

# **HIGH OFFICIALS MEETING ON SEA-TVET**

## **“WORKING TOGETHER TOWARDS HARMONISATION AND INTERNATIONALISATION”**

**24 - 26 AUGUST 2015**

SHANGRI-LA CHIANG MAI HOTEL, CHIANG MAI, THAILAND

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## CONGRESS PROGRAMME

Chiang Mai Joint Statement on Harmonisation and Internationalisation  
of TVET in Southeast Asia

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# BRITISH COUNCIL

## SKILLS AND EMPLOYABILITY



"Skills have a profound relationship with economic and social outcomes... [They are] key to tackling inequality and poverty."

- Organisation for Economic Co-operation and Development (OECD)

and the world, youth unemployment remains a major challenge to the stability of economies.

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# EXECUTIVE SUMMARY


The High Officials Meeting on SEA-TVET “Working Together Towards Harmonisation and Internationalisation” was co-organised by the Office of the Vocational Education Commission (OVEC) Thailand, the South East Asian Ministers of Education Organisation (SEAMEO) and British Council between 24th and 26th August 2015, at the Shangri-La Chiang Mai Hotel, Chiang Mai, Thailand. The objectives were to strengthen the network of national Technical Vocational Education and Training (TVET) policymakers and practitioners in the South East Asian region, synergise efforts for ASEAN integration and prioritise areas of development and strategies for TVET, especially with respect to harmonisation and internationalisation.

The meeting was attended by high officials responsible for technical vocational education and training in eight countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines and Thailand. In addition, a total of 65 people from SEAMEO Associate Member countries, Affiliate Member and Partner Countries, organisations and institutions were invited to attend, along with more than 150 vocational education officials who attended the proceedings.

The meeting commenced with the Opening Ceremony, initiated by Dr. Gatot Hari Priowirjanto, Director of the South East Asian Ministers of Education Secretariat (SEAMEO Secretariat) who delivered the Welcome Remarks, explaining the background of organisation of this meeting and expected outputs and outcomes. This was followed by the remarks of Mr Paul Bute, Deputy Head of Mission, British Embassy, Thailand, who emphasised the UK’s support for this meeting due to its importance in facilitating integration and harmonisation through TVET. Dr. Krissanapong Kirttikara, Senior Advisor to the Office of the Vocational Education Commission, Ministry of Education, Thailand, expressed the commitment of Thailand to regional integration and harmonisation through TVET and support for the quality of human resources. Finally, country presentations by eight ASEAN countries on best practices followed, along with presentations by delegates from the UK and Japan.

On the second day, the plenary session was started with the Keynote Speech on “Supporting ASEAN Integration through Harmonisation and Internationalisation of TVET in the Region” which examined practices of EU countries for skills assessment and recognition to facilitate the movement of people across the EU. This was followed by six presentations by SEAMEO, SEAMEO VOCTECH and SEAMEO SEAMOLEC on best practices in the region, and best practices from the UK for cooperation or engagement with private sector and industry. There were also presentations on outstanding vocational education in Japan, and the direction of international cooperation. A representative from GIZ in Germany also spoke on best practices for TVET Collaboration: RECOTVET and the German TVET-Model. A representative from the UNESCO Asia Pacific Regional Bureau for Education presented “Empowering TVET Collaboration through Networking & Cooperation”. After that, there were further presentations from the non-profit organisation, the Regional Association for Vocational Teacher Education in East and South East Asia (RAVTE) on vocational teacher education in ASEAN countries.

In the afternoon of the second day, there were two sessions: firstly, the High Officials Round Table Meeting. Invitations for this session were made to Secretary Generals, Director Generals, Directors, and official representatives from various South East Asian countries. A parallel session was held with presentations by partner institutions on “Skills for Employability in an International Context,” concerning the promotion of youth employment in the UK, examining work experience, earning and learning opportunities and how TVET colleges are working with employers to develop more strategic relationships with benefits for young people in the jobs marketplace. This was followed by an examination of international cooperation between the UK and Thailand, with an example given of the cooperation project carried out in 2015 between Llandrillo College, UK and the Thai Office for Vocational Education and Training, supported by British Council. This project transferred UK-style teaching and learning to Thai teachers and students, and was followed by a return visit to the UK by directors, teachers and students. Then, Mr. Steven Rynecki, Programme Director for Connecting the Mekong through Training and Education (COMET), USAID introduced his operation, which aims to foster hands-on teaching and learning through the blended learning model to countries along the Mekong river, integrating technology into the learning process. In this scenario, a student might watch a lecture at home and then blog about it on the course site. When they come to class the following



day, they will spend their time working in groups, solving problems set in a workplace scenario with their classmates. The role of the teacher is to facilitate and encourage students to find answers rather than merely lecturing them. This approach helps students focus on practising technical skills, while developing highly important work-readiness skills. Following this session was the Directors' Meeting for discussion on strategic plans towards harmonisation and internationalisation of TVET in the South East Asian region.

The last day was centred round the Plenary Session for Reviewing the Joint Statement from the High Officials Round Table Meeting, endorsement and the closing of the meeting. The content of the Joint Statement was aimed at determining policy direction of TVET development and collaboration in South East Asia, and identify strategic frameworks and priority areas for development. Having considered labour market demands which support economic growth and social development, the importance of working together for the entire South East Asian region as a unified community towards greater quality assurance, harmonisation and internationalisation of TVET was deemed to be key to ensuring greater mobility and competitiveness. The delegates at the meeting agreed to cooperate in the review and work together on the development of respective TVET national quality assurance and qualifications frameworks of SEAMEO member countries, referring to the ASEAN Qualification Reference Framework (AQRF). Establishing a SEA-TVET Consortium as a mechanism for overseas student and staff exchange, including industrial attachment and internship was agreed upon, with Hospitality and Tourism as the first priority industry sector, functioning as a pilot for implementing further regional harmonisation. Further agreements for other priority industry sectors such as Electronics, Mechatronics, and Manufacturing, Agriculture and Fishing, and Construction will be implemented at a later stage. An online TVET portal (<http://seatvet.seameo.org>) will be used as a platform to enhance information sharing on knowledge, best practices and resources. It will include contributions from experts for teaching and learning systems and materials, and equipment for enhancing cooperation to improve the quality of TVET in South East Asia. Carrying out TVET occupational mapping by priority industry sector and by geographical area in cooperation with industry and other agencies will narrow the gap between demand and supply for future labour forces in the region, while addressing several components such as green TVET, techno-preneurship, innovative practices in TVET, teacher education and training and mobilising stakeholders in a concerted effort to create strategies and share responsibilities for the regional harmonisation of TVET.

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The closing remarks stated that the two-day meeting had been very productive and had led to the development of concretised agreements and strong commitments among TVET high officials and policymakers from the eight South East Asian countries in attendance to promote excellence, innovation, sustainability, and quality and competency development for TVET; not only among South East Asian countries, but also with partner countries such as China, Japan, the UK, Germany and the United States, as well as regional and international education development agencies. SEAMEO has strongly committed to the development and promotion of TVET for the South East Asian region and will work closely with all eleven South East Asian nations, TVET stakeholders and development agencies.

## KEY POINTS FROM THIS CONFERENCE

- The eleven countries of ASEAN place priority on the quality of their human resources to boost economic growth and social development of their societies and the region. TVET has become a key factor in producing qualified people to supply the labour market in all industrial and economic sectors, reducing the mismatch of skills in the workforce and boosting employment in the region.
- The integration of ASEAN Economic Cooperation (AEC) has encouraged regional member countries to work on harmonisation and internationalisation in order to develop their populations by planning and sharing all resources for education and training with the support of their governments and international organisations such as SEAMEO, UNESCO, British Council, partner countries and non-profit organisations.
- The meeting ended with concretised agreements and strong commitments for the development of TVET by the high officials and policymakers of the eight South East Asian countries invited, and SEAMEO. The Chiang Mai Joint Statement on TVET Development and Collaboration in Southeast Asia was released to determine policy, strategic frameworks and priority areas for development, proposing Tourism and Hospitality as the pilot industry sector.
- A SEA-TVET Consortium will be established as a mechanism for cooperation between TVET institutions in South East Asia for facilitating the exchange of overseas students and staff, including industrial attachments and internships.



- The development of a TVET national quality assurance and qualifications framework for SEAMEO Member Countries referring to the ASEAN Qualification Reference Framework (AQRf) will be established as a shared and cooperative project.

- An online TVET portal (<http://seatvet.seameo.org>) will be used as a platform to enhance information sharing on knowledge, best practices and resources, including contributions from experts on teaching and learning systems and materials, and equipment for enhancing cooperation to improve the quality of TVET in South East Asia.

- Occupational mapping for TVET by priority industry sector and geographical area will be carried out in cooperation with industry and other agencies to narrow the gap between demand and supply for future labour forces in the region, while addressing several components, such as green TVET, technopreneurship, innovative practices in TVET, teacher education and training and mobilising stakeholders in a concerted effort to create strategies and share responsibilities for regional harmonisation of TVET.

