


## Appendix 11

### Presentations in Session 8: Education Subgroup



# 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

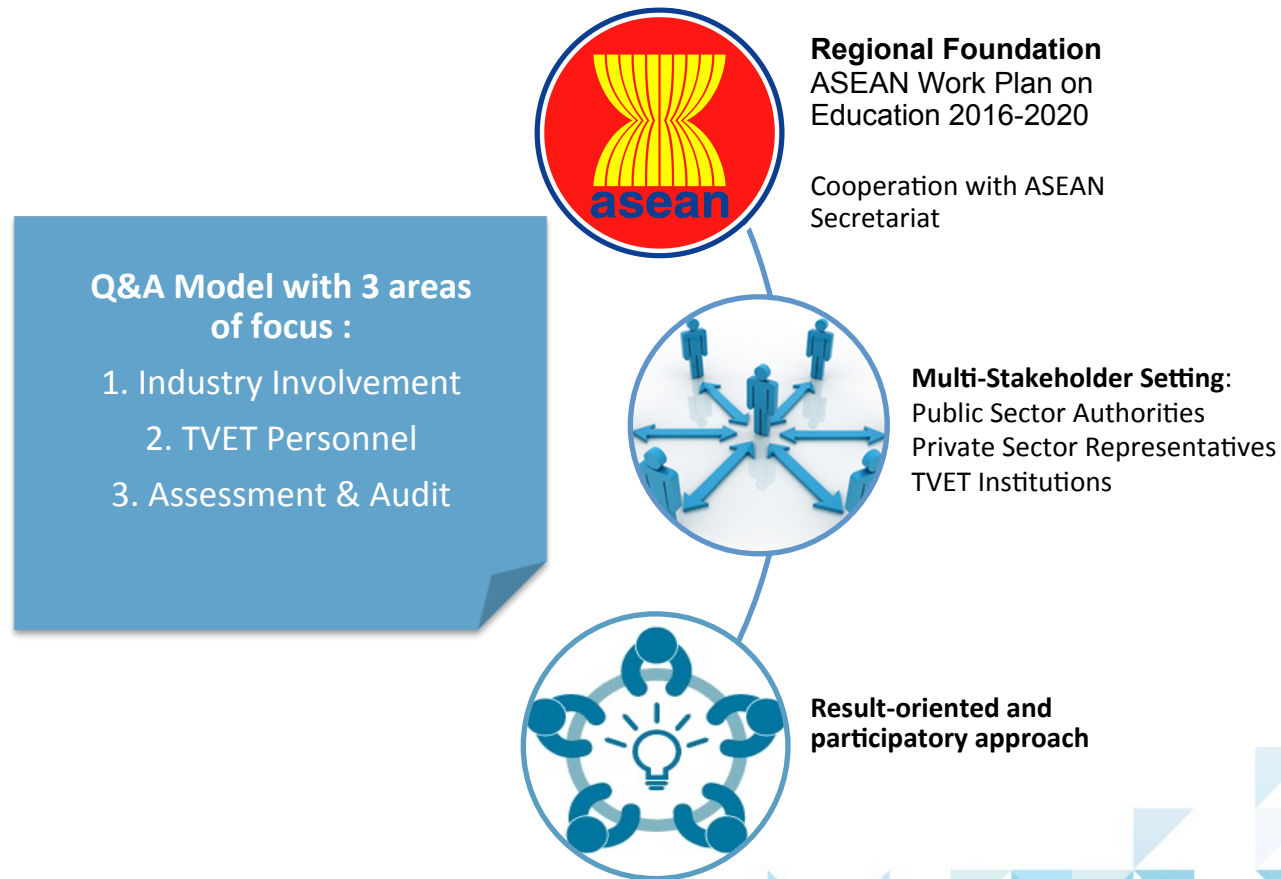


2. Pedagogy and  
Teaching Methodology



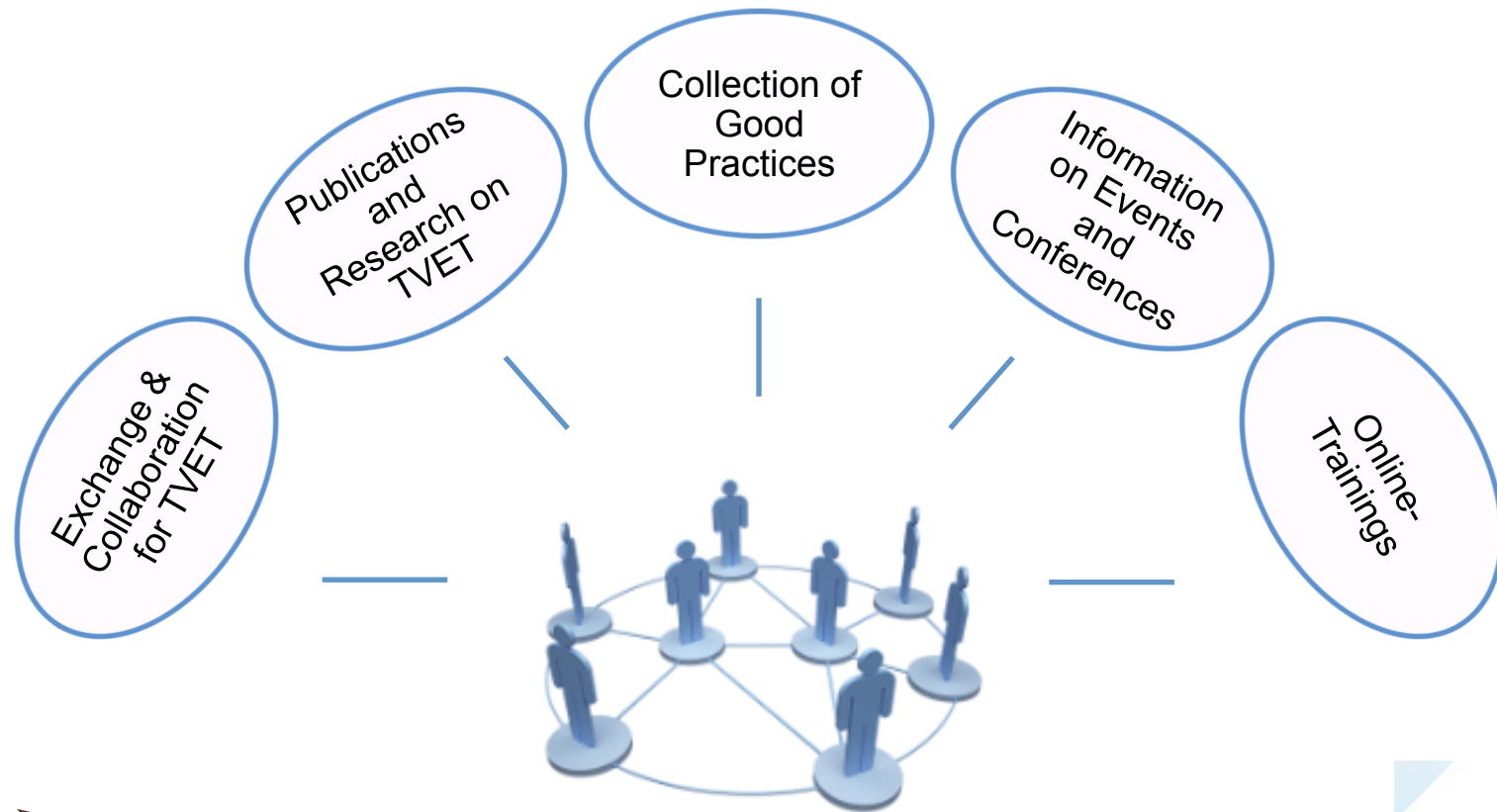
3. Technical

## 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

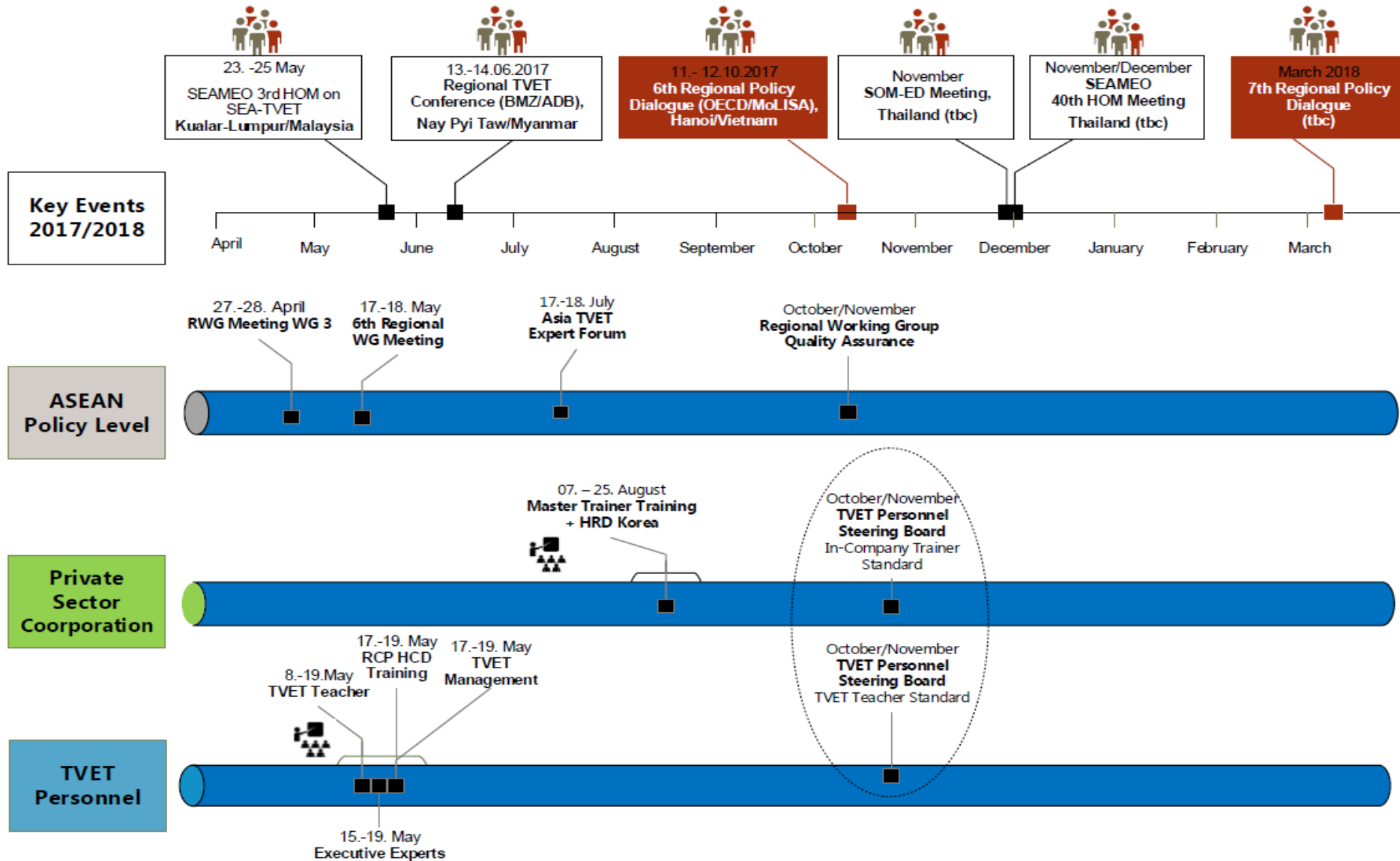
- QA Model covering the following 3 topics:  
1) **TVET Personnel**;  
2) **Private Sector Cooperation**; and 3) **Audit and Assessment** is currently being developed

## 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:

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# 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

## Southeast Asian Ministers of Education Organization

**Regional intergovernmental organization established in 1965 among governments of Southeast Asian countries to promote regional cooperation in education, science and culture in the region.**

SEAMEO has 21 specialist institutions (20 Centres + 1 Network). Each Regional Centre has a Governing Board composed of senior education officials from each SEAMEO Member Country







# SEAMEO RIHED

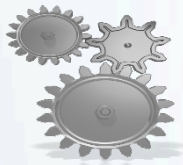
**The SEAMEO regional centre for higher education and development**

*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

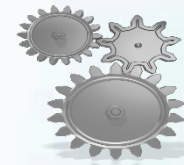


**4<sup>th</sup> 5-Year Development  
Plan (2012-2017)  
Programs serving 5  
objectives**

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 5<sup>th</sup> 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

