

Conférence OIEE – 2012 (No. 1) / 2012 – 1. Hanoi, Viet Nam

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Phòng Công Việc – 2012 / 2012
1. Hanoi, Viet Nam

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Invitation to

Regional TVET Conference in Viet Nam – “TVET Quality Breakthrough”

www.molisa.gov.vn
www.fgfr.de
www.fgfr.de/regionalekonferenz

Hanoi, 15 August 2012

Dear Dr. Mochammad Bruri Triyono,

A competent and qualified workforce is one of the key factors in successful sustainable economic and social development in the countries of the ASEAN Community. Against this background, the Ministry of Labour – Invalids and Social Affairs (MoLISA) and the German Federal Ministry for Economic Cooperation and Development (BMZ) have the pleasure to invite you to the

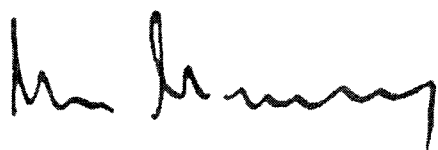
**Regional Conference “TVET Quality Breakthrough”
October 10th and 11th, 2012
Melia Hotel in Hanoi, Viet Nam**

In the light of plans to establish an ASEAN Community by 2015, the conference addresses how to increase Technical and Vocational Education and Training (TVET) quality in order to meet the demands of both the labor market and society. The conference offers a forum for policymakers, experts and business sector representatives from Viet Nam and other ASEAN countries to discuss experience, good practices and key issues relating to TVET reform in the regional context. Selected international resource persons from ASEAN countries and from Germany, other bilateral and multilateral donors and the research community will contribute to the discussion. Experience gained through German development cooperation will be presented.

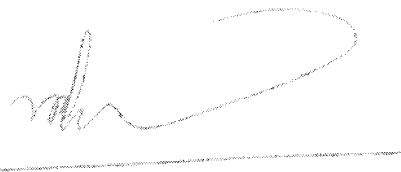
We would be honored to have you as a participant of this high-level event on TVET and look forward to welcoming you to Viet Nam.

Please confirm your participation by **31 August 2012**

With best regards,



Hans-Jürgen Beerfeltz
State Secretary
German Federal Ministry for Economic
Cooperation and Development
(Conference Co-Chair)



Nguyen Ngoc Phi
Vice Minister
Vietnamese Ministry of Labour -
Invalids and Social Affairs
(Conference Co-Chair)

Regional TVET Conference
TVET Quality Breakthrough
October 10th/11th
Hanoi, Melia Hotel

– Tentative Programme –

Tuesday – 9 October 2012

19:00 Welcome Reception

Wednesday - 10 October 2012

08:30 – 10:00 **Opening Session**

Ceremonial Session:

- Vice Minister Nguyen Ngoc Phi,
Vietnamese Ministry of Labour, Invalids and Social Affairs (MoLISA)
- State Secretary Hans-Jürgen Beerfeltz
*German Federal Ministry of Economic Cooperation and
Development (BMZ)*

Plenary Session: Technical Opening Inputs

Opportunities / Challenges for TVET in the ASEAN Community
Representative of ASEAN (TBC)

***Overview of TVET Development in Viet Nam and role of
strategic cooperation with Germany in TVET***

Dr. Nguyen Tien Dung, *Director General*
*General Department of Vocational Training (GDVT)/MoLISA, Viet
Nam*

***Implementation of BMZ support in TVET System Development
in Viet Nam***

Dr. Horst Sommer, *Priority Area Coordinator TVET in Viet Nam*

10:00 – 10:30 Coffee Break

10:30 – 11:10

Plenary Session - Occupational Standards

Developing and setting outcome based TVET standards in the context of ASEAN integration.

Keynote Presentations on:

- ***Occupational standards – a key in TVET reform under the aspect of ASEAN integration***
Prof. Dr. Duong Duc Lan, *First Vice-Director General General Department of Vocational Training (GDVT)/MoLISA, Viet Nam*
- ***Policy approach in occupational standard development and implementation aspects***
Mr. Abdul Wahab Bangkona
Director General, Training and Productivity Development, Ministry of Manpower and Transmigration, Indonesia

Plenary Discussion

11:10 – 12:00

Plenary session - Cooperation with the business sector

Improving practice- and demand orientation of TVET and ensuring the sustainability of TVET financing.

Keynote Presentations:

- ***With the business sector, for the business sector - German experiences***
Prof. Dr. Friedrich Hubert Esser, *President of the German Federal Institute for Vocational Education and Training/BIBB*
- ***Increasing involvement of business sector in TVET – challenges and opportunities***
Enterprise representative of LILAMA Corporation, Viet Nam
Dr. Le Van Hien, *Director LILAMA 2 Technical & Technology College, Viet Nam*
- ***Key factors for sustainable cooperation with enterprises in TVET delivery – Malaysian experiences***
Representative of Malaysia (TBC)

Plenary Discussion

12:00 – 13:30

Lunch

13:30 – 15:45

Parallel working sessions on the topics occupational standards and cooperation with the business sector

