

Asia-Pacific's Experience with National Systems of TVET

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Overview

- Common themes in Asia Pacific NSTVET
- Regional strengths in NSTVET
- Challenges
- Best practice NSTVET

The transformative potential of TVET



NSTVET and industry

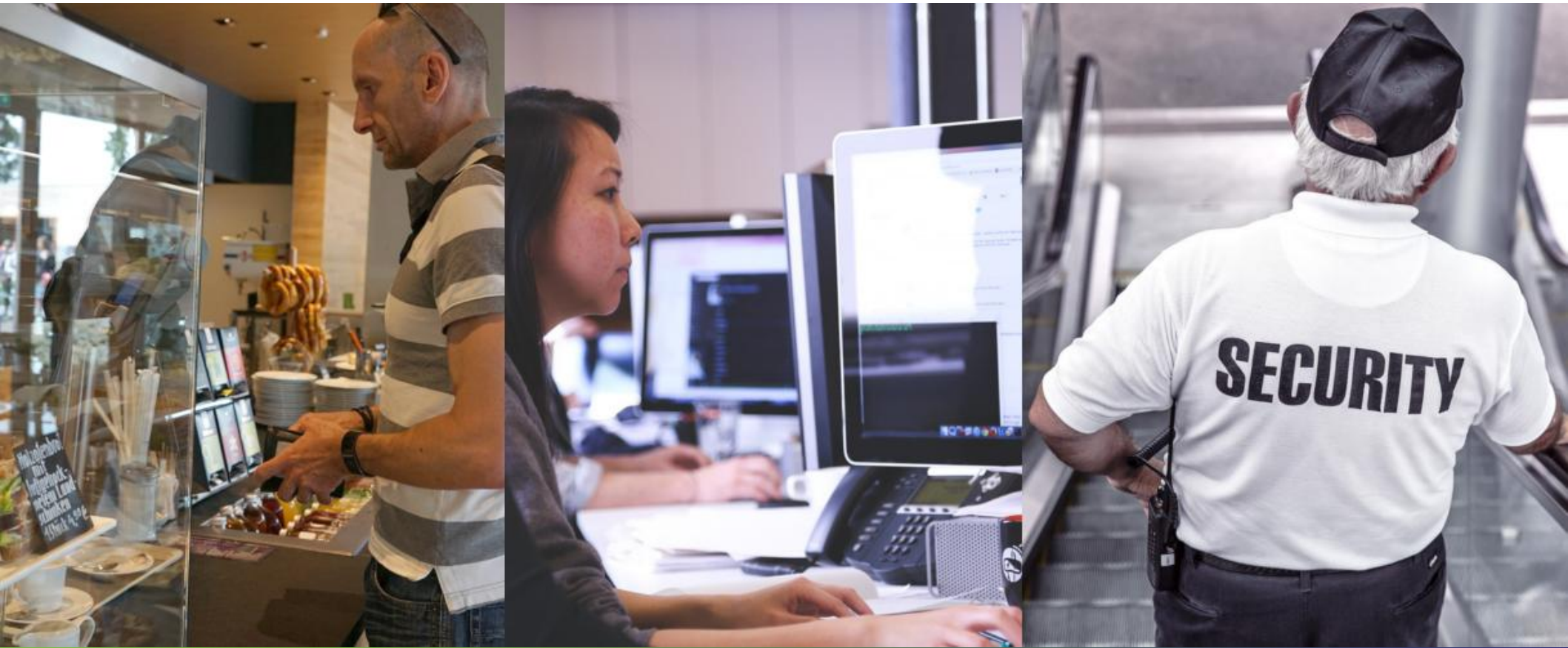
[Cambodia]

[Malaysia]

[Singapore]

[Thailand]

NSTVET and industry



Financing NSTVET



TVETs image



Successful learning in the TVET environment

- High level of practical opportunity
- Highly skilled teachers and trainers
- Varied delivery and assessment approaches
- Up to date resources.



