



**Asia-Pacific
Economic Cooperation**

**Compendium on best practices for the
TVET sector reinforcement**

Human Resources Development Working Group - HRDWG

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Developing technical skills for all in APEC economies

Project report - HRD 05/2017

Best practices compendium on the reinforcement practices for TVET sector

This compendium includes a set of cases of best practices for some APEC economies. Includes some public policies and initiatives on these different economies which are reinforcing technical education and links to current policies that are underway and that also search for better use of human resources and labor.

Australia

<p>The Australian TVET sector is flexible with multiple pathways to and from the Australian Qualification Framework (AQF). Qualifications can be undertaken at school, in the workplace and in registered training organizations (RTOs). Non-formal TVET is offered by multiple types of public, private, community and industry sector providers. It can be offered by RTOs who deliver formal TVET qualifications, or industry sector providers who deliver vendor training. Furthermore, community-based settings, the workplace and through the activities of civil society organizations or staff training and development programs for enterprises, government agencies and training providers can offer non-formal TVET options.</p> <p>Delivery modes can include full-time, part-time, through online, self-paced or distance learning and can be extended through apprenticeships and through the Recognition of Prior Learning (RPL). Specifically, individuals can make applications to RTOs to get the skills, knowledge and experiences they have previously developed through informal and non-formal learning formally assessed and recognized for local accredited qualifications. Typically, they will have to apply for recognition and provide evidence to show that they are able to perform the competencies they claim.</p> <p>Further information can be found here</p>	
<p>Financial incentives</p>	<p>The Nominated Equity Groups Commencement Incentive offers \$1,250 AUD for an employer who engages an apprentice who belongs to a nominated equity group at the Certificate II level qualification. These nominated equity groups include, for example, indigenous Australians, job seekers with severe barriers to employment, school-based</p>

	<p>apprentices, apprentices working in a rural or regional area, or apprentices with disabilities.</p> <p>Source: Australian Government (2016), Apprenticeships website, www.australianapprenticeships.gov.au</p>
Domestic Partnership Agreement	<p>With the implementation of the Domestic Partnership Agreement on Skills Reform, grants from state and federal governments funded about 75 per cent of total revenues of the publicly subsidized training activity. The remaining 25 per cent or so came from students and employers who pay full fees at a publicly funded training provider, such as TAFE, international activities, such as offshore delivery, and fees for other services, such as consultancy services. This agreement is set to be replaced by the Skilling Australia Fund during late 2017.</p> <p>Further information can be found here.</p>

Brunei Darussalam

<p>A local budget of US\$5.3 billion is assigned to TVET for the financial year 2018/2019 of which US\$ 900 million are allocated for Local Development Plans to facilitate current and new projects. The Ministry of Education, being the main ministry responsible for TVET, received a budget of US\$695.8 million for the financial year 2018/19.</p> <p>Wawasan Brunei 2035 is the established vision for the local reality and it aims to meet three goals: i) Well educated and highly skilled people, ii) A dynamic and sustainable economy, and iii) a high quality of life.</p>	
Brunei Darussalam Teachers' Standard (BTS)	<ul style="list-style-type: none"> • Focused on general education. • It aims at ensuring high-quality teaching and better learning outcomes for the outcomes. • Basic required qualification is the completion of the Higher domestic Diploma. • Continual Professional Development for the teachers is provided by local and international agencies.

	<ul style="list-style-type: none"> 595 TVET teachers were employed in 2016. <p>Further information can be found here.</p>
Qualifications Framework	<p>Brunei Darussalam established a Qualifications Framework through the Ministry of Education, which is comprised of eight levels of learning, learning outcomes and credit system.</p> <p>Further information can be found here.</p>

