

Appendix 11

Presentations in Session 8: Education Subgroup



Implemented by



Regional Cooperation Programme to Improve the Quality and Labour Market Orientation of TVET

July 2017



Outline

1. **Key Factors for Advancement of TVET in ASEAN**
2. **Policy Framework of RECOTVET**
3. **RECOTVET Partners and Programme Objective**
4. **RECOTVET Activities for Advancement of TVET in ASEAN**
5. **Achievement 2014-2017**
6. **Programme Architecture 2017 and Outlook**

1. Key Factors for Advancement of TVET in ASEAN



2. Policy Framework of RECOTVET



3. RECOTVET Partners and Programme Objective



RECOTVET
“To support and create
personnel, institutional and
thematic preconditions for
quality improvement and
regional harmonisation of the
education and training of TVET
personnel”



Cooperation with the ASEAN Secretariat

Contribution to the ASEAN 5-Year Work Plan on Education 2016-2020 (SOM-ED)

Regional standards for TVET personnel are developed and submitted to SOMED

An orientation framework on quality in TVET is developed and submitted to SOMED.

A regional knowledge platform on TVET in the ASEAN region is established.

Contribution to the ASEAN 5-Year Work Plan on Labour 2016-2020 (SLOM)

Collaboration between SLOM-WG and GIZ in promoting involvement of industries in skill standards and curriculum development, as well as private sector cooperation in TVET in general

Promote the synergy between RECOTVET and ASEAN Guiding Principles for Quality Assurance and Recognition of Competency Certification System





Cooperation with SEAMEO and SEAMEO VOCTECH



SEAMEO

- Supporting SEAMEO 7 Priority Areas: Promoting TVET, Addressing Barriers to Inclusion, Revitalising Teacher Education, Adopting the 21st Century Curriculum
- Memorandum of Understanding
- Collaboration at Regional Policy Dialogues and SEA-TVET-Meetings



SEAMEO VOCTECH

- Future host of Regional Knowledge Platform
- Collaboration at thematic Working Groups on Good Practices and Regional Core Standards for TVET Personnel
- Supporting placement of an Integrated Expert

