



INTERNATIONAL SKILLS PARTNERSHIP SEMINAR

BRINGING THE LEARNING HOME

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Transferable Skills in Technical and Vocational Education and Training: A case study of the 6 Southeast Asian Countries

Report on the Collaborative Research on Transferable Skills in Six Selected SEA Countries

This research project was supported by the UK-SE Asia Knowledge Partnership, an alliance between the Foreign and Commonwealth Office and the British Council

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Background

- ▶ Transferable skills are crucial skills comprising among others are (1) Self-Management, (2) Planning and Organising, (3) Communication, (4) Working with Others, (5) Problem Solving, (6) Initiative and Enterprise, (7) Applying Numeracy, Design and Technology Skills, and (8) Learning (Brunei country report, 2014).
- ▶ These skills are applicable and transferable in different vocational and social environment.
- ▶ Transferable skills are the very important skills sought after by employers from their job applicants. These skills are perceived as **must have skills and more crucial than the technical skills**. (Husain et al., 2010, SEAMEO Secretariat representative's speech during the workshop, 2014).
- ▶ The importance of transferable skills, especially in the 21st century was **not only for working but also for personal growth and quality of life** (Vickers, VTCT, UK, 2014).
- ▶ There are **challenges in imparting these skills to students, including the suitable ways for monitoring and assessing the skills**.



Bases of the paper

- ▶ Country reports from Brunei Darussalam, Indonesia, Malaysia, Philippines, Thailand, and Vietnam.
- ▶ Workshop co-organised by SEAMEO VOTECTH and UNESCO Bangkok on the Integration of Transferable Skills in TVET Curriculum, Teaching-Learning, and Assessment in Bangkok, 13-14 March 2014. This is part of the project on ENHANCING RESEARCH NETWORK THROUGH COLLABORATIVE RESEARCH ON TRANSFERABLE SKILLS IN SIX SELECTED SOUTHEAST ASIAN COUNTRIES funded by UK-SEA Partnership Fund.

Participants of the workshop: 24 participants representing

- ▶ the six (6) Southeast Asian countries: Brunei Darussalam, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam (9 researchers, and 3 representatives from SEAMEO VOTECTH)
- ▶ The United Kingdom (3 representatives) was represented by two experts on life skills from the Vocational and Technical Charitable Trust (VTCT), a UK Certification Body and also one from the British Council.
- ▶ UNESCO Bangkok (3 representatives)
- ▶ Pearson, FTI, QLF, and RTI (4 representatives)
- ▶ SEAMEO Secretariat (1) and the Brunei Embassy in Thailand (1)



Various definitions

- ▶ Transferable skills are associated with life skills, soft skills, common skills in the six participating countries.
- ▶ “Life skills are defined as personal management and social skills which are necessary for adequate functioning on an independent basis.” (Brunei)
- ▶ Comprised 8 components and attitudes and values:(1) Self-Management, (2) Planning and Organising, (3) Communication, (4) Working with Others, (5) Problem Solving, (6) Initiative and Enterprise, (7) Applying Numeracy, Design and Technology Skills, and (8) Learning.
- ▶ More comprehensive list can be seen in the Model 1 (p.12)



Components in TS*

8 Components +	Attitudes and Values
Self-Management	Balance
Planning and Organising	Care and Concern
Communication	Competition
Working with others	Cooperation
Problem solving	Empathy
Initiative and enterprise	Independence
Applying Numeracy, Design and Technology Skills	Integrity
Learning	Mutual Respect
	Patriotism
	Piety
	Self-Confidence
	Self-esteem
	Self-reliance
	Sensitivity
	Tolerance
	Vigilance

