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Symposium VIII  
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Tokyo Campus, University of Tsukuba  
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# Reaching Everyone in Education Towards Societal Transformation

By: R Alpha Amirrachman, M. Phil, Ph.D  
Director of SEAMEO SEAMOLEC



# Society 5.0



## Definition:

- a future and smart society where technology blended into every and across all social segments.



## Expectation:

- solve current impossible problems, making everyday life more comfortable and sustainable.



## Challenge:

- the faster growth of technology the bigger of equality gap in society arises



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# SEAMEO SEAMOLEC



# SEAMEO SEAMOLEC: VISION AND MISSION



## Vision:

To be the Centre of expertise  
in Open and Distance Learning

## Mission:

To assist SEAMEO Member Countries in  
identifying educational problems and  
finding alternative solutions for sustainable  
human resource development through the  
dissemination and effective use of open  
and distance learning



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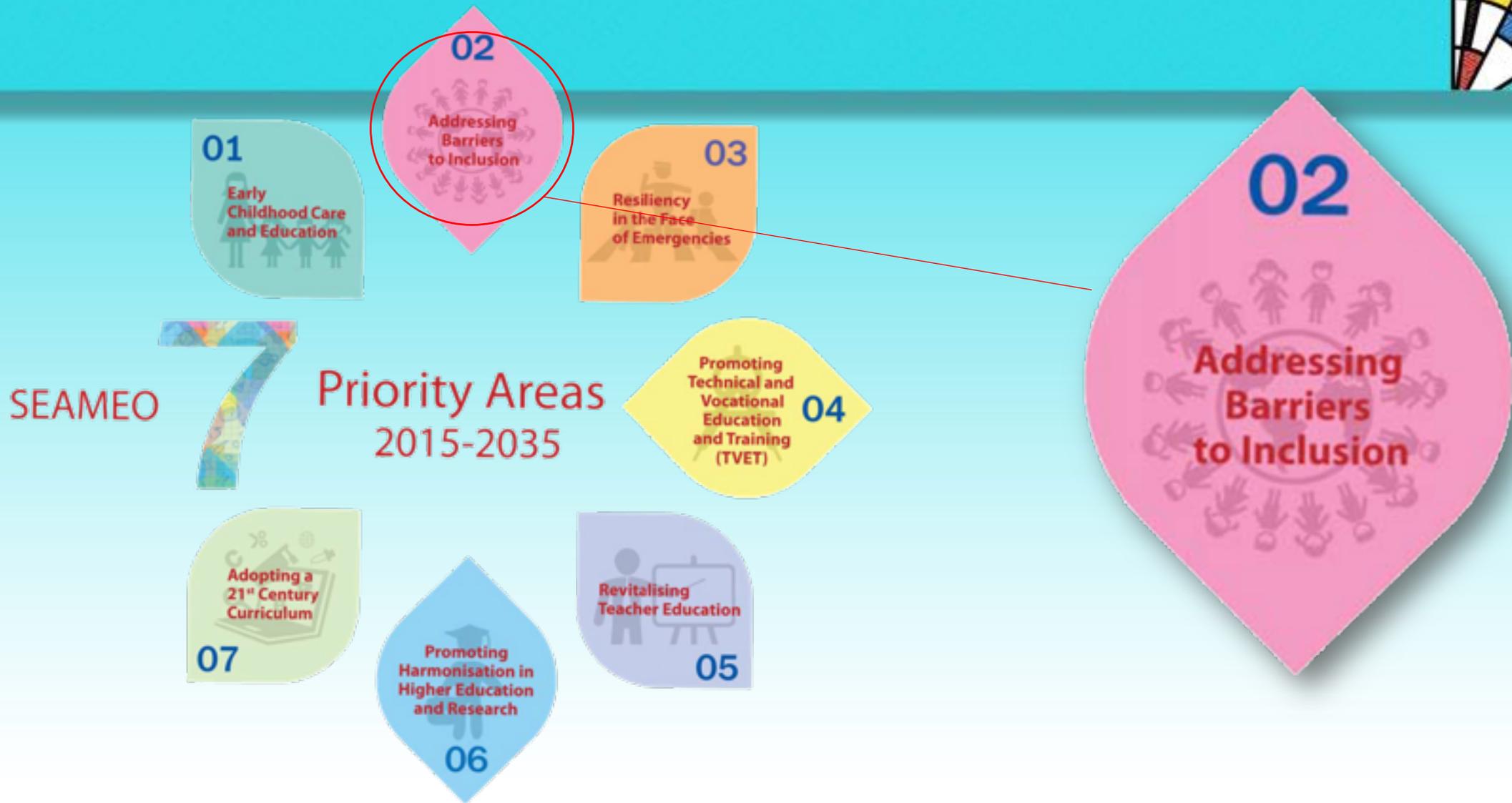


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# 7 PRIORITY AREAS



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# Research and Development in Distance Learning



- SEAMOLEC provides research grants annually
- Objective: to support, promote and motivate teachers, lecturers, educators from primary to higher education level to pursue their enthusiasm in areas of distance learning and ICT for education in Southeast Asia

SEAMOLEC Online Journal,

[“https://journal.seamolec.org/index.php/journal”](https://journal.seamolec.org/index.php/journal)



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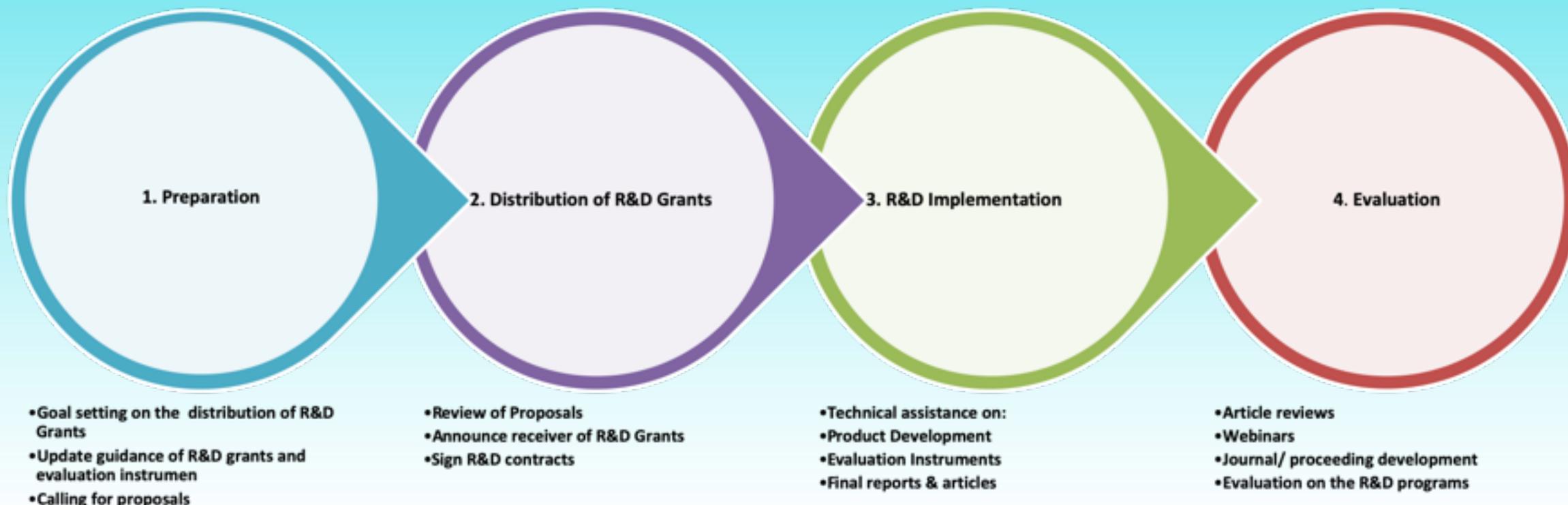


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# Workflow of Research Grant Program



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# Open and Distance Learning Model



- Distance learning: a way of learning remotely to provide access to education while keeping the quality without being in regular face-to-face classroom setting

## Opportunities:

1. time flexible
  2. reducing geographical barriers
  3. competitive cost/value
  4. learner centred
- It has been considerably demonstrated its ability to meet a **wide range of learning needs** and **different types of learners**



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# Open and Distance Learning in West Java Province, Indonesia



# SEAMOLEC Best Practice in ODL Model



## Open and Distance Learning in West Java Province, Indonesia (2016-now)

- Background: To improve access, quality, and relevance of secondary education, as well as in supporting the access for dropouts and primary school graduates who are unable to continue their education due to economic, geographical, time, social and cultural constraints.



