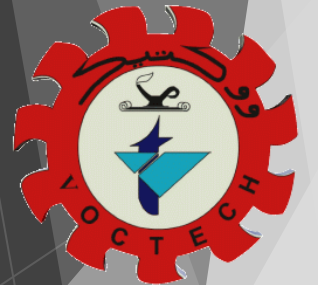


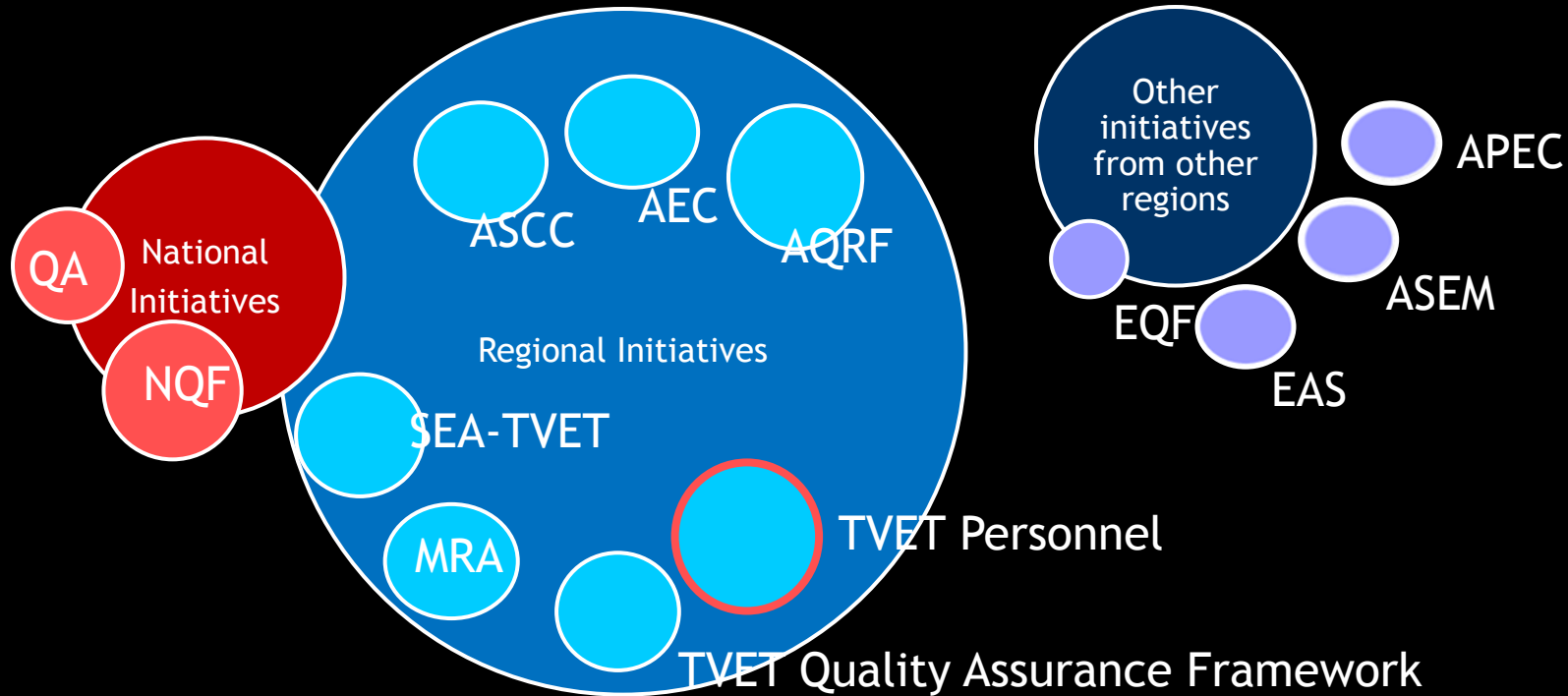
Regional Perspective - Existing approaches in developing quality and qualification frameworks in Asia

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Background

It's desirable to have a reference at the regional level that can be a guide for the ASEAN members to refer or benchmark their national standards



Considering that under ASEAN, participation or referencing in any regional initiatives is voluntary, it's slowly moving to the level of full adoption

1/13/2016

East Asia Summit Technical and Vocational Education and Training Quality Assurance Framework (EAS TVET QAF)

