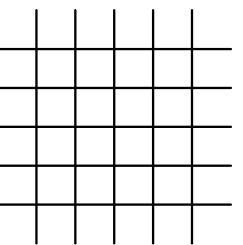
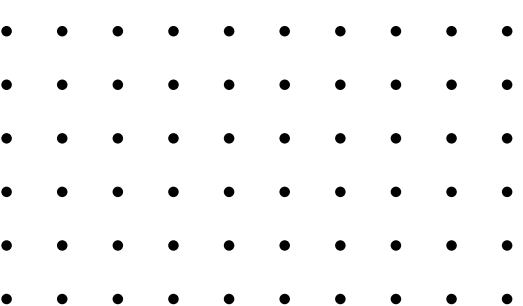


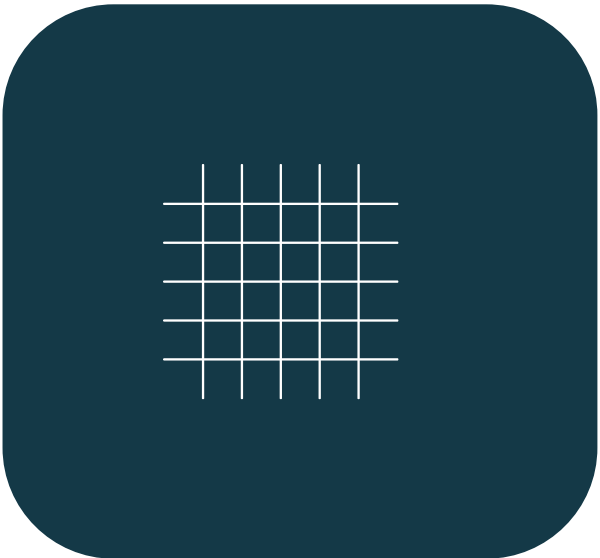
TVET

Building ASEAN'S Future with
Green Skills and Digital
Innovation



Siripan Choomnoom, Ph.D. President of Institute of Vocational Education Bangkok Council
Office of Vocational Education Commission(OVEC) Thailand





TVET in the ASEAN Context



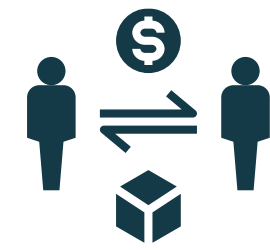
Growing Economy

ASEAN is currently the fifth-largest economy globally, projected to be the fourth-largest by 2030



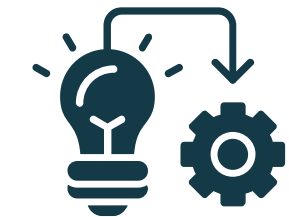
Significant Changes

The region faces major shifts from megatrends like the Fourth Industrial Revolution (4IR) and climate change



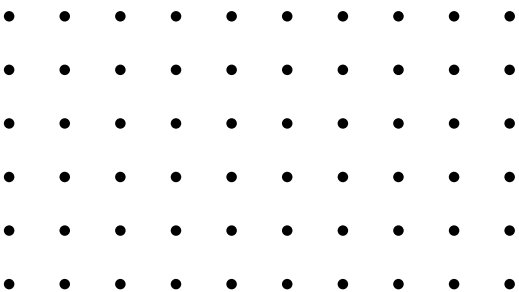
TVET as a Key Tool

TVET is a pivotal instrument for meeting evolving labor market needs, enhancing productivity, and improving income



Rapid Transformation

TVET systems are in a state of accelerated transformation, demanding more agile policy frameworks



THE FOUR PILLARS OF ASEAN TVET DEVELOPMENT



Bridging Skills Gaps

Aligning skills training with evolving labor market demands.

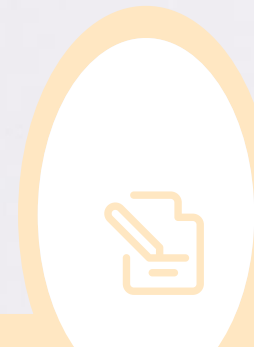
01



Promoting Inclusivity

Ensuring equitable access to opportunities for all demographic groups.

02



Strengthening Regional Collaborations

Working together to drive collective progress and development.

03

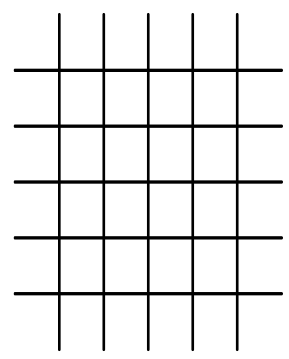


Enhancing Public-Private Partnerships (PPP)

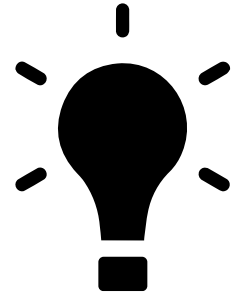
Fostering active industry engagement in TVET.

04



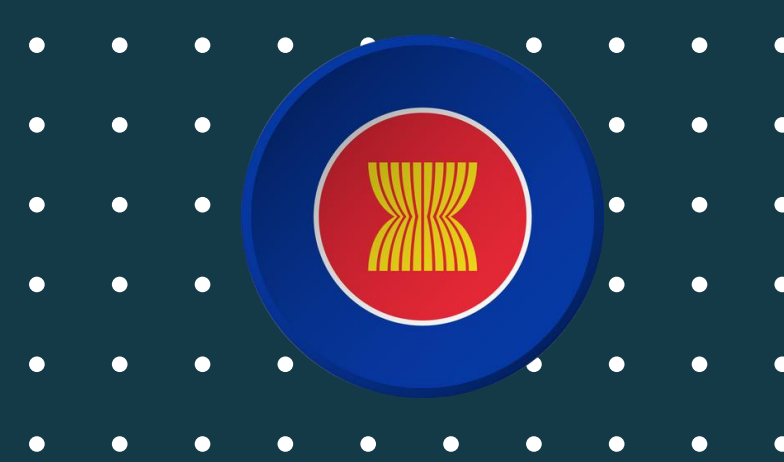
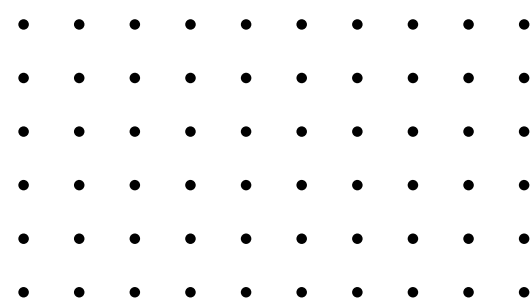


1. Bridging Skills Gaps



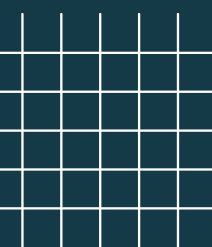
Challenges:

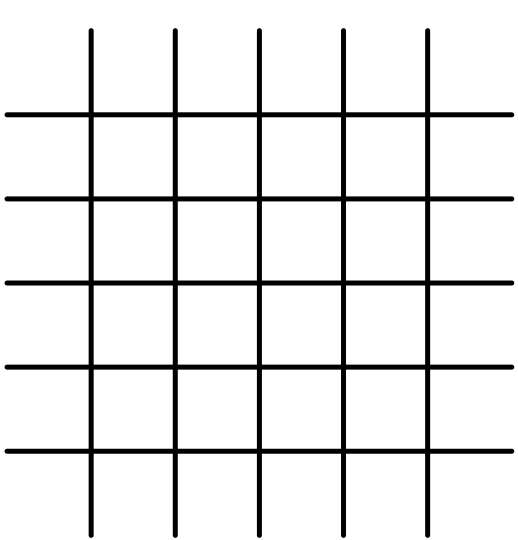
- **Skills Mismatch** : 10–18% of employers in several ASEAN countries struggle to find workers with the right skills.
- **Youth Awareness**: A substantial 52.4% of ASEAN youth recognize the need for constant skill upgrading.