Non formal and informal learning



TVET pathways

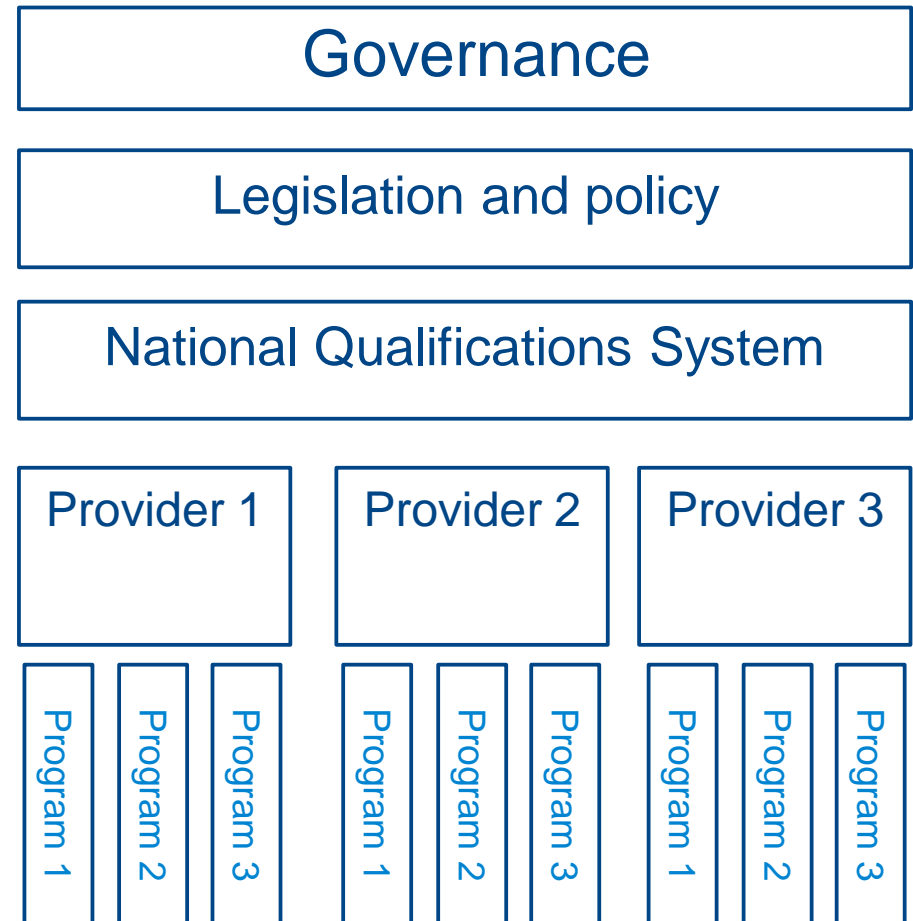


Inclusive education

- Transferable skills (critical thinking, innovative thinking, interpersonal skills, intrapersonal skills, global citizenship, media and information literacy)
- ICT skills (hand held digital devices, word processing, spreadsheets, accessing internet, task specific technology)
- Green skills (sustainability, social responsibility).

Strengths in NSTVET

- Governance structure
- Legislation and policy guidelines
- Qualification system
- TVET providers
- TVET programs



Governance structures

[clear responsibilities]

