

3rd Regional Policy Dialogue on TVET

“INCREASING QUALITY IN TVET PERSONNEL DEVELOPMENT”

11-12 March 2015, Bangkok, Thailand



The following documentation guides readers through the 3rd Regional Policy Dialogue on TVET and its five sessions on Quality Assurance of TVET and TVET Personnel Development. It provides readers with an overview of the key points made during the Policy Dialogue.

The 3rd Regional Policy Dialogue was hosted by the ASEAN Secretariat, Thailand's Office of Vocational Education Commission (OVEC) and the Regional Cooperation Programme to Improve the Training of TVET Personnel (RECOTVET) that is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.



Welcome and Opening Remarks

Dr. Suphat Champatong, the Deputy Permanent Secretary for Education from Thailand's Ministry of Education, extends his warm welcome to all participants for joining the 3rd Regional Policy Dialogue on TVET. He highlights that the ASEAN Economic Community (AEC) brings great opportunities to the region and thereby puts increased demands on the people as well as the markets. The need for harmonisation and close cooperation has gained more and more importance within the last decade and the formation of the ASEAN Community at the beginning of 2016 constitutes the highlight of this process of regional approximation.

H.E. Mr. Vongthep Arthakaivavatee, the Deputy Secretary General from the ASEAN Socio-Cultural Community Department of the ASEAN Secretariat, welcomes all participants of the 3rd Regional Policy Dialogue in the name of the ASEAN Secretariat. He stresses that the year 2016 marks the formation of a regional architecture within the ASEAN community that focuses on an economic, political, social, and people-centered ASEAN. In order to respond to the challenges the region is facing, regional economic integration does not only entail mobility of wealth and goods – also people, skills and professions have to become mobile. Greater access to education cannot be measured in numbers only – it is the quality of education that has to be taken into account. Still, the meaning of the term quality of the provided education is subjective and understood differently within the region. Therefore, this Regional Policy Dialogue on quality of TVET and TVET personnel development comes timely. H.E. Mr. Vongthep expresses his recognition to the German government, specifically the GIZ, for their effort in facilitation of regional cooperation.

Dr. Nils Geissler, the Programme Director of GIZ's RECOTVET Programme, extends his gratitude to speakers for the much appreciated contributions to the event and thanks the ASEAN Secretariat and the Office of the Vocational Education Commission (OVEC) for the harmonious cooperation in organizing this joint event.

He emphasizes the importance of the 3rd Regional Policy Dialogue in moving on from discussions on skills requirements for TVET towards the next step of striving for **common results**. He gives an overview of the **five thematic sessions**, which will explore different interactive formats in order to facilitate fruitful dialogues between participants. An important characteristic of the next two days will be the exchange between knowledge of the private sector, research experts, public sector as well as both national and regional actors.

Session I: Outcome-Orientation in Quality Assurance

The first session is devoted to **the challenges of outcome-orientation** in quality assurance. Outcome-orientation specifically targets the results of orientation instead of measuring input factors such as hours spend in classroom. Recently, it is widely used for assessing the quality of TVET and TVET systems.

Peter Pfaffe from the German Federal Institute for Vocational Education and Training (BIBB) highlights the key points of a dual vocational education system as it exists in Germany - comprising “two worlds under one roof”. Whereas the education at a vocational school is based on **theoretical inputs** and demands in-depth knowledge and studying as well as general knowledge in maths and languages, the in-company training provides **practical exposure** and confronts the students with time pressure, stress and different **market requirements**.

Coordination between the different stakeholders is a key factor in this field to assure quality, but it is not considered a challenge when they all have a strong interest in maintaining a high standard. Outcome orientation is inherent in the German dual system due to the major role of the private sector. This eventually leads to more trust and recognition by the industry.

Dr. Josie Misko from the Australian National Centre for Vocational Education Research (NCVER) elaborates further on high standards by defining what is commonly understood by the term quality in technical and vocational education and training. Finding a common ground is crucial for further cooperation. Actors need to focus on quality assurance in TVET and TVET personnel development to ensure the work readiness of students. Suggested strategies to achieve the named objectives could be **teacher recruitment campaigns**.

Dr. Misko provides a variety of approaches to quality assurance. The **outcome orientation is reflected in the way quality is measured**. Examples of outcome-based indicators are:

- Increased levels of satisfaction with skills of graduates of TVET personnel development programs by educational managers
- Increase in numbers of TVET practitioner qualifications completed.