Canada

Preparing students for the future: a highly educated workforce.	<p>The capacity of education systems to effectively develop skills and labor market perspectives can play an important role in the educational decisions of young people. In the 2012 Survey of Adult Skills, Canadian 16-65-year-olds performed at the average in literacy and below the average in numeracy compared to other participating economies. Compared to their peers in other economies, young adults (16-24 years-old) have below average literacy skills and average numeracy skills. Canada has one of the lowest proportions of workers experiencing a mismatch between their literacy skills and the tasks they perform at work among economies participating in the Survey of Adult Skills. In Canada, 92% of 25-34-year-olds have attained at least upper secondary qualifications (OECD average of 82%). Vocational education and training (VET) are primarily offered at the post-secondary level in public or private technical and vocational institutes or colleges. At upper secondary level, only a small proportion of students – primarily in Quebec – are enrolled in pre-vocational/vocational programs (6% compared to 44% on average in OECD economies in 2012). This rate reflects the structure of Canadian secondary systems which, in virtually all provinces and territories, do not have a prominent vocational track.</p> <p>Canada has the highest proportion of 25-64-year-olds with tertiary education among OECD economies (53% in 2012), and the proportion is even higher for 25-34-year-olds (57%). In addition to high attainment rates in more technical tertiary programs (tertiary-type 5B), Canada’s proportion of</p>
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	<p>adults with tertiary-type 5A and 6 education (25% in 2012) is also above the OECD average (24%). According to the domestic Household Survey, Aboriginal adults have lower overall post-secondary attainment than non-Aboriginals (48% compared to 65% for non-Aboriginal people among 25-64-year-olds in 2011). The proportion of Aboriginal adults who completed a college diploma is on par with non-Aboriginal adults (21%). According to the 2016 Canadian Census, a slightly higher proportion (11%) of Aboriginal adults aged 15 years and over completed a trade or apprenticeship certificate or diploma than non-Aboriginal adults (10%).</p>
<p>The challenge: Supporting students' opportunities to transition to higher education or the labor market. Recent policies and practices.</p>	<p>The Industrial Research and Development Internship program (IDRI, 2007) matches talented graduates with businesses in the field of science, technology, engineering and mathematics to help transitions into the labor market. The Government of Canada also invested resources in the Youth Employment Strategy and budget 2019 proposes to invest an additional \$49.5 million over five years, starting in 2019–20, to launch a modernized Youth Employment Strategy informed by the recommendations of the Expert Panel on Youth Employment and extensive engagement with youth, service delivery organizations and other stakeholders.</p> <p>The modernized Youth Employment Strategy will embrace a “no wrong door” approach with the aim of ensuring that all young people have access to the supports they need, including enhanced supports for young people facing more serious barriers to joining and staying in the workforce.</p> <p>This investment will support work placements, build partnerships with stakeholders, test pilot programs for hiring youth and improve program evaluation. It will also support the ongoing development of the Youth Digital Gateway—an online, interactive, user-friendly platform to help youth access federal supports, that is focused on outcome-based results.</p> <p>In addition, the Government of Canada funds two Indigenous specific labour market programs, the Indigenous Skills and Employment Training program and the Skills and Partnership Fund, designed to support Indigenous people in acquiring skills, including TVET, to enter the labour market.</p>

	<p>Aboriginal Affairs and Northern Development Canada (AANDC) launched its Aboriginal Bursaries Search Tool (2012), to help <i>First Nation</i> students to search for bursaries, scholarships and incentives available across Canada (estimated at more than CAD 10 million), which are offered by governments, universities and colleges, private and public companies, other organizations and individual Canadians.</p> <p>Apprentices in Red Seal trades can apply for grants (Apprenticeship Incentive Grant, 2007; Apprenticeship Completion Grant, 2009; and Apprentice Incentive Grant for Women, 2018) to cover their expenses. The Apprentice Loan (2015) provides apprentices with interest free loans of up to CAD 4 000 per period of technical training. Other financial supports include the Apprenticeship Job Creation Tax Credit (2006) for employers (up to CAD 2 000 per year for each apprentice), the Tradesperson’s Tools Deduction (2007) and tax eligibility of examination fees for trade certification.</p>
<p>Promoting apprenticeships across Canada</p>	<p>The Government of Canada works with provinces and territories to harmonize apprenticeship training across Canada in Red Seal trades to improve the mobility of apprentices, support the completion of their training and enable employers to access a larger pool of apprentices. Over the last few years, the Government of Canada has announced new measures to support apprenticeship: with a focus on the participation and success of groups that face barriers in the skilled trades (e.g., women, Indigenous peoples, newcomers to Canada and persons with disabilities), including the Apprenticeship Incentive Grant for Women (up to CAD 6 000 for eligible women apprentices), the Women in Construction Fund (CAD 10 million over 3 years, starting 2018-19), the Skilled Trades Awareness and Readiness (STAR) Program (2018, CAD 10 million annually), and the Union Training and Innovation Program (2017, CAD 25 million annually). The Flexibility and Innovation in Apprenticeship Technical Training pilot (2015-2018) expanded the use of innovative approaches to technical training. Provinces and territories also provide a variety of supports for apprenticeship training. New Brunswick launched the Labor Force and Skills Development Strategy (2013-16) to strengthen student pathways, support</p>

