



**Asia-Pacific
Economic Cooperation**

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Agenda Item: EDNET 11.3

**Completion Report – HRD 02/2009 Comparability and
Benchmarking of Competencies and Qualification
Frameworks in APEC Region (Pilot Area:
Construction/Welding)**

Purpose: Information
Submitted by: China and Philippines



**33rd Human Resources Development
Working Group Meeting
Washington, D.C., United States
7-11 March 2011**

Completion Report

Project Number: HRD 02/2009

Committee / WG / Fora: Human Resource Working Group (HRDWG)

Project Name: Comparability and Benchmarking of Competencies and Qualification Frameworks in APEC Region (Pilot Area: Construction/Welding)

Project Overseer:

China:	Philippines:
Zhang Yun Director Ministry of Education	Milagros Dawa-Hernandez, CESO I Deputy Director General Technical Education & Skills Development Authority (TESDA)

1. Key Issues

The project "Comparability and Benchmarking of Competencies and Qualification Frameworks in the APEC Region (focusing on Construction / Welding)" was implemented by China and the Philippines during the last two years. The following research findings have been achieved in the project.

A. SWOT analysis of CTE/TVET systems of APEC economies was carried out in the project. This would be beneficial for experts and practitioners in CTE/TVET area to be acquainted with the strengths and weakness of CTE/TVET systems of APEC economies. APEC economies participated in the project by sharing information about their CTE/TVET systems so that a foundation was laid for further cooperation.

B. A questionnaire survey on comparability and benchmarking of competencies and qualification frameworks in the APEC region was done to collect more knowledge about National Qualifications Framework (NQF), qualification and competencies across APEC economies. NQFs are popular in most APEC economies that participated in the project. Both similarities and differences in NQFs, qualifications and competencies among APEC economies exist. Based on the comparability of welding qualification across APEC economies, the researchers could know qualification classification, title, level, and competencies/skills/duties and tasks of certain qualification among APEC economies.

Due to survey results and status quo, it is not yet appropriate to establish a regional qualifications framework at present. Although common interest in NQFs and some similarities of NQFs among most APEC economies make it possible to establish a reference regional qualifications framework, certain prerequisites are also needed to establish a regional qualifications framework. These are common legal foundation, shared cultural foundation, and funding. All these prerequisites are not available in the APEC region.

C. Although it is not the right time to develop a regional qualifications framework, some priority work in this field should be launched in the future.

(1) APEC economies should work together to develop and identify the knowledge, skills, and competencies of each level of qualification so that mutual understanding of qualification would reach among APEC economies.

(2) APEC economies should make collaboration on the research of credit framework and credit transfer mechanism. This would facilitate labor force mobility nationally and internationally across APEC economies.

(3) APEC economies with NQFs should share their critical experience in developing a national qualifications framework. The APEC economies should establish a working group to work together to analyze the existing regional qualifications framework (such as EU's qualifications framework). From the analysis, issues and experiences on establishing a regional qualification would be obtained.

2. Outputs

During the two years of cooperation and research, various tasks have been fulfilled and many outputs have been generated in the project. The outputs of the project are listed below:

A. Compilation of CTE/TVET systems of APEC economies. In the compilation, eleven economies shared information about their CTE/TVET systems. These economies are China, Chinese Taipei, Vietnam, USA, Thailand, Philippines, Brunei, New Zealand, Indonesia, Chile and Australia. Strength, weakness, opportunity, threat and strategy of CTE/TVET area in APEC economies have been shown in the compilation.

B. Report of Survey of Comparability and Benchmarking of Competencies and Qualification Frameworks in APEC Region (Pilot Area: Construction/Welding). Eleven APEC economies provided answers to the questionnaire. They are Canada, China, Chinese Taipei, Hong Kong, Indonesia, Japan, Korea, Malaysia, Philippines, New Zealand and USA. In the report, the results of the survey in NQFs was consolidated and analyzed in terms of similarities and differences. Specific recommendations have also been drawn based on the results. The results involve description of national qualifications framework, competency/skill standards and certification, quality assurance and comparability of welding qualifications in APEC economies.

C. During the implementation of the project plan, the international seminar was held in Philippines from 21-23 October 2009. A total of 31 experts from 11 economies (Australia; Brunei Darussalam; Chile; the People's Republic of China; Indonesia; New Zealand; Philippines; Chinese Taipei; Kingdom of Thailand; the United States of America and Vietnam) participated in the seminar. Resource speakers from ILO, Monash University of Australia, New Zealand Qualifications Authority, and the Colombo Plan Staff College also presented the experiences on developing the qualifications frameworks and the TVET challenges in 21st century. CTE/ TVET System and the qualification framework of each economy were presented in the seminar. Commonalities and/ or divergence in each of the qualification framework were discussed and identified in the seminar. Some controversial issues were discussed and certain agreements had been reached during the seminar.

In addition, formal or informal consultations with the members of the Technical Board for APEC Matters consisting of agencies and organizations from various disciplines have also been done in the project.

3. Participant information

A. the international seminar was held in Philippines from 21-23 October 2009. A total of 31 experts from 11 economies (Australia; Brunei Darussalam; Chile; the People's Republic of China; Indonesia; New Zealand; Philippines; Chinese Taipei; Kingdom of Thailand; the United States of America and Vietnam) participated in the seminar.

B. 11 APEC member economies participated the seminar (as mentioned in A), 11 APEC member economies answered survey (Canada, China, Chinese Taipei, Hong Kong, Indonesia, Japan, Korea, Malaysia, Philippines, New Zealand and USA) .