*Brunei country report



Project activities

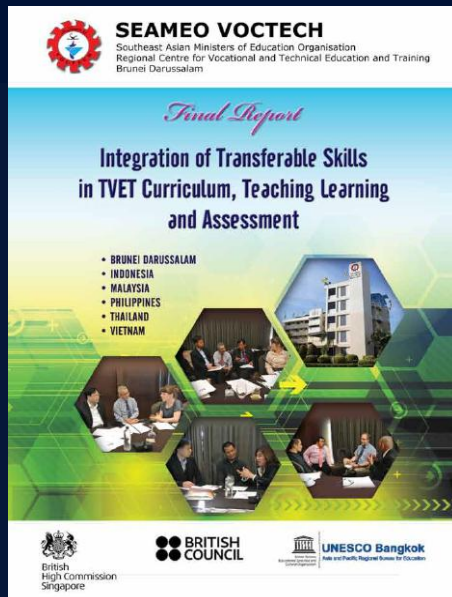
- ▶ Research duration: 6 months (September 2013- March 2014)
- ▶ Workshop Dates: 13-14 March 2014
- ▶ Venue of the workshop: Hotel Sukhumvit 31, Bangkok, Thailand





Outputs of the project

1. Comparative analysis and country reports
2. Models of Integrating Transferable skills in TVET Curriculum, Teaching Learning, and Assessment



Output 1:

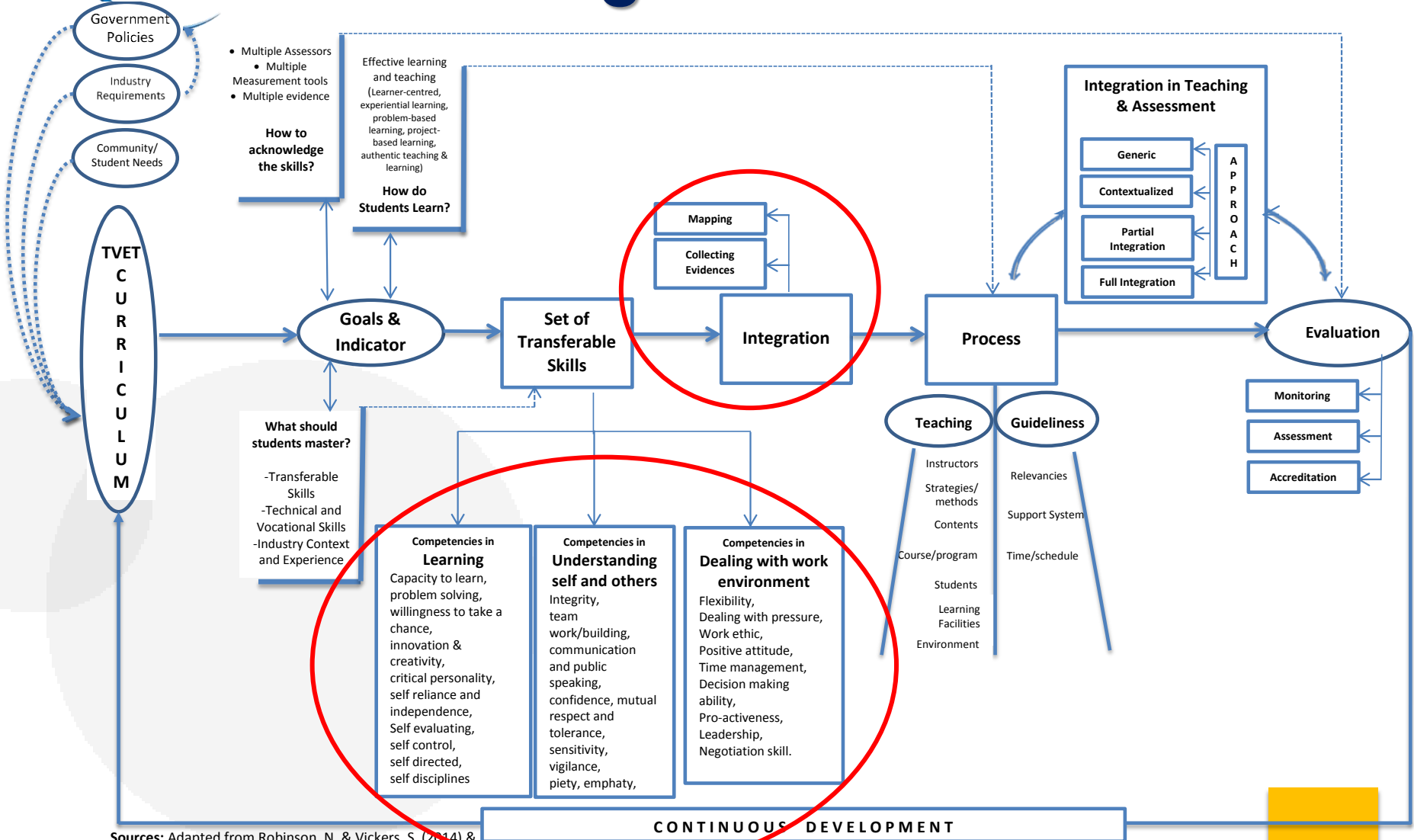
The report can be downloaded from www.voctech.org/publications



