



RAVTE
Regional Association for
Vocational Teacher Education

Regional Development, Harmonisation and Internationalisation of TVET in the wake of AESEAN Economic Community (AEC)



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Prof.Dr. Numyoot Songtanapitak

Dr. Rolf Burghardt Gennrich



Structure of presentation:

1. Determine the importance of TVET
2. Highlight selected challenges to be mastered
3. Suggest measures to unleash potentials of TVET in the regional and global context.



1. Determine the importance of TVET



- Focussing on the ASEAN region, we realise there is a large gap in quality, efficiency and demand orientation of TVET and - as consequence - we take note to step up efforts in further improving national policies on TVET and to progress equalisation and harmonisation in ASEAN.
- Consequently the actual development status in the vocational education and training sector shows that there is no uniform picture and consequently not a single answer to the question of how to identify and implement regional development priorities for vocational education and training.
- For many ASEAN countries, raising skill levels and attract young people for TVET in order to improve economic competitiveness will require structural reforms in their TVET systems to provide the skills and attitudes that are relevant to each country's industry or labour market's.

2. Highlight selected challenges to be mastered

- The process of establishing ASEAN Regional Qualification Reference Framework (AQRF) has been pending for many years.
- From the perspective of the employers some TVET systems and models are far a way to be labour market demand-driven.
- Vocational teacher education (VTE) systems and programs in Asia have been revised many times but without leaving a remarkable breakthrough towards quality improvement and harmonisation in the regional context.
- Public spending of TVET in ASEAN member countries shows significant differences and is in some countries in a critical stage
- TVET, “continues to be “unpopular” by young people. Trends in TVET enrolment rates vary across the ASEAN+6 countries.”

[UNESCO: Policy Research Paper No.5, 2014]

3. Suggest measures to unleash potentials of TVET in the regional and global context

RAVTE - Five Point Plan on TVET Improvement for AEC

1. Enhance regional ownership, cooperation and internationalisation
2. Reduce high complexity and increase alignment and consistency of TVET
3. Promote capacity development, innovation and research in TVET
4. Secure labour demand-driven policies and partnership in TVET:
5. Sustain TVET budgeting, financial structures and mechanism



3.1 Enhance regional ownership, cooperation and internationalisation

- Initiate the *1st ASEAN Summit on TVET* - aiming to establish regional identity and harmonisation in vocational education and training policy and governance. The summit should lead to develop a mutual and coherent “*ASEAN Agenda on TVET post-2015*”.
- Create a *Policy Dialog and Round Table Process on TVET*- in order to forge a permanent regional partnership between governments, regional organisations and all stakeholders (SEAMEO, UNESCO, ILO, ASEAN bodies like SOM-ED, SLOM etc.).
- Promote *Regional network structures and international cooperation initiatives* - aiming to enhance transnational dialog and exchange of relevant experiences in TVET ASEAN wide. (reference: RECOTVET and the first Regional Association of Vocational Teacher Education - RAVTE)

3.2 Reduce high complexity and increase alignment and consistency of TVET

- Introducing *Structural reforms* -in order to reduce overlapping policies and to eliminate inconsistencies on national and regional level.
- Implementing *Systemic administrative reforms* - reducing bureaucracies and ensuring the highest level of national and regional comparability, permeability and mobility in TVET.
- Promote an *Integrated and inclusive vocational education and training policy* - and by that, eliminating exclusion of disadvantaged people.



3.3 Promote capacity development, innovation and research in TVET

- Increasing relevance and recognition of *Vocational personnel development*.
- Increase *Quality and reliability of vocational teacher education* studies and programs -in particular to excellent practical competences and technical knowledge.
- Establish *Regional standards for vocational teacher education* - ensuring comparability and recognition of study programs, qualifications and certifications in the region.
- Further develop *Cross-regional Research and Development Capacities*.

3.4 Secure labour demand-driven policies and partnership in TVET

- Encourage *Public Private Dialog and Partnership* - comprising representatives from the government as well as from the business sector and the civil society.
- Support *Quality breakthrough initiatives* as an overarching issue within the national and regional contexts
- Promote *Incentive mechanisms for providers and users* - improving the reputation and relevance of TVET in the search for greater economic relevance and responsiveness.

3.5 Sustain TVET budgeting, financial structures and mechanism

- To significantly *increase public expenditures* in TVET,
- To *introduce training funds* with a sound legal basis to TVET and increase relevance and transparency of public and private budgeting,
- To *allocate investments* in TVET from the private sector and to manage financial matters in a cooperative and transparent way.



Summary

- The previously mentioned reflections should finally lead to a mutual “*Government and Stakeholder Initiative in the ASEAN region (GSI-TVET)*” and we hope that this will contribute to a harmonized regional *ASEAN Agenda on TVET post-2015* for the improved wellbeing of all ASEAN people.
- The regional association RAVTE with its network of institutions and experts involved in TVET throughout Southeast Asia will be honoured to assist to any kind of cooperation and organisation in order to implement this challenging and responsible tasks and thereby to support AEC on its way to successfully achieve its goals and targets.





Koopkhunkrap
Xie xie ni
Terimakasih
Gamoone
Thank you
Dankeschön