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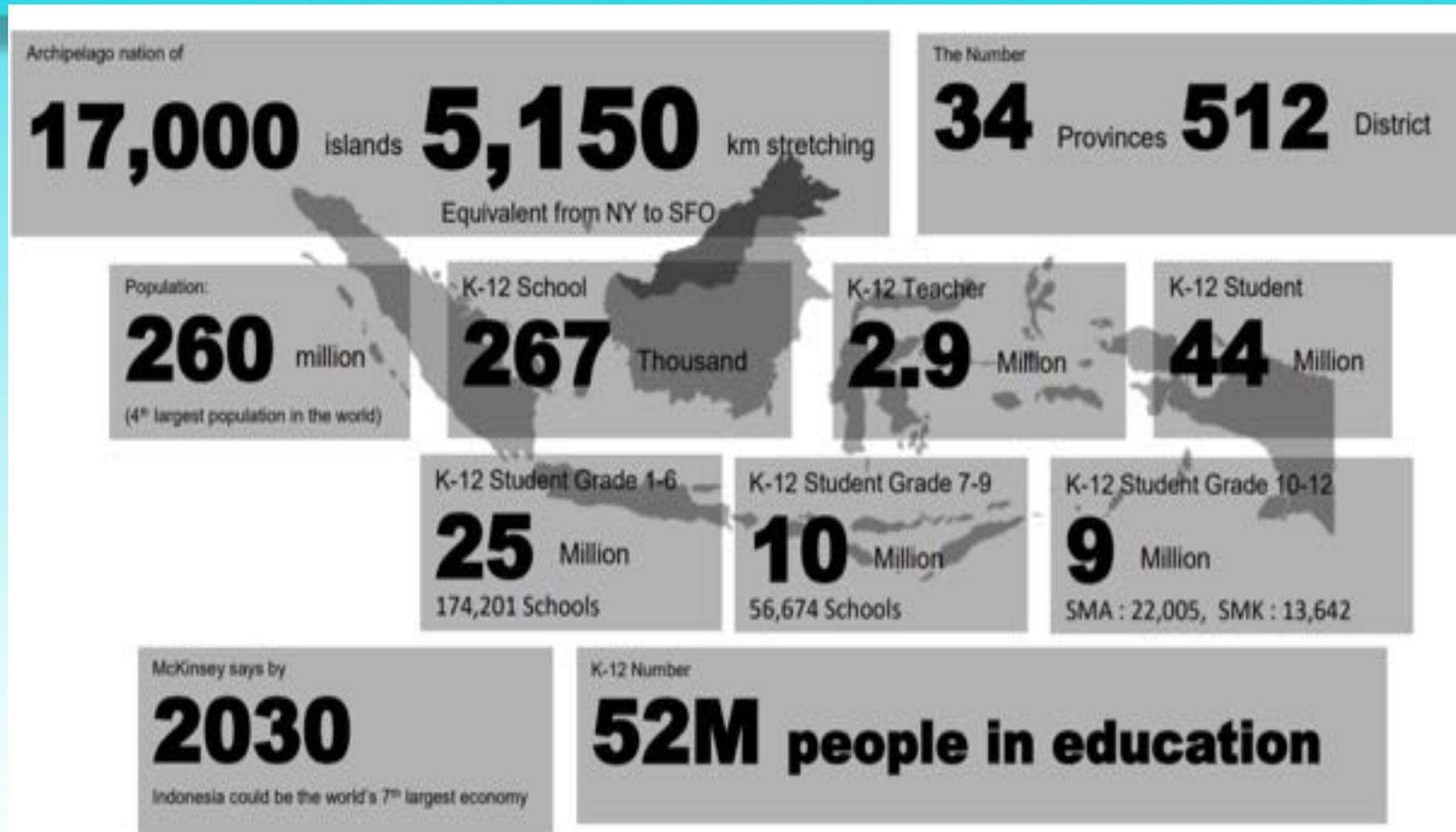


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# Education Landscape in Indonesia