The Integration of TS in TVET Curriculum in 6 SEA countries

Indonesia	Malaysia	Vietnam	Brunei	Philippines	Thailand
<p>TS is emphasised in the new 2013 curriculum in which TS is integrated in the last (3rd) group of content.</p>	<p>Decentralising a number of agencies under different ministries and encouraging them to prepare their own curriculum (variations are inevitable). Usually industrial needs and market demands are the influencing factors in developing TS in the curriculum.</p>	<p>Every school has the autonomy to integrate TS in the curriculum (especially in the 1st school year). Ministry of Education and Training (MOET) has deployed life skills courses in all level grades and levels of education managed by MOET. MOET also provides the standard books related to life skills.</p>	<p>There is a committee to coordinate and oversee the life skills integration in the school curriculum. TS are also incorporated and embedded in the subject/ program guide.</p>	<p>Six (6) options of approaches:</p> <ol style="list-style-type: none"> 1. Adapt the integrative education wherein the skills to be developed are employed in other learning areas. 2. Implement CBC. 3. Emphasise collaboration. 4. Require community services. 5. Implement on the job training. 6. Consider the contextualisation and localisation . 	<p>TS are integrated in the domains of 'Ethical & Morale Development, Knowledge, Cognitive Skills, Interpersonal Skills, and Responsibility with Analytical & Communication Skills outlined in the NQF.</p>

Output 2a: Model of Integration of TS in Curriculum



Sources: Adapted from Robinson, N. & Vickers, S. (2014) & Paryono, et al. (2014)

Figure 7.4. A Proposed Model of Integrating Transferable Skills in TVET Curriculum.



Mapping Components of transferable skills in various occupations and the suggested level for a skilled worker

TS Component	C Group 1	BT Group 2	C Group 3	C Group 4
Communication	2	3	3	1
Numeracy	3	1	3	3
ICT Skills	1	1	2	1
Patriotism	-	1	2	1
Teamwork	3	2	3	2
Integrity	3	2	3	2
Safety Awareness	3	3	3	3
Self-presentation	1	3	2	1
Planning	2	3	3	3
Entrepreneurship	2	1	2	2
Leadership				
TVET				
Negotiation Skills				

Notes: C= Carpenter, BT= Beauty Therapy



Mapping components of transferable skills in various occupations and the suggested level for a manager

TS Component	C 1	BT 2	C 3	C 4
Communication	4	3	4	4
Numeracy	3	3	3	3
ICT Skills	3	2	3	3
Patriotism	-	1	2	2
Teamwork	2	3	3	3
Integrity	3	3	3	3
Safety Awareness	4	3	3	3
Self-presentation	3	3	3	3
Planning	4	3	4	4
Entrepreneurship	4	4	4	4
Leadership			4	
TVET				
Negotiation Skills				

