



Ministry of  
Employment and Labor



ASEAN-ROK Cooperation Project

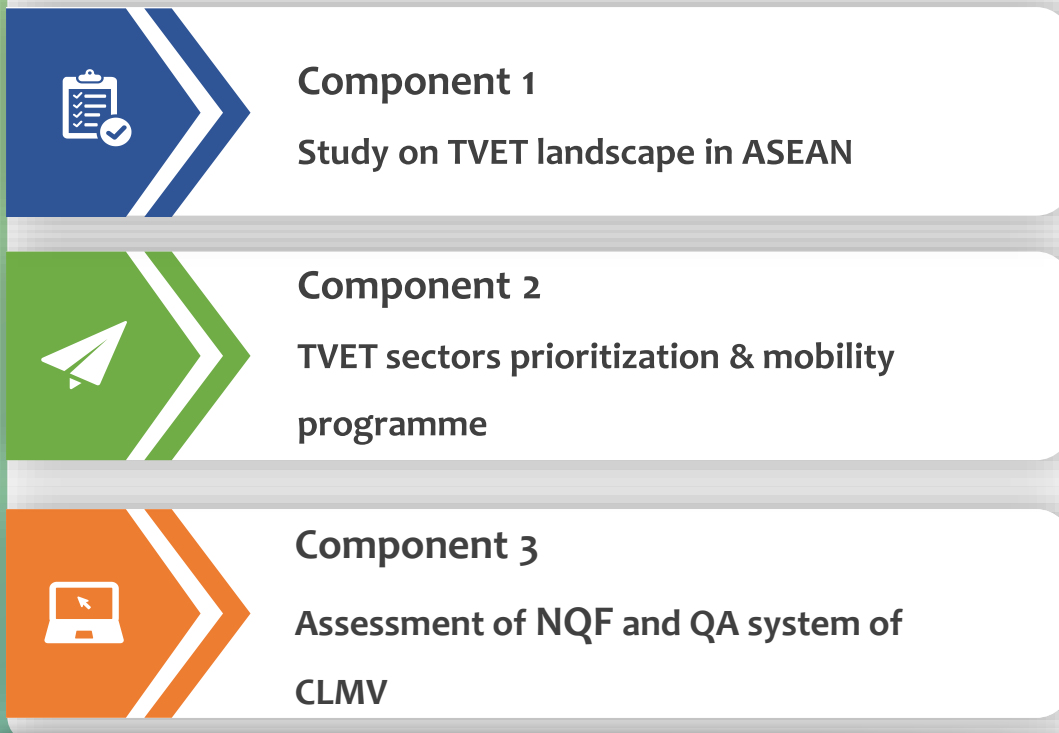
# ASEAN-ROK Technical and Vocational Education and Training for ASEAN Mobility(TEAM)

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# 1. Project Details

- **Title**
  - ASEAN-ROK Technical and Vocational Education and Training for ASEAN Mobility (TEAM)
- **Project duration**
  - 3 years(2020-2022)
- **Beneficiaries**
  - All ASEAN Member States



*“To achieve good practices and innovation in Technical and vocational education and training(TVET) in ASEAN to better manage skills needs in the region ”*

# 1. Project Details

## ■ Partnership Organizations

### Component 2



Korea Chamber of  
Commerce and Industry  
(KCCI)

### Component 1



Korea Research Institute  
for Vocational Education  
and Training (KRIVET)

### Component 2



Korea University of  
Technology and Education  
(KOREATECH)