Key Strategies

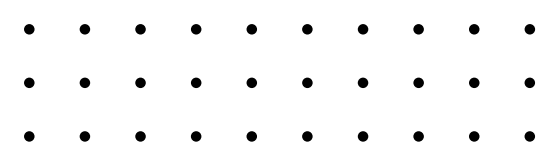
- **Labor Market Information Systems (LMIS)**: Strengthening LMIS for effective skills forecasting and demand-driven TVET.
- **Curriculum Development** : Continuously revising curricula to meet market demands, and occupational standards including the integration of green and digital skills.





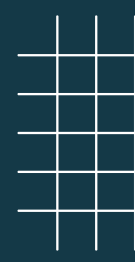
Tangible Outcomes:

- **High Employment Rates:** The Philippines reported an 84.72% employment rate for TVET graduates in 2022.
- **Reduced Underemployment :** Malaysia saw a decline in skills-related underemployment from 37.3% (2022) to 35.7% (Q1 2025).
- **Increased Acceptance:** 87% of secondary school students in Laos view TVET as equal to or better than a university degree.

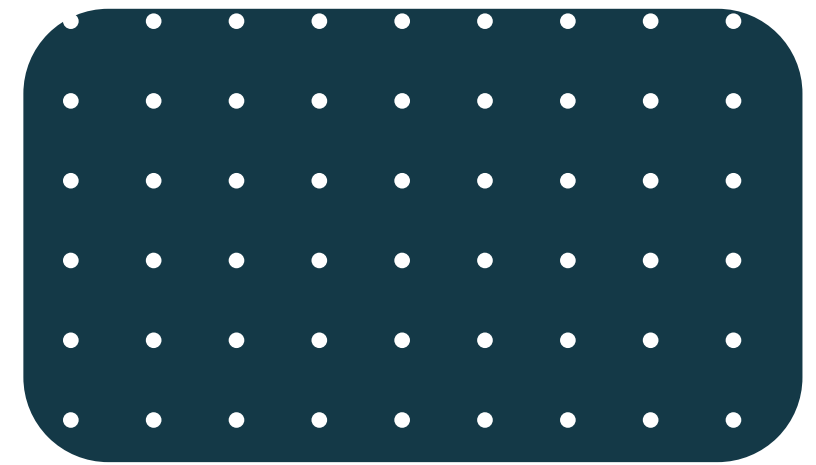


Challenges

- **Negative Perception :** TVET is still often seen as a "second choice" after university.
- **Personnel and Infrastructure Quality :** A shortage of qualified instructors and outdated equipment.
- **Digital Divide :** Students from low-income families and rural areas lack access to internet and devices.
- **Soft Skills or Social Skills:** TVET needs to Strengthen Soft or Skills of Students



2. Promoting Inclusivity

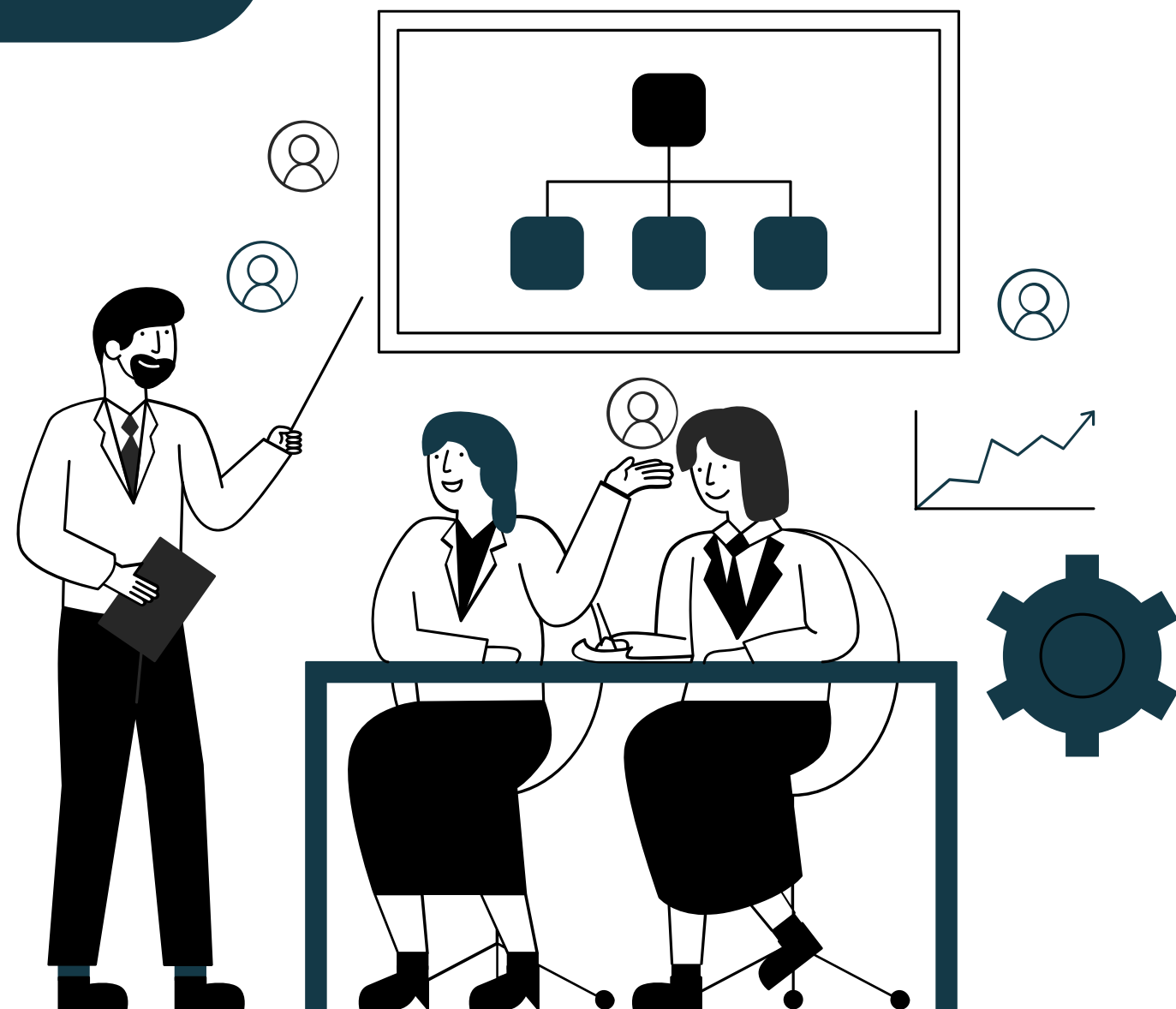
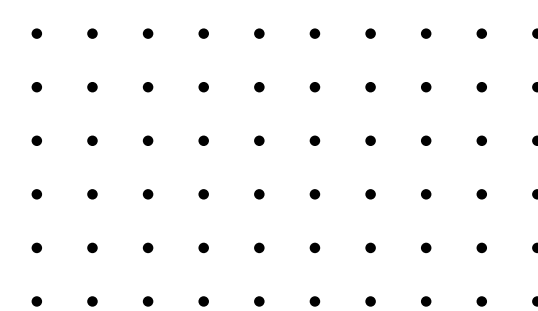


ASEAN's Commitment : Ensuring equitable access to TVET for under represented groups, such as women, persons with disabilities (PWDs), and disadvantaged youths.