Notes: C= Carpenter, BT= Beauty Therapy



Integration of TS in Teaching and Learning Process in 6 SEA Countries

Indonesia	Malaysia	Vietnam	Brunei	Philippines	Thailand
<p>TS employs real situation/cases as learning context. Some relevant teaching methodologies are: project-based learning, problem-based learning and group discussions.</p>	<p>Two types in implementing TS in teaching and learning process:</p> <ol style="list-style-type: none"> 1.Embedding teaching and learning of communication skills, teamwork, critical thinking, and other skills in the classroom. 2.Offering subjects such as entrepreneurship, leadership and other skills as optional courses. 	<p>The principles of life skills (TS) teaching activities:</p> <ol style="list-style-type: none"> 1.The content of TS is in accordance to Vietnamese habits and customs. 2.Institutions are responsible for the content and quality of life skills (TS) education. 3.The learners participate in volunteer spirit. 	<p>Various approaches to teach or inculcate TS, ranging from a student-centred to teacher-centred methods. Industrial experience is important for teachers to impart TS in students.</p>	<p>Employing some approaches as follows:</p> <ol style="list-style-type: none"> 1.Hands-on activities / experience-based learning approach. 2.Highlighting values in all learning areas. 3.Utilising innovative technology. 4.Applying skills to real-life situation. 5.Engaging learners via varied instructional approaches. 6.Using 4 teaching learning episodes: what to know, process, reflect & transfer. 7.Allowing students to discover and develop skills by themselves. 	<p>TS are employed in a dual program which ties apprenticeship in industry & school activities, research-based learning, group studies, project-based, and extra-curricular activities (e.g., sport & leisure activities, community services, leadership camp, and skills competition)</p>