## RECOMMENDATIONS FOR SEA-TVET

Each government within ASEAN should aim to standardise education and training courses of TVET, as well as unify skills standards and testing systems across the region to facilitate labour mobility. Processes and mechanisms for career mobility across the region are important, and should be simplified in order to be easily turned into effective practices. The Chiang Mai statement is a positive step towards building collaboration among ASEAN member countries.

# BACKGROUND AND CONFERENCE DESCRIPTION



The year 2015 marks the beginning of the full implementation of initiatives under ASEAN integration, some of which relate to Technical and Vocational Education and Training (TVET), such as human resource development and capacity building, recognition of professional qualifications and integrating industries across the region to promote regional sourcing. This will eventually increase rapid movement of trade and investment, as well as the mobility of people across the region.

At a ministerial level, there have already been a few meetings relevant to the proliferation and enhancement of TVET. During the SEAMEO Strategic Dialogue of Education Ministers, attended by education ministers and high-level education leaders from ten SEAMEO member countries in Vientiane, Lao PDR on 13th September 2014, seven priority areas for SEAMEO were identified for the timeframe of 2015 to 2035. Promoting TVET was one of these areas, specifically promoting TVET to learners and their parents through more visible investments in the field and improving relevance of curricula to focus on creativity and innovation. The recent Education Ministerial Round Table meeting in Pattaya, Thailand on 8th May 2015 emphasised the utilisation of 21 SEAMEO centres as a mechanism to implement the seven priority areas at a national and regional level in order to synergise with ASEAN.

At a national level, we have witnessed the importance of industry as a crucial factor for economic growth. As South East Asian countries have become more industrialised, there have been dramatic increases in demands for skilled manpower. TVET is widely accepted by all countries in the region as key to effectively prepare qualified manpower in response to the rapid growth of industry and its needs.

The framework for TVET management and development in South East Asian countries varies, as it is heavily dependent upon countries' industrial needs. TVET implementation involves various features, such as education and training approaches, resource administration and management, curriculum and syllabus designs, relevant technologies and industry collaboration. It is necessary to ensure that TVET systems have prospective direction to effectively deal with these aspects.



In response to the above issues and challenges, harmonising and internationalising TVET across South East Asia is seen as a highly important step towards improving the quality and competency development for TVET, which will ultimately support regional integration objectives.



### CONFERENCE THEME:

Realising the importance of tackling the above issues, the Office of the Vocational Education Commission (OVEC), Ministry of Education, Thailand, which is the key organiser of TVET in Thailand, in collaboration with the SEAMEO Secretariat, agreed to organise a High Officials Meeting on SEA-TVET on “Working Together towards Harmonisation and Internationalisation”. This meeting was aimed at determining the direction of TVET development in South East Asia as well as promoting collaboration and the effectiveness of vocational manpower internationally.

### OBJECTIVES

1. Strengthen the network of national TVET policymakers and practitioners in the South East Asian region and synergise efforts for ASEAN integration.
2. Prioritise areas of development and strategies for TVET, particularly with respect to harmonisation and internationalisation.

### EXPECTED OUTPUT

Commitments to collaboration between TVET organisations and agencies across South East Asia, pursuing concrete strategic plans to promote competent and recognised vocational manpower training.

### TYPES OF ACTIVITIES

- Country presentations on the theme of “Working Together: Current Initiatives towards Harmonisation and Internationalisation of TVET in Responding to ASEAN Integration”.
- Presentations on best practices of TVET collaboration from SEAMEO, SEAMEO SEAMOLEC and partner countries: the UK and Germany.
- Keynote Speech on the EU model for Skills Mutual Recognition.
- Presentations by partner institutions from the UK, Germany, Japan and the USA.

# CONGRESS SESSION PROCEEDINGS

## DAY 1: AUGUST 24, 2015 OPENING CEREMONY



### **WELCOME REMARKS BY DR. GATOT HARI PRIOWIRJANTO,** Director of the SEAMEO Secretariat

Dr. Gatot delivered his Welcome Remarks by referring to the goal of greater regional integration between countries in South East Asia initiated in 2015. Nations within the region have been intensifying links in different areas, especially human resources and regional workforce mobility. This new development places technical and vocational education and training (TVET) in a pivotal position to develop human resources that are capable of working within industry and exchanging technical expertise regionally, greatly impacting the economic and social development of all nations and the region.

He referred back to the SEAMEO Strategic Dialogue of Education Ministers in September 2014 in Lao PDR, which identified seven priority areas, including the promotion of TVET as one of the Education Ministers' priority areas. In the meeting it was also agreed that TVET in South East Asia could be enhanced through the development of a regional policy framework for labour, skills and learner mobility. As a result of the Kuala Lumpur Declaration, announced after the Asia-Pacific Conference on Education and Training held by the Ministry of Education, Malaysia and UNESCO from 3rd to 5th August 2015, which emphasised the importance of TVET development, it was deemed crucial that all governments and other TVET stakeholders consider taking action, such as fostering regional integration and labour mobility. Dr. Gatot expected that the joint agreement for development of TVET among the South East Asian countries would be announced at the end of this meeting, as he believed working together and learning from each other could further improve the functionality of ASEAN and encourage joint implementation to reach other regional goals.

Dr. Gatot informed delegates that SEAMEO, including the SEAMEO Secretariat and regional centres such as SEAMEO VOTTECH, SEAMEO SEAMOLEC and others have firmly committed to the development and promotion of TVET in the South East Asian region. All agencies will work closely across the eleven South East Asian nations with TVET stakeholders and development agencies for successful implementation of the programme, according to the regional directives derived from this meeting. The results from the Chiang Mai meeting could be further discussed at the SEA-TVET-DAAD Workshop, hosted by the Ministry of Education and Culture of Indonesia between 10th and 12th September in Solo, Indonesia. For the Solo workshop, TVET policymakers and directors of leading TVET institutions from eleven countries, along with representatives from industry, were invited to discuss operational plans and strategies for harmonisation and internationalisation, based on the joint statement of the Chiang Mai meeting. Further regional TVET activities initiated by SEAMEO would be planned and initiated across the region.



**REMARKS BY MR. PAUL BUTE,**  
Deputy Head of Mission, British Embassy, Thailand

Mr. Bute began his Remarks with the acknowledgement that 2015 marks 400 years of relations between Thailand and the UK, and that he was proud to be part of development of a crucial national partner for the UK. He advised that although the UK may be geographically far apart from South East Asia, it shared similar characteristics in many instances that could help formulate guidelines for ASEAN to develop TVET on a regional level; the UK consists of four countries: England, Scotland, Wales and Northern Ireland, and exists within the European Union. Within the UK, there are some fairly fundamental differences in how TVET is positioned in the education system. For example, in England it is linked to Business and Innovation, whereas in Northern Ireland it is linked more precisely to Employment and Learning. A similar situation is to be found in South East Asia, where responsibility for TVET falls under different Ministries responsible for education, human resources and employment. It is therefore important, as governments strive towards integration in ASEAN, to find common ground, and key concepts that underpin the systems that are created, as well as have a clear understanding of the different priorities of different stakeholders in the systems to shape the future workforce.





#### **REMARKS BY DR. KRISSANAPONG KIRTTIKARA,**

Senior Advisor, The Office of Vocational Education Commission, Ministry of Education, Thailand

Dr. Krissanapong delivered the Opening Speech by making a commitment to regional collaboration in order to yield the most satisfactory educational results for all people across South East Asia. He iterated his belief that implementing TVET is one of the most important elements, playing a vital role in the growing economy of the region. He said that technical and vocational education is now firmly established as a cornerstone of the economic development of Thailand.

He continued by saying that it is apparent that countries across the globe are facing a common challenge on matching education and work. Students everywhere are unaware of the possibilities of future employment, new skills and dynamics and are uncertain of changes. Schools, colleges, factories, companies and communities should become inseparable, working closely in order to make technical and vocational education meaningful and relevant to work, vocation, profession and life in general. New generations of students are being exposed and primed to concepts and practices of work from a basic education level. It is recognised that by the time students come to technical and vocational schools and colleges, it is too late to prepare them for the future workplace.

The new agenda for TVET in this regard is the education of the workforce, most of which in Thailand (at around 35 to 40 million people) have received less than 9 years of basic education, and no vocational training whatsoever. For Thailand one of the greatest challenges is extending TVET to improve the lives of this immense number of its citizens. Delivering TVET to a few million 15-20 year-old students is one thing, but delivering TVET to the workforce at large is a different matter altogether. It requires a new kind of thinking, logistics, working with stakeholders, and most importantly a coherent financing mechanism. As the general population ages, it becomes necessary to ensure a new attitude to educating the workforce, in order to create a productive ageing economy.