### Component 3



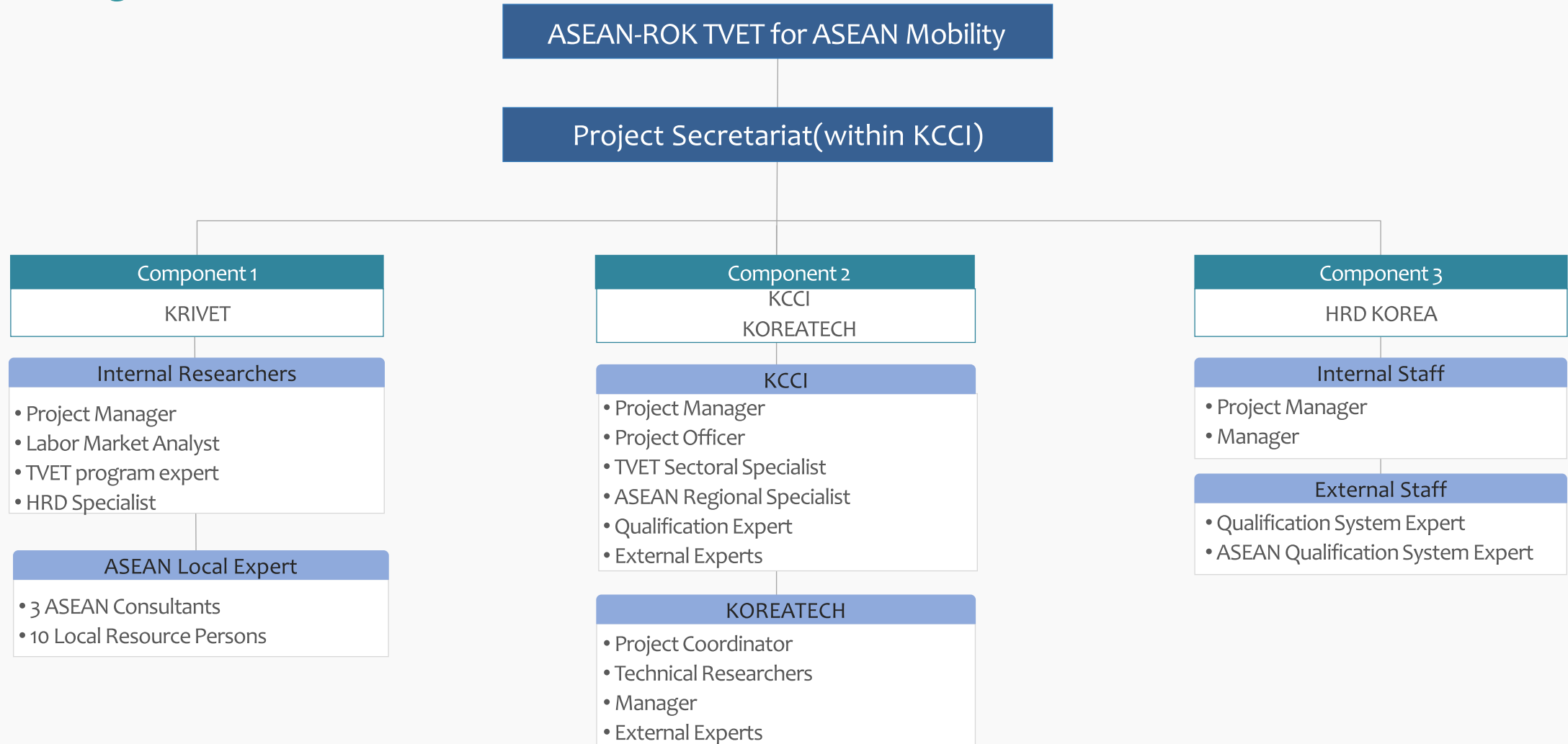
Human Resource  
Development Service of  
Korea (HRD Korea)

## ■ Initiatives

- Activity 34 and 45 in the ASEAN Work Plan on Education 2016-2020
- Initiative 14 of the Master Plan on ASEAN Connectivity(MPAC) 2025

# 1. Programme Details

## Organizational Structure



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# ASEAN-ROK TVET for ASEAN Mobility (TEAM)



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## Component 1

**Enhancing the Competitiveness of ASEAN Human Resource through responsive TVET curriculum supported by Involvement of Industries and Labor Market Information**

## ■ Objectives

- Promotion of the growth of the ASEAN region by Enhancing the competitiveness of the human resources in 10 ASEAN member states through improvement of TVET system responsiveness to the Labor Market.

## ■ Targets

- TVET system of 10 ASEAN member states.

## ■ Approach

- Analysis of the TVET system and its responsiveness to the Labor Market in 10 AMS.

## ■ Implementation

- KRIVET (Korea Research Institute for Vocational Education and Training): implementing agency
- Representatives of 3 proponent countries (Philippines, Viet-Nam, Thailand)
- ASEC, ASEAN-SLOM
- ASEAN regional consultants (contracted), National experts in 10 AMS.