4.1 Enhancing Regional Cooperation



4.2 Establishing Regional Standards

In-Company Trainer Standard

**80 hours Training Course:
4 Modules**



Work Task Analysis
and Defining Learning
Requirements



Planning and Preparing
Training



Conducting Training



Evaluation and Further
Development of Training

Regional TVET Teacher Standard

**Qualification on a Bachelor Level
(AQRF Lvl. 6)**

3 Areas of Core Competencies



1. Personal and Social

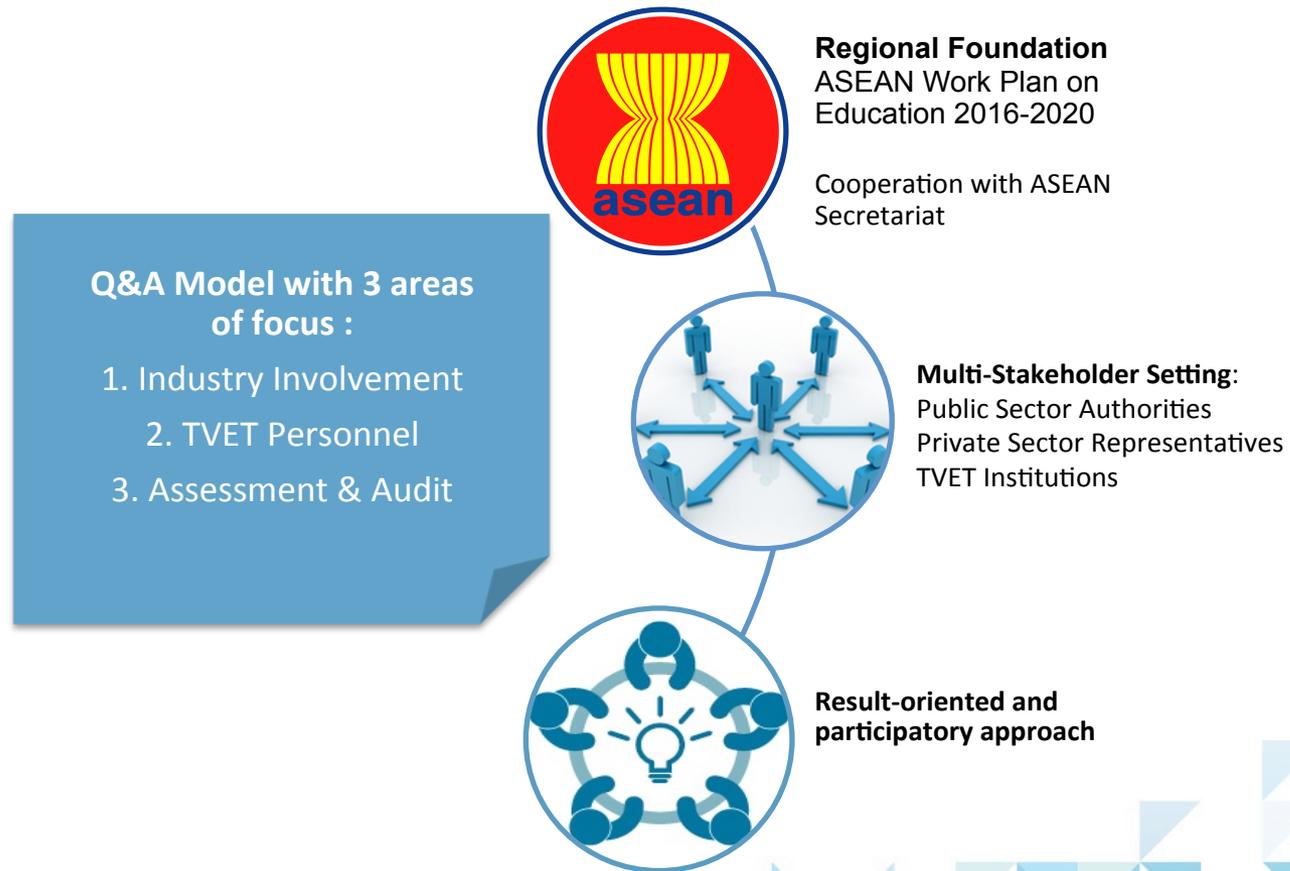


2. Pedagogy and
Teaching Methodology

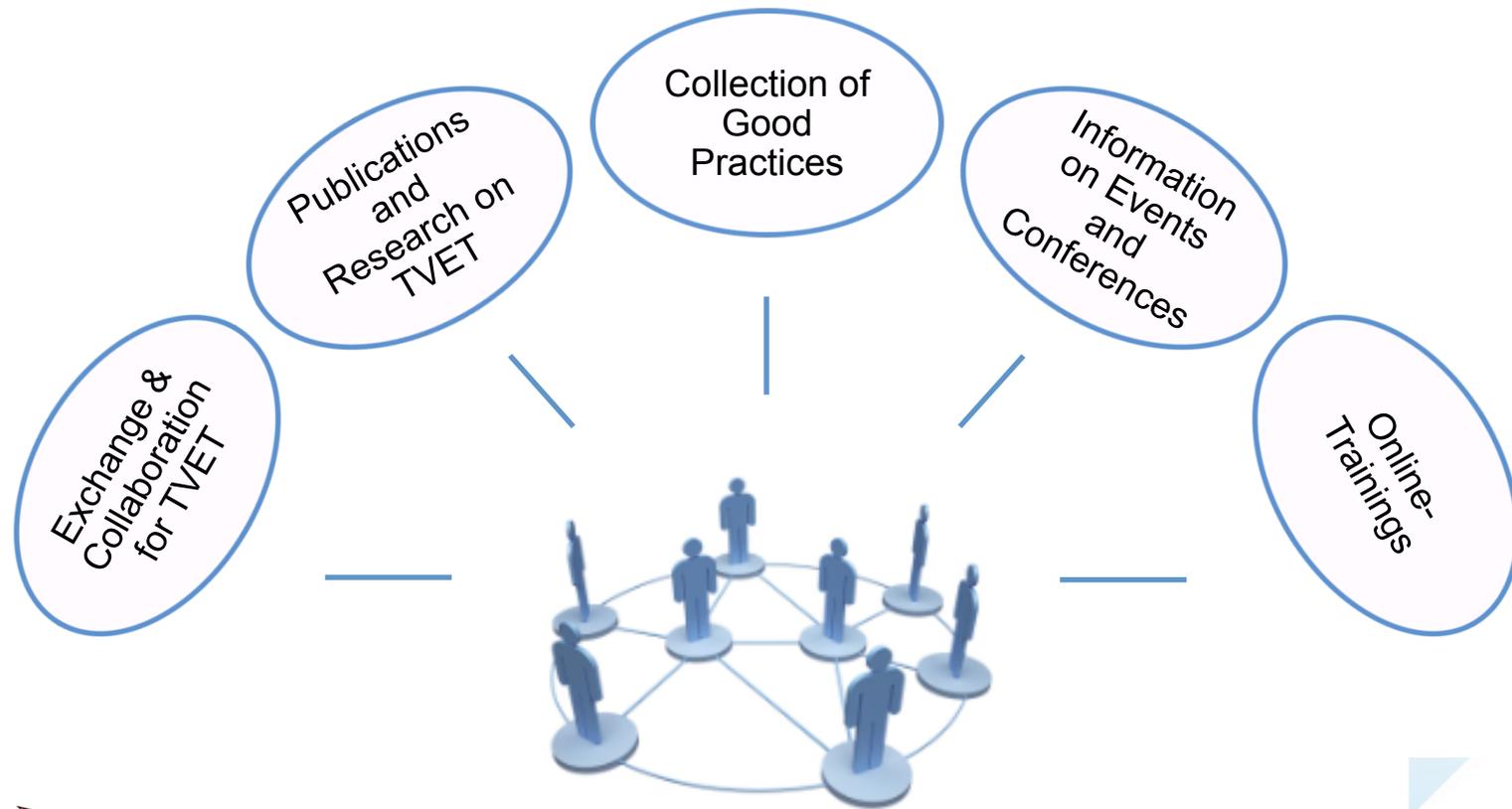


3. Technical

4.3 Developing a Regional Quality Assurance Framework



4.4 Promoting a Regional Knowledge Platform on TVET



Hosted by SEAMEO
VOC TECH

5. Achievements 2014 - 2017

Integration of TVET ASEAN 5 Year work- plan on education

- Support the **development of the Technical and Vocational Education and Training (TVET)** sector as well as **lifelong learning** in the region

5 Regional Policy Dialogues

- Organised in close Cooperation with **ASEC and OECD** to foster regional harmonisation.
- Active participation and contributions from ASEAN member states

Regional Knowledge Platform

- **SEAMEO-VOCTECH** took over leadership for Regional Knowledge Platform

Networking

- Cooperation **between state bodies, private sector companies and educational institutions** in the training of TVET personnel is established.

