

7th International Skills Forum

Anticipating and Preparing for Emerging Skills and Jobs

12–14 December 2017 Asian Development Bank Manila, Philippines

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Quality Benchmarking and Accrediting TVET Institutions

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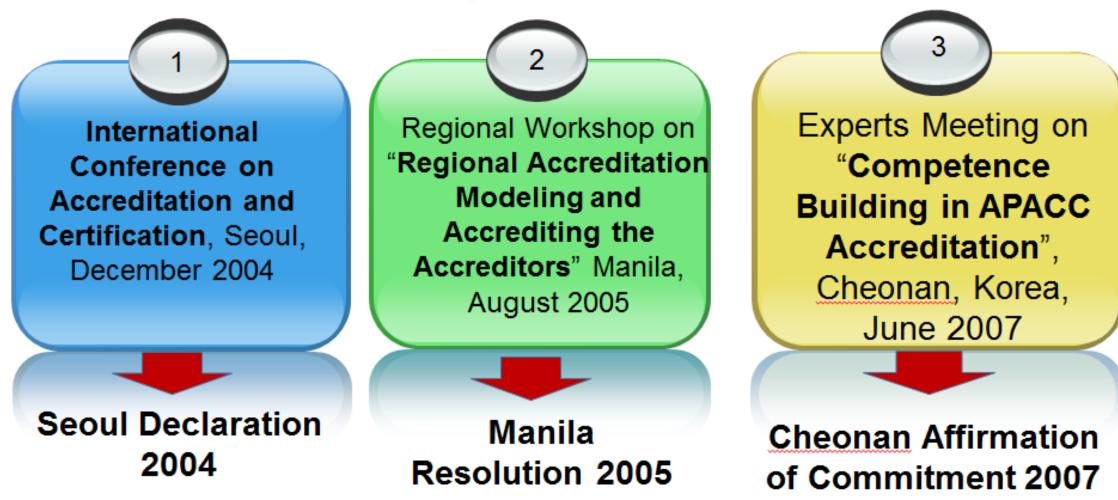
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Inception of APACC







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The Need for a Regional Institutional Accreditation Body for TVET

- The status of accreditation in the Asia Pacific region is not standardized and harmonized
- Absence of formal accreditation system at the national level in some countries and the lack of education and training standards at regional level against which TVET institutions can use to benchmark, analyze and evaluate its own standards, functions/roles
- Where there is an existing TVET accreditation system, the implementation has been hampered by limited institutional capacities, limited funding sources, lack of skilled human resources, and other logistics to sustain efforts

Regional institutional accreditation body for TVET is imperative to solve problems of producing qualified workforce, to promote harmony of qualifications, and to promote mutual recognition of qualifications.







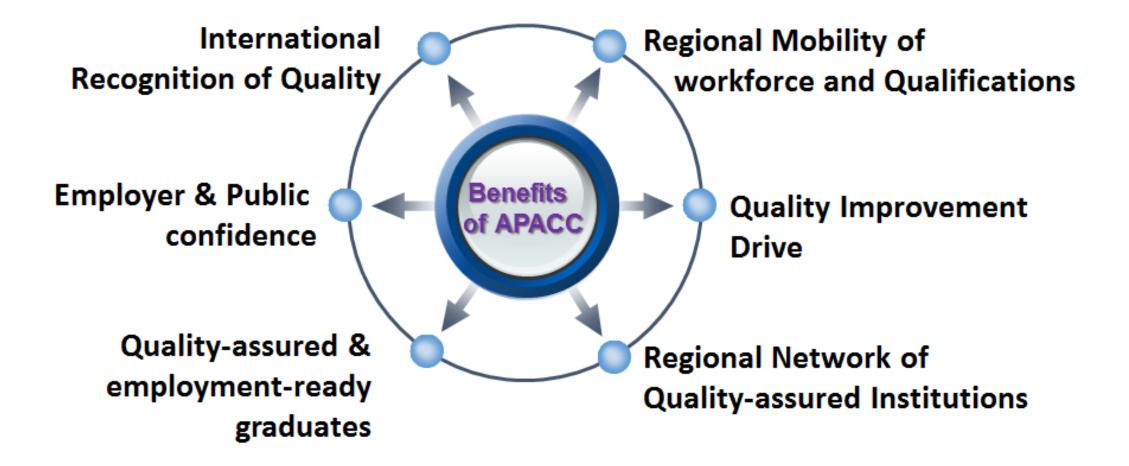
Characteristics

- Voluntary on the part of the TVET institution.
- Criteria based.
- Partnership endeavor
- Fair, Openness and Transparency.
- Value-added dimension to augment self-regulation and/or national government regulations.
- Continual improvement leading to excellence.
- External Evaluations
- Accredits the TVET Institutions









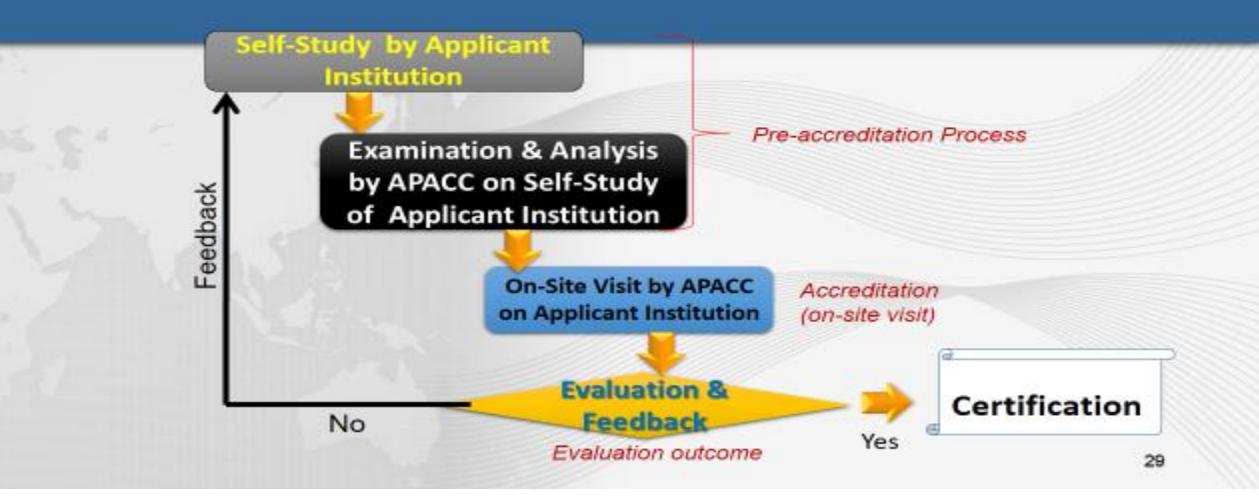


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Flanning Prosperity Together

Process of Accreditation and Certification





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Criteria & Pointing System

Governance and Management 46 Teaching and Learning 120 III. Human Resources 74 IV. Research and Development 50 V. Image and Sustainability 50 VI. Other Resources 110 VII. Support to Students 50 Total 500





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APACC Accredited Institutions Performance

per Criterion

(As of December 01, 2017)