**The project will be implemented as 10 case studies for the TVET system of 10 ASEAN member states**

- **Analysis of the Labor Market Demand and Skill Needs in the country.**
  - Analysis of the Labor Market Demand with particular focus on the Labor Market Information System (LMIS)
- **Analysis of the overall TVET system in 10 ASEAN member states.**
  - Analysis of Education and training system, the governance, major features, qualification system, etc.
- **Analysis of the effectiveness of the TVET Curriculum Development to the Labor Market.**
  - Selection of major TVET programs and checking the responsiveness of the curriculum to the labor markets.
- **Identifying and sharing good TVET programs and best practices (with the features) from the case studies among 10 ASEAN member states.**
- **Compiling the results into 10 country reports for each of 10 AMS and a comprehensive regional report.**

## We are applying the following measures to implement the project

### 01. Case Study on 10 AMS:

- A country analysis of TVET system of each of 10 AMS.
- Regional Report synthesizing & critically analyzing the country studies.

### 02. Development of Analytical Framework:

- Analytical framework developed by KRIVET experts to conduct case studies and achieve regional analysis.

### 03. Project Steering Committee (PSC) meetings for project progress:

- 1st PSC meeting to discuss inception report.
- 2nd PSC meeting to discuss the interim progress.
- PSC meeting committee members (11): ASEC (2), ASEAN proponent countries (Philippines, Vietnam, and Thailand) (6), ASEAN Regional Consultants (3).

### 04. ASEAN regional consultants & National experts for 10 AMS:

- 3 ASEAN regional consultants are contracted for the project to jointly implement the project.
- 10 National Resource Persons (1 for each AMS) contracted for implementation of the case study for each AMS.



## We are applying the following measures to implement the project

### 05. Country visits for collection of data for each country:

- Planned two times for each country to obtain qualitative and quantitative information (meeting with key experts and stakeholders)
- Under the influence of COVID-19, this method can be partially fulfilled through video-conferences and other means of gathering information.

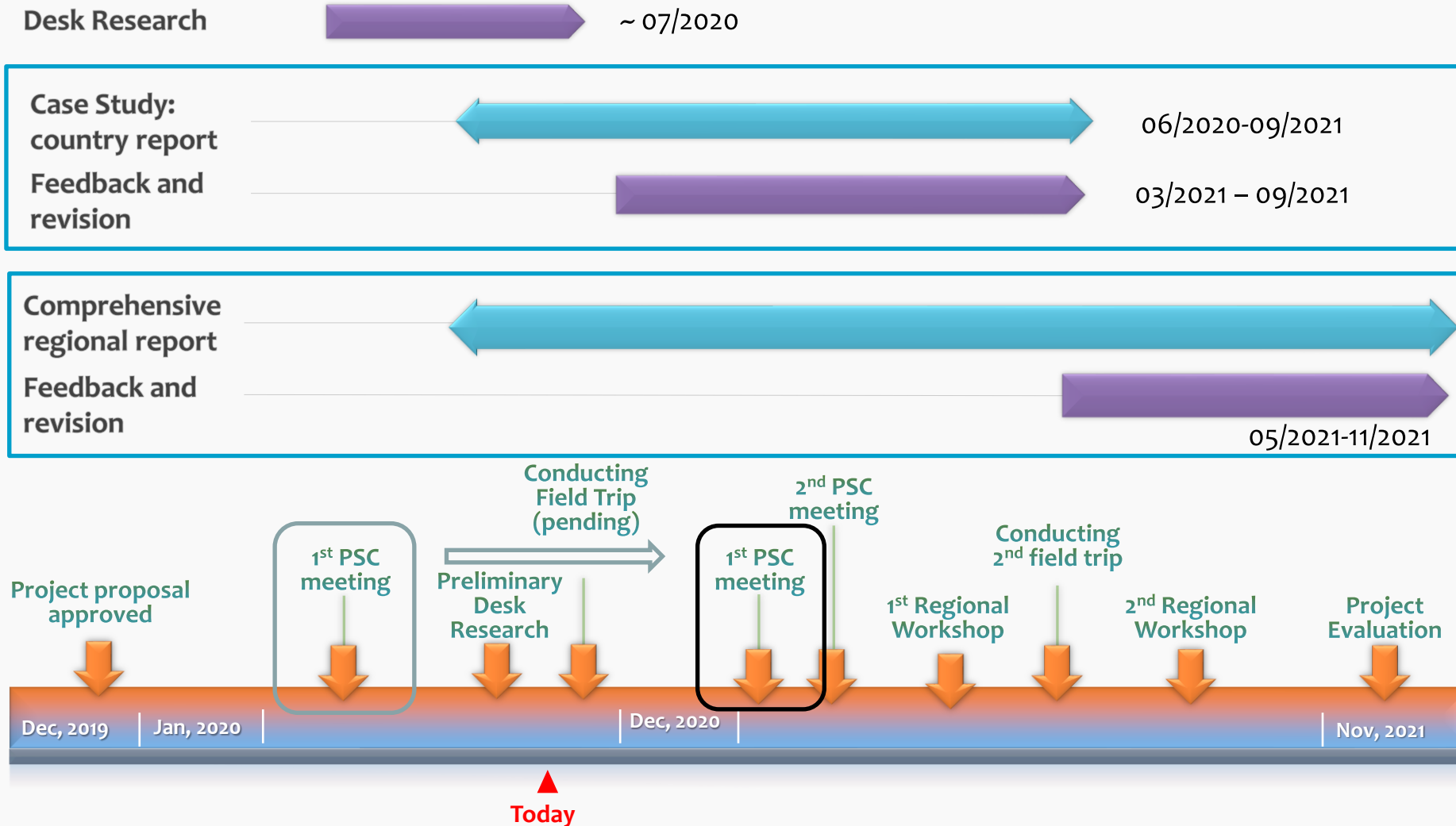
### 06. Implementation of Surveys for Case studies and regional report:

- Conducting Delphi Surveys for LMIS.
- Implementation of national surveys to obtain quantitative information on TVET responsiveness of each country.

### 07. Two regional workshops:

- To share and disseminate the outcomes and to obtain feedback as to how to utilize the final outcomes.

# Time-Frame of Component 1



# COVID19 & Possible change of plan in the schedule and methodology

## Time & duration of field visits

### Initial Plan:

2 field visits for each of 10 AMS

### Possible Adjustment:

One field visit for possible AMS

## PSC meetings, regional workshops

### Initial Plan:

2 PSC meetings & 2 regional workshops

### Possible Adjustment:

1 offline meeting for each PSC meeting & Regional Workshop  
✂ The other meeting can take place online or in other forms.

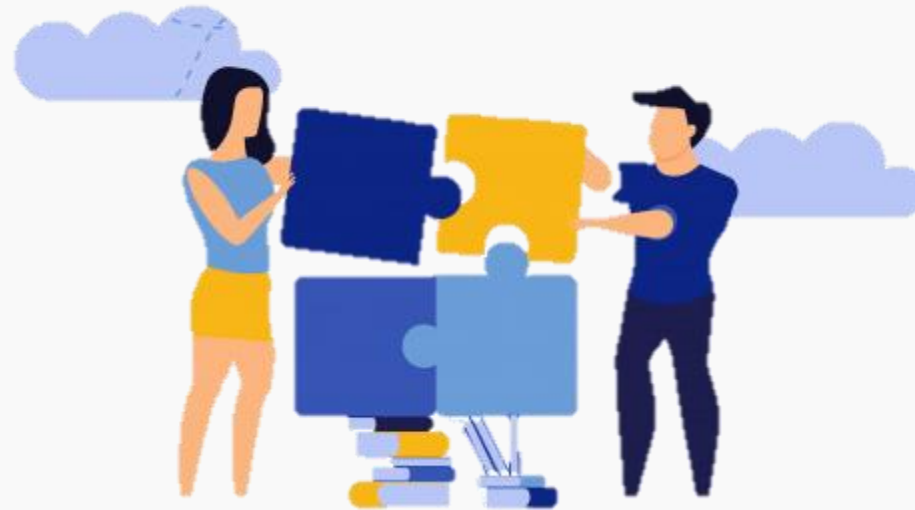
## Other adjustment in methodology

Limited possibility to apply **offline** methodologies  
Planned.