# PLENARY SESSION



## SUMMARY OF COUNTRY PRESENTATIONS

**THEME: “WORKING TOGETHER: CURRENT INITIATIVES TOWARDS HARMONISATION AND INTERNATIONALISATION OF TVET IN RESPONSE TO ASEAN INTEGRATION” BY BRUNEI DARUSSALAM, CAMBODIA, INDONESIA, LAO PDR, MALAYSIA, MYANMAR, PHILIPPINES AND THAIL**

**MODERATOR: DR.TINSIRI SIRIBODHI,**

Deputy Director for Administration and Communication, SEAMEO Secretariat

All ASEAN members place importance on the qualitative development of their workforce. Some nations (Malaysia, Philippines, Brunei, Indonesia, and Thailand) already have a TVET system that is well established, while others (Myanmar, Cambodia, and Lao PDR) are still in the process of development. All nations have issued policies and education plans that set out to achieve the objective of a function system of TVET, but some still have problems in implementation. An effective system of TVET requires public and private sectors working in integration with industries or establishments which are core businesses in the economy, to create employment, reduce mismatches in the labour market, supply highly qualified personnel and also increasing productivity. As members of the ASEAN Economic Community (AEC), member countries need to plan and work together to improve the quality of their human resources across the region. One significant area of concern is ensuring the standard of TVET is at the same level in all countries in order to promote a mobile, productive workforce that can provide equal benefit to all nations in ASEAN. In practice, this means each country needs bilateral and multilateral cooperation within ASEAN, and also with other developed partner countries to benefit from technical cooperation, sharing of training resources, instructors and good practices to suit the society and economy of each member country. If this is possible, expectations should be high for this initiative being able to harmonise and internationalise TVET across ASEAN.



## HIGHLIGHTS OF COUNTRY PRESENTATIONS

**Brunei Darussalam** focuses its education policy on maintaining awareness of technological advancement, creating national technology experts with the aim of establishing a ‘techno-preneur society’. However, a parallel aim for Brunei TVET is to develop the right values and perceptions among its students, future students and most importantly, society as a whole.

**Cambodia** delegates the handling of TVET to the Ministry of Labour and Vocational Training. In order to make TVET successful, collaboration is required from the Ministry of Education. The key strategic approach is therefore to synergise industrial development with the Ministry of Education to ensure the creation of a successful TVET development roadmap.

**Indonesia** is in a very unique position in terms of population, creating a national challenge on how to reach the entire population with equal impact. The current core TVET policy is to focus most heavily on quality assurance of two key aspects, which are TVET teachers and courses.

**Lao PDR** emphasises teacher training in order to develop the quality of TVET. The methods employed in Lao PDR involve building close relationships with partner countries and organisations to bring in knowledge and expertise to further strengthen their skills.

**Malaysia** has one of the most developed TVET systems in the region, and is keen on fostering regional integration, taking the lead in exchange programmes for vocational students, allowing for a starting point for other nations in the region to share expertise and learn from each other.

**Myanmar** sees TVET as a core stepping stone to national development. Myanmar has set up three economic zones across the country and it will be hugely important to train students effectively and maximise future economic growth of these zones.

**The Philippines** have a very advanced national qualification framework and have completed synergising with the ASEAN qualification framework (similar to other countries with the exception of Myanmar and Timor Leste). Emphasis has been placed on mapping industry needs and labour availability which could then lend itself to development of regional labour and career availability mapping.

**Thailand** operates its TVET policy through OVEC at three levels: upper secondary education, post-secondary education and university level, leading to a lower Certificate of Vocation, Diploma of Vocational Association Degree or Degree, respectively. The Thai Vocational Qualification (TVQ) reforms provide a new competency-based framework around industrial practices and needs. The Prime Minister’s Office also oversees the Thailand Professional Qualification Institute (TPQI), which develops professional qualifications systems, supports industries in developing competency standards, accredits and monitors organisations to assess workers’ competencies, awards professional qualifications and develops the curricula based on competency standards. The Department of Skill Development (DSD) under the Ministry of Labour provides training, development of skills for the workforce, skills for entrance to the labour market and promotes employment as a concept of lifelong learning. The DSD is also in charge of National Skill Standards and Testing, awarding qualifications that allow labour mobility through the testing system. OVEC, the TPQI and the DSD collaborate in workforce development.

The main challenging for TVET in Thailand is promoting partnerships between industries, the private sector and related public sector organisations. Other challenges include the development of the competency-based curriculum, and ensuring innovation to maximise gains within different industry sectors. Establishment of vocational qualifications, occupational standards and competency standards, participative management systems and improving the image of vocational education are also important.

## SESSION Q&A

### QUESTION 1:

Each country has its own approach and priorities to develop its vocational study programme. However, considering the ASEAN economic community initiatives will soon be in place, which is more important to SEA TVET members: focusing on national, or regional standards? (Michael from the Institute of Development)

### ANSWER:

**Dr. Mustaghfirin Amin (Indonesia):** Parallel work between national and regional collaboration, as a starting point of harmonisation & rationalisation, will be required.

**Dr. Tinsiri (Moderator):** Since South East Asia is a complex and diverse region, a single regional plan will not be possible to implement just yet. Policies developed in China in 2014 and at last month's workshop in Malaysia, along with output from this conference will be used to further shape and align curricula and skills we need for the region. Career mapping is part of the overall road map for alignment of the regional vocational plan.

### QUESTION 2:

What is the most challenging factor when implementing a country's harmonisation and internalisation policy? (Dr. Tinsiri, Moderator)

### ANSWER:

**Malaysia representative:** Optimising resources is one of the greatest challenges. Malaysia has several governmental ministries that offer TVET, but the key question is how to establish provision of TVET during compulsory or basic secondary education.

**Myanmar:** For Myanmar, as an underdeveloped country in special circumstances, three key obstacles are establishing a legal framework, ensuring a satisfactory level of quality, and sourcing adequate funding.

**The Philippines:** Establishing public and private partnerships and focusing on providing quality TVET as more and more secondary schools focus on providing TVET remain two of the greatest challenges.

# PRESENTATION OF PARTNER COUNTRIES

**UK: MS. CHRISTINE EVANS**, INTERNATIONAL AND PARTNERSHIPS MANAGER, LLANDRILLO MENAI INTERNATIONAL

**JAPAN: PROF. DR. TSUTOMU MATSUMOTO**, CHAIR, SUBCOMMITTEE ON GLOBAL STRATEGY, COMMITTEE ON EDUCATIONAL REFORM, NATIONAL INSTITUTE OF TECHNOLOGY

**MODERATOR: DR. THAMONWAN PORAMATIKUL**, THE OFFICE OF THE VOCATIONAL EDUCATION COMMISSION, MINISTRY OF EDUCATION

**UK:** Ms. Evans presented the UK as an example of a successful regional approach to TVET strategy. The UK consists of four countries, England, Scotland, Wales and Northern Ireland and exists within the European Union. She pointed out that there are some fundamental areas of difference in the management of TVET within the UK; in England it is linked to business and innovation whereas in Northern Ireland it is linked more precisely to employment and learning. Similarly, in South East Asia TVET is managed by different ministries and it is important to find common ground that underpins different systems, as well as have a clear understanding of different priorities of all stakeholders in each system.

She also spoke of the need to discuss the balance between quality, relevance and innovation. Quality of TVET should be approached as something which is in continuous improvement, rather than trying to establish a perfect system. The UK system is competency based, meaning that all training starts with analysis of the needs of the labour market, working back from that to develop the strategy, standards, qualifications, curriculum and teaching materials. This allows for the most responsive system possible, and an approach which could be key to integrating TVET across South East Asia. In terms of maintaining relevance, she gave the example of the UK Commission for Employment and Skills, which works closely with employers and industries to research demand and determine international benchmarking. In order to create an innovative environment, a number of methods have been employed to encourage both competition and collaboration to drive creative approaches to new challenges. This is underpinned by the view that students are key customers, and need to believe that the training they receive will provide them with a prosperous and fulfilling future.

Finally Ms. Evans proposed several collaboration strategies for harmonising and internationalising TVET through policy dialogues, study tours, international skills partnerships, collaborative action research, piloting innovative approaches, joint practice development, unilateral institutional frameworks for cooperation and MOU, building relationships based on cultural understanding and peer engagement.

**Japan:** Prof. Dr. Matsumoto introduced KOSEN, Japan's network of higher education institutions for engineering and technology, which provides students between the ages of 15 and 21 with workplace internships, in addition to academic and hands-on training. There are 57 national, public and private KOSEN institutions under the Ministry of Education, Culture, Sports, Science and Technology, and the National Institute of Technology administers 51 institutions at a national level. KOSEN was established in 1962 in response to the growing demands of industry to produce large numbers of engineers who could accelerate Japan's rapid economic growth after World War II. As a result, KOSEN has a long history of building trust with industry; successful graduates have earned an excellent reputation and can find employment easily on graduation. As the OECD reports, KOSEN is widely admired internationally, not only for the quality of the high-level vocational training it offers, but also for its degree of responsiveness to the needs of Japanese industry. In the late 1980s, KOSEN, in cooperation with the Japan International Cooperation Agency, assisted in the development of TVET programmes in ASEAN countries such as Indonesia, Thailand and Malaysia. More recently KOSEN has started to build relationships with institutions abroad, particularly in ASEAN, working more closely with them to develop faculty and student exchange programmes and internships abroad, and organise international symposia and forums in order to equip students with the innovation and global competence required by global engineers, and soft skills for leadership.



