



Southeast Asian Ministers of Education Organization



SEA TVET

Consortium *Guidebook*

Website: seatvet.seameo.org

Email: tvvet@seameo.org

ABOUT THE GUIDEBOOK

This guidebook for SEA-TVET (Southeast Asia-Technical and Vocational Education and Training) consortium is prepared by SEAMEO VOCTECH Regional Centre for Technical and Vocational Education and Training, Brunei Darussalam in collaboration with SEAMEO Secretariat, Thailand and SEAMEO SEAMOLEC, Indonesia. This guidebook is intended for participating TVET institutions or members of SEA-TVET consortium and serves as a guide especially in student and staff exchange, including the industrial attachment overseas.

For any suggestions and queries about this guidebook, please contact SEAMEO VOCTECH at info@voctech.edu.bn, phone: +673 2447992, or fax: +673 2447955.

SEAMEO Regional Centre for Vocation and Technical Education
(SEAMEO VOCTECH)
Jalan Pasar Baharu
Gadong, BE 1318
Bandar Seri Begawan
Brunei Darussalam

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Part 1

INTRODUCTION

1.1. Background

Following up on the High Officials Meeting on “SEA-TVET: Working Together towards Harmonization and Internationalization” organized on 23-26 August 2015 in Chiangmai, Thailand, it is important to have a collective effort at the institutional and industrial level by way of formalizing a consortium. This consortium will be the avenue to operationalise SEA-TVET activities in order to achieve its goals: (1) to leverage the standard and competency of TVET in Southeast Asia through internationalisation and harmonisation; (2) to promote and develop the curriculum harmonisation, and internationalisation of study programmes through lecturer/student exchange, joint research programmes and industrial linkages; and (3) to create a sustainable networking platform among TVET leaders and institutions in Southeast Asia and industry, as well as other related development agencies.

SEA-TVET Consortium comprises Technical and Vocational Education and Training (TVET) institutions in SEAMEO Member Countries that agree to work together in harmonising and internationalising their programmes through curriculum harmonisation, students and staff exchange, and industrial attachment, and resource sharing.

This consortium is formed to secure commitment from participating institutions and industries to work together towards achieving the following objectives:

- 1.1. To create networking among TVET providers;
- 1.2. To provide opportunities for participating institutions to work together in student and staff exchange and industrial attachment; and
- 1.3. To share best resources/practices and to generate new/innovative ideas through research collaboration.

1.2. The purpose of the handbook

This guide book can be a reference for participating institutions to take active roles in SEA-TVET consortium, from becoming a member to be fully engaged in the consortium activities. Particularly, this book explains on how to prepare for students and staff exchange and industrial attachment abroad both for the sending and receiving institutions.

Part 2

PROGRAMME OVERVIEW

The main activities under SEA-TVET consortium are (1) students exchange, (2) staff exchange, (3) industrial attachment for students, (4) industrial attachment for staff, (5) sharing expertise and resources, and (6) research collaboration.

Students' exchange will be performed by TVET institutions. The number and the duration will be decided by participating schools, colleges, and polytechnics. Ideally, the minimum duration for students' exchange is 6 months or one year, but considering various school capacity an institution may have shorter duration of student exchange. The details of implementing student exchange, such as harmonising curriculum for possible matriculation and recognition, arranging the student travel, and prepare pre-departure programme can be found in Part 3, 4, and 5.

To have staff Exchange, the participating schools must discuss the arrangement, such as identifying and selecting subject teachers, assignments given during the exchange, the duration, and cost sharing.

Industrial Attachment is part of students and staff exchange. The host institution will identify and communicate with participating industries regarding the number of students and staff that can be accommodated for industrial attachment

- The host institution identify and select relevant industries
- The host institution discuss with industries regarding the industrial attachment programme for students and/or teachers:
 - Scheduling
 - Programme and activities
 - Certification
 - Financial arrangement

Sharing best resources/practices and to generate new/innovative ideas through research collaboration

- SEAMEO VOCTECH will identify institutions that have excellent resources (labs, workshops, management, experts, policy, practices, or other resources)
- Identify possible research topics and conduct research collaboratively
- Share the resources through online database or capacity building programmes.