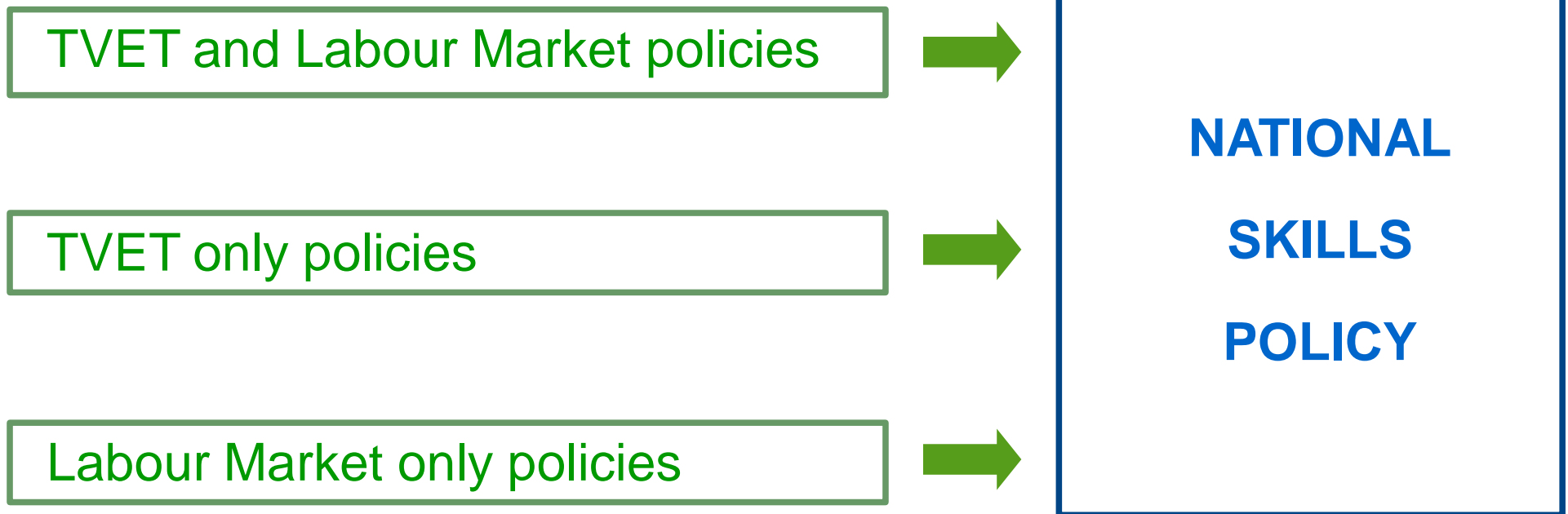
[provider autonomy]

[decentralization of authority]

[role delineation]

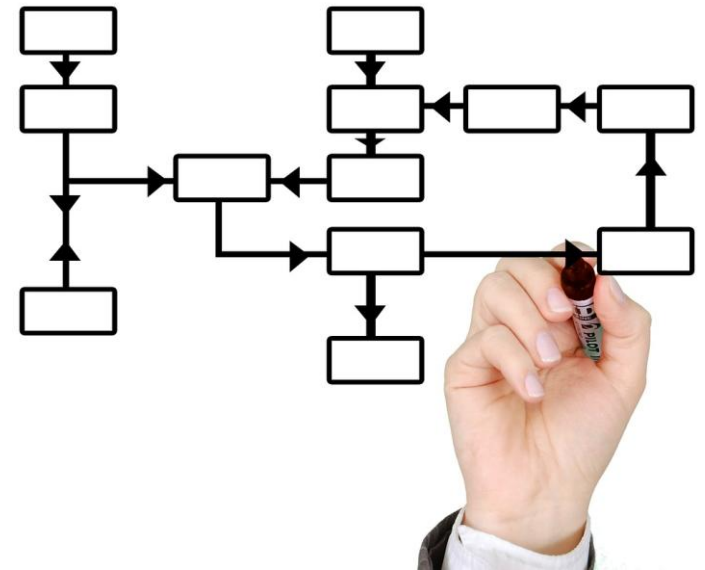


Legislation and policy



Qualification systems

- Qualification authority
- National qualification frameworks
- Qualification design rules
- Recognition, validation and accreditation of learning processes
- Quality assurance.



Qualifications Authority

- Regulate the qualification system
- Responsible for all levels of training and all providers
- Ensure qualifications are credible and robust.



National Qualifications Frameworks

- Classify learning programs, qualifications and certificates
- Ensure qualifications are integrated and coherent
- Are guardians of nationally agreed standards
- Combine TVET and academic programs and develop pathways to facilitate movement horizontally and vertically.