KEYNOTE SPEECH ON “SUPPORTING  
ASEAN INTEGRATION THROUGH  
HARMONISATION AND  
INTERNATIONALISATION OF TVET IN THE  
REGION” BY DR. CLOUD BAI-YUN, CHIEF  
EXECUTIVE, UK NATIONAL RECOGNITION  
INFORMATION CENTRE (UK NARIC)





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## DAY2: AUGUST 25, 2015

UK NARIC is the United Kingdom's designated national agency for the recognition and comparison of international qualifications and skills. It performs this official function on behalf of the UK government. It is understood that for the European labour market to work as intended, i.e., for European citizens to be able to work in any EU country, employers, schools and education authorities need to understand what qualifications from other EU countries represent.

In accordance with EU treaties, education and the TVET sub-sector are entirely subject to national authorities within each EU member state, in line with the principle of subsidiarity. However, in order to build a cohesive approach to qualification recognition, it is necessary to bind different states' TVET systems more tightly by facilitating convergence, dialogue and mutual recognition. Architects of TVET systems communicate with and learn from each other and seek mutual recognition. Key stakeholders' participation is crucial in TVET to share international standards, overarching principles, reform patterns, TVET system models, and standardised criteria for benchmarking outcomes, while adhering to principles of regional subsidiarity. The model of TVET in the EU aims to achieve progressive convergence and harmonisation of national TVET systems based on common platforms. These include efficiency and equity in education and training systems, flexibility of pathways for skills development, increased access to vulnerable groups through the validation of non-formal and informal learning and measured quality of learning outcomes through curriculum design, teaching and assessment.

The European Qualifications Framework (EQF) was adopted by the Council of the EU and the European Parliament in the Recommendation of 23rd April 2008. They committed themselves to putting the EQF into practice across Europe; EU member states, candidate countries, Liechtenstein and Norway – all of whom participate in Education and Training 2020 cooperation – are working towards implementing the EQF. Some 19 countries have completed referencing of the national qualifications frameworks to the EQF, which supports lifelong learning and mobility through a common reference framework for qualifications by equating national qualifications obtained through general and higher education and VET.

Qualifications are based on learning outcomes, or what the holder of a certificate or diploma is expected to know, understand and be able to do. The European quality assurance framework for VET (EQAVET) has been developed as a 'community of practice, a voluntary instrument' for member states. It aims to increase transparency, market relevance, consistency, and transferability of vocational education and training qualifications across Europe. It includes a quality assurance and improvement cycle based on quality criteria and indicative descriptors applicable to both VET systems and VET providers. All EU member states are bound to appoint a Contact Point to assist citizens in navigating the procedures for recognition of their professional qualifications in order to practice their profession in another state (in line with the EU's principles on freedom of movement and freedom to provide service).

Dr. Cloud stated her concerns for TVET development in South East Asia by focusing on three aspects: Firstly, there is a need to develop a TVET model that consists of common policy approaches and tools. Secondly, there is also a need for common platforms and instruments to facilitate convergence and harmonisation. Finally it is highly important to recognise further complex issues that may arise in regard to the internationalisation of TVET.



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## SESSION Q&A

### QUESTION:

In order to have best strategies to carry out TVET, which one is best to refer to, in order to speed up TVET harmonisation and internalisation in South East Asia? (Participant from Brunei)

### ANSWER:

It is important to be able to measure national development in parallel across countries in the region by focusing on similarities, and also abilities to serve different needs. It has already been pointed out that the need for a spirit of collaboration on both guidelines and measurement is crucial to ensure the speedy development of national and regional TVET.

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# BEST PRACTICES OF TVET COLLABORATION

**MODERATED BY DR. SIRIPAN CHOOMNOOM,**

Office of the Vocational Education Commission, Ministry of Education, Thailand

**“SEAMEO INITIATIVES AND COLLABORATION: WORKING TOWARDS HARMONISATION AND INTERNATIONALISATION THROUGH SEA-TVET” BY MR. HJ. MD. SHARIFUDDIN BIN HJ. MD. SALLEH,**

Centre Director, SEAMEO Regional Centre for Vocational and Technical Education (SEAMEO VOCTECH)

The SEA-TVET (South East Asia Technical and Vocational Education and Training) initiative was created to follow up on one of the seven Ministers of Education Priority Areas, Priority Area No. 4 (SEAMEO Strategic Dialogue of Education Ministers, 13th September 2014), which is geared at promoting TVET to learners and their parents through more visible investments in the field and improving relevance of the curricula to focus on creativity and innovation. This initiative also corresponds to the four major goals of the ASEAN Economic Community: a single market and production base, a highly competitive economic region, a region of equitable economic development, and a region fully integrated into the global economy (ASEAN Secretariat, 2010).

These goals encourage member states to collaborate in several areas that are closely linked to TVET, namely: human resources development and capacity building, recognition of professional qualifications and integration of industries across the region to promote regional sourcing. In addition, the recent Kuala Lumpur Declaration on ‘Quality Education and Skills Development for a Sustainable Future 2015’ recommended enhancing the quality of TVET and its relevance to the changing needs of the world of employment, adapting qualification systems to facilitate learning and career pathways, and fostering regional integration and labour mobility; the current rapid movement in trade and investment necessitates the mobility of people across the region.

The above trends and recommendations place TVET in a pivotal role in developing human resource capability for working in industry not only within a country but also regionally. Thus harmonising and internationalising TVET in Southeast Asian region should be seen as one of the most important steps towards quality improvement, and competency development for TVET will ultimately support regional integration objectives.

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## **THE MAIN OBJECTIVES OF SEA-TVET ARE:**

- (1) Leverage the standard and competency of TVET in South East Asia through internationalisation and harmonisation.*
- (2) Promote and develop curriculum harmonisation, internationalisation of study programmes through lecturer and student exchanges, joint research programmes and industrial linkages.*
- (3) Create a sustainable networking platform among TVET leaders and institutions and industry in South East Asia, as well as with other related development agencies.*

**VARIOUS AVENUES AND STRATEGIES HAVE BEEN IDENTIFIED TO ACHIEVE THESE OBJECTIVES, INCLUDING:**

1. Convening a High Officials Meeting on TVET, and a SEAMEO VOCTECH Governing Board Meeting to seek inputs and secure commitments at a national level.
2. Setting up meetings, workshops, and networking events at an institutional and industry level to seek input, work on curriculum harmonisation, develop platforms and secure commitment from local partner organisations to the development of TVET.
3. Implementing programmes for student and staff exchanges and industrial attachments, in order to develop 21st century ICT and industrial skills, cross-cultural awareness and critical, creative and inventive skills.

At the initial stage of this regional effort, the programme should be focused on five areas of industry, namely: Electronics, Mechatronics, and Applied Chemistry, Agriculture and Fishing, Civil Engineering, Hospitality and Tourism and Commerce and Banking. Curricula should focus on student mobility across South East Asia, and employ resources that are both shared and exchangeable.

**MS. ANTI RISMAYANTI,**

Manager, Research and Development, SEAMEO Regional Open Learning Centre (SEAMEO SEAMOLEC).

The improvement both in quality and quantity of education has always been a foremost aim for collaboration between Indonesia and Thailand. At a regional level, the ASEAN Socio-Cultural Community addresses the promotion of improved standards and better access to education through networking and institutional collaboration among member states under the ASEAN Socio-Cultural Community Plan of Action. Meanwhile in the era of globalisation, a combination of enhanced knowledge and skills can serve as a measure of competitive advantage in the global marketplace, meaning vocational education will play an increasingly key role in the 21st century economy.

To address these issues, with the cooperation of the SEAMEO Regional Open Learning Centre (SEAMOLEC) and the Office of the Vocational Education Commission (OVEC), Indonesia and Thailand have initiated partnerships that connect vocational schools and colleges in both countries. These partnerships are based on common interests in developing curricula, pedagogical methods, teachers' roles and ICT skills, while focusing on sharing and developing TVET systems to improve students' employability in both countries, as well as promoting student and staff mobility between institutions in each country to strengthen intercultural communication and working skills. Between 2010 and 2015, 127 Indonesian vocational schools, community colleges and polytechnics have made connections with 148 Thai colleges, with the end goal of delivering a productive and highly skilled workforce for both nations. The activities in the partnership programme enable working age Indonesian & Thai citizens to develop skills and qualifications needed to participate effectively in the labour market and contribute to the economic future of ASEAN, supporting the benefits of increased rates of regional workforce participation.

## **“UK EMPLOYMENT AND SKILLS: BEST PRACTICE ON TVET COLLABORATION AND INDUSTRY ENGAGEMENT”**

**BY MR. IAN KINDER, EXECUTIVE DIRECTOR,**

UK Commission for Employment and Skills (UKCES)

The presentation of Mr. Kinder set out the background to the UK Commission for Employment and Skills (UKCES) and highlighted some of its recent policy development work. He also spoke of his experience of establishing ways to increase employer leadership and engagement in TVET in order to tackle critical skills issues affecting UK industries. His presentation covered the development of the £340m Employer Ownership of Skills pilot, National Occupational Standards, recent policy developments leading to greater employer leadership of the UK Apprenticeship Programme and the development of industry-led skills partnerships.

