



2nd High Officials Meeting

12 - 14 May 2016
Grand Nikko • Nusa Dua
Bali • Indonesia

BACKGROUND



The year 2016 has marked the beginning of the full implementation of initiatives under ASEAN integration, some of which relate to Technical and Vocational Education and Training (TVET) such as human resource development and capacity building, recognition of professional qualifications and integrating industries across the region to promote regional sourcing. This will eventually increase rapid movement of trade and investment, as well as the mobility of people across the region.

At the regional level, TVET has been identified as a one of the seven priority areas on education in Southeast Asia. This development came from consultations held in 2012 initiated by SEAMEO and the ADB (Asian Development Bank) under the SEAMEO College Project. After two years of implementation, education ministers across Southeast Asia have acknowledged the importance of TVET, and during the Strategic Dialogue of Education Ministers (SDEM) meeting in September 2014 they confirmed TVET as one of the post-2015 seven priority areas of SEAMEO and Southeast Asia.

In response to the ASEAN integration; the perceived mobility of skilled workers in the region; and the need to improve the quality of TVET in Southeast Asia, SEAMEO in collaboration with the Office of the Vocational Education Commission, Ministry of Education Thailand organised the 1st High Officials Meeting (HOM) on SEA-TVET on 24-26 August 2015 at the Shangri-la Hotel in Chiang Mai, Thailand. This was held under the theme: "Working Together towards Harmonisation and Internationalisation of TVET in Southeast Asia".

As a result from the 1st HOM on SEA-TVET, the "Chiang Mai Joint Statement on Harmonisation and Internationalisation of TVET in Southeast Asia", including 4 priority industry areas were officially announced as the regional policy directions that emerged from the TVET High Officials Round Table Meeting. Details of the Chiang Mai Joint Statement are in Appendix I - Chiang Mai Joint Statement)



To further implement the regional policy directions from the 1st HOM on SEA-TVET, SEAMEO in collaboration with Ministries of Education and other related Ministries of the host countries and development agencies organised the Country - Level Workshops on SEA-TVET Harmonisation and Mobility in 8 countries, namely, Indonesia (10-12 Sept 2015), Cambodia (9-10 Oct. 2015), Thailand (26-28 Nov. 2015), Myanmar (4-5 Dec. 2015), Lao PDR (22-23 Dec. 2015), and Malaysia (1-3 Mar. 2016). The Country Level Workshop in Philippines and Vietnam will be also organised by May 2016.

The workshops at country level have served as a platform for establishing partnership and networking among the participating TVET institutions in the host countries and with other TVET institutions from other Southeast Asian countries. The workshops also aim to explore collaborative action plans and partnership commitments for piloting student and teacher exchanges and other joint activities. In addition, the SEA-TVET Consortium website has been developed as a platform for networking among the TVET institutions in the Southeast Asian countries.

After 1 year of implementation, it is crucial that the TVET high officials, policy makers and directors of TVET institutions to review the implementation of SEA-TVET programme during 2015/2016 and further determine other regional strategies which will accelerate partnership among TVET institutions and implementation of student and teachers exchange programmes, as well as provide other regional strategies to improve the quality of TVET in the Southeast Asian region.

With the support of the Ministry of Education and Culture – Indonesia, and GIZ, the 2nd High Officials Meeting on SEA-TVET will be organised on 12-14 May 2016 in Bali, Indonesia.



[programme]



DAY 1

12th May 2016

08.00-08.30

Registration

08.30-09.30

Opening Ceremony

Remarks by Dr Gatot Hari Priowirjanto, Director, SEAMEO Secretariat

Opening Remarks by Minister of Education and Culture of Indonesia

Venue: MPF Ballroom

09.30-10.00

Press Conference / Coffee Break

10.00-11.15

Session 1

Panel Presentations on Regional Initiatives to Improve Quality of TVET Education and Personnel in Southeast Asia

Speakers:

- **SEAMEO Report: SEA-TVET Programme and Implementation in 2015-2016** by Mr Hj Md Sharifuddin bin Hj Md Salleh, Centre Director, SEAMEO VOCTECH;
- **SEAMEO Initiatives: TVET Scholarships and SEA Polytechnic Network** by Dr Gatot Hari Priowirjanto, Director, SEAMEO Secretariat;
- **GIZ/RECOTVET Initiatives: Regional Cooperation in TVET** by Dr.Nils Geissler, Programme Director, GIZ/RECOTVET;
- **SEAMEO-DAAD Lecture Series** by Dr Irene Jansen, Director, German Academic Exchange Service (DAAD) Regional Office Jakarta, Indonesia

Moderator: Dr. Paryono, Deputy Director, SEAMEO VOCTECH

Venue: MPF Ballroom

11.15-12.00

Session 2

Panel Presentations on Indonesian TVET Policies and Strategies on Harmonisation and Internationalisation

Speakers:

- **TVET Secondary Education** by Drs. Mustaghfirin Amin, MBA, Director of Technical and Vocational Education, Ministry of Education and Culture, Indonesia;
- **TVET Polytechnics/ Higher Education** by Directorate General of Learning and Student Affairs, Ministry of Research Technology and Higher Education (TBC)

Moderator: Dr Abi Sujak, Centre Director SEAMEO SEAMOLEC

Venue: MPF Ballroom

12.00-13.30

Lunch (Halal Food)

13.30-15.30

Session 3 Concurrent Session

13.30-15.30

Session 3.1

High Officials Round Table Meeting

Moderator: Dr Gatot Hari Priowirjanto, Director, SEAMEO Secretariat

Co-Moderator: Dr Paryono, Deputy Director, SEAMEO VOCTECH

Rapporteurs: Dr Mark Gapultos, Management Specialist, SEAMEO VOCTECH and MOEC

Note: Only TVET High Officials and Ministry Coordinators are invited

Venue: MPF Boardroom

13.30-14.30

Session 3.2 A

Implementation of Best Practices on Internationalisation and Teacher & Student Exchange

Speakers:

- **How to successfully implement student and teacher exchange** by Ms Anti Rismayanti, SEAMEO Secretariat;



- **Sharing experience from China** by Ms. Zhang Jing, Education of Asean-China Centre, Deputy Director Division of Supervision and management of International Cooperation and Exchanger, Ministry of Education, P.R. China;
- **Sharing experience from Vocational Secondary School** by Retno Utami Principal of SMKN 1 Malang, Indonesia;
- **Sharing experience from college in Thailand** (TBC by OVEC)

Moderator : Turijin,Phd, MOEC

Note:TVET Institutions Directors, Industrial Partners, Development Agencies are invited

Venue: MPF Ballroom

14.30-15.30 Session 3.2 B

Sharing Management Practices of Institutes of Advanced Technology Training and Services in Southeast Asia and other regions

Speakers:

- **Mr FX Suryadi**, External Relation Division,ATMI Polytechnic Surakarta, Indonesia;
- **Mr Yusoff Md Sahir**, Managing Director German Malaysian Institute;
- **Dr. Somwang**, Director Thai-German Institute, Thailand (TBC)

Moderator: Mr Stefan Erber, Programme Director, GIZ/SED-TVET, Indonesia

Note:TVET Institutions Directors, Industrial Partners, Development Agencies are invited

Venue: MPF Ballroom

15.30-16.00 Coffee Break

16.00-16.30 Session 4.1

Review the Agreements from the High Official Round Table Meeting

Moderator: Dr Gatot Hari Priowirjanto, Director, SEAMEO Secretariat

Co-Moderator: Dr Paryono, Deputy Director, SEAMEO VOTTECH

Rapporteurs: Dr Mark Gapultos, Management Specialist, SEAMEO VOTTECH and MOEC

Note: Only TVET High Officials and Ministry Coordinators are invited

Venue: MPF Boardroom

16.30-18.00

Inception Meeting of SEA Polytechnic Network (Policy Discussion)

Moderator: Dr Gatot, SEAMEO Secretariat and Mr Sharifuddin, VOTTECH

Note: Ministry Coordinators and Directors/Deputy Director of Polytechnics and Universities of Technology are invited

Venue: MPF Boardroom

16.00-16.30 Session 4.2

Informal Networking Session (by own arrangement)

Note:TVET Institutions Directors, Industrial Partners, Development Agencies are invited

Venue: MPF Ballroom

18.30-21.00

Gala Dinner (Halal Food), hosted by MOEC

The cultural performance by SMKN 3 Sukawati, SMKN 2 and SMKN 3 Denpasar

Venue: Serenity Beach



[programme]

DAY 2

13th May 2016



09.00-09.30

Session 5

Announcement of the Agreements from the High Officials Round Table Meeting by Drs. Mustaghfirin Amin, Director of TVE, MOEC, Indonesia and Dr Gatot Hari Priowirjanto, Director, SEAMEO Secretariat

Signing Ceremony of MOU between SEAMEO (Dr Gatot Hari Priowirjanto, Director, SEAMEO Secretariat) and **GIZ** (Mr Peter Palesch, Country Director for Indonesia, Timor Leste and ASEAN, GIZ Indonesia)

Venue: MPF Ballroom

09.30-10.30

Session 6

Partnership with Industry and Relevant Institution for Improving Quality of TVET and Students' Capacity

Speakers:

- **Dr. Gunadi Sindhuwinata**, CEO PT. Indomobil Sukses International;
- **Yohannes Climacus Utama**, Vocational and Passenger Car Product Training, PT. Mercedes Bens Distribution, Indonesia;
- **Prof. Kazuhide Sugimoto**, Head of Global Strategic Planning and Promotion Office, National Institution of Technology (KOSEN), Japan.
- **Helen Joannou**, Director of UK Skill Development Federation (TBC)

Moderator: Turijin, Phd, MOEC

Venue: MPF Ballroom

10.30-11.00

Coffee Break

11.00-11.45

Session 7

Panel Discussion: Strategies to Improve Quality of TVET Institutions

Speakers:

- **Strategies to promote and develop internationalisation and harmonisation of TVET at the institutional level** by Dr Gatot Hari Priowirjanto, Director, SEAMEO Secretariat;

- **Harmonisation and standardisation of curriculum and competency** by Dr. Dadang Kurnia, GIZ;
- **Content/curriculum development to meet the needs of industry** by Dr Paryono, Deputy Director, SEAMEO VOCTECH

Moderator: by Mr Hj Md Sharifuddin bin Hj Md Salleh, Centre Director, SEAMEO VOCTECH

Venue: MPF Ballroom

11.45-12.00

Session 8

Orientation for Group Discussion

by Dr Paryono, Deputy Director, SEAMEO VOCTECH

Venue: MPF Ballroom

12.00-14.00

Friday Prayer and Lunch (Halal Food)

14.00-15.30

Session 9

Group Discussion: Strategies to Improve Quality of TVET Institutions

• **Group 1: Partnership and Mobility**

Group Moderator: Ms Anti Rismayanti, Programme Officer, SEAMEO Secretariat

Rapporteur: Ms Pimratchada, SEAMEO Secretariat

Venue: MPF Ballroom 1

• **Group 2: Harmonization and Certification Standard**

Group Moderator: Dr. Nils Geissler, Programme Director, GIZ/ RECOTVET

Rapporteur: Ms Vera Kowalski, GIZ/RECOTVET

Venue: MPF Ballroom 2

• **Group 3: Curricula in 21st Century**

Group Moderator: Mr Hj Md Sharifuddin bin Hj Md Salleh, Centre Director, SEAMEO VOCTECH

