

## **RAVTE Five Point Plan on TVET Improvement for AEC** **- Initialising ASEAN Agenda on TVET post 2015 -**

### **Preamble**

The Association of Southeast Asian Nations (ASEAN) is one of the most diverse and dynamic regions in the world. The transformation of ASEAN into “a single market and production base, highly competitive, equitable economic development and fully integrated into the global economy and the global marketplace” affects more than 600 million people of the 10 member states and is beyond doubt one of the most outstanding and challenging events in the recent history of the region. ASEAN Economic Community (AEC) will establish ASEAN as a single market and production base with the goal of making ASEAN more dynamic and competitive. Consequently to this outstanding event there is no alternative solution to a well-performed vocational education development in the context of AEC. Vocational education and training needs to be as dynamic as the economies and communities it serves.

RAVTE is well committed to the process of ASEAN integration on all levels, and therefore we call to initiate the establishment of a mutual and permanent government and stakeholder initiative in TVET<sup>1</sup> in the ASEAN region. This initiative should finally lead to establish an ASEAN policy on TVET post-2015 for the improved wellbeing of all ASEAN people. In achieving these goals, the following priority recommendations should be addressed:

### **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**



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<sup>1</sup> Technical Vocational Education and Training TVET is used in a comprehensive sense in order to determine a labour market oriented and inclusive vocational education and training system for all.

### **1. Enhance regional ownership, cooperation and integration in TVET**

ASEAN needs a common ASEAN ownership and a clear policy vision on TVET post-2015. This contributes to solidify a platform for a new regional identity in vocational education and training. The following ideas should be considered in order to deliver significant results and progress:

- a) Initiate the **1<sup>st</sup> 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**”.
- b) Create a **Policy Dialog and Round Table Process on TVET**– in order to forge a permanent regional partnership between governments, regional organisations (ASEAN bodies SOM-ED, SLOM, SEAMEO, UNESCO etc.) and all stakeholders.
- c) Promote **Regional network structures and international cooperation initiatives** – aiming to enhance transnational dialog and exchange of relevant experiences in TVET ASEAN wide. (references among others: German Cooperation in ASIA/RECOTVET and the first Regional Association of Vocational Teacher Education - RAVTE)
- d) Successfully implement the **ASEAN qualification reference framework (AQR)** - aiming to ensure a wider transnational frame for accreditation and certification of occupational qualifications. AEC is functioning as a common market and each set of national vocational qualifications must be calibrated to a recognized ASEAN Qualifications Reference Framework.

### **2. Reduce high complexity and increase alignment and consistency of TVET**

Vocational education and training needs to be fundamentally reformed and supported in order to meet the needs of the upcoming single market and production base. The sustainable way forward would be to significantly reduce the complexity and to increase alignment and consistency of TVET on national and regional level. The following ideas should be considered:

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

### **3. Promote capacity development, innovation and research in TVET**

There is an overwhelming consensus that vocational teachers are the cornerstones of quality and efficiency of VET. Capacity development, innovation and research in TVET will be a real challenge as ASEAN move into AEC 2015 and beyond. The following ideas should be considered:

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

#### **4. Secure labour-demand-driven policies and partnership in TVET:**

Excellence in training is based on a participative approach and assessment. It starts from the design of occupational standards and curricula, includes the organisation and implementation of work process related training in schools and companies and leads up to the assessment, certification and finally the employment of graduates. In order to apply to these principles the following ideas should be considered:

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

#### **5. Sustain budgeting, financial structures and mechanisms in TVET**

Financing TVET is of increasing concern to all governments and, in some countries, to the business sector too. The expansion of VET systems due to population growth and the increasing demand for a skilled workforce caused a growth in financial requirements for governments and all stakeholders. Therefore governments and stakeholders in the member countries are called upon:

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

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 what its founders solemnly stated: that ASEAN will become a: “politically cohesive, economically integrated, socially responsible and a truly people-centered and rules-based community”.

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On behalf of 24 RAVTE members from 7 ASEAN countries:  
Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, Vietnam, plus China