SUMMARY REPORT

The 4th High Officials Meeting (HOM) on Southeast Asia - Technical and Vocational Education and Training (SEA-TVET) with the theme of “Moving Together Towards TVET 4.0” was organised by the Technical Education and Skills Development Authority (TESDA) and the Department of Education of the Philippines in partnership with the Southeast Asian Ministers of Education Organization (SEAMEO) and SEAMEO Regional Centres, namely, SEAMEO VOCTECH, SEAMEO SEARCA and SEAMEO INNOTECH on 4-5 September 2018 at the Philippine International Convention Center, Manila, Philippines.

The 4th HOM on SEA-TVET aimed:
1) To discuss the current situation of TVET collaboration during 2017-2018 and to identify the strategies to improve the regional cooperation and harmonisation;
2) To identify the national and regional TVET initiatives that may enhance the responsiveness of the member states and the region towards Industry 4.0;
3) To determine and plan for the regional directions and strategies to advance the quality of TVET in line with the Industry 4.0 in Southeast Asian countries;
4) To seek advice/approval on the regional initiatives from the TVET High Officials for further implementation; and
5) To strengthen cooperation among the TVET Ministries/Departments and TVET development agencies among Southeast Asia and with other countries beyond Southeast Asian.

The meeting was officially opened on 4 September 2018 by Mr. Guiling “Gene” A. Mamondiong, Secretary/Director General of TESDA. The opening also included the messages from the honorable guests, namely, Congresswoman Emi G Calixto of Pasay City; Dr Gatot Hari Priowirjanto, Director of SEAMEO Secretariat; and Ms Lorna Dig-Dino, Undersecretary of DEPED.

The closing speech on 5 September 2018 was presented by Ms. Rosanna A. Urdaneta, Deputy Director General for Policies and Planning, TESDA.
The meeting was attended by approximately 192 delegates who are high officials, policy makers and TVET specialists from the following Ministries of Education and related Ministries from 10 Southeast Asian countries, namely, Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Timor Leste.

- **Brunei Darussalam**: SEAMEO VOCTECH
- **Cambodia**: Ministry of Education, Youth and Sports, Ministry of Labour and Vocational Training
- **Indonesia**: Ministry of Education and Culture, Ministry of Research, Technology and Higher Education
- **Lao PDR**: Ministry of Education and Sports, Ministry of Labour and Social Welfare
- **Malaysia**: Ministry of Education
- **Myanmar**: Embassy of Myanmar in Philippines
- **Philippines**: Department of Education, Technical Education and Skills Development Authority, Commission on Higher Education
- **Singapore**: Ministry of Education
- **Thailand**: Ministry of Labour
- **Timor Leste**: Embassy of Timor Leste in Philippines

In addition, the meeting was participated by representatives from partner countries such as UK, Germany and Japan. The Development Agencies include ADB, Colombo Plan Staff College, British Council, and SEAMEO Regional Centres. The participants also included 132 local participants from Philippines who are, TVET Policy Makers, TESDA Executive/Regional/Provincial Directors, TVET Institution Administrators, Industry Associations and companies from Philippines.
A) Programme:

1) Opening Session:

- **Congresswoman Emi G Calixto of Pasay City** stated that in Southeast Asia together with the other international organisations are now increasingly recognising the important role TVET in delivering skills needed for modern economies. All governments continue their efforts in looking for new forms of collaboration that can effectively increase our peoples’ access to quality technical skills and development programs.

   In the new global economy, investing in education and skills development for young people should go beyond basic literacy to assure dynamic, multi-faceted knowledge building at higher and tertiary levels including TVET. It is of utmost importance that we maintain a strong connection with the private sector, the communities and other stakeholders in delivering TVET.

- **Dr Gatot Hari Priowirjanto, Director of SEAMEO Secretariat** stated that Southeast Asian countries have positioned TVET in the mainstream of the education system as reflected in one of the seven (7) priority areas of the SEAMEO agenda.

   He highlighted that responding to Industry 4.0 is one of the prevailing issues in the region and working together with other nations outside the Southeast Asian region in preparing our workforce is necessary that will move the region farther and faster. To conclude, he shared current good practices across ASEAN, such as online training, gamification of training/education with STEM components, and skills competitions.

