



ASEAN Qualifications Reference Framework (AQRF) and Mutual Recognition Arrangements (MRAs) in Southeast Asia

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SEAMEO VOCTECH



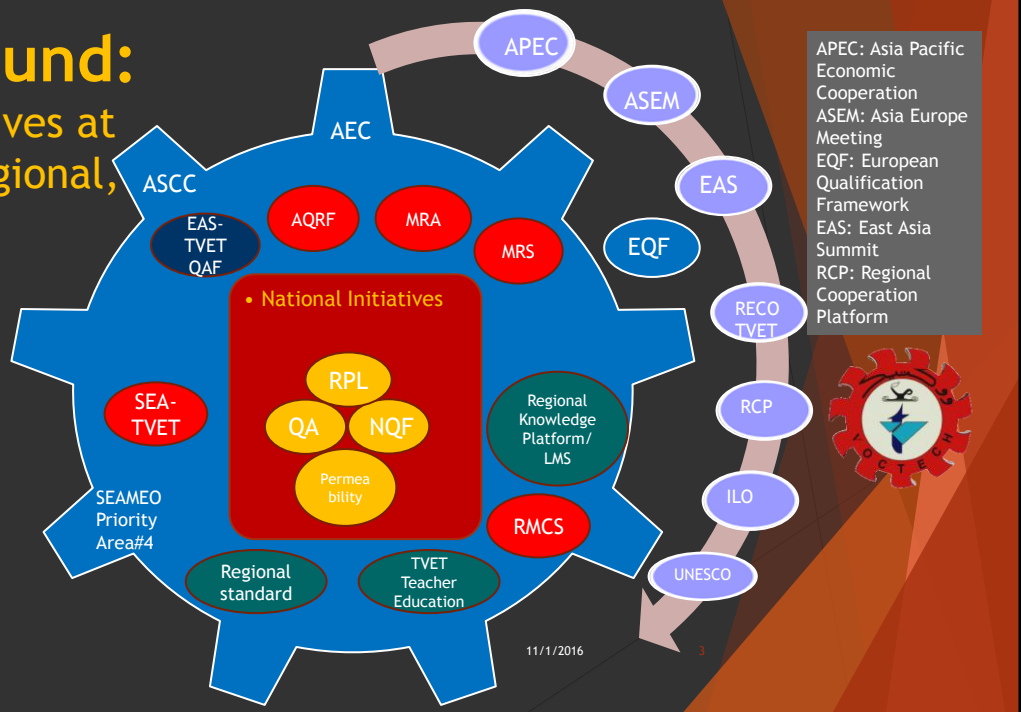
Contents:

- ▶ Overview of Regional and National Initiatives on TVET
- ▶ Brief overview of Mutual Recognition Arrangements (MRAs)
- ▶ MRAs in Tourism and Nursing
- ▶ Mutual Recognition of Skills (Lead by ILO)
- ▶ ASEAN Qualification Reference Framework (AQRF)
- ▶ Comparison of AQRF and NQF of ASEAN member countries
- ▶ Way forward



Background: TVET Initiatives at national, regional, and beyond

ASCC: ASEAN Socio
Cultural Community
AEC: ASEAN Economic
Community
QAF: Quality Assurance
Framework
AQRF: ASEAN
Qualification Reference
Framework
MRA: Mutual Recognition
Arrangement
RPL: Recognition of Prior
Learning
QA: Quality Assurance
NQF: National
Qualification Framework
RMCS: Regional Model of
Common Standards



Mutual Recognition Arrangements (MRAs)

- ▶ To facilitate migration of high-skilled migrants, the Member States of ASEAN have concluded Mutual Recognition Arrangements (MRA) in 8 occupations: Engineering (December 2005), Nursing (December 2006), Architecture (November 2007), Surveying (November 2007), Dentistry (August 2008), Medicine (August 2008), Accountancy (February 2009), and Tourism Professionals (November 2012).
- ▶ Recognition of qualifications/professionals
- ▶ Purpose:
 - ▶ Facilitate mobility of practitioners within ASEAN
 - ▶ Exchange information and enhance cooperation in respect of mutual recognition of practitioners
 - ▶ Promote adoption of best practices on standards and qualifications
 - ▶ Provide opportunities for capacity building and training of practitioners
- ▶ Up to now, the mobility of professional through MRA is still very limited.