Much **progress has already been made** in Southeast Asia: Not having a national guideline, doesn't mean that there is no system in place.



In the third input in this session, **Mr. Kovit Wongkongsilp from the Federation of the Thai Industries** presents background information on Thailand's economic situation. In line with economic growth, there is a strong demand for skilled workers that cannot be met by the

current TVET system. He lays out several activities required by stakeholders in order to close the gap and ensure quality at the same time. The **government should assume its role in promoting TVET** as an alternative path to an academic career. Additionally, private sector employers are responsible for allowing their employees to update their skills on a regular basis and TVET institutions and companies should form partnerships to combine practical and theoretical skills and ensure demand-orientation.

Following the presentations, the group discussion at the tables centres on how to incentivise and engage the private sector. The main concern is that the **private sector needs to show commitment and willingness** to get engaged in TVET. Therefore strong political support is needed to strengthen the TVET system.

Session II: Quality in TVET Teacher Education and Training

Session II has the objective of providing country specific examples on how to measure and improve the quality of teacher education and training.

Prof. Eko Hariadi from the Indonesian State University of Sarabaya elaborates in depth on the **characteristics of TVET teacher quality**, composed by qualification (degrees), characteristics (teacher collaboration), practices (learning objectives, active learning experiences) and effectiveness (self-assessment and reflection). He emphasizes that the quality of the teacher is at the heart of TVET quality, far more important than curricula or standards.

Key in the future will be the close cooperation with the private sector and to invite industry experts to TVET institutions, since the educational system at universities and at TVET schools is to a large degree detached from the labor market. **Industry exposure of teachers** should be incorporated already in the initial teacher preparation phase and practical learning is a key requirement for more demand-oriented TVET systems in Southeast Asia. Teachers should be able to teach in technical workshops and need to be equipped with both technical knowledge as well as subject-based didactics. Another strategy that Prof. Hariadi highlights is the need for **more partnerships in the region with international organisations** to acquire external technical and financial support.

Prof. Cao Van Sam from the General Department of Vocational Training (GDVT), Vietnam, presents the current status of TVET personnel development in Vietnam, as well as good practices in teacher development and recommendations. There are currently 40.000 vocational teachers and trainers in Vietnam (in colleges, schools, TVET centres). They are mostly hired right after graduation from universities and lack either of pedagogic skills or practical experience.

In the light of the ongoing ASEAN integration and growing demand for skilled labor force, there is a need for **measures to attract new vocational trainers** and focus on training skills and language skills. Vietnam has identified the following good practices:

- Incentivizing policies on salaries (back up by legal framework, subsidization and grants for senior trainers, special policies for trainers of students with disabilities).
- Creation of 45 centers of excellence in Vietnam. 34 key occupations were defined, which are strongly demanded by the labor market and likely to attract foreign direct investments.
- Inclusion of language, ICT and soft skills into TVET curricula to make the education path more attractive and comprehensive.

The presentation concludes by proposing that ASEAN states need to **allocate sufficient funds for cooperative projects**. In the implementation process it could be advisable that **each** country specializes on one occupation for standard development.

Dr. Stefan Wolf from the German Technische Universität (TU) Berlin presents the necessity for **continuous TVET teacher qualification** during three phases: The initial phase is the study at university, the transition phase begins when entering the institution/school and the continuation of learning should take place during the entire working life. Although the German system is not entirely formalized (leaving room for individual career paths and lateral recruits), certain success factors could be identified: **The principles of subsidiarity and cooperativity** in input and output assessment and process assessment contribute to **high quality and mutual trust** amongst the stakeholders. A process of assessment on an intermittent rhythm ranks the schools and forwards recommendations for improvements that are continuously monitored. Dr. Wolf emphasizes the **importance of the teachers** themselves, instead of exclusively focusing on standards. Teachers do not only have an economic, but also a social and environmental responsibility.

Session III: Regional Quality Assurance Initiatives and Networks

The afternoon session starts off with presenting regional quality assurance initiatives and networks. It aims at providing participants with an overview of existing cooperation and agreements.

Dr. Gatot Hari Priowirjanto, Director of the Southeast Asian Ministers of Education Organization (SEAMEO) presents the SEAMEO structure and presence amongst the partner countries. TVET is one of **SEAMEO's regional priority areas on education for 2015-2035**, numerous regional events and workshops are in the pipeline to strengthen regional cooperation in this topic. Harmonising quality assurance, curricula and industry practices to increase mutual recognition in the region is one pillar of the programme. The



second pillar addresses the mobility of TVET staff and students in the region.

