Overview of TVET Movement in Southeast Asia

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SEAMEO VOCTECH
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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

APEC: Asia Pacific Economic Cooperation
ASEM: Asia Europe Meeting
EQF: European Qualification Framework
EAS: East Asia Summit
RCP: Regional Cooperation Platform
East Asia Summit Technical and Vocational Education and Training Quality Assurance Framework (EAS TVET QAF)

- a set of principles, guidelines and tools to assist EAS countries develop, improve and assess the quality of their TVET systems.
- Participating countries: ASEAN (10 countries), Australia, China, India, Japan, Korea, New Zealand, Russia and the United States.
- The EAS TVET QAF is voluntary and non binding in nature
- It covers: learners and providers characteristics, RPL, labour market influences, learning resources and support, programme design and curriculum development, quality of teaching staff, training and assessment, learner progress and attainment, graduate destinations, and stakeholder satisfaction.
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.
Regional Common Core Standard for TVET Personnel

- Promote TVET and its related professions either as administrators, teachers, trainers, trainers of teachers, employees etc.

- More collective/regional efforts thus may enhance their level of impacts, e.g. raise the image of TVET and TVET related professions to be highly recognized and rewarded.

- Improve TVET quality, harmonization and mobility of TVET graduates and personnell.
ASEAN Qualification Reference Framework

- 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,
  - (6) 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
## AQRF LEVELS and DESCRIPTIONS

<table>
<thead>
<tr>
<th>Level</th>
<th>Knowledge and skills</th>
<th>Application and Responsibility</th>
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</table>
| 8     | • 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 | • 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     | • 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 | • 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     | • is specialised technical and theoretical within a specific field  
• involve critical and analytical thinking | • are complex and changing  
• require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues |
| 5     | • is detailed technical and theoretical knowledge of a general field  
• involve analytical thinking | • are often subject to change  
• involve independent evaluation of activities to resolve complex and sometimes abstract issues |
<table>
<thead>
<tr>
<th>Level</th>
<th>Knowledge and skills</th>
<th>Application and Responsibility</th>
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</table>
| 4     | • is technical and theoretical with general coverage of a field  
      | • involve adapting processes | • are generally predictable but subject to change  
      |                                | • involve broad guidance requiring some self direction, and coordination to resolve unfamiliar issues |
| 3     | • includes general principles and some conceptual aspects  
      | • involve selecting and applying basic methods, tools, materials and information | • are stable with some aspects subject to change  
      |                                | • involve general guidance and require judgment and planning to resolve some issues independently. |
| 2     | • is general and factual  
      | • involve use of standard actions | • involve structured processes  
      |                                | • involve supervision and some discretion for judgment on resolving familiar issues |
| 1     | • is basic general  
      | • involve simple, straightforward and routine actions | • involve structured routine processes  
      |                                | • involve close levels of support and supervision |
### Comparison

<table>
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<tr>
<th>Lvl</th>
<th>Equivalency</th>
<th>Knowledge and skills</th>
<th>Application and Responsibility</th>
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</table>
| 5   | College/poly (Ass. Adv.Dip./HND/Dip(Ph)/Ass. Dip/D3) | • is detailed technical and theoretical knowledge of a general field  
• involve analytical thinking | • 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) | • is technical and theoretical with general coverage of a field  
• involve adapting processes | • 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) | • includes general principles and some conceptual aspects  
• involve selecting and applying basic methods, tools, materials and information | • 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/TE/General HS/Cert. | • is general and factual  
• involve use of standard actions | • involve structured processes  
• involve supervision and some discretion for judgment on resolving familiar issues |
| 1   | VC (Cam.)/NC1/SC1/Cert. /Primary/Elementary/ HS | • is basic general  
• involve simple, straightforward and routine actions | • involve structured routine processes  
• involve close levels of support and supervision |

Myanmar: TVET covers level 1-6
Priority # 4: Southeast Asian Priority Areas for Educational Development

SEAMEO 7 Priority Areas 2015-2035

01. Early Childhood Care and Education
02. Addressing Barriers to Inclusion
03. Resilience in the Face of Emergencies
04. Promoting Technical and Vocational Education and Training (TVET)
05. Revitalising Teacher Education
06. Promoting Harmonisation in Higher Education and Research
07. Adopting a 21st Century Curriculum
August 2015:
1st High Officials Meeting on SEA-TVET
“Working Together towards Harmonisation and Internationalisation”

Chiang Mai Joint Statement
as a regional policy directions for harmonisation and internationalisation for TVET in Southeast Asia
TVET plays a fundamental role in preparing the labour force in Southeast Asia, and that the industry is an important driver of economic growth;

There is a need for continuous and strategic discussion to help direct regional cooperation on TVET in Southeast Asia.

