Facilitating Mobility Through Harmonization and Standardization

HON. RAUL GAT. AGUSTIN
MEMBER, PROF’L REGULATORY BOARD OF PT-OT
OUTLINE OF PRESENTATION

I. Overview of the ASEAN 2015
II. Mutual Recognition Arrangements
III. Philippine Qualifications Framework (PQF)
IV. ASEAN Qualifications REFERENCE Framework (AQRF)
The ASEAN

Association of Southeast Asian Nations

Established in 1967, the Association of Southeast Asian Nations (ASEAN) is composed of 10 member states:
ASEAN Economic Community 2015

**ASEAN Economic Community 2015**

- **One Community**
  - ASEAN Economic Community
  - 10 countries, single regional economic market by 2015

- **Regional Cooperation**
  - Working together rather than competing with each other
  - Strong emerging market of 600M people

- **Free Trade**
  - Free flow of goods, services, investment capital and skilled labor
  - Professional mobility
General Agreement on Trade in Services (GATS, 1994)

One of the Multilateral Trade Agreements resulting from the Uruguay Round of Multilateral Trade Negotiations under the General Agreement on Tariffs and Trade (GATT) which also resulted to the establishment of the World Trade Organization (WTO).
The ASEAN Framework Agreement on Services (AFAS) 1995

1. Substantial elimination of restrictions to trade in services among AMS
2. Initiation of MRAs to enable the qualifications of professional service suppliers to be mutually recognized
... ASEAN Member States may recognize the education or experience obtained, requirements met, or licenses or certifications granted in a particular country. Such recognition, which may be achieved through harmonization or otherwise, may be based upon an agreement or arrangement with the country concerned or may be accorded autonomously.

*GATS (General Agreement on Trade in Services)
*AFAS (ASEAN Framework Agreement on Services)
The ASEAN Mutual Recognition Arrangements (MRAs)

- Recognition
- Education
- Experience
- Certificates
- Licenses

Moility
Mutual Recognition Arrangements for Practitioners

Objectives:

1. Facilitate mobility of practitioners within ASEAN member states
2. Exchange information and enhance cooperation in respect of mutual recognition of practitioners
3. Promote adoption of best practices on standards and qualifications
4. Provide opportunities for capacity building and training of practitioners
<table>
<thead>
<tr>
<th>PROFESSIONS INVOLVED</th>
<th>DATE OF SIGNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ENGINEERING</td>
<td>Dec. 2005</td>
</tr>
<tr>
<td>2. NURSING</td>
<td>Dec. 2006</td>
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<tr>
<td>3. SURVEYING – framework*</td>
<td>Nov. 2007</td>
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<tr>
<td>4. ARCHITECTURE</td>
<td>Nov. 2007</td>
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<td>5. DENTISTRY</td>
<td>Aug. 2008</td>
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<td>6. MEDICINE</td>
<td>Feb. 2009</td>
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<td>7. ACCOUNTANCY</td>
<td>Nov. 2014</td>
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*Surveying – Provides a mechanisms for ASEAN Member States to work together to further develop an actual Mutual Recognition Agreements; Allows ASEAN Member States to enter into either bilateral or plurilateral MRAs.
Mutual Recognition Arrangements for Practitioners

Mutual Recognition of Professional Qualifications

Board of:

- Dentistry
- Environmental Planning
- Interior Design
- Nutrition and Dietetics
- Occupational Therapy
- Physical Therapy
- Psychiatry
- Professional Teachers
- Real Estate Services
<table>
<thead>
<tr>
<th>Registration/Licensing System:</th>
<th>Bru</th>
<th>Cam</th>
<th>Ind</th>
<th>Lao</th>
<th>Mal</th>
<th>Mya</th>
<th>Phi</th>
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<tbody>
<tr>
<td>Is the profession regulated in this country? Please explain.</td>
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<td>If the profession is regulated in this country, which agency or body is responsible for the regulation of this profession?</td>
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<td>Are there existing professional organizations in the country? Do they assume any role in the regulation of the profession? Please explain.</td>
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<td>Is licensure examination required for the practice of profession in this country? If yes, who administers the licensure examination?</td>
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<tr>
<th>Professional Qualifications:</th>
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<tbody>
<tr>
<td>Is completion of a Baccalaureate Degree required for licensure in this profession? If yes, what is the number of years required to earn this Baccalaureate Degree?</td>
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<td>How many are the recognized Higher Education Institutions offering such a Baccalaureate Degree?</td>
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<td>What is the number of years of work experience required for licensure in this profession?</td>
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<td>Are there any other requirement for the licensure or registration of professionals in this country? Please explain.</td>
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<tr>
<th>National Qualifications Framework:</th>
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<tr>
<td>Is there a national qualifications framework in this country? Please make a brief discussion on this.</td>
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<td>What is the name of its Qualification Institute, if any?</td>
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<tr>
<th>Mutual Recognition Arrangements:</th>
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<th>Vie</th>
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<tbody>
<tr>
<td>Aside from the ASEAN Mutual Recognition Arrangement, is this country a party to any existing similar Arrangements? If yes, with which country?</td>
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PHILIPPINE QUALIFICATIONS FRAMEWORK (PQF)
His Excellency Benigno S. Aquino III, President of the Republic of the Philippines, signed Executive Order No. 83 dated October 1, 2012

INSTITUTIONALIZATION OF THE PHILIPPINE QUALIFICATIONS FRAMEWORK
Philippine Qualifications Framework (PQF)

A national policy that describes the levels of educational qualifications and sets the standards for qualification outcomes.
A quality assured national system for the development, recognition and award of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers.

