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United Nations  
Educational, Scientific and  
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International Centre  
for Technical and Vocational  
Education and Training

# Current Issues and Status of TVET Teacher Training in the Asia Pacific Region

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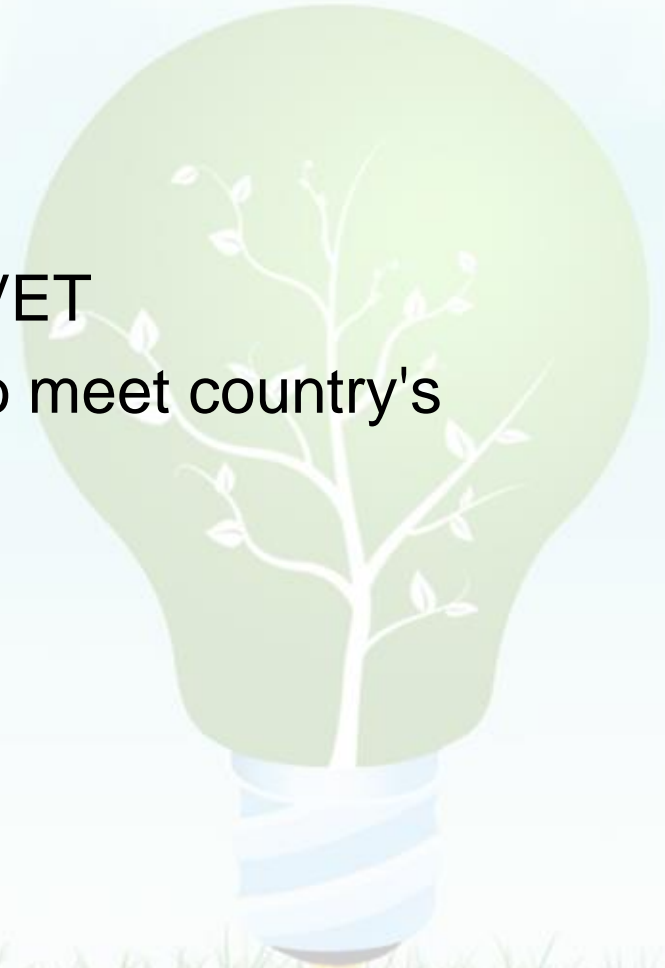
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# Introduction

- Multidimensional purposes of TVET
- Human resource development to meet country's development agenda
- Role of TVET teachers



# Major influences on TVET teacher training



## 1. UNESCO TVET development agenda

- helping youth and adults develop **the skills they need for employment, decent work and entrepreneurship**
- promoting **equitable, inclusive and sustainable economic growth**
- supporting transitions to **green economies and environmental sustainability**

## 2. Development of the comprehensive skills strategies by countries in the region

- The need to create comprehensive **skills development and training policies** that include initial and continuous TVET to meet the needs of the economic development and countries' aspirations

## 3. A shift to demand-driven TVET

- To meet the needs of the labor market.
- The human resource development paradigm brings a more functional ('non-pure-educational') approach to skills development.
- Context-related world of work competences.

# Major influences on TVET teacher training

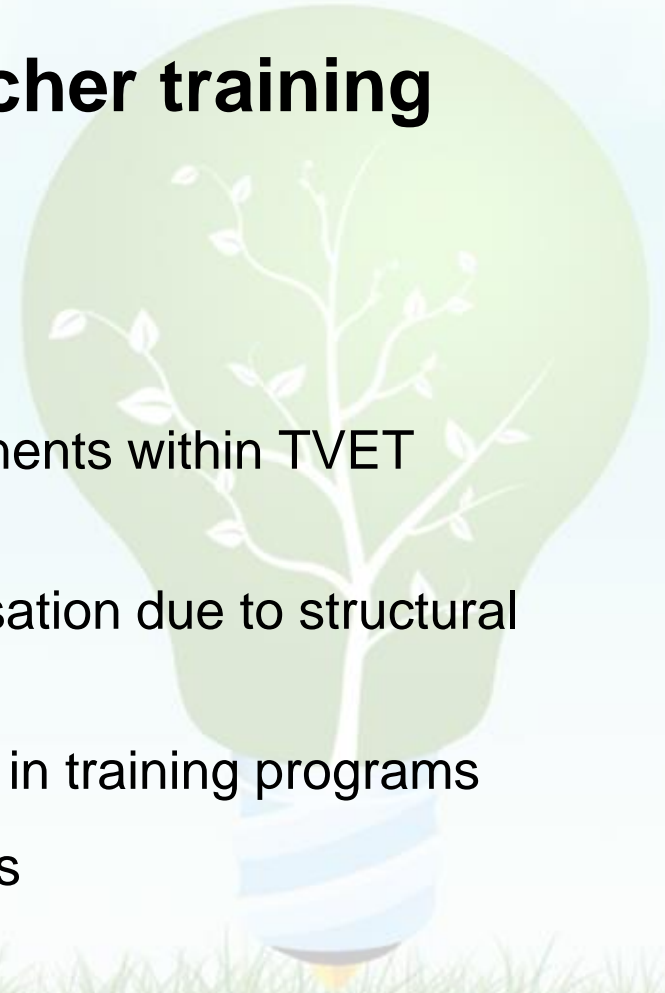
## 4. Skills for green economic restructuring