Rapporteur: Dr Mark Gapultos, Management Specialist, SEAMEO VOCTECH

Venue: MPF Ballroom 3



15.30-16.00
Coffee Break

16.00-17.00
Session 10

Report from the Group Discussion and Action Plan 2016-2017

Moderator Dr Gatot Hari Priowirjanto, Director, SEAMEO Secretariat

- Group 1: Partnership and Mobility
- Group 2: Harmonization and Certification Standard
- Group 3: Curricula in 21st Century
- Synthesis from the Group Discussion by Dr Paryono, Deputy Director, SEAMEO VOCTECH and Ms Piyapa Su-angavatn, SEAMEO Secretariat

Venue: MPF Ballroom

17.00-17.30
Session 11
Closing Ceremony

Venue: MPF Ballroom

18.00-21.00
Dinner and Devdan Performance, hosted by MOEC

Venue: Bali Nusa Dua Theater, Bali Tourism Development Corporation (BTDC), Nusa Dua



[programme]

DAY 3

14th May 2016



FOR INTERNAL PARTICIPANTS

08.30-09.00

Study Visit Programme

Preparation: Gathering in Lobby

09.00-15.00

Preparation: Gathering in Lobby

SMKN 1 Denpasar (Technology)

SMKN 3 Denpasar (Hospitality)

SMKN 1, 2 and 3 Sukowati (Arts and Cultural Performance)

FOR INDONESIAN PARTICIPANTS

TVET Seminar for Indonesian TVET Leaders

07.00-08.00

Registration

08.00-09.00

Opening Ceremony

- **Remarks** by Dr Gatot Hari Priowirjanto, Director, SEAMEO Secretariat;
- **Opening Remarks** by Drs. Mustaghfirin Amin, MBA, Director of Technical and Vocational Education, Ministry of Education and Culture Indonesia

Venue: MPF Ballroom

09.00-09.30

Session 1

“Princess Maha Chakri Award”

- **Princess Maha Chakri Award** by Dr Krissanapong Kirtikara, Chairperson of the Princess Maha Chakri Award Foundation, Thailand (10 minutes)

- **Sharing Experiences by the Awardee of Indonesia** by Mr Herwin Hamid, Head of Computer Laboratory, Junior High School 6 Kendari, Indonesia and Princess Maha Chakri Award Winner of Indonesia (10 minutes)

Q&A (10 minutes)

Moderator: Dr Tinsiri Siribodhi, Deputy Director for Administration and Communication

Venue: MPF Ballroom

09.30-10.30

Session 2

Panel Discussion on SEA-Future Teacher

Speakers: (15 minutes/presenter)

- **Ms. Santi Ambarukmi** (Deputy Director for Planning, Directorate of Secondary School Teachers Education Development, Indonesia (TBC);
- **Assoc Prof Dr. Sombat Kotchasit**, President of Valaya Alongkorn Rajabhat University of Thailand;
- **Dr Tinsiri Siribodhi**, Deputy Director for Administration and Communication, SEAMEO Secretariat.

Q&A (15 minutes)

Moderator: Dr.Abi Sujak, Centre Director SEAMEO SEAMOLEC

Venue: MPF Ballroom

10.30 - 11:00

Coffee Break

11.00-12.30

Session 3

Capacity Building through Industrial Partnership

- **Hospitality and Tourism Development in Indonesia** by Wisnu Bawa Tarunajaya, Assistant Deputy of Tourism Human Resources Development, Ministry of Tourism;
- **Agriculture Technology** by Dr. Irdika Mansur, Director SEAMEO BIOTROP;
- **Construction Industries** (by Ministry of Public Work and Housing-TBC)



- Contribution of German Alumni, SEAMEO-DAAD Lecture Series: by Dr. rer. nat. AB Susanto, M.Sc, Deputy Director, SEAMEO SEAMOLEC;

Moderator: Dr Mark Gapultos, Management Specialist, SEAMEO VOCTECH

Venue: MPF Ballroom

12:30 - 13:30

Lunch (Halal Food)

13.30-15.30

Session 4 Concurrent Session

13.30-15.30

Session 4.1

“Best Practices of Industrial Partnership Implementation”

- **Hospitality and Tourism**, Mr. Purwantoro, Director PT. Metropolitan Golden Management -Horison Hotel Group;
- **Construction**, Ms. Lili Liem, Sales Director, PT.Techno Logika Utama (Autodesk);
- **Information Communication and Technology**, Mr.Arda Irwan, General Manager Evercross;
- **Information Communication and Technology**, Drs. Lukman Adjam, MBA, Association of Telecommunication Services Provider (Apjatel)

Moderator: Dr. Dadang Kurnia

Rapporteur: Ms. Cahya

Venue: MPF Ballroom

13.30-15.30

Session 4.2

Group Discussion on SEA Future TVET Teachers

Moderator: Dr Gatot Hari Priowirjanto and Dr Tinsiri Siribodhi, SEAMEO Secretariat

Rapporteur: Ms.Anti/ Ms Pimratchada

Venue: MPF Boardroom

15:30 - 16:00

Coffee Break

16.00-16.15

Presentation of Action Plan from SEA Future TVET Teachers

Venue: MPF Ballroom

16.15-17.15

Closing Ceremony

Venue: MPF Ballroom



Grand Nikko
Nusa Dua Bali



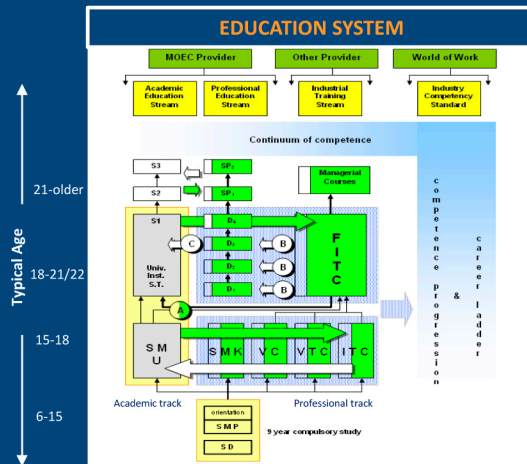


EDUCATION

SYSTEM



Vocational and Technical Education in Indonesia



Note:
SD = Elementary School
SMP = Junior secondary school
SMU = General /senior secondary school
VC = Vocational High School
SMK = Vocational Training Centre
ITC = Industrial Training Centre
FITC = Further Industrial Training Centre
SP = Specialist

OVERVIEW

Vocational and Technical Education is offered as early as at senior secondary level (10th grade) under the management of the Directorate of Secondary Vocational Schools Management (PSMK). At postsecondary level, this type of education for work is offered at polytechnics and higher educational institutions that offer diploma programmes. Under the Ministry of Manpower and Transmigration, various vocational and technical training programmes are offered at Training Centres.

MAJOR ISSUES AND CHALLENGES IN SECONDARY VTE

- Difficulty in providing equipment that keep up with changing technology
- Limited job openings
- Low teacher's qualification (14.23% do not have undergraduate degrees),
- Open market and open competition.

WAY FORWARDS

- Strategy for providing affordable equipment for VT schools
- Strategy for supplying teachers in a short time
- Working with local government and central government to address the limited number and low quality of teachers by conducting "Teacher Conversion" from those teaching "Adaptive" subjects to teach "productive" vocational courses, "Teacher Redistribution" by moving teachers from the big cities to remote areas, and employing government-paid teachers in private schools.
- "Teaching factory" whereby schools run industry-like factory and business units for providing authentic learning experience.



FUTURE DIRECTIONS OF SECONDARY VTE

- Changing the ratio of vocational high school students and the general high school students to 67% VHS : 37% GHS by 2015
- Strengthening Adaptive Skills in the curriculum
- Enhancing Teaching (Vocational Schools - Industry Partnership)
- Enhancing curriculum development
- Integrated Teaching Industry

Sources: Ministry of Education and Culture. (2012). *Indonesia Vocational Education Policy*.
DPSMK (Directorate of Secondary Vocational Schools Management). (2012). *Overview of Indonesia TVET system*. Presented during EAS TVET Provider Network Workshop in Melbourne Australia.

INDONESIAN QUALIFICATION FRAMEWORK



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Brunei Darussalam



Updated August 2015





Technical and Vocational Education and Training in the Philippines

NATIONAL EDUCATION SYSTEM

- The education system in the Philippines is managed by three government agencies:
 - Department of Education (DepEd)** - K to 12 Program which covers Kindergarten and 12 years of basic education (six years of elementary education, four years of Junior High School, and two years of Senior High School);
 - Technical Education and Skills Development Authority (TESDA)** - post-secondary technical and vocational education and training; and
 - Commission on Higher Education (CHED)** - higher education.
- Students in senior high school level can choose among three tracks as specialisation: Academic; Technical-Vocational-Livelihood; and Sports and Arts.
- The Academic track includes three strands: Business, Accountancy, Management (BAM); Humanities, Education, Social Sciences (HESS); and Science, Technology, Engineering, Mathematics (STEM).

ISSUES IN TVET

Quality Issues

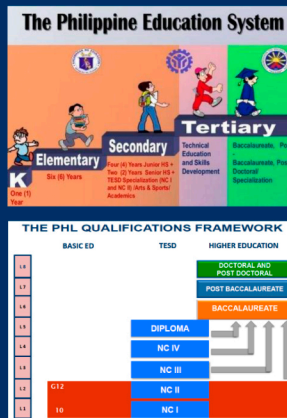
- Internationalisation of skills
- Skills supply dominance retention
- Job and skill mismatch
- Philippine Development Plan's 10 competitive industries medium-term skill requirements
- Skilled workers migration

Equity and access issues

- Skills training access for workers with special concerns
- Skills training in reintegration
- Upskilling in the agricultural sectors
- Skills demand overseas vs. local demand

Innovation issues

- Greening skills
- Technology-biased skills
- HOT (High Order Thinking) skills

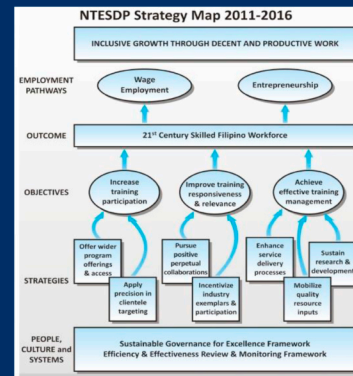


NTESDP Strategy Map: Developing the 21st Century Skilled Filipino Workforce

- Faced with global and domestic challenges and a changing economic environment, and in response to the human resource development requirements of the Philippine Development Plan and Labor and Employment Plan, the **National Technical Education and Skills Development Plan (NTESDP) for 2011-2016** envisions a 21st Century Skilled Filipino Workforce.
- The 21st century Filipino skilled workforce as defined in the plan is characterized by the following:
 - technically competent
 - innovative and creative
 - knowledge-based, with higher order thinking skills
 - with foundational life skills
 - in pursuit of lifelong learning opportunities
 - possessing desirable work attitudes and behavior

PQF and TVET

- Embedded in the education system is the Philippine Qualifications Framework (PQF) which has 8 levels. Levels 1-5 (National Certificate I-IV and Diploma) are TVET qualifications and Levels 6-8 (Baccalaureate, Post Baccalaureate, and Doctoral and Post Doctoral Degrees) are higher education qualifications.
- TESDA awards National Certificate I-IV and Diploma to those who pass the competency assessment for all the competencies required in a qualification level or Certificate of Competency if only a competency or a cluster of competencies in a qualification is achieved.
- National Certificate I and II are offered in the Technical-Vocational-Livelihood track of Basic Education Programme of DepEd.
- TVET qualifications are also offered as an integral or articulated component of the Ladderized Bachelors Degree programmes in CHED's eight priority disciplines : engineering, agriculture, education, health, maritime, criminology, hotel and restaurant management/tourism and ICT.