	<p>learning and skills development, and retain or attract skilled individuals to participate in the New Brunswick labor market. In part, the strategy aims to align K-12 and post-secondary education systems with labor market needs so that students can transition more easily into the workforce. The strategy brings together a network of stakeholders from academia, business and labor as well as students to look for relevant initiatives that support education and skills development and lead to labor market participation. In particular, the strategy aims to enhance the education and preparation of students for the labor force, for example by providing them with labor market information, connecting them with employment counsellors at an earlier age, expanding teen apprenticeship programs, working with high school students to create transition plans to post-secondary education and/or the labor market, partnering with post-secondary institutions and employers to increase opportunities for experiential learning, and facilitating credit transfers between post-secondary institutions.</p> <p>In Nova Scotia, the Options and Opportunities program (O2, 2006) targets high school students who may be disengaged from school and are not achieving their academic potential, offering them alternative options to traditional learning. The program aims to provide students with the opportunity to pursue hands-on learning experiences with a career focus and prepare students for successful transitions from high school to a career path. In Ontario, the Specialist High Skills Major program (2006) is designed to help 42 000 senior secondary students (2013/14) meet high-school graduation requirements while focusing their learning on one of nineteen economic sectors with courses, certifications and workplace experience. The Dual Credit program intends to support 22 000 students (2013/14) who may face challenges in graduating to earn credits toward both secondary graduation and a post-secondary diploma or apprenticeship certification. Also, the Ontario Youth Apprenticeship Program (OYAP, 1995) is a school-to-work transition program offered through Ontario secondary schools. Fulltime students in Grades 11 and 12 earn co-operative education credits through work placements in skilled trades.</p>
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Chile

<p>Preparing students for the future: increased attainment but challenging transitions to tertiary education or the labor market.</p>	<p>Labor market perspectives can play an important role in the decision to stay in education. Vocational education and training (VET) can ease the entry into the labor market. In Chile, one-third of upper secondary students are enrolled in a pre-vocational or vocational program, which gives access to employment or tertiary VET programs. There are different options for strengthening this key level of education: focusing on acquisition of hard and soft skills in addition to vocational skills; ensuring that pathways provide access and mobility within the VET system and between different levels – in particular improving access to the tertiary education system; and maintaining close links between VET programs and industry. Further developing workplace training, as part of VET programs, can also facilitate entry into the labor market. Tertiary education enrolment and completion rates have increased considerably in recent decades to reach the OECD average, and there has been rapid growth in the number of institutions and programs offered.</p> <p>Challenges remain for Chile to strengthen the quality and equity of tertiary education: programs are long (usually five years for academic and professional degree courses and more in some subjects); the quality of programs is uneven; funding approaches result in some inequalities; and there is a lack of relevance to skills needed in the labor market. Reforms have been introduced to the system of quality assurance; they will need to focus on creating a culture of continued improvement to ensure high quality skills.</p>
<p>The challenge: Align the skills developed in upper secondary and tertiary education with those required by the labor market.</p>	<p>Policy for Technical and Vocational Education and Training Over 5,000 people contributed to the building of the policy by taking part in the 42 instances created by the government to learn the needs and understand the vision of the professionals involved in VET education. The policy is structured in four lines of effort: 1) Quality and Pertinence;</p>