Key Initiatives:

- **ASEAN Year of Skills (AYOS) 2025:**
A regional campaign to empower youth and marginalized communities with job-ready skills.
- **RECOTVET:** Developed "Training Guidelines on Gender Responsive Approaches" and an "Inclusion Guidebook for Curriculum Adaptation."
- **ASEAN-AQRF** Committee is working to promote linking among NQF of ASEAN countries and other regions for linking qualifications and workforce mobility





Project Examples

ADB Project in Laos: 54% of stipend recipients were women, and 92% came from low-income families

Success Stories



A hearing-impaired student in Vietnam received a scholarship and gained specialized technical skills.



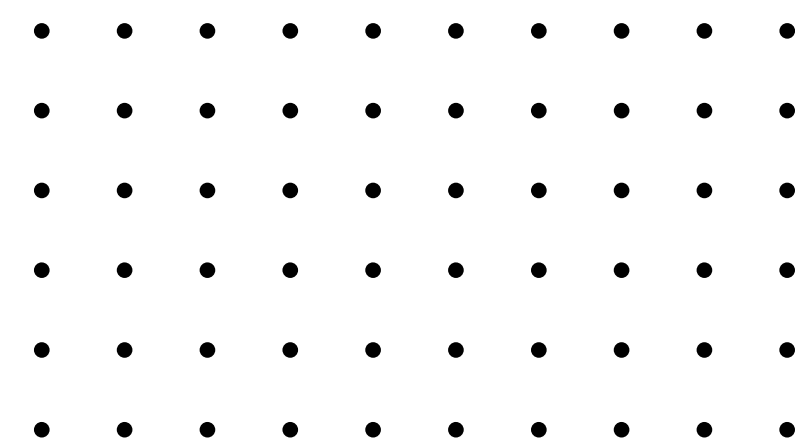
A student with special needs in Brunei successfully entered the hospitality industry.



A hearing-disabled graduate in the Philippines secured regular employment at McDonald's after an internship.

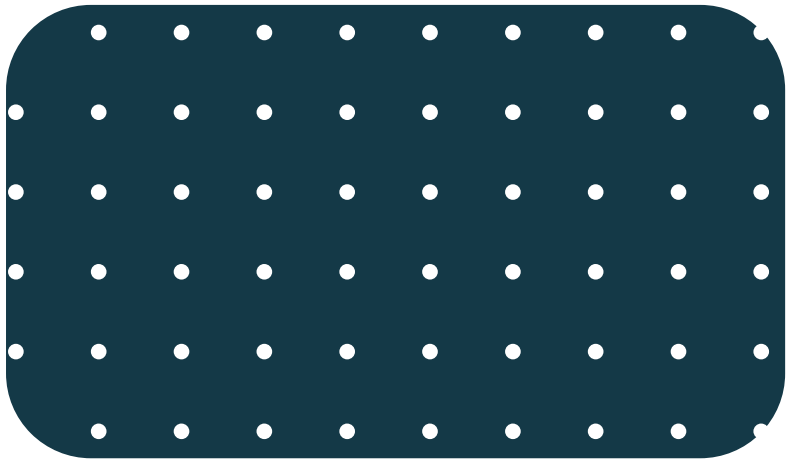


A number of disabled people, and disadvantage groups received training from TVET institutes in Thailand and be employed



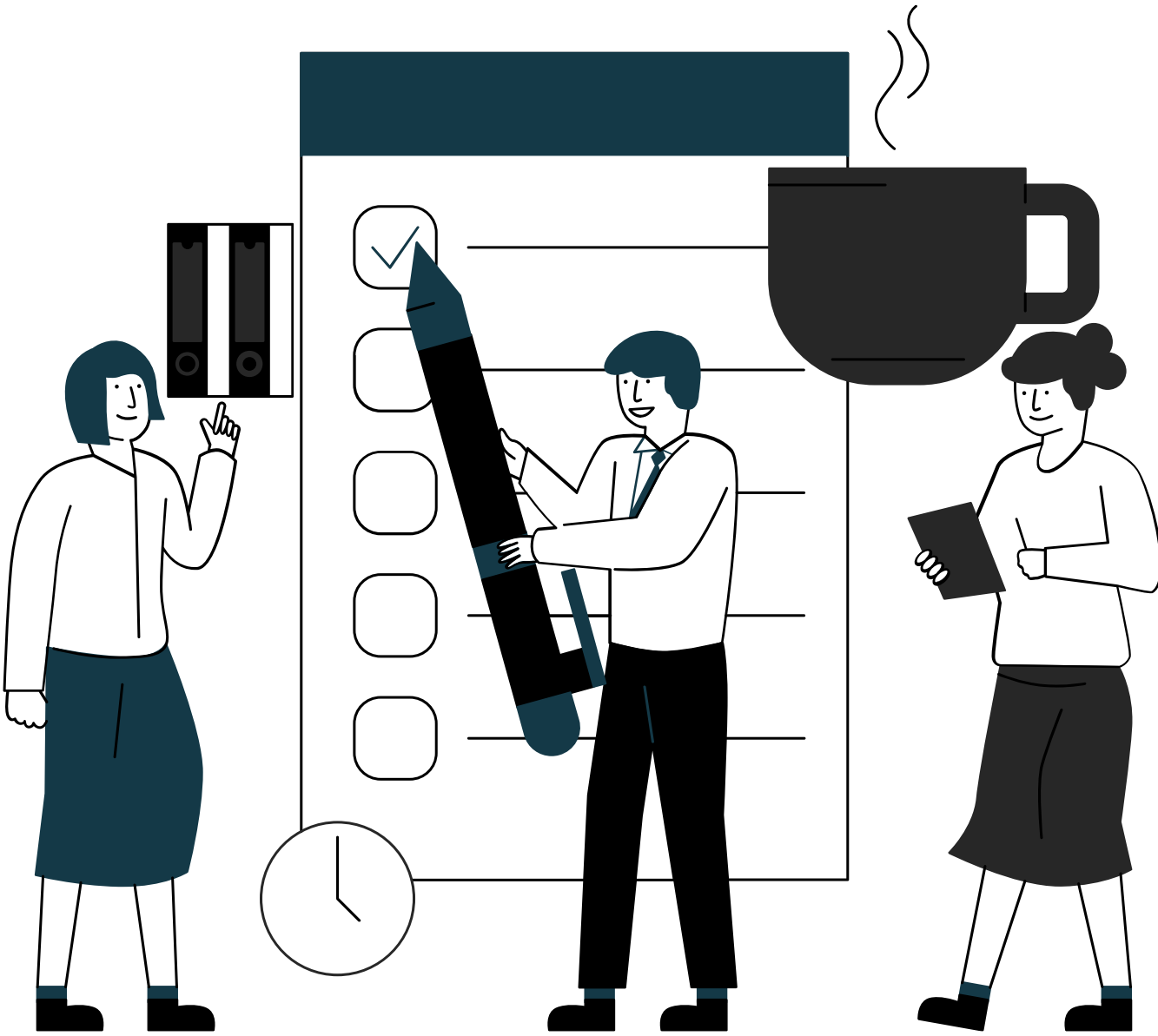


For Persons with Disabilities (PWDs) : Systemic barriers such as inaccessible infrastructure and inadequate training materials persist. TVET attendance rates for PWDs are notably low (average less than 1.6% in some contexts).