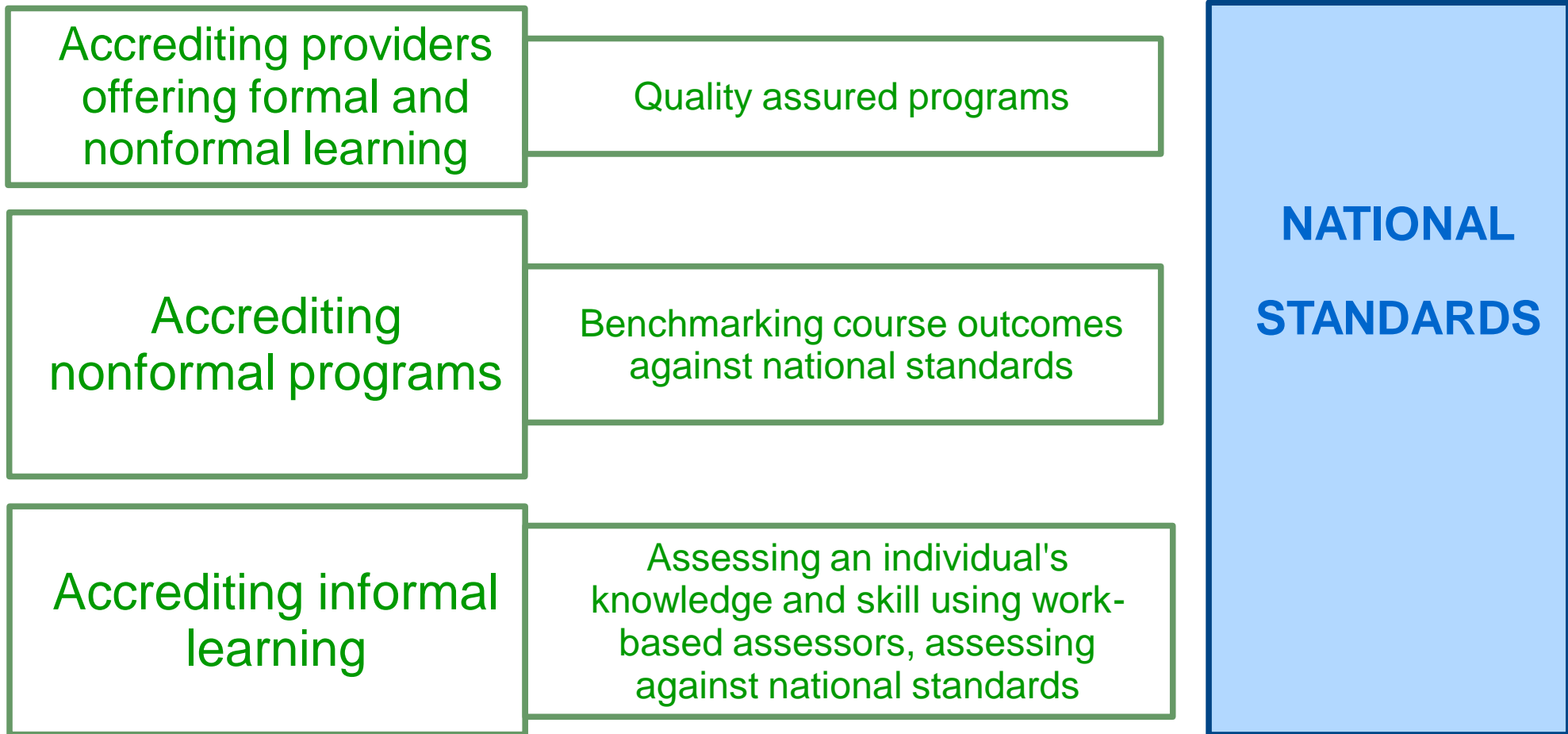
Qualification design rules

- Competency based standards
- Competency based assessments

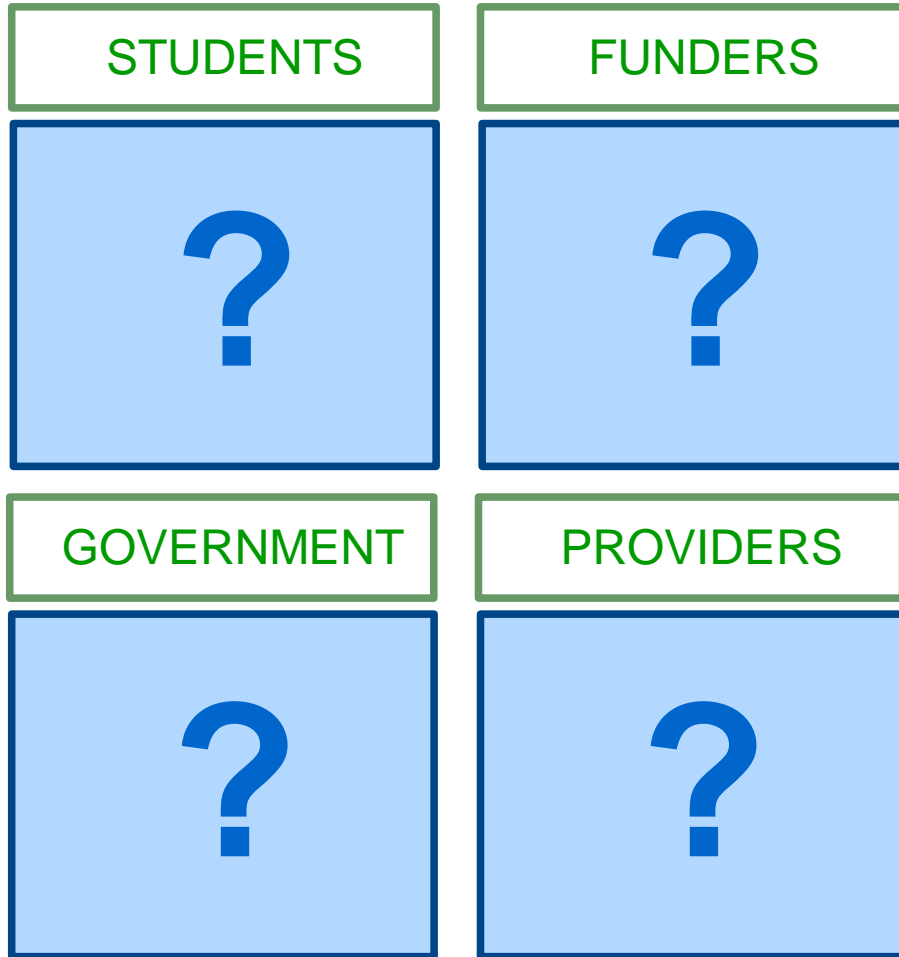


RVA

Recognition, validation and accreditation of learning



Quality Assurance



TVET providers and programs

FORMAL	TVET secondary schools Training institutions Polytechnics Universities	Technology and engineering Health ICT Agribusiness
NON-FORMAL	Operate in community based settings	Basic: <ul style="list-style-type: none">● Agriculture● Construction● Food processing