Competency-based, labor-market driven, and assessment-based qualification recognition.
Philippine Qualifications Framework (PQF)

- National Policy
- Levels of educational qualifications
- Standards for qualification outcomes

- Competency-based
- Labor market-driven
- Assessment-based qualification recognition
The Philippine Education System

**Elementary**
One (1) Year
Six (6) Years

**Secondary**
Four (4) Years Junior HS + (2) Years Senior HS + TESD A Specialization (NC I and NC II) + Arts & Sports

**Tertiary**
Technical Education and Skills Development
Baccalaureate, Post-Baccalaureate, Post-Doctoral/ Specialization
Philippine Qualifications Framework (PQF)
PQF: Components

- Outcome Based Education and Use of Learning outcomes
- Quality Assurance
- International Alignment
- Pathways and Equivalencies
- Credit Accumulation and Transfer
- Lifelong Learning
- Recognition of Prior Learning
- Qualifications Register
8-LEVEL QUALIFICATIONS DESCRIPTORS

Defined in terms of 3 DOMAINS:

1. Knowledge, Skills and Values
2. Application
3. Degree of Independence
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Demonstrated broad and coherent knowledge and skills in their field of study for professional work and lifelong learning</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Application in professional/creative work or research in a specialized field of discipline and/or further study</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Substantial degree of independence and/or in teams of related fields with minimal supervision</td>
</tr>
<tr>
<td>LEVEL</td>
<td>7</td>
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<td>-------------------------------------------</td>
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<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Demonstrated advanced knowledge and skills in a specialized or multi-disciplinary field of study for professional practice, self directed research and/or lifelong learning</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Applied in professional/ creative work or research that requires self-direction and/or leadership in a specialized or multi-disciplinary professional work/research</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>High degree of independence that involves exercise of leadership and initiative in</td>
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<tr>
<td>LEVEL</td>
<td>8</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Demonstrated highly advanced systematic knowledge and skills in a highly specialized and/or complex multi-disciplinary field of learning for complex research, and/or professional practice and/or for the advancement of learning</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Applied for professional leadership for innovation, research and/or development management in highly specialized or multi-disciplinary field</td>
</tr>
<tr>
<td>DEGREE OF</td>
<td>Full independence in individual work and/or</td>
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</table>
Quality Assurance

- A component of quality management and is focused on providing confidence that quality requirements will be fulfilled.
- Refers to planned and systematic process that provide confidence in the design, delivery and award of qualifications within an education and training system.
- Ensures stakeholders interests and investments in any accredited program are protected
Principle of Lifelong Learning (LLL)

All learning activity undertaken throughout life, which results in improving knowledge, knowhow, skills, competencies and/or qualifications for personal, social and/or professional reasons.

LLL encompasses all learning occurring between cradle and grave, from early childhood training of people beyond their retirement.
ASEAN
QUALIFICATION REFERENCE FRAMEWORK
(AQRF)
AQRF: Scope

- A *common reference* framework, that functions as a *translation device* to enable comparisons of qualifications across participating ASEAN countries.

- Addresses *education and training sectors* (incorporates informal, non formal and formal learning)

- The wider objective of *promoting lifelong learning*. 
AQRF: Purpose

To enable comparison of qualifications across countries that will:

1. Support recognition of qualifications
2. Encourage the development of qualifications frameworks that can facilitate lifelong learning
3. Encourage the development of national approaches to validating learning gained outside formal education
4. Promote and encourage education and learner mobility
5. Promote worker mobility
6. Lead to a better understood qualifications systems
7. Promote higher quality qualifications systems
AQRF: Quality Assurance (QA)

Underpinned by a set of agreed QA principles and broad standards related to:

- Functions of the registering and accrediting agencies
- Systems for the assessment of learning and issuing of qualifications
- Regulation of the issuance of certificates
AQRF: Components

Learning Outcomes:

- Emphasize the results of learning
- Support transfer of qualifications
- National qualifications systems should have qualifications “demonstrably based on learning outcomes”
Regional Situation

ASEAN INTEGRATION 2015

ASEAN MRA

National Qualifications Frameworks (10 countries)

Device for Comparison

Referencing Process

ASEAN Qualifications Reference Framework
Level Descriptors:

- Cognitive competence a knowledge gained experientially
- Functional competence
- Personal competence
- Ethical competence
AQRF: Components

