



Bridging Conference on

New Qualifications and Competencies in TVET: success stories at strategic and operational levels

8 December 2020, Online 8:30-10:45 CET

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in collaboration with the



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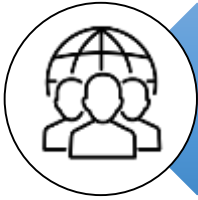
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Please say hello and name yourself, institution, country, and expectation in the chat.



Please ask questions via the chat at any point.



Please keep your videos & microphones switched off.



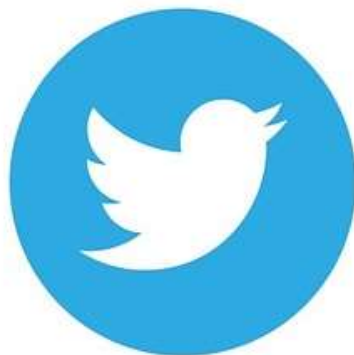
Please use the 'Hand raised' function for questions/comments.



Please note this meeting will be recorded.

Make a post on social media!

#BILT





United Nations
Educational, Scientific and
Cultural Organization

Welcome note

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UNEVOC

International Centre
for Technical and Vocational
Education and Training



Ms Soo-Hyang Choi, Director, UNESCO-UNEVOC



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Cultural Organization

UNEVOC

International Centre
for Technical and Vocational
Education and Training



Mr Michael Wiechert, Head of Division, BIBB



Dr. Oliver Diehl – BMBF – 8. December 2020

BILT Bridging Conference 2020

*Looking forward:
The future of TVET in Europe*

German EU-Presidency – TVET Documents 2020

- **European Skills Agenda** – for sustainable competitiveness, social fairness & resilience
 ➡ **New Council Recommendation on VET**
- **Osnabrück Declaration** on vocational education and training as an enabler of recovery and just transitions to digital and green economies
 ➡ **Kopenhagen Process – Riga Conclusions 2015**
- **Digital Education Action Plan (2021-2027)** - Resetting education and training for the digital age.

Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience

Quantitative TVET Goals up to 2025

- **Employment** - 82% of VET graduates should be employed at the end of their apprenticeships / VET-courses.
- **Work-based learning** - 60% of VET students should experience WBL during their learning
- **International Experience** - 8% of VET students experience European and international mobility

5 Principles of future-proof TVET

Attractiveness & Excellence

Front-runner - digital opportunities

Contributor to global climate goals

Engine of Innovation & Growth

Internationalization of VET

Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience

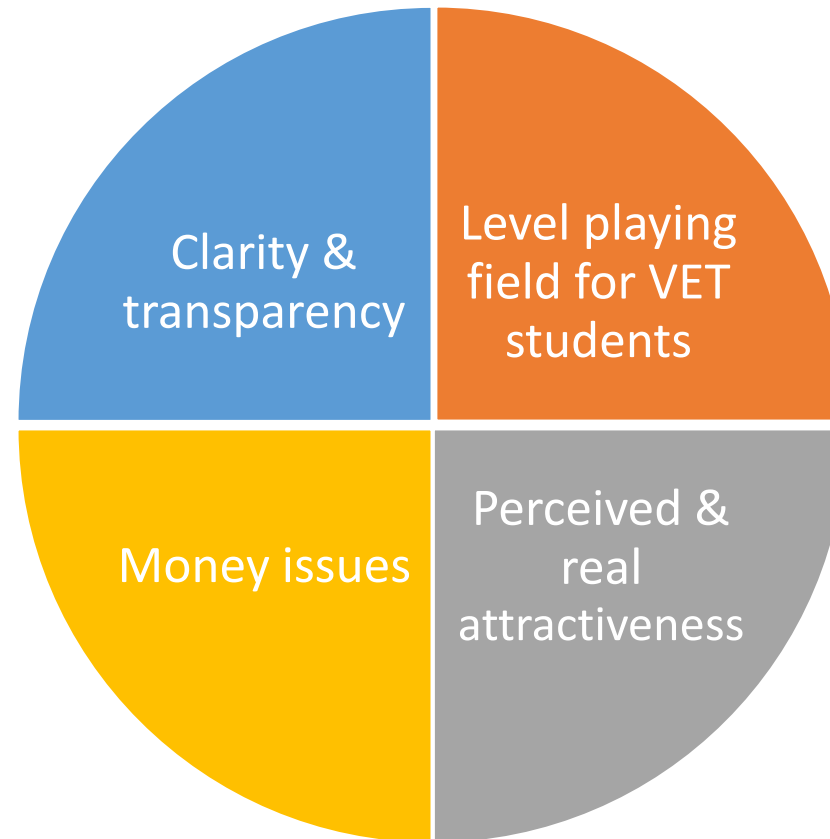
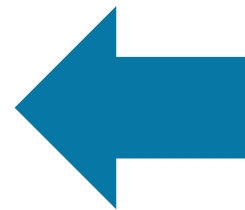
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Concrete Actions

Going forward in 2020
and beyond:

**New Qualifications
& Competencies
in TVET!**



Thank you!

Dr. Oliver Diehl

Division 315 - Continuing Vocational Training

Federal Ministry of Education and Research

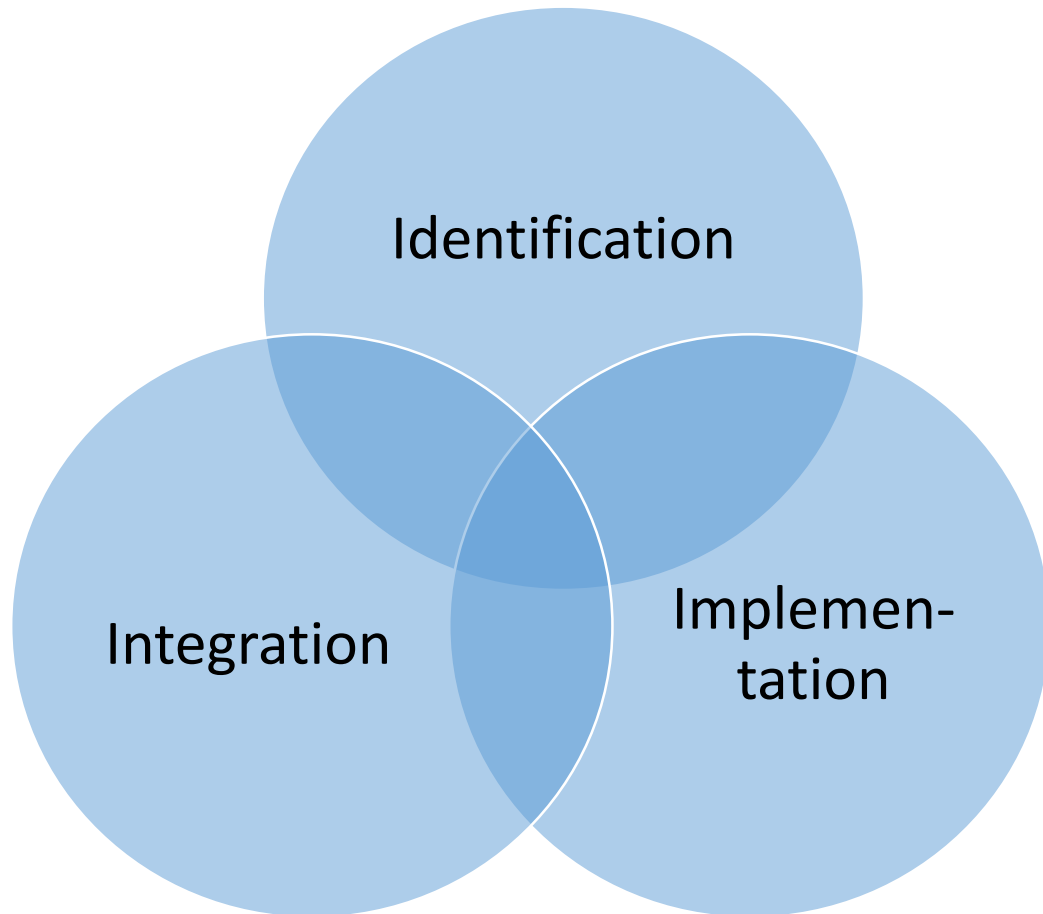
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www.bmbf.de | [www.twitter.com/bmbf bund](https://www.twitter.com/bmbf_bund) | www.facebook.com/bmbf.de |

www.instagram.com/bmbf.bund

Identifying, integrating and implementing new qualifications and competencies



- How to keep pace with the world of work, providing the competencies it demands in a timely manner?
- What can be done to improve the curricula design in order to make it appealing and attractive?
- How to add flexibility to the teaching and learning practice?