- **Group 1** Relevance of occupational standards in TVET system reforms in the context of ASEAN integration
- **Group 2** Demand-oriented TVET in Asia – relevance of business sector in occupational standard setting, testing/assessment and certification
- **Group 3** Policy framework for active involvement of employers in TVET delivery
- **Group 4** Cooperative modes of TVET delivery - experiences, lessons learned, outlook
- **Group 5** Sustainable financing of TVET

Inputs on experiences, lessons learned and recommendations by representatives of ASEAN countries and international experts

Discussion

15:45 – 16:30

Coffee Break

16:30 – 18:00

Report from the working sessions and plenary discussion
Rapporteurs of working sessions

18:00 – 20:00

Dinner

Thursday - 11 October 2012

08:30 – 08:45

Introduction to 2nd conference day

08:45 – 10:30

Plenary Session - Teachers for TVET

Building competencies of TVET teachers and trainers to fulfill their key role in providing high-quality demand oriented TVET.

Keynote Presentations:

- ***TVET Teachers as backbone for TVET quality breakthrough***
Prof. Vu Ngoc Hai, *Former Vice Minister*
Ministry of Education and Training, Viet Nam
- ***Requirements for TVET teacher training in ASEAN***
Prof. Dr. Shyamal Majumdar
Head of UNESCO-UNEVOC, Former Director General of the
Colombo Plan Staff College for Technician Education

- **Professionalization of TVET teachers - regulation and implementation in Indonesia**
Dr. Triyono Mochammad Bruri *Director*
Faculty of Technology, State University of Yogyakarta (UNY), Indonesia
- **Regional cooperation in TVET teacher education**
Assoc. Prof. Dr. Numyoot Songthanapitak, *President*
Rajamangala University of Technology Thanyaburi (RMUTT), Thailand

Plenary Discussion

10:30 – 11:00

Coffee Break

11:00 – 12:30

Conclusions, Recommendations and the Way Ahead

Summary Statements by MoLISA and BMZ, as well as selected Representatives of participating countries

Word of Thanks

12:30 – 14:00

Lunch

Side Events

11 October
From 14:30

e.g. Visits to TVET Institutes

Purpose: get first hand impressions on examples of Vietnamese-German development cooperation in the field of TVET

PROFESSIONALIZATION OF TVET TEACHERS - REGULATION AND IMPLEMENTATION IN INDONESIA

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Speaker in TVET Quality Breakthrough – TVET Conference in Melia Hotel Hanoi Vietnam
10-11 October 2012

A. Introduction

The most essential part of education process is the availability of good teachers. A good teacher is a qualified teacher, not only in the knowledge mastering but also in the teaching skill. The Senior Secondary Vocational School (SSVS) teacher demand in Indonesia keeps rising as in line with the government program in order to split the ratio of Senior Secondary School and Senior Secondary Vocational School from 70:30 into 30:70. The Road Map Directorate of PSMK in 2009 showed the disparity load of preparing vocational teachers with the variety of special technical skills that match with the skills available in the SSVS.

Table 1: Road Map Dit.PSMK 2010-2014

Condition	2009	2010	2011	2012	2013	2014
SSVS:SSS ratio	49:51	53:47	56:44	60:40	64:36	67:36
Teachers' availability	122.622	139.930	156.268	178.787	197.398	218.685
Students' availability	3.796.530	4.197.888	4.688.051	5.363.617	5.921.931	6.560.539
Schools' accessibility	7.719	8.133	8.548	8.963	9.378	9.793

The SSVS teachers are the educators in the formal education of secondary schools. In their duties, teachers apply the qualified skills as well as competencies obtained from professional education. The SSVS teachers' preparation in Indonesia are carried out through bachelor degree education in the 11 universities with education trait,

in addition to pedagogy courses and foundation courses of teacher' competencies are provided to bachelor teachers candidate. They are expected to be professional teachers who are well-suited to the assigned competencies. The title of teacher's profession granted from the government comprises on the profession certificate as well as profession remuneration out of basic salary. However, those who have profession certificate are required to enhance their teaching competencies through a wide range of advance courses and to fulfill the teaching hours quantity as determined. Based on the Secondary Education Directorate 2012, the SSVS currently have 175.656 teachers, while those of profession certificate granted are only 71.332 teachers.

The profession certificate grant is given through competencies' assessment to facilitate teachers to be professional. Indonesian government began the program since 2007 with the initial work of teacher certificate award in occupation. Teachers certificate's arrangement and action are the hard work evidence of most of education element in the higher education though its management is under Kementrian Pendidikan dan Kebudayaan Nasional Indonesia (Ministry of National Education and Culture) supervision.

Teachers certificate program implementation is not without problem in accomplishing its regulation and laws. In fact, several unassisted variables in the regulation and laws created technical and social difficulties. As a consequence, the assistance including supervise and evaluate the teachers' performance in order to keep them qualified is a further step after the certificate is awarded.

Overall, the quantity of teachers in occupation in the formal education of primary and secondary schools are 2.306.015 who are planned to certified gradually in 10 years (Depdiknas, 2008). The amount of certified teachers per year is illustrated in Table 2 as follows.