Can be supplemented with such methods as **VC meetings, surveys, and other online comm.**

# A call for your cooperation

Although collection of data will be made by a National Resource Person for each ASEAN member state, **cooperation from the partner country at the ministerial level in collecting data will be greatly appreciated.**



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## Component 2

# ASEAN-ROK Technical and Vocational Education and Training (TVET) Mobility Programme (KCCI)



## A. Main objectives and goals

1. Strengthen the comparability of selected sectors in ASEAN
2. Reduce gap between the demand and supply in skills

## B. Beneficiaries

Entire ASEAN community including ASEAN Member States, TVET institutions, regional organisations working on TVET, TVET personnel, TVET learners, industry and private sector, as well as communities and families

## C. Main Activities

1. Prioritize 5 TVET sectors
2. Develop mobility programme
3. Launch cross-border student internship and faculty exchange
4. Conduct faculty invitational training for capacity building

## D. Implementation

Korea Chamber of Commerce and Industry (KCCI), KOREATECH

Sponsoring ASEAN body : SOM-ED



## A. Methodology

1. Literature reviews on national development plan of each AMS, publications on TVET trends in ASEAN
2. Classification of reviewed industries into ISIC
3. Evaluation of employment by economic activity and FDI in each sectors
4. Mapping the results and counting frequencies and ranks
5. Selection of 5 priority sectors across all AMS

## B. Previous Discussions on Priority Sectors in ASEAN

Hospitality and tourism, agriculture and fisheries, electronics, mechatronics and manufacturing, construction and commerce (TVET priority sectors SEA-TVET Consortium agreed in 2015)

## C. Proposed Priority Sectors from this project

| ISIC Code | Sector   | TVET Priority Sector             |
|-----------|--|----------------------------------|
| C         | Manufacturing  | Electrical and electronics       |
| F         | Construction   | Building Construction            |
| G         | Wholesale and retail trade; repair of motor vehicles and motorcycles | Automotive                       |
| I         | Accommodation and food service activities                            | Hospitality & Tourism            |
| J         | Information and communication  | Computer and Information service |



## **A. Discussion and endorsement of the priority sectors**

1. Discussion with relevant partners including SOM-ED on the details of the research
2. Finalize TVET priority sectors

## **B. Review of existing TVET programmes**

1. Conduct research on the existing TVET programmes across AMS
2. Choose Two model TVET programmes under each priority sector through field research  
(Due to COVID-19, planned field research may be substituted to desk research)
3. Hold regional workshop and consultation to finalize TVET model programmes

## **A. COVID-19**

1. Planned field researches and consultation workshops
2. 2<sup>nd</sup> year's mobility program

## **B. Partnership and Cooperation Necessary**

1. Build a networks to communicate and find resources to supplement desk researches
2. Creative ideas to continue ASEAN TVET Mobility with the restriction of travel

### **\* Necessary support from AMS**

- Create a committee or a discussion group for identification and evaluation of currently existing TVET programmes in each AMS
- Gathering Data, establishing focal points in each institutions, and engaging in active discussions with the implementing organization

## A. Timeline

| Activities   | Timeline    | Deliverables   |
|--|-------------|--|
| workshop for selection of 5 priority sectors and 10 model programmes | Month 13    | Assessment reports   |
| Development of mobility tools & regional workshop for reviews        | Month 14-18 | Guidelines for mobility programmes & Qualification standards |
| 1st policy dialogue and round table                                  | Month 21    | Reports of dialogues   |
| Batch 1-5 of the student & faculty mobility programmes               | Month 22-36 | Reports on Mobility programmes                               |
| Long-term training for TVET faculties                                | Month 18-19 | Training reports   |
| 1st-4th training for TVET practitioners and personnel                | Month 22-29 | Training reports   |
| 2nd policy dialogue and round table                                  | Month 34    | Reports of dialogues   |
| Closing Event  | Month 35    | Final report   |

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## Component 2

# ASEAN-ROK Technical and Vocational Education and Training (TVET) Mobility Programme (KOREATECH)

# Institution overview

## KOREA UNIVERSITY OF TECHNOLOGY AND EDUCATION (KOREATECH)

- Higher public TVET institution (university), funded by the Ministry of Employment and Labor.
  - \* Established in 1991 by “Act on the development of vocational skills of workers”
- Leading national human resources development in TVET fields, through three (3) major affiliated institutes
- It has cutting-edge education facilities and accumulated experience in response to the 4th industrial revolution



### Main roles

#### Academic programs

- 6 engineering and 1 management courses (Bachelor's to Ph.D.)
- No.1 in education-oriented universities for 11 years (2019)

#### Life-long Education

- Education & Training for national qualified TVET teachers
- TVET teachers licensing and capacity building (HRDI), Remote training (OLEI), Training quality assurance (KSQA)

#### TVET Hub

- Invitational training program for international TVET teachers
- Master's degree program for abroad TVET specialists
- Global TVET network (International TVET forums, TVET-CAMPUS)