Trends in New Qualifications and Competencies for TVET

Perspectives of the European UNEVOC Network

>> [click here to open TMS](#) <<



The IDENTIFICATION of NQC for relevant sectors & occupations

Trend 1

Stakeholder involvement in the
identification of NQC

Trend 3

Mix of competencies in the BILT themes

OECD typology

Competencies
relevant for the
21st century
(OECD, 2019)

Basic

Advanced
Cognitive

Social and
emotional

Professional,
technical, and
specialised

Basic

Advanced
Cognitive

Social and
emotional

Professional,
technical, and
specialised

New qualifications
and competencies

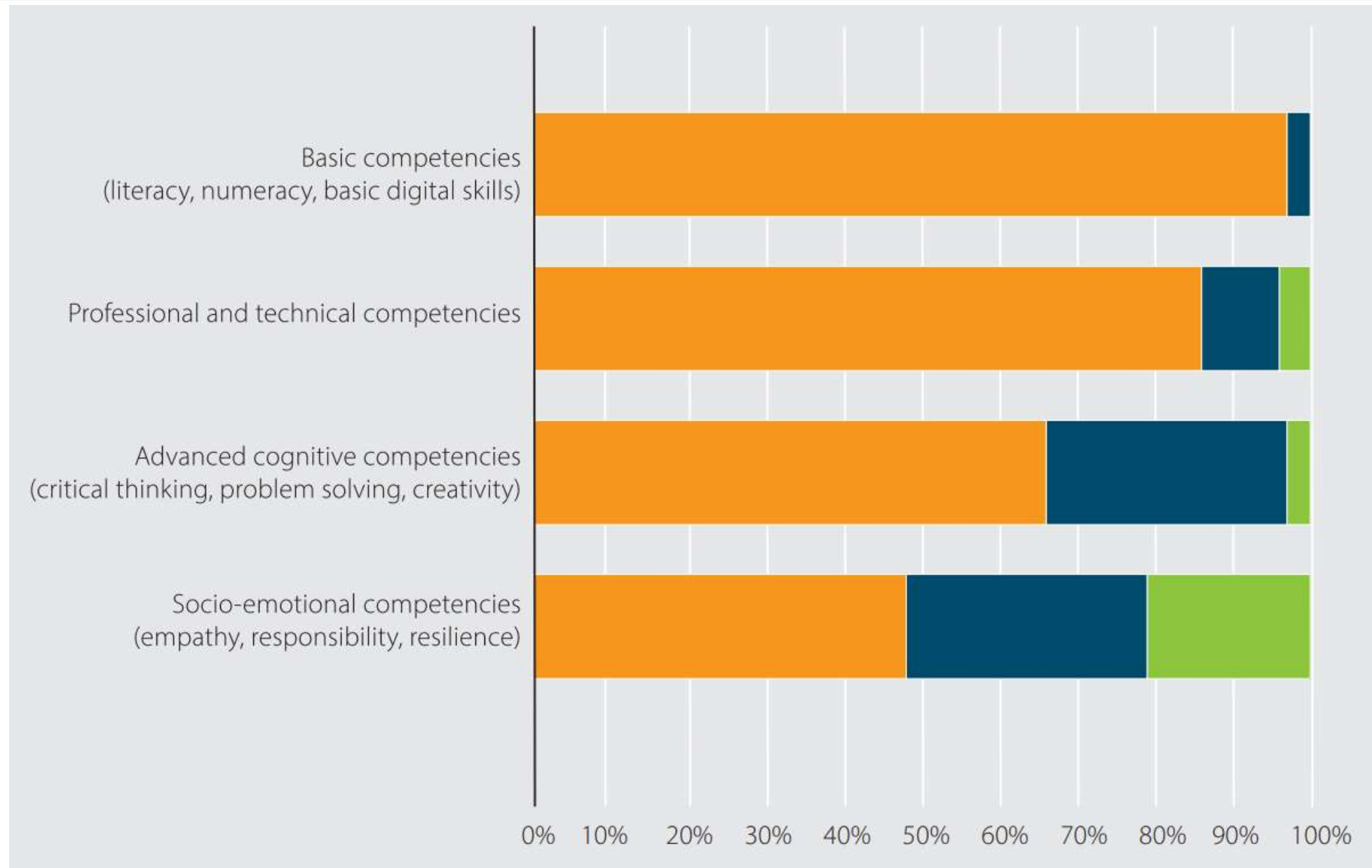
Migration

Digitalization

Entrepreneurship

Greening





Standard for In-Company Trainers in ASEAN Countries

>> click to open video recording <<



**Philippine Chamber of Commerce and Industry
Human Resources Development Foundation, Inc.**

DEVELOPING OUR COUNTRY BY DEVELOPING OUR HUMAN RESOURCES



Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH



STANDARDS FOR IN- COMPANY TRAINERS IN ASEAN COUNTRIES



Marlon Miña, Philippine Chamber of Commerce and Industry

Overview of the Standard

The Standards for In-Company Trainers in ASEAN Countries

- ✓ is a regional benchmark for the qualification of in-company trainers
- ✓ builds on the German standard for in-company trainers (Ausbildereignungsverordnung, AEVO)
- ✓ follows the common scope of standards in the ASEAN region using the concept of competencies
- ✓ is short and simple to be adaptable to the different economic and educational systems of all ASEAN member states
- ✓ can be applied to in-company trainers in all technical and vocational fields (not occupation specific)

Development of the Standard



The GIZ project BB-Mekong initiated the process of establishing the Standard for In-CT



Developed by 60 experts from Cambodia, Laos, Myanmar, Thailand, Viet Nam and the Philippines (bottom up approach)



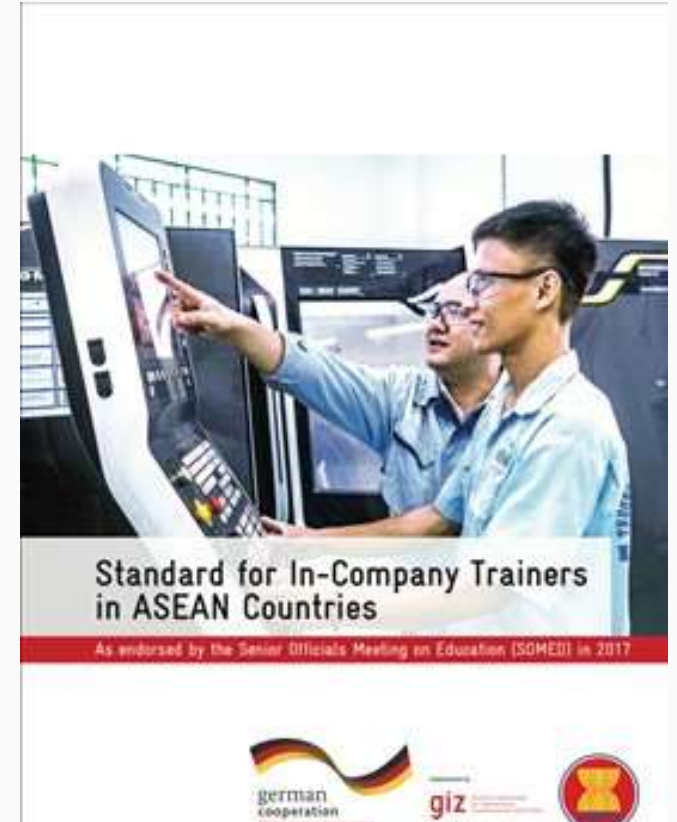
In 4 consecutive workshops (September, October, November 2014 and February 2015)



Representatives of national stakeholders agreed unanimously to the content of the standard in February 2015



Facilitated by the Federal Institute for Vocational Education and Training (BIBB), Karlsruhe Institute of Technology and GIZ



Standard for In-Company Trainers in ASEAN Countries

- ✓ The duration of in-company training is agreed at 80 hours.
- ✓ Four main areas of action of an in-company trainer were identified by the group of experts. There were arranged in four modules.
- ✓ Each module contains three to five competencies. The modules and competencies are related to each other and follow a logical order.