Trainings: 67 Participants/ 43% Female

- Skills of selected **specialists/ mgmt. personnel from ministries, training institutions, vocational colleges, enterprises** (43% woman) are strengthened acc.to identified needs.

Standards for TVET Personnel

- **In-Company Trainer Standard** developed
- **TVET Teacher Standard** developed
- **Standard endorsement** through SEAMEO's High Officials Meeting on SEA-TVET

3 Regional Studies finalised

- Covering Topics of **Public-Private Partnership** and
- **TVET Teacher Standard** and Inclusive TVET
- **Inclusive TVET**

QA Model for TVET

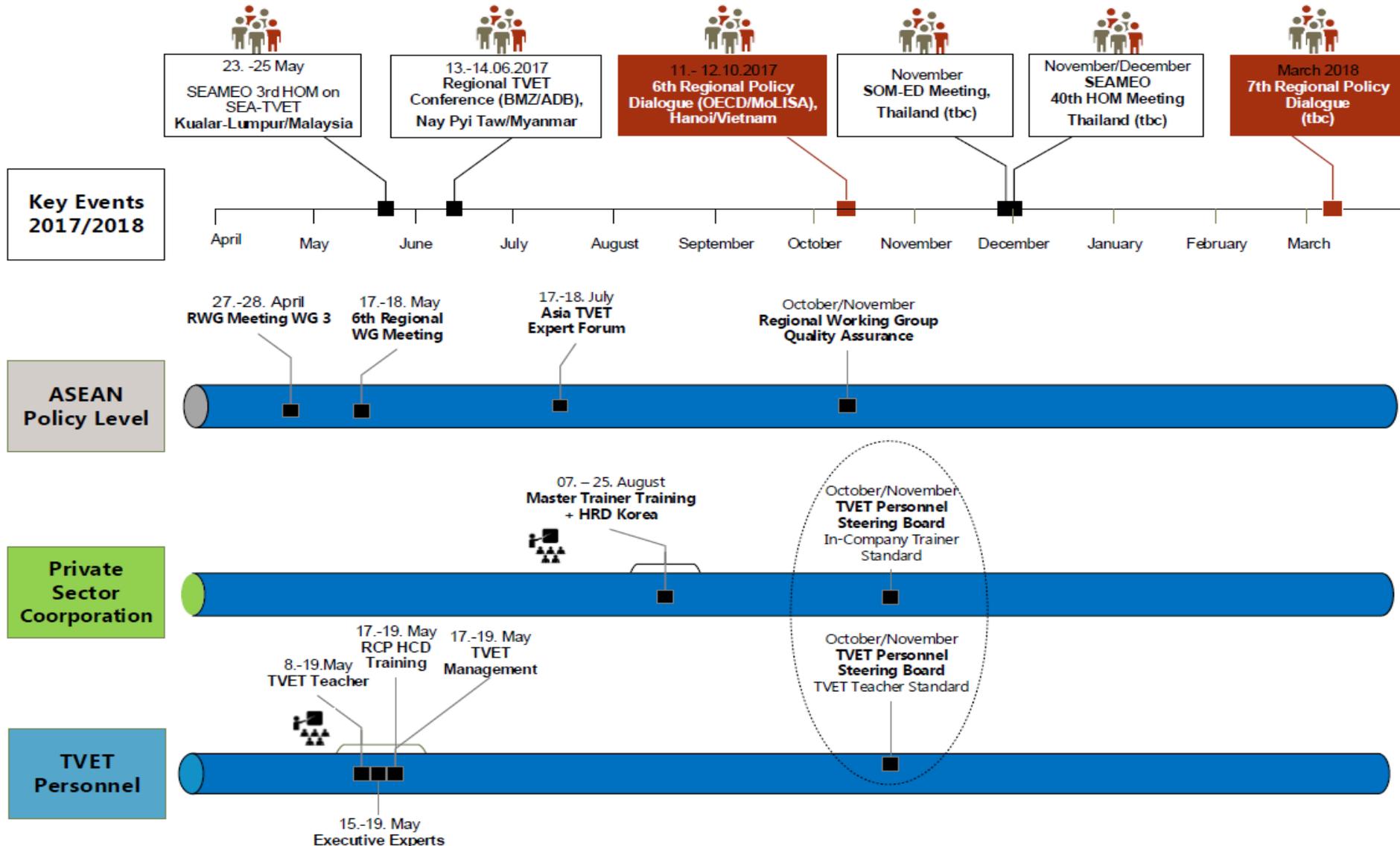
- QA Model covering the following 3 topics:
1) **TVET Personnel**;
2) **Private Sector Cooperation**; and 3) **Audit and Assessment** is currently being developed

6. RECOTVET 2017- 2020

To support and create personnel, institutional and thematic preconditions for regional harmonization and labor market orientation of TVET system in ASEAN



7. Programme Architecture 2017



Thank you for your attention!