- ▶ a set of principles, guidelines and tools to assist EAS countries develop, improve and assess the quality of their TVET systems.
- ▶ Key purposes:
 - ▶ Enable countries to promote and monitor the improvement of their quality assurance systems;
 - ▶ Facilitate cooperation and mutual understanding between member countries; and
 - ▶ Support other initiatives within and across the region that enhance connectivity, integration, education and labour mobility.
- ▶ Participating countries: ASEAN (10 countries), Australia, China, India, Japan, Korea, New Zealand, Russia and the United States.
- ▶ The EAS TVET QAF is voluntary and non binding in nature
- ▶ It covers: learners and providers characteristics, RPL, labour market influences, learning resources and support, programme design and curriculum development, **quality of teaching staff**, training and assessment, learner progress and attainment, graduate destinations, and stakeholder satisfaction.



ASEAN Qualification Reference Framework

- ▶ is derived from the **ASEAN Charter** signed by the ten ASEAN leaders in Singapore on 20 November 2007, reinforcing **a single entity that is ASEAN Community** (free flow of skilled labour through ‘harmonisation and standardisation’).
- ▶ **Purpose:** to enable comparisons of qualifications across member states that will (1) Support recognition of qualifications (2) Encourage the development of qualifications frameworks and national approaches to validating learning gained outside formal education (3) Promote and encourage education and learner mobility, (4) Promote worker mobility, (5) Lead to better understood qualifications systems, (5) Promote higher quality qualifications systems.
- ▶ **Principles:** neutral influence and voluntary engagement
- ▶ **Components:** learning outcomes and level of descriptors(8 levels) covering cognitive, functional, **personal, and ethical (not explicit)** competences.
- ▶ It covers **two domains:** (1) Knowledge and skills and (2) Application and Responsibility
- ▶ The implementation of AQRF requires all member states to implement a common process, a **referencing process**



Mutual Recognition Arrangements (MRAs)

- ▶ To facilitate migration of high-skilled migrants, the Member States of ASEAN have concluded Mutual Recognition Arrangements (MRA) in 8 occupations: Engineering (December 2005), Nursing (December 2006), Architecture (November 2007), Surveying (November 2007), Dentistry (August 2008), Medicine (August 2008), Accountancy (February 2009), and Tourism Professionals (November 2012).
- ▶ Recognition of qualifications/professionals
- ▶ Purpose:
 - ▶ Facilitate mobility of practitioners within ASEAN
 - ▶ Exchange information and enhance cooperation in respect of mutual recognition of practitioners
 - ▶ Promote adoption of best practices on standards and qualifications
 - ▶ Provide opportunities for capacity building and training of practitioners
- ▶ Up to now, the mobility of professional through MRA is still very limited.



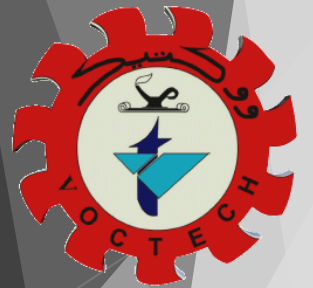
SEA-TVET

- ▶ Areas of focus:
 - ▶ Harmonization and Standardisation
 - ▶ Internationalisation of VTIs, and Mobility of Staff & students
- ▶ SEA-TVET consortium as a mechanism for overseas student and staff exchange, which shall include industrial attachment and internship
- ▶ Consortium objectives:
 - ▶ To create networking among TVET providers;
 - ▶ To provide opportunities for participating institutions to work together in student and staff exchange and industrial attachment;
 - ▶ To share best resources/practices and to generate new/innovative ideas through research collaboration.
- ▶ Meetings: High Officials Meeting of TVET (Aug 2015, Chiang Mai Thailand), followed by country-level workshops



Regional Common Core Standard for TVET Personnel

- ▶ Promote TVET and its related professions either as administrators, teachers, trainers, trainers of teachers, employees etc.
- ▶ More collective/regional efforts thus may enhance their level of impacts, e.g. raise the image of TVET and TVET related professions to be highly recognized and rewarded.
- ▶ Improve TVET quality, harmonization and mobility of TVET graduates and personnell.