Mr. Kinder also recommended three key aims regarding the development of TVET in South East Asia:

1. Determine the relative importance of TVET at a national level by analysing the differences within ASEAN. Each country needs to orientate national policy as a step towards equalisation and the harmonisation process. For many ASEAN countries, a reformation of TVET is needed in order to attract potential students and improve economic competitiveness, but as there are no uniform solutions, each country must identify and implement regional development priorities for their TVET systems, identifying and borrowing best practices from each other as necessary.
2. Highlight selected challenges to be mastered. UNESCO has identified several issues and regional challenges to the standardisation of TVET. ASEAN member countries are required to agree upon the most critical issues to overcome point-by-point and solve each challenge together.
3. Suggest measures to unlock the potential of TVET in a regional and global context.

## “VOCATIONAL EDUCATION IN JAPAN AND COOPERATION WITH ASEAN COUNTRIES”

BY DR. YAMASAKI HIROTOSHI,

Professor of the Graduate School of Education, Hiroshima University

Vocational high schools, colleges and universities have played an essential role in the economic development of Japan since the late 19th century. Vocational high schools expanded in the 1960s, but suffered after there was less demand for the graduates. After consolidation and reorganisation, they broadened their fields of study and now are called ‘professional schools’. They have realised their missions again, and strengthened practical education and study abroad programmes. Investing in overseas exchange programmes has helped bolster the image of TVET both at home and abroad.

Japanese companies have constructed numerous plants and offices in South East Asia, and there is a very strong mutual economic relationship. Development of TVET in South East Asia will contribute to economic and social development of both ASEAN and Japan through the advancement of human resources. The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), Ministry of Foreign Affairs and relevant agencies such as the Japan International Cooperation Agency have invested in basic education, science and mathematics education, teacher training and engineering across South East Asia. However, TVET is one significant area for Japan to focus on in the future. TVET represents a significant challenge in that the Japanese government must respond to various needs in the different countries across this region. It is expected that SEAMEO will explore and define regional needs, and discuss further how to cooperate with MEXT. Meaningful plans will support investments of public and private sector funds.

## SESSION Q&A

### QUESTION:

For Ian Kinder: There are many models for industrial partnership, so which is best from the UK?

### ANSWER:

by Indonesian Ministry of Technology and Higher Education: there are eight partnerships at current, all of which are at different stages. However, the government needs to be prepared to take the lead and drive the process forward. Moreover, companies involved in the process should be willing to self-invest rather than waiting for government to provide funding. This would help move closer to the goal of enhanced workforce capability.

**Ms. Evans** helped clarify this answer by way of example: if a company helps to fully fund machines used in a college, there needs to be a two-way dialogue between the college & private investor.



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# BEST PRACTICES OF TVET COLLABORATION (CONT.)

MODERATED BY DR. TINSIRI SIRIBODHI, DEPUTY DIRECTOR FOR ADMINISTRATION AND COMMUNICATION, SEAMEO SECRETARIAT.

**“BEST PRACTICE OF TVET COLLABORATION: RECOTVET AND THE GERMAN TVET-MODEL”**  
BY DR. NILS GEISSLER, PROGRAMME DIRECTOR, REGIONAL COOPERATION IN TVET, THE DEUTSCHE GESELLSCHAFT FÜR INTERNATIONALE ZUSAMMENARBEIT (GIZ)

GIZ is implementing a new regional TVET Programme in South East Asia on behalf of the German government. The programme “Regional Cooperation for the improvement of education and further training of TVET personnel in ASEAN” (RECOTVET) started operating at the end of last year and will continue until 2020. It aims to improve TVET at different policy levels, focusing on the improvement of personnel, organisational and content-related preconditions for labour market-oriented education and further training of management and professionals working in TVET in the region. The programme seeks to support the harmonisation of policies on TVET in the region and complement further integration steps with networks and dialogue formats, human capacity development for TVET personnel and evidence-based research from the Regional Cooperation Platform (RCP) for Teacher Education and Training in Asia.

The programme will strengthen and support policy dialogue between key national ministries, regional partners such as SEAMEO and the ASEAN-Secretariat and stakeholders from the private sector. Furthermore, there is a focus on specific topics and solutions being developed by three different working groups to promote harmonisation and quality improvement of TVET personnel.

Additionally, the programme offers tailor-made human capacity development training. It will expand the pool of multipliers and enable leading TVET personnel to autonomously conceptualise, implement and evaluate further education programmes according to the demands of the labour market. RECOTVET will also advance the established Regional Cooperation Platform with universities and other state and non-state actors. Using the experience and expertise of the network, it will provide inputs and sound analysis for policy dialogue. A knowledge management platform will support knowledge exchange and knowledge co-creation in the coming years. RECOTVET aims to partner with high officials from TVET departments and ministries in South East Asia and respective regional bodies, organisations and development partners.

Partnership practice is an excellent example of implementing regional cooperation together with a ‘training the trainer’ strategy which RECOTVET also invested in to help speed up harmonisation and internationalisation of TVET.

## **“EMPOWERING TVET COLLABORATION THROUGH NETWORKING & COOPERATION”**

**BY DR. CHEOL HEE KIM,**

Programme Specialist (Team Leader in TVET and Skills Development), UNESCO Asia Pacific Regional Bureau for Education

The Asia Pacific region is a diverse area culturally and economically, with some nations having experienced accelerated industrial development in recent years. This is particularly true of South East Asia. As a result, regional and global competition is increasing the need for nations to prepare their citizens effectively for an ever-changing marketplace. In light of the upcoming AEC integration this year, the free flow of skilled labour will only increase competition across the region. TVET is taking centre stage through educational, social, technological and economic imperatives. There is a need for harmonisation and collaboration in TVET strategy to promote effective practices and build strong relationships between member states. Factors to consider in terms of best practices include:

1. The role of stakeholders in TVET cooperation and collaboration while establishing responsibilities at global, regional and national levels.
2. Characteristics of best practices in TVET collaboration for development in the region.
3. Strengthening solid TVET collaboration which promotes networking across South East Asia.

In addition, there is a need to compare and analyse the practices of different countries, organisation and institutions. These are additional lessons which can be learned from across the region. To support TVET and skills development among ASEAN member states, the UNESCO Asia Pacific Regional Bureau for Education, based in Bangkok, is currently conducting a range of initiatives including upstream policy advice to strengthen the relevance of TVET systems, collaborative regional research and strengthening of the knowledge base to better align learning outcomes in TVET with labour market needs of member states and strengthening of the knowledge base and knowledge management in TVET.

## **“REGIONAL DEVELOPMENT, HARMONISATION AND INTERNATIONALISATION OF TVET IN THE WAKE OF THE ASEAN ECONOMIC COMMUNITY” BY DR. H.C. ROLF GENNRICH,**

Lecturer

The AEC will establish ASEAN as a single market and production base with the goal of making it more dynamic and competitive. Consequently, there is no alternative choice to developing a well-performing vocational education system. Vocational education and training needs to be as dynamic as the economies and communities it serves.

The Regional Association of Vocational Teacher Education in East and Southeast Asia (RAVTE) is committed to working alongside the process of ASEAN integration and internationalisation on all levels. Therefore, it supports harmonisation, internationalisation, integration and the establishment of a mutual permanent government and stakeholder initiative in TVET in the ASEAN region. This mutual initiative should take the lead in establishing ASEAN policy on TVET post-2015 to give clear guidelines to all member states. In order to follow up this agenda, several prioritised recommendations need to be addressed: the enhancement of regional ownership, cooperation and integration in TVET, the reduction of complexity in policymaking to increase alignment and consistency of TVET, the promotion of capacity development, innovation and research in TVET, the securing of labour demand-driven policies and partnership in TVET and sustained budgeting, financial structures and mechanisms in TVET.

## SESSION Q&A

### QUESTION 1:

By the end of 2015, ASEAN economic integration will have begun, and highly skilled employees will be increasingly in demand. What are the competences graduates should look to have in order to be ready for this? (Dr. Mustaqfihirin)

### ANSWER:

**Dr. Choel:** This will all be covered in an overall framework. Standardising employee skills needs support on both regional and global levels, which can cause problems even in developed countries.

**Dr. Tinsiri adds:** Three sets of skills are required: basic, intermediate, and transversal skills. Critical thinking, innovation and teamwork are also very important to develop.

### QUESTION 2:

With the broad diversity of South East Asia, what are the best practices for policy development? (Participants from Indonesia)

### ANSWER:

The goal is to learn best practices from partner countries such as Germany, and then seek help to transform various aspects to be more relevant to each country's situation.

### QUESTION 3:

Which preconditions are to be prioritised for implementation in the programme and how many of these preconditions should be developed internally by each member state?

### ANSWER:

A list of national standards, as decided by the Ministry of Labour, will determine this.