# Project Overview

## A. Project Output 7: Training Program for 4th Industrial Revolution

- Main theme: TVET Capacity building for the 4th industrial revolution
- Program type: Invitational training program (50 teachers \* 2 times \* 6-week)
- Target: ASEAN TVET teachers (total 100 persons)

## B. Program courses will be designed based on the demand of participants and partner countries.

- training categories (example)

| ICT                                    | IoT  | PLC                              | Smart Factory                 | Solar Cell            |
|--|--|----------------------------------|-------------------------------|-----------------------|
| HTML5+CSS3 Programming                 | Java programming                           | PLC engineering                  | C programming                 | Solar Cell theory     |
| AR/VR                                  | Arduino based IoT application programming  | Characteristic of PLC Automation | Manufacturing Process control | Manufacturing process |
| AR rendering, tracking and interaction | Building an edge server using Raspberry Pi | Making PLC programming           | Robot control programming     | Module production     |

- **This program will also provide HRD courses (including teaching methods and education evaluation).**

# Upcoming events and Remarks

| 2021 |               |                         |   |   |                       |                       |   |                       |    |    |    |
|------|---------------|-------------------------|---|---|-----------------------|-----------------------|---|-----------------------|----|----|----|
| 1    | 2             | 3                       | 4 | 5 | 6                     | 7                     | 8 | 9                     | 10 | 11 | 12 |
|      | Course design |                         |   |   | 1 <sup>st</sup> batch |                       |   | Completion of program |    |    |    |
|      |               | Participants nomination |   |   |                       | 2 <sup>nd</sup> batch |   |                       |    |    |    |

\* Please note that the above schedule is provisional and it may be subject to change depending on any circumstances.

## ❖ Requests to the ASEAN Secretariat

Selecting participants from ASEAN member states.

## ❖ COVID-19 HEALTH ISSUES

- If the COVID-19 situation is not stable especially in Korea, face-to-face training program may be suspended depending on national health policies. In this case, additional discussion is required between stakeholders.
- According to the schedule above, the final decision should be made in the middle of March 2021.

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# ASEAN-ROK TVET for ASEAN Mobility (TEAM)



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## Component 3

**Capacity Building for Implementing the National Qualification Framework(NQF) and Quality Assurance(QA) in Technical and Vocational Education and Training(TVET) in Cambodia, Lao PDR, Myanmar and Viet Nam (CLMV)**



## A. Project Outline

### (Project Title)

Capacity Building for implementing the National Qualifications Framework(NQF) and Quality Assurance(QA) in technical and vocational education and training(TVET) in Cambodia, Lao PDR, Myanmar and Viet Nam(CLMV)

### (Project Duration)

Jun-Dec. 2020 (6 months)

### (Budget)

152,661 USD

## B. Objectives

- ▶ Create greater awareness and capacity among stakeholders in public and private sectors of NQF and QA, functions of NQF, as well as NQF referencing technique
- ▶ Utilize learning outcomes as standard in developing programmes and curricula
- ▶ Identify gaps, if any, between programmes and curricula in CLMV vis-à-vis the NQF
- ▶ Propose recommendations to address the gaps to improve the programmes and curricula, as well as the QA system and processes.



## A. Activities

### (Desk Research)

Assess on the implementation of the NQF, QA and curriculum development process in CLMV countries

### (Regional Workshop)


Finalize the assessment and present recommendations

### (National Workshop)

Conduct a technical training in each CLMV country on the NQF referencing technique and developing programmes and curricula

## B. Methodologies

- ▶ Identify and select 3 common programmes in TVET in CLMV countries
- ▶ Assess and test the implementation of the NQF in each CLMV country
- ▶ Assess and test the QA system of the 3 common programmes
- ▶ Provide recommendations to address the gaps and to improve the curriculum and QA system processes

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- ▶ **2020. June**  
Initiated the project
  - ▶ **2020. July ~ now**  
Biweekly meetings  
- CLMV focal point-ASEAN Secretariat-HRD Korea/Consultants
  - ▶ **2020. August**  
Selected 3 common project to be tested in the project  
- Electrical wiring, Car maintenance & repair, Receptionist
  - ▶ **2020. September**  
Revised the original proposal due to Covid-19