Current status of Regional Common Core standard for TVET personnel

- ▶ RECOTVET WG1 (in charge for the development of Regional Common Core Standard for TVET Personnel) has discussed in the last two meetings in Hanoi Vietnam (23 April 2015) and Siem Riep, Cambodia (6 October 2015).
- ▶ The meeting in Hanoi, Vietnam has agreed:
 - a. To focus on TVET teacher regional common core standard, considering that standard for in-company trainers have been developed by GIZ Thailand. The rests: regional standards for TVET administrators/management and trainers of trainers will follow.
 - b. That a standard should be a guiding framework that identifies core skills and competencies for TVET teachers, and for management staff at schools later on.
 - c. To have initial discussion on possible core elements for a standard (to be discussed again in the 2nd meeting in Siem Riep, Cambodia.
- ▶ The meeting in Siem Riep, Cambodia has discussed:
 - a. The status of national TVET personnel standards of ASEAN member countries.
 - b. Comparative analysis of existing national TVET teacher standards.
 - c. Possible structure and scope of TVET teachers common core standards.



Comparison

Description	Brunei	Cambodia	Indonesia	Lao PDR	Malaysia	Philippines	Singapore	Myanmar	Thailand	Vietnam
Name of the standard	Brunei Teacher Standard	Competency Standard for TVET Teacher	Competency standard (CS)	CS for TVET trainers and teachers	MTS	Phil. Trainer Qualification	Advanced Certificate in Technical Education Pedagogy	Teacher Prof. Standard Draft TVET teacher com Standard	- TVET teacher standard - In-company trainer standard	Pedagogical Standards of TVET Teachers
Target group	Teachers	Teachers	Teachers*, Principals, Superintendent	Trainers (practical) and teachers ,theoretical	Teachers	Trainers	Teachers		- Teachers - Company trainers	TVET teachers
Level/ scope	National	National	National	National	National	National/ TESDA	Institutional/ National		- National	- National
Status	Developed, yet to implement	Development process	Implemented	To be implemented soon	Implement-ed	Implement-ed	Implemented	Yet to be implemented	- Dev. Process (teachers) - Process of recognition by MoL	- Implemente d (esp. for recruiting new teachers)
Responsible Ministry	MoE	NTTI & Depart. of Nat. Comp. Standard, MoLVT	MoE	MoEYS	MoE	TESDA	ITE		OVEC, MoE, OVEC <::> MoL	MoET & MOLISSA
Challenges and future direction		Technical competency is not emphasized. Lacking Industry participation,	* TVET: + technical comp. standard	Less practical, weak pedagogy & MIS, lacking			Thailand: Teacher Prof. Stand, TVET teacher comp standard, In-company standard		Implementati on, esp. in collaboration with Ministries	- Lack of experts who can train. - Many cannot

Comparison

Description	Brunei	Cambodia	Indonesia	Lao PDR	Malaysia	Philippines	Singapore	Thailand	Vietnam
Component	Professional Knowledge , skills	Basic competencies (comm., problem-solving, teamwork etc.)	Pedagogical (4 levels)	Practical instructors: basic, common, and core competencies (Qualification/level 1 to 4)	Std. 1: Professional values within the teaching profession.	Basic (4 levels): Trainer Qualification Level I to 4	11 Pedag. Competencies, e.g. Manage & Motivate Students, Deliver & Facilitate Learning, conduct assessment, etc.	Teachers: Core (1 standard)	Competency in: 1. understanding students & educational environment. 2. teaching 3. education 4. cooperation in education and teaching 5. Developing teaching methods (% core elements)
			Personality (4 levels)					Std. 2: Knowledge & understanding of edu., subject, cur. & co-curriculum	
	Professional Engagement	Core competencies (Cur. Dev, teaching, assessment, etc)	Social (4 levels)	Theoretical teachers: social, vocational, teaching, assessment, self prof. dev.		Core (4 levels)	Supervised Field Practice Guided by Mentor (Practicum)	Functional	
			Professional (4 levels)					Std.3: Skills of teaching and learning	

In-company trainers (Mekong)