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MRA on Nursing

MRA on Nursing Services



ASEAN MUTUAL RECOGNITION ARRANGEMENT ON NURSING SERVICES

PREAMBLE

The Governments of Brunei Darussalam, the Kingdom of Cambodia, the Republic of Indonesia, Lao People's Democratic Republic, Malaysia, the Union of Myanmar, the Republic of the Philippines, the Republic of Singapore, the Kingdom of Thailand, and the Socialist Republic of Viet Nam, Member Countries of the Association of South East Asian Nations (hereinafter collectively referred to as "ASEAN" or "ASEAN Member Countries" or singularly as "ASEAN Member Country");

RECOGNISING the objectives of the ASEAN Framework Agreement on Services (hereinafter referred to as "AFAS"), which are to enhance cooperation in services amongst ASEAN Member Countries in order to improve the efficiency and competitiveness, diversify production capacity and supply and distribution of services of their services suppliers within and outside ASEAN; to eliminate substantially the restrictions to trade in services amongst ASEAN Member Countries; and to liberalise trade in services by expanding the depth and scope of liberalisation beyond those undertaken by ASEAN Member Countries under the General Agreement on Trade in Services (hereinafter referred to as "GATS") with the aim to realising free trade in services;

ASEAN Joint Coordinating Committee on Nursing (AJCCN)

Objectives of MRA on Nursing Services

- ▶ To facilitate mobility of nursing professionals within ASEAN;
- ▶ To exchange information and expertise on standards and qualifications;
- ▶ To promote adoption of best practices on professional nursing services; and
- ▶ To provide opportunities for capacity building and training of nurses.



Core Competencies of Nurses in ASEAN

- ▶ On 6th meeting held on 10-11 November 2009 in Vietnam agreed on the following domains of core competencies:
 - ▶ Ethics and Legal Practice Competency Domain
 - ▶ Professional Nursing/Midwifery Practice Competency Domain
 - ▶ Leadership and Management Competency Domain
 - ▶ Education and research competency domain
 - ▶ Professional, personal and quality development competency domain



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CREATIVE INDUSTRY

- ▶ No MRA on Creative Industry yet, except in Architecture.
- ▶ Ministry of Tourism and Creative Industry of Indonesia has established 14 subsectors of creative industries:

architecture,
design,
fashion,
movie,
video,
photography,
handcrafting,

software,
music,
advertising,
game,
arts,
TV and
radio.

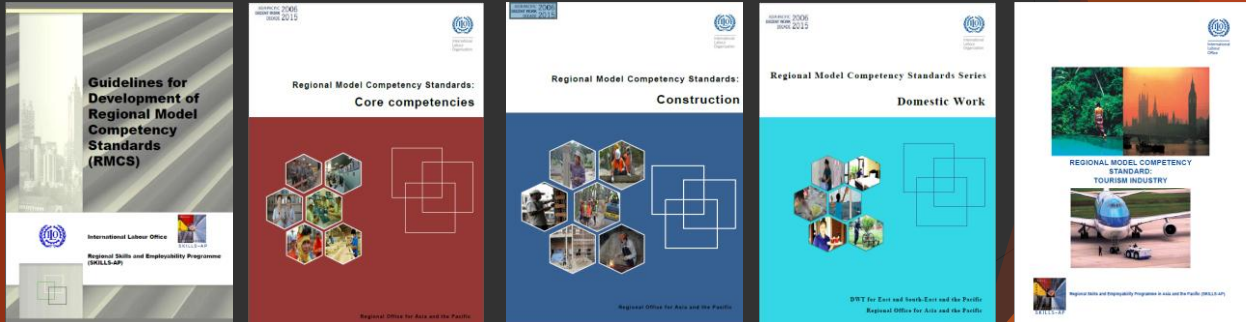


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MUTUAL RECOGNITION OF SKILLS (MRS)

- ▶ MRA is for mobility of professional (lead by ASEAN Secretariat)
- ▶ MRS is for mobility of vocational and technical skills (lead by ILO):
 - ▶ Regional Model Competency Standards (RMCS) as references for developing Standard Kompetensi Kerja Nasional Indonesia (SKKNI). 95 areas have been developed in SKKNI (http://www.kemenerin.go.id/kompetensi/skkni_idx.php)



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ASEAN Qualification Reference Framework

- ▶ is derived from the **ASEAN Charter** signed by the ten ASEAN leaders in Singapore on 20 November 2007, reinforcing **a single entity that is ASEAN Community** (free flow of skilled labour through 'harmonisation and standardisation').
- ▶ **Purpose:** to enable comparisons of qualifications across member states that will (1) Support recognition of qualifications (2) Encourage the development of qualifications frameworks and national approaches to validating learning gained outside formal education (3) Promote and encourage education and learner mobility, (4) Promote worker mobility, (5) Lead to better understood qualifications systems, (5) Promote higher quality qualifications systems.
- ▶ **Principles:** neutral influence and voluntary engagement
- ▶ **Components:** learning outcomes and level of descriptors (8 levels) covering cognitive, functional, **personal, and ethical (not explicit)** competences.
- ▶ It covers **two domains:** (1) Knowledge and skills and (2) Application and Responsibility
- ▶ The implementation of AQRF requires all member states to implement a common process, a **referencing process**