	2) Inclusion and follow-up; 3) Coordination; and 4) Governance.
Qualifications Framework	<p>Building a Qualifications Framework which defines the skills required by the industry, according to the chosen educational level, and that enables a dialogue between the productive and educational sectors.</p> <p>This Qualifications Framework shall aim at facilitating the recognition of the skills and learning acquired in order to expedite the access and shortening academic programs for the students who already have experience in the field.</p>
TVET Scholarship – <i>Beca Técnicos para Chile</i>	<p>The initiative began in 2008 and it has established itself as an enabler for international experiences for TVET students and academics throughout the economy.</p> <p>The main objective of the scholarship is to allow awardees updated their knowledge and skills through international training opportunities.</p>

China

<p><u>Ministry of Education’s Central Institute for Vocational and Technical Education.</u></p> <p>This initiative aspires to become a think-tank in the TVET field in order to promote research-based policy-making decisions.</p> <p>The main actions will be related to providing consultancy instances; conducting comparative research; establishing local and international cooperation platforms; supervision and evaluation of TVET programmes; and developing and promoting teaching materials.</p>

Indonesia

<p>UNESCO-UNEVOC in 2013 reported as the challenges in the TVET field in Indonesia: the lack of enough correspondence between the practical training and skills taught in TVET institutions and the demands of the labor market; and uneven balance between</p>

teachers with academic and practitioner background in TVET institutions, where the latter are underrepresented.

Policy on TVET in Indonesia aims at developing and implementing the following areas:

1) Shifting the paradigm on Vocational Education; 2) Strengthening Digital Literacy; 3) Promoting Public-Private Partnerships for Increasing Quality; 4) Improving Teacher’s Quality; and 5) Promote an entrepreneurial skill for e-SME.

Further information can be found [here](#).

Japan

Key initiatives

1. Professional and Vocational University

The School Education Act was amended during the 2017 ordinary Diet session to create a system for a new category of tertiary educational institution: “professional and vocational university” and “professional and vocational junior college.” This system will provide high-quality, practical vocational education in order to train professionals. Two professional and vocational universities and one professional and vocational junior college opened their doors in April 2019.

2. Professional Post-secondary Courses certified by MEXT

As a trial to set up a new framework for vocational education, the MEXT Minister now certifies new vocational courses which are practical and are offered in cooperation with industry. In March 2019, 994 schools and 2986 courses were registered under the new rules.

3. Super Professional High (SPH) Schools

MEXT already provides funding for Super Science High Schools (to focus on advanced science and mathematics education) and Super Global High Schools (to focus on internationalization and study abroad). The Super Professional High (SPH) School project was launched in 2014, and the government is providing special funding for 3-5 years to specialized upper secondary schools offering advanced courses in agriculture, technology, commerce, fisheries, domestic science, nursing and welfare. In 2016, 30 schools will be nominated as SPH Schools. SPH schools work closely with universities, colleges of technology, research institutes and industry to “deliver practical vocational

education in order to develop job-ready professionals for further industry development” for Japan.

Malaysia

<p>TVET has been identified as a critical enabler for the success of the Economic Transformation Program, with nearly one million jobs requiring vocational certificates or diplomas by 2020. Several initiatives have been introduced to raise the quality of TVET offerings and to ensure the programs are in line with industry needs and requirements.</p> <p>Education was identified as a local Key Economic Area (NKEA) within the Economic Transformation Program (ETP) in 2010. It is focused on 14 Entry Point Projects (EPPs) split into four prioritized segments based on existing market share and potential future growth: early childcare and education (ECCE), basic education (primary and secondary), technical education and vocational training (TEVT), and tertiary education. The Ministry of Education focuses on the first three segments, while the Ministry of Higher Education focuses on tertiary education. These Entry Point Projects (EPPs) will run until 2020 and will be delivered jointly with PEMANDU.</p> <p>Further information can be found here.</p>	
<p>Entry Point Project #5: Scaling Up Private Skills Training</p>	<p>Aims to reduce the percentage of unskilled and semiskilled workers by providing post Sijil Peperiksaan Malaysia (SPM) students or school dropouts with greater opportunities to pursue skills education. This is implemented through demand side funding to stimulate private sector involvement via the Skills Development Fund Corporation as the main channel for disbursement.</p>
<p>Entry Point Project #12: Championing Malaysia’s International Education Brand</p>	<p>Aims to position Malaysia as a regional hub of choice in the global education network. This will include marketing vocational training to international students.</p>
<p>Other initiatives to encourage the private provision of skills training include collaborating with IPTs in a public-private partnership (EPP 13), whereby vocational courses in secondary schools (during Forms 4 and 5) will have their practical component at the private skills training institute.</p>	