Further Info/Contact:

Ingo Imhoff
Programme Director
Regional Cooperation in TVET/Vietnam
Ingo.imhoff@giz.de



Future Direction for Regional Higher Education

Extraordinary Meeting of the GMS Working Group on
Human Resource Development (WGHRD-Ex)

4 July 2017

Bangkok, Thailand

Dr. Chantavit Sujatanond, Centre Director, SEAMEO
RIHED



SEAMEO RIHED

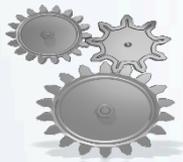
The SEAMEO regional centre for higher education and development

Originally founded as the Regional Institute of Higher Education and Development in Singapore in 1959. RIHED was reorganised and established in Thailand in 1993, as a regional centre of SEAMEO.

SEAMEO RIHED's Scope of Work: The "BIG PICTURE"

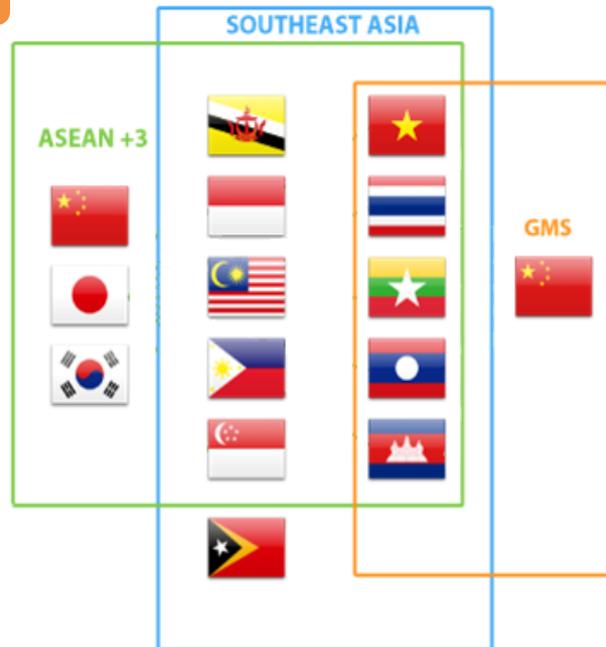
**Facilitating policy dialogues + Developing harmonization mechanisms
+ Promoting multilateral collaboration in the region and beyond**

Governing Board MEETINGS



**4th 5-Year Development
Plan (2012-2017)
Programs serving 5
objectives**

- 1. Empowering Higher Education Institutions**
- 2. Developing Harmonization Mechanisms**
- 3. Cultivating Globalized Human Resources**
- 4. Advancing Knowledge Frontiers In Higher Education System Management**
- 5. Promoting University Social Responsibility And Sustainable Development**



SEA-HiEd SOM MEETINGS



**Promoting Harmonization
of HE in SEA Region
through 4 priority areas:**

- 1. Academic Mobility**
- 2. Leadership Development**
- 3. E-Learning and Mobile Learning**
- 4. ASEAN Citation Index (ACI)**

Regional Seminars

- **SEA-HiEd Leaders Forum Series (back-to-back with SEA-HiEd SOM)**
- **SEAMEO RIHED Regional Seminars (back-to-back to GBM)**

SEAMEO RIHED

Proposed 5th 5-Year Development Plan 2018-2022

Alignment and Development

- **Project on Alignment of Curriculum Structure and Learning Outcomes**
- **ACTFA Project**
- **E-Learning**