2.1. Priority Industry Areas

For the first three year round, TVET High Officials identified the following 4 industry areas:

1. Hospitality and Tourism (first priority area)
2. Electronics, Mechatronics, and Manufacturing;
3. Agriculture and Fishery; and
4. Construction.

The above list does not mean that TVET institutions cannot collaborate in other areas; as long as partners are available and willing to collaborate they can pursue student or staff exchange, including the industrial attachment.

2.2. Status of Memberships

Once a TVET institution (a secondary TVET school, a technical and vocational college, or a polytechnic) joins the consortium by completing the application form, it has the status as probationary membership that offer the opportunity to network with other members and identify relevant partners to carry out activities referring to the above paragraph. In order to be a full member, an institution must be committed in having student and staff exchange, including the industrial attachment.

1. **Probationary member** are those who have registered by completing form and submit it to the Secretariat via email, printed form, or uploaded to the website.
2. **Full member** are those who have sent student/staff for exchange.

To be a full member, a TVET institution must be committed to achieve the consortium objectives by way of participating in SEA-TVET meetings and workshops, facilitating at least 5 (five) students exchange annually with other international partner-schools, colleges, or polytechnics and to assist industrial attachment for the overseas students to participating industries located nearby.

2.3. Governance

TVET institutions, secondary and postsecondary (colleges and polytechnics), are the members of the consortium. SEAMEO Secretariat, SEAMEO VOCTECH, SEAMEO SEAMOLEC, and other relevant SEAMEO Centres and other partners will offer assistance in monitoring and coordinating SEA-TVET consortium activities.

2.4. Benefits from SEA-TVET Consortium

2.4.1. Benefits for Countries

Through SEA-TVET consortium, a country will benefit from having better TVET institutions that have the capacity to continuously upgrade the quality of their TVET staff and are able to prepare a well-rounded TVET graduates by way students' and staff's exchange overseas, including industrial attachment and other activities covered under the consortium.

2.4.2. Benefits for TVET Institutions

Secondary TVET schools, vocational and technical colleges, and polytechnics that participated in SEA-TVET consortium will gain benefits through networking, learning from good practices of other institutions in the region, and having the opportunity to partner with various institutions for students' and staff's exchange overseas, including industrial attachment and other activities covered under the consortium.

2.4.3. Benefits for Students

From student exchange and industrial attachment overseas, the students will learn not only the technical-know-how, but also the experience living and “working” abroad that enable them to learn new language/s, cultures, and other regional experiences.