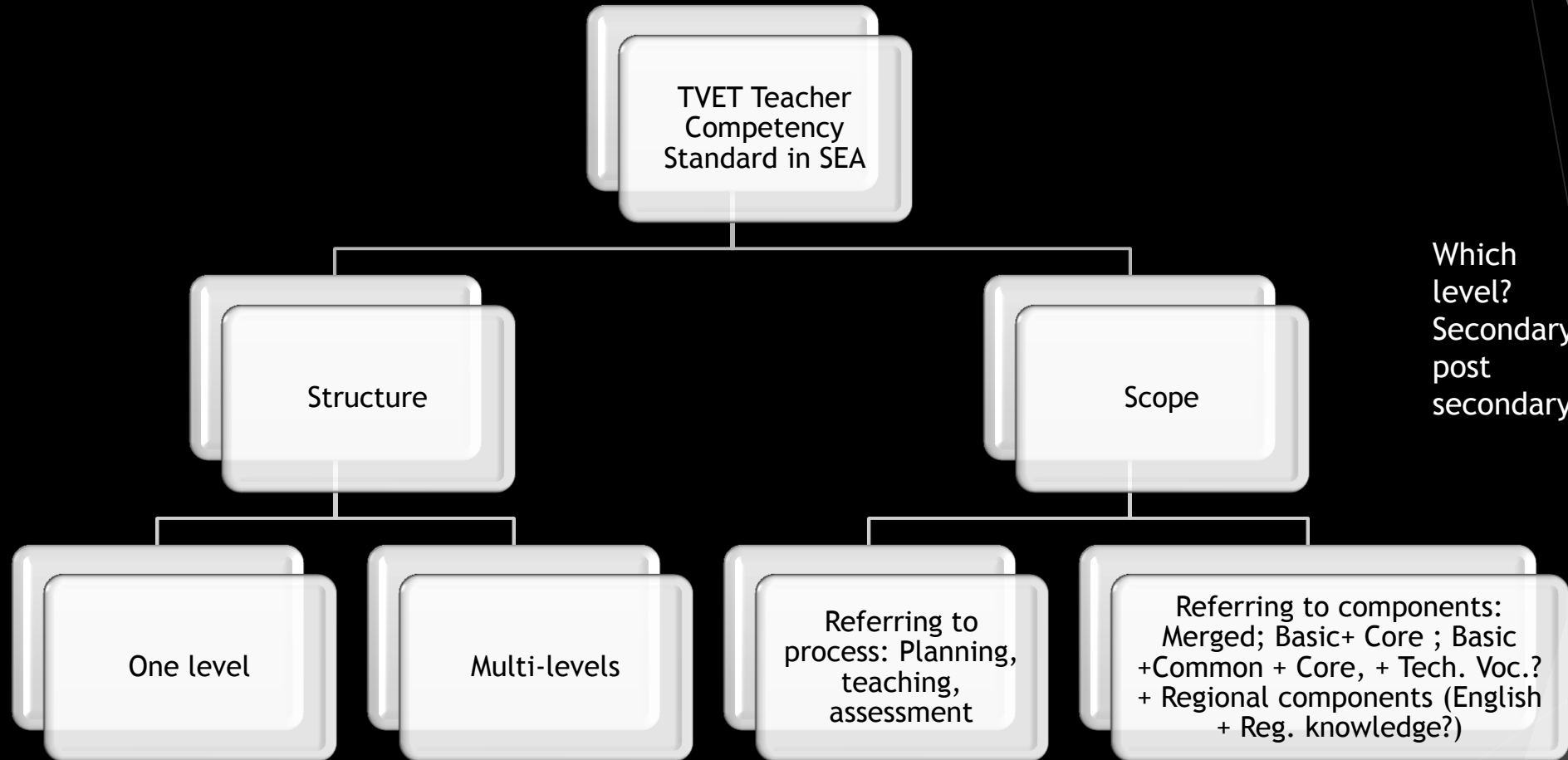
1. Analyzing Work Tasks and Defining Learning Requirements
2. Planning and Preparing Training
3. Conducting Training
4. Evaluation and Further Development of Training

Common domain in teaching competency standards

- Professional knowledge
- Professional skills
- Personal characteristics
- Professional/Personal ethical standards and values
- Professional development and lifelong learning

1/13/2016

What is structure and scope?



Which level?
Secondary,
post
secondary?