Tabel 2. Teacher Certification Target*)

Year	(%)	Yunior School Teachers	Senior School Teachers	Sum of Teachers	Sum of Comulative Teachers
2015	100	191 267	39 335	230 602	2 306 015
2014	90	191 267	39 335	230 602	2 075 414
2013	80	191 267	39 335	230 602	1 844 812
2012	70	191 267	39 335	230 602	1 614 211
2011	60	191 267	39 335	230 602	1 383 609
2010	50	191 267	39 335	230 602	1 153 008
2009	40	382 531	78 672	462 203	922 406
2008	20	219 957	50 796	270 753	461 203
2007	8,5	162 577	27 873	190 450	190 450

*) Source, Depdiknas, 2008

As can be seen on table 2, the amount of teachers who are not yet and have been certified is still numerous. In other words, the burdensome needs to be undertaken by the Indonesian government is profound, primarily in terms of high costs and actions as the accessibility in the Indonesian archipelago is complicated. It is expected that the certified teachers could enhance the education quality in Indonesia.

B. The Professionalization of TVET Teacher

Teachers' professionalization aims for teachers to achieve a clear professional duty as its competencies. The SSVS profession teachers includes teachers' general competencies such as teaching competencies as well as specific competencies in the function of their skill capabilities. In Indonesia, teachers' recognition as the professional educators is verified by teachers' certification. Based on Dikti (2006), the certification program intends to: 1) appoint teachers' feasibility to attain their duty as learning agents, 2) improve the education process and output, and 3) enhance teachers'

professionalization. Certified teachers have rights for obtaining salary above the minimum life's need and social welfare insurance. This is to say that despite their basic salary, profession salary is also paid based on appreciation principal as a reward.

Basically, teachers' certification attempts to supervise the education process quality. According to *National Commission on Educational Services* (NCES) United States, certification is defined as *a procedure whereby the state evaluates and reviews a teacher candidate's credentials and provides him or her a license to teach*' (Illinois State Board of Education, 2003). In United States, the federal countries have independent organization namely *The American Association of Colleges for Teacher Education* (AACTE) which acts to assess and to give license to teachers candidate who graduated from their formal schools.

Based on Keputusan Menteri Pendidikan Nasional (National Education Ministry Regulation) No. 045/U/2002, competency can be identified as an integrated intelligent action and responsiveness as a requirement to be admitted in the community to assign duties in certain jobs. PP RI (Indonesian Government Regulation) No. 19/2005 stated that teacher is a learning agent who are obliged to accomplish four competencies including pedagogy, personality, professionalism, and social.

Pedagogik competency is the capability related with students' understanding and the learning management which accomodates education and dialogue within. Principally, this competency involves the understanding capability to the students, planning and implementing the learning process, evaluating the learning output, and developing students' potency.

Personality competency describes the personal ability which covers a competent and stable personality, mature, wise, charismatic, be a role model for the students, and noble.

Professional competency illustrates the ability for mastering the teaching courses integrally and deeply. Specifically, it accommodates the mastering of the curriculum

content as well as knowledge which covers the curriculum, and enhancing knowledge perspective as a teacher.

Social competency relates to teachers' credibility as part of the community to communicate and interact effectively with the students, peers, other educators, students' parents, as well as surrounding community.

To sum up, teachers' competencies can be summed as an entire knowledges, skills, and attitudes which is set in the integrated intellectual achievement and responsiveness for teachers' profession.

C. Regulation for Teacher Certification

In Indonesia, teachers' certification starting point is based on some government regulations as follows:

1. Undang-Undang (Constitution) No. 20/2003 on the subject of National Education System
2. Undang-Undang (Constitution) No. 14/2005 on the subject of teachers and lecturers
3. Peraturan Pemerintah (Government Regulation) No. 19/2005 on the subject of National Education Standard.
4. Peraturan Pemerintah (Government Regulation) No. 74/2008 on the subject of teachers.
5. Peraturan Menteri Pendidikan Nasional (National Education Ministry Regulation) No. 16/2007 on the subject of teachers competency and qualification standard.
6. Peraturan Menteri Pendidikan Nasional (National Education Ministry Regulation) No. 18/2007 on the subject of teacher's certification in occupation.

Particularly, the Indonesian Constitution No. 14 Tahun 2005 concerning with teachers and lecturers stated that the educators certificate will be given to teachers who are successfully acquired the academic competency and qualification requirement as the learning agent. Moreover, the Indonesian Government Regulation No. 19/2005 in

regards to National Education Standard in article 28, educators (teachers) are the learning agent who require to have four competencies: pedagogy, personality, professional, and social. The educators certification award aims to acknowledge the teachers' professionalization after completing teachers' profession education program and pass teachers' certification examination. In this case, teachers' certification examination attempts to supervise the education output quality so that those who pass the examination are believed to accomplish educators' tasks such as teaching, training, assisting, and assessing the students' learning output.

Permendiknas (National Education Ministry Regulation) No. 18/2007 concerning Teachers' Certification declared that the four teacher's competencies are measured by 10 components including: 1) academic qualification, 2) education and training, 3) teaching experience, 4) learning arrangement and implementation, 5) senior and supervisor assessment, 6) academic achievement, 7) profession development work, 8) academic forum participation, 9) education and social organization experience, 10) relevant education appreciation.