2.4.4. Benefits for Teachers

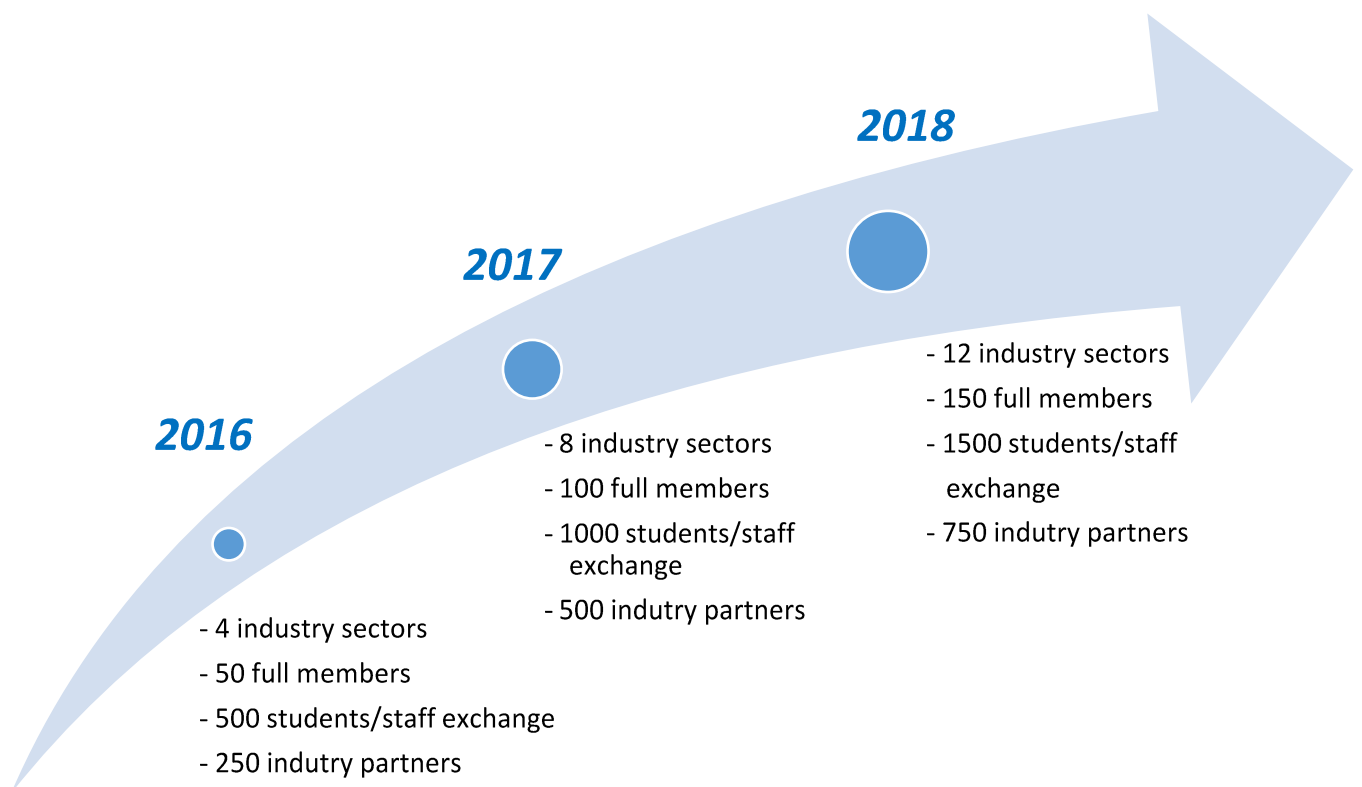
Teachers who participate in staff exchange will be benefited from the institution abroad in the area covered during the exchange, besides also having the experience living and “working” abroad, and regional networking with other teachers in the region.

Teachers who work in the host institution will serve as mentors and will experience in serving international students.

2.4.5. Benefits for Industries

By having student and staff exchange, including industrial attachment, students and staff will be more knowledgeable about the industrial requirements that enable them to perform jobs in multi-cultural working environment that eventually will enhance the performance of the industry.

2.5 Expected Outcomes



Part 3

PROGRAMME PARTICIPATION

This part of the Guidebook will provide guidelines on membership, student/staff exchange agreement, research collaboration, sharing of experts, awards and accreditation, and publications of best practices and researches.

3.1 Membership

TVET institutions that will join the Consortium are classified as preliminary or full member.

3.1.1 Preliminary Member

All TVET institutions that register for the first time are considered preliminary member. Any registered institution, public or private can become a member of the Consortium.

Procedure for Membership. To become a preliminary member of the Consortium, the following steps must be followed:

- a. Fill-up membership application form. (Application forms are available at <http://seatvet.seameo.org>) or see in **Appendix 1**.
- b. Send application form through online, email or post to Consortium Secretariat (E-mail: tvvet@seameo.org).
- c. Receive response from Consortium Secretariat for acceptance as member.

Once accepted as a member, the institution can start negotiating for Student/Staff Exchange Agreement with other members.

3.1.2 Full Member

A preliminary member that has implemented the Student/Staff Exchange Programme will be elevated to a full member status. To be elevated to a full member status, the TVET institution must submit the Student/Staff Exchange Agreement signed with another institution and a monitoring report.