**Dr. Tinsiri wrap-up:** Dr. Tinsiri reinforced that now is the time for the next stage of SEA-TVET development, the launching of the SEA-TVET Consortium – and institutions should be able to opt in to this on a voluntary basis for now. The SEA-TVET Consortium should focus on the following aspects:

1. Quality assurance in order to align a national qualifications framework.
2. Further elaboration on student and teacher exchanges – particularly in terms of mobility.
3. Industrial involvement to identify needs and competencies required.
4. Resources such as knowledge management from expert partners to bring in further value.

The SEA-TVET Consortium will be an invaluable platform for the region to understand and act on the needs of countries and organisations.

# PRESENTATIONS OF PARTNER INSTITUTIONS



## **“SKILLS FOR EMPLOYABILITY IN AN INTERNATIONAL CONTEXT” MODERATED BY MS. URAIWAN SAMOLEE,**

Head of Business Development Education, British Council Thailand

## **SPEAKERS: MR. IAN KINDER, EXECUTIVE DIRECTOR,**

UK Commission for Employment and Skills (UKCES)

There is concern in the UK labour market that young people are being left behind. Although one might assume in the digital age that young people would lead the way in gaining employment over their older counterparts, the data suggests otherwise. Since the economic downturn of 2008 there are less young or older people in work. Mr. Kinder has considered these trends in a European and global context, looking at causes and areas of mismatch between young people’s skills and employers’ needs – the skills for employability. Mr. Kinder presented some possible solutions to this issue in the UK, by examining examples of work experience, earning and learning opportunities and how TVET colleges are working with employers to develop more strategic relationships to benefit young people in the jobs marketplace.

## **MS. CHRISTINE EVANS, INTERNATIONAL AND PARTNERSHIPS MANAGER,**

Llandrillo Menai International

Ms. Evans also highlighted project work carried out in 2015 between her college, Grwp Llandrillo Menai, located in North Wales, UK and the Office for Vocational Education and Training in Thailand, supported by British Council. This involved immersion in UK-style teaching and learning by OVEC teachers and students gathered in Chiang Rai, followed by a return visit to the UK by directors, teachers and students with some interesting findings and plans for further relations and peer engagement.

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**“REGIONAL DEVELOPMENT FOR HARMONISATION AND INTERNATIONALISATION OF TVET”  
BY MR. STEVEN RYNECKI,**

Programme Director for Connecting the Mekong through Training and Education (COMET), USAID

COMET has been approved by the following: Lower Mekong Initiative (Connectivity Pillar), the ASEAN Senior Officials Meeting on Education (SOM-ED), and the President’s Young Southeast Asia Leadership Initiative (YSEALI). USAID COMET is focused on preparing youth for employment by using ICT; particularly students in the fields of science, technology, engineering, mathematics, accounting, and tourism (STEM+AT) who will go on to contribute to the following high growth sectors:

1. Agriculture/Aquaculture, Agro-processing, Food and Beverage Processing;
2. Automotive Parts Manufacturing/Vehicle Assembly;
3. Construction;
4. Electronics (low and high value add); and
5. Tourism.

## SESSION Q&A

### QUESTION 1:

How is it possible to engage TVET with the issues of youth unemployment and attitudes of young people? (Participant from the Philippines)

### ANSWER:

The right values need to be embedded throughout TVET education from the beginning, so that students can understand the concept and its value from an early age.

### QUESTION 2:

What sorts of skills are needed by students?

### ANSWER:

Blended skills and knowledge are necessary in order to meet employer requirements. All blended skills need to be relevant to industry requirements; employers now require more and more soft skills and they expect young TVET graduates to have those skills once they graduate.



# DIRECTOR'S MEETING

## DISCUSSION ON STRATEGIC PLANNING TOWARDS HARMONISATION AND INTERNATIONALISATION OF TVET IN THE SOUTH EAST ASIAN REGION

**MODERATORS:** DR. PARYONO, DEPUTY DIRECTOR FOR PROFESSIONAL AFFAIRS AND RESEARCH MANAGER/SPECIALIST, SEAMEO VOCTECH, AND DR SIRIPAN CHOOMNOOM, THE OFFICE OF THE VOCATIONAL EDUCATION COMMISSION, MINISTRY OF EDUCATION, THAILAND

Dr. Paryono shared the information from the round table meeting discussions on plans for TVET, considering this to be the starting point for regional collaboration.

*[Round table meeting output wrap-up]*

### OVERVIEW:

- ❖ Follow up on High Officials Meeting, to ensure a collective effort at division/department and institutional and industrial levels.
- ❖ Refer to SEA-TVET goals.

### KEY AREAS TO COVER UNDER HARMONISATION AND INTERNATIONALISATION OF TVET (COVERED UNDER RTD):

- ❖ Standards for mutual skills recognition.
- ❖ Teaching, learning and assessment.
- ❖ Innovation and innovative practices in TVET.
- ❖ Sharing of resources.

### OBJECTIVES:

1. Harmonisation of TVET through reviews of curricula and TVET standards in line with the ASEAN Qualification Reference Framework (QRF). Focus on four aspects: mutual recognition of skills, matriculation, credit transfer and competency standards for each skill.
2. Internationalisation of TVET by way of student and staff exchanges, industrial attachments and collaborative research to develop 21st century skills, particularly ICT, innovation, cross-cultural awareness and critical inventive skills.
3. Fostering regional integration and labour mobility (career mapping and linking national qualification frameworks to AQR for industry and future needs).

### INITIATIVES UNDER HARMONISATION AND INTERNATIONALISATION OF TVET:

- ❖ Using ICT for TVET.
- ❖ Green TVET.
- ❖ Career mapping.
- ❖ Sharing of resources.
- ❖ Techno-preneurialism.

### FIVE INDUSTRIAL SECTORS TO FOCUS ON DURING THE FIRST STAGE:

1. Hospitality and Tourism
2. Agriculture and Fishing
3. Electronics, Mechatronics and Manufacturing
4. Civil Engineering
5. Commerce and Banking

#### VARIOUS STRATEGIES AND ACTIVITIES UNDER TVET:

- a) Strategies and activities:
  - ❖ Meetings, workshops, conferences, working groups and research.
  - ❖ Consortium: student and staff exchanges, industrial attachments.
- b) SEA-TVET:
  - ❖ Harmonisation.
  - ❖ Internationalisation.
- c) ASEAN economic community:
  - ❖ Develop global economic competitiveness.
  - ❖ Improve quality of human resources.
  - ❖ Encourage labour mobility.

#### OBJECTIVES OF SEA-TVET CONSORTIUM:

- ❖ Generate networking opportunities for TVET providers.
- ❖ Provide opportunities for participating institutions to work together in student and staff exchanges and industrial attachments.
- ❖ Share best resources and practices, and generate new and innovative ideas through research collaboration.

#### ELIGIBLE MEMBERS:

*TVET institutions committed to achieving Consortium objectives by way of participating in SEA-TVET meetings and workshops, facilitating at least five student exchanges annually with other international partner schools, colleges, or polytechnics and assisting in industrial attachments for overseas students with participating industries located near their place of study.*

#### OTHER REQUIREMENTS AND SUPPORTS TO BE SPELLED OUT IN THE CONSORTIUM GUIDE: SEA-TVET CONSORTIUM GUIDE:

- ❖ Introduction
- ❖ Programme overview
- ❖ Program participation
- ❖ Exchange processes
- ❖ Protocol

**Additional content added by Dr. Siripan:** *Regarding the national qualifications framework (NQF) and AQRF to be implemented next year, there are still two countries in ASEAN that have not synchronised their NQF with AQRF. It is necessary to link all ten countries together in order to collaborate on regional AQRF development before it is possible to make serious commitments to international student or staff exchanges.*

*Future industrial sectors for international exchanges could include retail, banking or logistics, depending on partner countries' readiness at the time. However the five sectors already agreed on will suffice for now. All countries should make efforts to research career mapping to analyse opportunities for future collaboration. It is important to bear in mind that different countries will be able to achieve this at different rates.*

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## SESSION Q&A

### QUESTION 1:

What can schools do to ensure their levels are standardised across the region, in order to meet TVET Consortium requirements for student exchanges?

### ANSWER:

**Brunei Representative:** The most important factors to focus on are competencies and skill standards required by industry. In Brunei the focus has not only been on curriculum development but also on involving partner organisations in teaching too, with the intention of reducing skill mismatch. In some areas an autonomous body was set up to look into eliminating restrictions created by regulations. An emphasis was also put on industrial experience in order to fill in gaps in teaching experience.

### QUESTION 2:

How do the directors intend to translate commitment from the round table meeting into practice?

### ANSWER:

**Cambodia:** It is important to be proactive in collaboration with the industry, particularly when there are significant challenges in terms of skill mismatches or lack of soft skills development. To increase industrial productivity, institutions need to arrange for employers and industry to financially support education and tools funding both via MOU and bilateral agreements.

### QUESTION 3:

What are the initiatives that partners can collaborate with in each of the nine countries?

### ANSWER:

**Indonesia I:** Key areas to develop and discuss should be in relation to students. To increase certification competency, more industrial experience and international experience is required for polytechnic students. As for lecturers in Indonesia, as polytechnics are a part of higher education, lecturers are required to have a Master's degree. This means young lecturers might lack experience of actual industry. Another challenge is that in the next 3 years, 30% of lecturers will have retired. It is important to anticipate and prepare for this situation. Lecturers must be able to receive regional accreditation.