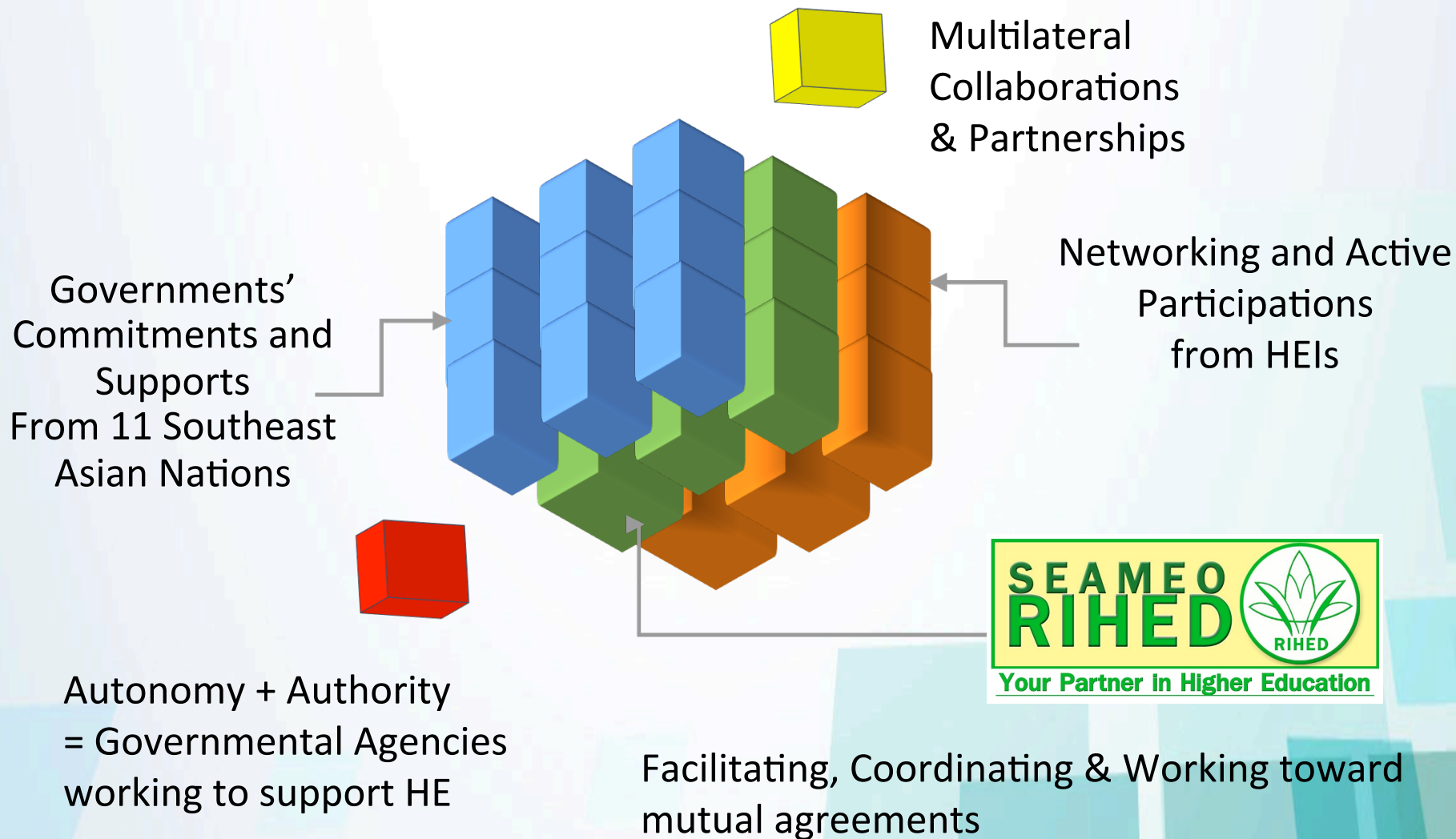
\*The proposed 5<sup>th</sup> 5-Year Development Plan will be tabled at the 25<sup>th</sup> SEAMEO RIHED Governing Board Meeting