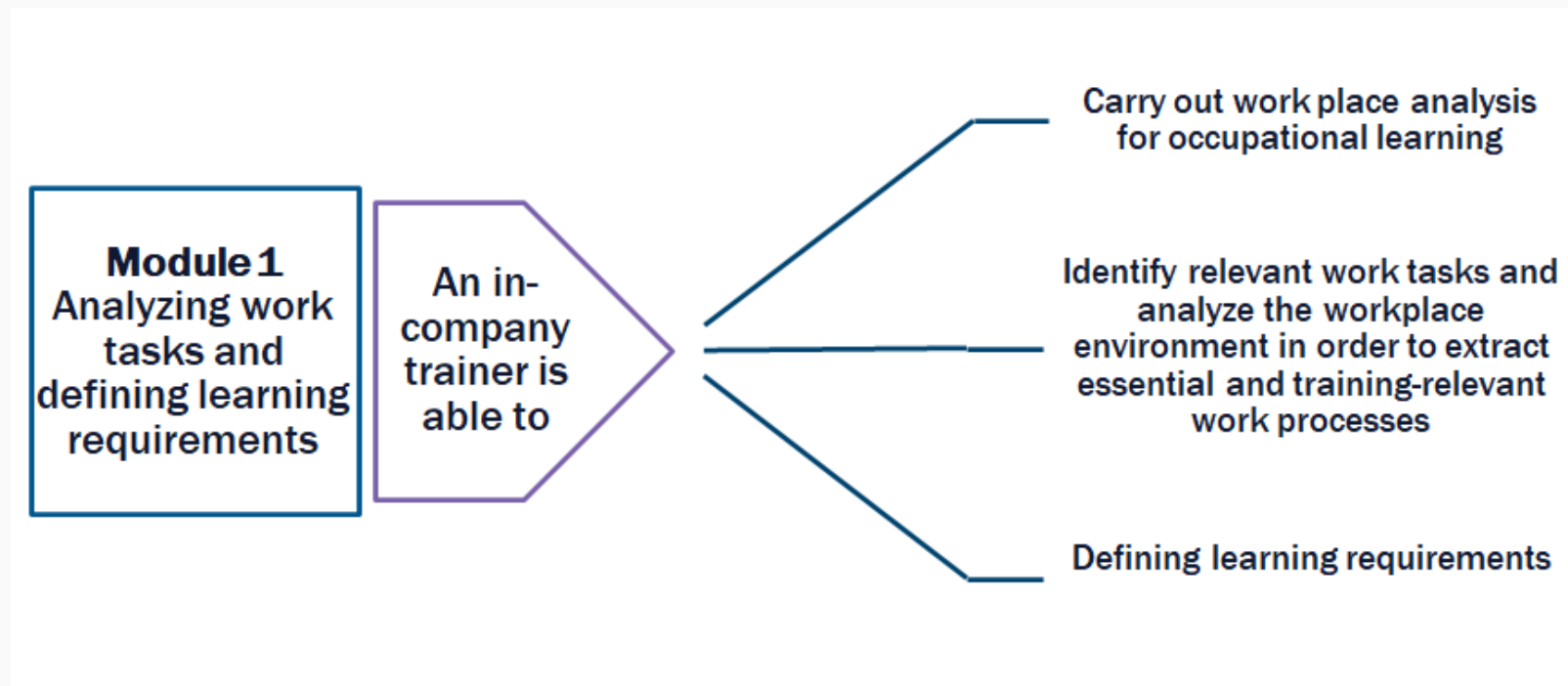
1 Analyzing Work Tasks and Defining Learning Requirements

2 Planning and Preparing Training

3 Conducting Training

4 Evaluation and Further Development of Training

Standard for In-Company Trainers in ASEAN Countries



Standard for In-Company Trainers in ASEAN Countries

Competency 1.1

Carry out work place analysis for occupational learning

Recommended duration: 3 hours

Skills / Knowledge	Contents / Topics
• Understand the framework of employment and TVET in your country or region • Understand work systems and structures • Analyze vocations and occupations • Identify and evaluate new technologies	• Labor laws, TVET regulations and other legislative issues in the country and region relevant for training • Industrial regulations and procedures • Frameworks of employment and organizational structures • Classifications of vocational systems and structures • Job descriptions and vocational profiles • Workplace analysis processes, methods and tools • Relevant standard procedures • Technical updates relevant to workplace

Competency 1.2

Identify relevant worktasks and analyze the workplace environment in order to extract essential and training-relevant work processes

Recommended duration: 2 hours

Skills / Knowledge	Contents / Topics
• Working experience in the vocation to be trained • Carry out work task analysis	• Vocational qualification and relevant work experience in the field to be trained • Work task processes and tools • Theory of competency

Competency 1.3

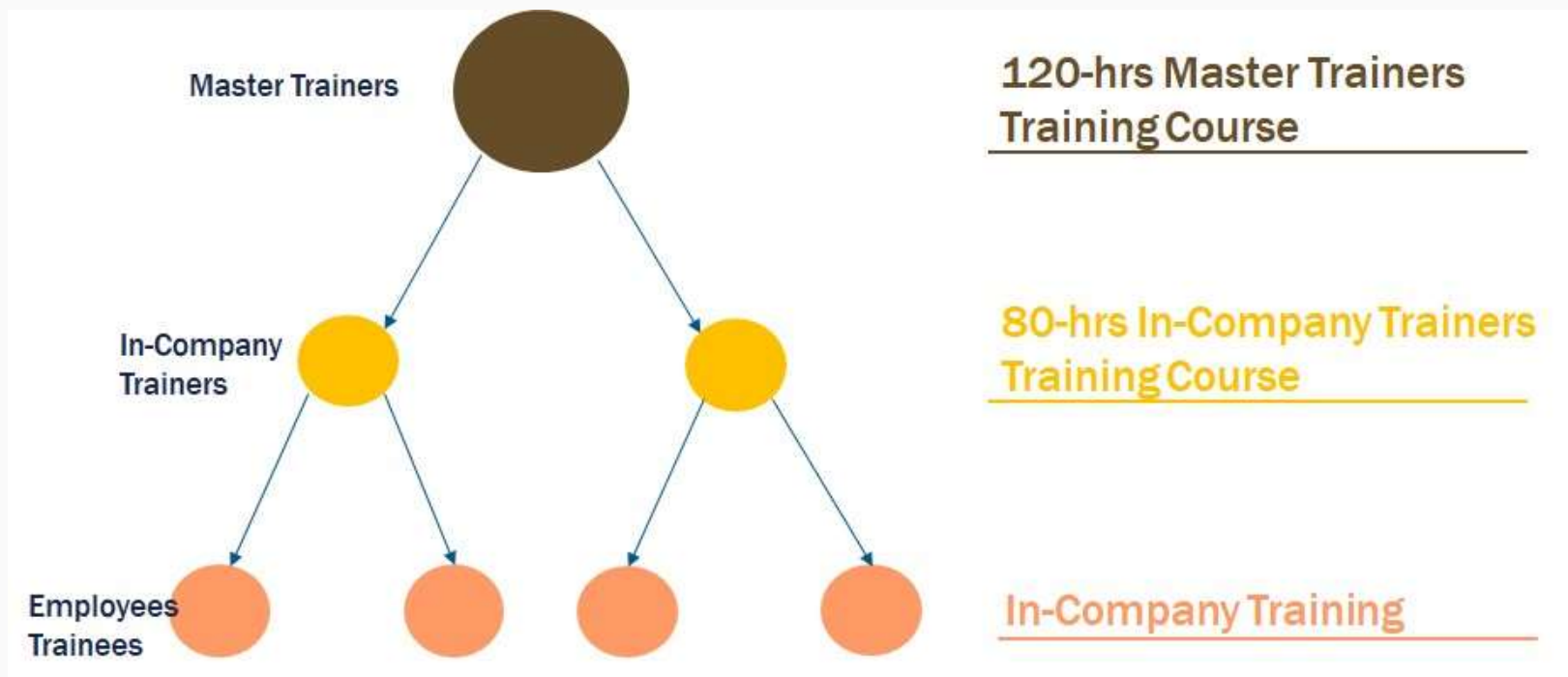
Define learning requirements

Recommended duration: 3 hours

Skills / Knowledge	Contents / Topics
• Understand the theories of the vocation being taught • Self-development and motivation	• Technical descriptions of work processes and interactions • Descriptions of work activities • Learning field and learning requirement definitions • Methods of motivation and self-development • Learning psychology

Recommended duration of the module: 8 hours

Training of Master Trainers as Multipliers



Revision of the Standard Format



- ✓ Revisions prepared by the technical working group
- ✓ Adopted by Steering Committee by e-mail in August 2018
- ✓ Key outcomes:
 - ✓ No change of the structure/format of the standard
 - ✓ No change to the order of competencies to comply with Bloom's taxonomy – organized in a chronological order instead
 - ✓ Reworded some skills/knowledge to ensure they can be assessed
 - ✓ Reduced duplication in the content
 - ✓ Ensured correlation of skills and content/topics
 - ✓ Clarified what are skills/knowledge and what are content/topics

Assessment Results Master Trainers for In-Company Trainers

NAME _____

Micro Teaching (Ability to teach)

Preparing the lesson plan, the candidate...		Rating
1	stated specifically the lesson objectives in behavioral terms	
2	organized the lesson systematically into the introduction, conduct and conclusion phases	
3	differentiated clearly between student and MT activities	
4	identified methods for assessing student's attainment of objectives	
5	arranged the training facilities to be a conducive learning environment	
Subtotal		

In introducing the lesson, the Master Trainer...		Rating
1	used interesting/motivating/challenging/original lesson opening activity	
2	presented a brief overview of the lesson objectives/activities/contents to be covered	
3	related the lesson to student's prior knowledge/experience	
4	provided opportunities for student response and participation	
5	gave an indication for the timeleft and followed it	
Subtotal		