- **Ms Lorna Dig-Dino, Undersecretary of DEPED** shared that the department envisions Filipino learners to have the skills, the values and competencies including TVET skills to be able to respond to the needs of their country and the world. Graduates of basic education/K to 12 should be ready for college/university, for employment and for entrepreneurship. She emphasised the importance of inculcating 21st century skills, including emotional soft skills which are timeless skills and required by business and industry.

   Consequently, she suggested that basic education system must adopt experiential, project-based, and problem-based learning and inquiry-based skills development starting from kindergarten to ensure the development of creativity and critical thinking. It requires the instructional support systems that highlight collaboration with stakeholders, with the different government agencies, international organisations and with business and industry for more meaningful work immersion activities.

- **Mr. Guiling “Gene” A. Mamondiong, Secretary/Director General of TESDA** stated in his Opening Remarks and Keynote Message that this year’s HOM continues the themes of regional collaboration to advance and strengthen TVET in Southeast Asia and are able to respond to the 4th Industrial Revolution which affects labor, employment and education landscapes. Therefore, this HOM will be able to strengthen, heighten and enrich the understanding of the IR 4.0 and its implications. To ensure that
TVET remains vibrant, relevant and capable of producing globally competitive skilled workforce, the creation of new jobs, the loss of old ones due to automation, the demand for highly skilled workforce must be considered in the formulation of national and regional strategies.

Secretary Mamondiong recommended to widen and consider all perspectives, to strengthen the commitment, and to think outside the box. He also mentioned the proposal of the Philippines for an ASEAN TVET Development Council that is envisioned to be an oversight and coordinating body for the TVET sector in ASEAN. He emphasized that we need to act fast in preparing our society for IR 4.0 and cannot wait until there are massive dislocations of our workforce.

2) Official Launch of TVET Regional Knowledge Platform:

After the Opening Ceremony, the official launch of TVET Regional Knowledge Platform was presented by SEAMEO VOCTECH and GIZ/RECOTVET. The official launching of the TVET Regional Knowledge Platform was marked by short speeches of the Dr Mohd Zamri Sabli, SEAMEO VOCTECH Centre Director then by Mr Alexander Tsironis, Project Manager from RECOTVET highlighting the purpose, the function and how the audience can use and contribute. Some anticipated challenges were shared and then was followed by a short video and demonstration of the online platform by Dr Abbes Sebihi, Head of Knowledge Management, SEAMEO VOCTECH. The participants can access ‘https://seavet.net/’ to view the TVET regional KM platform.

3) Session 1: TVET Strategic Country Reports and Initiatives: Moving Together Towards TVET 4.0.

- The Keynote Speech addressing the topic “TVET 4.0: Accelerating TVET Reform and Regional Cooperation for Industry 4.0” by Prof Spoettl, University of Bremen, Germany.

The presentation was delivered by Mr Ingo Imhoff, Programme Director of GIZ/RECOTVET highlighting the four (4) stages of industrial revolution followed by opportunities created by IR 4.0 and its impacts. The keynote also shared the results of the survey in Germany which signifies the importance of quality TVET and shows that this industrial revolution will increase the demands of higher vocational education and training.

The keynote conveyed the change of perspectives, shared three hypotheses, and the kind of curricula required for Industry 4.0. In addition, Industry 4.0 also offers the ASEAN region attractive development perspectives. With the adaption of digitalisation, Southeast Asian countries stand to boost their attractiveness for foreign direct investments. The speech then concluded by recommendations on how we should use technology in TVET, the need to work on reviewing and adjusting occupation profiles, TVET study programmes, curriculum, and teaching-learning and assessment, as well as teacher training.

- The country presentations started with the presentation of Dr Mohamad Bakrun, Director of Technical and Vocational Education, Ministry of Education and Culture of Indonesia that highlighted the national policy, the Presidential Instruction No.9 s. of 2016, which supports the
improvement of the vocational secondary schools and direction of national development focusing on 6 economic corridors. The Director then shared vocational education strategies towards IR 4.0., among others on the development of policies for vocational secondary schools, shifting of paradigm in vocational education, revitalization of vocational secondary school and improvement of employment rate.

- **The country presentation from Malaysia** by Dr Shamsuri Abdullah, Director of TVET Coordination Division, Ministry of Education started with the big picture of the Malaysian TVET capacity, and then followed by the country’s standpoints. It was also shared that Malaysia ensures the access and equity focusing on the provision for lifelong learning, upskilling and re-skilling and skills certification. He also shared the establishment of TVET Enhancement Committee which intends to strengthen TVET, Malaysia’s initiatives in response to 4.0 includes the curriculum relevancy, technical driven T&L and assessment, national industry 4.0 policy framework, and TVET 4.0 framework. The presentation then concluded by sharing the next steps of the country in addressing 4.0.