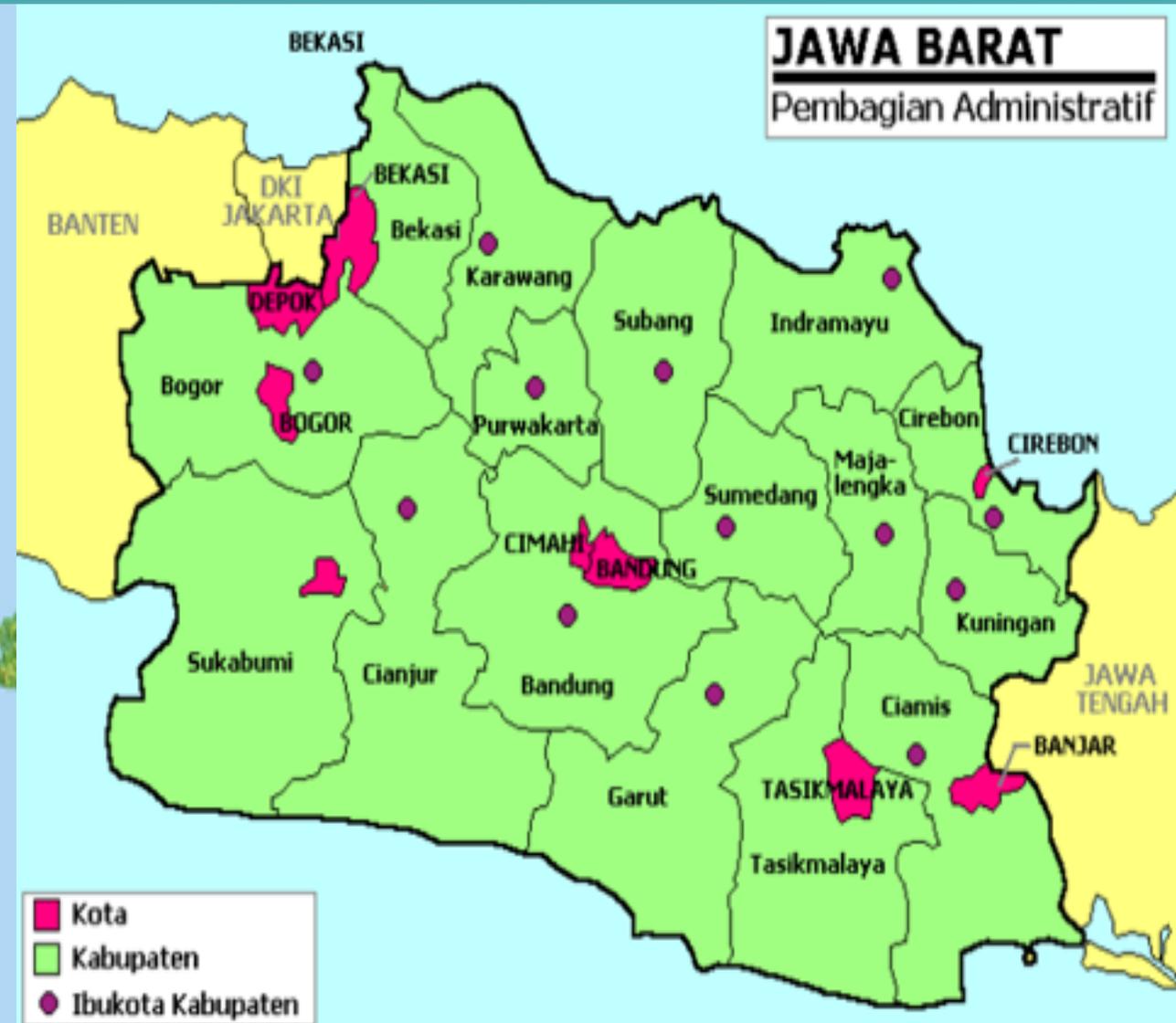
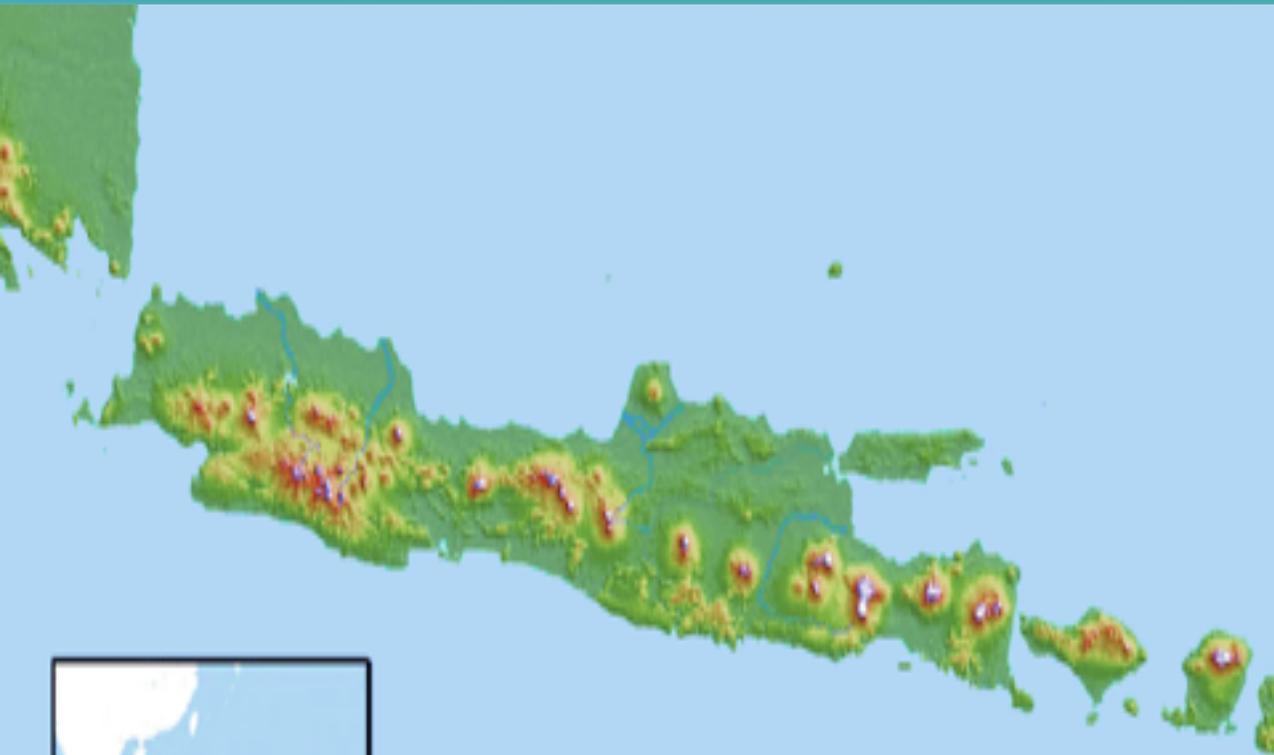
Source: ICT Center of Ministry of education and culture – presentation at Bangkok 10-11-28



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# West Java Province, Indonesia



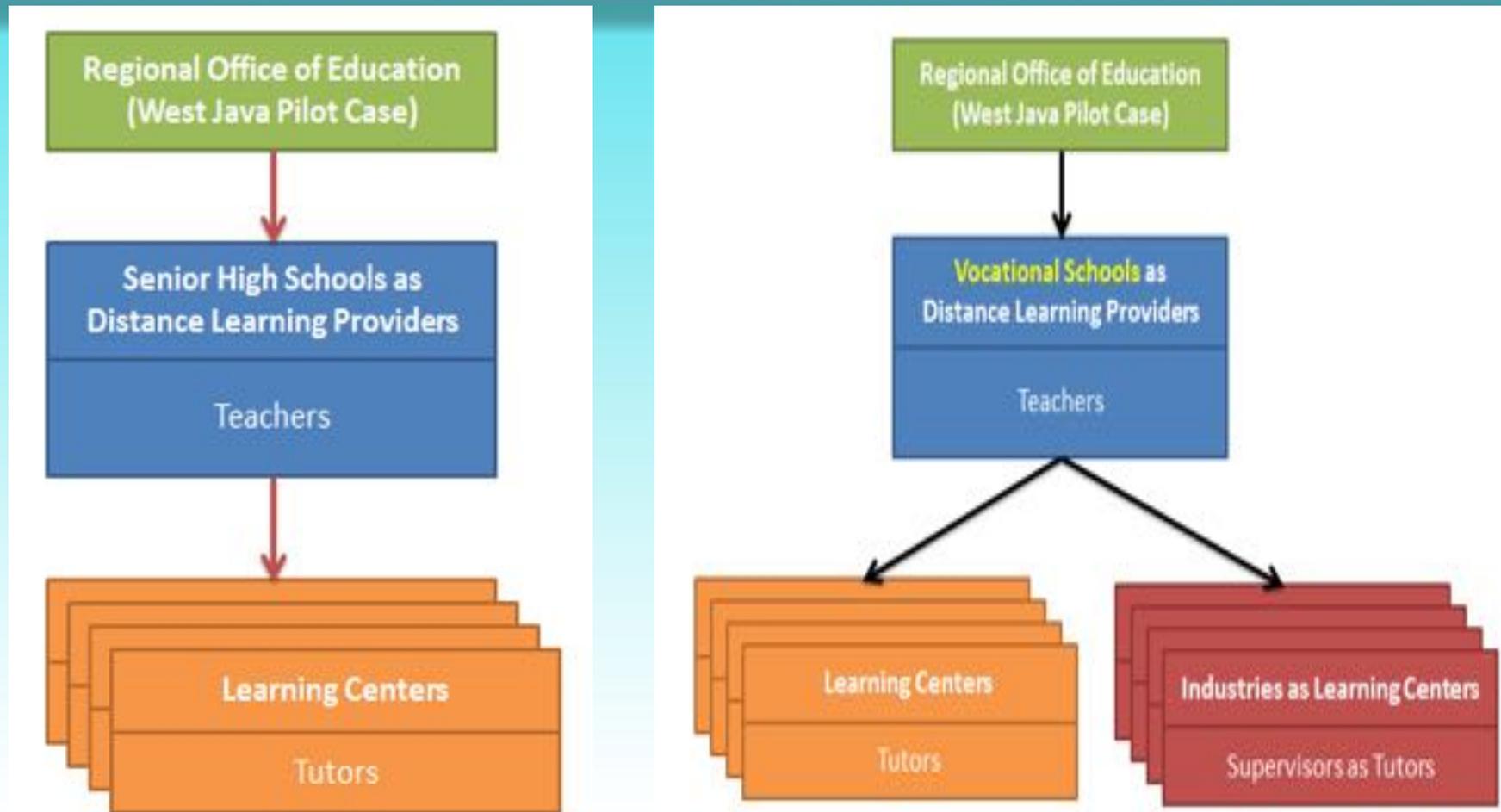
# Problems of West Java



- enrolment rate of students was very low
- disparity in school capacity
- the low economic status of parents or community
- the remoteness of student residence
- social and geographical difficulties to reach regular education services