- Skills required for work in a **greener economy** have been introduced into TVET through national policies and plans.
- E.g. National action Plan for Sri Lanka Program ; The Vietnam Sustainable Development Strategy for 2011-2020; The National Action Plan for Climate Change and its Eight Missions in India; Law of the Republic of Indonesia No.17/2017 on the Long Term National Plan 2005-2025
- Changes in existing jobs and introduction of new jobs should be reflected in TVET curriculum.

# Major influences on TVET teacher training

## 5. Changing content of TVET

- Expansion of Competency-based training
- Extended incorporation of generic components within TVET curricula
- Increased enrolment in particular specialisation due to structural changes
- Increased interest in green skills inclusion in training programs
- Introduction of on-Job training components



# Major influences on TVET teacher training

## 4. Change in TVET enrolments means the changing demands for TVET

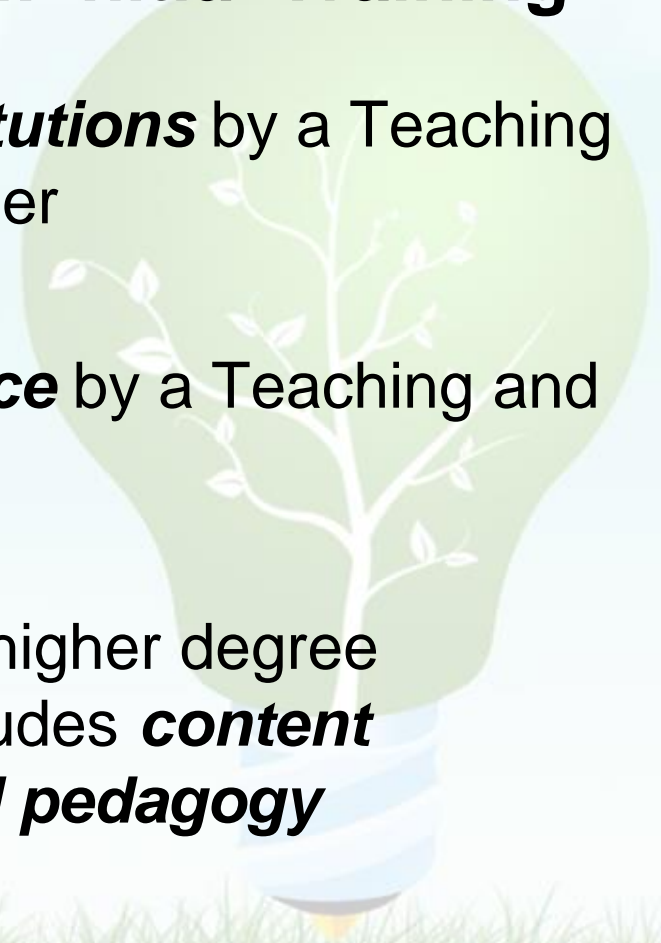
- E.g. Decreased demand for traditional TVET graduates (Republic of Korea & Japan); Rapid industrialization of Viet Nam's economy results in the increase of TVET enrolments (Viet Nam)

## 5. Increased supply of employer-led training

- Employer-led training brings the benefits of self-regulating and self-financing; however, it is selective with low access to the training for workers in small- and medium-sized enterprises and low levels of formal training.
- South Asian enterprises tend to pay less attention to skills development of their workers, compared to their counterparts in East Asia where fast growing economies requires skilled human resources.

# Models and approaches towards TVET teacher training in the region: Initial Training

- Practitioners trained *at TVET institutions* by a Teaching and Learning unit of a TVET provider
- Practitioners *trained at a workplace* by a Teaching and Learning unit of an enterprise;
- Students at the university or other higher degree institution: Formal training that includes ***content knowledge, vocational skills and pedagogy***
- Students at the university or other higher degree institution : ***training on pedagogy*** for those who had a degree/training for a particular occupation



