Theme: “Creating and Utilising Network for Internationalisation and Harmonisation of TVET in SEA Region”

SEAMEO Regional Initiative: **SEA-TVET Consortium**
- Overview and Action Plans
Presentation Outline

- SEA-TVET in brief
- SEA-TVET Stakeholders
- SEA-TVET Consortium
- 1st Year Activities
Rationale for SEA-TVET

- ASEAN Integration, especially on ASEAN Economic Community and ASEAN Socio-cultural Community.
- SEAMEC Conference 8 May 2015, Pattaya, Thailand. Point 3 of Ministerial Round Table meeting.
- UNESCO KL Declaration, Asia-Pacific Conference on Making Skills Development Work for the Future held 3-5 August 2015
- ....
**SEA-TVET**

**Lead by**

Two (2) Focus Areas:-

1. **Harmonization and Standardisation**
   - Quality Assurance, Qualification Framework, Curriculum, and Industry practices & ethics,
   - Mutual Recognition/Credit Transfer

2. **Internationalisation of VTIs, and Mobility of Staff & students**
   - SEA-TVET Consortium Staff/Students exchanges, Networking and collaborative activities (e.g. Digital Class, Digital Simulation Competition)
SEA-TVET stakeholders

- **Policymakers**: PMs, Ministers, SGs, DGs, GB members, Specialists;

- **Related development agencies in the region and beyond**: British Council, DAAD, USAID/COMET, RECOTVET/RCP, RAVTE, ADB/MPI, UNESCO/UNEVOC, CPSC, etc;

- **TVET Institutions**: institution leaders/directors, deans of faculties, teachers/lecturers, researchers, students, parents;

- **Private and industrial sector**: presidents, managing directors, entrepreneurs.
SEA TVET
Chiang Mai Joint Statement
on Harmonisation and Internationalisation of TVET in Southeast Asia
26 Aug 2015

AREAS AND STRATEGIES FOR COOPERATION :-

In support of precursor global and regional declarations on TVET and our foregoing affirmations, we therefore agree to the following:

1. Cooperate in the review and share the development of respective TVET national quality assurance and qualifications framework of SEAMEO Member Countries referring to the ASEAN Qualification Reference Framework (AQRF).

2. Establish SEA-TVET consortium as a mechanism for overseas student and staff exchange, which shall include industrial attachment and internship.

3. Agree that Hospitality and Tourism is the first priority industry sector as a pilot for implementing regional harmonisation. Other priority industry sectors such as 1) Electronics, Mechatronics, and Manufacturing; 2) Agriculture and Fishery; and 3) Construction will be implemented in the later stage.
4. Share knowledge, best practices, and resources, including experts, teaching and learning systems and materials, and equipment for enhancing cooperation to improve the quality TVET in Southeast Asia. Online TVET portal will be used as a platform to enhance information sharing. ([http://seatvet.seameo.org](http://seatvet.seameo.org))

5. Carry out TVET occupational mapping by priority industry sector and by geographical area in cooperation with industry and other agencies to narrow the gap between demand and supply for future labour force in the region.

6. Address several components, such as green TVET, technopreneurs, innovative practices in TVET, teacher education and training, and TVET for all as part of harmonization and internationalization of TVET initiatives in Southeast Asian region.

7. Mobilise stakeholders in a concerted effort to create strategies and share responsibilities for harmonisation of TVET.
SEA TVET
Chiang Mai Joint Statement
- Point No. 2. Establishment of SEA-TVET Consortium.