Harmonisation and internationalisation of TVET is a vital key to competency development and quality improvement in Southeast Asia.
Chiangmai Joint Statement
Strategies for Cooperation of TVET in Southeast Asia

1. Cooperate, share and review the **NQF to the ASEAN National Qualification Framework**

2. Development of **SEA TVET Consortium** as mechanism for student and staff exchange

3. **4 Regional Priority Study Areas:**
   1) Hospitality and Tourism (1st priority)
   2) Agriculture and Fisheries
   3) Electronics, Mechatronics and Manufacturing
   4) Construction
Chiangmai Joint Statement
Strategies for Cooperation of TVET in Southeast Asia

4. **Knowledge Sharing** through On-line Portal

5. Carry out **occupational mapping** to narrow the gaps

6. Address **other components** such as Green TVET, Technopreneurs, Innovative Practices, TVET Teacher Education, TVET for ALL

7. **Mobilisation of Stakeholders**
**SEA-TVET Plan on Harmonisation and Internationalisation**

**2015 - 2016**
- Strengthening cooperation among countries
- Developing partnership and commitment among TVET institutions in the region through student and teacher development activities and exchanges
- Developing SEA-TVET Consortium in SEA region
- Capacity Building for TVET Leaders

**2016-2018**
- Harmonising curriculum, quality assurance and occupational mapping
- Improving leaders, administrators, teachers, students
- Improving innovation in TVET
- Improve involvement of industries
- Expand SEA-TVET partnership with other regions such as Japan, China, Korea, Australia, Germany
SEA-TVET Activities
Aug 2015-June 2016

- **2** High Officials Meetings on SEA-TVET in Aug 2015 (Chiangmai) and in May 2016 (Bali)

- **SEA TVET Country Level Workshops on Harmonisation and Mobility** in **8** countries: Indonesia, Cambodia, Thailand, Myanmar, Lao PDR, Malaysia, Philippines and Brunei Darussalam

- **30** Frameworks of Cooperation (FOCs) signed by **345** institutions during the country level workshops in 8 countries

- **2** Leadership Trainings for TVET Leaders in Dec Solo 2015 and Feb BKK 2016

http://seatvet.seameo.org
SEA-TVET Activities
Aug 2015-June 2016

- Development of **SEA-TVET Consortium and On-line Portal** with **400** members

- **SEAMEO-Polytechnic Network** with **70** members, started in May 2016 for cross-country internship placement

- **SEA-TVET Scholarships** with **50** scholarships offered to TVET students, started in May 2016

- **SEA-Future TVET Teachers** with **50-100** Pre-Service Teacher Exchange in 2016-2017
SEA TVET Agreements in Actions
During Oct 2015-July 2016 (From our record)

- App. 150 participants joining “Management Visits” and “Benchmarking Programmes” between Thailand-Malaysia; Malaysia-Brunei; Indonesia-Vietnam; Myanmar+Cambodia - Thailand; Thailand-Lao PDR; Indonesia-Thailand; Indonesia-Cambodia

- App. 180 Teacher Exchange/Cross Country Training between Indonesia-Vietnam; Indonesia -Thailand; Cambodia-Thailand; Myanmar-Indonesia; Indonesia-Cambodia; Vietnam-Thailand

- App. 80 Student Visit/Exchange between Indonesia-Thailand;
Expansion of SEA-TVET Partnership to other Regions

The collaborative activities are focused on 4 main areas:

1. **Institutional Development**: benchmarking, curriculum development, industry involvement
2. **Staff/Teacher Capacity Development**: trainings, exchanges, on-the-job trainings, resources sharings
3. **Student Development**: scholarships, student exchanges, competitions, student forums
4. **Improvement of R&D**: Train the Trainers, Competitions, Symposia, Joint R&D among students
SEA-TVET JAPAN Partnership Development Starting in 2015

- SEA-TVET Partnership Programme with KOSEN, Japan
  - High Officials Country Level Workshop on SEA-TVET in Japan on 14-15 July 2016, Tokyo
  - SEA-TVET KOSEN School Modeling Programme
  - Teacher Skills Training Programmes
  - Staff and Student Exchanges
  - Global Competitiveness Development for Japanese and Southeast Asia Students
  - Joint R&D between Japan and Southeast Asia
SEA-TVET CHINA Partnership Development Starting in 2013

- SEA-TVET Partnership Programmes with China
  - Study Visits
  - Scholarships for Southeast Asian students
  - Capacity Building programmes for teachers and leaders
- TVET Mobility and Networking Meeting on 1-3 August 2016 at the 9th CAECW
SEA-China Scholarship Programme

- Started in 2013
- Graduates from SEA high schools and vocational education to study further in Jiangsu province and other areas
- The number of students from Southeast Asia received scholarships has been increased
  - 2013: 13 students
  - 2014: 124 students
  - 2015: 117 students
2016: 135 students from Southeast Asian countries received scholarships from China and will start in August 2016

- Nanjing Polytechnic of Institute (35 students)
- Yangzhou Polytechnic if Institute (21 students)
- Nanjing College of Information of Technology (11 students)
- Nanjing Institute of Railway Technology (11 students)
- Jiangsu Institute of Commerce (8 students)
- Jiangsu Ahry-animal Husbandry Vocational College (3 students)
- Wuxi Institute of Technology (30 students)
Development at the national level

- NQF
- Quality assurance
- Permeability
- Public-Private Partnerships
Thank You

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