# Scheme of Distance Learning Implementation in West Java Province



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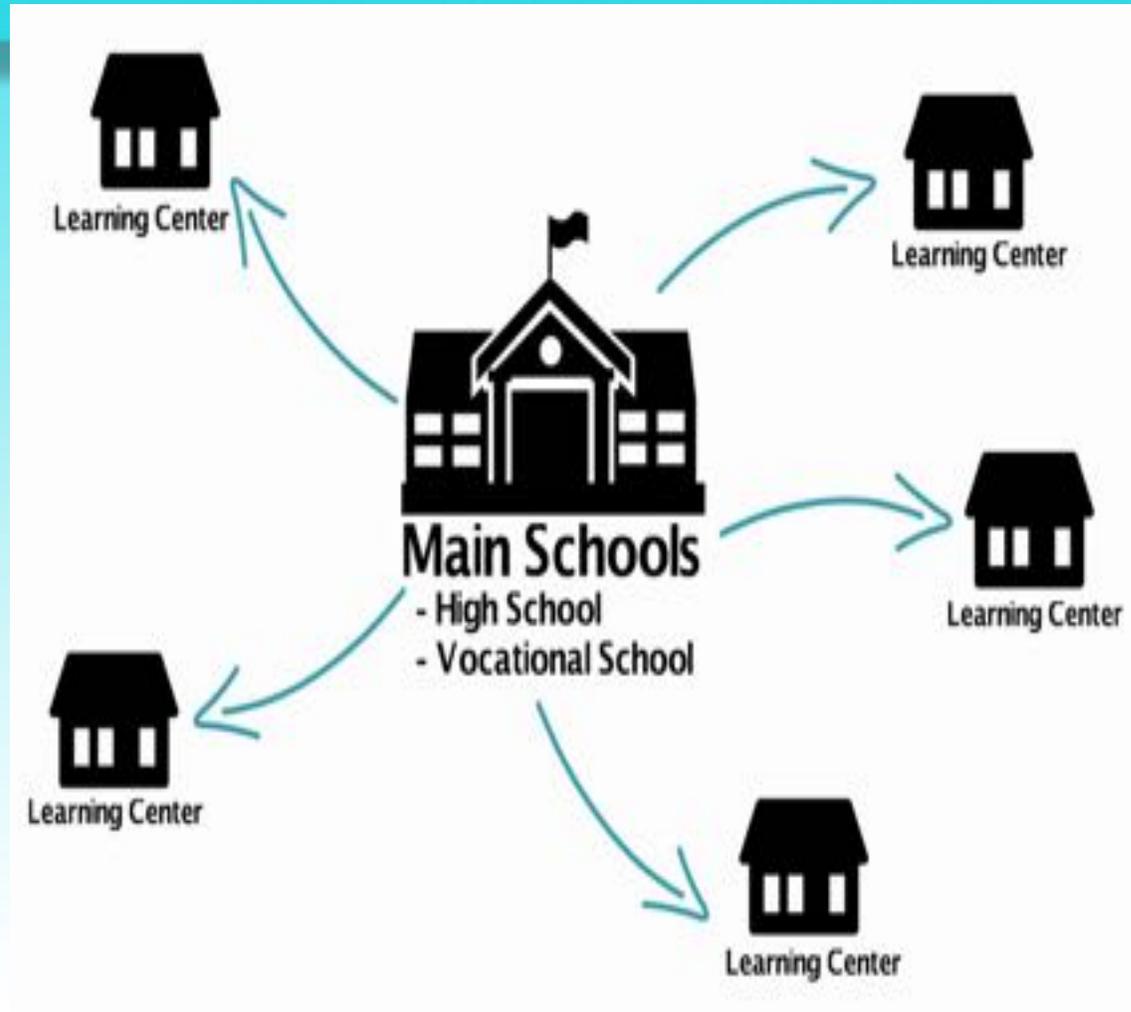


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# Learning Centers



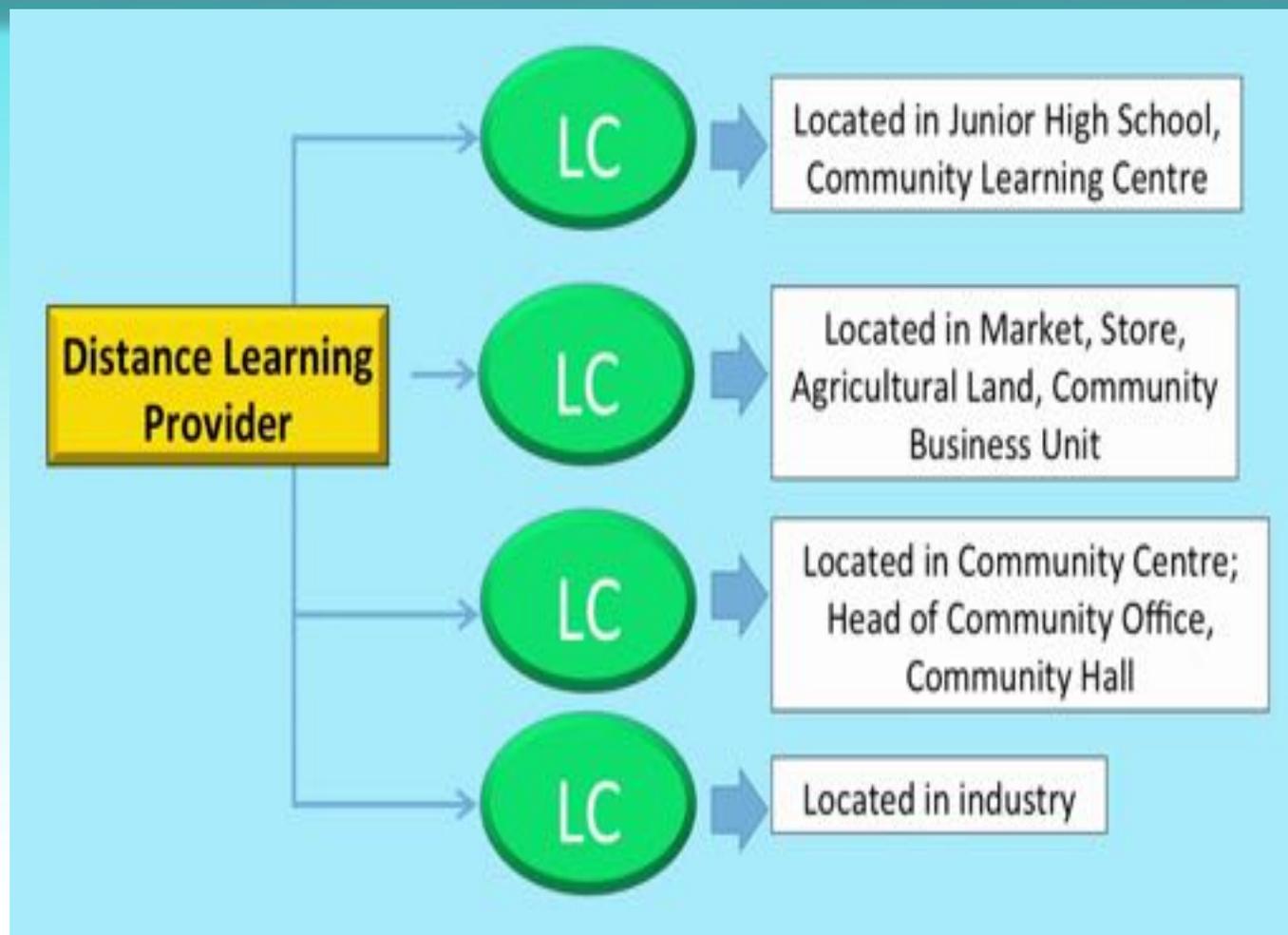
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# Learning Centers