Peraturan Pemerintah (Government Regulation) No. 74/2008 regarding Teachers in article 65 letter b claimed that teachers' certification is conducted by: 1) competency examination to attain educators' certificate, and 2) educators' certification award to the qualified teachers directly.

D. Implementation

Teachers' certification implementation in Indonesia is carried out through (National Education Ministry Regulation No. 11/2011):

- Portfolio assessment
- Teachers' education and training
- Direct award of educators' certificate
- Teacher profession education.

In regards to teachers in occupation as stated in the teachers' certification determination guide 2011, the implementation is taken by:

- Portfolio assessment
- Teachers' education and training
- Direct award of educators' certificate

Portfolio assessment based on four teacher' competencies is represented in the portfolio competencies as follows.

Table 3. Portfolio component mapping in the teachers' competencies context

No.	Portfolio Component (Based on Permendiknas No. 18 /2007)	Teacher Competencies			
		Ped	Pers	Soc	Prof
1.	Academic qualification	√			√
2.	Education and training	√			√
3.	Teaching experience	√	√		√
4.	Learning arrangement and implementation	√			√
5.	Senior and supervisor assessment		√	√	
6.	Academic achievement	√		√	√
7.	Profession development work	√			√
8.	Academic forum participation			√	√
9.	Education and social organization experience		√	√	
10.	Relevant education appreciation	√	√	√	√

Some patterns implemented in the teachers' certification are as follow.

1. Certification through portfolio

Portfolio certification is pursued by teachers in occupation wich requires:

- Held academic qualification of bachelor or Diploma 4 degree

- Not having academic qualification however he/she already in the age of 50 years old and had 20 years work experience as a teacher or achieved IV/a class, or achieved credit point cumulative as equal as IV/a class.
- Have been appointed as a teacher before 30 December 2005

2. Certification through teachers' profession education and training

Teachers' profession education and training is conducted only if teachers:

- Have no groundwork in portfolio assessment
- Failed in the portfolio assessment
- Declared as be unsuccessful in achieving educators' certificate directly

3. Certification through direct certification grant

Direct certification grant is based on academic qualification that already held by teachers in master or doctoral degree from accredited higher education. Importantly, the qualification should be relevant with those of his/her teaching courses. Moreover, he/she must hold IV/b class or achieve credit point accumulative equals to IV/b class.

The amount of teachers' certification participants is set each year by the government so that the efficiency and effectivity as well as certification quality can be observed. Based on that amount, quota of the participants is then arranged for each province and city. The sequence of setting up the participants is based on the priority of: 1) teachers' tenure, 2) age, 3) rank and class, 4) work load, 5) additional/extra duties, 6) work achievement.

The organizations which could perform teachers' certification in either in occupation or pre-occupation are the higher education that carry out the accredited education program and have been notified by Ministry of National Education. Teachers' certification organization work in the Region form which covers the parent accredited education program and the partner accredited education program, coordinated with the Teachers' Certification Consortium and be appointed by the Ministry.

E. Conclusion

Teachers' professionalization is performed through competency examination and teachers certificate award based on the government regulation for either teachers in occupation or pre-occupation. The certification implementation follows four different outlines, including portfolio, teachers' education and training which ends up with competency examination, direct profession certificate award, and teachers' profession education.

Teachers' profession certification accomplishment should be evaluated periodically in order to maintain teachers' competency quality. By doing so, it is expected that teachers welfare and students' quality will be improved, along with the enhancement of education quality in Indonesia.

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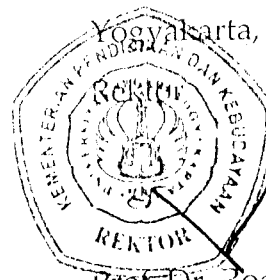
SURAT IZIN/PENUGASAN

Nomor: 549/UN34.36/LN/2012

Berdasarkan surat Nomor 1046/UN34.15/IU/2012 Tanggal 26 September 2012 tentang Permononan surat tugas untuk menjadi narasumber di *Regional TVET Conference*, dengan ini Rektor Universitas Negeri Yogyakarta mengizinkan/menugaskan:

Nama : Dr. Moch. Bruri Triyono, M.Pd.
NIP : 19560216 198603 1 003
Pangkat/Gol. : Penata Tingkat I/III-d
Unit Kerja : Dekan Fakultas Teknik
Keperluan : Menjadi narasumber pada *Regional TVET Conference*
Waktu : 8 - 12 Oktober 2012
Tempat : Melia Hotel Hanoi, Vietnam
Keterangan : Pembiayaan ditanggung oleh panitia *Regional TVET Conference*

Surat ini diberikan kepada yang bersangkutan untuk dilaksanakan dengan sebaik-baiknya dan setelah selesai agar dilaporkan hasilnya.



Yogyakarta, 3 Oktober 2012

Prof. Dr. Rochmat Wahab, M.Pd., M.A.