Level Descriptors

Domains
- Knowledge and Skills
- Application and Responsibility
<table>
<thead>
<tr>
<th>Knowledge and skills</th>
<th>Application and Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstration of knowledge and skills that:</strong></td>
<td><strong>The contexts in which knowledge and skills are demonstrated:</strong></td>
</tr>
<tr>
<td><strong>Level 8</strong>&lt;br&gt;• is at the most advanced and specialised level and at the frontier of a field&lt;br&gt;• involve independent and original thinking and research, resulting in the creation of new knowledge or practice</td>
<td>• are highly specialised and complex involving the development and testing of new theories and new solutions to resolve complex, abstract issues&lt;br&gt;• require authoritative and expert judgment in management of research or an organisation and significant responsibility for extending professional knowledge and practice and creation of new ideas and or processes.</td>
</tr>
<tr>
<td><strong>Level 7</strong>&lt;br&gt;• is at the forefront of a field and show mastery of a body of knowledge&lt;br&gt;• involve critical and independent thinking as the basis for research to extend or redefine knowledge or practice</td>
<td>• are complex and unpredictable and involve the development and testing of innovative solutions to resolve issues&lt;br&gt;• require expert judgment and significant responsibility for professional knowledge, practice and management</td>
</tr>
<tr>
<td><strong>Level 6</strong>&lt;br&gt;• is specialised technical and theoretical within a specific field&lt;br&gt;• involve critical and analytical thinking</td>
<td>• are complex and changing&lt;br&gt;• require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues</td>
</tr>
<tr>
<td><strong>Level 5</strong>&lt;br&gt;• is detailed technical and theoretical knowledge of a general field&lt;br&gt;• involve analytical thinking</td>
<td>• are often subject to change&lt;br&gt;• involve independent evaluation of activities to resolve complex and sometimes abstract issues</td>
</tr>
<tr>
<td><strong>Level 4</strong>&lt;br&gt;• is technical and theoretical with general coverage of a field&lt;br&gt;• involve adapting processes</td>
<td>• are generally predictable but subject to change&lt;br&gt;• involve broad guidance requiring some self direction, and coordination to resolve unfamiliar issues</td>
</tr>
<tr>
<td><strong>Level 3</strong>&lt;br&gt;• includes general principles and some conceptual aspects&lt;br&gt;• involve selecting and applying basic methods, tools, materials and information</td>
<td>• are stable with some aspects subject to change&lt;br&gt;• involve general guidance and require judgment and planning to resolve some issues independently.</td>
</tr>
<tr>
<td><strong>Level 2</strong>&lt;br&gt;• is general and factual&lt;br&gt;• involve use of standard actions</td>
<td>• involve structured processes&lt;br&gt;• involve supervision and some discretion for judgment on resolving familiar issues</td>
</tr>
<tr>
<td><strong>Level 1</strong>&lt;br&gt;• is basic general&lt;br&gt;• involve simple, straightforward and routine actions</td>
<td>• involve structured routine processes&lt;br&gt;• involve close levels of support and supervision</td>
</tr>
</tbody>
</table>
For those with a NQF, identify in a broad sense the best fit of levels of national framework to that of AQRF
For those without a NQF, identify for national qualifications types, the best fit to the level of the AQRF
Include confirmation that the accrediting and registering agencies meet agreed quality principles and broad standards.
ASEAN Qualifications Reference Framework

Country (A)
1
2
3
4
5
6
7
8

Qualifications (A)

AQRF
1
2
3
4
5
6
7
8

Country (B)
1
2
3
4
5
6
7
8

Qualifications (B)
Challenges confronting Philippine International Commitments:

Within Philippine Borders  Outside Philippine Borders
Challenges Within the Philippine Borders

1. Quality/Competitiveness of graduates produced
2. Inadequate training of professionals compared to other ASEAN countries
3. 1987 Philippine Constitution
4. Labor Code
5. Certain provisions in Professional Regulatory Laws hinder the progress of the ASEAN MRAs.

- Domestic Law RA 5680 Section 15. *Qualifications of Applicants.*

- In order to be admitted to the physical therapists’ examination ... an applicant must, at the time of the filing of his or her application, establish to the satisfaction of the Board that:

  - a. He is a citizen of the Philippines,
  - b. or if a foreigner, must prove that the country of which he is a subject or citizen permits Filipino physical therapists ... to practice within its territorial jurisdiction on the same basis as the subjects or citizens of such country;
Challenges Outside Philippine Borders

1. Differences in qualification requirements across borders
2. Differences in culture, language and effective communication
3. Mismatches between needed and available health professionals
4. Absence of the necessary incentives to attract foreign professionals
5. Adjustment to local laws and regulation of the adopted/host country
6. Acceptance by local professional practitioners
Conceptual Framework

- MRA (Recognition)
- PQF (Development)
- AQRF (Harmonization)

of Qualifications

Mobility of Professionals

(ASEAN Economic Community 2015)
Thank You