For Women: Female enrollment in secondary TVET programs remains lower than that of males (56% male).

Digital Divide : Students from disadvantaged households and remote areas lack access to necessary devices and reliable internet, which exacerbates inequalities



3. Strengthening Regional Collaborations

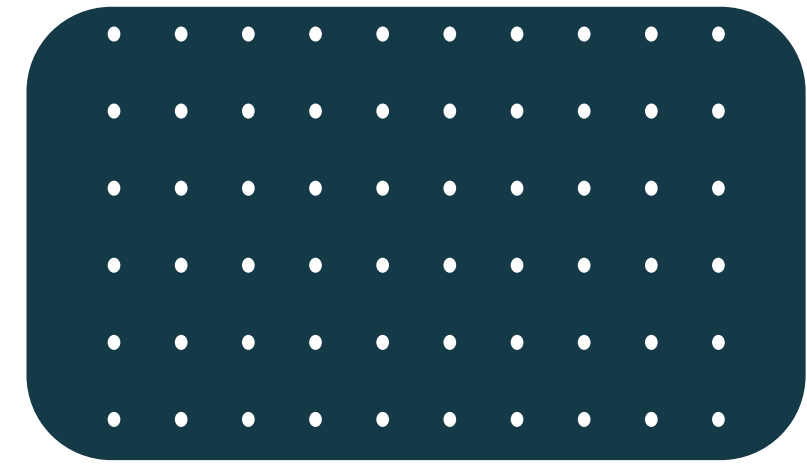
Key Organizations

- **ASEAN TVET Council (ATC)**: The primary platform for cooperation and policy integration on TVET across AMS.
- **RECOTVET** : A key project that laid the groundwork for regional cooperation.
- **SEA-VET.net** : A dedicated regional knowledge platform for news and best practices.
- **CPSC**: An international government organization for TVET in ASIA and Pacific
- **SEAMEO VOTECH** : A leading TVET organization in Southeast Asia
etc.

Collaborative Activities:

- **ASEAN Year of Skills (AYOS) 2025**: A year-long initiative to promote skills development and cooperation.
- **ASEAN-ROK TVET Mobility (TEAM) Program** : An exchange program for TVET personnel and students across member states.

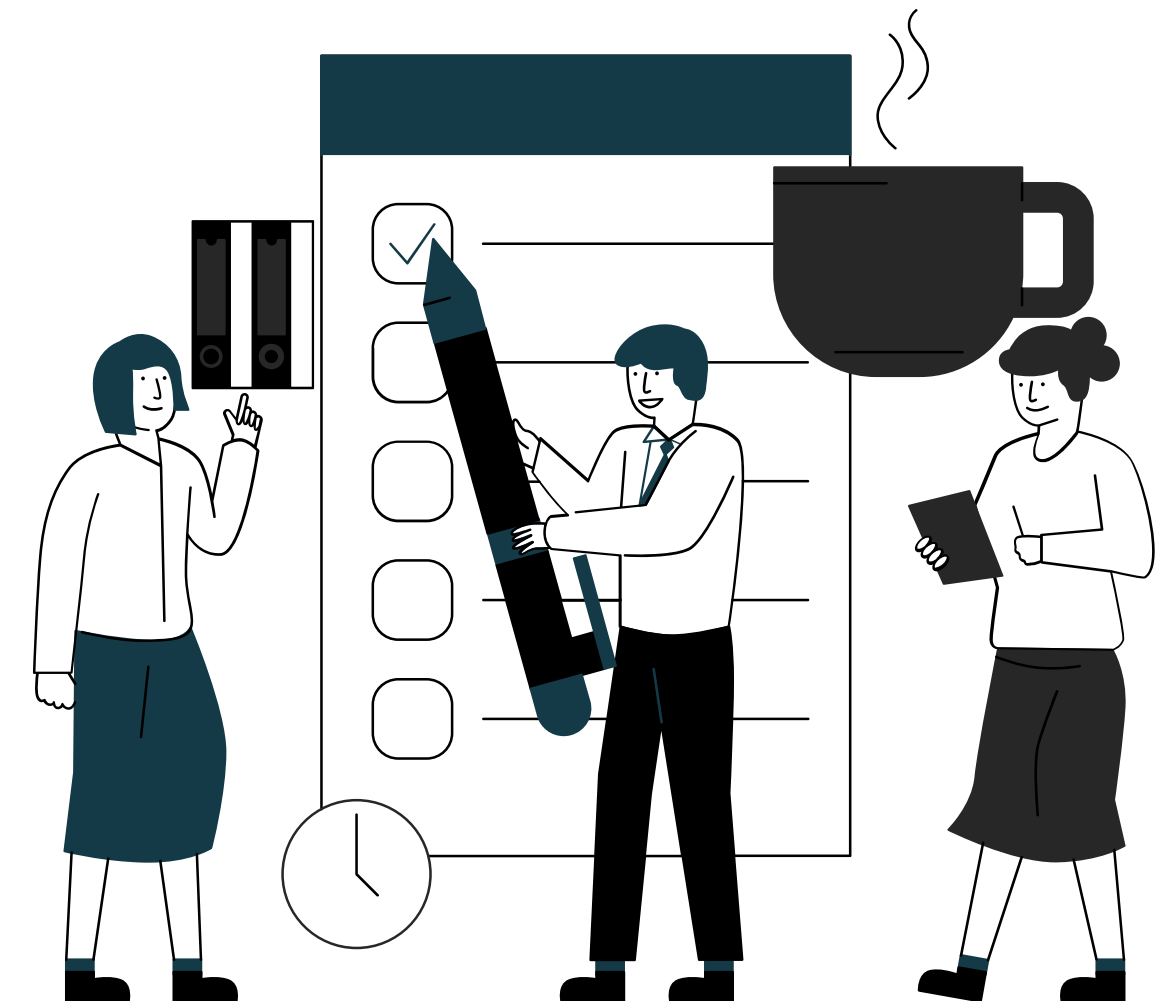


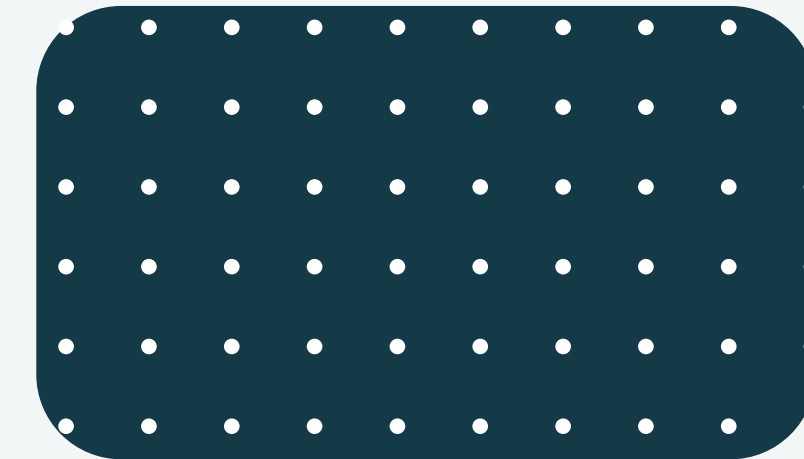
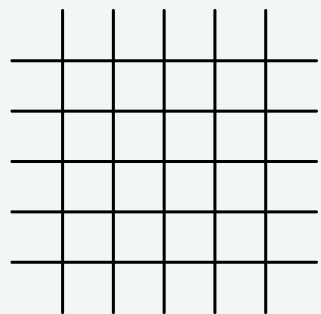


Standardization : RECOTVET supported the development of the ASEAN Quality Assurance Framework and the Regional TVET Teacher Standard.