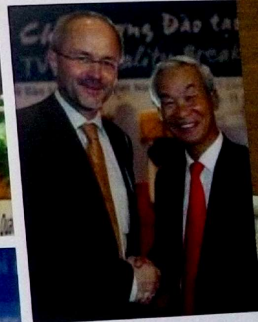
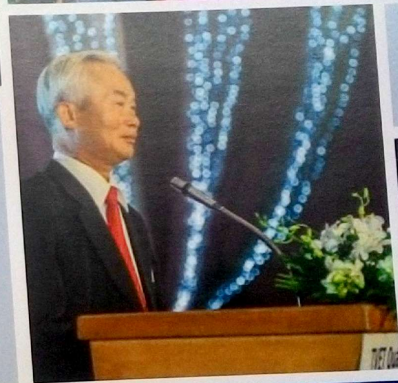
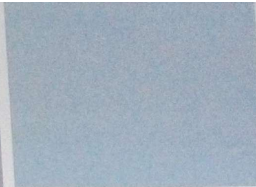
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Tembusan, Yth:

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Regional TVET Conference in Viet Nam 2012 Recommendations for TVET Quality Breakthrough

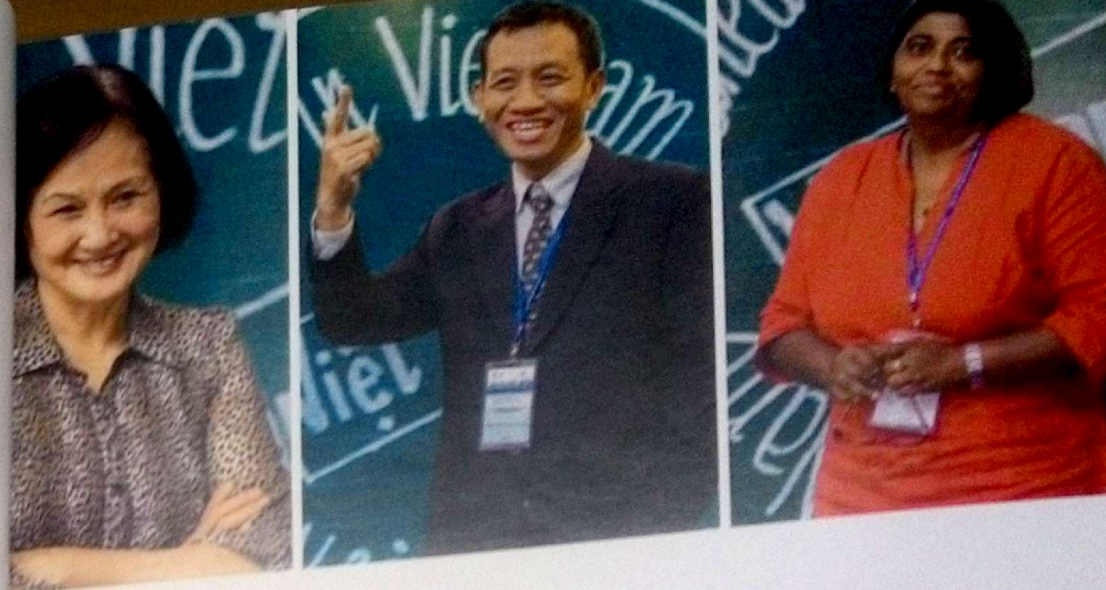
As a result of the Regional TVET Conference in Viet Nam and for the next steps of TVET reform in Viet Nam and across the region, the Conference

Recalls

- The Viet Nam Socio-Economic Development Strategy 2011-2020 and the Viet Nam Vocational Training Development Strategy 2011-2020
- The BMZ Education Strategy 2010 – 2013 “Ten Objectives for More Education”
- The Viet Nam – Germany Strategic Partnership Agreement 2011
- The ASEAN Leaders’ Statement on Human Resources and Skills Development for Economic Recovery and Sustainable Growth 2010

Reconfirms

- The key role of demand-oriented high quality TVET for national socio-economic development and ASEAN regional integration in particular with respect to the establishment of the ASEAN free labour market starting in 2015
- The great potential and significance of regional networking and cooperation for achieving greater demand-orientation and higher quality of TVET in the ASEAN region in the context of ASEAN Integration.
- Germany as an established strategic partner in reforming TVET towards high-quality and demand orientation for Viet Nam and across the ASEAN region and, in this context, German support for TVET development through bilateral and regional programmes and projects



Conference Recommendations

1. Viet Nam

The Vietnamese Government confirms that the quality of human resources is a Strategic Breakthrough (SEDS 2011-2020) for becoming an industrialized country by 2020. TVET reform is pivotal for improving the quality of human resources. Viet Nam prioritizes the TVET Quality Breakthrough within Viet Nam's TVET reform process (TVET Development Strategy 2011-2020) in order to provide the skilled labour force needed for becoming an industrialized country. In order to achieve the TVET Quality Breakthrough Viet Nam ought to

- continue the reform process in accordance with the country's Socio-Economic Development Strategy (SEDP) 2011-2020, Human Resource Development Strategy 2011-2020 and TVET Development Strategy 2011 – 2020, including
- continuing the successful cooperation with BMZ and its implementing organizations (GIZ and KfW) based upon agreed principles, priorities and procedures, with details to be further discussed and further agreed (e.g. TVET System Advisory with respect to requested support to amendment of Vietnamese Law on Vocational Training)
- further exchange, network and develop a cooperation mechanism in TVET with countries in the ASEAN Region in order to share experiences and learning with regard to TVET reform and particularly TVET Quality Breakthrough

