**Session 3**

**Part 1: Implementation of SEA-TVET Harmonisation and Mobility - Focusing on Student and Staff Exchange Programme**

3-4 MAY 2016

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**Steps in Executing Students & Staff Exchange**

1. Complete & submit the membership form
2. Identify partners
3. Discuss & Make Arrangements
4. Pre-Departure
5. Returning home programme
6. Implement students/staff exchange

*Source: SEA_TVET Consortium Guidebook, 2015*
Step 1: Complete and submit the SEA-TVET Consortium Application Form

- Fill-up membership application form. (Application forms are available at http://seatvet.seameo.org) or in Appendix 1.

- Send application form through online, email or post to the Consortium Secretariat.

Step 2: Identify partners

- Identify relevant partners through meetings, visit SEA-TVET website, and other avenues.

- When selecting partner/s, consider the level (secondary, college, polytechnic) and program areas. Please visit the partner/s’ website and the poster on education system.
Step 3: Discuss and make agreements

- Agree on the number of exchange students or staff.
- Agree on enrolment and sponsorship conditions and commencement date. You may prepare a **Joint Action Plan** and **Framework of Cooperation** to formalize the agreements and if needed by your institution.
- Match programme areas and number of units to be undertaken (**curriculum mapping and harmonization**).

### Curriculum mapping and harmonisation

1. **Compare Programmes (level and specialization)**
   - Institution A
   - Institution B

2. **Select the subject or area of focus during exchange programme**
   - Institution A
   - Institution B

3. **Look at the list of curriculum contents and objectives and decide the coverage during the exchange**
   - Institution A
   - Institution B

**Note:** Consider the contents that are relevant to industries nearby the receiving institution. If the duration is only 2-4 weeks (less than a term), perform matriculation of contents, but if it’s a term or more consider of having credit transfer. For staff exchange, do not require curriculum mapping, only programme planning.
Step 4: Pre-departure Programme

**Sending Institution**
- Identify students and staff for exchange
- Prepare for air travel and insurance (discuss with parents or staff for funding arrangement)
- Discuss learning programme/study plan with partner institution
- Apply for visa
- Conduct pre-departure programme, including foreign language and cultural orientation

**Receiving Institution**
- Send invitation letter to the sending institution for visa application.
- Identify industry partners and discuss possible arrangements.
- Prepare learning programme/study plan in school/campus
- Prepare for local transport arrangement
- Arrange accommodation

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Step 5:
The conduct of Student/Staff Exchange

**Sending Institution**
- Monitor programme implementation
- Inform parents the programme update
- Update SEA-TVET Secretariat

**Receiving Institution**
- Arrange pick up from the airport
- Arrange accommodation
- Provide an orientation/welcome meeting
- Appoint mentor/s or liaison officer
- Deliver the attachment programme in school/campus (half of the duration)
- Send for industrial attachment (half of the duration)
- Perform monitoring and evaluation
- Update SEA-TVET Secretariat
**Step 6: Prepare Returning Home Programme**

**Sending Institution**
- Arrange airport pick up
- Conduct welcome home meeting
- Make necessary follow up of the monitoring and evaluation report
- Update SEA-TVET secretariat

**Receiving Institution**
- Conduct wrap-up meeting with the participants
- Send the student to the airport
- Share the monitoring, evaluation report, & certification
- Update SEA-TVET secretariat

**Examples of Student and Staff Exchange Programmes Held**
- Mechatronics
- Multimedia & Animation
- Manufacture
- Hotel & Hospitality
- Agriculture & Fishery
- Business & Commerce
- Automotive & Autotronic

127 Indonesia Institutions
148 Thailand Colleges
- Purchase insurance in advance for students.
  - e.g. affordable price is available via Bupa Insurance which cover international travel
  - Students themselves have to take care of this – just in case they get sick during the practicum/exchange period.

- Students should be aware and prepare for the circumstances where English is not well-spoken
  - e.g. in sit-in classroom program and on-job-training.

- Students should be informed to be responsible to prepare their own personal medicine in case they get sick during the exchange period.
  - Can be included in the Orientation prior to travel.
Students should be flexible and able to solve problems concerning food and praying time adjustment.

Role of Mentors needs to be strengthened so that the students have the opportunity to improve and learn.

- Each school has its own culture & practices.
- Students need to be aware and accept the differences.

- English speaking skills amongst students improve when training is provided.
- They will gain confidence and be able to express their views openly after such training.