Mutual Recognition : Harmonizing standards is crucial for the mutual recognition of qualifications, facilitating labor mobility within the region, especially, through linking ASEAN member countries NQF with AQRF and other countries

Capacity Building : Most TVET ASEAN organizations mainly contribute to TVET staff development, exchange TVET knowledge and experiences, promote international quality standard, and mobility of teachers and students





4. Enhancing Public–Private Partnerships (PPP)

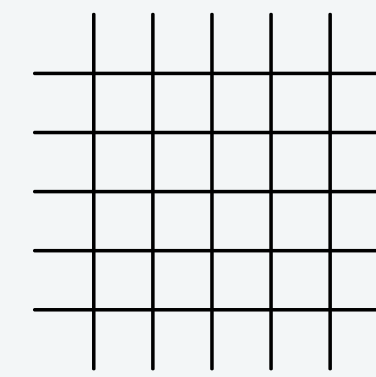
- **Importance** : Active industry engagement is vital to ensure that TVET training remains relevant and demand-driven.

PPP Models:

Policy Development Involvement: Business and Industrial Organization take part in TVET Policy

Development of the Government and Institutional Level.

- **Curriculum Development** : The private sector provides input for curriculum design.
- **Training** : Apprenticeships, dual training systems, and on-the-job training.
- **Incentives** : Governments provide subsidies and recognition to companies that support apprenticeship programs, and TVET resources.



Success Stories of PPPs in ASEAN



01

Brunei

IBTE's industry-aligned programs lead directly to employment or entrepreneurship.



02

Malaysia

- Politeknik Ungku Omar's Work-Based Learning (WBL) approach, co-developed with industry, results in high employment rates.



03

Singapore

- Nanyang Polytechnic's partnership with Sanwa-Intec for Industry 4.0 automation boosts productivity and provides students with real-world experience.



04

Vietnam

- Lilama 2 college's strong enterprise support leads to immediate employment for graduates.

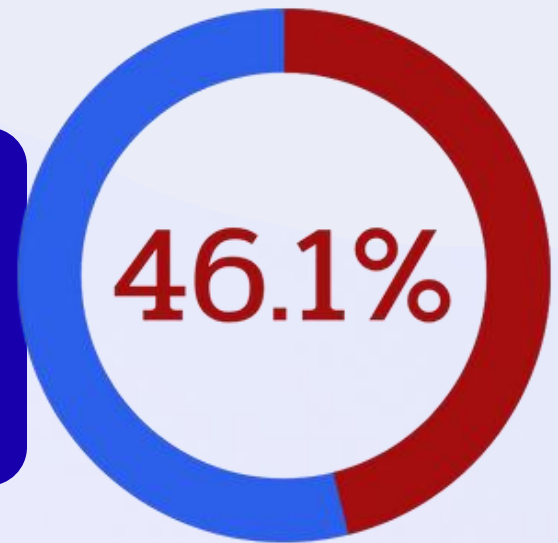


Thailand: Increasing Number of Dual TVET in 2025



204,127
Total number of
Public Technical
Diploma Students

94,062
Dual TVET Program



Main Dual TVET 2025

Electricity

Production Technology

Mechanical Technology

Digital Technology

Accounting

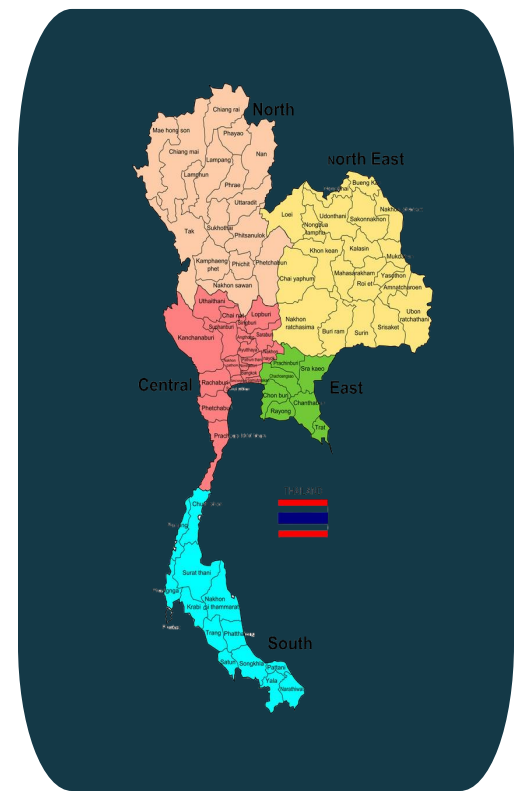
Increasing Linkages with Business, Industries and related Agencies of Thailand



- *36 Public and Private Sub -Committee for TVET representing various Occupational Fields chaired by Private Sector Leadership in each field*
- *All 102 TVET Curriculums in Thailand links with either National Occupational Standards or International Standards as well as Business or Industrial Standards*

Incentive provides to Private Sector for working with TVET on Dual TVET Programs and TVET Resources is 200 hundred percent of Income Tax Reduction, and Qualified Workforce. In 2025, there are 74,000 industries and business working actively with OVEC on Dual TVET programs and other related activities.