- **The country presentation from the Philippines** by Ms Rosanna A Urdaneta, the Deputy Director General for Policies and Planning of TESDA conveyed that the National Technical Education and Skills Development Plan is the Philippine TVET responses to the opportunities and challenges of Industry 4.0. The Plan includes skills priorities needed, as well as skills forecasting and anticipation in the longer term in response to Industry 4.0, and the policies, strategies, programs, interventions and targets to be implemented to address the job-skills mismatch and work out signification issues in the labor and employment scene. The presentation also emphasised that the Plan would be implemented under a Two-Pronged Strategy that namely: 1) TVET for global competitiveness and workforce readiness and 2) TVET for social equity with 3 strategic responses to challenges: the agility to respond to the rapid changes we face, the scalability to provide the required workforce quantity and quality, and the flexibility and sustainability to directly and purposively address the needs of all stakeholders.

- **The country presentation from Singapore** by Ms Angeline Goh, Senior Manager, Higher Education Policy Division, Ministry of Education described the impact of the Industry 4.0, such as the emergence of new technologies and the rise of e-commerce. In response to Industry 4.0, Singapore launched the “Skills Future Movement” in 2014, a national movement to provide Singaporeans with the opportunities to develop to their fullest potential throughout life through skills mastery and lifelong learning. It was shared that in preparation for the future, transforming the higher education landscape is necessary. The identified actions include 1) equipping students with life skills; 2) developing industry relevant programmes; and up-skilling and re-skilling via continuing education and training (CET).

- **Reflections on how the Southeast Asian countries will work together for TVET 4.0**, Dr Paryono, Deputy Director of SEAMEO VOCTECH highlighted the key points from the keynote presentation as well as the four (4) country papers then suggested possible strategies on how the country members can work together. These strategies include 1) identifying platforms, 2) establishing joint efforts; 3) conducting benchmarking; and 4) developing of policy frameworks. The list of some activities under each strategy was also shared.
4) **Session 2:**
**TVET Regional Initiatives for Endorsement and Information**

The progress and updates on four regional programmes approved at the 3rd HOM on SEA-TVET in Malaysia, May 2017 were presented by the following organisations:

1) **Competency Certification for Agricultural Workers in Southeast Asia** by Mr Fernando Sanchez, Chair of SEARCA Governing Board, SEAMEO Regional Centre for Graduate Study and Research in Agriculture (SEAMEO SEARCA), Philippines:

To realize the programme, SEAMEO SEARCA conducted a research on situation of competency standards development and certification for agricultural workers and identified gaps, challenges, and recommendations that should be addressed. Likewise, a regional workshop was co-hosted by SEAMEO SEARCA and TESDA in which a statement identified recommendations for the HOM, as follows: to (1) encourage TVET institutions to increasingly assume proactive and transforming roles in assessing, validating and certifying skills and experience gained through non-formal and informal modes within a lifelong learning framework, (2) strengthen and expand competency certification systems to cover recognition of non-formal and informal learning, (3) encourage TVET institutions to pursue partnerships and alliances with a broader range of stakeholders, and (4) promote support from regional TVET networks and international cooperation.

2) **TVET for Special Education** by Dr Safani Bari, Acting Director, SEAMEO Regional Centre for Special Education (SEAMEO SEN), Malaysia:

SEAMEO SEN presented the aims of the TVET for Special Education Programme such as (1) to empower special needs teachers with selected TVET skills, (2) to impart TVET knowledge and skills that can be taught to students with disabilities, (3) to enable effective delivery and skills transfer to students, (4) to ensure sustainable TVET skills are transferred, shared and retained as life skills.

The requested decision for the HOM are to take notes of the TVET training projects, to support the hosting of the proposed TVET training project initiatives in respective countries, to seek support and recommend inputs for the TVET training project, to suggest relevant experts institutions to co-host the TVET training projects, and to co-finance the programme.

3) **Establishment of New SEAMEO Regional Centre for Technical Education Development, Cambodia** by Dr Doung Vuth, Interim Director, SEAMEO Regional Centre for Technical Education Development (SEAMEO TED), Cambodia:

The presentation shared the background, vision and mission, and partnership initiatives of the new SEAMEO Regional Centre which will serve as the Technical Education Development in the Southeast Asian region.