## HARMONIZATION

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

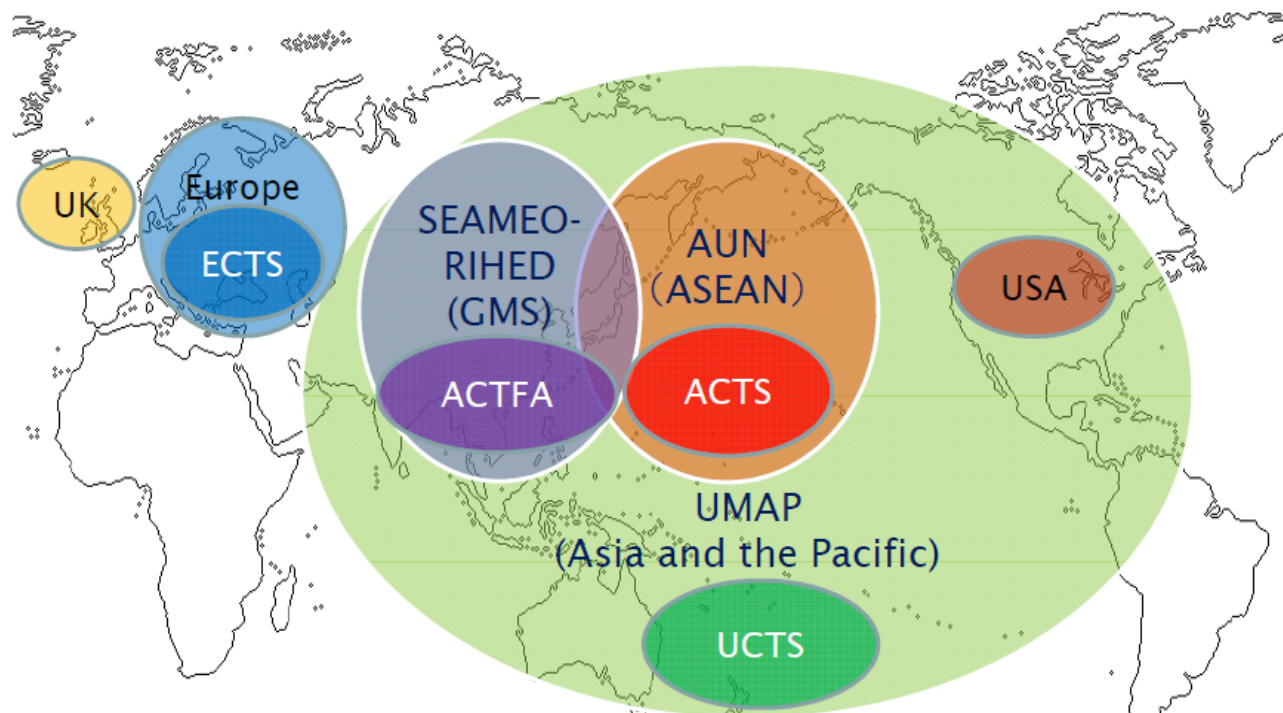
# Alignment is the key



# 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)

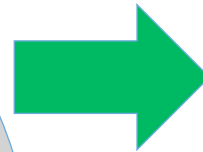
ASEAN+3





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**

**AIMS**

ASEAN International  
Mobility For  
Students Programme

**Since 2015**

**GMS-UC**

Greater Mekong  
Sub-region  
University  
Consortium

**Since 2014**

**ACNET-EngTech**

ASEAN-China Network for  
Cooperation and Exchanges  
Among Engineering  
and Technology  
Universities

**Since 2017**

**ACACA**

ASEAN-China Arts  
Colleges Alliance

**Since 2017**

**ACATH**

ASEAN-China  
Alliance of Tourism &  
Hospitality

**68 Universities**



**24 Universities**



**17 Universities**



**19 Universities**



**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

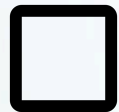


Organised the Presidents Forum on Strategic Leadership and Governance

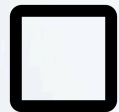


Conducted the SEAMEO RIHED Workshop on Curriculum Design and Measuring Learning Outcomes

## 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

## 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

## 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  
provincne

# 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

## 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

## 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.



[www.ilo.org/asia](http://www.ilo.org/asia)



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[@ilo](https://twitter.com/ilo)

# THE END

## Thank you

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