Output 2b: Model of Integration of TS in Teaching-Learning

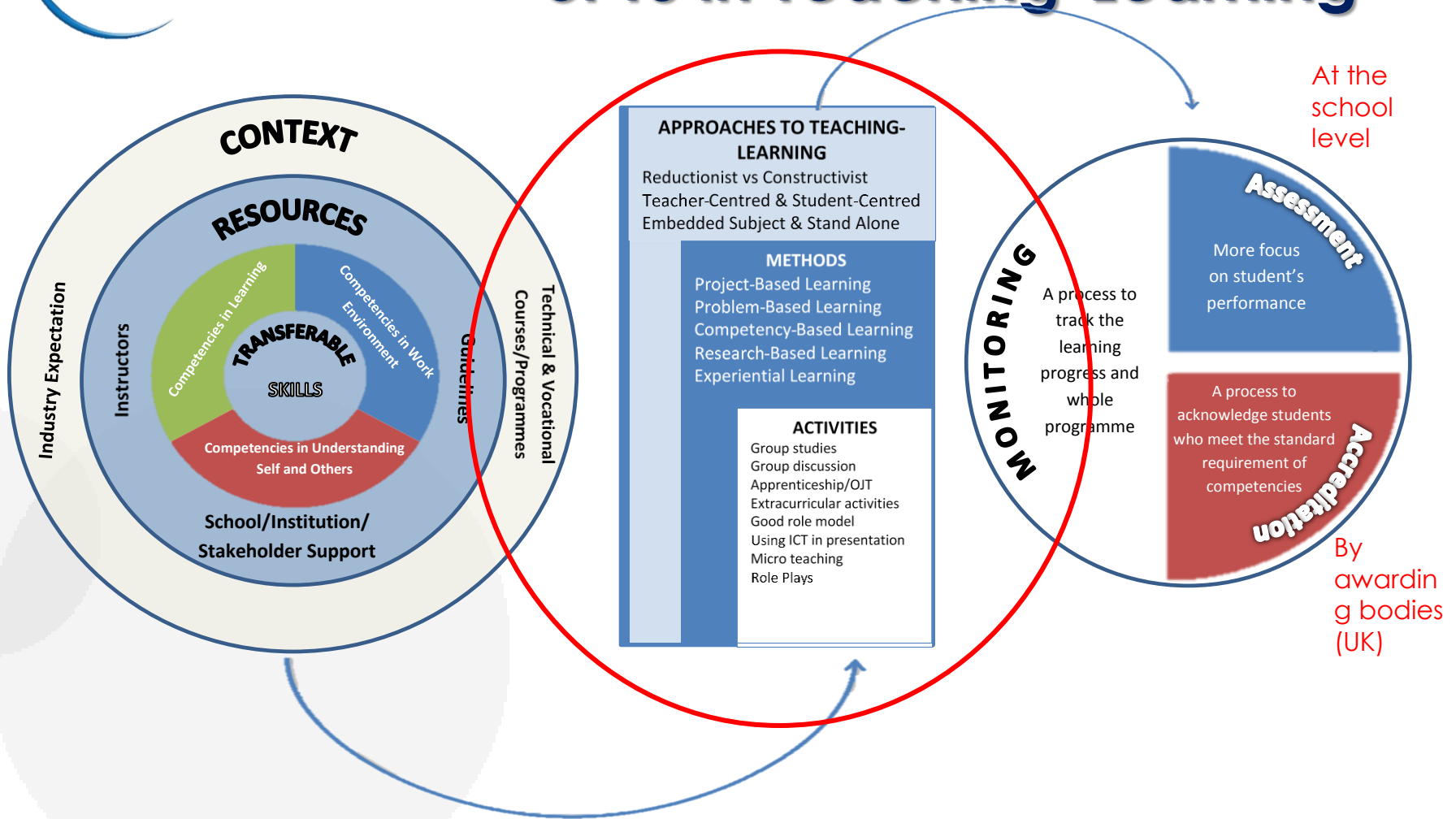


Figure 7.7. A Proposed Model of Integrating Transferable Skills in TVET Teaching and Learning.



Transferable Skills (TS) Assessment and certification

Indonesia	Malaysia	Vietnam	Brunei	Philippines	Thailand
<p>Types of evaluation:</p> <p>1. Formative and 2. Summative.</p> <p>Transferable skills are assessed continuously.</p>	<p>Involved other parties: faculty members, co-curriculum, instructors or coaches.</p> <p>Assessing TS involve assessment rubric to measure students' TS, The student will receive grades at the end of the semester (based on their achievements).</p>	<p>The TS subjects are evaluated according to the general regulations of the school and university and depending on the nature of the subjects.</p>	<p>Using holistic assessments, such as a rubric. Other instruments used in assessments are observations & presentations. During internship, TS are assessed by industry. The student will get the certificate of achievement with descriptive results.</p>	<p>Approaches employed:</p> <ol style="list-style-type: none"> 1. TESDA (Technical Education and Skill Development Authority) certification. 2. Criterion-referenced assessments (checklist, rubrics, etc). 3. Authentic assessment/performance test. 4. Teacher observation and feedback. 5. Client satisfaction survey. 	<ol style="list-style-type: none"> 1. Assessed using authentic assessment through various tools. 2. Assessed and reported at faculty level. 3. Measured, evaluated, and reported mostly for certification.