4) **Progress of SEA-TVET Programme: SEA-TVET Student Internship Exchange, SEAMEO-China Partnership Programme, and SEA Creative Camp** by Ms Piyapa Suangavatin, Project Officer/SEA-TVET Programme Coordinator of SEAMEO Secretariat, Thailand:

A total of 289 TVET students, 61 institutions in 5 countries (Indonesia, Malaysia, Vietnam, Thailand and the Philippines) have benefited from the student internship program in 2018.
Pangasinan State University, Philippines will be hosting the 4th SEAMEO Polytechnic Network Meeting on October 18, 2018. SEAMEO-China TVET Partnership Programme has accomplished significant outputs as a result of workshops in July 2017 and July 2018, including the establishment of ASEAN-China Teacher and Development Centre between SEAMEO VOCTECH, KOPERTIP (Indonesia), Wuxi Institute of Technology, development of two (2) Dual Programmes, Management Visits, 24 Letter of Agreements /MOUs were signed, 80 teacher exchanged and training, 350 student exchanges and scholarships. On SEA Creative Camp, two (2) batches of online workshops/competitions for students and teachers of Southeast Asia were conducted in 2018. The 3rd batch of SEA CREATIVE CAMP shall be conducted via online platform during September 2018-January 2019. The SEAMEO Secretariat seeks the support from the Ministries of Southeast Asian countries for implementing 1) SEA-TVET Internship Exchange Programme; 2) SEAMEO- China TVET Partnership Programme; and 3) SEA Creative Camp.

The following five regional initiatives were presented for endorsement and discussion:

5) TVET - A Great First Career Choice by Mr Jonathan Ledger, Global TVET Specialist, Department of International Trade, UK:

The presentation started with stating that the barriers for the implementation of and training provision within Industry 4.0 Technologies. The presenter then highlighted the UK TVET system and some illustrations. The speaker emphasised that there is a problem with the attitude of students who are considering TVET as a second choice. He proposes that we should make TVET every child’s first choice.

6) Initiatives for Quality TVET in the Region by Mr Ramhari Lamichhane, Director General, Colombo Plan Staff College, Philippines:

The Director General of CPSC introduced the organisation, the function, and services especially on the Asia Pacific Accreditation and Certification Commission (APACC) which aims to accredit and certify TVET institutes/ providers for human resources development through the standardisation and harmonisation of education and training systems, which will facilitate the mobility of the workforce across national borders in Asia and the Pacific Regions. The DG also shared a way forward including among others are “Work for Synergy” and coordination mechanism between Regional TVET Organisations.’

7) Empowering Agriculture Vocational Schools Towards Industry 4.0 through Strengthening Linkages with Agricultural Research by Dr Irdika Mansur, Centre Director of SEAMEO Regional Centre for Tropical Biology (SEAMEO BIOTROP), Indonesia:

SEAMEO BIOTROP shared the aims, target participants, and expected outputs of the programme. The project intends to conduct baseline survey in SEAMEO member countries and requests support from the 4th High Officials Meeting on the agreement of the proposed programme, seek facilitation in the conduct of survey, request for funding for the participants from the respective member countries to attend the workshop and for the establishment of pilot project of agriculture vocational schools towards Industry 4.0.

8) In-Service Training Modules for Industry 4.0 in TVET by Dr Paryono, Deputy Director of SEAMEO Regional Centre for Vocational and Technical Education (SEAMEO VOCTECH), Brunei Darussalam and GIZ/RECOTVET, Vietnam:

This is a regional effort to develop and implement state-of-the-art in-service trainings for TVET personnel on subjects that are high in demand but not yet available in ASEAN member states. The modules shall be developed collaboratively and in consultation with TVET training institutions from all Asian member states. The modules comprised the following: Module 1: Innovative Teaching and Learning for Industrial Changes and Module 2: Professional Development Training for TVET Teachers. Both RECOTVET and SEAMEO VOCTECH seek support from HOM in the process of the development of innovative in-service training modules, assessment of the modules, and nominate multipliers as well as provide the resources to translate the modules into local language to support an implementation at the national level.
9) ASEAN TVET Development Council by Ms Marissa G Legaspi, Executive Director, Planning Office, TESDA, Philippines:

TESDA shared the background, the aims, and the current status of ASEAN TVET Development Council which is envisioned to be the oversight body for TVET sector in ASEAN. It shall serve as the primary coordinating body responsible in advancing TVET in the region through initiating new programs, while complementing, supporting, and harmonising existing ones. The proposal was presented in various international fora with stakeholders to gather inputs to this initiative. It was ad-referendum endorsed by the ASEAN Senior Labor Officials Meeting (SLOM) and approved in principle by the ASEAN Senior Officials Meeting on Education (SOM-ED). The Philippines further requests from the HOM to offer recommendations for the details and operationalisation of the ASEAN TVET Development Council to ensure its sustainability, endorsement of Council, while taking into account that the details will be further consulted with other relevant bodies.

5) Session 3.1 and 4.1:
High Officials’ Round Table Meeting

This session was one of the most important sessions of the High Officials Meeting on SEA-TVET. The session was conducted as a closed and informal session among heads of delegations and official representatives from Ministries/Departments of Education and related Ministries of Southeast Asian countries and representatives from SEAMEO Regional Centres.

The session aimed to determine the regional directions and strategies to advance the quality of TVET in line with the Industry 4.0 in Southeast Asian countries; to review and provide further recommendations for the national and regional initiatives as presented in sessions 1 and 2; and to identify other regional policy recommendations for promoting TVET collaboration and harmonisation among Southeast Asian countries. Please refer to the details in page 16.

6) Concurrent Session 3.2:
TVET Personnel Reform for Industry 4.0

This session was aimed to share the practical strategies on how TVET personnel should be transformed and be ready for Industry 4.0. The presenters included GIZ/Myanmar, Asian Development Bank, and KOSEN (Japan).
• **GIZ Initiatives for TVET Personnel Reform towards Industry 4.0 presented by Mr Marc Timm, Advisor of GIZ/Myanmar:**

The presentation explained the various stages of industrial revolution then discussed the characteristics of industry 4.0 and some illustrations. The basic assumptions about industry 4.0 and its impact on employment were highlighted. The presenter offered recommendations on adjustments of qualifications of occupations related to their relevance to Industry 4.0.

• **Skilling and Reskilling the Labor Force towards Industry 4.0, by Ms Ayako Inagaki, Director, Southeast Asia Department, Asian Development Bank:**

The presentation began by discussing the economic progression in the region characterised by being an agriculture-based economy in Policy 1.0 to Policy 4.0 characterised by digitalisation and automation. She then shared the ADB experience in working with Southeast Asian countries and challenges faced due to varying demographic profile, labour market, economies and education level. The presentation also offered new ways to increase TVET financing; improve skills training options for youths, adults and rural population; develop regional approaches; analytic policy planning and strengthen traditional TVET systems. On Industry 4.0, the possible interventions that the ADB can extend such as support for autonomy of institutions, support entrepreneurial activities, prepare teachers to integrate cognitive skills and distinct training programs for managers.

• **Developing KOSEN Model in Thailand, by Dr Tsutomu Matsumoto, Director of Japanese-Thai KOSEN Institute of Engineering and Technology, Thailand:**

The presentation started with the introduction of KOZEN then explained about overseas projects, and assistance being provided for the improvement of engineering/technology education in the partnered countries.
Concurrent Session 4.2: Best Practices towards TVET Industry 4.0

This session was aimed to share the best practices on how to improve the quality of TVET to support Industry Revolution 4.0. The invited speakers from the Department of International Trade UK, Dualtech Training Center, and Labtech International Limited shared their best practices in this session.

- **Skills for Employment 4.0** by Mr. Jonathan Ledger, Global TVET Specialist, Department of International Trade, UK:

  The presentation started by defining Lifelong IR 4.0 Learning and that skills development is about enabling workers to gain industry skills to sustain useful employment. It is also about bridging the skills gap through promoting vocational routes, developing workplace skills, recognising with qualifications, and growing with training and support. Some examples of projects were also shared, underscoring that demand led skills are identified through impact measurement, diagnose employer engagement labour market intelligence, design skills standards and develop curriculum, capacity and capability building. The presentation also shared the shift of top skills over time, recent changes in UK education system covering workplace education and training, a new employer levy system, an introduction of 15 new T-level pathways, and a national system of Apprentice minimum wage and employment terms, enforced with statutory national employment laws. To conclude, the presenter suggested to have initiatives which are sector-focused, strategic, demand driven, flexible and responsive, and contextualised.