Thailand Green TVET : OHSE



Occupational

Health

Safety

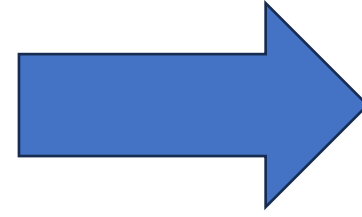
Environment

Driving Green Work Force on OVEC Institutions : On going Process



Linkages for NQF and OVEC Green Workforce Development

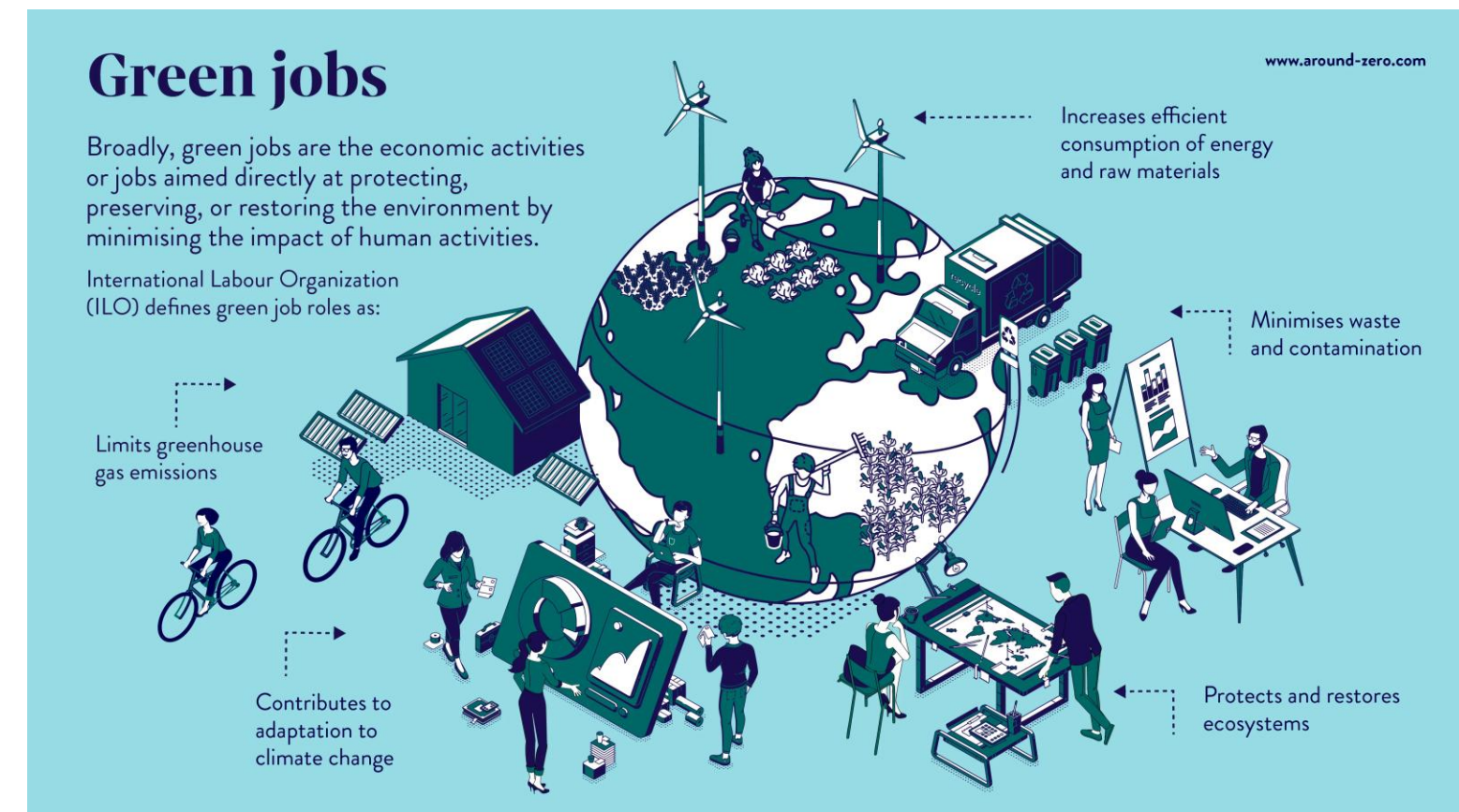
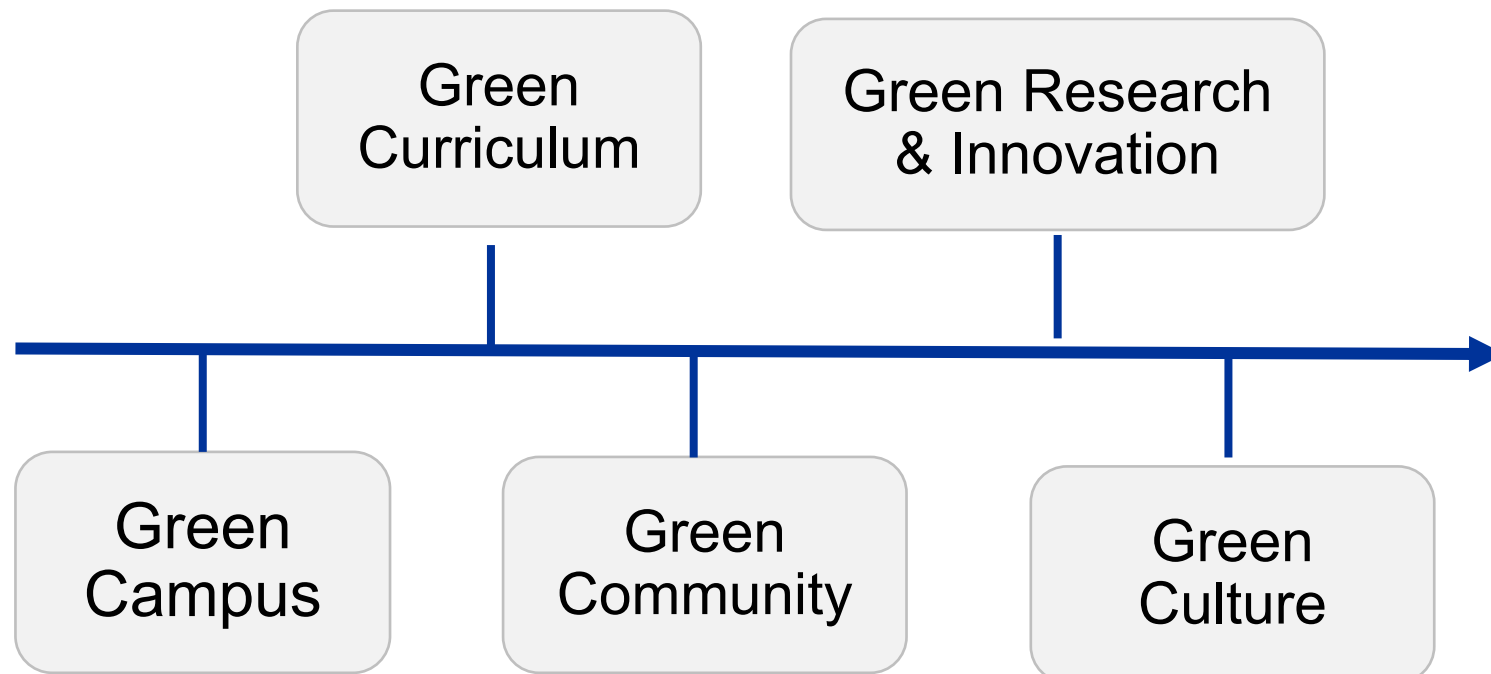
Learning Outcomes (NQF)



Learning Outcomes (OVEC)

- Knowledge
- Skills
- Application and Responsibility

- Morality, Ethics, Desirable Characteristics, Good Social Norms
- Knowledge
- Skills
- Application and Responsibility