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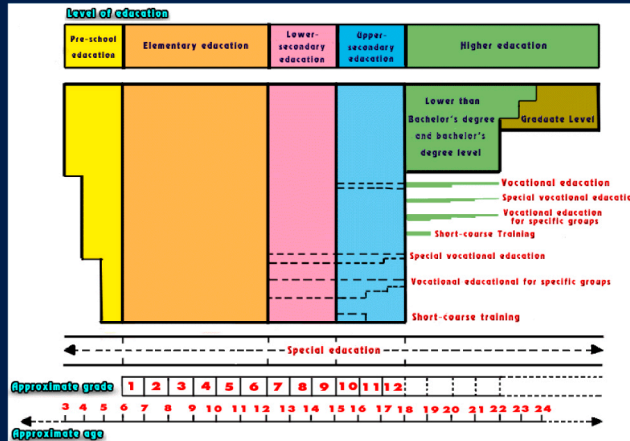


Sources:

- Technical Education and Skills Development Authority. (2011). *Investing in the 21st Century Skilled Filipino Workforce: The National Technical and Skills Development Plan 2011-2016*. Retrieved November 17, 2012, from www.tesda.gov.ph/NTESDPFinal%20Sep2011.pdf
- Official Gazette of the Philippines (No Date). *The K to 12 Basic Education Program*. GOVPH. Retrieved August 8, 2015 from <http://www.gov.ph/k-12/>



Vocational and Technical Education in Thailand



Overview

Thailand Education System

Formal Technical and Vocational education under the Ministry of Education, i.e. Office of Vocational Education Commission (OVEC) is conducted at three levels: upper secondary, leading to the lower certificate of vocational education; post secondary, leading to a diploma or vocational associate degree; and at university level leading to a degree. Most recently, reforms are in place to remodel the system towards a Thai Vocational Qualification (TVQ) which provides a new competency based framework around industry practice and needs.

There are several issues and challenges that TVET in Thailand are facing, including (1) partnership with the industries, private sectors, and other government organization; (2) to development of competency-based curriculum, (3) development of media, innovation, laboratory, school in the factory, factory in the school, and software house, (4) establishment of vocational qualification and occupational standards or competency standards, (5) development of participative management system, and (6) improvement of the image of vocational education.

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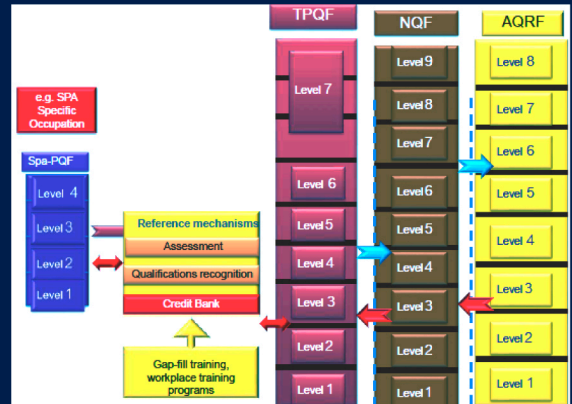


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Under the Prime Minister's supervision, there is TPQI (Thailand Professional Qualification Institute) with the missions to develop professional qualifications system, support industries in developing competency standards, accredit and monitor organizations that assess workers' competencies, awarding professional qualifications, and collaborating with vocational and higher education institutes in developing curricula from competency standards.

Under the Ministry of Labor, there is a Department of Skills Development (DSD) with the missions to train and develop skills for new graduates coming to labour market, create opportunities for employment, and upgrade skill for employees. DSD offers vocational skills training, occupational skill standard promotion, and skill development promotion and coordination.

OVEC, TPQI, and DSD collaborate in workforce development based on needed education qualifications, assessment, and gap-fill training respectively. In terms of standards, OVEC is referring to competency-based curriculum training; TPQI is referring to competency-based occupational standards; and DSD is referring to National Skill Standard.



Thailand National Qualification Framework in comparison with ASEAN Qualification Reference Framework (AQRF) and Thailand Professional Qualification Framework

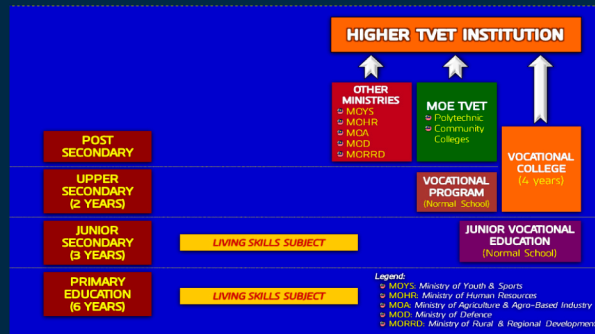
Sources: MoE, Thailand, (2010), *Thailand education system*
Choomnoom, S. (2011). *Thailand, in Emerging Challenges and Trends in TVET in the Asia-Pacific Region*. Majumdar, Ed. (pp. 219-235). Sense Publishers
Thailand Professional Qualification Institute). (2014). *Competency Standards and Vocational Education In Thailand*.





Technical and Vocational Education and Training in Malaysia

MALAYSIAN EDUCATION SYSTEM



- A system of polytechnic education for youths between 17+ through 20+ years old are also established. The polytechnic programmes provide broad-based education and training to upper secondary school graduates to enable them to acquire the necessary skills to become technicians and technical assistants in the various engineering fields or junior and middle-level executives in the commercial and service sectors. They are also provided relevant technological or entrepreneurial education and training to upgrade their basic skills.
- Post Lower Secondary education is characterized by Upper Secondary Education for the academic and technical streams and a choice of enrolling into Vocational Colleges as of 2012, which is under the purview of Technical and Vocational Education Division, Ministry of Education, Malaysia.

ISSUES ON TVET

- Multiple certification systems and multiple quality assurance systems,
- Lack of involvement from other public vocational training bodies,
- Limited access to vocational education for students with special needs,
- Need for skilful vocational teachers,
- Limited pathway for tertiary vocational education, and
- Limited involvement by the industry (Jab, UNESCO, 2010).

POLICIES AND STRATEGIES TO ADDRESS THE ISSUES

- Establishment of Malaysian Board of Technologists (MBOT) to enhance career path of TVET graduates
- Widening of opportunities for vocational education and address the problem of dropouts
- Strengthening the TVE curriculum,
- Improving links with industry players and professional bodies,
- strengthening the concept of School Enterprise based on Production-based Education,
- Forming links with local and foreign institution of higher education
- Introducing skill stream at national schools, and
- Development of Malaysia Qualifications Framework.

MALAYSIA QUALIFICATIONS FRAMEWORK

MQF Levels	Sectors			Lifelong Learning
	Skills	Vocational and Technical	Higher Education	
8			Doctoral Degree	Accreditation of Prior Experiential Learning (APEL)
7			Master's Degree	
			Postgraduate Cert. & Diploma	
6			Bachelor's Degree	
			Graduate Cert. & Diploma	
5	Advanced Diploma	Advanced Diploma	Advanced Diploma	
4	Diploma	Diploma	Diploma	
3	Skills Certificate 3	Vocational and Technical	Certificate	
2	Skills Certificate 3			
1	Skills Certificate 3			

Sources:

- Jab, A.T. (2014). Strengthening TVET and Transition from School to Work.
- Ministry of Education Malaysia Pelan. (2011). *Strategik Transformasi Pendidikan Vokasional*. Retrieved December 3, 2012 from <http://www.moe.gov.my/education/misa/education.php>
- Ministry of Human Resources, Department of Skills Development (2011). Career Choice and Development in the Skills Profession. *Skills Malaysia*. Kuala Lumpur



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Together
We Excel



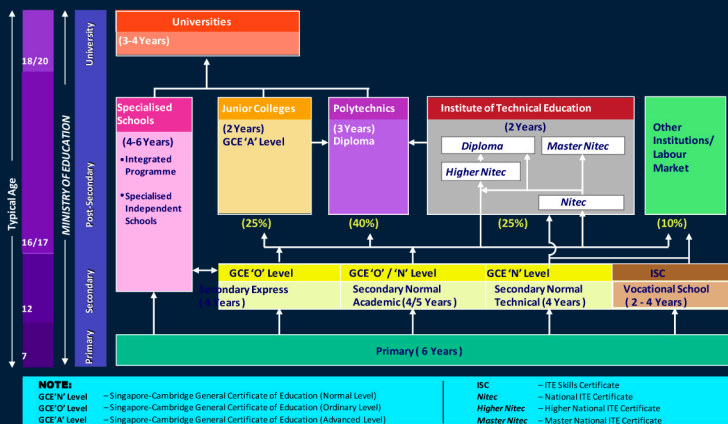
Vocational and Technical Education in Singapore

OVERVIEW

Under the Ministry of Education, the Institute of Technical Education (ITE) and the 5 polytechnics are the major suppliers of skilled labor force in Singapore. The Ministry of Manpower via the Singapore Workforce Development Agency oversees continuing education and training for adults at the national level.

ITE provides pre-employment vocational and technical training to secondary school leavers and also continuing education and training to adults. Current and relevant occupation-based courses are offered by the Schools of Applied & Health Sciences, Business & Services, Design & Media, Electronics & Info-Comm Technology and Engineering.

ITE graduates may join the workforce or progress to one of the 5 polytechnics that offer a wide range of specializations including engineering, business studies, accountancy, tourism and hospitality management, mass communications, digital media and biotechnology, nautical studies, nursing, and optometry.



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Updated Augusts 2015

Source:
 Seng, L. (2010). A Journey of Transformation: Achieving Organisational Excellence.
 Singapore Workforce Development Agency. (Dec 2009).
 Singapore Workforce Skills Qualifications (WSQ).