- **Industry Linkage 4.0** by Mr. Arnolfo S. Morfe, President, Dualtech Training Center Foundation, Inc. Philippines:

  The presentation began by introducing Dualtech and its objective which is to be relevant in building workforce for the industry. He then explained the four (4) levels of Dualtech Industry Linkage: 1) Industry Linkage 1.0 refers to the beginning of Dualtech as pioneer in Dual Training System in the Philippines. In this stage, companies cooperate as partners adopting the school as “CSR” by sponsoring and hosting In-Plant Trainees; 2) In industry linkage 2.0, their graduates have levelled up, not only they become successful graduates but they have become managers and have attended to Dualtech trainees in their plants/companies; 3) Industry Linkage 3.0 is when Dualtech graduates have mastered the industry, they started to become business owners and they now forge partnerships with their alma mater as industry partner; 4) Lastly, Dualtech Industry 4.0 is about mentoring other graduates to become businessmen and employers themselves. It was also emphasised that Dualtech's strength is in nurturing human values especially in the era of industry 4.0 where their graduates will be dealing with AI, robotics, automation and other technology-based products.

  In closing, the presenter briefly shared the profile of successful graduates who participated in the recent Technopreneur Summit.

- **The Future of Jobs and the Future Role of TVET: A Closer Look at the Impact of Industry 4.0** by Mr. Bradley Ker, Business Development Executive, Labtech International Limited:

  The presentation started with the Future of Jobs and TVET: A Close Look at the Impact of Industry 4.0. Then continued with the issues on relevance, employability, quality and innovation by providing the example of Singapore Economic Development. The presentation also discussed the future of jobs, which will go and which will last and education must prepare students for jobs
that do not exist yet. Training needs to focus on skills that will be in demand in the longer term such as 1) jobs that feature non routine work such as creative arts, products and systems development; 2) key technologies such complex maintenance, hybrid work with artificial intelligence; and 3) human care and empathy jobs such as nursing, teaching and psychiatry. Disruptions and social issues relative to IR 4.0 also presented. Reinventing education and TVET by innovation, including virtual TVET - transition to digital learning will transform education in the near future.

8) **Bilateral/Networking Session:**

This session provided opportunity for institutions/organisations to explore possible areas of collaboration and to strengthen/renew partnership.

During the session, there were 15 institutions participated with 18 potential collaborations agreed among the following partners. The outputs from this session were presented in Session 6 on 5 September by the SEAMEO Secretariat.

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<th>Organisation</th>
<th>Partners</th>
<th>Agreements</th>
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| Department of International Trade, UK | 1) Ministry of Education and Culture, and Ministry of Research Technology and Higher Education, Indonesia | • UK donor funds for TVET project started in April 2019  
• Training Programme on IMO International Certification for Technical and Vocational Schools and Polytechnics  
• TVET development in Maritime, Agriculture, Tourism, and Creative Industry  
• Proposed the following polytechnics to be included in the programme: Polytechnic Semarang, Polytechnic Pangkep, Polytechnic Samarinda, Polytechnic Pontianak, and Polytechnic Lampung |
| | 2) Ministry of Education, Youth and Sports, Cambodia | • Project on STEM skills and priority skills for TVET  
• Partnership development with UK Colleges |
| | 3) SEAMEO VOCTECH and GIZ/RECOTVET | • Contribution of UK-ASEAN Content in the Regional KM Platform (SEA-VET.net)  
• Sharing expertise in TVET of UK Colombo Plan Staff College, Philippines  
| | 1) Ministry of Education, Malaysia | • Regional programme on Technopreneurship/Quality Management System in Malaysia |
| | SEAMEO BIOTROP, Indonesia | 1) TESDA, Philippines | • Development of TVET Model in Agriculture towards Industry 4.0  
• Urban Agriculture Training in Vietnam in collaboration with SEAMEO BIOTROP, SEAMEO CELL and Nong Lom University |
| | 1) SEAMEO SEN, Malaysia | • Urban Agriculture Training in Vietnam in collaboration with SEAMEO BIOTROP, SEAMEO CELL and Nong Lom University |
| SEAMEO SEN, Malaysia | 1) SEAMEO TED | • Proposal to host TVET for Special Education Teachers in Cambodia |
| | 2) Ministry of Education and Culture, Indonesia | • Training on Inclusive Education Programme and Special Education School with Technical and Vocational Schools with BIOTROP and PPPPTK |
| Ministry of Labour, Thailand | 1) Ministry of Education and Sports, Lao PDR | • Skill development  
• Curriculum development  
• Skills standardisation  
• Training for TVET instruction |
KOSEN, Japan