Cooperation and Synergy

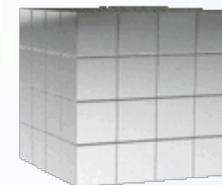
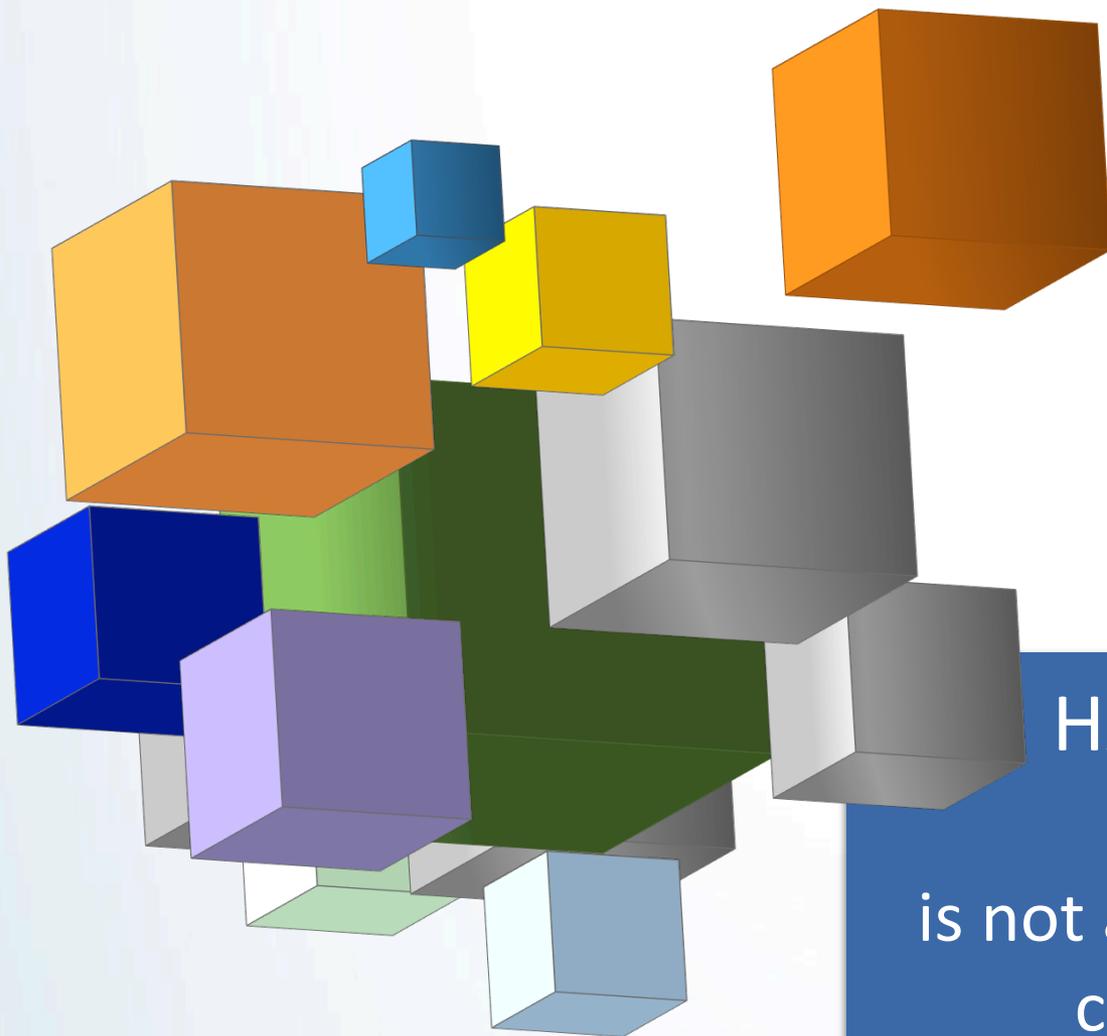
- **Policy Dialogues**
- **Regional Seminars**
- **ASEAN Leadership Development**
- **Partner Organisations**
- **University Networks**
- **University-Community Engagement**

Research

- **Leadership and Development**
- **Digitalisation of Higher Education**
- **Regional Cooperation for Student Exchange (credit transfer in GMS)**
- **Research clusters in 10 Study Fields**
- **Research on Quality Assurance**

Information Portal

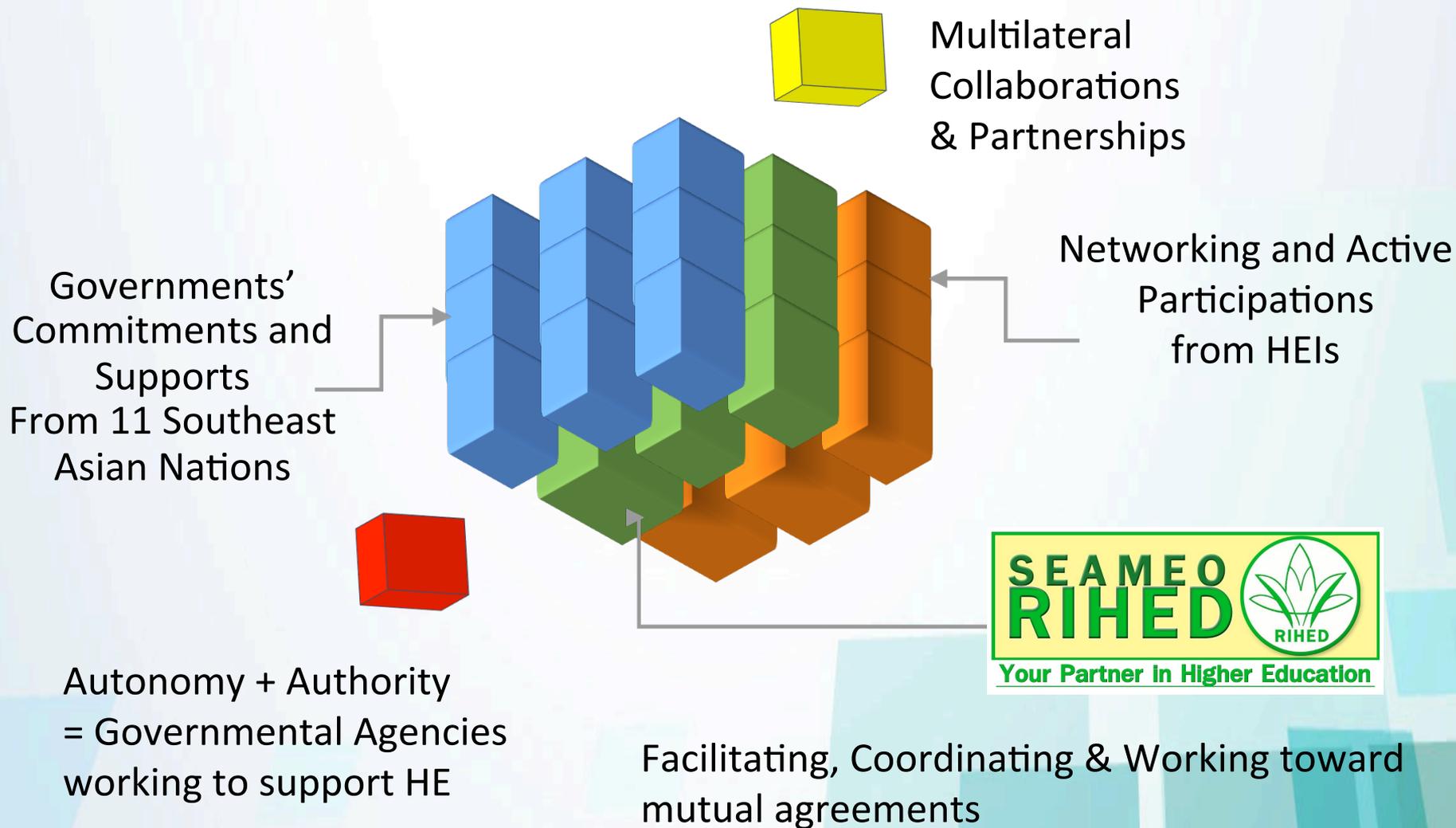
- **Higher Education Statistics**
- **Profiles of Higher Education Systems**
- **Regional Database**