TVET PATHWAYS IN SINGAPORE

ITE

2-year course leading to National ITE Certificate (Nitec) & Higher National ITE Certificate (Higher Nitec)

Polytechnics

3-year course leading to diploma awarded by Nanyang Polytechnic, Ngee Ann Polytechnic, Republic Polytechnic, Singapore Polytechnic, and Temasek Polytechnic

Tertiary

Upgrading opportunities for polytechnic graduates at

- National University of Singapore
- Nanyang Technological University
- Singapore Management University
- Singapore Institute of Technology
- Singapore University of Design and Technology

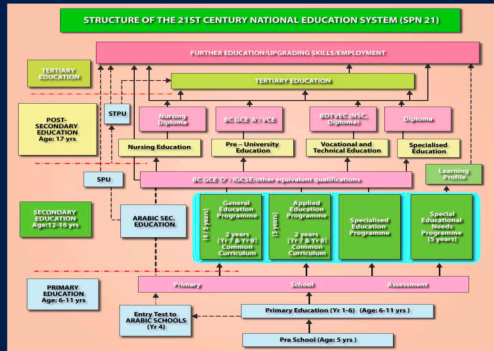
Inclusion of Workforce Skills Qualification (WSQ) into Singapore Standard Education Classification (SSEC)

SSEC Level	WSQ
Other Education (Non-Award Courses/Miscellaneous)	• ≥1 WSQ Statement of Attainment at Certificate (C)/ Higher C / Advanced C • ≥1 WSQ Statement of Attainment at Diploma / Specialist Diploma • ≥1 WSQ Statement of Attainment at Graduate Certificate/ Graduate Diploma
University Postgraduate Diploma / Degree University First Degree	• Graduate Certificate • Graduate Diploma
Professional Qualification and other Diploma	• Diploma • Specialist Diploma
Polytechnic Diploma	• Advanced Certificate and Diploma
Post-Secondary (Non-tertiary): General or Vocational	• Certificate, Higher Certificate and Advanced Certificate
Secondary	• At least 3 ESS WPLN Statements of Attainment at Level 5 and above-
Lower Secondary	• At least 3 ESS WPLN Statements of Attainment at Level 3 or 4
Primary	• At least 3 ESS WPLN Statements of Attainment at Level 1 or 2





Technical and Vocational Education and Training in Brunei



Education Structure

SPN 21

SPN 21 is the acronym for Sistem Pendidikan Negara Abad Ke-21, The National Education System for the 21st Century. This system makes provision for several major educational changes (National Education System for the 21st Century, Ministry of Education, 2013)

SPN 21 aims to:

- Meet the social and economic challenges of the 21st Century
- Realise the Ministry of Education's vision and mission
- Equip students with 21st Century skills
- Fulfil Strategic Themes as outlined in the Ministry of Education Plan (2012-2017)

Institute of Brunei Technical Education

Institute of Brunei Technical Education (IBTE), the recently transformed technical education, is one of the three pillars of SPN 21, the 21st Century National Education System that plays an integral role in complementing the schools and recognizes the diversity of talent and value in every individual especially to those who respond better in a more hands-on and practical teaching and learning environment. It is aimed to reposition Technical Education as a choice post-secondary education capable of producing highly skilled workforce in line with the needs of the industry (Transforming Technical and Vocational Education: White Paper, Ministry of Education, 2013).

The new TVET system is constituted as a statutory body under the purview of the Ministry of Education. It is the principal provider of Technical and Vocational Education, including full-time courses, apprenticeships and part-time Continuing Education and Training (CET) in the country, and is the national agency for the development of occupational standards (Transforming Technical and Vocational Education: White Paper, Ministry of Education, 2013).

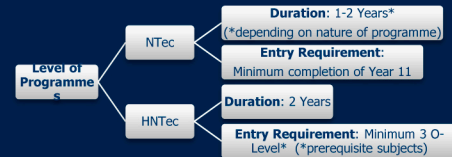


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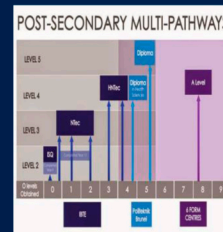
New Initiatives under IBTE

The new TVET system under IBTE offers two levels of programmes: the **NTec** (National Technical Education Certificate) and the **HNTec** (Higher National Technical Education Certificate), as shown in the figure.

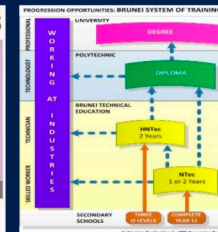


In the new Qualification Framework, the two levels of courses offered by IBTE will be based on completion of Year 11. Students with a minimum of 3 'O' levels are eligible to apply for HNTec courses which are more specialised (skilled workforce) than NTec courses, which are for basic skilled workforce. NTec level programmes are designed for students who have completed year 11, regardless of their results.

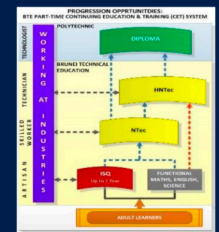
Another programme being introduced by the new TVET system is the **Industrial Skills Qualification (ISQ)** programme which is under Continuing Education and Training (CET) pathway. Introduced in collaboration with industries, ISQ is based on the needs and requirements of respective industries, that is expected to produce graduates that are ready for employment at artisan levels and will be trained for up to one year. The entry requirement for ISQ programmes include those that have attended at least 9 years of education and with the minimum age of 16 years old. (Upgrading Plan Brunei Technical Education 2013-2018, Ministry of Education, 2013).



Pathways in Post-secondary Education



Full-Time



CET

Issues and Challenges

- Maintaining relevancy of the curriculum
- Access, capacity, and quality
- Effectiveness of delivery
- Inculcate life-long learning skills
- Promote research and development
- Correspond well to the newly developed Brunei Darussalam Qualification Framework (BDQF)

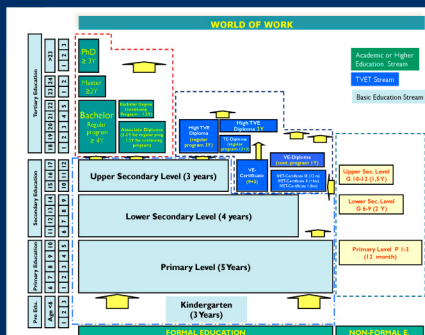
Sources:

- Paryono, (2015), International Training Needs in SEA Region. SEAMEO VOTEC
- DTE, (2013). Upgrading Plan for Technical Education, Brunei Darussalam 2013-2018

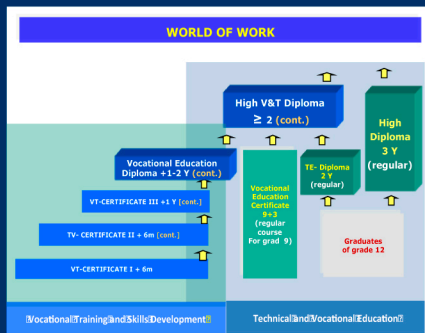


Technical and Vocational Education and Training in Lao PDR

NATIONAL EDUCATION SYSTEM



TVET SYSTEM



OVERVIEW

The key components of the formal education system are:

- Early Childhood Education covers nurseries (from 3 months to 3 years old) and kindergartens (from 3 to 6 years old)
- General Education which is divided into primary education (5 years from grade 1 to 5), lower secondary education (4 years from grade 6 to 9) and upper secondary education (3 years from grade 10 to 12).
- Vocational Education or Technical and Vocational Education and Training (TVET) is divided into three levels: primary or first level (at upper secondary level), middle level and high level (at post-secondary level).
- Higher Education (HE) which has different levels including Associate Diploma (2 years), Bachelor (4 years), Master (BA+2 years) and PhD (MA+3 years).
- Non-Formal Education through adult education approach

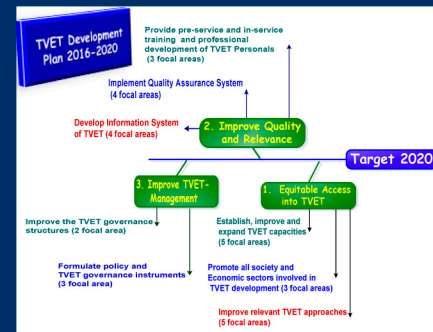
TVE TRAINING LEVELS

1. **Skilled workers training (4 certificate levels)**
 - Certificate 1: 6 months
 - Certificate 2: 6 months for semi-skilled worker
 - Certificate 3: 12 months for skilled worker
2. **Vocational education**
 - Diploma for Vocational Education: 3 years (for upper secondary school leavers, 9+3 yrs)
3. **Technical and Vocational Education**
 - Diploma for Technical Education: 2-3 years (for upper secondary school leavers, grade 12)
 - High Technician Diploma: 2-3 years
4. **National Qualifications Framework: consists of 8 Levels (finalized version)**
 - TVET : Level 1-5: CI-3, Diploma, High Diploma
 - HE : Level 5-8: Associate Degree, Bachelor, Master, PhD

TVET CHALLENGES AND ISSUES

- Weak linkage between TVET policy and industrial development policy
- Inadequate capacity to manage Labour Market Information System
- Weak role of employers in skills development
- Unclear differentiation of TVET programmes at different levels
- Limited role of private training providers
- Low qualification and low salary of TVET teachers
- Weak TVET quality assurance system of assessment and examinations
- Absence of suitable financing assistance schemes for TVET

DIRECTION FOR TVET REFORMS



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"Together We Excel"

Sources:

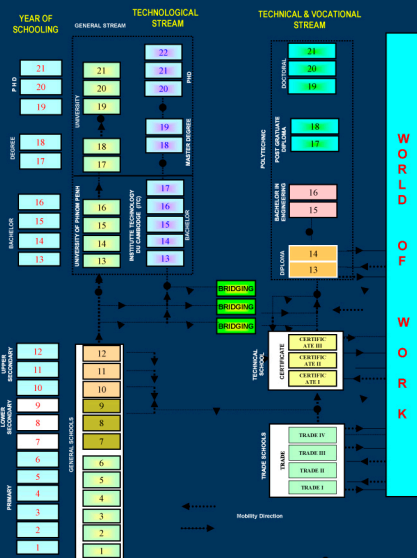
- UNESCO (2013). Policy Review of TVET in Lao PDR. United Nations Educational, Scientific and Cultural Organization. Paris, France. Retrieved August 6, 2015 from <https://unesco-unesco.org/images/0022/00221/221146E.pdf>
- MOES (2014). TVE Law of Lao PDR, Article 14-31
- TVED (2015). TVET Development Plan 2016-2020. Presentation of Donor's Consultation Meeting at Ministry of Planning and Investment. Vientiane, 19th May 2015
- MOES (2015). Prime Minister Degree on Higher Education 2015





Technical and Vocational Education and Training in Cambodia

EDUCATIONAL STRUCTURE



Sources:

- Ministry of Labour and Vocational Training. (2012). Cambodia Qualifications Framework.
- UNESCO (2010). UNESCO National Education Support Strategy (UNESS): Cambodia 2010 - 2013, Phnom Penh.
- NIER (2007). From School to Work: Contemporary TVET Regional Experiences. National Institute for Educational Policy Research (NIER) Final Report, Tokyo.