INFORMAL	All sizes of workplace Informal apprenticeships On the job learning	Literacy and numeracy Health and hygiene Farming Practical skills

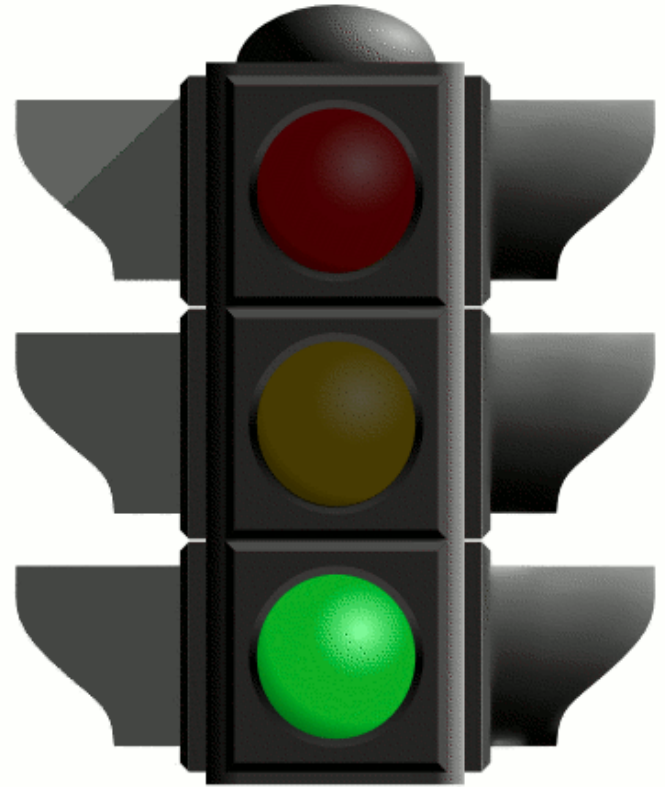
Challenges

- Outdated assessment practices
- Poor technical and institutional capacity
- Poor image
- Weak analytical knowledge base
- Limited technical consultation, communication and collaboration
- Lack of long term strategic planning.



