**Knowledge hub
-
Collection of best practices**

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Regional Cooperation for the Development of Technical and Vocational Education and Training (RECOTVET III)

2. Country or countries where the practice is implemented *

ASEAN member states

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- [ ] Action Track 1. Inclusive, equitable, safe, and healthy schools
- [x] Action Track 2. Learning and skills for life, work, and sustainable development
- [ ] Action Track 3. Teachers, teaching and the teaching profession
- [ ] Action Track 4. Digital learning and transformation
- [ ] Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

The Association of Southeast Asian Nations (ASEAN), in particular ASEAN Secretariat (ASEC), Senior Labour Officials Meeting (SLOM) and Senior Officials Meeting on Education (SOM-ED)

Southeast Asian Ministers of Education Organization (SEAMEO)

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Modernization of TVET systems, digitalization of learning offers, evidence based future oriented TVET and labour market policy, private sector cooperation

6. What makes it a best practice? *

RECOTVET works with ASEAN member states in order to improve their TVET systems through participatory learning and cooperation processes. This includes pilot implementations that work together with bilateral German TVET development projects in various countries of the region. Through close cooperation with ASEAN TVET Council (ATC), Senior Labour Officials Meeting (SLOM-WG) and Senior Officials Meeting on Education (SOM-ED), and regular exchange and dialogue formats, as well as links to private sector representations (business membership organizations) and national projects in the region, direct and indirect impacts in all the above mentioned priority fields are achieved at the macro, meso and micro levels. RECOTVET's contribution to the creation and establishment of the SEA-VET.NET platform and the ASEAN TVET Council (ATC), the project has had a structure-building effect on regional cooperation and positioned TVET very visibly on the agenda.

Description of the best practice

7. Introduction (350-400 words)
   This section should ideally provide the context of, and justification for, the practice and address the following issues:
   i) Which population was affected?
   ii) What was the problem that needed to be addressed?
   iii) Which approach was taken and what objectives were achieved? *

   The demands of labour markets are changing rapidly globally. TVET systems in the ASEAN region are challenged to qualify the young generation and develop a workforce that can meet these demands. So far, TVET systems are often insufficient to meet these demands, partly because (i) cooperation with the private sector is weak, (ii) TVET policies are not evidence-based, (iii) training content and learning methods are outdated, and (iv) there are insufficient lifelong learning opportunities in the context of observable labour market disruptions.

   Accordingly, the labour market situation of affected workers is often characterized by comparatively low wages and low-quality employment. Firms find insufficient skilled labour despite promising economic prospects in the region, which in turn results in low productivity and thus poses a growth constraint for the region's economies.

   RECOTVET strengthens the capacities of regional and national actors through intensive regional exchange and joint learning, which all contribute to the modernization and labour market orientation of TVET systems.
   As reflected by the close alignment with regional strategies and work plans, demand-driven pilot approaches and knowledge products are developed and shared with regional and national partners, such as ASEAN Secretariat and Member States, SEAMEO and key business membership organizations. Learning experiences and best-practices are identified and mainstreamed in policy dialogues. Synergies are realized in close cooperation with bilateral GIZ projects in the region as well as with other international organizations/donors.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

i) What are the main activities carried out?

ii) When and where the activities were carried out (including the start date and whether it is ongoing)?

iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?

iv) What were the resources needed (budget and sources) for the implementation?

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During its third implementation phase 06/2020-06/2023, RECOTVET aims to build partner capacities in the following five key priority areas:

1.TVET policy advice

RECOTVET strengthens the capacities of regional organisations and sectoral bodies and provides expertise related to TVET and the challenges of digitalisation. It contributes directly to two important 5-year ASEAN Work plans, i.e. Workplan Education 2021-2025 and Work Plan on labour 2021-2025. Since 2019, RECOTVET has advised the ASEAN Secretariat and the ASEAN TVET Council (ATC) on the development of ATC's Work plan 2021-2030 and its organisational development. Under the support to the implementation of the ASEAN Declaration on HRD for the Changing world of work and its Roadmap 2021-2030, the programme provides advice to develop the Monitoring and Evaluation framework for the Roadmap and a Scoping study on ASEAN HRD pool of funds.

2.Labour market information

While ASEAN member states are aware of the potentials of efficient labour market information systems, challenges remain with respect to integrated data collection, processing and analyses with respect to governance of such systems. RECOTVET, in cooperation with ASEAN Secretariat and ILO, supports ASEANS Senior Labour Officials Meeting Working Group to strengthen capacities regarding the utilization of labour market information for future-oriented skill and employment policy. A joint understanding about the status quo, challenges and opportunities, is formed through a participative regional mapping of national systems. A regional technical working group of national decision makers is capacitated through a set of technical trainings. A workshop series will allow for further dialogue.