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"Together We Excel"

TVET PROVIDERS

- There are 55 public TVET Institutions/Schools/Centers, including 38 Institutes/Centers the serving 24 provinces offering programs from basic skills training to advanced degrees are under directly managing of the Ministry of Labour and Vocational Training (MLVT).
- 49 NGOs/associations are delivering TVET training programmes.
- 227 private TVET providers are mostly running short courses training in skills areas on a cost recovery basis.
- Various government ministries have staff training colleges.

Source: Statistic of MLVT, August 2012

ISSUES AND CHALLENGES

- The huge number of youth who need to make a smooth transition from schooling to the employment has posed a challenge to the labour market, as well as to the TVET system in Cambodia.
- There is a "skills gap" in the labour market, and employers find it difficult to find professional staff who have good analytical and decision-making skills.
- Cambodia needs staff members who can expose the country to international trends in TVET development.
- There is a strong need for policy dialogue among the major sectors of TVET, a review and identification of gaps in the TVET system, and a revision of TVET qualifications framework.
- Networking with other countries and establishing TVET documentation centres are needed to enhance the capacity of TVET policy makers at the central level.

TRENDS AND DEVELOPMENTS

- Flexible TVET system with multi entry and exit opportunities
- Establishment of provincial training centres to improve access for remote populations
- Community-based, short-term mobile trainings for rural populations
- Long-term national plan and national policy to develop TVET in place
- Most TVET institutes have industrial liaison unit
- Skills demand analysis to improve the match between TVET and labour market demands
- Decentralised management system including a National Training Board, Advisory Industry Technical Committee and Provincial Training Board
- Decentralisation of implementation of training programmes to different providers, including private providers such as NGOs, associations through National Training Fund and voucher skills training programme

TVET POLICY

Macro Policies

- Poverty Reduction
- Decentralization
- Supporting Industrial Growth with Skilled Workforces

Development Policies to Support Macro Policies

- Commune and Enterprise Based Training
- Out of School Youth
- Self Employment
- Micro Credit
- Small Enterprise

Enabling Policies to Sustain Demand Driven TVET System

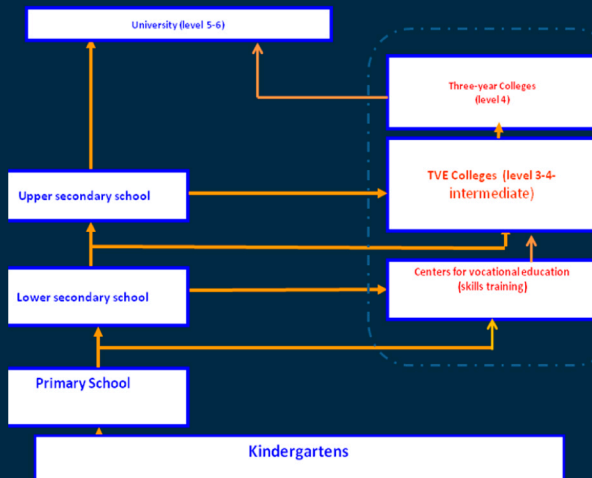
- PPP: Financing TVET
- PPP: Enterprise Involvement in TVET
- PPP: Expanding the Provision of TVET
- Assuring Quality of TVET Provision
- Quality of TVET Leadership, Management and Coordination
- Labour Market Information
- Competency Standards

Cambodia Qualifications Framework

Level	Technical Vocational Education and Training	Higher Education
8	Doctoral Degree	Doctor Degree
7	Master Degree	Master Degree
6	Bachelor Degree	Bachelor Degree
5	(Higher) Diploma	Associate Degree
4	Technical and Vocational Certificate 3	
3	Technical and Vocational Certificate 2	
2	Technical and Vocational Certificate 1	
1	Vocational Certificate	



Technical and Vocational Education and Training in Vietnam



ISSUES IN TVET

- Overlapping functions of TVET administration from the central to local government, making the system more complicated, less effective and non-standards.
- Ill-defined and non-transparent qualifications framework creating difficulties in recognition of skills and the development of skills and the occupational standards.
- Insufficiency of qualified teachers is the biggest barrier to the expansion of the system.
- Difficulty to develop a sustainable TVET strategy as higher education system expands quickly and less jobs are available in the labour market (SEAMEO VOTTECH 2014)...
- Disconnection of school education with TVET, HE, and the industry



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Brunei Darussalam



OVERVIEW

- The TVET system in Vietnam is under the state administration of MOET (Ministry of Education and Training), MOLISA (Ministry of Labour, Invalids, and Social Affairs) and other line ministries in the central level. In the local level, it is supervised by the local authorities (UNESCO, UNEVOC, 2010).
- There are several forms of TVET in Vietnam: formal, informal, continuous, and in-service training. Various range of providers include public, semi-public and private (people-founded) institutions.
- The TVET programmes being offered are summarized as follows:
 - **Short-term vocational training/re-training programmes** are for unemployed/employed individuals to get specific vocational skills and a certificate.
 - **1 to 3 years vocational training programmes** are for students who have graduated from lower or upper secondary education to lead towards a vocational certificate, middle vocational diploma and higher vocational diploma. Based on duration and field of training, the students can be granted certificates in elementary, middle and higher level qualification. After finishing school, students can be employed to work as skilled workers.
 - **2 to 3 years vocational & technical education programmes** combine general education subjects and specific occupational subjects to lead to an intermediate diploma. The graduate will be able to enroll for higher education degree or go to the labour market.
- The TVET system includes over 800 colleges and schools which train technicians and workers in such sectors as agriculture, industry, health care, tourism, construction and transportation.
- There are a number of higher education institutions offering courses leading to TVET diplomas and certificates.
- In most provinces, there are centers for general technical education and vocational training that offer short-courses for high school students and vocational programmes. However, these centers are going to be merged to become a center for vocational education in districts according to occupational education law passed 2014.

RECENT DEVELOPMENT

A working committee has been established and tasked with developing a National Qualifications Framework (NQF) and National Vocational Qualifications Framework in Vietnam, comprised of representatives from MOET, MOLISA and other related governmental departments. (MOET).

VOCATIONAL TRAINING DEVELOPMENT STRATEGY (2011-2020)

- Restructuring of TVET institutions and sub system of TVET
- Transformation in TVET administration
- Personnel development in TVET (teachers, managers and administrators)
- Implementation of NQF and AQRF
- Establishment of National Vocation Qualification Framework (skills standards)
- Development of curriculum and text book
- Enhancement of facilities and equipment for TVET institutions
- Quality assurance and accreditation
- Changing mindsets on TVET development
- Enhancing international cooperation in TVET
- Establishment connection (partnership) amongst school education with TVET, higher education institutions and the Industry

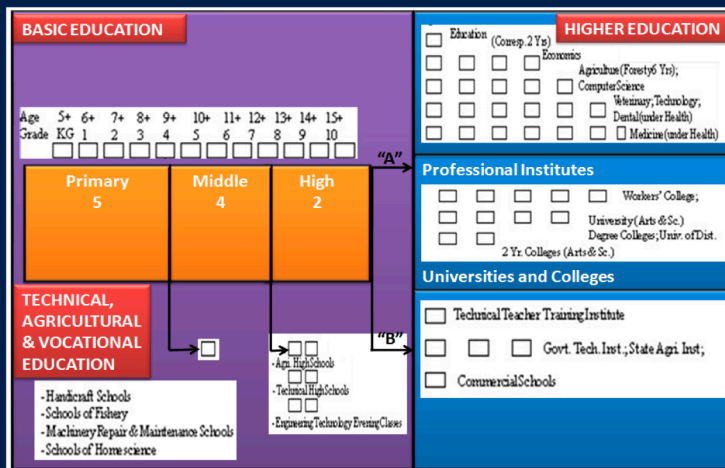
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- Ministry of Education and Training. (2006). *Technical and Vocational Education and Training (TVET) in Vietnam*. Retrieved November 24 2012, from <http://en.moet.gov.vn/?page=6.7&view=4403>
- Ministry of Education and Training. (2012 October). *Innovation of TVET in Vietnam*. Paper presented during the SEAMEO VOTTECH 23rd Governing Board Meeting on 2-5 October 2012, Vientiane, Laos





Vocational and Technical Education and Training in Myanmar



OVERVIEW

- The planning and management of Technical and Vocational Education and Training (TVET) in Myanmar is being executed by three different agencies:
 - The Ministry of Science and Technology, Department of Technical and Vocational Education
 - The Ministry of Labor
 - The Myanmar Industrial Development
- Public TVET in Myanmar is undertaken mainly by the Department of Technical and Vocational Education (DTVE).
- Department of Technical and Vocational Education is administering the following:
 - 25 Technological Universities
 - 4 Government Technological Colleges
 - 5 Government Technical Institutes
 - 1 Myanmar Aerospace and Aeronautical Engineering University

CURRENT DEVELOPMENTS

Developing Human Resources Sector

Extending Universities, Colleges, and Institutes
Extending New Courses and Special Courses
International Collaborations

Research and Development Sector

Research works on Rural Development, Industrial Development, for Master's and Doctoral Programs, and other research activities under the Research Departments.

FUTURE TRENDS

- Developing teaching quality and effectiveness of teachers
- Introducing competency-based curricula and new courses
- Providing opportunities for retaining of workers
- Establishing more training institutions
- Promoting high technology training, research, and development



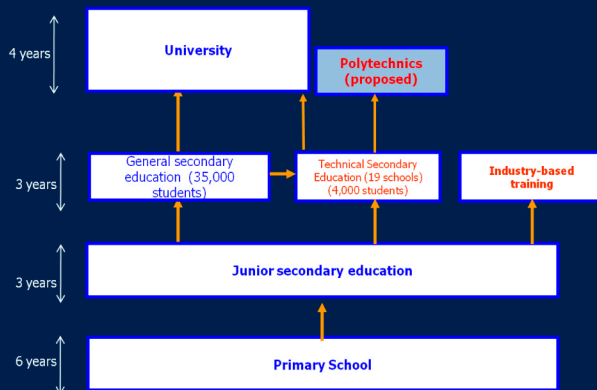
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Source:
Myint, A.N. (2010). *Planning and Management of TVET in Myanmar: Country Report*. SEAMEO VOCTECH Regular Training. Brunei Darussalam



Vocational and Technical Education and Training in Timor Leste



Education in Timor-Leste has evolved through four distinct periods: Portuguese colonial rule until 1975, Indonesian occupation (1975-1999), the United Nations Transitional Administration for Timor-Leste (1999-2002) and since May 2002, the independent Government of Timor-Leste.

Recently, the government pays more attention to TVET. There are 2 layers of TVET in Timor Leste. The Ministry of Education has Technical High Schools and the "non formal" sector provides industry and life skills training. The MoE is responsible for the running of 19 Technical Secondary Schools throughout Timor Leste, some of which are Ministry Schools, some are church based and the agricultural colleges sit within the Ministry of Agriculture. These schools run parallel to the General Secondary schools with students aged 16 to 19 years and nominally deliver to a Certificate 4 level of industry training.