At the moment the **SEA TVET priority areas** include Hospitality and Tourism, Agriculture and Fisheries, Electronics, Mechatronics and Manufacturing, Construction etc. Besides the regional events and focus areas, SEAMEO sets the target of developing commitments and signed agreements (Framework of Cooperation) among TVET institutions through workshops in 7 Countries.

Dr. Gita Subrahmanyam from the London School of Economics (LSE) gives an overview on the development of TVET in ASEAN region since the Shanghai consensus was adopted in 2012. In total, in seven areas recommendations have been agreed on. Empirical evidence shows that there has been positive but uneven progress in enhancing TVET relevance – the area that is mostly connected with the topic of quality assurance. The substantial progress covers all five aspects of TVET relevance (Responsiveness to current/future skills needs, Alignment of TVET to SDGs through greening TVET, Responsiveness to technological changes, Adapting qualifications and developing pathways, Facilitation of coordination and partnerships). Still, there are disparities between countries and groups within countries. The **main obstacles** for qualitative TVET are **weak technical, financial and institutional capacity**, lack of broad partnerships and coordination mechanisms. Dr. Subrahmanyam lists a number of starting points to improve the joint efforts in ASEAN region:

- Need to improve knowledge of local, regional and international labour market to address skills mismatches and overcome skills gaps.
- Need to find ways of reducing regional differences between countries that are early versus late in: Integrating green skills and information technology in TVET.
- Adopting experiential/ applied learning methods to facilitate passing into working life.

Ms. Karina Veal from the Asian Development Bank (ADB) delves deeper into the topic of regional quality assurance by transmitting four key messages. First, she emphasizes that no country could rest on its success: Not improving means falling behind in a competitive dynamic region such as ASEAN. The future of ASEAN lies in the highly-skilled labor force and that is where inclusive growth will be coming from. Labour mobility will be increasingly relevant for the ASEAN member states with chances and risks. A third key message is to focus on the quality of teaching. This not only includes the important task of **integrating technical and pedagogical knowledge in teaching** but also to promote soft skills and critical thinking and problem-solving competences to be able to compete in internationalized markets.

Furthermore, ADB supports the ASEAN agenda. The ADB is currently active in 7 out of 10 ASEAN member states and is likely to focus on topics of regional harmonisation and cohesion in future. **Regional frameworks, initiatives and networks will be increasingly important in the next years.** In order to work together effectively, horizontal cooperation is crucial for TVET institutions and triggers exchange of detailed knowledge.

Session IV: Policies for TVET Personnel Development

The session aims at introducing national approaches from Thailand and the Philippines for TVET Personnel Development, including specific policy examples. Participants are invited to question the speakers on their approaches in order to elaborate on possible transfers of national strategies.

Dr. Boonsong Champabhoti from OVEC presents diverse background conditions for each country. He emphasizes the difficulties that Thailand faces when trying to prepare teachers to meet the demands of the labour market, especially in terms of technology. It is a challenge for teachers (and the planning of training) to find the time and resources to **catch up with changes**. Often, the new TVET teachers are freshly recruited after university and struggle to both settle into their new responsibilities and adapt to changing environment at the same time.

The TVET personnel training requirements undergo a transition, focusing on more **inquiry based, authentic learning, multi path progression** and open and flexible delivery. In order to keep up with these challenges, OVEC has developed new initiatives to train TVET teachers, including in-house training in collaboration with industries. For instance, in the in-company training future trainers are put in an **authentic environment**, to train in the 'real' environment e.g. agriculture or automobile.

Ms. Felicidad B. Zurbano from the Technical Education and Skills Development Authority (TESDA), The Philippines, presents the **TESDA** Mandate for managing TVET and creating policies for TVET personnel development in the country. In the Philippines, TVET trainers are categorized in four categories (from TVET trainer level to Master level) and trainers have the opportunity to actively work on their promotion by upgrading their skills. The certification of trainers is divided into a **pedagogical and technological part**, taking into account the dual requirements for teachers.

The **private sector** is also involved, giving important inputs via **workshops and stakeholder consultations**. They are partly responsible for the assessment of the quality of TVET personnel development. Expectations are to assure a close link of TVET to labour market through the **multiparty system, and integrated processes**.

Session V: Workshop – Bridging the Regional and National Level

The last session facilitates a discussion between participants and specifically focuses on requirements for collaboration.

