



Asia-Europe Meeting  
ASEM Education and Research Hub  
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## Workshop 5: External dimensions of the European Qualifications Framework and potential of policy co- operation with other regions

# ASEAN Regional Qualifications Framework: Current Architecture and Challenges

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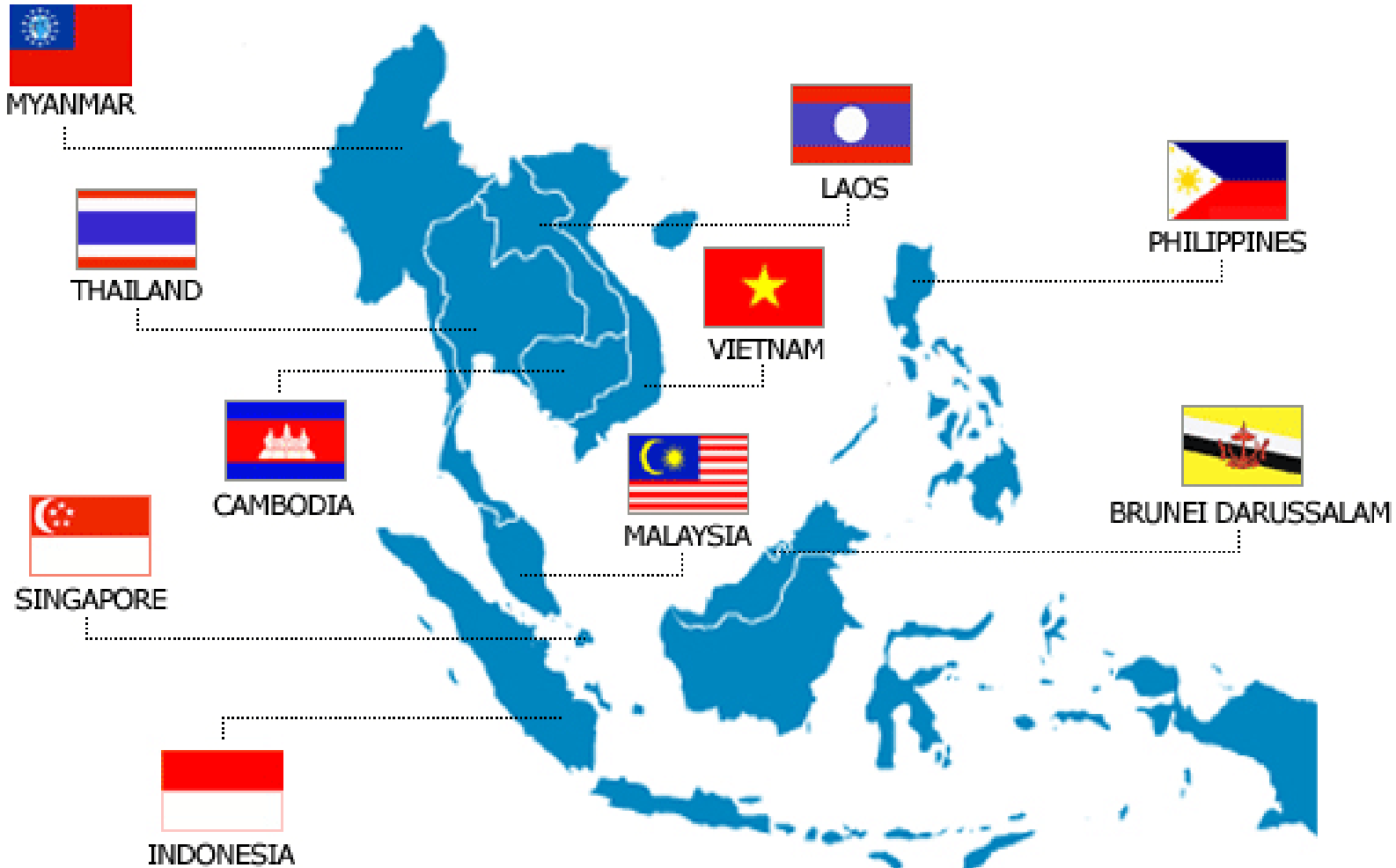
# ASEAN Regional Qualifications Framework

