



SEA-TVET Workshop on Hospitality, Health Care (Nursing), and Creative Industry
SMKs Go Asia: Strengthening Student Skills and Competencies on Hospitality, Health Care (Nursing) and Creative Industry
in Indonesia and Southeast Asia

11 – 13 October 2016, Hotel Horison Bekasi, Indonesia
Hosted by Ministry of Education and Culture, Indonesia

SYNTHESIS AND WAYS FORWARD
(Draft as of 13 Oct 2016)

Attended by 210 participants from Brunei, Indonesia, Malaysia, Myanmar, Philippines, Singapore, and Thailand, this workshop on SEA-TVET Workshop with the theme, “SMKs Go Asia: Strengthening Student Skills and Competencies on Hospitality, Health Care (Nursing) and Creative Industry in Indonesia and Southeast Asia”, has accomplished the following objectives:

- 1) To discuss on curriculum and skills development in the area of Hospitality (Tourism), Health Care (Nursing), and Creative Industry among TVET Institutions in Southeast Asia;
- 2) To promote qualified skilled-labours and TVET graduates in Hospitality (Tourism), Health Care (Nursing), and Creative Industry in Southeast Asia; and
- 3) To explore collaboration among TVET Institutions in Indonesian and other countries in Southeast Asia such as exchange programme.

From the Session 1, panel discussions on Hospitality (Tourism), Health Care (Nursing), and Creative Industry with representatives from industry, education and training providers, and Professional Regulation Commission we have learned about global trends, future employment in these sectors, issues on sustainability, and challenges faced by both education and training providers and industry.

From the education and training providers, the idea of engaging various stakeholders in TVET is very important, such as reflected in Pentahelix: a collaboration among academics as conceivers, government as a regulator, business as enabler, community as accelerator, and media as catalyst. Internationalisation of TVET by way of improving the curriculum relevant to needs of industry and abroad, providing opportunities for staff and students to learn other cultures and part of global citizens through staff and students exchanges are very crucial for addressing labour mobility in Southeast Asian region.

The issue of certificate recognition, the absent of TVET regulation, and misalignment of national competencies against regional competencies, especially the case of Indonesia was highlighted that requires further discussion and follow up actions.

From networking with industry, 10 vocational and technical schools and polytechnics expressed their interest to partner with PATA(Pacific Asia Travel Association), 28 institutions expressed their interest to partner with Theme Attraction Malaysia, 18 institutions interested in partnering with Jarum Foundation, 12 institutions with Ever Cross, 2 institutions with Carnival Cruise, and 7 institutions with Western Digital.

From Session 2, Orientation about AQRF (ASEAN Qualification Reference Framework), MRA (Mutual Recognition Arrangements), and MRS (Mutual Recognition of Skills), it was found that most of the participants were unfamiliar with these regional initiatives. Some of the reasons might be due to lacking of dissemination or had focused the dissemination for the national policymakers only. Considering that the national qualification framework and the national competency standard have direct implication to participants’ work and is mandatory for them to follow, referring or learning about the regional qualification framework, regional competency standards, and curriculum is considered optional thus not the priority. This issue should be shared with ASEAN Secretariat for their consideration.

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). The purposes of MRAs are to (1) facilitate mobility of practitioners within ASEAN, (2) exchange information and enhance cooperation in respect of mutual recognition of practitioners, promote adoption of best practices on standards and qualifications, and provide opportunities for capacity building and training of practitioners. Up to now, however, the mobility of professional through MRA is still very limited.

Under MRS, on the other hand, there is more emphasis on mobility of vocational and technical skills, from which many national competency standards were based on. Regardless of its limitation in the number of technical and vocational areas that have regional model of competency standards, the existing regional model can be used as references.

AQRF was initiated to reinforce a single entity that is ASEAN Community which is manifested by free flow of skilled labour through 'harmonisation and standardisation'. Thus the purpose of AQRF is 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, and (5) Promote higher quality qualifications systems. Having 8 levels of qualification covering cognitive, functional, personal, and ethical and two domains: (1) Knowledge and skills and (2) Application and Responsibility, it is expected that all ASEAN member states to implement a common process and a referencing process.