Ms. Abigail Lanceta from the ASEAN Secretariat refers to the ASEAN 2025 plan: forging ahead together. She gives an overview on the ASEAN Socio-Cultural Community (ASCC) Blueprint, where TVET constitutes an important area.

There are different existing bodies working on the improvement of TVET in the region area: national organisations as well as regional bodies (ASEAN, SEAMEO, RECOTVET, etc.) and the chambers of commerce. The challenge is how to bring these organisations together. ASEAN and SEAMEO already established a joint workplan and meet each other annually to assess overlapping and synergies. The ASEAN Workplans on Education and on Labour both cover certain elements of TVET and TVET personnel development.

Christian Bock from the RECOTVET programme of GIZ presents the activities of the Regional cooperation programme to improve the training of TVET personnel (RECOTVET). The programme has three different action areas. The first one is facilitating Regional Policy Dialogues – an exchange format for decision-makers from the region to discuss on topics of regional harmonisation. The **Policy Dialogues** are supported by the three initiated **Regional Working Groups**. They deal with the following three topics: 1) Development of a regional core standard for TVET Teacher; 2) Quality assurance in TVET and 3) Good practices in TVET personnel development. Additionally, RECOTVET is working on **Human Capacity Development** measures and facilitation of evidence-based research on initial and further training of TVET teachers in the framework of the **Regional Cooperation Platform for Vocational Teacher Education in Asia (RCP)**.

During the second part of the session, participants are discussing on three different questions in smaller groups. Within this caravan-approach, they change stations after 20 minutes and continue working on the previous group's results. The results of this Caravan approach will be used by RECOTVET to design further activities (see Figure 1).