Implementing ESD in TVET Institute

Change

Attitude

Institute

Environment



OVEC Green TVET Roadmap

Strategies

1. Policy
2. Partnership Communication
3. Incentives
4. Commitment
5. Capacity Building
6. Flexibility/Less Bureaucracy

System Oversight

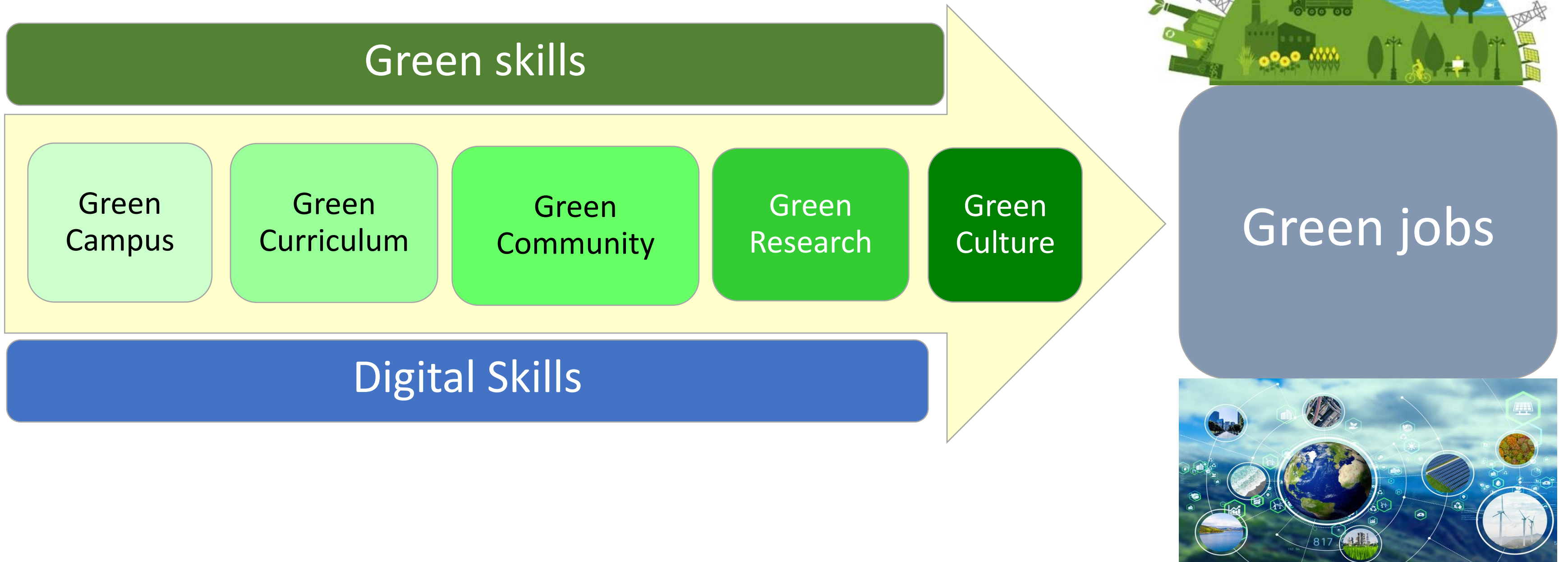
1. Institutions
2. TVET Colleges
3. Time Frame
4. QA
5. Green Qualification
6. Resources

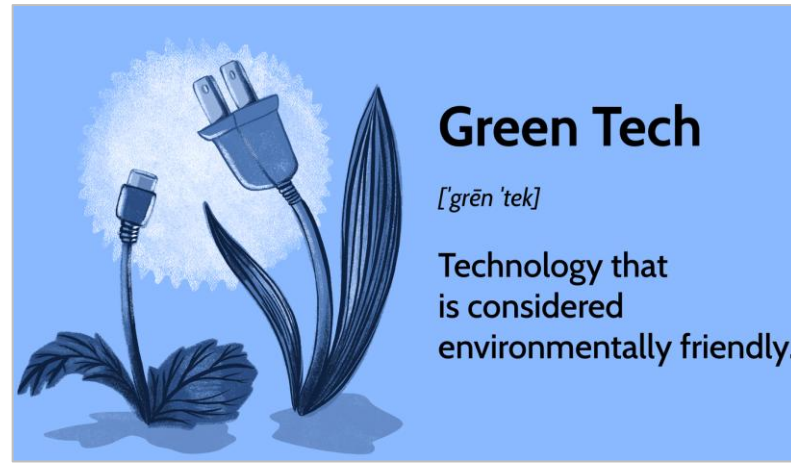
System Delivery

1. Institutional Planning & Culture
2. Curriculum & Pedagogy
3. Teachers' and Trainers' Professional Development
4. Campus & Learning Environment
5. Greening for the Community
6. The Workplace & Lifelong Learning
7. Research Innovation & Enterprise



Transformation of Green TVET



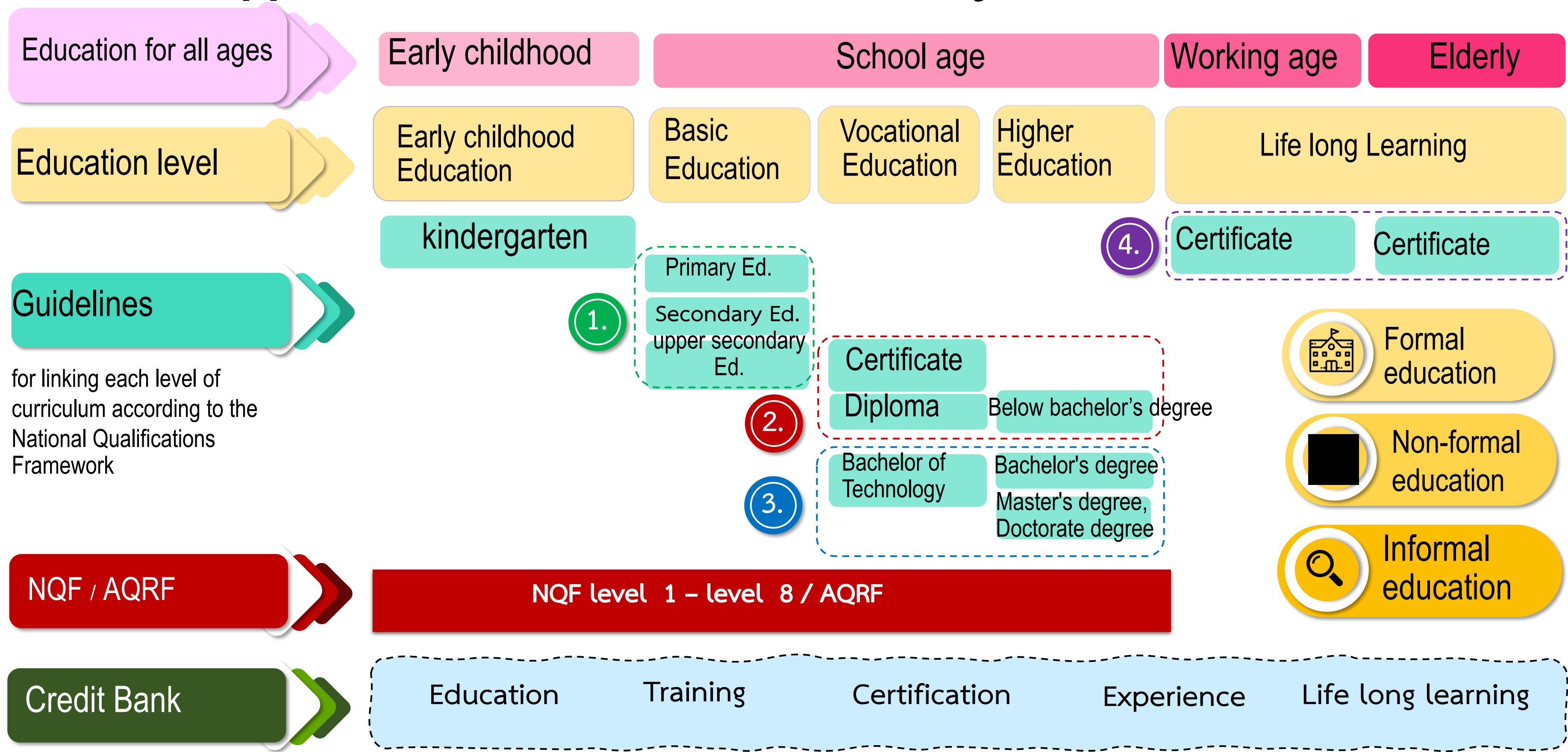


Green Research



- Conducting digital technology research and innovation in TVET institutions to foster a culture of curiosity and continual learning.
- Conducting research on TVET digital transformation theories and practices to vitally understand their impact and how they can be improved.