- Information need to be provided regularly via social media (Line Group, Blog or email)
- Update on the progress to help with the coordination between and among all parties.

The top 3 success factors are active mentoring, supportive industry where students do the exchange, and students who are open-minded and with positive attitude to learn.
Others

* Industry requirements
* Health requirements
* Bridging the language barrier
* Preparing in depth culture knowledge
* Work attitude at the industry
* Financial support
* Different academic calendar
* The commitment (Director of College)
* Visa arrangement

Status of SEA-TVET Implementation as of May 2016

- 372 TVET Institutions registered
- 20 Framework of Cooperation Signed by 260 members
- Agreements in Action: 3 study visits (30 participants), 4 school management visits (16), 2 teacher exchanges, 5 student visits
Part 2: Mechanism for Group Discussion
Importance of the Group Discussion Session

- Translates the regional policy directions from the Chiang Mai Joint Statement into possible and practical action plans.

- Expands partnership among the TVET institutions through various communication platforms such as SEA-TVET Consortium, whatsapp group, email group

- Develops commitment and Framework of Cooperation

- Reports the results to the Southeast Asian High Officials Meeting, and Ministerial Meeting


Objectives of this Group Discussion:

1. To establish partnership among participating TVET institutions;

2. To explore potential areas of collaboration within each priority area, in particular, student and teacher exchange programme;

3. To develop practical joint action plan and implementation of student and teacher exchange and other collaborative activities with the agreed institutions ; and

4. To develop “Framework of Cooperation” between agreed institutions.
Expected Outputs of the Session

1. **Joint action plan** among the TVET institutions of each priority area

2. **Proposed implementation plan for the student and teacher exchange programme** of each priority area

3. **Signed Framework of cooperation (FOC)** among TVET institutions of each priority area

<table>
<thead>
<tr>
<th>Group</th>
<th>Priority Areas</th>
<th>Group Facilitators/Rapporteurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Hospitality and Tourism</td>
<td>Facilitator: Mr. Clodualdo Paiton Programme Specialist Bureau of Curriculum Development, DepEd</td>
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<td>Rapporteur: Mrs. Noorhayati Cynthia Abdullah Teacher Education Specialist cum Manager Knowledge Management Division, SEAMEO VOCTECH, and Miss Pimratchada, SEAMEO</td>
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<tr>
<td>Group 2</td>
<td>Agriculture and Fisheries</td>
<td>Facilitator: Dr. Maria Celeste H. Cadiz, Head of Knowledge Management, SEAMEO SEARCA</td>
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<td>Rapporteur: Ms. Nova A. Ramos, SEAMEO SEARCA and Mr. Piyapa Su-angavatin, SEAMEO Secretariat</td>
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<tr>
<td>Group 3</td>
<td>Electronics, Mechatronics and Manufacturing</td>
<td>Facilitator: ED Ma. Susan P. de la Rama, Executive Director Certification Office, TESDA Philippines</td>
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<tr>
<td></td>
<td></td>
<td>Rapporteur: Hjh Noorzainab Abdullah, SEAMEO VOCTECH and Mr. Avelino A. Mejia, Jr., SEAMEO Secretariat</td>
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</table>
Group Discussion Mechanism

- Time: 13:30-16.00 (2.5hrs)
- Participants select the group according to the strengths, specialization and readiness. (Who will be in what group?)
- Documents for discussion
  - Guidelines of Group Discussion
  - SEA-TVET Consortium Guide Book and Application Form
  - Form: Participant Profile
  - Draft Framework of Cooperation
- Presentation by Group Facilitator in Session 5 (10 minutes/group)

Flow of the Discussion

**Step 1:** Self-introduction in detail (Getting to know each other and learning from others)

- Time allocation: 30 minutes
- Facilitators request each of the participants to introduce themselves.
- 2-3 minutes for each self introduction.
- The Template I “Self-introduction” is on page 4.
- Institution’s brochure can be distributed during self-introduction.
- The form “Profile of Participant” will be provided by the Rapporteur to all participants to fill up and return to the Rapporteur during the session.
- It is recommended that Business Card of participant is attached to the form “Profile of Participant”.
** = Important areas for self-introduction

### Flow of the Discussion (Contd.)

#### Step 2: Finding the right partner (s)

- **Time Allocation: 15 minutes**

- Facilitators request participants to find partners

- If the group has many participants, participants can be formed in **sub-groups** based on the study areas and areas of interest.