Abbreviations

ASEAN	Association of Southeast Asian Nations
BMZ	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung - German Federal Ministry for Economic Cooperation and Development
BNSP	<i>Badan Nasional Sertifikasi Profesi</i> - national autonomous body responsible for assessment and certification in Vocational Training, Indonesia
CNC	Computerized numerical control
EU	European Union
GDVT	General Department of Vocational Training, Viet Nam
GIZ	Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
HRD	Human Resource Development
HRDF	Human Resource Development Fund
ILO	International Labour Organization
IT	Information Technology
KfW	Kreditanstalt für Wiederaufbau
MoLISA	Ministry of Labour – Invalids and Social Affairs, Viet Nam
MoMT	Ministry of Manpower and Transmigration, Indonesia
NOS	National Occupational Standards
OECD	Organization of Economic Cooperation and Development
OS	Occupational Standard
RCP	Regional Cooperation Platform
TVET	Technical and Vocational Education and Training
TI	Teaching Industry





Dr. Beckmann

It requires the active participation of the business community. However, government policies are often not sufficient. Leaders of companies need to be convinced to get involved in TVET delivery and to assign experienced and highly skilled workers who are able and willing to transfer their knowledge and skills to TVET trainees as in-company trainers. For these trainers, we can provide short courses, e. g. on pedagogy and other required aspects, to enable them to fulfil their function as in-company trainers.

Dr. Mochamad Bruri Triyono

In Indonesia engineers do not want to be teachers, and it is very difficult to recruit engineers and prepare them to be TVET teachers. However, in some specific fields such as agriculture and mining, there is a programme that allows engineers who want to be TVET teachers to be recruited and provided with one academic year's training. In this programme, 20% of their time is spent on technical skills and 80% is used for pedagogical training.

III Conference Outcomes - Conclusions, Recommendations and the Way Ahead

Introductory remarks

As the recommendations of the TVET conference and lessons learned are fed back into the TVET reform process in ASEAN countries, TVET systems will be further improved. Societies as well as business sectors will benefit from these improvements. Enhanced regional TVET networking will facilitate a continuous exchange of experience and lessons learned. This will help ASEAN countries to successfully tackle challenges arising throughout their TVET reforms and the process of ASEAN integration.

Participants' feedback

In the wrap-up session on the first conference day, participants shared their positive feedback about the conference. Participants who were interviewed stated that they had different individual priority interests in the conference topics, either occupational standards or cooperating with the business community. However, the participants agreed that all the conference topics were very relevant and that the conference had offered very interesting and sophisticated technical content. They shared the view that the conference provided a great deal of valuable knowledge and experience from other countries through the speakers' presentations and in the sharing and discussions that took place among participants from ASEAN countries and Germany. Participants expressed the belief that – based on the conference outcomes – the joint efforts of ASEAN countries with support

of the quality of the presentations and input, whether as opening or keynote inputs, input for the working sessions or contributions to panel discussions and plenary sessions, all of which further enhanced the reflections in the background papers prepared as a stimulating input to the conference.

Summary Statement by Mr. Nguyen Ngoc Phi, Vice Minister of MoLISA, Vietnam

In his summary speech, MoLISA Vice Minister Phi stated that, after a day and a half of actively participating in the enthusiastic sharing of experience and participants' discussions in plenary sessions as well as the five parallel working sessions, the joint TVET Conference had achieved positive results. He mentioned that it was the first time such a Regional TVET Conference had been organised, but it had nonetheless attracted nearly 300 participants from Germany, Vietnam and other countries in ASEAN and the region, comprising representatives from various ministries, government agencies, businesses and their representative bodies, associations and TVET institutions.

On behalf of senior ministers and officials at MoLISA, Vice Minister Phi respectfully thanked the Deputy Prime Minister of the Vietnamese Government as the conference's guest of honour, the participants for their attendance and active participation and the numerous journalists attending and reporting on the conference. He also expressed his sincere thanks to the BMZ for the support given to the conference as co-organisers and to the joint conference team from MoLISA, GDVT and GIZ for their hard work and commitment in preparing and staging the TVET conference.

Vice Minister Phi highlighted the common view that had become evident in the conference that highly skilled and multi-skilled human resources are the key to the success of economies in the current competitive context and to social development. He emphasised the importance of achieving a TVET Quality Breakthrough in the effort to reform TVET systems to secure better demand orientation and quality. The Vice Minister also referred to the shared awareness in the region regarding the opportunities and challenges relating to TVET and the need to continue the sharing that had been initiated by the conference and to strengthen cooperation to improve TVET in each country. In this regard, he listed a number of core issues that would be relevant in future.

Firstly, Vice Minister Phi referred to the confirmation by the Vietnamese Government that the quality of human resources represents a strategic breakthrough and that TVETs plays an important role in improving the quality of human resources. He stressed that Vietnam needs to cooperate and learn from the experience of developed countries, especially from Germany, in order to make this breakthrough. He informed participants that the German and the Vietnamese



Governments have reached a consensus on continuing their cooperation in reforming the TVET system in Vietnam including refining Vietnamese TVET legislation in the spirit of accessing the positive experience and success factors in Germany that are appropriate to improving the situation in Vietnam. In this context, he also underlined the importance of continuous support through a TVET System Advisory Project, not only for Vietnam but also as a lesson learned for other countries.