Assessment on 3 common Programmes in CLMV

National Technical Workshop in each CLMV



Sep

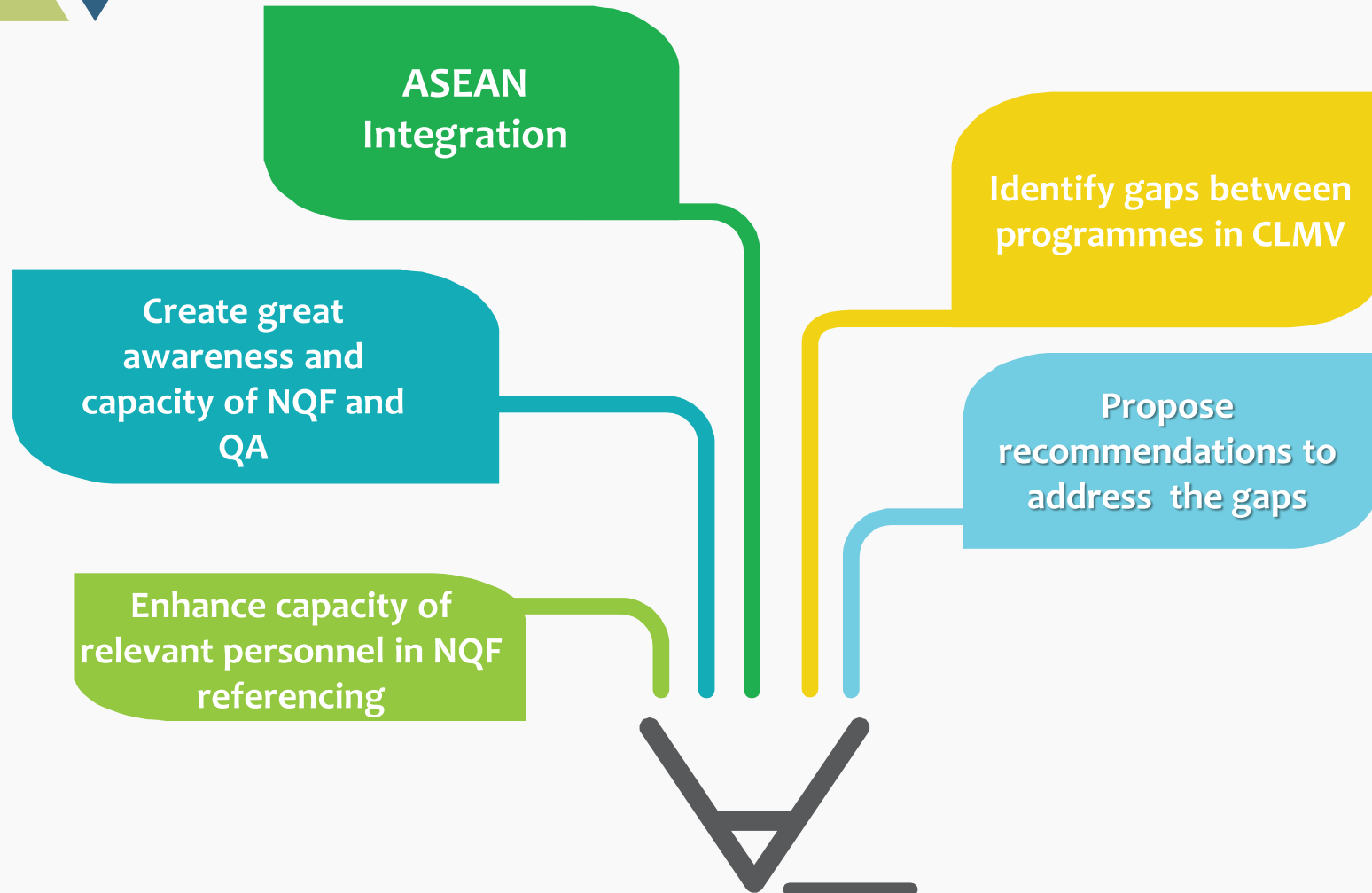
Oct

Nov

Dec

Regional Workshop in CLMV

Project Completion



Field study, In-person questionnaire → Desk research  
On-site workshop → Virtual workshop



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Extending the project duration should be discussed

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# ASEAN-ROK Technical and Vocational Education and Training for ASEAN Mobility(Team)



The Mission of the Republic of Korea to ASEAN



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# Thank you.