HARMONIZATION

is not about creating just one
common standard.
It's about connecting the dots.
It's about alignment.

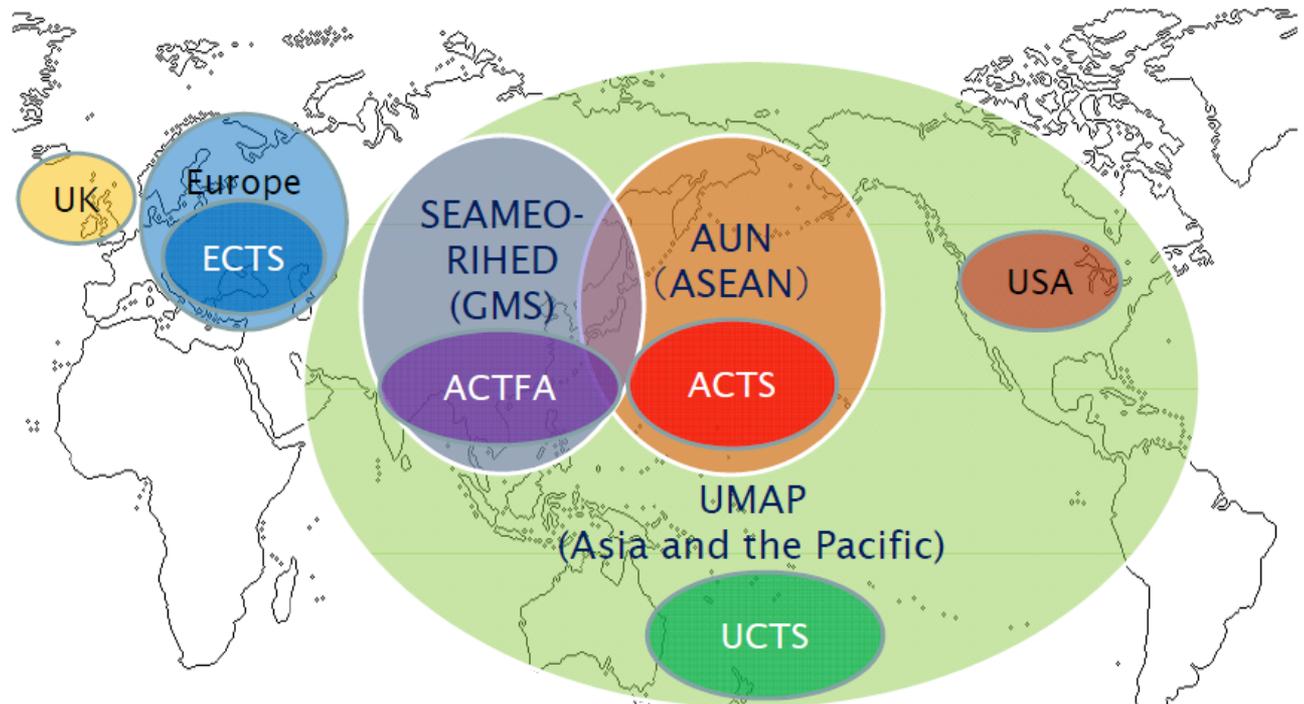
Alignment is the key



Towards ensuring harmonisation in the region: Lesson Learned

- Flexibility is the key to ensuring we can accommodate and support the diversity of practices and systems in the region
- Bridging gaps across the region towards strengthened readiness for regional and international cooperation (Capacity Building, Leadership Development)

Due to the rigid formula of CT at both regional and international levels, a framework is needed that can accommodate this multiplicity, recognising the diversity of applications in higher education institutions (HEIs) across the region.