Mexico

<p>Goals for key initiatives: Improving the attractiveness and relevance of upper secondary education to encourage student engagement and school completion; Continuing to expand VET coverage, particularly at the upper secondary level and offering support to disadvantaged students to increase educational attainment.</p>
<p>Recent policies and practices</p> <p>Mexico has been strengthening the dual training system, which was fully introduced in 2015. In 2016/2017, over 2 939 students, 482 firms and 149 schools participated in the program. SEP is also increasing the supply of training and vocational programs (e.g. College of Technical Education, <i>Colegio Nacional de Educación Profesional Técnica</i> [CONALEP], Bécate, <i>Modelo de Emprendedores de Educación Media Superior</i>), while at the same time making it more relevant by expanding the private sector’s involvement, increasing the number of apprenticeships in a company, and strengthening the model’s vocational component. The Productivity Committee has led efforts to facilitate the immersion of students in the labor market and the development of skills required by productive sectors and major clusters, such as the aerospace and automotive industry, through technological and polytechnic institutes that provide vocational training.</p> <p>Further information can be found here.</p>

Papua New Guinea

<p>Papua New Guinea Program in conjunction with TAFE Queensland</p>	<p>The Dept. of Higher Education, Research, Science and Technology has partnered with TAFE Queensland to deliver the Papua New Guinea TVET Skills Scholarship Program (TVETSSP) for 2,000 students.</p> <p>The overall aim is to up-skill PNG citizens, providing not only a qualification reflective of industry credibility and skill level, but enhancing their opportunities for employment in PNG. The initiative is a well-managed and accountable system that focuses on building upon and reinforcing the formal bilateral relationships between Queensland and PNG.</p> <p>The program will provide approximately 2,000 students through ten student cohorts with a recognized Certificate IITAFE</p>

	<p>Queensland qualification from 2011 -2016. Examples of disciplinary strengths include: Construction, Automotive Mechanics, Engineering Fabrication, Mechanical Engineering, Air Conditioning, Drainage, Plumbing, Hospitality and Sustainable Energy.</p> <p>Further information can be found here and here.</p>
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Philippines

	<p>Key initiatives TESDA is the Technical Education Skills and Development Authority. One of their lines of efforts is their initiatives is the TESDA Women’s Center, which seeks to advance the economic status of women through training, entrepreneurship development, gender sensitive policies, programs and projects and research and advocacy. It was established through a grant from the Government of Japan.</p> <p>Recent policies and practices It serves as TESDA’s facility for language programs specifically for workers intending to work abroad. The LSI conducts training on workplace communication on the language of the economy of the worker’s destination. There are 35 LSI offering different language courses which include English, Korean, Mandarin, Japanese and Spanish.</p>
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Russia