The private sector is regulated by the Secretariat of State for Vocational Training and Employment (SEFOPE) with the National Labour Force Development Institute (INDMO) providing regulation, quality assurance and structure to the training system via Training Organisations registration process and the research and framework for the development of qualifications.



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CURRENT SITUATION (2011)

New and rapidly developing employment and TVET system established with:

- Newly developed processes, policies and practices being implemented
- Limited training and employment opportunities for Youth
- CEOPs Centres active in 5 districts

INTERVENTIONS

Skills Development: INDMO and DNAFOP Staff, Career Guidance Counselors, Training Provider Staff

Resources Development: learning guides, assessment and career guidance tools

Capacity Development: Directorates, Institutions, Training Providers, Industry Sub-Commissions, CGC

Facilities: CEOP centres in all districts, up-grade of Training Provider facilities across six industry areas

Funding: sustainable and market driven funding model for training and employment

FUTURE SITUATION (2015)

Robust, integrated Employment and TVET system with:

- Capacity for growth, self regulation and sustainability market indicators
- Increased career and employment opportunities for TL youth
- CEOPs operational in all districts

Sources:

- PATVET - Pacific Association of Technical & Vocational Education and Training, (6 August 2010)
- Piedade, F. (No dates). East Timor at the Crossroads.
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BALI **INDONESIA** **AT A GLANCE**



INDONESIA

INDONESIA, the largest archipelago in the world to form a single state consists of five main islands and some 30 smaller archipelagoes, totalling about 17,508 islands and islets of which about 6,000 are inhabited. These are scattered over both sides of the equator. At 1,919,440 square kilometers (741,050 sq mi), Indonesia is the world's 16th-largest country in terms of land area. Its national territory consists 84% of sea and 16% of land.

The Indonesian sea area is four times larger than its land area, which is about 1.9 million sq.km and the sea area is about 7.9 million sq km. The five biggest islands are Kalimantan or two thirds of the island of Borneo (539,450 sq.km); Sumatera (473,606 sq.km); Papua, which forms part of the island of New Guinea (421,952 sq.km), Sulawesi (189,035 sq.km) and Java including Madura (132,035 sq.km). Indonesia shares land borders with Malaysia on the islands of Borneo and Sebatik, Papua New Guinea on the island of New Guinea, and East Timor on the island of Timor. Indonesia also shares borders with Singapore, Malaysia, and the Philippines to the north and Australia to the south across narrow straits of water. The capital, Jakarta, is on Java and is the nation's largest city, followed by Surabaya, Bandung, Medan, and Semarang.

Its average population density is 134 people per square kilometer (347 per sq mi), 79th in the world, although Java, the world's most populous island, has a population density of 940 people per square kilometer (2,435 per sq mi).

At 4,884 meters (16,024 ft), Puncak Jaya in Papua is Indonesia's highest peak, and Lake Toba in Sumatra its largest lake, with an area of 1,145 square

kilometers (442 sq mi). The country's largest rivers are in Kalimantan, and include the Mahakam and Barito; such rivers are communication and transport links between the island's river settlements.

The name "INDONESIA" is composed of the two Greek words: "Indos" meaning India, and "Nesos" meaning islands. The Indonesian archipelago forms a crossroad between two oceans, the Pacific and Indian oceans and a bridge between two continents, Asia and Australia. Because of its strategic position, therefore, Indonesia's cultural, social, political and economic patterns have always been conditioned by its geographical position.

Indonesia's location on the edges of the Pacific, Eurasian, and Australian tectonic plates makes it the site of numerous volcanoes and frequent earthquakes. Indonesia has at least 150 active volcanoes, including Krakatoa and Tambora, both famous for their devastating eruptions in the 19th century. The eruption of the Toba supervolcano, approximately 70,000 years ago, was one of the largest eruptions ever, and a global catastrophe. Recent disasters due to seismic activity include the 2004 tsunami that killed an estimated 167,736 in northern Sumatra, and the Yogyakarta earthquake in 2006. However, volcanic ash is a major contributor to the high agricultural fertility that has historically sustained the high population densities of Java and Bali.

Lying along the equator, Indonesia has a tropical climate, with two distinct monsoonal wet and dry seasons. Average annual rainfall in the lowlands varies from 1,780–3,175 millimeters (70–125 in), and up to 6,100 millimeters (240 in) in mountainous regions.





BALI

Bali, the famed Island of the Gods, with its varied landscape of hills and mountains, rugged coastlines and sandy beaches, lush rice terraces and barren volcanic hillsides all providing a picturesque backdrop to its colourful, deeply spiritual and unique culture, stakes a serious claim to be paradise on earth. With world-class surfing and diving, a large number of cultural, historical and archaeological attractions, and an enormous range of accommodations, this is one of the world's most popular island destinations and one which consistently wins travel awards. Bali has something to offer a very broad market of visitors from young back-packers right through to the super-rich.

Bali is one of more than 17,000 islands in the Indonesian archipelago and is located just over 2 kilometres (almost 1.5 miles) from the eastern tip of the island of Java and west of the island of Lombok. The island, home to about 4 million people, is approximately 144 kilometres (90 mi.) from east to west and 80 kilometres (50 mi.) north to south.

The word “paradise” is used a lot in Bali and not without reason. The combination of friendly, hospitable people, a magnificently visual culture infused with spirituality and (not least) spectacular beaches with great surfing and diving have made Bali Indonesia's unrivaled number one tourist attraction. Eighty percent of international visitors to Indonesia visit Bali and Bali alone.

The popularity is not without its flip sides - like many places in the island's South, once paradisiacal Kuta has degenerated into a congested warren of concrete, touts and scammers extracting a living by overcharging tourists. The

island's visibility has also drawn the unwanted attention of terrorists in 2002 and 2005; however Bali has managed to retain its magic. Bali is a wonderful destination with something for everyone, and though heavily travelled, it is still easy to find some peace and quiet, if you like. Avoid the South of the island if you want a more traditional and genuine Balinese experience.

A consideration is the tourist season and Bali can get very crowded in August and September and again at Christmas and New Year. Australians also visit



during school holidays in early April, late June and late September, while domestic tourists from elsewhere in Indonesia visit during national holidays. Outside these peak seasons, Bali can be surprisingly quiet and good discounts on accommodation are often available.

HISTORY

The first Hindus arrived in Bali as early as 100 BC, but the unique culture which is so apparent to any current day visitor to Bali hails largely from neighbouring Java, with some influence from Bali's distant animist past. The Javanese Majapahit Empire's rule over Bali became complete in the 14th century when Gajah Mada, Prime Minister of the Javanese king, defeated the Balinese king at Bedulu.

The rule of the Majapahit Empire resulted in the initial influx of Javanese culture, most of all in architecture, dance, painting, sculpture and the wayang puppet theatre. All of this is still very apparent today. The very few Balinese who did not adopt this Javanese Hindu culture are known today as the Bali Aga ("original Balinese") and still live in the isolated villages of Tenganan near Candidasa and Trunyan on the remote eastern shore of Lake Batur at Kintamani.

With the rise of Islam in the Indonesian archipelago, the Majapahit Empire in Java fell and Bali became independent near the turn of the 16th century. The Javanese aristocracy found refuge in Bali, bringing an even stronger influx of Hindu arts, literature and religion.



Divided among a number of ruling rajas, occasionally battling off invaders from now Islamic Java to the west and making forays to conquer Lombok to the east, the north of the island was finally captured by the Dutch colonialists in a series of brutal wars from 1846 to 1849. Southern Bali was not conquered until 1906, and eastern Bali did not surrender until 1908. In both 1906 and 1908, many Balinese chose death over disgrace and fought en-masse until the bitter end, often walking straight into Dutch cannons and gunfire. This manner of suicidal fighting to the death is known as puputan. Victory was bittersweet, as the images of the puputan highly tarnished the Dutch in the international community. Perhaps to make up for this, the Dutch did not make the Balinese enter into a forced cultivation system, as had happened in Java, and instead tried to promote Balinese culture through their policy of Baliseering or the "Balinisation of Bali".

Bali became part of the newly independent Republic of Indonesia in 1945. In 1965, the military seized power in a CIA-backed coup, and state-sanctioned anti-communist violence spread across Indonesia. In Bali, it has been said that the rivers ran red with the reprisal killings of suspected communists - most estimates of the death toll say 80,000, or about five percent of the population of Bali at the time.

The current chapter in Bali's history began in the seventies when intrepid hippies and surfers discovered Bali's beaches and waves, and tourism soon became the biggest income earner.



CULTURE

Unlike any other island in largely Muslim Indonesia, Bali is a pocket of Hindu religion and culture. Every aspect of Balinese life is suffused with religion, but the most visible signs are the tiny offerings (canang sari, or sesajen) found in every Balinese house, work place, restaurant, souvenir stall and airport check-in desk. These leaf trays are made daily and can contain an enormous range of offering items: flowers, glutinous rice, cookies, salt, and even cigarettes and coffee. They are set out with burning incense sticks and sprinkled with holy water no less than three times a day, before every meal.

Balinese Hinduism diverged from the mainstream well over 500 years ago and is quite radically different from what you would see in India. The primary deity is Sanghyang Widi Wasa (Acintya), the “all-in-one god” for which other gods like Vishnu (Wisnu) and Shiva (Civa) are merely manifestations, and instead of being shown directly, he is depicted by an empty throne wrapped in the distinctive poleng black-and-white chessboard pattern and protected by a ceremonial tedung umbrella.

The Balinese are master sculptors, and temples and courtyards are replete with statues of gods and goddesses like Dewi Sri, the goddess of rice and fertility, as well as guardians and protecting demons like toothy Rakasa, armed with a club. These days, though, entire villages like Batubulan have twiggled onto the tourist potential and churn out everything imaginable from Buddhas to couples entwined in acrobatic poses for the export market.



Balinese dance and music are also justly famous and a major attraction for visitors to the island. As on neighbouring Java, the gamelan orchestra and wayang kulit shadow puppet theatre predominate. Dances are extremely visual and dramatic, and the most famous include:



- **Barong or “lion dance”** — a ritual dance depicting the fight between good and evil, with performers wearing fearsome lion-like masks. This dance is often staged specifically for tourists as it is one of the most visually spectacular and the storyline is relatively easy to follow. Barong dance performances are not hard to find.
- **Calonarang** — a spectacular dance which is a tale of combating dark magic and exorcising the evil spirits aligned with the witch-queen Rangda. The story has many variations and rarely are two calonarang plays the same. If you can find an authentic Calonarang performance, then you are in for a truly magical experience.
- **Kecak or “monkey dance”** — actually invented in the 1930s by resident German artist Walter Spies for a movie but a spectacle nonetheless, with up to 250 dancers in concentric circles chanting “kecak kekak”, while a performer in the centre acts out a spiritual dance. An especially popular Kecak dance performance is staged daily at Uluwatu Temple.