Digital technology enhances Human Potential and Educational Opportunities :Thailand education system





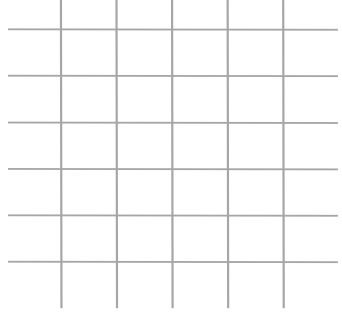
Green Community



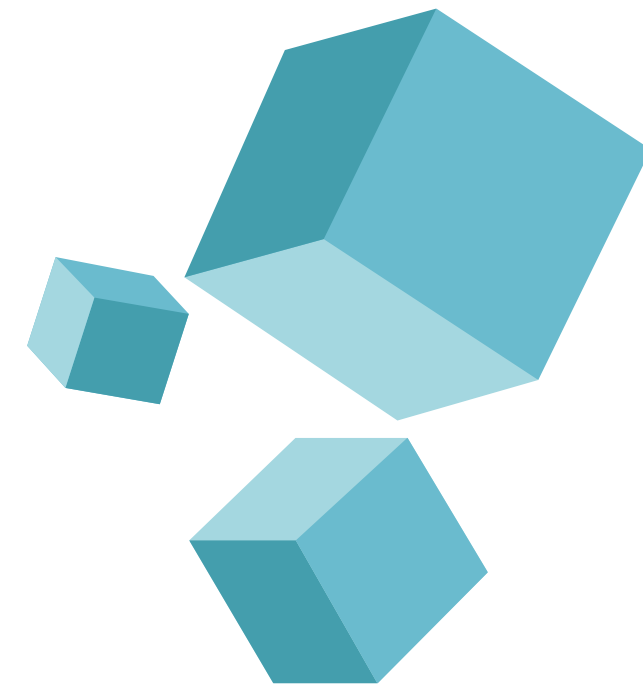
- Increasing community engagement in Green concepts by incorporating digital technologies in community engagement activities to extend learning beyond the classroom and foster a lifelong learning culture
- Sharing private sector and workforce engagement by up to date digital technologies to extend “Micro Credential Learning” to fostering Career Development including Green Competency

Synthesis of Key Challenge





Opportunities from Technology and the Green Economy



Fourth Industrial Revolution (4IR)

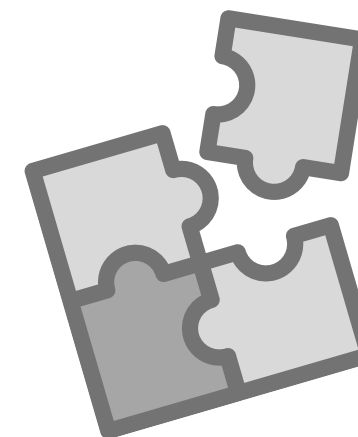


- TVET can create job and innovation opportunities by developing necessary digital skills.
- ASEAN's digital economy is projected to reach \$2 trillion by 2030.

Green Economy



- ASEAN's push for carbon neutrality creates a growing demand for new green skills and jobs.
- TVET can play a crucial role in preparing the workforce for these emerging industries.



Alignment with Broader ASEAN Strategic Frameworks



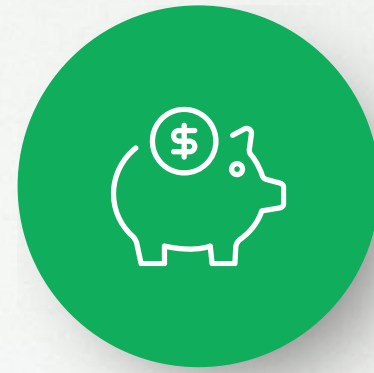
ASEAN Community Vision 2025

- TVET directly contributes to the realization of economic (AEC) and socio-cultural (ASCC) goals.



ASEAN Declaration on Human Resources Development (2020)

- TVET is identified as a key priority for human resource development in response to the changing industrial landscape.



Master Plan on ASEAN Connectivity 2025 (MPAC 2025)

- TVET supports "People Mobility" by facilitating the movement of skilled labor across the region.



Future Plans and Strategic Outlook



ATC Work Plan 2021-2030

This is the key guiding document, with a mid-term review scheduled for 2025 to allow for necessary adjustments, such as defects or dissatisfaction.

01



ASEAN Year of Skills (AYOS) 2025

A major initiative to enhance workforce skills, labor mobility, and prepare youth for future work.

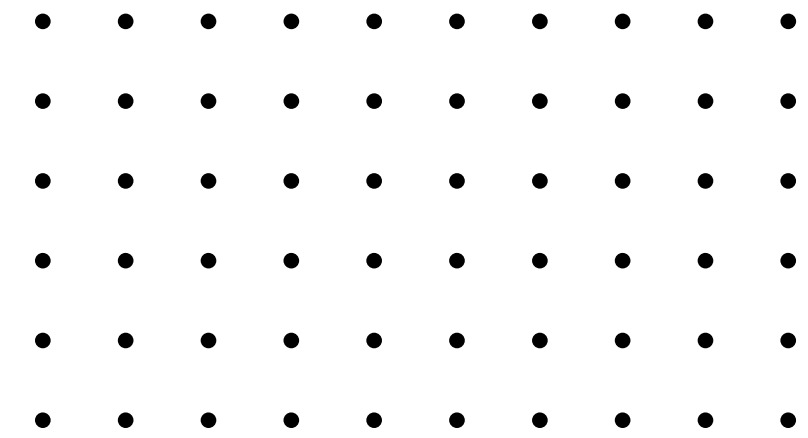
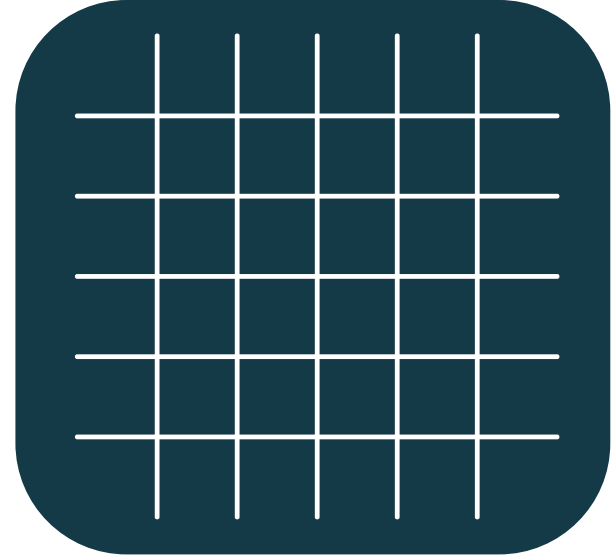
02



A4IR Readiness

An assessment shows TVET institutions in Southeast Asia have a readiness index of 2.03 out of 4, positioning the region as an "early adopter" but with room for continuous improvement.

03



THANK YOU