To Establish **SEA-TVET consortium** as a mechanism for overseas student and staff exchange, which shall include industrial attachment and internship.
### SEA TVET

#### Chiang Mai Joint Statement

- **Point No.3. Priority Industry Areas.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Priority Industry Areas</th>
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<tbody>
<tr>
<td>1</td>
<td>Hospitality and Tourism (First Priority)</td>
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<tr>
<td>2</td>
<td>Agriculture and Fisheries</td>
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<tr>
<td>3</td>
<td>Civil Engineering/Construction</td>
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<tr>
<td>4</td>
<td>Electronics, Mechatronics and Manufacturing</td>
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</tbody>
</table>
Purpose of the SEA-TVET Consortium (Chiang Mai Joint Statement)

This consortium is formed to secure commitment from participating institutions and industries to work together towards achieving the following objectives:

- To create networking among TVET providers;
- To provide opportunities for participating institutions to work together in student and staff exchange and industrial attachment;
- To share best resources/practices and to generate new/innovative ideas through research collaboration.
SEAMEO TVET Consortium
- Status of Memberships

1. **PRELIMINARY (PROBATIONARY) MEMBERS** are those institutions who have **registered by completing form** and submit it to the Secretariat via email, printed form, or uploaded to the website.

2. **FULL MEMBERS** are those institutions who have facilitated at least 5 (five) staff/students exchange annually with other international partner-schools, colleges, or polytechnics and to assist industrial attachment for the overseas staff/students to participating industries located nearby.
SEA-TVET Consortium
3-Year Roadmap

2016
- 4 industry sectors
- 50 full members
- 500 students/staff exchange
- 250 industry partners

2017
- 8 industry sectors
- 100 full members
- 1000 students/staff exchange

2018
- 12 industry sectors
- 150 full members
- 1500 students/staff exchange
- 750 industry partners
Some Implications of SEA-TVET

- The effort required to standardize/harmonise curriculum and the National Qualification Framework on TVET across SEAMEO-member countries.
- Allocation of budget mobility of lecturers and students
- The need to purchase and access modern ICT tools and equipment, as well as the need to train instructors to upgrade their skills and Leadership CPD workshops
- Etc..
## 1st Yr SEA-TVET Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Regional Activities</th>
<th>Main Coordinators/ Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-27 Aug 2015</td>
<td>1. <strong>1st High Officials Meeting (SEA-TVET)</strong></td>
<td>The Office of Vocational</td>
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<tr>
<td>Chiang Mai, Thailand</td>
<td><strong>Topic</strong>: “Working towards Harmonisation and Internationalisation in Southeast Asia”</td>
<td>Education Commission, MOE</td>
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<td></td>
<td><strong>Main Purposes:</strong></td>
<td>(Thailand),</td>
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<td></td>
<td>- To discuss on current policies and practices in TVET relevant to harmonisation and internationalisation;</td>
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<td></td>
<td>- To determine the regional directions and policy framework for promoting harmonisation and internationalisation,</td>
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<td></td>
<td>- To develop the TVET joint statement for Southeast Asian countries</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Location</td>
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<td>1-5 Sept 2015</td>
<td>2. Launching of National level SEAMEO and VOCTECH Celebrations, SEAMEO VOCTECH Governing Board Meeting and Socialisation workshop</td>
<td>Brunei Darussalam</td>
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<td>Purpose:</td>
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<td>Topic: “Internationalisation and Harmonisation of TVET in Southeast Asia”</td>
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<tr>
<td></td>
<td>Purposes:</td>
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### 1st Yr SEA-TVET Activities

<table>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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| Aug 2015-Jan 2016 | **4. Country-level Workshops on the Promotion of SEA-TVET.** | **Purpose:**
Socialisation and Operationalisation of SEA-TVET

**Target countries:** The workshop will be conducted in 8 SEAMEO/Southeast Asian countries such as Brunei Darussalam, Cambodia, Indonesia, Malaysia, Myanmar, Philippines, Thailand, and Vietnam. (*Thailand and Indonesia will be covered during the HOM, Chiang Mai, Thailand; and during the SEA-TVET-DAAD Workshop, Solo Indonesia, respectively.*).  