While delivering the information, the Master Trainer...		Rating
1	sequenced and conducted activities systematically and logically	
2	defined new terms, concepts or principles	
3	used relevant, clear examples to explain major issues	
4	asked questions periodically to determine whether too little or too much information was being presented	
5	used training resources/boards/aids/materials effectively	
6	illustrated key points verbally and visually	
7	involved students actively	
8	applied effective communication skills (verbal and nonverbal)	
9	was responsive to the students	
Subtotal		

In concluding the lesson, the Master Trainer...		Rating
1	reviewed and reinforced all the important points covered in the lesson	
2	involved students in summarizing the lesson	
3	encouraged students to ask questions, make comments or express ideas during the summary	
4	used appropriate methods to assess student's attainment of the lesson objectives	
5	used instructional aids	
Subtotal		

Rating Scale: 1 - Not at all 2 - To a small degree 3 - To a moderate degree 4 - To a high degree

Standard for In-Company Trainers is ADEXX Countries

Assessment Criteria

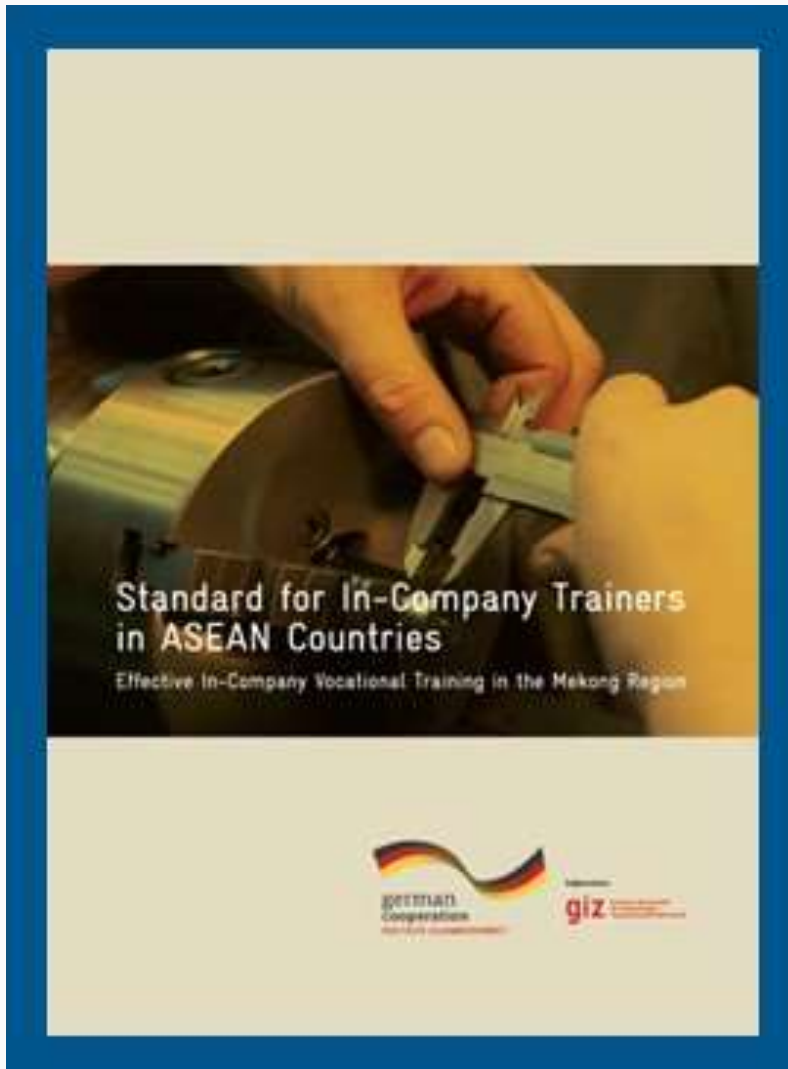
- ✓ Ability to teach (micro teaching)
- ✓ Preparing the lesson Plan
- ✓ Introducing the lesson
- ✓ Delivering the information
- ✓ Concluding the lesson
- ✓ Personality (Evaluation of MT's performance)
- ✓ Ability to design training (training portfolio)

Assessors

- ✓ 2-3 Assessors per training
- ✓ Trainers cannot be assessors
- ✓ Criteria for selecting assessors:
 - ✓ Must be familiar with the In-Company Trainer Standard for ASEAN Countries (either as member of the Regional Steering Committee or as Master Trainer)
 - ✓ Trained as assessor or skilled trainer with equivalent knowledge and qualifications (preferred)
 - ✓ Experience in trainers/teachers assessment or test item development (preferred)

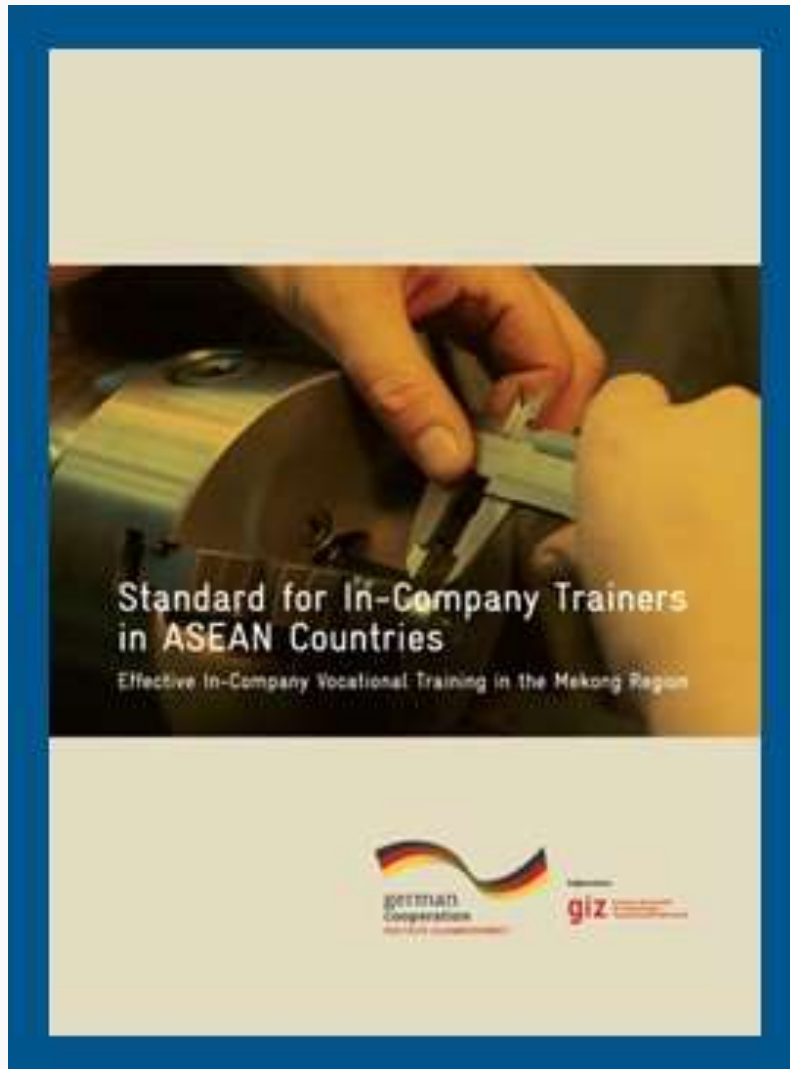
MTs and In-CTs Trained

Overview by country							
Country	Master Trainers trained			In-Company Trainers trained			Total number of In-CT trainings conducted
	Male	Female	Total	Male	Female	Total	
Brunei	0	1	1	0	0	0	0
Cambodia	20	5	25	61	25	86	3
Lao PDR	8	5	13	tbc	tbc	67	7
Indonesia	31	10	41	tbc	tbc	787	tbc
Malaysia	3	5	8	tbc	tbc	726	tbc
Myanmar	6	6	12	tbc	tbc	361	3 (without LuxDev)
Philippines	16	18	34	tbc	tbc	96	3
Thailand	36	27	63	363	92	455	17
Viet Nam	13	4	17	57	2	59	3
Mongolia	0	2	2	0	0	0	0
Total	133	83	216	481	119	2637	33