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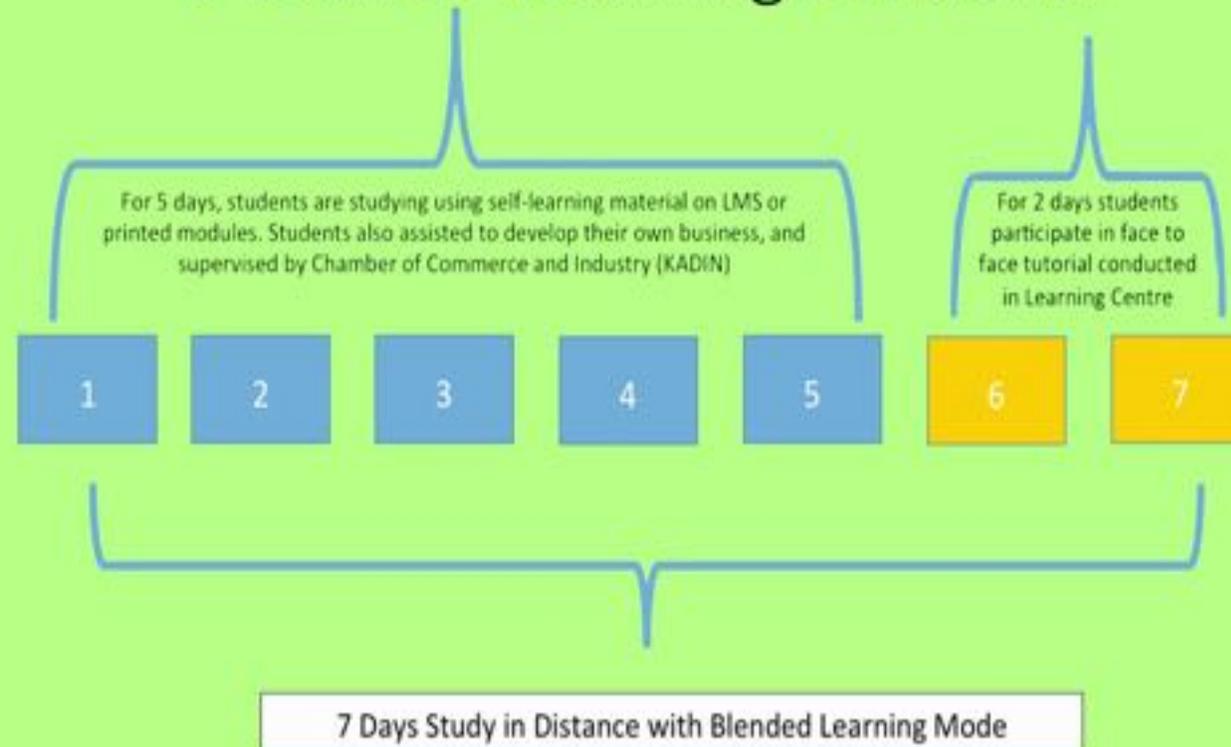


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# Flexible learning process



## Example of Learning Schedule For Distance Learning Students



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# Programme Objectives



1. to improve access, quality, and relevance of secondary education
2. to support the achievement target of Universal Secondary Education in Indonesia
3. to improve access to secondary education for the junior high school graduates who are unable to continue their education due to economic, geographical, time, social and cultural constraints
4. to increase the enrolment number of secondary education in West Java Province
5. to improve the quality and access of education through distance education system in Indonesia, especially in West Java province
6. at a wider scope, this programme is expected to reduce unskilled labor and improve their working skills and capabilities



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# SEAMOLEC's Roles



SEAMOLEC involved in:

1. developing the programme design
2. creating guidelines
3. curriculum adjustment
4. programme and system development
5. instructional materials development and teacher training



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# Hybrid-mode of ICT-based ODL



- Delivers its learning materials via three types of blended mode:
  1. face-to-face based
  2. video conference based
  3. web-based
- ICT based is ranging from 30-79%
- Face-to-face delivery is 30%
- Allows students to study while not leaving their work
- Communication between students and tutors is carried through emails, mobile communication application
- Uses web-based learning resources



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# OUTCOME OF GROSS ENROLLMENT RATE



From population aged between  
16 – 18 years old:  
2016 = 2.516.800  
2017 = 2.500.300  
2018 = 2.482.200

From this numbers there are  
dropped out students or not  
continuing for education, in  
amount of:  
2016 = 787.664  
2017 = 691.218  
2018 = 468.874



--- Period of the Implementation of of ODL ---



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# Opportunities



Programme replication to be implemented in:

1. other provinces of Indonesia, and
2. Southeast Asian countries and beyond



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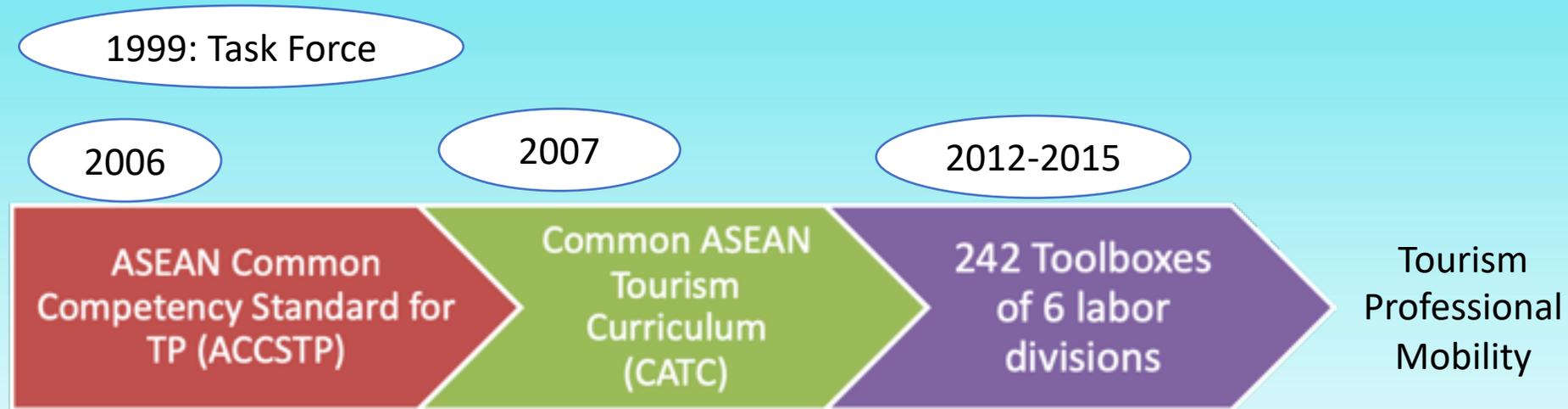


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# Online Course Development by Utilizing Common ASEAN Tourism Curriculum (CATC) Toolboxes



# ASEAN Mutual Recognition Arrangement on Tourism Professionals (MRA-TP)



Regional Qualification Framework and Skills Recognition System (RQFSRS)

2010



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# Initiatives on online courses development



- To attract more learners
- To provide flexibility in learning

Distance learning is an alternative to **accelerate and expand the massive use of CATC Toolboxes**

Distance learning approach can be applied to enhance 'TVET students' competencies' by utilizing the potential common standards and tools in Tourism.