[NB: Refer to Fig.1]

| Nov. 2015 | **5. 38th SEAMEO High Officials Meeting** | **Purpose:**
Report of SEA-TVET Programmes/Activities |

|            |                                      | SEAMEO Secretariat, SEAMEO VOCTECH with SEAMEO SEAMOLEC |
### 1\textsuperscript{st} Yr SEA-TVET Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Purpose</th>
<th>Organizers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-Feb 2016</td>
<td>6. SEA-TVET-Leadership Training Programme</td>
<td>To provide new knowledge of leadership to vocational institute leaders in Southeast Asia and create a network of TVET leaders</td>
<td>SEAMEO Secretariat, SEAMEO VOCTECH with SEAMOLEC</td>
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<tr>
<td>Cambodia</td>
<td>9-10 October 2015</td>
<td>Back to back with the OECD Southeast Asia Regional Policy Network on Education and Skills at the Sokha Angkor Resort, Siem Reap, Cambodia</td>
<td>Ministry of Labour and Vocational Training, Cambodia</td>
</tr>
<tr>
<td>May-June 2016</td>
<td>7. 2\textsuperscript{nd} High Officials Meeting on SEA-TVET</td>
<td>To evaluate the TVET activities in 2015 and develop TVET initiatives for 2016</td>
<td>SEAMEO Secretariat, SEAMEO VOCTECH with SEAMOLEC</td>
</tr>
<tr>
<td>Country</td>
<td>Tentative Schedule</td>
<td>Host Agency/Organization</td>
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<td>------------</td>
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<tr>
<td>Philippines</td>
<td>End of March 2016</td>
<td>Technical Education and Skills Development Authority (TESDA), Philippines and SEAMEO SEARCA</td>
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<tr>
<td>Thailand</td>
<td>17-18 November 2015</td>
<td>The Office of Vocational Education Commission, Ministry of Education, Thailand</td>
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<tr>
<td>Myanmar</td>
<td>5-10 December 2015</td>
<td>Ministry of Education, Myanmar</td>
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<td>Lao PDR</td>
<td>14-15 December 2015 Back to back with the 3rd Conference on Technical and Vocational Education and Training, Vientiane</td>
<td>GIZ and Ministry of Education and Sports Lao PDR</td>
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<tr>
<td>Malaysia</td>
<td>1-3 March 2016</td>
<td>Ministry of Education, Malaysia</td>
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<td>Vietnam</td>
<td>Early April 2016 (to be confirmed)</td>
<td>Ministry of Education and Training, Vietnam and SEAMEO Centres that are based in Vietnam</td>
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</tbody>
</table>
1st Day Reflection

- Speeches: 7 priority areas, no.4. is Promoting TVET in SEA
- ASEAN Integration: APC, ACC, ASCC
- Internationalisation and Harmonisation
- The background the objectives of workshop
- Panel Discussion: Industry experience and vision sharing
  - Q1: Need to continuously improve the quality and relevance of TVET programmes. There is still a big gap between supply and demand (not enough ‘qualified’ graduates).
Q2: Competencies/skills that TVET graduates should have

- Relevant core/technical/vocational skills/technical requirements
- IT literacy
- Ability to unlearn, learn, and relearn
- Work ethics
- Attitudes
- Generic competencies (lifelong learning)
- “can do, will do, will fit”
- Language
Recruitment focus and process

- Not mainly the diploma and certificate but most importantly ability to perform the required tasks.
- Selection process varies companies by companies to assess various skills and traits of the candidates.
Leaderships traits

- Doing the job seriously
- “Sing your own song”
- Continues reflection and assessment
- Working in team/collaborative skills (work well with subordinates and expanding partners)
- Virtue/moral excellence
- Integrated ability
- Mindset that TVET will be able to prepare its graduates for employment
- Having vision and mission (possible/doable)
- Be a transformational leader not just transactional leader (reaching KPIs)
- Be proactive
Afternoon sessions:

- Breaking the ice
- Expectations from working together
- Relative impact on outcomes: teachers teach and leaders lead have the highest impact (70%).
- Quality teacher can raise student results 53 percentile.
- Identifying leadership activities that lead to teaching and learning (what percentage of school principals’ activities related to leading teaching and learning.
- Creating climate for learning
- Barriers to leading teaching and learning
- What makes great pedagogy (teachers and leaders)
More from the workshop…

- Characteristics of highly effective teachers
- Diamond 9
- The concept of mindset (fixed or growth)
2nd day
What did we learn?