- If the group is small, participants can discuss together as a whole big group.
Flow of the Discussion (Contd.)

- **Step 3**: The group/sub-groups identify the joint activities, focusing on teacher and student exchange
- **Time Allocation**: 30 minutes
  - Facilitators provide time for each group/sub-groups to discuss on the potential joint activities.
  - Each group can brainstorm and identify other joint activities such as management visit, benchmarking programme, sharing curriculum, co-organisation of student competition, teacher short course training, teacher exchange, student exchange, joint teacher training course and etc.
- Use **Template II “Joint Action Plan”, on page 5** should be used for the discussion
- The group/sub-groups report to the Facilitators and Rapporteur for recording the agreements of the group/sub-group.

<table>
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<tr>
<th>Output</th>
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</table>

**TABLE TEMPLATE II**

<table>
<thead>
<tr>
<th>#</th>
<th>Agreed Joint Activities</th>
<th>Name of Participants/Institutions, countries</th>
<th>Study Area</th>
<th>Who are participants (management, teachers, students, staff, researchers, etc)</th>
<th>Profile of Participants (Certificate/ Diploma)</th>
<th>Number of Participants</th>
<th>When to implement From <strong>YYYY/MM/DD</strong> to <strong>DD/MM/YYYY</strong></th>
<th>Supporting Mechanisms Needed</th>
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<tbody>
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</table>
Flow of the Discussion (Contd.)

- **Step 4:** The group/sub-groups determine the implementation plan for teacher and student exchange programme

- Time allocation: 30 minutes

- This Step 4 will be discussed when the group/sub-group proposes to conduct teacher and student exchange

- Details of teacher and student exchange should be discussed further to the implementation level. **Template III “Implementation of Teacher Exchange”, on page 7** and **Template IV “Implementation of Student Exchange”, on page 8** should be used for the discussion.

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**TEMPLATE III**

<table>
<thead>
<tr>
<th>Details of Agreement</th>
<th>Sub-group 1</th>
<th>Sub-group 2</th>
<th>Sub-group 3</th>
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<tbody>
<tr>
<td>Name of Institutions</td>
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<td>Study area</td>
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<td>How long</td>
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<td>Number of teacher for exchange</td>
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<td>Teacher profile (course/subject, level)</td>
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<td>Details of exchange programme (such as Teaching observation/teaching in classroom, train in the industry/others)</td>
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<tr>
<td>Who will be responsible for each expense</td>
<td>Airfare</td>
<td>Visa and the consequences</td>
<td>Health Insurance (if any)</td>
</tr>
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27.05.2016
Flow of the Discussion (Contd.)

- **Step 5**: Develop Framework of Cooperation (FOC) and signing in Day 3 (Optional)
- Time allocation: 30 minutes

- Facilitators request group members to review the draft FOC as in Template V “Draft FOC”, pages 9-12.
- Rapporteurs will revise the FOC according to the agreement of the group.
- The group members can get the soft file of FOC template from the Rapporteurs.
- **IMPORTANT**: Rapporteurs need to attach all agreements from the sub-groups/group discussion such as Joint Action Plan and Implementation of Student and Teacher Exchange in the Appendix I of the agreed FOC.
- The signing can be done at the end of the group discussion or at the Session 5: Reporting from the Group Discussion.
Group Presentation

- The results from the group discussion will be reported in Session 5 by the Facilitators or Group Members (5-7 minutes presentation for each group).

- Facilitators in collaboration with Rapporteurs, will prepare the presentation in PPT or word format.
- Due to limited time, the agreed FOC and action plan in word format can be used for the presentation.

Framework of Cooperation

Study Area: ........................

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1. Name of TVET Institution, Country;
2. ........................................................................................................................................
3. ........................................................................................................................................
4. ........................................................................................................................................
5. ........................................................................................................................................
6. ........................................................................................................................................
7. ........................................................................................................................................

(Hereinafter referred to as "Sides")

Have reached the following understanding:

Objectives and Principles

1. This agreement (hereinafter referred to as the "FOC") intends to set out the general principles of mutual cooperation in the field of education, according to which the Sides may jointly identify areas of mutual interest and carry out cooperative activities on the basis of reciprocity and mutual benefit.

Scope of Cooperation

1. Cooperative activities under this FOC will be carried out in the fields of ..............................
Q & As

Have a fruitful discussion!
Thank you.
Salamat po…