Output 2c: Model of Integration of TS in Student Assessment

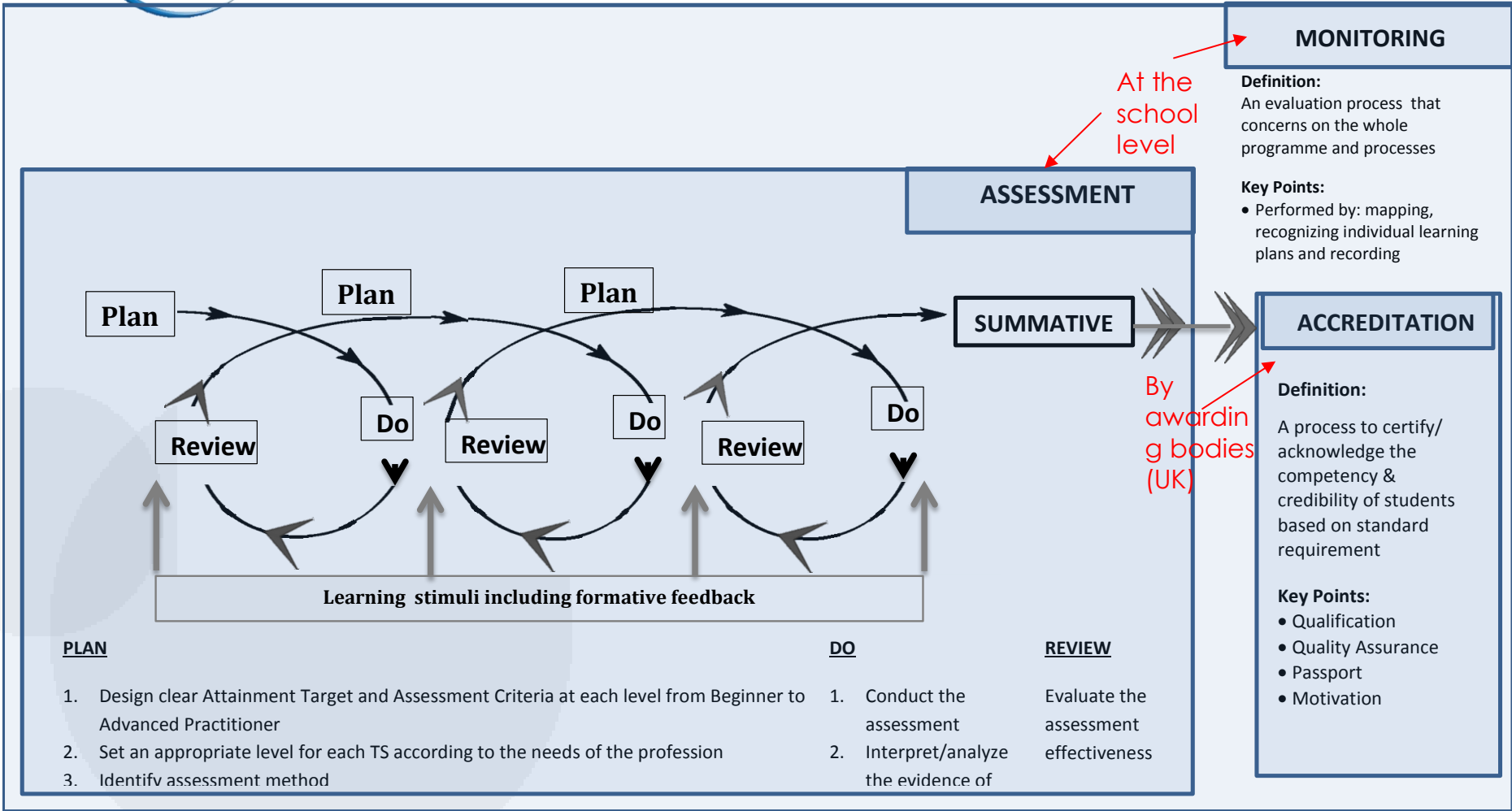


Figure 7.10. A Proposed Model of Monitoring, Assessment, and Accreditation of Transferable Skills in TVET.

Adapted from Robinson & Vickers (2014)



Findings

- ▶ The issue is not on whether transferable skills are important or not, but more on how to integrate these skills in TVET curriculum, teaching learning, monitoring, and assessment/certification.
- ▶ All ASEAN governments (particularly the Ministry of Education) created the framework of integrating transferable skills into their curriculum, regardless of different approaches they adopted.
- ▶ In some countries, the process to integrate transferable skills also brings together the related government bodies, such as Ministry of Labour and National certification body).