How the information helps you as leaders in the effort of harmonizing and internationalizing your TVET programmes
Day 2

- Planning, monitoring, evaluating and reviewing (PMER) and self-evaluation: objectives, will help in what ways)

- Learning from the TVET leaders in SEA: Appreciative inquiry (interview, 6 points of best practices linking with industry (put a sticky note on the best practices): Management/leadership commitment, effective networking (utilizing CSR), involvement of industry in curriculum development (industry-based curriculum, effective teaching and training process from well qualified teachers, company support, students demonstrating high level employability skills, showing readiness for work, assessment meets expected standards that is valued by industry).
Gathering evidence about quality of teaching, monitoring students’ behavior, to create a picture of students’ learning, and evaluating the impact of the work experience.


Self-Evaluation: How good is our institution, how do we know, what are we going to do to make it better.
Internationalising TVET through SEA-TVET

- **What is it?**
  - Meaning: Globalism (society, culture), Internationalism (trade, commerce), Local (local context), sensitivity (political, religion, technological boundaries).
  - Demonstrating a commitment to developing global citizens by embedding internationalism (ethos, standards, ....) through its programmes and curriculum.

- **How to do it?**
  - Roles of leaders:?
  - Best practices:?
Global learners?

- What are the skills needed? (skills, knowledge, attitudes, attributes) and many more…
A global leader?

- Strong leadership and management
- Excellent teaching/learning and assessment
- An innovative approach to produce high quality skills and students
International focus

- Current situation
- Target
- Proposal?
Which level can we reach?

- Did you learn something about leadership?
  - Will these information, knowledge, skills are beneficial for you, your institution, or both?
  - Which of them that you could transfer them at your workplace?
  - Can we see the impact or changes in the near future?

- Follow up:
  - Complete the form about interest to participate in SEA-TVET In-country Workshop
  - Prepare an action plan about how to use the acquired knowledge and skills for improving your institution’s performance, especially in preparing students for global citizens (i.e. through Exchanging staff and students)
3rd Day: Reflection and synthesis

- The Visit to AMATA NAKORN, Chonburi
- The visit to DUSIT THANI Hotel School
The Visit to AMATA NAKORN, Chonburi

- What did we see, hear, read?
- What did we learn?
- What are the relevant experience for improving your leadership skills or your instructional performances?
The Visit to DUSIT THANI Hotel School

- What did we see, hear, and do?
- What did we learn?
- What are the relevant experience for improving your leadership skills or your instructional performances?
4th Day: What's next

Prepare an action plan

Your institution and partners

Your prior knowledge and skills

Experience from the visits

Input from 2-day workshop
# General Template of Action Plan

*(can be downloaded from http://bit.ly/seameo-bc)*

**Title:**

**Proponent:**

**Possible partner/s:**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategy</th>
<th>Activity</th>
<th>Target Date/Time Frame</th>
<th>Office/Person Responsible</th>
<th>Resource Needed Activities</th>
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Something to consider

- **Short-term:**
  - Request from SEAMEO Secretariat Director:
    - Plan for student and staff exchange: at least 2 students and 1 teacher by May 2016

- **Medium-term:**
  - How to continuously improve your institutional performance (focus on your priority area/s)

- **Long-term:**
  - How to transform your institution to become internationally recognized and to be able to produce global graduates/workforce
Let’s get to work

- Identify your possible partners from this room or from SEA-TVET members (see website) or other possible sources (asking someone from this room)
- Discuss with your partner/s and develop an action plan that work for you and your partner. Each need to develop your own action plan.
- One institution needs to develop one action plan.
- Present and submit your action plan.
Thank you