By Assoc. Prof. Yuto KITAMURA
 Advisor, Ministry of Education, Culture, Sports, Science and Technology, Japan



Academic Credit Transfer
 Framework
 for Asia

ACTFA



ASEAN Plus Three
 (working group)

ASEAN+3



SEAMEO RIHED and the ADB have **common aims**

- 1) To improve cooperation and networking of higher education institutions so as
- 2) to foster higher education harmonisation within the GMS countries and beyond



SEAMEO RIHED's implementation on the **Greater Mekong Subregion (GMS) Human Resource Development Strategic Framework and Action Plan (Phase 2)** with the support from the ADB



Under 7 Strategic Thrusts of the GMS HRD Strategy (iii) **Cooperating in higher education and research**

ACTFA

GMS-UC

University Networks Development

 **AIMS Programme**
ASEAN International Mobility for Students

Since 2010



68 Universities



Since 2015



24 Universities



Since 2014



17 Universities



Since 2017



19 Universities



Since 2017



To be inaugurated in 2017

The GMS University Consortium (GMS-UC)

Aims to help strengthen and accelerate cross-border collaboration among universities in the GMS countries as well as to develop regional platform for HEIs and lead to harmonize higher education in Southeast Asia

SEAMEO RIHED facilitated the establishment of the GMS-UC with 24 universities nominated by their respective governments



Key areas of collaboration include

- Faculty exchange
- University governance and social responsibility
- Credit transfer
- Information sharing
- Talent cultivation,
- QA and
- Research collaboration.

List of Member Universities for GMS-UC

CAMBODIA	CHINA	LAO PDR	MYANMAR	THAILAND	VIETNAM
Chea Sim University of Kamchaymear (CSUK)	Guangxi Normal University	Savannakhet University	Yadanabon University	Kasetsart University	Thuyloi University
Royal University of Phnom Penh	Guangxi University for Nationalities	National University of Laos	East Yangon University	King Mongkut's University of Technology Thonburi (KMUTT)	University of Transport and Communication
Svay Rieng University	Kunming University of Science and Technology		Myeik University	Mae Fah Luang University	Vietnam National University of Agriculture
University of Battambang	Yunnan University		Yenanchaung Degree College	Thammasart University	Hue University
				Chiang Rai Rajabhat University	
				Suan Sunandha Rajabhat University	

ACTFA Implementation Plan

1

EXPLORE

Action Research: Building a Common Credit Transfer System for the Greater Mekong Sub-region (GMS) and Beyond

- 2014: Action Research on Harmonization & Networking in HE: Building a Common Credit Transfer System for the GMS and beyond.

2

EXPERIMENT

Academic Credit Transfer Framework for Asia (ACTFA) piloted among nominated universities in GMS countries

- 2015: Kick-Off Meeting of ACTFA and GMS-UC Projects, in Vientiane, Lao PDR

3

EXPERIENCE

Analysis and comparison between existing national credit transfer practices and ACTFA to determine compatibility

- 2016: ACTFA Technical Workshops to support ACTFA implementation conducted in 5 GMS countries

4

EXPAND

ACTFA endorsed at regional level and adopted at national levels with possibilities to expand to Asia

- 2017: Forming National Credit Transfer Framework, Developing Manual, and Disseminating Framework

Phase 1: Explore



Completed the Action Research on Harmonisation and Networking in Higher Education: Building a Common Credit Transfer System for the GMS and Beyond



Developed the Academic Credit Transfer Framework for Asia (ACTFA)



Obtained a buy-in and feedback from Directors General/Secretary General/Commissioner on Higher Education (DG/SG/CHE)

Phase 2: Experiment



Organised the Planning Meeting with representatives from ADB, higher education authorities of Cambodia, Lao PDR, Thailand and Japan



Conducted the Kick-Off Meeting for the GMS-UC and ACTFA Projects



Engaged with P.R. China to Promote ACTFA Projects

Phase 2: Experiment (cont.)



Conducted the ACTFA Technical Workshops in Lao PDR, Vietnam, Cambodia, Myanmar and Thailand

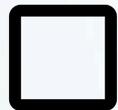


Organised the Presidents Forum on Strategic Leadership and Governance

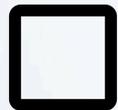


Conducted the SEAMEO RIHED Workshop on Curriculum Design and Measuring Learning Outcomes

Phase 3: Experience (next phase)



Experts Meeting for the Development of GMS-UC Handbooks



Open Forum on Mutual Recognition of a Regional Credit Transfer Framework



Policy Recommendation and Adoption of ACTFA

Phase 4: Expand (future phase)

Forwarding Higher Education Cooperation of the Greater Mekong Subregion



IMPACTS, which will lead to

ACTFA

GMS-UC

- 1) Strengthen manpower for national development
- 2) Bridge the gap of both socio-economic performance between GMS and other ASEAN members,
- 3) Unify the efforts to achieve vision and mission of being ASEAN Community.