Vice Minister Phi also stated that to secure the TVET Quality Breakthrough cooperation will be needed to develop occupational standards that will allow workers' skills to be recognised in ASEAN as well as cooperation in TVET teacher development among the countries. He shared his view that cooperation with the business community, one of the success factors of the German Dual TVET System, is an effective mechanism for which the Conference has provided a great deal of input. He underlined the fact that cooperation between TVET institutions and businesses needs to be strengthened further. Referring to Vietnam, he recommended that the focus should first be on enhancing cooperation with German businesses in the joint training of workers in forms of cooperative TVET delivery in Vietnam and then extending this good practice to cooperating with more Vietnamese businesses.

Vice Minister Phi also pointed out that appropriate policies are needed which increase the roles and responsibilities of businesses and their representative bodies as stakeholders in TVET at policy and operational levels, e. g. in developing occupational standards, participating in TVET delivery and in the assessment of TVET student outcomes. He also referred to the message from representatives of participating countries that governments need to set up mechanisms and policies to attract the cooperation of FDI businesses including investment in their TVET system over the coming years.

With reference to the implementation of the ASEAN Leaders' Statement on Human Resources and Skills Development for Economic Recovery and Sustainable Growth" from October 2010, Deputy Minister Phi informed participants that in the context of the TVET conference representatives of ASEAN member countries reached a common understanding on a proposal to (i) establish an ASEAN Association for Vocational Training and that all conference participants should act as ambassadors linking up associations for vocational training; (ii) organise regular conferences of associations of vocational training in ASEAN member countries and their partners, and (iii) set up a network of associations for vocational training in ASEAN countries and their partners. He also informed participants that a proposal has been extended to Germany and the European Association of Institutes for Vocational Training to share their experience and lessons learned on the process of setting up their network and to provide support in setting up an ASEAN Association for Vocational Training.

Vice Minister Phi concluded his summary statement by stating that, although the conference has come to an end, the dialogue and cooperation in TVET will continue on into the future. On behalf of the Vietnamese Government, he expressed his sincere thanks for the effective cooperation with the German Government in the social-economic development of Vietnam in general and in the development of TVET in particular and to BMZ for its cooperation with and active support for MoLISA.

Last but not least, he wished the participants health and happiness and hoped that their successful involvement in the TVET conference would contribute to TVET development - as well as development overall - in their own countries.



References

1. Background Papers

General Technical Background Paper

on behalf of BMZ, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Vietnamese TVET Background Paper

General Department of Vocational Training/MoLISA

2. Input Presentations

Opening Session

Opening Statement

Minister Mdm Pham Thi Hai Chuyen
Ministry of Labour, Invalids and Social Affairs (MoLISA), Viet Nam

Opening Statement

State Secretary Hans-Jürgen Beerfeltz
German Federal Ministry of Economic Cooperation and Development (BMZ)

Welcome Address

Deputy Prime Minister Nguyen Thien Nhan
Socialist Republic of Viet Nam

TVET Development Strategy 2011-2020 in Viet Nam and Opportunities in Cooperation between Viet Nam - Germany and other countries in the region

Dr. Nguyen Tien Dung, Director General, General Department of Vocational Training (GDVT)/MoLISA, Viet Nam

BMZ Support in TVET System Development in Viet Nam

Dr. Horst Sommer, Priority Area Coordinator TVET, Viet Nam

Opportunities / Challenges for TVET in the ASEAN Community

Mr. Oeun Tep, Representative Current Chair of ASEAN Senior Labour Officials Meeting (SLOM).

Deputy Director General Department of TVET / Ministry of Labour and Vocational Training, Cambodia

Occupational Standards

Keynotes:

Occupational Standards – a Key in TVET Reform in Viet Nam in the Context of ASEAN Integration

Associate Prof. Dr. Duong Duc Lan, Deputy-Director General, General Department of Vocational Training (GDVT)/MoLISA, Viet Nam

Occupational Standard Development and Implementation – the Indonesian Experience

Inspector General I Gusti Putu Laksaguna, Ministry of Tourism and Creative Economy, Indonesia

International Experience in Occupational Standard Development and Implementation

Dr. Michaela Baur, Acting Head, Department Sustainable Economic Development / Head, Competence Center TVET & Labour Market GIZ Eschborn, Germany

Working Session Inputs:

Harmonization and transfer from occupational standards to TVET standards

Mr. Nguyen Quang Viet, Director, Research Center for Skills Development and TVET Standards, National Institute for Vocational Training (NIVT), Viet Nam

Role of National Training Council in occupational standard and TVET standard setting – experiences from Lao PDR

Phouvieng Phoumilay, Deputy Director General, Technical and Vocational Education Department, Ministry of Education and Sports, Lao PDR

Occupational standards as basis for certification of existing workforce

Mr. Nguyen Chi Truong, Deputy Director, Skill Standard Department, General Department of Vocational Training (GDVT)/MoLISA, Viet Nam

Indonesian experiences and lessons learned in testing/assessment against occupational standards

Ms Ida Trisnasari, ASEAN Tourism Professional Monitoring Committee, Indonesia

Cooperation with Business Community

Keynotes:

