in implementing 21st skills. In

addition, there are also limited resources or references in regards to teaching or inculcating 21st century skills and suitable techniques to monitor or assess 21st century skills.

In response, the group proposed the following strategies: (1) Conduct research related to 21st skills integration in TVET and their impact, (2) Set up the committee for continues capacity building for teachers, (3) Strengthen collaboration between polytechnics and secondary vocational schools to link the curricula and discuss strategies in integrating 21st century skills, (4) Continue the current initiatives. These include: (a) introducing or providing TVET at early and later stage of education, (b) changing paradigm from teacher-centered to student-centered, (c) sharing information on where to get resources/learning materials, (d) using platform of internationalization and harmonization to share 21st century skills knowledge and experience, (e) personality development for both teachers and students with the strong emphasis on code of conduct, (f) values education to be integrated in their lifelong skills to help them prepare for global exposure, (g) promotion and recruitment procedures for teachers and supervisors are important and qualifying teachers tasked to transfer skills, (h) exposure to extra-curricular activities, (i) address discipline problem among students and those with lack of self-confidence through integration of 21st century skills.

As a way forward, considering the high and various expectations toward TVET graduates and realizing the importance of 21st skills for all TVET graduates, the curriculum developers should consider curriculum mapping by looking at components of 21st century skills that are importance for a certain programme of study and at what level. Different programme may require different kinds of 21st skills and different depth or level.

We need to work together in addressing these various issues and prioritise and monitor the implementation of the above strategies.

Both online and face-to-face meetings are importance and need to be organized for the successful implementation of the above strategies that in the end will enhance the quality of TVET institutions and quality of its personnel in the region and beyond.