- **Legong Keraton** — perhaps the most famous and feted of all Balinese dances. Performed by young girls, this is a dance of divine nymphs hailing from 12th century Java. Try to find an authentic Legong Keraton with a full-length performance. The short dance performances often found in tourist restaurants and hotels are usually extracts from the Legong Keraton.

FESTIVALS

There are an estimated 20,000 temples (pura) on the island, each of which holds festivals (odalan) at least twice yearly. With many other auspicious days throughout the year there are always festivities going on.

The large island-wide festivals are determined by two local calendars. The 210 day wuku or Pawukon calendar is completely out of sync with the western calendar, meaning that it rotates wildly throughout the year. The lunar saka (caka) calendar roughly follows the western year.



- **Funerals** (pitra yadnya) are another occasion of pomp and ceremony, when the deceased (often several at a time) are ritually cremated in extravagantly colorful rituals (ngaben).
- **Galungan** is a 10 day festival which comes around every 210 days and celebrates the death of the tyrant Mayadenawa. Gods and ancestors visit earth and are greeted with gift-laden bamboo poles called penjor lining the streets. The last day of the festival is known as Kuningan.

- **Nyepi**, or the Hindu New Year, also known as the day of absolute silence, is usually in March or April. If you are in Bali in the days preceding Nyepi, you will see amazing colorful giants (ogoh ogoh) being created by every banjar. On the eve of Nyepi, the ogoh ogoh are paraded through the streets, an amazing sight which is not to be missed. There are good reasons to avoid Nyepi as well, but for many visitors these will be outweighed by the privilege of experiencing such a unique festival. On Nyepi absolutely everything on the island is shut down between 6AM on the day of the new year and 6AM the following morning.

Tourists are confined to their hotels and asked to be as quiet as possible for the day. After dark, light must be kept to a bare minimum. No one is allowed onto the beaches or streets. The only exceptions granted are for real emergency cases. The airport remains closed for the entire day, which means no flights into or out of Bali for 24 hr. Ferry harbours are closed as well. As the precise date of Nyepi changes every year, and isn't finally set until later in the year before, flights will be booked by airlines for this day in case you book early. When the date is set, and as it gets closer, the airlines will alter their bookings accordingly. This may mean that you have to alter your accommodation bookings if your flight has been brought forward or back to cater for Nyepi day.

TEMPLES

Bali's best-known attractions are its countless Hindu temples. Each village is required by adat (customary law) to construct and maintain at least three



temples: the pura puseh (temple of origin) located at the kaja (pure) side of the village, the pura desa (village temple) at the centre for everyday community activities and the pura dalem (temple of the dead) at the kelod (unclean) end. Wealthy villages may well have more than these three obligatory temples, and additionally all family compounds have a temple of some nature.



The nine directional temples (kayangan jagat) are the largest and most prominent. These are located at strategic points across Bali and are designed to protect the island and its inhabitants from dark forces. Pura Luhur Uluwatu (Uluwatu Temple), at the southern tip of Bali, is easily accessed and hence very popular; as is Tanah Lot. For the Balinese, the “mother temple” of Besakih on the slopes of Mount Agung is the most important of all and sits above the nine. The other seven directional temples are Pura Ulun Danu Bratan, Pura Ulun Danu Batur, Pura Pasar Agung, Pura Lempuyang Luhur, Goa Lawah, Pura Masceti and Pura Luhur Batukaru. All of these are located on either rugged high ground or at the water’s edge, and this is a clear indication of the likely source of dark forces as far as the Balinese are concerned.

Balinese temple design is an involved subject and one which baffles many visitors. Local geography has a fundamental effect on design, and two temples are rarely the same. Everything you see, be it decorative or structural, has a specific, well-considered function which may be of an earthly or spiritual nature. There are, though, general elements which are common to the vast majority of temples, which are always split into three courtyards: jaba (outer

courtyard), jaba tengah (middle courtyard) and jeroan (inner courtyard). Each of these courtyards contains various structures and/or shrines of differing levels of importance.

The tiered, black-thatched roofs that you see on temples are made from a palm fibre, and this material is not permitted to be used for any roof other than those on temples. The elegant, pagoda-like tiered structure is itself called a meru (named after sacred Mount Meru (Mahameru), the home of the gods), and the most dramatic of them can consist of as many as 11 tiers. The number of tiers, though, is always an odd number.

The temple entrance is always on the kelod axis point (facing away from Mount Agung) of the compound and is usually a gateway of some nature. This leads into the jaba which is the domain of humans and all things earthly. The jaba contains only minor shrines, is where some celebratory dance performances take place, and during special ceremonies is where the food stalls are set up. Non-Hindu tourists are nearly always allowed to visit this part of a temple.

A gateway called a candi bentar leads into the central courtyard which is called the jaba tengah. This is the intermediary point between our earthly domain and the realm of the Gods, and this is where daily offerings are prepared in an open pavilion called a paon. The jaba tengah also usually contains a large pavilion called a wantilan, which is used for special dance performances.

The kori agung gate leads into the jeroan—the inner sacred area. This houses the most important shrines to different Hindu gods and deities and is where





serious rituals and prayers take place. Shrines are many and varied but usually include a padmasana, the throne of the supreme deity Sanghyang Widi Wasa. The large pavilion in this section is called a gedong pariman, which is always left completely empty to allow the gods to visit during ceremonies. Sometimes properly dressed visitors will be allowed into the jeroan and at other times not; it depends on the individual temple and the ceremonies that have been, or are about to be, performed.

The most common and practical architectural features to be found in virtually all temples are gazebo pavilions called bales. Each has a raised seating section and either an alang-alang (grass-thatched) or tali duk (black palm fibre-thatched) roof and has a myriad of social functions. Bales can serve as a place for the gamelan orchestra to sit, as a village meeting point, host dance performances or simply be a place of rest for worshipers. This part of traditional Balinese temple architecture has been copied by hotels all over the island and in the wider world. The open grass-roofed pavilions you see everywhere in Bali are all derived from this original piece of temple design.

To enter any temple you must be appropriately dressed with a sarong and sash. These are always available for rental at the large temples which attract a lot of tourists (usually included if you're paying to enter, else a few thousand rupiah per set), but it's better to buy one of each when you arrive and use them throughout your visit.

LANDSCAPE

Most of the coastline of Bali is fringed by beaches of some type, with the exceptions being some important areas of mangrove forest in the southeast, and certain parts of the Bukit Peninsula where high cliffs drop straight to the crashing waves of the Indian Ocean.

Unsurprisingly, given the volcanic nature of the island, black sand is the norm, but there are also some beaches in the south which have fine-grained white sand. Beaches that are especially safe for swimming include Jimbaran Bay and virtually all of the north coast. At all times though, visitors should be aware of and obey local swimming safety markers - far too many visitors to Bali drown each year after ignoring these. Bali's popular southern beaches are sometimes not the cleanest you will find. This is particularly true during the height of the wet season (December to January), when the heavy rains cause extensive agricultural run-off and garbage to be washed onto the beaches.



Away from the coast, Bali is largely lush, green and fertile, and rice paddies are the dominant agricultural feature of the island. In some areas, paddies take the form of dramatic sculpted terraces which efficiently utilise every available acre of land for cultivation. Especially beautiful examples of terraced paddies can be found in the centre of the island north of Ubud and in east Bali around Tirta Gangga. Elsewhere, gently rolling rice fields make for very pleasing rural scenery.

All of Bali's mountains are volcanoes, some long dormant and some still active. At 3,142 metres (10,308 ft), magnificent Mount Agung dominates the landscape of East Bali and has not erupted since 1963. Much more active is Mount Batur, which permanently smolders and periodically produces a large bang and plumes of ashly smoke as pressure is released from within. Taking only two hours to climb, Batur is one of the most accessible active volcanoes in the whole of Indonesia.



CLIMATE

Daytime temperatures are pleasant, varying between 20-33°C (68-93°F) year-round. From December to March, the west monsoon can bring heavy showers and high humidity, but days are still often sunny with the rains starting in the late afternoon or evening and passing quickly. From June to September, the humidity is low and it can be quite cool in the evenings. At this time of the year there is hardly any rain in the lowland coastal areas.

But be aware of flood along the beach from Tuban to Melasti (Kuta) because the drainage is not sufficient anymore in line with the development of occupying the land. The flood does not occur every year, but please don't stay in the ground floor, because the one to two hours flood can reach your knee on the road in front of your hotel.

Even when it is raining across most of Bali, you can often enjoy sunny, dry days on the Bukit Peninsula which receives far less rain than any other part of the island. On the other hand, in central Bali and in the mountains, you should not be surprised by cloudy skies and showers at any time of the year.

At higher elevations such as Bedugul or Kintamani, it gets distinctly chilly and you will need either a sweater or jacket after the sun sets.

ART

Art, both traditional and modern, is everywhere in Bali and impossible to miss. Ubud is the artistic capital of the island with several museums and a variety of informal workshops and retail outlets. Ubud's museums showcase the works of local artists, both living and dead, as well as works by many foreign artists, who either have a strong affinity to Bali or have made the island their permanent home.



Bali art markets offer the most unique shopping experiences, where you can discover a treasure trove of artworks and handicrafts by talented local craftsmen, all at bargain prices! Most of the art markets in Bali comprise a sprawling scene of small kiosks arranged within a semi-open air complex; others like the Kumbasari Art Market in Denpasar feature a neatly arranged layout within a dedicated building, while some others offer a combination such as the famous Ubud Art Market that is always crowded with domestic and international shoppers looking for a great deal, from unique motif batiks, intricate Balinese carvings to the most iconic knick-knacks you won't find outside the island.

Here we present you with our short list of the best Bali art markets that are special shopping destinations you can find in the island's major areas, so you can get going on your Bali shopping adventures. Even if you aren't in for the haggling or buying anything, a visit to any of these art markets provides you with a glimpse into the wonderful artistry and creativity of the island's craftsmen.

GET AROUND

Bali is a fairly large island and you will need a method to get around if you plan on exploring more than the hotel pool. Rapid, seemingly uncontrolled development and an aging infrastructure, mean that the roads struggle to cope. In major tourist areas the traffic is chaotic, and there are daily jams. Particular blackspots are Ubud, Kuta, Seminyak and Denpasar.



For different excursions around the island, it is common to join a tour via your hotel or at one of the many street agencies which are found everywhere in booths normally marked "Tourist Information".

Once you arrive at your destination you may encounter difficult walking conditions as sidewalks in most parts of Bali are simply the covered tops of storm-water drains and in many places only 60cm (2 ft) wide. This makes for uncomfortable single-file walking next to traffic. Often sidewalks are blocked by a motorbike or a caved-in section, necessitating dangerous darting into traffic. Many of the island's conventional streets are simply not pedestrian-friendly. Beach areas and major tourist areas are easier to walk around and Sanur in particular has a wide beachfront pathway with many cafes and bars. But although the walking conditions are difficult, they are by no means impossible. Lots of tourists and locals travel the roads by foot and even the traffic is generally very accommodating to pedestrians if it is given time to react.