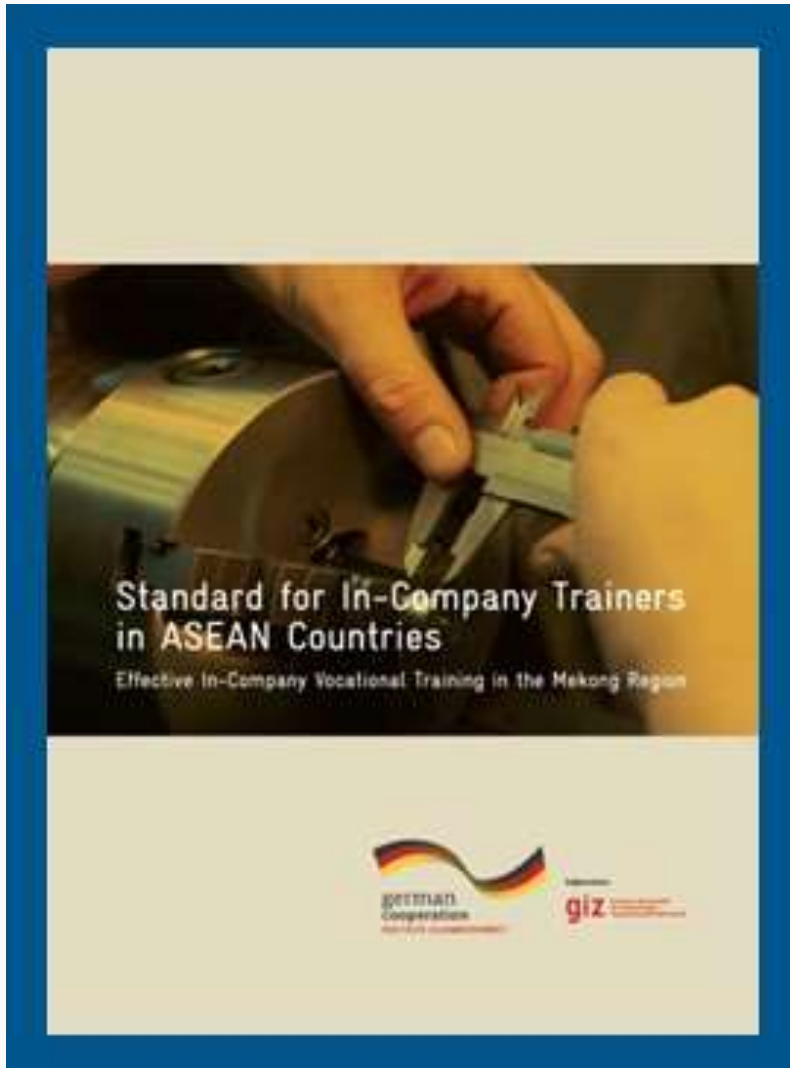
Summary

- ❖ What demand was the development of the standards based on?
 - ❖ The development of the standards was based on the need of the ASEAN-member states for a standardized baseline for in-company trainer's competencies which can lead to the better cohesion of existing education standards and work demands of industry.
-
- ❖ Which stakeholders were involved in the development and which of these do you rate most important for the successful development?
 - ❖ Both the public and private sector were represented in the 60 experts that developed the standards using a bottom-up approach. The fact that they are already together in the beginning of the process contributes to the success of the development and implementation of the Standards. It has also made it easier at the ASEAN level to secure endorsement because the same officials who developed it were the ones sitting in the ASEAN Education and Labor Ministry Meetings.



Summary

- ❖ How did the collaboration process between the stakeholders work, especially in view of diverging national demands and regulations?
 - ❖ The collaboration process worked because of the common need of the ASEAN—member states to really standardize the baseline of their respective in—company trainers. Although they have diverging national demands and regulations, the fact that both the private and public sector were already there in the beginning of the process made it possible to hurdle these challenges.
-
- ❖ How would you describe the mix of competencies that you integrate in training with your initiative?
 - ❖ The mix of competencies included lots of compromises among the participants on definitions, operationalization, existing standards, international best practices and competencies that the participants believe should best encapsulate a particular module.



Summary

- ❖ Which countries have integrated the standards, based on which legal foundations?
 - ❖ So far, Malaysia, Thailand and the Philippines have promulgated their own localized Standards based on the regional benchmarks. Others are in the process of coming up with their own regulations.
-

The work continues

There is always a need for continuous human resource development.

Email pccihrdf@philippinechamber.com and sea-vet.net for further information and support.

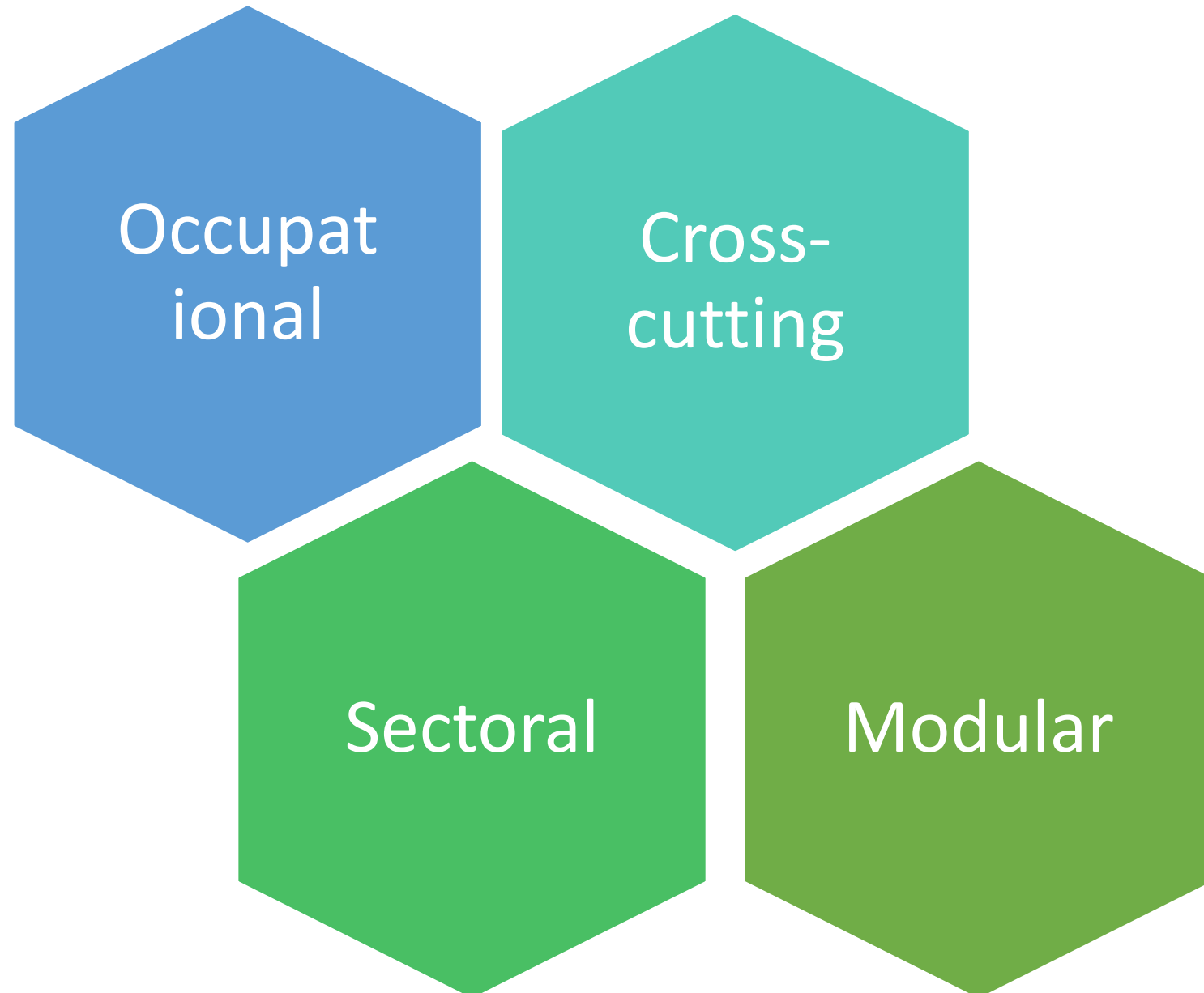
>> click to go to TVET Forum <<



The INTEGRATION of NQC in curricula and training regulations

Four approaches

To the integration
of NQC in curricula
and training
regulations
(BILT, 2019)



Trend 5

Strategies to integrate NQC in curricula
and training regulations

Trend 6

Other strategies to integrate NQC in
curricula and training regulations



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Youth Start Entrepreneurial Challenges

Submitted by IFTE, Austria

This programme responds to an increasing need for modern methods to teach entrepreneurship to TVET students. It offers entrepreneurial challenges in different fields, which can be combined in multiple ways and implemented at all levels of TVET. Thanks to an online selection tool for suitable challenges and accompanying teaching material, the method can be directly implemented in teaching and training. The Youth Start Entrepreneurial Challenges project was carried out in a close collaboration between the ministries of education of Austria, Luxembourg, Portugal and Slovenia.

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Tags: [promisingpractice](#) [entrepreneurship](#) [europe-cis-na](#) [bilt](#)

Integration of entrepreneurial competencies into curricula and training regulations

Prof. Johannes Lindner





ENTREPRENEURSHIP

as a mindset, process and method



**CHECK MY OWN
POTENTIAL**



SEE OPPORTUNITIES

- Problems
- Trends
- Change of Laws
- Technical Development
- Market



**DEVELOP IDEAS WITH
VALUE**



**IDENTIFY AND
AVOID RISKS**



**KNOW THE NECESSARY
RESSOURCES**



**PUT IDEAS
INTO ACTION**

TRIO Model of Entrepreneurial Education



Level I: Core Entrepreneurial Learning, entrepreneurial skills in a narrower sense, develop own innovative ideas - with value - and implement them in a creative and structured way.