3.2 Student/Staff Exchange Agreement

The Student/Staff Exchange Programme is a partnership activity among TVET institutions which will provide opportunities to their participants with learning experiences through combined in-school and industry attachment. The combined in-school and industry attachment activities are implemented in the TVET institution's partner home country. This programme is implemented through an agreement signed by the collaborating institutions. The agreement must indicate, among others, the following provisions:

3.2.1. Selection of Participants (Students/Staffs)

This provision should indicate the criteria and the process of selecting the participants.

3.2.2. Number of Participating Students/Staffs

The Student/Staff Exchange programme is based on the principle of reciprocity. Agreement on the number of students per institution must be indicated.

3.2.3. Selected Disciplines/Industry Areas

The discipline/subjects covered by the agreement and the industry areas covered must be indicated in the agreement.

3.2.4. Duration of Student/Staff Exchange Agreement

The total duration of the agreement must be specified in the document. The duration should also specify the in-school component and the industry attachment.

3.2.5. Credit Transfer or Articulation

A provision for credit transfer or articulation on the learning experience gained in the programme must be specifically provided.

3.2.6. Language Use in Programme Delivery

All courses for students/staff must be in English. TVET Institutions are responsible for ensuring that the curriculum is taught in English and should advise students/staff of this requirement before they enrol in the programme.

3.2.7. Funding

The expenses to be incurred and the responsibility of providing the funding for each cost items must be indicated in the agreement.

3.3 Research Collaboration

TVET institutions can also collaborate on research activities that are relevant in the implementation of TVET. The research theme of the collaborative research should deal on contemporary issues that could upgrade the quality of TVET in the region. The Consortium will identify research themes to guide the TVET institutions in selecting relevant theme for the collaborative research activity.

3.4 Sharing of Experts and Learning Resources

Consortium members can also share experts from among their staff. Members who need expert teachers can invite from other consortium members. Sharing of experts does not necessary mean that the expert will be physically present in the TVET institution who invited him/her. The expert can also share his knowledge and skills through online media such as, video conferencing. These sharing of experts will enhance the instructional delivery of the member institutions.

Sharing of learning resources to address the TVET institutions inadequacy will be encouraged among the Consortium members. The Consortium will also encourage the use of online format to maximise the reach of clients.

3.5 Recognition Award and Accreditation

The consortium will provide Recognition Awards to TVET institutions that show exemplary performance in the implementation of the Student/Staff Exchange Programme. These awards will have corresponding accreditation levels as defined by the Consortium.

3.6 Publication of Best Practices and Researches

The Consortium will issue official publications in print, digital, and online format to document the best practices and the collaborative researches by the member institutions. The exemplary performances of the TVET institutions in the implementation of the Student/Staff Exchange Programme will be recognized by the Consortium as best practices to be published.

Part 4

STUDENT AND STAFF EXCHANGE PROCESS

This section of the handbook will provide an overview of the student and staff exchange process. Placements are organised annually or semi-annually by participating institutions--home and host secondary TVET schools, vocational and technical colleges, and polytechnics and staff/students. To ensure the effective and sustainable management of the programme, each participating institution is expected to manage distinct steps and outcomes as detailed below.

4.1 Deciding on the Number of Students/Staff

Each participating institution should mobilise an agreed number of outgoing staff/students to each partner-institution each year. The participating schools may apply to the department or ministry responsible for secondary TVET schools, vocational and technical colleges, or polytechnics for funding to support this exchange of students and staff.

4.2 Agreeing on Students/Staff Exchange and Industrial Attachment Programme between TVET institutions

Decisions about the programme are made between participating institutions under the coordination of SEA-TVET Secretariat. These decisions will include agreed number of students/staff, beginning date and duration, the programme and contents to be learnt, credit transfer, including travel and accommodation arrangement.

4.3 Managing Students/Staff Exchange

Students/Staff Exchange programme is managed directly by participating institutions. This process and associated actions are detailed in the table below.