Teacher competences: a fractal view (Caena & Margiotta, 2008; Paquay & Wagner, 2001)



Next steps

- ▶ Decide the structure and scope
- ▶ Discuss the components details and which will be integrated in the regional common core standards, e.g. through conceptual mapping to establish link and level of the components.
- ▶ Coding
- ▶ Develop Implementation Guide

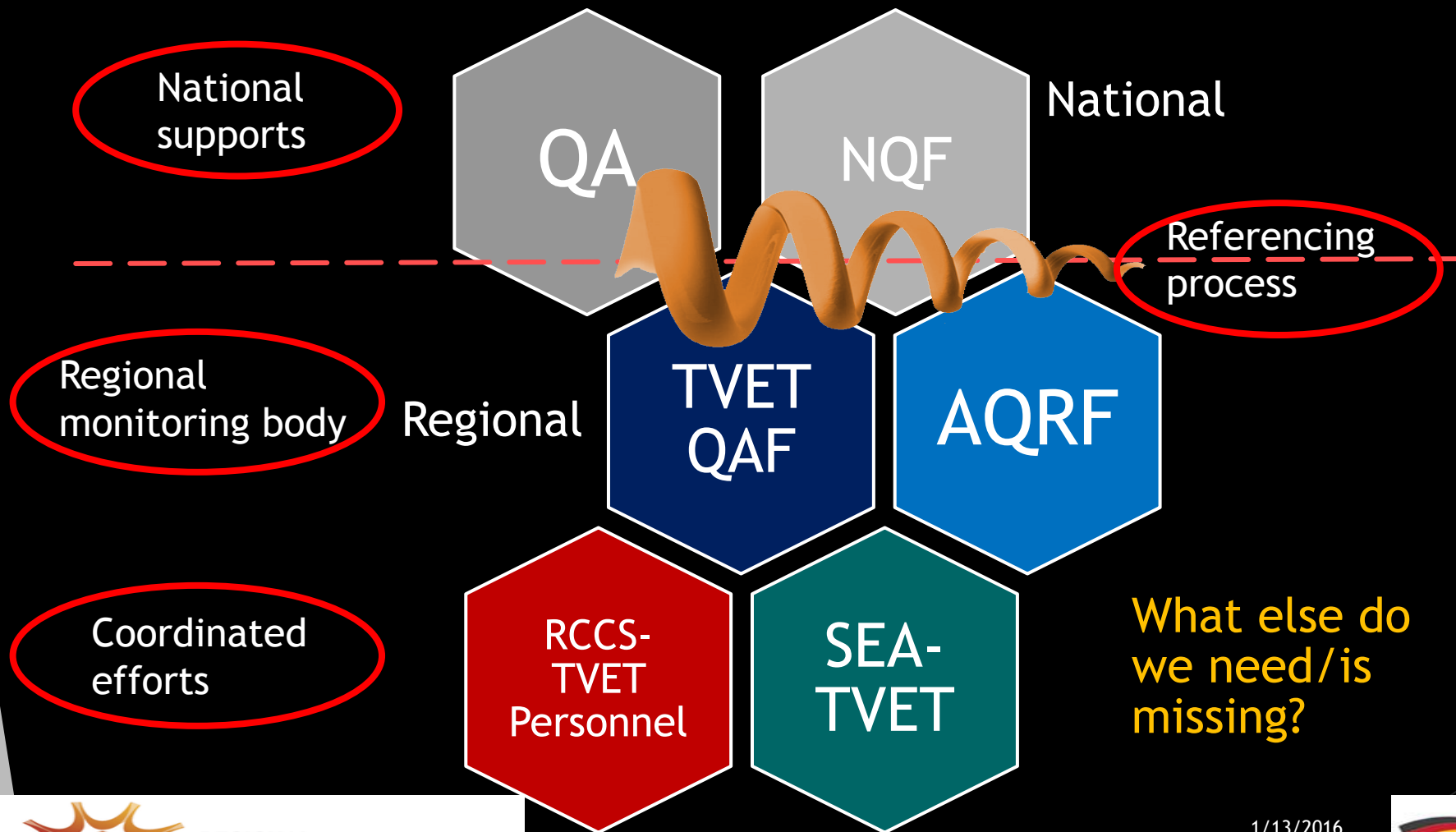


Challenges

- ▶ The adoption of regional initiatives is voluntary, not mandatory!
- ▶ Each country has its own system/mechanism/framework
- ▶ Lacking of coordination, due to different regional and international players



Recommendations: Solving the puzzles: regional quality and qualification framework



Thank you

- ▶ Suggestions for next steps
- ▶ Q &As