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AQRF LEVELS and DESCRIPTIONS

Level	Knowledge and skills	Application and Responsibility
8	<ul style="list-style-type: none"> is at the most advanced and specialised level and at the frontier of a field involve independent and original thinking and research, resulting in the creation of new knowledge or practice 	<ul style="list-style-type: none"> are highly specialised and complex involving the development and testing of new theories and new solutions to resolve complex, abstract issues require authoritative and expert judgment in management of research or an organisation and significant responsibility for extending professional knowledge and practice and creation of new ideas and or processes.
7	<ul style="list-style-type: none"> is at the forefront of a field and show mastery of a body of knowledge involve critical and independent thinking as the basis for research to extend or redefine knowledge or practice 	<ul style="list-style-type: none"> are complex and unpredictable and involve the development and testing of innovative solutions to resolve issues require expert judgment and significant responsibility for professional knowledge, practice and management
6	<ul style="list-style-type: none"> is specialised technical and theoretical within a specific field involve critical and analytical thinking 	<ul style="list-style-type: none"> are complex and changing require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues
5	<ul style="list-style-type: none"> is detailed technical and theoretical knowledge of a general field involve analytical thinking 	<ul style="list-style-type: none"> are often subject to change involve independent evaluation of activities to resolve complex and sometimes abstract issues

AQRF LEVELS and DESCRIPTIONS (CONTD.)

Level	Knowledge and skills	Application and Responsibility
4	<ul style="list-style-type: none"> is technical and theoretical with general coverage of a field involve adapting processes 	<ul style="list-style-type: none"> are generally predictable but subject to change involve broad guidance requiring some self direction, and coordination to resolve unfamiliar issues
3	<ul style="list-style-type: none"> includes general principles and some conceptual aspects involve selecting and applying basic methods, tools, materials and information 	<ul style="list-style-type: none"> are stable with some aspects subject to change involve general guidance and require judgment and planning to resolve some issues independently.
2	<ul style="list-style-type: none"> is general and factual involve use of standard actions 	<ul style="list-style-type: none"> involve structured processes involve supervision and some discretion for judgment on resolving familiar issues
1	<ul style="list-style-type: none"> is basic general involve simple, straightforward and routine actions 	<ul style="list-style-type: none"> involve structured routine processes involve close levels of support and supervision

Comparison

B/C/L/My/Mm/P/V	AQRF	In/Th
8	8	9
7	7	8
6	6	7
5	5	6
4	4	5
3	3	4
2	2	3
1	1	2

Myanmar: TVET covers level 1-6

B= Brunei, C= Cambodia, I= Indonesia, L = Lao PDR, My = Malaysia, Mm = Myanmar, P = Philippines, Th= Thailand, V = Vietnam

Lvl	Equivalency	Knowledge and skills	Application and Responsibility
5	College/poly (Ass. Adv.Dip/HND/Dip(Ph)/Ass. Dip/D3)	<ul style="list-style-type: none"> is detailed technical and theoretical knowledge of a general field involve analytical thinking 	<ul style="list-style-type: none"> are often subject to change involve independent evaluation of activities to resolve complex and sometimes abstract issues
4	HNTec/Dip/D2/Cert/TVC3 (Cam)/NC4(Ph)/SC4 (Mm)/Secondary Voc (Viet)	<ul style="list-style-type: none"> is technical and theoretical with general coverage of a field involve adapting processes 	<ul style="list-style-type: none"> are generally predictable but subject to change involve broad guidance requiring some self direction, and coordination to resolve unfamiliar issues
3	NTec/D1/TVC2 (Cam.)/NC3/SC3/Voc. Cert. (Viet)	<ul style="list-style-type: none"> includes general principles and some conceptual aspects involve selecting and applying basic methods, tools, materials and information 	<ul style="list-style-type: none"> are stable with some aspects subject to change involve general guidance and require judgment and planning to resolve some issues independently.
2	ISQ (Br)/TVC1 (Cam)NC2/SC2/TVET/General HS/Cert.	<ul style="list-style-type: none"> is general and factual involve use of standard actions 	<ul style="list-style-type: none"> involve structured processes involve supervision and some discretion for judgment on resolving familiar issues
1	VC (Cam)/NC1/SC1/Cert./Primary/Elementary/ HS	<ul style="list-style-type: none"> is basic general involve simple, straightforward and routine actions 	<ul style="list-style-type: none"> involve structured routine processes involve close levels of support and supervision