Forwarding Higher Education Cooperation of the Greater Mekong Subregion

ASEAN Cooperation Project



Planned two-phased project with the goal to narrow development gap through capacity building activities conducted for the universities in the Greater Mekong Subregion

Phase 1 (July 2017- June 2019)
Objective:
To consolidate the GMS-UC by conducting management, teaching and research capacity development activities promoting harmonisation and cross-border education programmes.

It will improve the quality of the member universities of the GMS-UC on a sustainable basis helping them to reach ASEAN regional standards



A Lasting Partnership

The Partnership with ADB Supports:



- ✓ Greater harmonisation in higher education and towards the fulfillment of the SEAMEO Mission Statement
- ✓ Regional Mobility Programmes (and Credit Transfer)
- ✓ Regional Activities in Quality Assurance (synthesizing the practice of QA towards further regional development)
- ✓ Bridging gaps across the region with capacities building and giving priorities to those in need
- ✓ By serving as a bridge to other regions and strengthening international cooperation



THANK YOU

DECENT WORK

A better world starts here.



International
Labour
Organization

ILO Programmes on TVET: ASEAN

Carmela I. Torres/Akiko Sakamoto
DWT Bangkok

ILO Regional Office for Asia and the Pacific
Extraordinary Meeting of the GMS WG HRD
Bangkok, Thailand
04 July, 2017

Promoting Skills & Employability



International
Labour
Organization

Keys areas:

- conducts comparative research
- provides policy guidelines
- technical assistance to help constituents integrate skills development into national and sector development strategies.



Promoting Skills & Employability

Work with constituents

- ✓ link training to current labour market needs & anticipate and build competencies for the jobs of the future;
- ✓ build quality apprenticeship systems
- ✓ incorporate core skills into training for young people;
- ✓ expand access to employment-related training in rural communities to improve livelihoods, reduce poverty, and equip women and men to work in the formal economy.

Promoting Skills & Employability

ASEAN

--AQRF-TVET:
assistance to TVET
authorities on level
to level linkages
between NQF and
AQRF for TVET
levels
--Approved by
Senior Labour
Officials Meeting

--Towards a
mutual recognition
of skills for
migrants workers
--Pilot skills
recognition and
benchmarking,
referencing in
selected
occupations in CLM

REGIONAL SKILLS
TECHNICAL WORKING
GROUP (RSTWG)

Skills focal points and
AQRF Members

Skills for Green Jobs

- ✓ Sectoral approaches
- ✓ Anticipating skills needs
- ✓ Research

Promoting Skills & Employability

CAMBODIA

Skills for Trade and Economic Diversification (STED)

ILO methodology integrating skills development in sectoral policies; designed to support growth and decent employment creation in sectors that have the potential to increase exports and to contribute to economic diversification.

--Towards a mutual recognition of skills for migrants workers

--Pilot skills recognition and benchmarking, referencing in 2 construction occupations

Policy development: integrating skills development in the National Employment Policy (NEP)

Youth Employment: Apprenticeships and Internships for youth; integrating core work skills; workplace-based learning

Promoting Skills & Employability



International
Labour
Organization

INDONESIA

Apprenticeship Programme
Technical assistance on strengthening the national
apprenticeship programme

Promoting Skills & Employability

Lao PDR

--Towards a mutual recognition of skills for migrants workers

--Pilot skills recognition and benchmarking, referencing in 2 construction occupations

Rural Employment: rural skills development

Pilot implementation in Sekong and Savannakhet province

Promoting Skills & Employability

MYANMAR

Skills for Trade and Economic Diversification (STED)

ILO methodology integrating skills development in sectoral policies; designed to support growth and decent employment creation in sectors that have the potential to increase exports and to contribute to economic diversification.

--Towards a mutual recognition of skills for migrants workers

--Pilot skills recognition and benchmarking, referencing in 2 construction occupations

Skills for improvement of livelihoods, economic opportunities & security in Rakhine state

Promoting Skills & Employability



International
Labour
Organization

PHILIPPINES

**Skills for Trade and Economic
Diversification (STED)**

Capacity building

Skills needs anticipation and
other policy related activities

Promoting Skills & Employability

VIET NAM

Skills for Trade and Economic Diversification (STED)-Phase 2

ILO methodology integrating skills development in sectoral policies; designed to support growth and decent employment creation in sectors that have the potential to increase exports and to contribute to economic diversification

Phase I and II

TVET LAW REFORM

- ✓ Revision of the TVET LAW
- ✓ Consultations: tripartite partners
- ✓ Capacity building
- ✓ Collaboration with Parliament

Promoting Skills & Employability



International
Labour
Organization

Thailand, Philippines & Indonesia

Technical cooperation Project for promoting women employment and career progressions in STEM-related jobs

Philippines & Indonesia

Skills for Green Jobs
Updating country studies



International
Labour
Organization

DECENT WORK

A better world starts here.

THE END

Thank you

For further information please contact:

Carmela I. Torres/Akiko Sakamoto

Senior Specialist on Skills & Employability

ILO Decent Work Team Bangkok

Tel No. +66 2 2881780

E mail address: torresc@ilo.or

 www.ilo.org/asia

 bangkok@ilo.org

 ILO.ORG

 ILOTV

 iloasiapacific

 @ilo