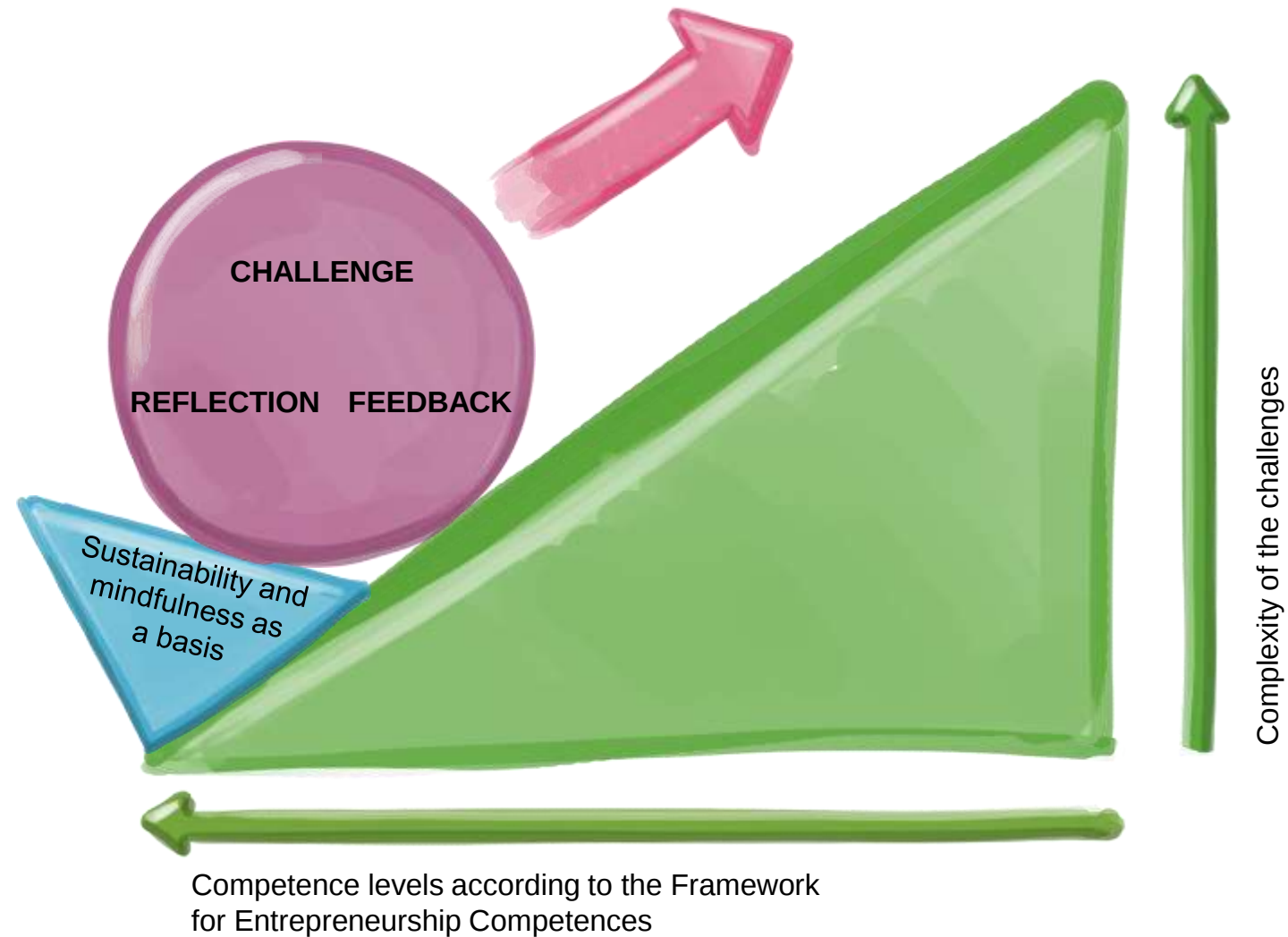


Level II: Encouragement of a culture of entrepreneurial thinking and acting among the young adults



Level III: Encouragement of a culture of maturity, autonomy, personal responsibility and solidarity (value basis) for a dynamic civil society of citizens ("citoyens")

ENTREPRENEURIAL CHALLENGE BASED LEARNING



Entrepreneurial Core Education					
Idea Challenge		Hero Challenge		My Personal Challenge	
Lemonade Stand Challenge		Real Market Challenge		Start Your Project Challenge	
Entrepreneurial Culture					
Empathy Challenge		Storytelling Challenge		Buddy Challenge	
Perspective Challenge		Trash Value Challenge		Open Door Challenge	
Extreme Challenge		Be A Yes Challenge		Expert Challenge	
Entrepreneurial Civic Education					
Community Challenge		Debate Challenge		Volunteer Challenge	



English (EN)

Deutsch (DE)

French (FR)

Portuguese (PT)

Slovenian (SL)

Bulgarian (BG)

Spanish (ES)

Entrepreneurs shape the future

Foster the entrepreneurial competences of young people with our challenges



Start in your classroom



Co-funded by the
Erasmus+ Programme
of the European Union



www.ifte.at/entrepreneur

YouthStart

2021

EUROPEAN ENTREPRENEURSHIP AWARD
IN VIENNA – AUSTRIA, APRIL, 15.-17.



Youth Start

INFORMATIONS COMPETITION.

The 'Youth Start European Entrepreneurship Award' is awarded in the categories "(Social) Business Idea" and "Real Market".

The competition takes place in two categories – "**Idea Challenge**" and "**Real Market Challenge**". The real market category includes the more matured ideas, that have been worked out in a more sophisticated way and have been presented already in some other entrepreneurship fields (e. g. competitions, sort of a fair of student businesses, published article, etc.).

Picture: Palace Belvedere







Hallo, ich bin LEWI und freue mich auf spannende Aufgaben mit dir!
Hi, I'm LEWI. Let's do some fun activities!



YouthStart
ENTREPRENEURIAL CHALLENGES
www.youthstart.eu

Trio Model

DE LASS UNS DEINE IDEEN FINDEN UND UMSETZEN!
EN LET'S DEVELOP AND IMPLEMENT YOUR IDEAS!

DE MACH DIR UND ANDEREN MUT UND PROBIERE ETWAS GANZ NEUES!
EN DON'T BE AFRAID TO TRY NEW THINGS! ALSO ENCOURAGE OTHERS!

DE SETZE DICH UND DEINE IDEEN FÜR ANDERE MENSCHEN EIN!
EN USE YOUR IDEAS TO HELP OTHER PEOPLE!

Entrepreneurial Challenges

IDEA CHALLENGE
Ideen ins Rollen bringen!
Get your ideas moving forward!
Wir schaffen Wert!
Let's create value!

☐ OK
☐ OK



HERO CHALLENGE
Du bist mein Held
You're my hero

☐ OK



EMPATHY CHALLENGE
Meine Gefühle – Deine Gefühle
My feelings – Your feelings

☐ OK



STORYTELLING CHALLENGE
Kreativ Geschichten erzählen
Creative storytelling

☐ OK



BUDDY CHALLENGE
Anderen Mut machen
Empower others!

☐ OK



MY COMMUNITY CHALLENGE
Gemeinsam Probleme lösen
Solving problems together

☐ OK



MY PERSONAL CHALLENGE
Mein Preis- und Wertgefühl entwickeln
What's it worth?

☐ OK



LEMONADE STAND CHALLENGE
Verkaufen macht Spaß
Selling is fun

☐ OK



PERSPECTIVES CHALLENGE
20 Euro auf der Spur
Tracking 20 Euros

☐ OK



TRASH VALUE CHALLENGE
Aus Alt mach Wert
Recycling adds value

☐ OK



OPEN DOOR CHALLENGE
Spuren suchen
Find the way!

☐ OK



DEBATE CHALLENGE
Reden wir!
Let's talk!

☐ OK



REAL MARKET CHALLENGE
Junior Manager/in werden
Becoming a junior manager

☐ OK



START YOUR PROJECT CHALLENGE
Mein erstes Projekt
My first project

☐ OK



EXTREME CHALLENGE
Ziele im Sport erreichen
Setting and achieving goals in sports

☐ OK



BE A YES CHALLENGE
Meine Stärken
My strengths

☐ OK



EXPERT CHALLENGE
Lernen lernen
Learning to learn

☐ OK



VOLUNTEER CHALLENGE
Freiwillig helfen
I can volunteer

☐ OK



Das LEWI-Programm stärkt die Eigeninitiative und den Unternehmergeist von Kindern in der Primarstufe.
The LEWI Programme empowers kids at the primary school level and enhances their entrepreneurial skills.



Achtsamkeitsübungen und die „Youth Start“-Achtsamkeitsfilme findet man unter „Körper&Geist“ auf www.youthstart.eu.
For mindfulness exercises and the „Youth Start“ mindfulness videos see the „Mind & Body“ section at www.youthstart.eu.