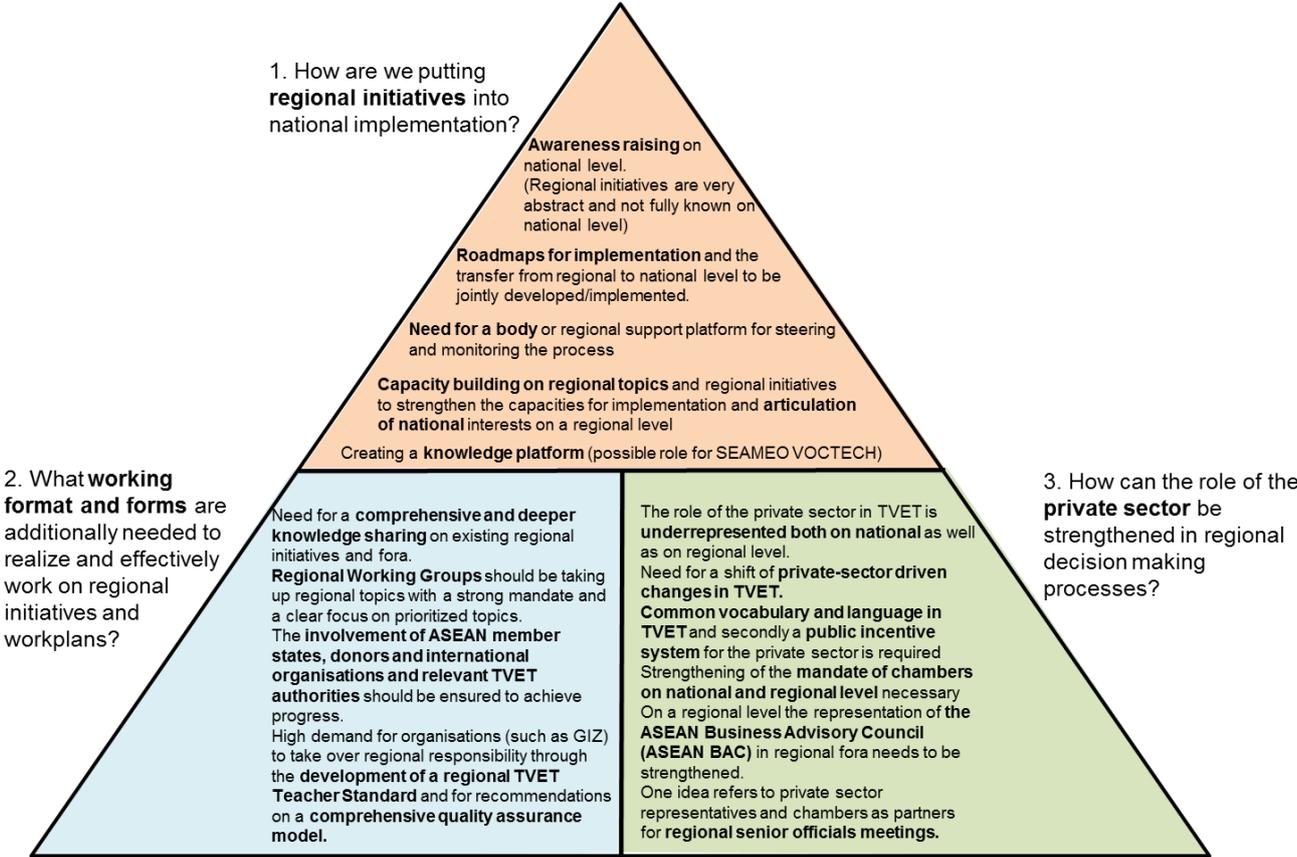


Figure 1: Results of Group Discussions in Session V: Bridging the Regional and National Level

Closing remarks

Representatives of the three hosting organisations, **Dr. Boonsong from OVEC, Ms. Abigail Lanceta from the ASEAN Secretariat and Dr. Nils Geissler from GIZ's RECOTVET programme** express their thanks to all the participants of the event. Dr. Boonsong emphasizes the importance of this meeting for creating a communication platform to work together. Abigail Lanceta thanks GIZ for their important role as facilitators of regional cooperation and informs the participants about the high official meeting agenda in Malaysia, where GIZ through RECOTVET will present the results of this 3rd Regional Policy Dialogue. **Dr. Nils Geissler** takes the opportunity to thank all the participants and presenters for their valuable contributions and inputs to make this event a true regional dialogue. Furthermore, he emphasizes the progress made and invites all participants to the **next Regional Policy Dialogue**, co-hosted together with the Philippines Department on Labor and Employment (DOLE) and The Organisation for Economic Co-operation and Development (OECD) in **Cebu City in the Philippines in October 2016**. Results from the Regional Working Groups will be presented at this occasion as well.

Appendix A: Agenda

<u>09 March</u>	
18:00 – 19:00	Registration
19:00	Welcome Reception hosted by Thailand's Office of the Vocational Education Commission, Ministry of Education
<u>Agenda Day 1, 10 March</u>	
08:00 – 09:00	Registration
	Opening Remarks Facilitator: Jost Wagner <ul style="list-style-type: none"> • Dr. Suphat Champatong - Deputy Permanent Secretary for Education, Ministry of Education, Thailand • H.E. Mr. Vongthep Arthakaivalvatee – Deputy Secretary-General, ASEAN Socio-Cultural Community Department, ASEAN Secretariat • Dr. Nils Geissler – Programme Director, GIZ, RECOTVET, Vietnam
09:00 – 09:45	Photo Session
09:45 – 10:15	Coffee Break
10:15 – 12:15	Session I: Outcome-Oriented in Quality Assurance <u>Speakers:</u> Mr. Peter Pfaffe – BIBB, Germany Dr. Josie Misko – NCVET, Australia Mr. Kovit Wongkolkitsilp, The Federation of Thai Industries, Thailand
12:15 – 13:30	Lunch Break
13:30 – 15:00	Session II: Quality in TVET Teacher Education and Training <u>Speakers:</u> Prof. Eko Hariadi – UNESA, Indonesia Prof. Cao Van Sam – MoLISA/GDVT, Vietnam Dr. Stefan Wolf – TU Berlin, Germany
15:00 – 15:30	Coffee Break
15:30 – 17:00	Session III: Regional Quality Assurance Initiatives and Networks <u>Speakers:</u> Dr. Gatot Hari Priowirjanto – SEAMEO Secretariat Dr. Gita Subrahmanyam – LSE, United Kingdom Karina Veal – ADB, The Philippines
<u>Agenda Day 2, 11 March</u>	
09:00 – 09:15	Recap 1st Day and Agenda Day 2
09:15 – 10:30	Session IV: Policies for TVET Personnel Development <u>Speakers:</u> Dr. Boonsong Champabhoti – OVEC, Thailand Ms. Felicidad B. Zurbano - TESDA, The Philippines
10:30 – 11:00	Coffee Break
11:00 – 12:30	Session V: Workshop – Bridging the Regional and National Level <u>Speakers:</u> Ms. Abigail Lanceta – ASEAN Secretariat Mr. Christian Bock – GIZ, RECOTVET, Vietnam
12:30 – 13:00	Next Steps and Wrap-Up Lunch