## QUESTION 4:

Among all the factors discussed, which are considered the most significant for each country?

## ANSWER:

**Indonesia II:** In terms of TVET development, international experience for teachers and students that will allow them to see development in other countries is one of its biggest advantages.

**Lao PDR:** In order to meet the requirements of harmonisation of TVET, there needs to be a revision of teaching and curriculum standards, and reforms to curricula in order to make them more competency based, while also ensuring they are aligned with partner countries such as Thailand. To improve quality and relevancy, further private sector involvement will be required, and so collaborative training with large national organisations is also important.

**Malaysia:** Following on from the suggestions of the Consortium, there are four important aspects to consider:

1. **Trainers:** As a young country, Malaysia needs to focus on training or retraining trainers vigorously to meet the needs of industry.
2. **Certification:** as there is an established TVET system in place in Malaysia, it will be important to review and update this to avoid any mismatch of skills.
3. **Curriculum:** realign focus to be more hands-on than purely academic.
4. **Industrial involvement:** investigate opportunities for promoting internships and training for those leaving education.

**Myanmar:** Revisions to curricula to focus on competency-based learning are necessary for harmonisation and internationalisation. Teachers will also have to be retrained.

**Philippines:** Opportunities for TVET students to focus on language for TVET in order to support exchange capabilities will be necessary. Language competency data of each ASEAN country should be shared not only for policymakers but also for students – the data should be available online, on the consortium website.

**Vietnam:** A TVET centre has already been constructed in Vietnam, and contributions from the private sector allow sponsorship of both work-specific skills and language training. Relations with neighbouring countries are considered very important. Opportunities for students to do an internship in a neighbouring country, for example Laos or Thailand, might include up to three months of pre-language training.

**Thailand1:** Teacher competency is an important factor, and reviews of this have started with the regional harmonisation process in mind. This is an ongoing process.

**Thailand2:** Exchange programmes are also important, and something that Thai authorities are keen to promote to other ASEAN countries.

**Thailand3:** Further to the Vietnamese presentation, the collaboration between Vietnam, Lao and Thailand, the 'bottom up approach', involves initiatives and contributions from those at the school level being promoted at a national and regional level.

# DAY3: AUGUST 26, 2015

## THE ANNOUNCEMENT OF SEA-TVET JOINT STATEMENT

The intention of the Joint Statement was to determine policy directions for TVET development and collaboration in South East Asia, and identify a strategic framework and priority areas for development. Considering the labour market demands which support economic growth and social development, the importance of working together for the entire region as a unified community towards quality assurance, harmonisation and internationalisation of TVET is key to ensuring greater mobility and competitiveness. Member states agree to cooperate in the review and share the development of respective TVET national quality assurances and qualifications frameworks of SEAMEO member countries, referring to the ASEAN Qualification Reference Framework (AQRf). The SEA-TVET Consortium is to be established as a mechanism for overseas student and staff exchanges, which will include industrial attachments and internships. Member states have agreed 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 Fishing and (3) Construction** will be implemented at a later stage. **An Online TVET portal (<http://seatvet.seameo.org>) will be used as a platform to enhance information sharing on knowledge, best practices, and resources including contributions from experts**, teaching and learning systems and materials, and equipment for enhancing cooperation to improve the quality of TVET in South East Asia. Carrying out TVET occupational mapping by priority industry sector and geographical area in cooperation with industry and other agencies to narrow the gap between demand and supply for future labour force in the region is also a priority. Addressing several other key components, such as green TVET, techno-preneurship, and innovative practices in TVET, teacher education and training and mobilising stakeholders in a concerted effort to create strategies and share responsibilities for harmonisation of TVET will take place in future discussions.

## CLOSING REMARKS

BY DR. GATOT HARI PRIOWIRJANTO DIRECTOR,  
SEAMEO Southeast Asian Ministers of Education Secretariat

The closing remarks stated that the two-day meeting had been very productive and had led to the development of concretised agreements and strong commitments among the TVET high officials and policymakers of the eight South East Asian countries in attendance. These commitments include promoting excellence, innovation, sustainability, and quality and competency development for TVET not only among ASEAN member states, but also with partner countries such as China, Japan, the UK, Germany and the United States, as well as regional and international education development agencies. SEAMEO has firmly committed to the development and promotion of TVET for South East Asia and will work closely with the eleven ASEAN members, TVET stakeholders and development agencies. The results from this Chiang Mai meeting will be raised for further discussion at the SEA-TVET-DAAD workshop, which will be hosted by the Ministry of Education and Culture of Indonesia on 10th to 12th September in Solo, Indonesia. There are further regional TVET activities, initiated by SEAMEO, which have been prepared for the region, such as the TVET Consortium, TVET online portal, seven country workshops, TVET research study on skills demand, and TVET leadership capacity building programmes. Dr. Gatot believed this would be the starting point of more collaboration in the near future because member states are committed to working together towards harmonisation and internationalisation. Finally, he expressed his appreciation to OVEC, British Council and all participants and resource persons who were able to attend this meeting.

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# **APPENDIX**



## HIGH OFFICIALS MEETING ON SEA-TVET

### “WORKING TOGETHER TOWARDS HARMONISATION AND INTERNATIONALISATION”

24-26 August 2015  
Shangri-La Chiangmai Hotel, Chiang Mai, Thailand

TIME	PROGRAMME
<b>MONDAY, 24 AUGUST 2015</b>	
08:00 – 09:30	<b>Registration</b> Venue: Foyer of Lanna Ballroom, 2 <sup>nd</sup> Floor
09:30 – 10:30	<b>Opening Ceremony</b> <ul style="list-style-type: none"> <li>- Welcome Remarks by <b>Dr Gatot Hari Priowirjanto</b>, Director, South East Asian Ministers of Education Secretariat (SEAMEO Secretariat)</li> <li>- Remarks by <b>Mr Paul Bute</b>, Deputy Head of Mission, British Embassy, Thailand</li> <li>- Remarks by <b>Dr Krissanapong Kirttikara</b>, Senior Advisor, Office of the Vocational Education Commission, Ministry of Education, Thailand</li> <li>- Group Photo Session</li> </ul> Venue: Lanna Ballroom 2-3, 2 <sup>nd</sup> Floor
10:30 – 11:00	<b>Press Conference</b> Venue: Sukhothai Room 3, 1 <sup>st</sup> Floor
10:30 – 11:00	Refreshments at Foyer of Lanna Ballroom, 2 <sup>nd</sup> Floor
11:00 – 12:00	<b>Country Presentations</b> Theme: <b>“Working Together: Current Initiatives towards Harmonisation and Internationalisation of TVET in Responding to ASEAN Integration”</b> (10-15 minutes for each country, including Q&A) <ul style="list-style-type: none"> <li>- Brunei Darussalam</li> <li>- Cambodia</li> <li>- Indonesia</li> <li>- Lao PDR</li> </ul> <b>Moderator:</b> <i>Dr Tinsiri Siribodhi, Deputy Director for Administration and Communication, SEAMEO Secretariat</i> Venue: Lanna Ballroom 2-3, 2 <sup>nd</sup> Floor
12:00 – 13:30	Lunch at Kad Café, 2 <sup>nd</sup> Floor
13:30 – 14:30	<b>Country Presentations (Cont.)</b> Theme: <b>“Working Together: Current Initiatives towards Harmonisation and Internationalisation of TVET in Responding to ASEAN Integration”</b> (10-15 minutes for each country, including Q&A) <ul style="list-style-type: none"> <li>- Malaysia</li> <li>- Myanmar</li> <li>- Philippines</li> <li>- Thailand</li> </ul> <b>Moderator:</b> <i>Dr Tinsiri Siribodhi, Deputy Director for Administration and Communication, SEAMEO Secretariat</i> Venue: Lanna Ballroom 2-3, 2 <sup>nd</sup> Floor

TIME	PROGRAMME
14:30 – 15:00	<b>Presentations of Partner Countries</b> <ul style="list-style-type: none"> <li>UK: <a href="#">Ms Christine Evans</a>, International and Partnerships Manager, Llandrillo Menai International</li> <li>Japan: <a href="#">Prof Dr Tsutomu Matsumoto</a>, Chair, Subcommittee on Global Strategy, Committee on Educational Reform, National Institute of Technology</li> </ul> <p><i><b>Moderator:</b> <a href="#">Dr Thamonwan Poramatikul</a>, Office of the Vocational Education Commission, Ministry of Education, Thailand</i></p> <p>Venue: Lanna Ballroom 2-3, 2<sup>nd</sup> Floor</p>
15:00 – 15:30	Refreshments at Foyer of Lanna Ballroom, 2 <sup>nd</sup> Floor
15:30 – 18:00	Cultural visit to Ban Tawai
18:30 – 20:00	Welcome Reception hosted by the Office of the Vocational Education Commission, Ministry of Education, Thailand at Khum Khuntoke <i>Dress Code: National Dress</i>