	<p>Russia’s four local projects - Modern Healthcare, Affordable Housing, Quality Education and Agricultural Development - as well as the Demographic Sustainability program, are all critical components of the economy’s modernization efforts. These issues affect all Russians; they play a large role in determining the quality of life and the formation of “human capital” - an educated and healthy economy. The state of affairs in these areas plays a crucial role in determining society’s self-perception and the demographic well-being of the economy.</p> <p>Quality education: The main goal of the Project for Quality Education is to provide all students with quality education regardless of where they live. Russia has a rich tradition in education and all the components needed to make our educational system one of the best in the world. Initiatives to achieve this objective include consolidating Russia’s</p>
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<p>educational potential into “centers of excellence,” introducing new systems for rewarding teachers, more equitable financing of schools on a per capita basis, a regional system of quality evaluation of education, up-to-date knowledge and technology improvements, and steps to ensure greater public participation in education policy-making.</p> <p>Further information can be found here.</p>	
<p>Interregional Centers of Competences</p>	<p>Established under the “50 TOP” Project in 7 RF regions based at leading colleges in the following areas:</p> <ul style="list-style-type: none"> • Automation, radio technology and electronics • Servicing of transportation means and logistics • ICT • Art, design and services ☒ Construction ☒ Machine-building, control of complicated technical systems, Metal processing <p>Objectives:</p> <ul style="list-style-type: none"> • To train graduates to international standards and advanced technologies in the 50 Top occupations • Training sites to train for WorldSkills <p>Further information can be found here.</p>
<p>Modernization of curricula based on occupational standards</p>	<p>Federal Project: 50 top occupations of training in TVET that enjoy highest demand.</p> <p>Participants: Ministry of Education and Science; Council for Occupational Qualifications; Federal methodological associations; Sector skills councils.</p> <p>Outcomes for 2017:</p> <ul style="list-style-type: none"> • 44 Federal TVET standards and curricula modernized • New format of demonstration exam piloted: <ol style="list-style-type: none"> 1) Standard assessment assignments 2) Independent assessment

	<p>3) E-system of data monitoring and processing 4) Openness of information</p> <p>Further information can be found here.</p>
<p>Priority project «Workers for advanced technologies»</p>	<p>Goal: To create a competitive TVET system. Objectives:</p> <ul style="list-style-type: none"> • To increase by 2020 the number of TVET graduates by 50,000 people • To introduce new programs/curricula and to use the demonstration exam as widely as possible • To provide professional development opportunities to 5,000 teachers and to 2,800 instructors of practical training • To hold the Worldskills Russia Championship and Hi-tech skills competitions for young workers (2018 and 2020) • To host International Worldskills Championship in Kazan in 2019 • To establish a domestic WorldSkills Training Center <p>Further information can be found here.</p>

Singapore

Institute of Technical Education	<p>The Institute of Technical Education (ITE) in Singapore was established on 1 April 1992 as a post-secondary institution. An education from ITE provides graduates with good job and career advancement opportunities, as well as opportunities to go for further education and training.</p> <p>Adopting a ‘One ITE System, Three Colleges’ Education Model, ITE is ready to provide exciting, high-quality, relevant and market-responsive learning for the global economy. ITE offers a wide range of courses to school leavers and working adults, with courses from the Schools of Applied & Health Sciences, Business & Services, Design & Media, Electronics & Info-Comm Technology, Engineering and Hospitality.</p> <p>Further information can be found here.</p>
ITE Trailblazer	<p>ITE <i>Trailblazer</i> is ITE’s strategic response to its next phase of development from 2015 - 2019, in line with the nation's transformation. To remain competitive, our graduates must learn and think innovatively so that they can be career-ready, life-ready and world-ready. It intends to:</p> <ul style="list-style-type: none"> • Create a new paradigm in career-based technical education beyond the classroom, with new pathways and upgrading opportunities for students, and new industry ‘place and train’ programs for skills deepening and mastery. • Develop a unique ITE education experience for students – empowering them to make well-informed education and career choices; maximizing their learning through technology and real work; and equipping them with values and experiences to succeed in life. • Strengthen engagement with industry and partners to develop a competitive and resilient workforce.