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# Milestones



2018

Feasibility Study



2019

Online Course  
Development



2020

1<sup>st</sup>  
Implementation  
Pilot



2021

2<sup>nd</sup>  
Implementation  
Pilot



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Phase 1 (2018):

Feasibility Study: The Use of Distance Learning By Application of CATC Toolboxes in Southeast Asia



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# Feasibility Study

## The Use of Application of Common ASEAN Tourism Curriculum (CATC) Toolboxes

### For Distance Learning In Southeast Asia



FIND OUT THE POSSIBILITY OF CONDUCTING A DISTANCE LEARNING PROGRAM IN THE TOURISM SECTOR — BY IMPLEMENTING CATC AND RQFSRS

SEAMOLEC AS A SEAMEO REGIONAL CENTER THAT FOCUSES ON OPEN AND DISTANCE LEARNING CONDUCTED FEASIBILITY STUDY TO FIND OUT THE POSSIBILITY OF IMPLEMENTING ODL PROGRAM IN TOURISM SECTOR, ONE OF THE HIGHEST POTENTIAL AREAS TO PROMOTE HUMAN RESOURCE DEVELOPMENT IN SEA.



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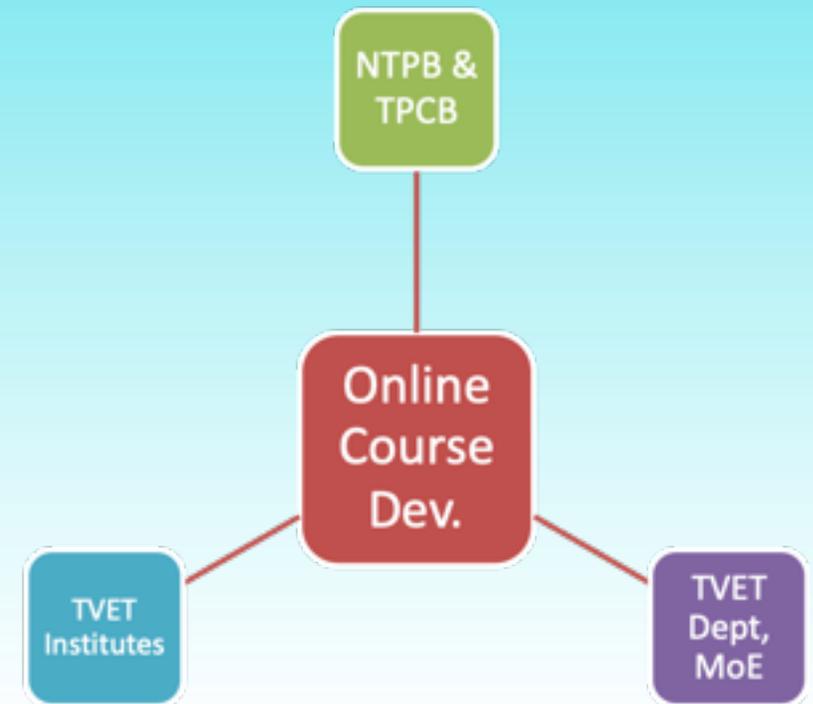


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# Feasibility study



- The feasibility study was carried out to
  - determine the policies and directions of vocational education, as well as the implementation of CATC
  - identify needs and constraints in different contexts of Southeast Asia member countries, and
  - comparison of the experience on the application of distance learning.
- The feasibility study was conducted in first 6 countries: Cambodia, Indonesia, Lao PDR, Philippines, Thailand and Timor Leste.
- The feasibility study methods were conducted through face to face meetings with relevant parties in each country together with study on authoritative literature.



# Findings of feasibility study

1. Those 6 initial countries shown different levels of development in MRA-TP among countries, since it was signed in 2012
2. Since the application and implementation of MRA-TP by various education and training providers of each country is voluntary, it leads to the differences in quality of teaching, evaluation and curriculum standards.
3. Differences in level of English proficiency as the international language for professional mobility in ASEAN.
4. To assist the enhancement of professional competency development in tourism among studied countries, distance learning is considered an effective solution to provide linkage and accessibility of tools, learning resources and trainings



<https://seamolec.org/researchreport>



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Phase II (2019):

Development of  
Housekeeping Series  
CATC-based Online  
Courses



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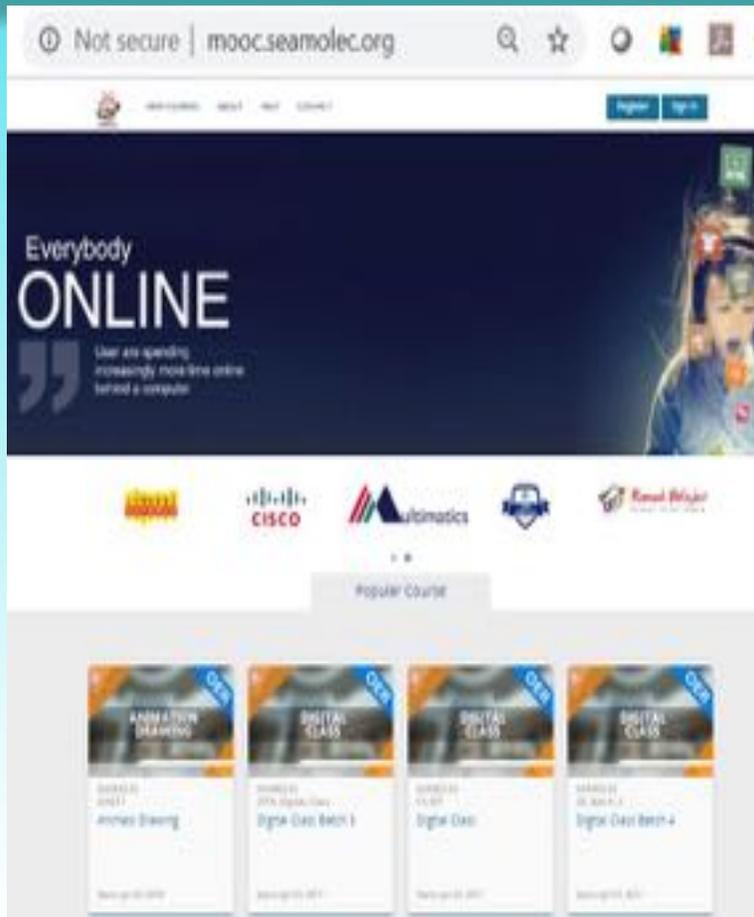


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# ONLINE COURSE DEVELOPMENT



- SEAMOLEC MOOC platform
- On the 1<sup>st</sup> phase, from 6 labor divisions with 242 unit-competencies provided in the toolbox, **3 unit-competencies in Housekeeping (level II)** have been chosen namely:
  - 1. Provide housekeeping service to guests
  - 2. Clean and prepare rooms for in-coming guests
  - 3. Provide a lost and found facility
- To prepare the online course, SEAMOLEC is working together with:
  - the Center for Business and Hospitality Teachers and Education Personnel Development and Empowerment, Ministry of Education and Culture, Republic of Indonesia as content specialist.
  - Consultative partner: Indonesia NTPB & TPCB

<http://mooc.seamolec.org/>



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# Implementation scenario of 1<sup>st</sup> PILOT



Course recognition of each piloted country will be determined by each NTPB.

Before implementation, NTPB will:

1. Review and give feedback to the course
2. Identify the qualify tutors
3. Jointly sign the certificate of course completion

Trainers are ASEAN Master Trainers from Indonesia



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# Online Course Development by Utilizing Common ASEAN Tourism Curriculum (CATC) Toolboxes



SEAMOLEC: HK\_CATC\_10 Clean and Prepare Rooms For In-Coming Guests

Courseware Course Info Discussion Wiki Progress

Bookmarks

- Element 1: Identify the Role of Room Attendants
  - Introduction
  - PC 1.1 Describe the Services Delivered by a Room Attendant
  - PC 1.2 Locate the Position of Room Attendants within the Enterprise
  - PC 1.3 Identify the Personal Characteristics Required of a Room Attendant
  - PC 1.4 Describe Grooming and Personal Presentation Standards for a Room Attendant
  - PC 1.5 Interpret Enterprise Policies and Procedures for the Provision of Housekeeping Services

Element 1 : Identify the Role of Room Attendants > Introduction > Introduction

Introduction

Room attendants are located in any tourism and hospitality business that provides accommodation to their guests. In many hotels and resorts, more people are employed as room attendants than any other front line position.