3.New competences to meet the demands of digitalization in TVET

To sustain growth in the region, TVET institutions and companies need to equip students and workers with skills in line with changing requirements in the digitalized economy. RECOTVET facilitates the development of regional training programmes to equip TVET teachers & In-Company trainers to be "Multipliers" who will analyse gaps and solutions of change processes related to digitalization and future skill requirements.

4.(Re-)qualification opportunities, with a focus on women

A mapping study and the development of a subsequent toolbox for re- and upskilling of women (Aug. 2021 – tentatively June 2023) is carried out with participation of ministries' representatives, professional federations, chambers of commerce in Cambodia, Indonesia, the Philippines, Thailand and Vietnam. The findings aim to inform stakeholders and decision makers about the status quo, provide policy recommendations and incentivize policy dialogue. The toolbox aims to support decision makers when planning, implementing, evaluating and scaling re- and upskilling interventions. Three rapid assessments of reskilling needs to prepare for Industry 4.0 and cope with the consequences of Covid-19 are to be implemented in cooperation with ILO and public agencies in charge of TVET/skills in Vietnam (National Institute of Vocational Training - NIVT), the Philippines (Technical Education and Skills Development Authority - TESDA) and Indonesia.

5.Promotion of private sector participation in TVET
RECOTVET supports Business Member Organisations in developing new TVET related services by using a Design Thinking approach. Activities started end of 2020 and are being carried out in 4 ASEAN Member States (Cambodia, Indonesia, Laos and Vietnam). Key implementing partners are the Young Entrepreneurs Association of Cambodia (YEAC), the Indonesian Renewable Energy Society (METI) and Edukadin Central Java in Indonesia, the Lao National Chamber of Commerce and Industry (LNCCI) and the Vietnam Chamber of Commerce and Industry (VCCI) and their respective Business Members. RECOTVET supports the ASEAN Business Awards (ABA) as a knowledge partner to foster the recognition of innovative skills development within the private sector.

9. Results – outputs and outcomes (250-350 words)
   To the extent possible, please reply to the questions below:
   i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
   ii) What were the concrete results achieved with regard to outputs and outcomes?
   iii) Has an assessment of the practice been carried out? If yes, what were the results? *

   RECOTVET's capacity-building measures have enabled ASEAN member states to create and institutionalize long-term structures. TVET already plays an important role in the ASEAN region and will continue to do so for the foreseeable future. RECOTVET's contributions strengthen the institutional framework, which is an important prerequisite for a partnership-based, continuous development of vocational education and training in the region.

   Pilot activities and knowledge products provide important foundations for joint learning of member states, and as such for further development of national TVET systems, thus contributing to the further economic development of the economies in the region.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

i) What were the key triggers for transformation?

ii) What worked really well – what facilitated this?

iii) What did not work – why did it not work? *

Regional exchange as well as the sharing of new knowledge and the generation of pilot applications set a promising dynamic in motion. Regional partners understand that the challenges of their counterparts in ASEAN member states are more often of a similar nature and can learn from each other. The ASEAN TVET council provides a platform for exchanging and addressing relevant issues that contribute to the modernization and digitalization of TVET systems in the region. SEAMEO Voctec is an important regional partner and discussion platform on technical and content related topics on TVET. Through the connection to national partners, important insights can be captured and brought into the regional discourse and reflected. The ongoing strengthening of the Human Resource Development Agenda at the regional level, of which TVET is an essential part, makes an important contribution to the stronger integration of ASEAN member states, as well as the simultaneous further development of national systems so that they are better aligned with the future workforce needs of the labor markets.

11. Conclusions (250 words)

Please describe why may this intervention be considered a "best practice". What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? *

RECOTVET is an important part of regional German development cooperation and addresses highly relevant challenges for the further development of TVET systems in ASEAN. Through close linkages with regional and national partners on the one hand, as well as bilateral technical cooperation projects and other international organizations on the other hand, the project contributes greatly to the economic integration and development of the ASEAN member states.

At the same time, the RECOTVET approach remains compatible with future topics (e.g. skill transition). The promotion of an institutional framework (HRD Declaration, ATC) ensures long-term sustainability.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the "best practice" for those who may be interested in knowing how the results benefited the beneficiary group/s. *

https://sea-vet.net/