Co-funded by the
Erasmus+ Programme
of the European Union



Credits: Initiative for Teaching Entrepreneurship www.ifte.at
Impulse Centre for Entrepreneurship Education www.eesi-impulszentrum.at
Contact: johannes.lindner@kphvie.ac.at | Illustrations: Holmut Pokornig

Integration of Youth Start - Entrepreneurial Education

					
	Pioneer phase		Concept phase	Enlargement phase	Quality assurance phase
Level of the TVET institution	Bottom up: with individual initiative	Top down: with a pilot project	Introduction of an entrepreneurial ecosystem: concept development	Concept implementation and consolidation of the approach and development of practice	Entrepreneurial learning well- integrated into the institution and measured for impact
Level of the education system	• Institutional support by IFTE and University teacher college • Exchange of experience with stakeholders and international partners		• Field trial at a larger number of TVET institution • Entrepreneurship education coordinator • Youth Start Festivals • Curriculum work	• Syllabus integration • e.e.si Entrepreneurship school approach • Youth Start International Festival	National action plan • Accept challenges and solve them constructively • Create framework conditions and widen networks • Strengthen potentials and implement ideas • Secure process quality

DOI: 10.2478/dese-2018-0009

Discourse and Communication for Sustainable Education,
vol. 9, no. 1, pp. 115–127, 2018

Entrepreneurship Education for a Sustainable Future

Johannes Lindner
The University College of Teacher Education in Vienna, Austria

Abstract

Entrepreneurs keep our economy and society vibrant by implementing new ideas, which is why our society needs people with entrepreneurship competences. The development of our entrepreneurship competences does not begin with the start of our professional lives, but is initiated in earlier phases of our socialisation. Entrepreneurship education can trigger and support this process. A common goal of entrepreneurship education is to strengthen entrepreneurs with value orientation for a sustainable society. All entrepreneurs of the future are in school today, the nature of their value-oriented education and their willingness to participate is shaped by today's learning. This article provides information about entrepreneurship education, with a focus on Entrepreneurial Challenge-Based Learning for a sustainable future. Entrepreneurial Challenge-Based Learning touches on the basic personal and social issues of responsibility and autonomy and is intended to foster a culture of solidarity in our society.

Keywords: entrepreneur, entrepreneurship education, entrepreneurial challenge-based learning, social entrepreneurship, TRIO Model for Entrepreneurship Education, Youth Start Entrepreneurial Challenges, Sustainable Entrepreneurial Design, www.youthstart.eu.

Introduction

A socially responsible market economy needs confident and responsible citizens, who take an active role in shaping their own future and that of the society they live in through entrepreneurial and social initiatives. Without people who are willing to become active and implement their ideas, we would now be living in a very different reality. We owe innovations such as the arts, schools, cars, medication, the rule of law and democracy to people who were ready to make continual efforts to implement new ideas and change the rules of society.

Entrepreneurial initiatives are crucial for the development of regions and entire countries. Entrepreneurial thinking and acting can contribute to social cohesion in poorly developed regions and can help improve the situation of unemployed or underprivileged people. This is why the European Union is targeting a renaissance of entrepreneurship (cf. European Council, 2014; European Commission, 2013). In official appeals, economic policymakers and stakeholders are calling for new entrepreneurs, invoking a new phase

Stay in contact

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Facebook/Link

Johannes Lindner Vienna

www.youthstart.eu/en

 Federal Ministry
Republic of Austria
Digital and
Economic Affairs

 Federal Ministry
Republic of Austria
Education, Science
and Research

Entrepreneurship Education

Map of Actions for
Children and Young Adults



>> click to go to TVET Forum <<



The IMPLEMENTATION of NQC in teaching and training

Trend 7

Innovative teaching and training
methods and technologies

Trend 8

Roles and self-understanding of TVET
teachers and trainers



**The reform of Vocational Education in
Mozambique - A focus on the implementation of
new qualifications and competencies**

Bridging Conference on New Qualifications and
Competencies in TVET (BILT project)

08 December 2020

Summary

1. Legal Framework of the Reform of Vocational Education
2. Main Innovations of the Law of Professional Education
3. Professional Qualifications
4. Implementation of Qualifications and Competences by Institutions
5. Participation of the business sector

1. Legal Framework of the Reform of Vocational Education

- The Law of Professional Education – Law nº. 23/2014, republished by the Law nº. 06/2016
- The Statutes of ANEP – Decree nº. 52/2016
- Licensing Regulation for Professional Education Institutions - Decree no. 28/2017

2. Main Innovations of the Law of Professional Education

- ✓ Establishment of a Regulatory Body: National Authority for Professional Education (ANEP)
- ✓ Implementation of a National System for Professional Qualifications : National Professional Qualifications Framework and respective National Catalog of Professional Qualifications
- ✓ Establishment of the National Fund for Professional Education (FNEP) to finance training activities, through the contribution of the State, the business sector (0.65% of the Payroll) and other partners.
- ✓ Opening the possibility for the establishment of Public-Private Partnerships

3. Professional Qualifications

National Catalog of Professional Qualifications

- Professional qualifications are registered in the National Catalog of Professional Qualifications (CNQP)
- Currently, the CNQP has 139 Qualifications and 19 independent modules registered in the following areas:
 - Administration and Management
 - Agriculture
 - Construction
 - Education
 - Electricity
 - Hydrocarbons (Gas and Oil)
 - Tourism and Hospitality
 - Laboratories
 - Logistics
 - Mechanics
 - Mining
 - Fisheries
 - Physical Planning
 - Health and Social Security
 - ICTs

By Law, the Certification of graduates is carried out by ANEP

3. Professional Qualifications

Quality and relevance assurance of the qualifications design

**Sectoral Advisory
Committee
(STACs)**

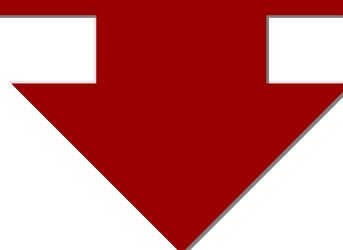
[Comité Técnico
Sectorial (CTS)]

**Technical Team for
Standards
Development**

[Equipe Técnica de
Elaboração de Padrões
(ETEP)]

**Validation
Panel**

[Painel de Validação
(PV)]



**Approval by ANEP
Registration in CNQP
Publication in the Government Magazine**

4. Implementation of Qualifications/Competences by Institutions

4.1 . General principles

1. To deliver qualifications, every IEP must be accredited by ANEP
2. Accreditation is a component of the SNQP Quality Assurance System
3. Accreditation is subject to the fulfillment of several requirements in relation to:
 - Physical space
 - Infrastructure, including workshops, laboratories, etc. (teaching environments)
 - Furniture and Modern Equipment
 - Trainers profile
 - Managers profile

4. Implementation of Qualifications/Competences by Institutions

4.1 . General principles

4. Specific accreditation requirements are indicated in each qualification registered in the National Catalog of Professional Qualifications.
5. Accreditation is done by technical area and must be renewed after every 5 years.

4. Implementation of Qualifications/Competences by Institutions

4.2. Requirements for Trainers

The IEP Licensing Decree states:

1. For Trainers who teach QNQP levels III, IV and V:

- Higher Education level in the respective technical area
- Certificate B (CBT methodology)

2. For trainers who teach QNQP levels I and II:

- Medium Education level in the respective technical area
- Certificate C (CBT methodology)

3. For IEP Managers:

- Higher Education level
- Certificate A

4. Implementation of Qualifications/Competences by Institutions

4.3. Actions carried out in public IEPs under the Reform of PE

1. **Infrastructure and equipment (teaching environments):**
 - Rehabilitation or construction of some institutions
 - Furnishing some institutions with furniture
 - Equipping workshops and laboratories with modern equipment
 - Introduction of environmental safeguards
2. **For in-job trainers, in order to “not stop the System”:**
 - Approval of the Strategy for Trainer’s Training
 - "Ad-hoc" training in specific technical skills, directly related to the modules to be taught by each one
 - “Ad-hoc” training in competence-based training methodology (particularly with regard to trainee assessment)
 - Attendance of some trainers, of the complete Certificate B, in semi-presence regime

5. Participation of the business sector

The Business Sector participates at:

- The Board of Directors of ANEP
- The National Fund for Professional Education
- The Sectoral Technical Committees
- The Qualification Validation Panels
- The External Verification of the Evaluation of Trainees
- The IEPs Management Committees
- Other partnerships with IEPs



Obrigada!
Thank you!