- Rationales
- Developments: current architecture and challenges
- EQF holds lessons for ASEAN QF
- Cautionary observations



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# ASEAN Regional Qualifications Framework



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# ASEAN Regional Qualifications Framework: Rationales and Characteristics

- Regionalism/Regionalisation
- Economic implications
- Weak foundations
- Disparate geographic spread
- Political restraints



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# ASEAN Regional Qualifications Framework: Developments

- Qualification type
- Qualification level
- Qualification sector



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# ASEAN Regional Qualifications Framework: Developments

<b>Countries with NQF</b>	<b>Framework: type, level, sector</b>
1. Malaysia	All sectors, but early stage of implementation
2. Singapore	VET only
3. Thailand	Higher Education only
4. The Philippines	All sectors, but each sector managed separately
<b>NQF in development</b>	
Brunei Darussalem	In progress
South Korea (ASEAN+3)	In progress
<b>Not yet NQF</b>	
Cambodia	None, but currently focus on NVQF
Indonesia	None
Myanmar	None
Vietnam	None
China, Japan (ASEAN+3)	None



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# ASEAN Regional Qualifications Framework: Current Architecture

- Enhancing Skills Recognition Systems in ASEAN (ASEAN Australia Programme, 2000-)
  - Regional Qualifications Framework in TVET: 4 levels of certificate, agreed by 5 ASEAN countries Cambodia, Lao PDR, Myanmar, Vietnam and Thailand.
- Education and Training Governance: Capacity Building for NQFs (ASEAN, Australia and New Zealand, 2011-)

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# ASEAN RQF in TVET: agreed by 5 ASEAN countries

Job level	Certificate	Descriptors (Generic competencies for each level)
1. Semi-skilled worker/assistant/helper	Certificate 1	Understand safety requirements, has basic practical skills and operational knowledge in a defined range of tasks, can carry out routine tasks given clear direction, takes limited responsibility.
2. Skilled worker	Certificate 2	.... Can carry out skilled tasks, takes limited responsibility for output of self.
3. Advanced skilled worker	Certificate 3	Has some theoretical knowledge, has a range of well developed skills, can apply solutions to routine problems, can interpret available information ....
4. Supervisor/Foreperson	Certificate 4	Has a broad knowledge base, can apply some theoretical concepts, can identify and apply skills and knowledge, can identify, analyse and evaluate information, understand and take responsibility for quality, safety & environmental issues.
5. Manager 6. Senior Manager 7. Professional	Diploma Advanced Diploma Degree	5. Assistant Professional 6. Associate Professional 7. Professional





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# ASEAN: 7 MRAs on sectoral qualifications

(Mutual Recognition Arrangement)

1. Engineering Services (2005)
2. Architectural Services (2006)
3. Surveying Qualifications (2006)
4. Nursing Services (2006)
5. Medical Practitioners (2008)
6. Dental Practitioners (2008)
7. Accounting Services (2008)

(Source: Wongboonsin, 2010)

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# ASEAN RQF: Observations

- Current enthusiasm- primarily driven by ideological and political forces
- Pervasive role of donors and international agencies
- 'Globalised' competence-based approach: learning outcomes



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# ASEAN RQF: Observations

- Political problems
- Administrative problems
- Educational problems

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# Discussion

1. Do regional qualifications frameworks yield their benefits only when all or many countries have established NQFs?
2. Can regional qualification frameworks follow a prescriptive model and assume regulatory role given the power and heterogeneity of education and training systems in the countries within the region?
3. What potential and prospects exist (if any) to link EQF and ASEAN QF initiatives?
4. What further networking or agreements are desirable to develop articulation and acceptance between NQFs within and between the two regions?
5. Can these regional QFs be implemented if the concept of learning outcomes is still contested?