The role of a room attendant is important for a number of reasons.

It may not be regarded as a glamorous position like working in



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# 1<sup>st</sup> Pilot: Target Participants



No	Country	Nominated Education Institutions
1	Cambodia	Hun Sen Champuvoin High School
2	Indonesia	SMKN 3 Malang, SMKN 27 Jakarta, SMKN 57 Jakarta, SMK Metland
3	Lao PDR	Pakpasak Technical College, LANITH, National University of Lao
4	The Philippine	Lyceum of the Philippines University
5	Thailand	Inthrachai Commercial College, College of Business Administration and Tourism Bangkok
6	Timor Leste	Institute of Business (IOB), Labour Force Development Institutes (INDMO) & Sefope, National Centre for Employment and Professional Training of Tibar (CNEFP)



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# Phase III (2020): 1<sup>st</sup> pilot



- Implementation of online courses in 6 countries
- Getting feedback and reviewing those 3 courses
- Development of 3 new courses for other competency units
- Invitation of 2<sup>nd</sup> pilot participants from countries of the 1<sup>st</sup> pilot and other SEAMEO member countries
- Invitation of ASEAN Master Trainers for other countries as online trainers of 2<sup>nd</sup> pilot
- Workshop for tutors and technical assistance for 2<sup>nd</sup> pilot



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# Phase IV (2021): 2<sup>nd</sup> pilot



- Online courses implementation (2<sup>nd</sup> Pilots)
- Project, Benefit, Monitoring and Evaluation



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## Expected outputs

Six (6) online courses based on CATC toolboxes unit-competencies and materials are delivered to Southeast Asian TVET students.

Students will get the certificate of completion after the course recognized by each country NTPB.

Best practices from this pilot will be valuable foundation to accelerate understanding, distribution of toolboxes as well as availability of skilled workers based on ACCSTP





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# SEAMOLEC Online Training



# TARGET MARKET



Lecturers



Teachers



Technicians



Staff



Students



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# ONLINE TRAINING PLATFORM INTEGRATION SYSTEM



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# ONLINE TRAINING ACTIVITIES



## PREONLINE COURSE

- How to get started to MOOC
- How to join course
- How to use video conference



## LEARNING

- Read learning materials
- Finish self assessment
- Have a discussion
- Submit final project



## COMPLETION

- Announce the graduates on website
- Download ecertificate through website



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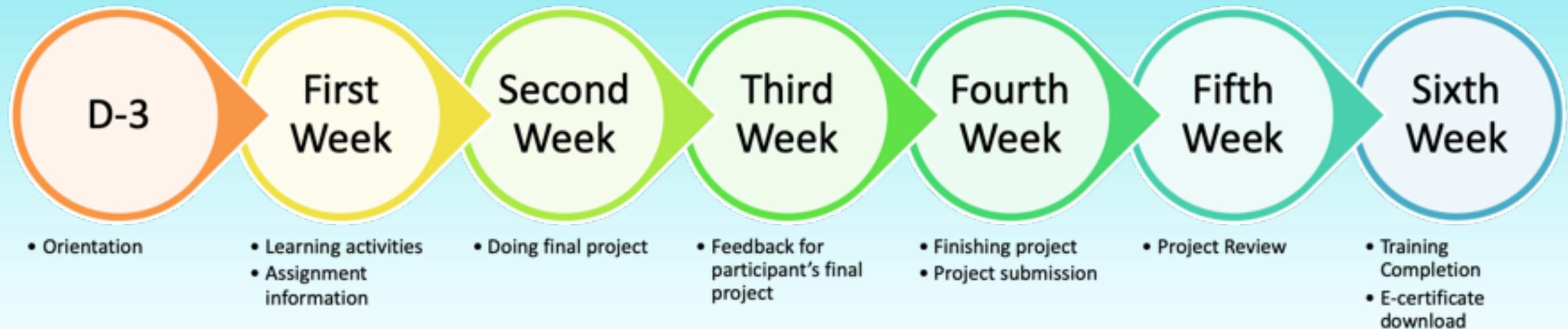


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# ONLINE TRAINING SCHEDULE



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# COURSE TITLES



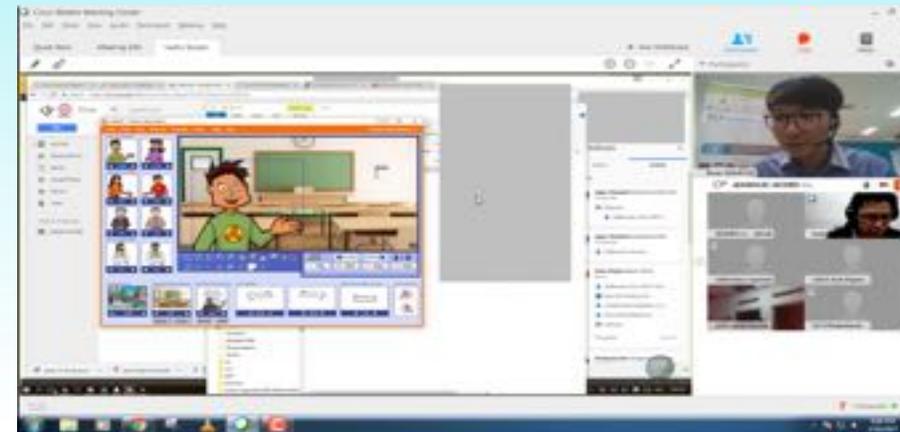
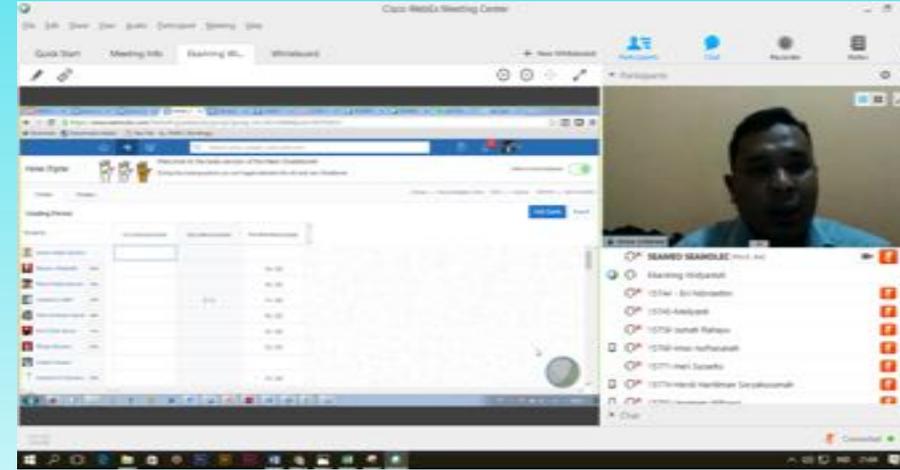
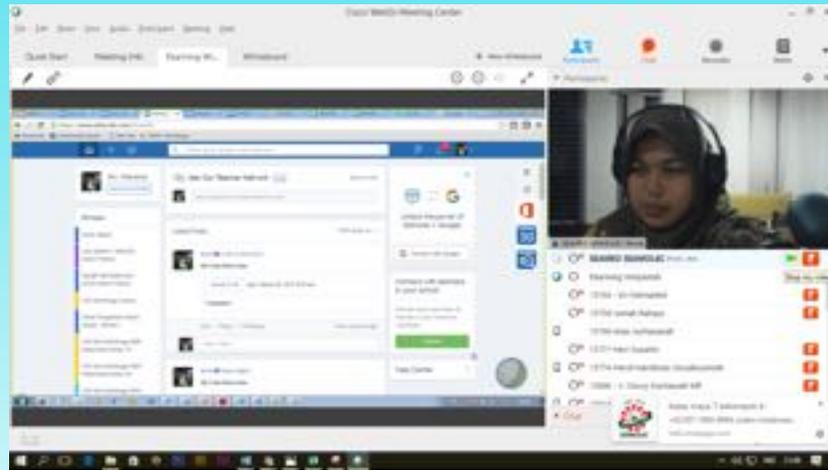
 <p>Digital Class Development - Basic</p>	 <p>Whiteboard Animation Based Digital Learning Material</p>	 <p>Blog as Learning Media</p>	 <p>3D Visualization</p>	 <p>Android Programming - Basic</p>
 <p>GNS3 Based LAN Simulation</p>	 <p>Comic Digital as Learning Material</p>	 <p>EPUB Based Learning Material</p>	 <p>GDevelop Based Education Game</p>	 <p>Windows 10 Mobile</p>