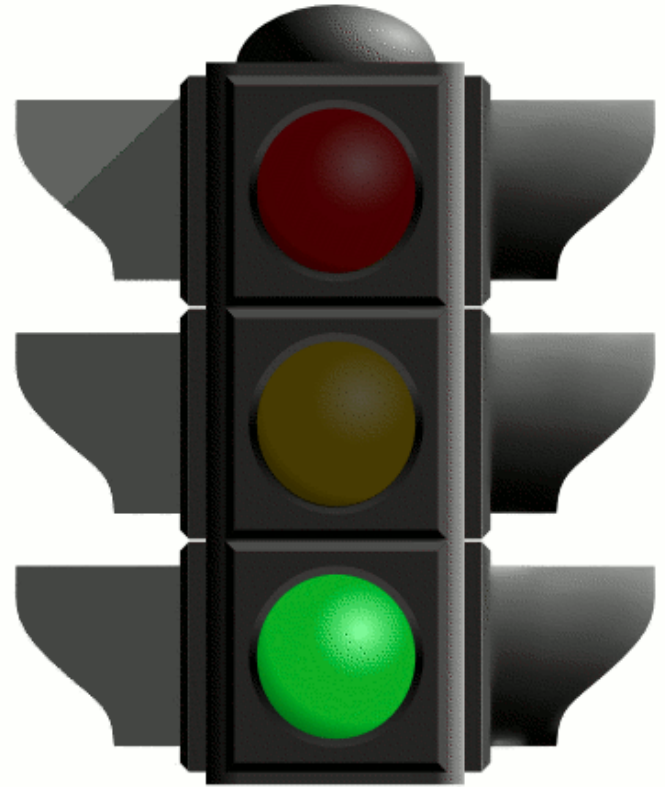
Best practice indicators

- TVET is part of a national skills development policy
- TVET policy is based on key drivers:
 - Global economy
 - Domestic economy
 - Demographics
 - Labor market
 - Current provision
(providers, programs and access)



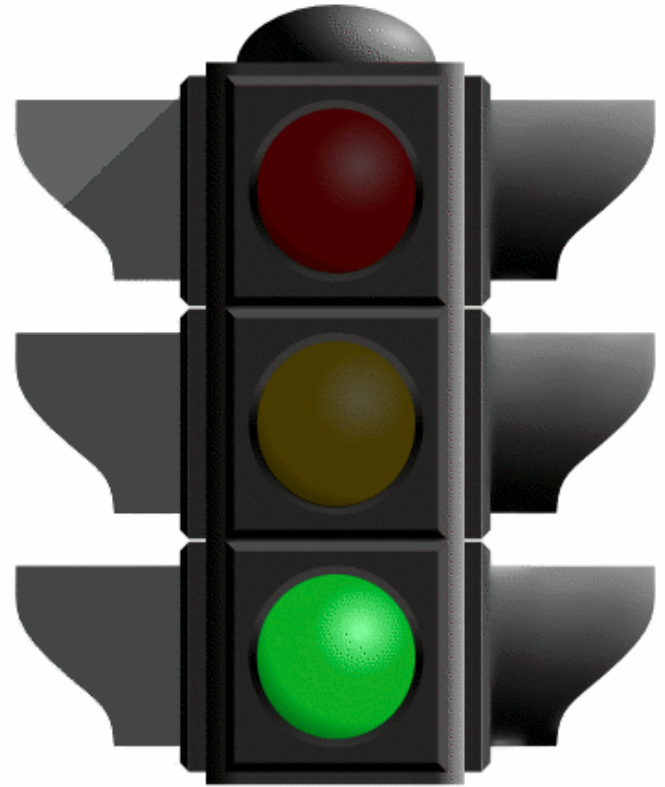
Best practice indicators

- TVETs impact on labor market is measured
- Governance is participatory, transparent and accountable
- TVET is centralized under one authority
- NQF offers a coherent, cohesive, inclusive qualification system with movement across learning pathways
- Qualifications have clear outcomes in terms of knowledge and skill.