>> click to go to TVET Forum <<



Ms Kelly Shiohira, Jet Education Services, South Africa





BILT Bridging Conference

8 DEC 2020 , Joanne Koh

 **Temasek**
POLYTECHNIC

Industry Transformation Programme

Roadmaps for 23 Industries to address issues within each industry



Picture obtained from <https://www.mti.gov.sg/en/ITMs/Overview>

- Jobs & Skills
- Innovation
- Productivity
- Internationalisation

Picture obtained from <https://www.skillsfuture.sg/skills-framework>



Singapore

Components

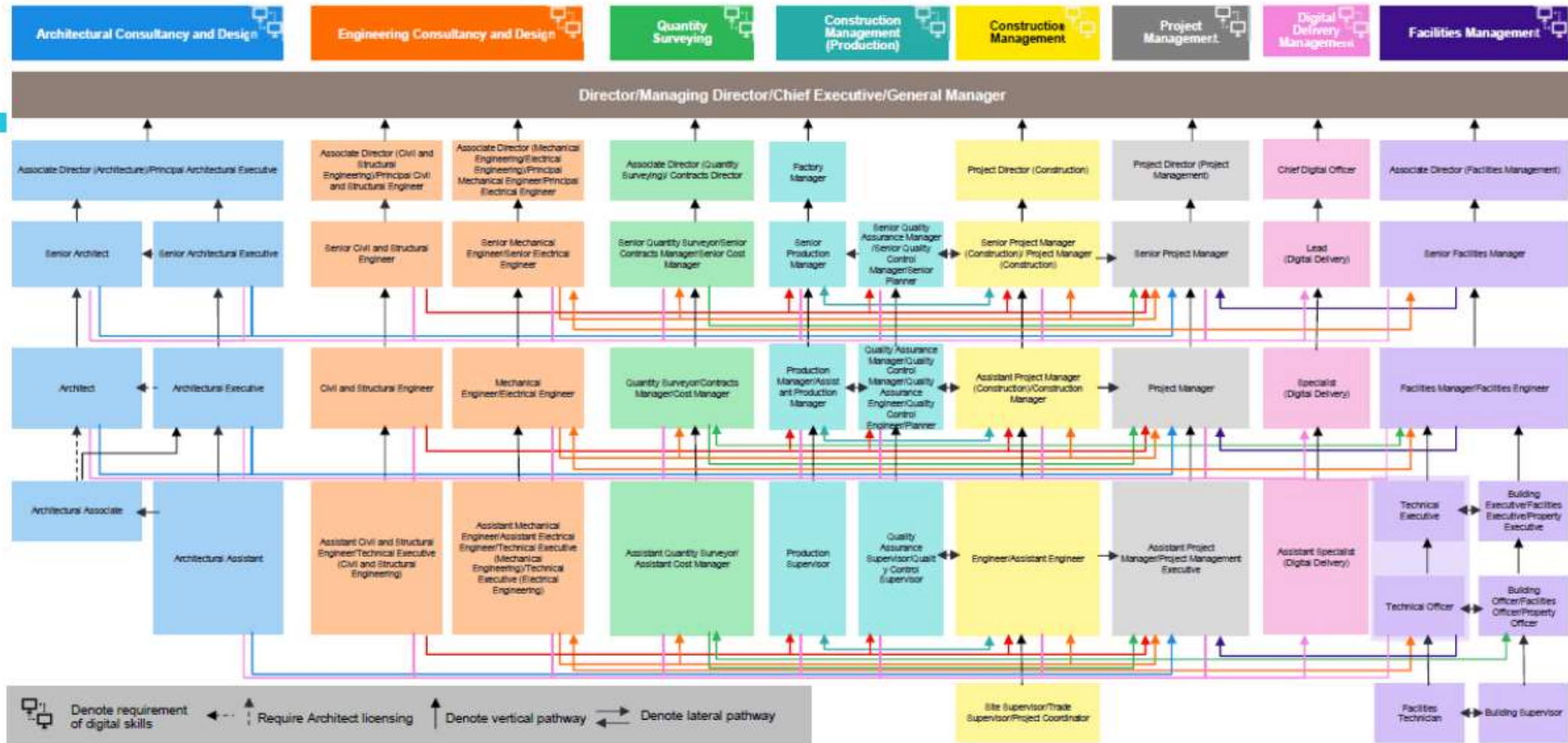
- Career pathways
- Job tasks and Key tasks
- Technical Skills and Competencies (TSCs)
- Generic Skills and Competencies (GSCs)



Skills Framework

Skills Framework for Built Environment Career Pathways

Updated as at 20200313



Skills Framework (Samples)

Key Tasks

Implement quality standards and procedures for preventive and corrective maintenance works

Evaluate facility operations and retrofitting activities

Implement solutions based on incident response procedures

TSCs

Proficiency Description

Knowledge

Abilities

GSCs

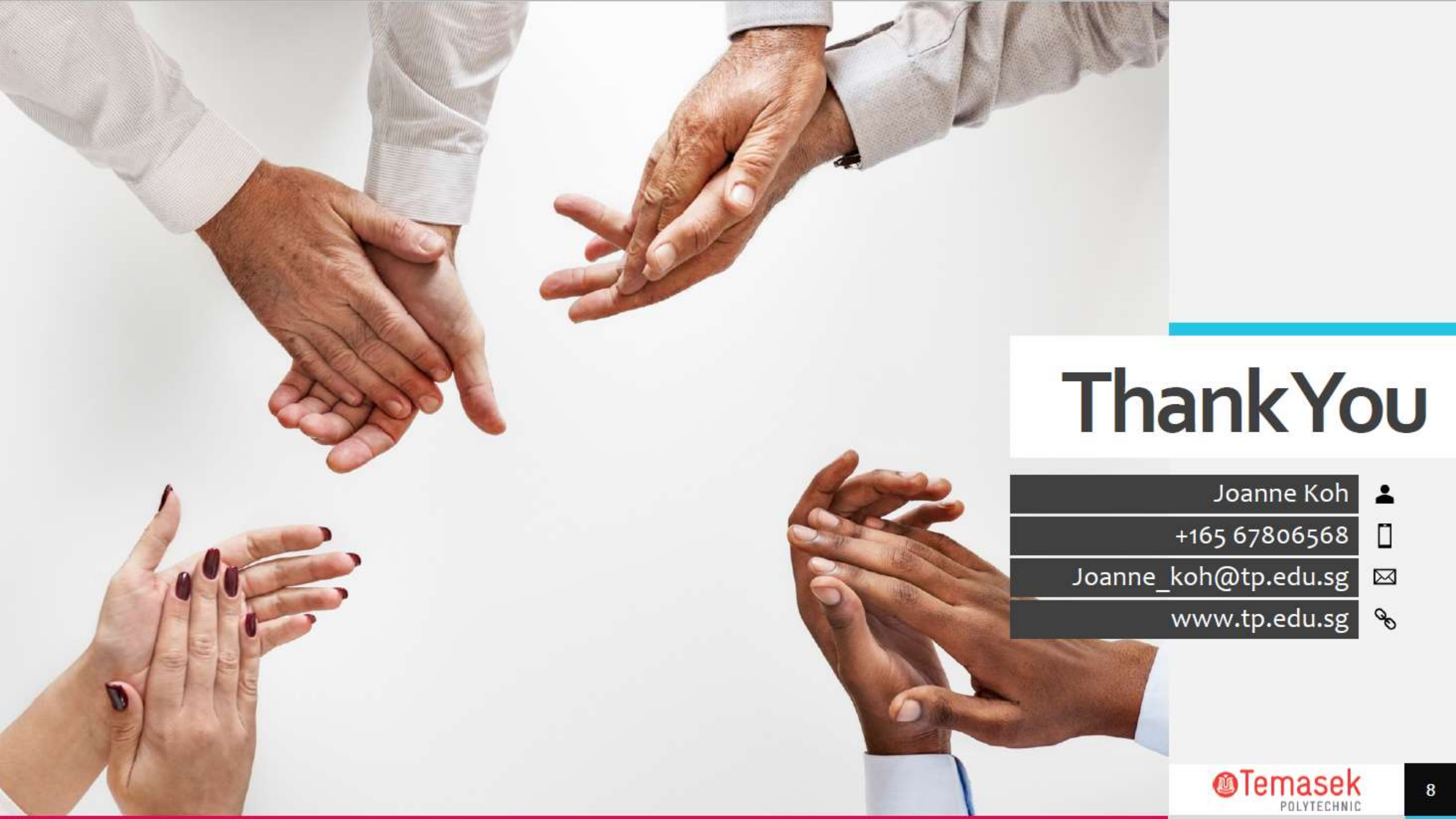
Digital Literacy

Global Mindset

Lifelong learning

Challenges

- Different stages of development
- Long process for coordination and understanding
- Time consuming
- Some industries might have very frequent changes
- How do we “teach” soft skills?



Thank You

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United Nations
Educational, Scientific and
Cultural Organization

Closing Remarks



United Nations
Educational, Scientific and
Cultural Organization

UNEVOC

International Centre
for Technical and Vocational
Education and Training



Bridging Innovation and
Learning in TVET



Mr Jens Liebe, Senior Programme Expert, UNESCO-UNEVOC

- >> provide feedback <<**
- >> join the discussion in the TVET Forum <<**
- >> get in touch: unevoc.bilt@unesco.org <<**

THANK YOU!

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