1) Ministry of Education and Culture, Indonesia

- Establish Memorandum of Certificate (MOC) on KOSEN Modelling System for Technical and Vocational Schools in Indonesia

9) Session 6:
Synthesis and Ways Forward

This final session provided a brief summary and highlights from the High Officials Meeting that the country representatives and institutions can take away.

The results from the Bilateral/Networking Session also presented in this session.
10) Closing Session:

The Declaration of Agreements from the High Officials’ Round Table Meeting was presented by Dr Gatot Hari Priowirjanto, Director, SEAMEO Secretariat. The details of ‘Declaration of Agreements’ is in page 16.

The Closing Remarks was presented by Ms. Rosanna A. Urdaneta, Deputy Director General, TESDA. Ms Urdaneta stated in her closing remarks to encourage the efforts of all stakeholders for the development of programme on higher level skills as required in the 4th Industrial Revolution. She expressed appreciation for the support of the High Officials during the Round Table Meeting to the Philippine Proposal on the establishment of ASEAN TVET Development Council. She also highlighted the event hashtags in the social media #seatvetathomPH; #seatvet4irPH; #itsmorefuninthePH.

Ms Urdanta ended her remarks by expressing appreciation to the participation of High Officials and the Ministry Representatives from Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Singapore, Thailand, and Timor Leste, and the Co-organisers of this event, namely, SEAMEO Secretariat, SEAMEO VOCTECH, SEAMEO SEARCA and SEAMEO INNOTECH.
11) Welcome Dinner:

The Welcome Dinner was hosted by the Department of Education, Philippines on 4 September 2018 at AG New World Hotel, Manila. All delegates were invited.

12) Study Visit:

Besides the formal meeting, the study visit programme was organised to visit the following industry and training institutions on 5 September 2018.

- Integrated Micro-electronics, Inc. (IMI), Binan, Laguna
- Toyota Motor Philippines School of Technology, Sta. Rosa, Laguna
13) Exhibition:

The exhibition with the theme “Learning System Technologies by Industries” was organised concurrently with the meeting on 4-5 September 2018. The exhibitors included the following industries and development agencies:

- Hytec Power Inc. Philippines
- British Embassy Manila
- SEAMEO SEARCA
- SEAMEO INNOTECH
B) Agreements from the TVET High Officials’ Round Table Meeting:

The TVET High Officials’ Round Table Meeting was one of the most important sessions held on 4 September 2018. This was convened to determine the regional directions and strategies to advance the quality of TVET in line with the Industry 4.0 in Southeast Asian countries; to review and provide further recommendations for the national and regional initiatives as presented in session 1 and 2; and to identify other regional policy recommendations for promoting TVET collaboration and harmonisation among Southeast Asian countries.

The Round Table Meeting was attended by approximately 40 participants who are High Officials, country representatives and representatives from SEAMEO Secretariat, and SEAMEO Regional Centres.

Agreements/recommendations from the High Officials’ Round Table Meeting include as follows:

1) Reviewing the TVET Strategic Country Reports and Initiatives: Moving Together Towards TVET 4.0 in Session 1.

In connection to the presentations of Keynote Speaker, Indonesia, Malaysia, Philippines and Singapore in Session 1, the High Officials’ Round Table recommend the following collaborative actions at regional level in response to TVET Industry 4.0:

   a) Developing “a Task Force” nominated by Ministries of Southeast Asian countries and conducting the regular online meeting for policy dialogue discussion and according to the particular issues at least every 3 months or when it is needed
   b) Conducting a “Survey on Future Skill Requirement for Industry 4.0”
   c) Developing “Instrument” as guidelines to be aligned with industry needs
   d) Maximising “SEA-VET.net” (KM platform) as a sharing platform of best practices for Industry 4.0
   e) Conducting Teacher Trainings for New Skills by online and face-to-face
   f) Applying “Multiplier Effect Training” for training modules on Industry 4.0 by inviting the Ministries in Southeast Asian countries to nominate a representative from “Advanced TVET Institutions” ideally representing each province. Those attended the training programmes serve as mentors or multipliers for others especially from other TVET institutions.
   g) Developing “Monitoring Task Force” and conducting “Impact Study” after implementation
   h) Considering “Quality Assurance” for Industry 4.0
   i) SEAMEO VOCTECH is tasked to include the above components in its programme.