Chinese Taipei

Programs and Systems: Comprehensive and Well Rounded	<p>TVE in Chinese Taipei is now a comprehensive system consists of schools ranging from junior highs in compulsory education, senior vocational schools, Junior colleges, universities/colleges of technology, to graduate schools with master’s and Ph.D. programs. The different tracks within the system have been designed with vertical continuity and horizontal flexibility of switching tracks in mind, and the pipelines for recurrent education are also in place, so students and the general public alike may find suitable education opportunities at any stage of their lives. As a result, the number of students who choose to</p>
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	<p>enroll in the TVE system is roughly 50% of overall total student enrollment (above junior high level). This separates Chinese Taipei's TVE from the rest of the world.</p> <p>Further information can be found here.</p>
<p>Adopting a Multichannel School Admission System – Enrollment Control Quotas</p>	<p>In order to achieve both the overall development of the entire economy, local economic development of own features, and for TVE institutions' development, an enrollment control quota is given to each school, but each school has the flexibility of allocating the enrollment quota to different disciplines according to its circumstances. The operational regulations for control quota are also in place to respond to the looming challenge of low birthrate; schools may make suitable, timely adjustment according to the results and schools' development requirements. The overall adjustment will be made in the future, depending on the labor market needs and the direction of the economy.</p> <p>Further information can be found here.</p>

Thailand

<p>The Thai Government has adopted a policy-driven approach which promotes collaboration between public-private sectors and the civil society. In this context, a Public-Private Steering Committee is leading the 'Competitive Workforce' project with the aim to support and develop the Thai economy</p> <p>Four pillars comprising Governance, Innovation & Productivity, Human Capital Development, and Wealth Distribution form the Public-Private Steering Committee's grand strategy. The pillar of Human Capital Development is expected to create a competitive workforce that will eventually reduce inequality, improve human capability, and increase competitiveness.</p> <p>Twelve working groups, seven of which act as 'drivers' and five as 'enablers', are working towards achieving the committee's goals. 'Competitive Workforce' is a part of the enablers group. Under the initiative, three ministries - the Ministry of Education, the Ministry of Labor and the Ministry of Industry - have joined hands with 13 leading private</p>
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organizations by signing a Memorandum of Understanding (MOU) on partnerships for a competitive workforce. Year 2017 witnessed a 50% increase in the number of vocational students from 8,789 students to 13,184 students as a result from the projects listed below.

Further information can be found [here](#).

The Excellent Model School (EMS) Project	This project aims to improve the quality of teachers in each field from 68 universities in Thailand. Teachers are given the opportunity to visit factories and study how private firms operate. Teachers need to assimilate their experience and new knowledge to develop well-rounded curricula that integrate theory with practice for students. In addition, private companies help in constructing a monitoring system to be used at schools.
Re-branding Vocational Training	This involves a series of videos promoting the Excellent Model School (EMS) project, as well as insights and achievements of vocational students including graduates who have been hired by various companies.
Database of Labor Demand & Supply	This includes an integrated database system to determine the demand and supply of labor in the market estimated through a web-based survey sent to relevant stakeholders at the provincial level.
Standards & Certification Centre	This involves standardization of professional qualifications in accordance with the Qualifications Framework (NQF), based on the ASEAN Framework Agreement (AQRf)

Viet Nam

Non-formal and informal training in Viet Nam are referred to as continuing vocational education and training (C-VET). The Law on VET (2015) defines C-VET as training that is provided as in-service, correspondence, or guided self-study training at the elementary, intermediate, and college levels. Flexible or part-time vocational training programs are also considered as CVET. The Ministry of Labor and Social Affairs is responsible for C-VET programs.

The duration of continuing training depends on the program and the types of trainees targeted (e.g. unemployed youths, ethnic minority groups, people with disabilities, employed people who want to have further training etc.). Non-formal and informal TVET are offered in TVET institutions or other organizations such as the Women Union, Farmer Union, Youth Union, associations, and companies. There are no mechanisms to recognize non-formal and informal prior learning.

**Vietnamese-
German
Development
Cooperation in
TVET**

The objective of the bilateral development cooperation between Germany and Viet Nam in the TVET sector is to increase the provision of trained and qualified workers meeting the needs of the economy. The German Federal Ministry for Economic Cooperation and Development (BMZ) supports the TVET reform efforts of the Vietnamese Government on policy and institutional level. To achieve the quality breakthrough in TVET, Vietnamese and German experts are working closely together on the development and implementation of strategies and framework conditions for the design and delivery of demand-oriented vocational training. Advisory services and capacity development measures focus on strengthening the cooperation with the business sector in TVET, developing cooperative training modes and establishing effective teacher training models.

Further information can be found [here](#) and [here](#).