Outputs from Group Discussion:

From Session 3, Group Discussion, it aims to identify strategies/ recommendations on how to improve the skills and competencies of TVET graduates/ skilled labour to meet the needs of industry and regional competency standards in certain areas. With the focus areas on Curriculum improvement, Certification standard & recognition, and Student mobility and credit transfer participants were grouped according to the three areas of specialization.

Considering that the three industry areas have different status and stage of development in Mutual Recognition Arrangements and Mutual Recognition of Skills, not to mention the availability of regional documents and initiatives, the focus of the group discussion was slightly different among the three groups.

In hospitality and tourism whereby the regional documents such MRA, MRS, Common Core Standards, and regional curriculum are already available, the participants have had reflected the existing regional documents and initiatives and discussed the curriculum and competency standard, the certification procedures, and the collaborative action plan among TVET institutions and industry.

From the discussion, four action plans were developed with the titles: (1) Strengthening Partnership with Industry of Theme Attraction Resort in Malaysia, (2) Strengthening Partnership, Networking And Competencies of Hospitality and Tourism programmes among Indonesia, Thailand, Philippines, and Malaysia, and 2 action plans are on (2) Harmonisation of Hospitality and Tourism through curriculum improvement and student and staff exchange,

All four groups in **Hospitality and Tourism** focused their discussions on Curriculum Improvement, certification and recognition, and students and staff exchange. Various strategies and activities were identified. Some of the strategies are adopting and linking the regional and national curriculum, adding several competencies in their curriculum, providing certificates in various activities, benchmarking best practices, creating seamless scheme on curriculum and certification, offering on the job training, and conducting staff and student exchanges. In addition to the **4 action plans, 33 agreements of cooperation signed.**

In nursing, the MRA has been signed but no regional competency standards and curriculum available as yet. The discussion was more on comparing the status of referencing AQR, curriculum and certification with the goals to harmonise competency and certification standard, and discussed credit transfer scheme. The discussion was also continued on the strategies to harmonise competency standard and certification by establishing “core group” and to conduct a research.

On student exchange, no partnership agreement was signed due to imbalance number of SMK representatives from Indonesia, which was the majority, and the minimal number of counterparts institutions from abroad. However, 31 SMK in Indonesia expressed their interest in student exchange in Nursing Assistant Certificate level for the duration of 1week to 3 months with total number of students is 208 from 31 SMKs using cost sharing strategy. Expected countries of destinations are Philippines, Thailand, and Malaysia.

In Creative Industry, where creativity is the core of this area, the discussion was more open and not too structured. Nevertheless, discussion went on among the participating institutions to define the terms and how to prepare the students to meet the needs of industry, including curriculum improvement and certification. Some strategies were shared in the area of Fashion Design, Animation, Network & IT, and Automotive. The proposed activities to improve the quality of Creative Industry programmes include inviting speakers from industry, mapping skills set with industry, sending students for attachment, involving stakeholders, and conducting students and staff exchange.

On the student exchange, **51 agreements and 5 Memoranda of Understanding were signed** between the institutions from Thailand and Indonesia not only focusing on creative industry but also in other relevant areas such as engineering and business management using information technology.

From the group discussions there are recommendations, suggestions, and ways forward that can be summarised as the followings:

1. Much benefits can be gained from student exchange overseas. There is a strong interest among participating institutions but issues related to limited resources were shared. Involving stakeholders such as parents, industry, government, and other funding agencies are necessary to share the cost.
2. The existing regional documentations such MRAs and MRAs should continuously referred by the member countries for enhancing harmonisation of TVET systems and student and labour mobility.
3. Strengthening and expanding collaboration between TVET institution and industry in the country and abroad is recommended to provide opportunity for students to prepare themselves entering the global job market. There are various issues that needs to be addressed such as language, visa, and cultural orientation.
4. For the Creative Industry area, considering that limited regional documents available, efforts must be exerted to have a regional platform for harmonizing the curriculum and recognising certificates.
5. Providing avenues for teaching and administrative staff on how to prepare students for regional mobility through overseas staff exchange under SEA-TVET should be encouraged and supported in order to provide examples for their students.
6. Providing avenues for students to prepare themselves for working abroad through student exchange and attachment abroad (SEA-TVET) will require support from various stakeholders. Effective strategies must be identified and implemented to enhance the implementation.

Dr Paryono, Deputy Director
SEAMEO VOCTECH
Brunei Darussalam
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