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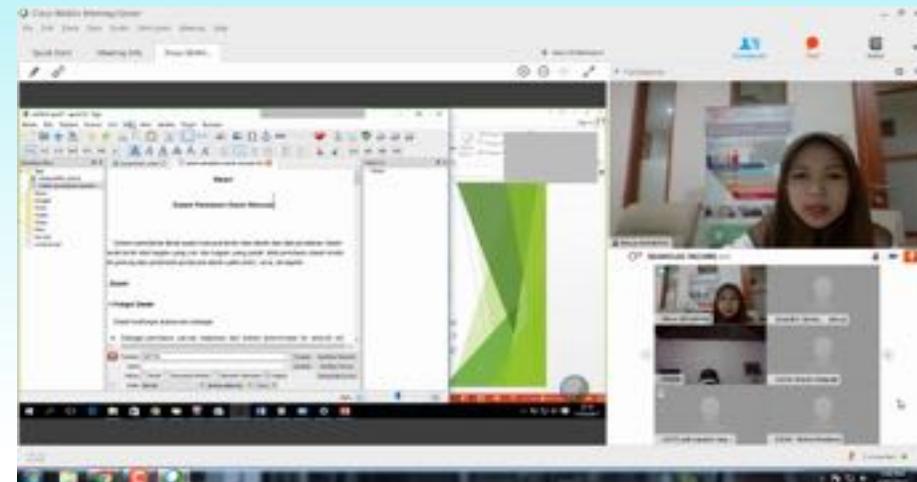
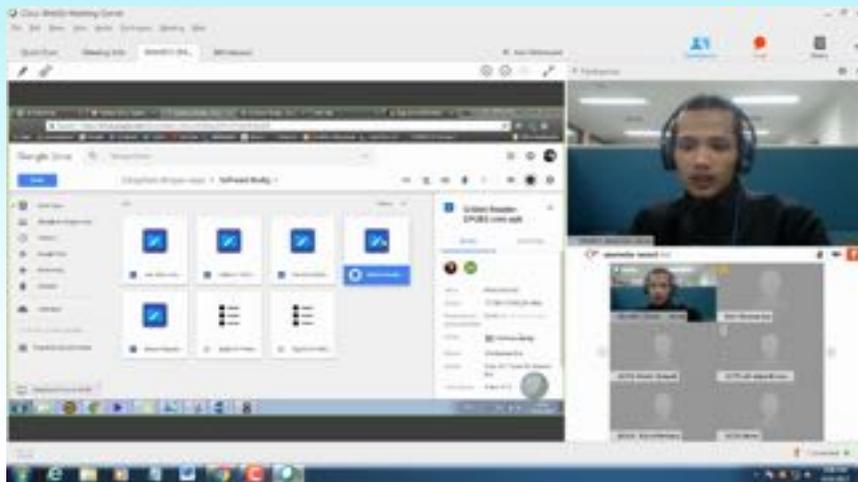
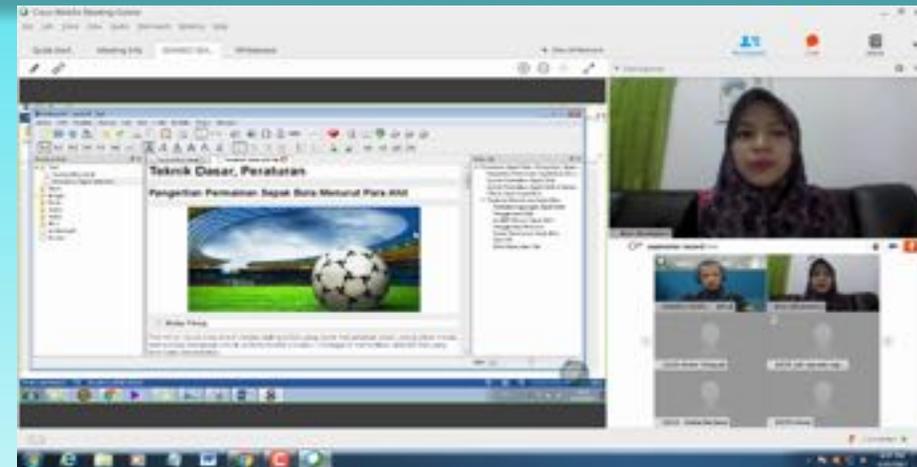
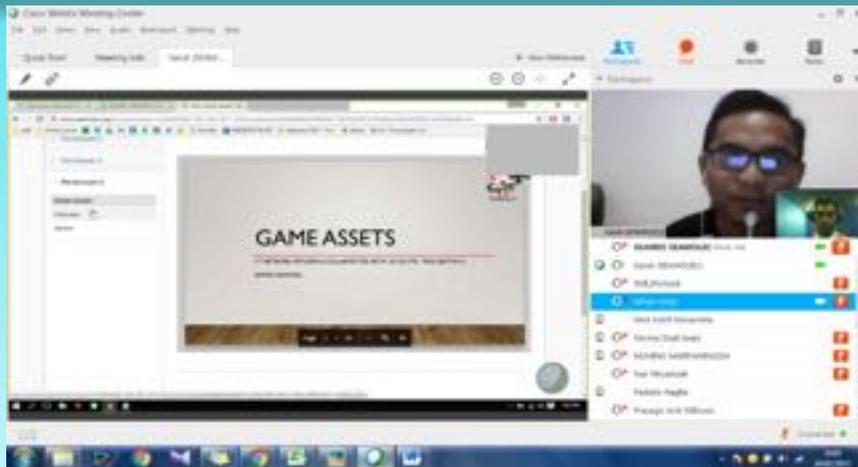
# ONLINE TRAINING DISCUSSION SESSION



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# ONLINE TRAINING DISCUSSION SESSION



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# Consultancy Services in ODL and ICT for Education





As contribution to its partners, SEAMOLEC provides consultancy services related to the ODL system and its technology to regional partners from the level of Ministries, universities, organizations and other SEAMEO Centres.

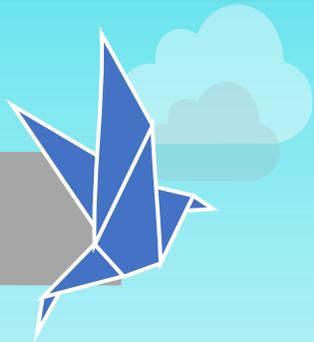


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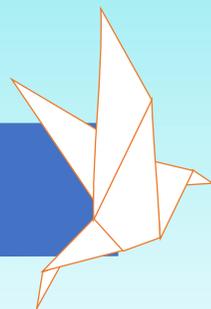




THANK YOU



ARIGATOU GOZAIMASU



TERIMA KASIH



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