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Way Forward

- ▶ Referencing process of AQRF in the ASEAN Member States
- ▶ Promoting and adopting MRA and MRS at the national level
- ▶ For the Creative Industry area, considering that limited regional documents available, efforts must be exerted to have a regional platform for harmonizing the curriculum and skills standards.
- ▶ There are still limited industry areas addressed in MRA and MRS, continue expanding to other areas is needed.
- ▶ Providing avenues for teaching and administrative staff on how to prepare students for regional mobility through overseas staff exchange (SEA-TVET)
- ▶ Providing avenues for students to prepare themselves for working abroad through students exchanges and attachment abroad (SEA-TVET)



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Thank you



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GROUP DISCUSSION GUIDELINES

▶ Objectives of the Session:

This session aims to identify strategies/ recommendations on how to improve the skills and competencies of TVET graduates/ skilled labour to meet the needs of industry and regional competency standards in certain areas. The focused areas are:

- ▶ Curriculum improvement
- ▶ Certification standard
- ▶ Student mobility and credit transfers



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Activities

- ▶ Input session:
 - 10:00-12:00: Presentations of Resource Persons
- ▶ Group discussions:
 - ▶ Considering that the three industry areas have different status and stage of development in Mutual Recognition Arrangements and Mutual Recognition of Skills, not to mention the availability of regional documents and initiatives, the focus of the group discussion will be slightly different.

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Group Hospitality (Tourism)

- ▶ Briefing, reviewing, reflecting the existing regional documents and initiatives:
 - ▶ ASEAN MRA on Tourism Professionals Handbook
 - ▶ Common ASEAN Tourism Curriculum (CATC): 242 toolboxes for training and assessment in the 6 Labour Divisions (www.waseantourism.com), user name: guest, password: guest1
- ▶ Discussing
 - ▶ The curriculum and competency standard: to what extent the participating institutions have referred to existing regional documents (curriculum and competency standard)
 - ▶ The certification procedures: What strategies can be adopted so that the certificate received by TVET graduates can be mutually recognised between two institutions (home and abroad).
 - ▶ Collaborative action plan among TVET institutions and industry on curriculum improvement, recognition of certificate, and students mobility and credit transfer.

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Group Nursing

- ▶ Briefing, reviewing, reflecting the existing regional documents and initiatives:
 - ▶ ASEAN MRA on Nursing Services
 - ▶ The ASEAN Joint Coordinating Committee on Nursing (AJCCN):
<http://asean.org/asean-economic-community/sectoral-bodies-under-the-purview-of-aem/services/healthcare-services/nursing-services-ajccn/>
- ▶ Discussing
 - ▶ How to develop regional curriculum and competency standard in nursing (if agreed); otherwise discuss among the participating institutions to conduct curriculum and competency mapping.
 - ▶ The certification procedures: What strategies can be adopted so that the certificate received by TVET graduates can be mutually recognised between two institutions (home and abroad).
 - ▶ Collaborative action plan among TVET institutions and industry focusing on curriculum improvement, recognition of certificate, and students mobility and credit transfer.



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Group Creative Industry

- ▶ Sharing the existing regional documents, commonality and initiatives on creative Industry (if any) or propose new ones.
- ▶ Discussing
 - ▶ Since there is no MRA (except in Architecture) or MRS for creative industry area, discuss the possibility of developing regional curriculum and competency standard in Creative Industry (if agreed); otherwise discuss among the participating institutions to conduct curriculum and competency mapping.
 - ▶ The certification procedures: What strategies can be adopted so that the certificate received by TVET graduates can be mutually recognised between two institutions (home and abroad).
 - ▶ Collaborative action plan among TVET institutions and industry focusing on curriculum improvement, recognition of certificate, and students mobility and credit transfer.



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Expected outputs

- ▶ Each small group will submit: (to be presented today if time allows)
 - ▶ Initiatives/suggestions/recommendations for improving curriculum, certification & recognitions. Including reflection on MRA and MRS
 - ▶ Completed the action plan form
 - ▶ Completed Partnership agreement
- ▶ As one group in hospitality and tourism we need to have one comprehensive report explaining: (to presented tomorrow in the plenary)
 - ▶ Initiatives/suggestions/recommendations for improving curriculum, certification & recognitions. Including reflection on MRA and MRS
 - ▶ Total number of the action plan form signed
 - ▶ Total number of Partnership agreement signed



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