Table on TVET Institutional level actions for student/staff exchange

Step	Description
1. Join TVET Consortium as preliminary member	<ol style="list-style-type: none">1.1. Fill-up membership application form. (Application forms are available at http://seatvet.seameo.org) or in Appendix 1.1.2. Send application form through online, email or post to the Consortium Secretariat.1.3. Receive response from Consortium Secretariat for acceptance as a probationary member.
2. Participate in student/staff exchange to be qualified as full member	<ol style="list-style-type: none">2.1. Identify relevant partners/institutions available on the website, consider the level (secondary, college/polytechnic) and program areas.2.2. Initially discuss and agreed on the student/staff exchange:<ol style="list-style-type: none">a. Agree on the number of exchange students or staff.b. Agree on enrolment conditions and commencement date.c. Match programme areas and number of units to be undertaken (curriculum mapping and

Step	Description
	harmonization)
3. Pre-departure <ul style="list-style-type: none"> • Host/receiving institution 	3.1. Send invitation letter to the sending institution for visa application. 3.2. Identify industry partners and discuss possible arrangements. 3.3. Prepare learning programme/study plan in school/campus 3.4. Prepare for local transport arrangement 3.5. Identify accommodation
<ul style="list-style-type: none"> • Home/sending institution 	3.1. Identify students and staff for exchange 3.2. Prepare for air travel and insurance (discuss with parents or staff for funding arrangement) 3.3. Discuss learning programme/ study plan with partner institution 3.4. Apply for visa 3.5. Conduct pre-departure programme, including English preparation
4. Implement student/staff exchange <ul style="list-style-type: none"> • Host/receiving institution 	4.1. Arrange pick up from the airport 4.2. Arrange accommodation 4.3. Provide an orientation/welcome meeting 4.4. Appoint mentor/s or liaison officer 4.5. Deliver the attachment programme in school/campus (half of the duration) 4.6. Send for industrial attachment (half of the duration) 4.7. Perform monitoring and evaluation 4.8. Update SEA-TVET secretariat
<ul style="list-style-type: none"> • Home/sending institution 	4.1. Monitor programme implementation 4.2. Inform parents the programme update 4.3. Update SEA-TVET secretariat
5. Prepare returning home programme <ul style="list-style-type: none"> • Host/receiving institution 	5.1. Conduct wrap-up meeting with the participants 5.2. Send the student to the airport 5.3. Share the monitoring and evaluation report 5.4. Update SEA-TVET secretariat
<ul style="list-style-type: none"> • Home/sending institution 	5.1. Arrange airport pick up 5.2. Conduct welcome home meeting

Step	Description
	5.3. Make necessary follow up of the monitoring and evaluation report 5.4. Update SEA-TVET secretariat

4.4 Monitoring Process and Addressing Issues

The SEA-TVET staff/student exchange programme has inbuilt monitoring and evaluation. Following each placement, the SEA-TVET Review Meetings allow stakeholders to review the staff/student mobility programme and ensure that the initiative is meeting the programme criteria and staff/students individual and institutional needs. By working together and we can create a robust SEA-TVET Staff/Students Exchange Programme.

Part 5

CONSORTIUM PROTOCOL

5.1. Pre-departure

This section provides details and requirements that need to be accomplished by the exchange nominee prior to the exchange programme. The exchange nominee may either be a teacher or a student. Before the processing and compliance to the requirements of this section, the exchange nominee must be officially nominated by his/her home educational institution. Once nominees are selected, proper pre-departure briefing and orientation must be given by the sending institution that may include administrative, cultural and language orientation.

5.1.1. Academic Calendar

Education systems of SEAMEO Member Countries have commonalities and differences in structures and processes. Academic calendars of educational institutions may have slight difference from other institutions of other countries. It is recommended that the participating institutions are familiar with the academic calendar of the target reciprocal institution so that it would match the appropriate period for coaching, learning, and immersion. It is recommended that the exchange programme covers a minimum of six (6) months--3 months in school and 3 months in industry. The home (sending) institution and the reciprocal (receiving/host) institution, however, may have the option to negotiate on the appropriate duration and number of hours as required by the course.