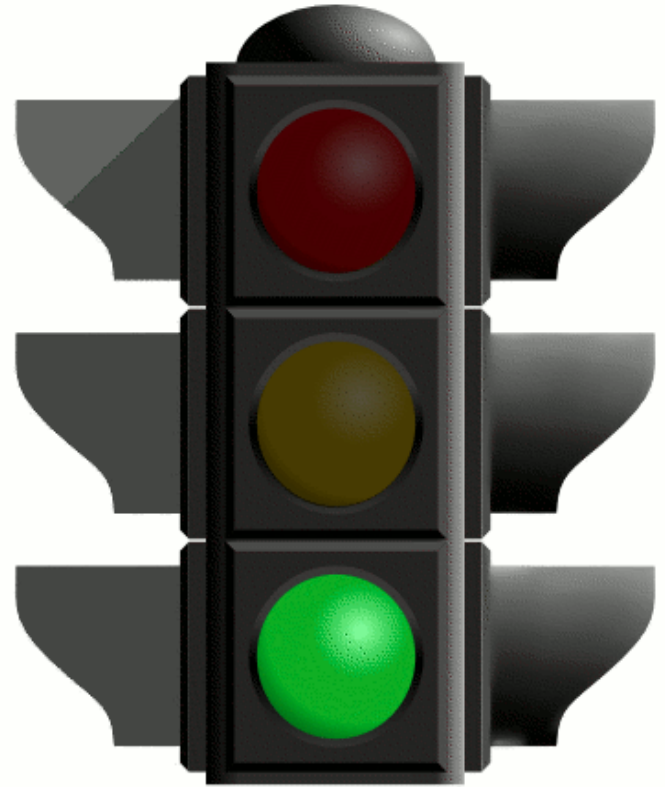
Best practice indicators

- Qualifications are accessed in institutions, non formal learning environments and the workplace
- Assessment is robust and focuses on performance over time
- Assessment allows for skills from informal and non formal learning to be recognised
- NSTVET is aligned with regional qualification frameworks.



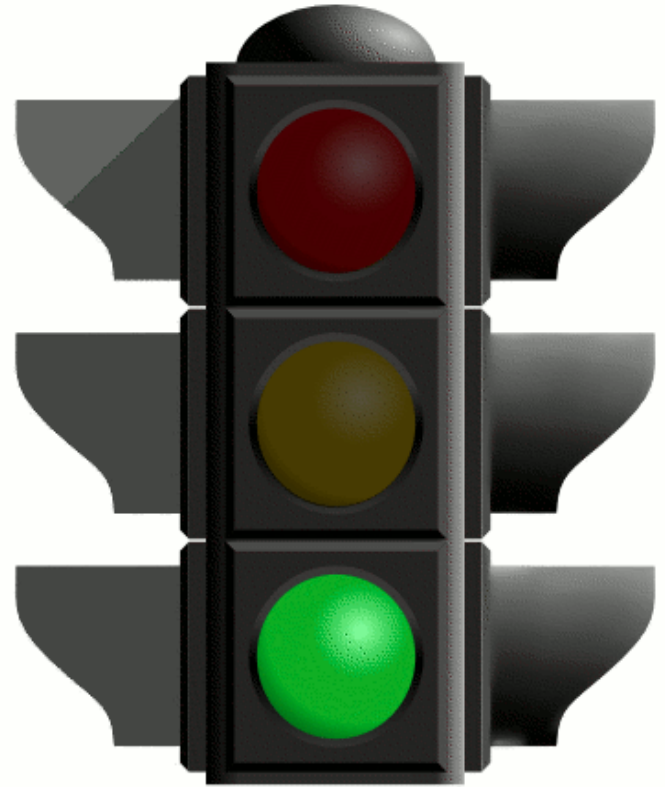
Best practice indicators

- TVET providers are accredited and have close links to industry
- TVET programs reflect workplace requirements
- TVET trainers and teachers are competent and well resourced
- TVET providers at all levels engage with other providers
- Targeted programs are accessible by vulnerable groups.



Best practice indicators

- TVET funding is accountable and sustainable.



Thank you