## TUESDAY, 25 AUGUST 2015

09:00 – 09:30	<b>Keynote Speech on “Supporting ASEAN Integration through Harmonisation and Internationalisation of TVET in the Region”</b> by <a href="#">Dr Cloud Bai-Yun</a> , Chief Executive, UK’s National Recognition Information Centre (UK NARIC) Venue: Lanna Ballroom 2-3, 2 <sup>nd</sup> Floor
09:30 – 10:30	<b>Best Practices of TVET Collaboration</b> <ul style="list-style-type: none"> <li>“<b>SEAMEO Initiatives and Collaboration: Working towards Harmonisation and Internationalisation through SEA-TVET</b>” by <a href="#">Mr Hj Md Sharifuddin bin Hj Md Salleh</a>, Centre Director, SEAMEO Regional Centre for Vocational and Technical Education (SEAMEO VOTTECH) and <a href="#">Ms Anti Rismayani</a>, Research and Development Manager, SEAMEO Regional Opening Learning Centre (SEAMEO SEAMOLEC)</li> <li>“<b>UK Employment and Skills: Best Practice on TVET Collaboration and Industry Engagement</b>” by <a href="#">Mr Ian Kinder</a>, Executive Director, UK Commission for Employment and Skills (UKCES)</li> <li>“<b>Vocational Education in Japan and Cooperation with ASEAN Countries</b>”            by <a href="#">Dr Yamasaki Hirotoshi</a>, Professor of Graduate School of Education, Hiroshima University  <i><b>Moderator:</b> <a href="#">Dr Siripan Choomnoom</a>, Office of the Vocational Education Commission, Ministry of Education, Thailand</i>            Venue: Lanna Ballroom 2-3, 2<sup>nd</sup> Floor         </li> </ul>
10:30 – 11:00	Refreshments at Foyer of Lanna Ballroom, 2 <sup>nd</sup> Floor

TIME	PROGRAMME	
11:00 – 12:00	<b>Best Practices of TVET Collaboration (Cont.)</b> <ul style="list-style-type: none"> <li>- “<b>Best practice of TVET Collaboration: RECOTVET and the German TVET-Model</b>” by <a href="#">Dr Nils Geissler</a>, Programme Director, Regional Cooperation in TVET, GIZ</li> <li>- “<b>Empowering TVET Collaboration through Networking &amp; Cooperation</b>” by <a href="#">Dr Cheol Hee Kim</a>, Programme Specialist (Team Leader in TVET and Skills Development), UNESCO Asia Pacific Regional Bureau for Education</li> <li>- “<b>Regional Development, Harmonisation and Internationalisation of TVET in the wake of ASEAN Economic Community</b>” by <a href="#">Dr. Dr. H.C. Rolf Gennrich</a>, Lecturer and Consultant Policy and Strategy Development of TVET, Regional Association for Vocational Teacher Education in East and Southeast Asia (RAVTE)</li> </ul> <p><i><b>Moderator:</b> <a href="#">Dr Tinsiri Siribodhi</a>, Deputy Director for Administration and Communication, SEAMEO Secretariat</i></p> <p>Venue: Lanna Ballroom 2-3, 2<sup>nd</sup> Floor</p>	
12:00 – 13:00	Lunch at Kad Café, 2 <sup>nd</sup> Floor	
13:00 – 14:30	<b>High Officials Round Table Meeting</b>  Invitation for this Session: <ul style="list-style-type: none"> <li>- Secretary Generals, Director Generals, Directors, and official representatives from South East Asian countries</li> </ul> <p><i><b>Moderator:</b> <a href="#">Dr Gatot Hari Priowirjanto</a>, Director, SEAMEO Secretariat</i></p> <p>Venue: Sukhothai Room 1-2, 1<sup>st</sup> Floor</p>	<b>Presentations of Partner Institutions</b>  <b>Topic: “Skills for Employability in an International Context”</b>  Speakers: <p><a href="#">Mr Ian Kinder</a>, Executive Director, UK Commission for Employment and Skills (UKCES)</p> <p><a href="#">Ms Christine Evans</a>, International and Partnerships Manager, Llandrillo Menai International</p> <p><a href="#">Mr Steven Rynecki</a>, Programme Director for Connecting the Mekong through Training and Education (COMET), USAID</p> <p><b>Moderator:</b> <i><a href="#">Ms Uraiwan Samolee</a>, Head of Business Development Education, British Council Thailand</i></p>
14:30 – 15:00	Refreshments at Foyer of Lanna Ballroom, 2 <sup>nd</sup> Floor	
15:00 – 16:30	<b>Directors’ Meeting</b>  Discussion on Strategic Plans towards Harmonisation and Internationalisation of TVET in the South East Asian region  <p><i><b>Moderator:</b> <a href="#">Dr Paryono</a>, Deputy Director for Professional Affairs and Research Manager/Specialist, SEAMEO VOCTECH and <a href="#">Dr Siripan Choomnoom</a>, Office of the Vocational Education Commission, Ministry of Education, Thailand</i></p> <p>Venue: Lanna Ballroom 1, 2<sup>nd</sup> Floor</p>	
16:30 – 17:30	Networking Session  Venue: Sukhothai Room 1-3, 1 <sup>st</sup> Floor	
18:30 – 20:00	Dinner Reception at Lanna Ballroom 2-3, 2 <sup>nd</sup> Floor	

TIME	PROGRAMME
<b>WEDNESDAY, 26 AUGUST 2015</b>	
09:30 – 10:30	<b>Review Joint Statement from the High Officials Round Table Meeting</b> <b>Invitation for this Session:</b> <ul style="list-style-type: none"> <li>- Secretary Generals, Director Generals, Directors, and official representatives from South East Asian countries</li> </ul> <i><b>Moderator:</b> Dr Gatot Hari Priowirjanto, Director, SEAMEO Secretariat; and Dr Paryono, Deputy Director for Professional Affairs and Research Manager/ Specialist, SEAMEO VOCTECH</i> Venue: Lanna Ballroom 2-3, 2 <sup>nd</sup> Floor
10:30 – 11:00	Refreshments at Foyer of Lanna Ballroom, 2 <sup>nd</sup> Floor
11:00 – 12:00	<b>Closing Ceremony</b> <ul style="list-style-type: none"> <li>- Announcement of Joint Statement by TVET High Officials</li> <li>- Group Photo Session</li> <li>- Press Conference</li> </ul> Venue: Lanna Ballroom 2-3, 2 <sup>nd</sup> Floor
12:00 – 13:00	Lunch at Kad Café, 2 <sup>nd</sup> Floor
PM	Departure of Delegates



## **Chiang Mai Joint Statement on Harmonisation and Internationalisation of TVET in Southeast Asia**

### **PREAMBLE**

1 We, high-level education officials responsible for technical and vocational education and training (TVET) and representing eight SEAMEO Member Countries (Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, and Thailand) met in a High Officials Round Table Meeting in Chiang Mai, Thailand on 25 August 2015 to determine policy directions of TVET development and collaboration in Southeast Asia, and identify strategic framework and priority areas of development especially on prospects of harmonisation and internationalisation of TVET.

2 The First High Officials Round Table Meeting on TVET in Southeast Asia is in pursuit of the directive of the education ministers of Southeast Asian countries that comprise the SEAMEO Council during the SEAMEO Strategic Dialogue of Education Ministers held in September 2014 in Vientiane, Lao PDR which identified TVET as one of the seven Post-2015 and Post-Education for All priority areas of SEAMEO.

3 Furthermore, the High Officials Round Table Meeting on TVET in Southeast Asia is in support of recent global and regional declarations on the promotion and enhancement of TVET such as the Third International Congress on TVET which focused on “Quality Education and Skills Development for Sustainable Future” and was held in Shanghai, Peoples Republic of China in May 2012; and the Kuala Lumpur Declaration on “Making Skills Development Work for the Future” held in Kuala Lumpur, Malaysia on 3-5 August 2015.

4 Cognisant of the increasing integration in the world and in Southeast Asia and the efforts of governments to address labour market demand which will help bring about economic growth and social development, the importance of working together towards harmonisation and internationalisation of TVET is key to ensuring greater mobility and competitiveness, not only of single and individual countries of the region, but the entire Southeast Asia as a unified community.

### **AFFIRMATIONS**

5 With the foregoing antecedents, we therefore recognise and affirm the following:

1. That TVET plays a fundamental role in preparing the labour force in Southeast Asia,  
and that the industry is an important driver of economic growth;
2. That by synergising efforts of SEAMEO Member Countries on TVET, Southeast Asia can be more ready for ASEAN integration;



3. That there is a need for continuous and strategic discussion to help direct regional cooperation on TVET in Southeast Asia; and
4. That harmonisation and internationalisation of TVET is vital key to competency development and quality improvement of this sector in Southeast Asia.

## **AREAS AND STRATEGIES FOR COOPERATION**

6 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>)
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.

Adopted on 26 August 2015 in Chiang Mai, Thailand

at High Officials Meeting on Southeast Asia Technical and  
Vocational Education and Training (SEA-TVET)

organised by the Office of Vocational Education Commission, Ministry of Education  
Thailand; SEAMEO, and British Council