2) Reviewing the Progress Reports and Regional Initiatives as Presented in Session 2

   a) Reviewing the Progress Reports in Session 2

   All High Officials agreed on the following progress reports for further implementation:

   • Competency Certification for Agricultural Workers in Southeast Asia, SEAMEO SEARCA, Philippines
b) Reviewing the Regional Initiatives in Session 2

All High Officials agreed on the following regional initiatives for further implementation:

- **TVET - A Great First Career Choice** by Department of International Trade, UK
- **CPSC’s Initiatives for Quality TVET in the Region** by Colombo Plan Staff College, Philippines
- **Empowering Agriculture Vocational Schools Towards Industry 4.0 through Strengthening Linkages with Agricultural Research Centres**, by SEAMEO BIOTROP, Indonesia
- **In-Service Training Modules for Industry 4.0 in TVET**, by GIZ/RECOTVET, Vietnam and SEAMEO VOCTECH, Brunei Darussalam
- **ASEAN TVET Development Council** by TESDA, Philippines

3) Regional Policy Recommendations from the High Officials’ Round Table Meeting

3.1 Interventions to Promote TVET Collaboration, Harmonisation, and Mobility in Southeast Asian Region

In view of the promoting collaboration, harmonisation and mobility of TVET in Southeast Asian region, the SEAMEO Secretariat has successfully implemented the TVET Student Exchange Programme in 2018. However, the additional suggestions from the High Officials are as follows:

**Agreements:**

a) Referring Regional Guidelines to Harmonise TVET Standards, such as Regional TVET Teacher Standard, developed by SEAMEO VOCTECH and RECOTVET for referencing.

b) SEAMEO Secretariat to involve SEAMEO Centres as Sub-theme Coordinating Agency according to the study area such as Agriculture

c) Development of the following TOR to increase participation of countries and TVET institutions
   1) Recognition Prior Learning Centre or TOR
   2) Guidelines of Assessment
   3) Guidelines of Implementation

d) Conducting a Meeting on Skill Mapping

e) Sharing the existing national TOR/Guidelines on recognition of prior learning to other countries

f) Southeast Asian countries should harmonise TVET standards at national level to ensure good structures in place.

3.2 Other Regional Issues/Concerns in SEA-TVET Agenda for Special Attention

**Agreements:**

a) Expanding attention to the TVET Health Care on Competency Standard Study and Development of Regional Competency Standard – by supporting “Focal Persons in TVET Nursing/ Health Care” to participate in the SEAMEO TROPMED Network’s programme.

b) Joint Promotion of TVET System in Southeast Asian countries (To improve TVET image and attract more students)

c) Sharing TVET Exchange in areas of Teachers, Students, Contents, Practices among the countries

d) More intensive intervention for TVET Teacher Development Programme
e) SEA-TVET Scholarship Programme for Teachers and Students

f) TESDA to coordinate with SEAMEO for ASEAN-TVET Development Council and encourage work scope to be demarcated across various TVET platforms

g) Expanding collaboration with industry for enhancing curriculum and instruction

h) Organising TVET Teacher Competition as a part of SEAMEO SEA Creative Camp

i) Inviting more related Ministries to participate in the 5th HOM on SEA-TVET in 2019.

3.3 Expansion of Cooperation

The High Officials suggested SEAMEO to expand the cooperation of TVET to the following organisations and countries for developing partnership with Southeast Asian countries:

a) Industry Associations and Chambers of Commerce
b) Industry Immersion (High Technology) for TVET Teacher Development
c) Australia
d) New Zealand
e) Canada
f) APEC Business Advisory Board

4) The Next 5th HOM on SEA-TVET in 2019

The High Officials proposed the following countries to host the next 5th HOM on SEA-TVET in 2019.

- **1st Option: Brunei Darussalam**
  (To be confirmed at the 41st SEAMEO High Officials Meeting in November 2018)

- **2nd Option: Thailand**

The agreements from the High Officials’ Round Table Meeting were presented by Dr Gatot Hari Priowirjanto, Director of SEAMEO Secretariat at the Closing Ceremony on 5 September 2018.