5.1.2. Academic Records

Educational Institutions may vary in their provisions of academic grade requirements or marking system. Educational institutions which are regarded as centres of excellence or centres for development in certain courses and degrees may have a stricter or more rigid academic grade requirements which an exchange nominee obtained from his/her previous semestral classes in his/her home institution before he/she will be admitted for exchange programme. It is recommended that the exchange nominee, or any teacher or student who intends to enrol for exchange programme must be familiar with the marking system and grading requirements of the target reciprocal institution.

5.1.3. Curricular Programme Offers

TVET educational institutions have varying curricular programmes. An institution may offer general TVET courses or highly specialized courses that make them distinct from other institution which they call their curricular programme niche.

5.1.4. Admission Procedure

All prospective nominees must comply with the reciprocal institution's admission requirements. Normally, the reciprocal institution requires the following: relevance of academic background to the course being applied for, proficiency in English Language (options depends on course requirements), computer literacy, and course capacity or the maximum number of students required to complete a class.

5.1.5. Medical Fitness and Health Insurance

The exchange nominee must be physically and mentally fit. He/she must show proof of medical wellness certified by a medical practitioner or an accredited medical clinic, if any. He/she must also provide for himself/herself health insurance the period of which should cover the whole duration of the exchange programme. In cases where foods are provided by the reciprocal or host institution, the exchange nominee shall inform the reciprocal institution of his dietary requirements and restrictions. In cases where an exchange nominee is required to take daily maintenance of prescription drug (e.g. sugar level and blood pressure maintenance), the exchange nominee shall provide for himself/herself the supplement enough to cover the duration of the exchange programme.

5.1.6. Immigration and Customs Requirements

Member countries of the ASEAN community provide visa-free for a 14-day visit. The exchange nominee shall therefore apply for a visa that stipulates the number of days of stay in the host country. Normally, the Letter of Invitation or Acceptance, and all other documents that tell about the provisions for the exchange form part of the documentary requirements in the application for visa. The exchange nominee shall familiarize himself/herself of the immigration and customs laws of the host country, such as airport and travel taxes, airport terminal fees, excess baggage cost, etc.

5.2. Arrival at Host Country

This section provides details and guidelines for the exchange nominee upon his/her arrival in the host country or reciprocal educational institution.

5.2.1. Transport

The exchange nominee shall make necessary arrangements with the reciprocal or host institution of his/her flight itinerary. The arrangement shall include flight details such as flight numbers, expected time of departure and time of arrival, the contact person involved in meeting him/her at the airport, and the mode of transport that will bring him/her to the reciprocal institution. Normally, the reciprocal or exchange institution provides transport that will pick-up the exchange nominee at the port of entry (either airport, bus or train terminal, ship port). However, there might be some instances, although very rare, where the exchange nominee will be requested to take a taxi or whatever transport, the expense of which shall be reimbursed by the host institution.

5.2.2. Orientation

A familiarisation session is usually conducted by the reciprocal or host institution to the arriving exchange nominee or delegates. Besides the orientation, it is recommended that the exchange nominee shall take the initiative to understand existing institutional policies (e.g. restrictions and prohibitions) and to comply with the host country's national law and to respect the host country's customs and tradition.

5.2.3. Accommodation

Generally, educational institutions who accept student or teacher exchange programmes provide facilities such as dormitories to accommodate exchange nominees. Some educational institutions do not offer accommodation facilities thereby exchange students are required to settle in apartments and boarding houses outside but within the

vicinity of the campus. It is recommended that the host institution arranges the accommodation and share the details before the arrival of the exchanged students and staff.

5.3. Returning from Reciprocal (host) Country

This section provides the details that need to be accomplished by the exchange nominee before returning back to his/her home institution.

5.3.1. Completion Requirements

Certain reciprocal institutions require the exchange nominee to submit reports, project outputs, or in some cases, a written (essay) feedback. Exchange nominees must see to it that all necessary outputs required by the reciprocal institution must be submitted, including clearances for borrowed books, gadgets, equipment, and/or cash advances.

5.3.2. Certificate of Completion

The issuance of a Certificate of Completion by the reciprocal institution serves as objective evidence that the exchange programme has been satisfactorily completed. It is recommended that certificate explains the learning contents, duration, and accomplishments or marks if necessary.

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