Key Success Factors of German TVET - Cooperation with Business Community

Prof. Dr. Friedrich Hubert Esser, President, Federal Institute for Vocational Education and Training (BIBB), Germany

Increasing Involvement of the Business Community in TVET – Objectives, Approaches and Benefits

Dr. Le Van Hien, Director, LILAMA 2 Technical & Technology College, Viet Nam

Key Factors for Sustainable Cooperation with Enterprises in TVET Delivery – Malaysian Experiences

Mr. Yusoff Md. Sahir, Managing Director, German-Malaysian Institute (GMI), Malaysia

Working Session Inputs:

Teaching Industry – strengthening partnership with industry in Indonesia

Ir. Tjahjono Anang, Director, Technical and Vocational Education, Ministry of Education and Culture, Indonesia

Increasing Involvement of the Business Community in TVET – Objectives, Challenges and Opportunities from Enterprise perspective

Mr Dang Quoc Anh, Vice General Director, LILAMA 18, JOINT STOCK COMPANY, Viet Nam

Vietnamese approach to strengthen collaboration of TVET stakeholders

Assoc. Prof. Dr. Mac Van Tien, Director, National Institute for Vocational Training (NIVT), Viet Nam

School-enterprise cooperation – the Lao-German Technical School Experience

Mr Somlith Virivong, Director Lao-German Technical School, Lao PDR

TVET Financing

Working Session Inputs:

Approaches in TVET Financing in Viet Nam

Mr Nguyen Chien Thang, Deputy Head, Planning and Finance Department, General Department of Vocational Training (GDVT)/MoLISA, Viet Nam

Experiences from Human Resource Development Fund Malaysia

Ms Wan Yon Shahima, Deputy CEO, Human Resource Development Council, Malaysia

Strengthening Stakeholders Engagement in TVET based on Cost – Benefit Analysis

Mr. Horst Schwörer, Head of Division, Sector and Policy Division Urban Development, KfW Development Bank

Mr Clemens Aipperspach, TVET Financing Expert, Germany

Conference Programme

Regional TVET-Conference in Viet Nam - 10./11. October 2012

TVET Quality Breakthrough

- 16:30 – 17:00 Coffee / Tea Break
Grand Ballroom Foyer, Level 1
- 17:00 – 18:00 **Summary Session**
Grand Ballroom
- 18:30 – 20:00 Dinner
Thang Long Room

Thursday- 11th of October 2012

- 08:30 – 09:00 Impressions from Day 1 and Introduction to 2nd Conference Day
Grand Ballroom

Plenary Session - TVET Teachers - Key for TVET Quality Breakthrough

Moderators: Mr Sreenivas Narayanan, Mr Joachim Döninghaus
Grand Ballroom

09:00 – 10:00 Keynote Inputs

Training of TVET Teachers in Viet Nam – Vision to 2020

Associate Prof. Cao Van Sam,
Deputy-Director General General Department of Vocational Training (GDVT)/MoLISA, Viet Nam

TVET Teachers as Backbone for TVET Quality Breakthrough

Prof. Dr. Shyamal Majumdar
Head, UNESCO-UNEVOC
Former Director General, Colombo Plan Staff College for Technician Education

Regional Cooperation in TVET Teacher Education and Training

Assoc. Prof. Dr. Numyoot Songthanapitak
President, Rajamangala University of Technology Thanyaburi (RMUTT), Thailand

- 10:00 – 10:30 Coffee / Tea Break
Foyer Grand Ballroom

Conference Programme

Regional TVET-Conference in Viet Nam - 10./11. October 2012

TVET Quality Breakthrough

10:30 – 11:30 Expert Panel Discussion and Plenary Questions & Answers Grand Ballroom

Associate Prof. Cao Van Sam
Deputy-Director General, General Department of Vocational Training (GDVT)/MoLISA, Viet Nam

Prof. Dr. Shyamal Majumdar
Head of UNESCO-UNEVOC, Former Director General of the Colombo Plan Staff College for Technician Education

Assoc. Prof. Dr. Numyoot Songthanapitak
President, Rajamangala University of Technology Thanyaburi (RMUTT), Thailand

Prof. Dr. Antonius Lipsmeier
Karlsruhe Institute of Technology, Germany

Dr. Triyono Mochammad Bruri
Director, Faculty of Technology, State University of Yogyakarta (UNY), Indonesia

Dr. Bernhard Beckmann
Director, European Association of Vocational and Social Education, Germany

Assoc. Prof. Dr. Bui The Dung
TVET Expert, Viet Nam

11:30 – 11:45 Statement by Prof. Dr. Kongsy Sengmany, Vice Minister of Education and Sports, Lao PDR Grand Ballroom

Conclusions, Recommendations and the Way Ahead Moderators: Mr Sreenivas Narayanan, Mr Joachim Döninghaus Grand Ballroom

11:45 – 12:20 Summary Statements

German Ambassador Mdm Jutta Frasch
German Embassy, Hanoi

Vice Minister Mr Nguyen Ngoc Phi
Ministry of Labour, Invalids and Social Affairs (MoLISA), Viet Nam

12:20 - 12:30 Administrative Announcements