C. Mr.Ray Grannall, Regional Senior Specialist for Skills Development for Asia Pacific Region of ILO participated the seminar and presented. Resource speakers from Monash University of Australia, New Zealand Qualifications Authority, and the Colombo Plan Staff College also made paper presentations.

D. Among the participants, 44% are women and 56% are men. Among the research group member and leaders of two economies (China and Philippines), 65% are women and 35% are men.

4. Project management

Project overseer comments: Could the project have been managed more effectively or easily from the Secretariat? Are there suggestions for more effective management of projects in the future?

The Secretariat has been very efficient and effective in managing projects, which facilitates the implementation of projects. The directors kindly remind POs of the rules and deadlines of submitting materials and project documents, which are quite helpful in project management.

APEC Secretariat comments: Were APEC project guidelines followed? Could the project have been managed more effectively or easily by the Project Overseer?
The project strictly adhered to the provisions of the APEC Project Guidelines especially in the hiring of consultants, resource persons and the disbursement of funds.

***Project Completion Report:
Comparability and Benchmarking of Competencies
And Qualification Frameworks in APEC Region***

Republic of the Philippines/ People's Republic of China



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General Project Objective

*“Better prepare skilled workforce for
decent, equitable and sustainable
21st century by improving CTE/TVET
quality”*



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Specific Objectives

- *Develop a common understanding of the different Career and Technical Education (CTE)/ Technical Vocational Education and Training (TVET) Systems of APEC Economies*
- *Conduct an inventory of Existing Qualification Frameworks / Systems of APEC Economies*
- *Do comparability of the competencies / qualifications of workers in the Construction Sector (Priority: Welding) in the APEC economies for benchmarking purposes*



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Project Phases/ Components

- *Phase I : Collect information, conduct survey, establish the common understanding of CTE/TVET systems by survey and international seminar.*
- *Phase II and III: Collect questionnaires, doing research work, and finish the report.*



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What Have Been Done?

- *A questionnaire survey on comparability and benchmarking of competencies and qualification frameworks in the APEC region was done*
- *Conducted the "International Seminar on Sharing CTE/ TVET System and Qualification Framework Among APEC Economies"*
 - *Venue - The Richmond Hotel, Pasig City, Philippines*
 - *Dates - October 21-23, 2009*
- *SWOT analysis of CTE/TVET systems of APEC economies was carried out in the project.*
- *Survey/ Benchmarking and Analysis of Qualification Frameworks of APEC Economies as Applied in the Construction Sector (Priority: Welding)*



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Participants Information

- *The international seminar was held in Philippines from 21-23 October 2009. A total of 31 experts from 11 economies (Australia; Brunei Darussalam; Chile; the People's Republic of China; Indonesia; New Zealand; Philippines; Chinese Taipei; Kingdom of Thailand; the United States of America and Vietnam) participated in the seminar.*
- *11 APEC member economies answered survey (Canada, China, Chinese Taipei, Hong Kong, Indonesia, Japan, Korea, Malaysia, Philippines, New Zealand and USA)*



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Project Outputs

- *The “International Seminar on Sharing CTE/ TVET System and Qualification Framework Among APEC Economies”*
- *Compilation of CTE/TVET systems of APEC economies.*
- *Report of Survey of Comparability and Benchmarking of Competencies and Qualification Frameworks in APEC Region (Pilot Area: Construction/Welding).*



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Challenges in Common

- *There are lack of quantity and quality of teachers and administrators in the CTE/TVET systems.*
- *The quality, relevant level and internal efficiency of CTE/TVET are still low.*
- *CTE/TVET system, mechanism and modes are not suitable for the requirements of labor market, economic and social development.*
- *The existing workers in the APEC economies are inadequate to up-skill in new green skills to meet the demand of sustained economic development.*



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Strategy in Common

- *Raise the awareness and increase the understanding of CTE/TVET in the APEC economies.*
- *Innovation in the CTE/TVET system and mechanism in the APEC economies.*



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Recommendations for developing a regional qualifications framework

- *APEC economies should work together to develop and identify the knowledge, skills, and competencies of each level of qualification so that mutual understanding of qualification would reach among APEC economies.*
- *APEC economies should make collaboration on the research of credit framework and credit transfer mechanism. This would facilitate labor force mobility domestically and internationally across APEC economies.*
- *APEC economies with NOFs should share their critical experience in developing a domestic qualifications framework. The APEC economies should establish a working group to work together to analyze the existing regional qualifications framework (such as EU's qualifications framework). From the analysis, issues and experiences on establishing a regional qualification would be obtained.*



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Project Cost Breakdown

Project Phases	APEC Fund (US\$)	Self-Financing	Total (US\$)
<i>Phase I – International Seminar</i>	87,550	9,000	96,550
<i>Phase II and III – Survey and Analysis</i>	20,000	12,200	32,200
<i>Grand Total</i>	107,550	21,200	128,750



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Consideration for Further Cooperation in CTE/TVET Area

- 1. Information sharing on policy, action, reform, etc. by policy study seminar*
- 2. Research project on 21st century skills development:*
 - Sharing experiences on content, approaches, cases, etc.
 - Publish reference book for teachers/students on the best practice and reference resource



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Consideration for Further Cooperation in CTE/TVET Area

3. *Training for principals and teachers/trainers:*

- Cooperate with industry
- Enhance the quality of skill training
- Student centered learning
- Capability-based assessment

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4. *Continue the study on comparability and benchmarking of competencies and qualification frameworks in other sectors*



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Thank You !!!!



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