CULINARY

Actual Balinese food is common on the island but it has made few inroads in the rest of the country due to its emphasis on pork, which is anathema to the largely Muslim population in the rest of the country. Notable dishes include:

- **Bebek betutu** — literally “darkened duck”, topped with a herb paste and roasted in banana leaves over charcoal. The same method can also be used for chicken, resulting in ayam betutu.
- **Lawar** — covers a range of Balinese salads, usually involving thinly chopped vegetables, minced meat, coconut and spices. Traditionally, blood is mixed into this dish but it is often omitted for the more delicate constitutions of visitors. Green beans and chicken are a particularly common combination.
- **Sate lilit** — minced seafood satay, served wrapped around a twig of lemongrass.
- **Urutan** — Balinese spicy sausage, made from pork.
- **Ayam panggang bumbu bawang mentah** — Grilled chicken with sliced shallots, chillies and lime.
- **Ayam panggang bumbu merah** — Grilled chicken with red chili and shrimp paste sauce.
- **Ayam tutu** — Steamed chicken cooked with Balinese herbs and spices.
- **Tum ayam/ketopot** — Sliced chicken mixed with herbs and spices and steamed in banana leaves.
- **Ikan kakap bakar bumbu terasi** — Grilled snapper in local hot spices.
- **Sudang lepet** — Salted dry fish.
- **Pepes ikan laut** — Sliced fish mixed with herbs and spices grilled and served in a banana leaf.
- **Pelecing kangkung** — Water convolvulus with shrimp paste and lime.
- **Pelecing paku** — Fern tips with shrimp paste and lime.





EMERGENCY

AMBULANCE	118
INDONESIAN RED CROSS (PMI)	+62 361 480 282
POLICE	110
SEARCH & RESCUE TEAM	115 / 151 / +62 361 751111

POLICE STATIONS

TOURIST POLICE	+62 361 754599 / +62 361 763753
BALI POLICE HQ DENPASAR	+62 361 227711
BADUNG POLICE HQ DENPASAR	+62 361 424245
DENPASAR	+62 361 225456
SANUR	+62 361 288597
KUTA	+62 361 751598
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HOSPITALS WITH 24 HRS EMERGENCY ROOM (ER)

RSU SANGLAH - DENPASAR	+62 361 243307, 227911, 225483, 265064
RSU BADUNG - DENPASAR	+62 361 7421880
RSU DHARMA USADHA - DENPASAR	+62 361 227560, 233786, 233787
RSU MANUABA - DENPASAR	+62 361 426393, 226393
RSU SURYA HUSADHA - DENPASAR	+62 361 233787
RSU WANGAYA - DENPASAR	+62 361 222141



Bali

Tourism Map



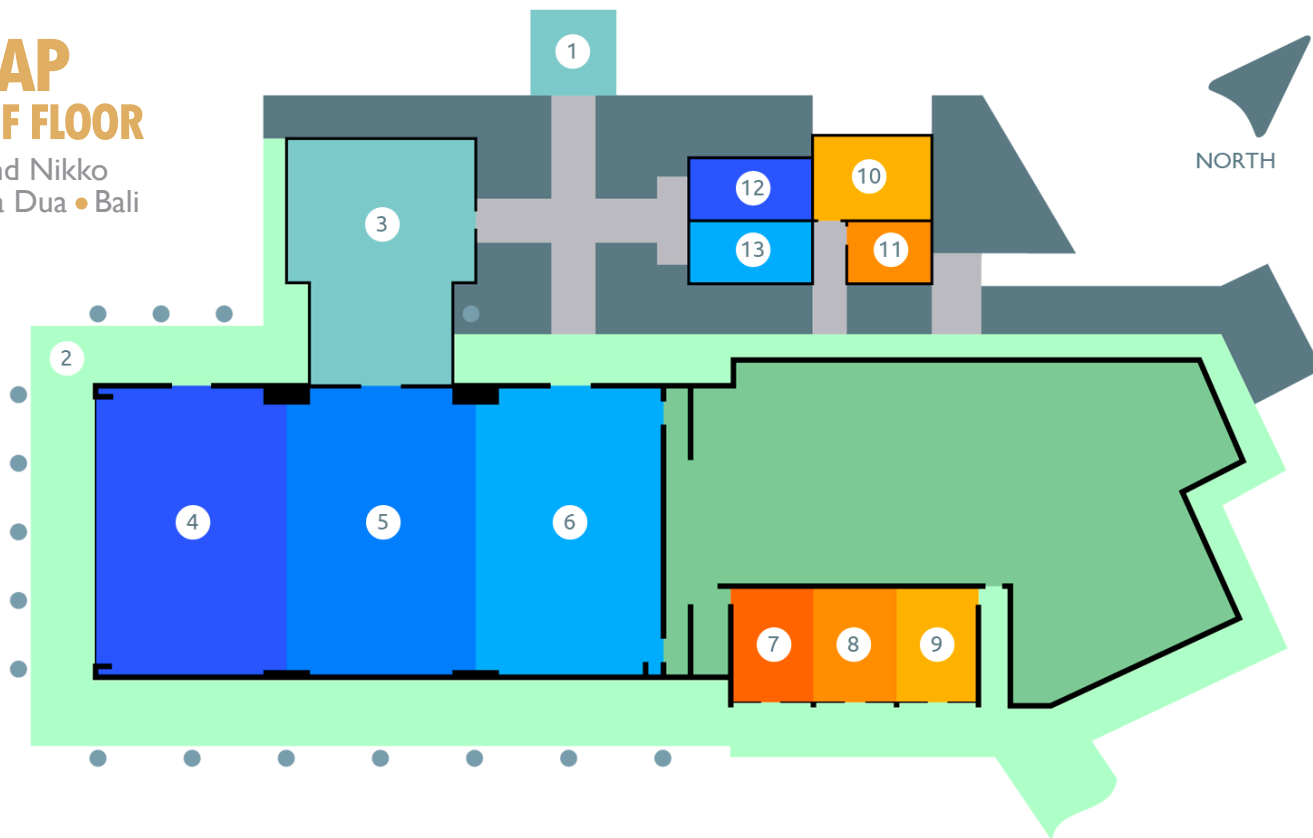
2nd High
Officials
Meeting



MAP MPF FLOOR

Grand Nikko
Nusa Dua • Bali

NORTH



Agenda

- | | | | | |
|---------------------|----------------|---------------------|-----------------------|---------------|
| ① Main Entrance | ④ MPF Room I | ⑦ MPF Boardroom I | ⑩ Secretariat Room I | ⑬ Male Toilet |
| ② MPF Terrace | ⑤ MPF Room II | ⑧ MPF Boardroom II | ⑪ Secretariat Room II | |
| ③ Pre Function Room | ⑥ MPF Room III | ⑨ MPF Boardroom III | ⑫ Female Toilet | |

2nd High
Officials
Meeting





HOTELS NEARBY

Grand Nikko
Nusa Dua • Bali

Agenda

-  Swiss-Belhotel Segara
-  Vouk Hotel & Suites
-  The Bale
-  The Mulia
-  Mercure
-  The Ritz-Carlton Bali
-  Santika
-  Ayodya
-  Novotel

Nusa Dua

**Grand Nikko
Bali**

2nd High
Officials
Meeting



Chiang Mai Joint Statement on Harmonisation and Internationalisation of TVET in Southeast Asia

PREAMBLE

We, high-level education officials responsible for technical and vocational education and training (TVET) and representing eight SEAMEO Member Countries (Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, and Thailand) met in a High Officials Round Table Meeting in Chiang Mai, Thailand on 25 August 2015 to determine policy directions of TVET development and collaboration in Southeast Asia, and identify strategic framework and priority areas of development especially on prospects of harmonisation and internationalisation of TVET.

The First High Officials Round Table Meeting on TVET in Southeast Asia is in pursuit of the directive of the education ministers of Southeast Asian countries that comprise the SEAMEO Council during the SEAMEO Strategic Dialogue of Education Ministers held in September 2014 in Vientiane, Lao PDR which identified TVET as one of the seven Post-2015 and Post-Education for All priority areas of SEAMEO.

Furthermore, the High Officials Round Table Meeting on TVET in Southeast Asia is in support of recent global and regional declarations on the promotion and enhancement of TVET such as the Third International Congress on TVET which focused on “Quality Education and Skills Development for Sustainable Future” and was held in Shanghai, Peoples Republic of China in May 2012; and the Kuala Lumpur Declaration on “Making Skills Development Work for the Future” held in Kuala Lumpur, Malaysia on 3-5 August 2015.

Cognisant of the increasing integration in the world and in Southeast Asia

and the efforts of governments to address labour market demand which will help bring about economic growth and social development, the importance of working together towards harmonisation and internationalisation of TVET is key to ensuring greater mobility and competitiveness, not only of single and individual countries of the region, but the entire Southeast Asia as a unified community.

AFFIRMATIONS

With the foregoing antecedents, we therefore recognise and affirm the following:

1. That TVET plays a fundamental role in preparing the labour force in Southeast Asia, and that the industry is an important driver of economic growth;
2. That by synergising efforts of SEAMEO Member Countries on TVET, Southeast Asia can be more ready for ASEAN integration;
3. That there is a need for continuous and strategic discussion to help direct regional cooperation on TVET in Southeast Asia; and
4. That harmonisation and internationalisation of TVET is vital key to competency development and quality improvement of this sector in Southeast Asia.





AREAS AND STRATEGIES FOR COOPERATION

1. In support of precursor global and regional declarations on TVET and our foregoing affirmations, we therefore agree to the following:
2. Cooperate in the review and share the development of respective TVET national quality assurance and qualifications framework of SEAMEO Member Countries referring to the ASEAN Qualification Reference Framework (AQRf).
3. Establish SEA-TVET consortium as a mechanism for overseas student and staff exchange, which shall include industrial attachment and internship.
4. Agree that Hospitality and Tourism is the first priority industry sector as a pilot for implementing regional harmonisation. Other priority industry sectors such as 1) Electronics, Mechatronics, and Manufacturing; 2) Agriculture and Fishery; and 3) Construction will be implemented in the later stage.
5. Share knowledge, best practices, and resources, including experts, teaching and learning systems and materials, and equipment for enhancing cooperation to improve the quality TVET in Southeast Asia. Online TVET portal will be used as a platform to enhance information sharing. (<http://seatvet.seameo.org>)
6. Carry out TVET occupational mapping by priority industry sector and by geographical area in cooperation with industry and other agencies to narrow the gap between demand and supply for future labour force in the region.
7. Address several components, such as green TVET, technopreneurs, innovative practices in TVET, teacher education and training, and TVET for all as part of harmonisation and internationalisation of TVET initiatives in Southeast Asian region.
8. Mobilise stakeholders in a concerted effort to create strategies and share responsibilities for harmonisation of TVET.

Adopted on 26 August 2015 in Chiang Mai, Thailand at High Officials Meeting on Southeast Asia Technical and Vocational Education and Training (SEA-TVET)

organised by the Office of Vocational Education Commission, Ministry of Education Thailand; SEAMEO, and British Council





~ Strengthening Efforts
towards Harmonisation and
Internationalisation of
TVET in Southeast Asia ~