Findings

- ▶ Almost all ASEAN countries promote student-centred method to teach Transferable Skills, even though teacher-centred are also still being practiced.
- ▶ There is a rising need of expertise or teachers with industry background in TVET.
- ▶ Assessing transferable skills are depend on the regulation in the respected institution and the nature of the subject.
- ▶ Some countries (such as Brunei and Malaysia) engage industry and other related institution to assess these transferable skills.
- ▶ Observation is the most common assessment approach in assessing transferable skills, where it will report the descriptive analysis.



Conclusions and recommendations

Integration of TS in Curriculum:

- ▶ It is advisable that TVET curriculum is more self-directed and reflecting active development of competencies in work projects (UNESCO, 2013).
- ▶ Adopting a “mapping approach” using descriptors at different levels (1 to 4, e.g. UK example) may be a suitable way of integrating them in TVET curriculum and assessment.
- ▶ Even though some of the member countries have adopted various relevant approaches to teaching transferable skills, such as learner-centred, PBL, inquiry-based, reflective learning real life situation/workplace practice etc. the discrepancy was still wide and implementation was still an issue. Some were still superficial and lacking of meaningful implementation.



Conclusions and recommendations (contd.)

Integration of TS in Teaching-Learning process, echoing from UNESCO (2013) recommendations:

- ▶ The idea that teachers should act as the role model is important considering that some of the transferable skills are better inculcated through examples than through traditional teaching. This is in line with UNESCO stating that transferable skills should not be taught using traditional teaching style but through consultative and more learner-centred.
- ▶ “Teachers need to be passionate, enthusiastic, knowledgeable, approachable and well organised in order to: (a) communicate to learners the importance of generic skills in the workplace; (b) help learners to acquire such generic skills; and (c) ensure that learners are then capable of transferring these skills to new contexts.” (p. 10).
- ▶ The adoption of vocation-specific projects, work-related tasks, and facilitated under real working conditions are some of the important approaches that teachers must consider.



Workshop proposals

- ▶ Among the components of TS listed in this report, which among them that you consider as the most generic or common or transferable thus needed in any working environment?
- ▶ Based on your selected/identified components of transferable skills, using the “mapping approach” in the development of curriculum, proposed the level of each components for the job as a Tourist Guide (level 1 in ASEAN Qualification Reference Framework).



Mapping Components of transferable skills in an occupation a Tourist Guide

TS Component	Tourist Guide (level 1 NQF)
Communication	
Numeracy	
ICT Skills	
Patriotism	
Teamwork	
Integrity	
Safety Awareness	
Self-presentation	
Planning	
Entrepreneurship	
Leadership	
TVET/Tourist Information	
Negotiation Skills	

Notes: Level of technical and vocational skills competency 1 (lowest) to 8 (highest)

Level of transferable skills competency 1 (lowest) 4 (highest)



ASEAN Qualification Reference Framework

Level	Demonstration of knowledge and skills that:
8	<ul style="list-style-type: none">• is at the most advanced and specialised level and at the frontier of a field• involve independent and original thinking and research, resulting in the creation of new knowledge or practice
7	<ul style="list-style-type: none">• is at the forefront of a field and show mastery of a body of knowledge• involve critical and independent thinking as the basis for research to extend or redefine knowledge or practice
6	<ul style="list-style-type: none">• is specialised technical and theoretical within a specific field• involve critical and analytical thinking
5	<ul style="list-style-type: none">• is detailed technical and theoretical knowledge of a general field• involve analytical thinking



Level	Demonstration of knowledge and skills that:
4	<ul style="list-style-type: none">• is technical and theoretical with general coverage of a field• involve adapting processes
3	<ul style="list-style-type: none">• includes general principles and some conceptual aspects• involve selecting and applying basic methods, tools, materials and information
2	<ul style="list-style-type: none">• is general and factual• involve use of standard actions
1	<ul style="list-style-type: none">• is basic general• involve simple, straightforward and routine actions

Note: Application and responsibility are not included in this descriptors



▶ Thank you