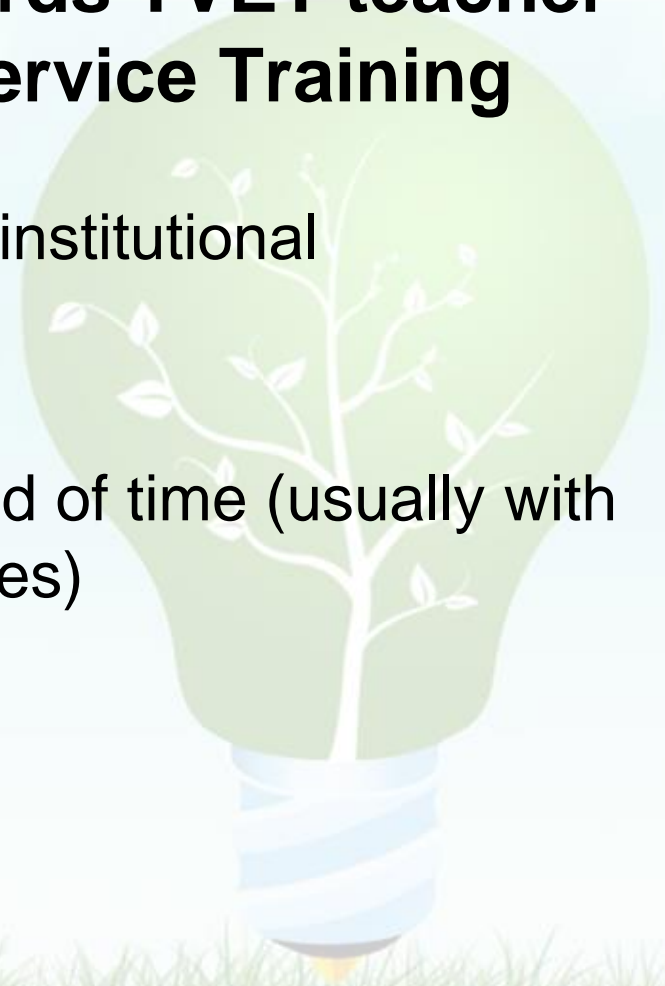


# Models and approaches towards TVET teacher training in the region

- **Concurrent model:** teacher education is offered at a university (e.g. normal universities in China and Philippines). It represents three areas of competences to be learnt by pre-service teachers in parallel: **main subjects (vocational disciplines), vocational pedagogy, and vocational skills.** Industrial training that offers a combination of **hands-on practice** and **good pedagogical knowledge, technical know-how and real working environment** is needed.
- **Consecutive model:** represents Bachelor's degree in technical or vocational discipline followed by vocational pedagogy university training programs. This is similar to those teachers recruited from **non-education universities** (learning only engineering or vocational courses), but they have to **take pedagogy classes** afterwards.

# Models and approaches towards TVET teacher training in the region: In-Service Training

- Short courses (teachers' choice or institutional requirements)
- Structured programs over the period of time (usually with once per week attendance of classes)

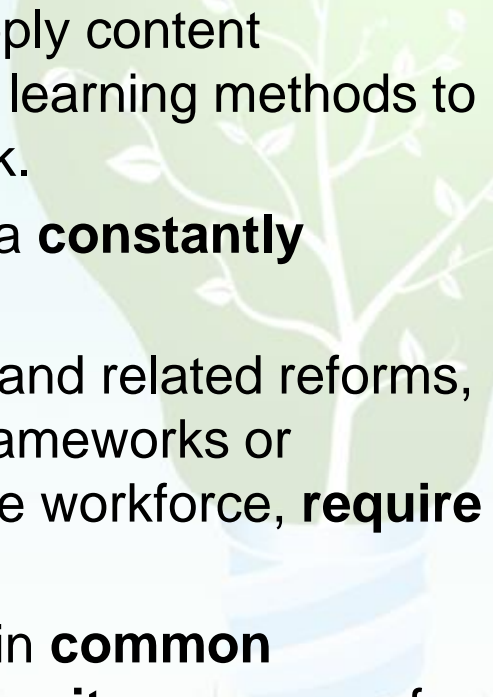


# Models and approaches towards TVET teacher training in the region

**Training workshops or short courses with regard to specific issues. Examples:**

- The World Bank project on capacity building for Lead Teacher Training Universities (LTTUs) in Vietnam, 2017-2018. It conduct a series of face-to-face training workshops over a 10 month period, which aimed to **support management teams of eight Lead Teacher Training Universities (LTTUs) in Vietnam to build capacity for planning the implementation of Enhancing Teacher Education Program (ETEP).**
- Teacher Mentoring and Peer Learning Program (TMPLP) for Asia-Pacific region - UNESCO-UNEVOC Greening TVET curriculum and skills. A four day training workshop, which provided opportunities for government officials, TVET leaders and teachers to **reflect on their current teaching practices and to effectively apply 'greening' concepts, knowledge and skills** into the vocational and professional education system and the curriculum.

# TVET teacher competencies: ASEAN

- **Changes in TVET** require teachers to apply content knowledge and appropriate teaching and learning methods to prepare their student for the world of work.
  - Teacher need to prepare themselves for a **constantly changing environment**.
  - Establishment of the ASEAN community and related reforms, such as creating common competency frameworks or increasing the mobility of students and the workforce, **require new competencies for teachers**.
  - These competencies need to be defined in **common standards for TVET teachers and university programs** for TVET teacher education.
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# TVET teacher competencies

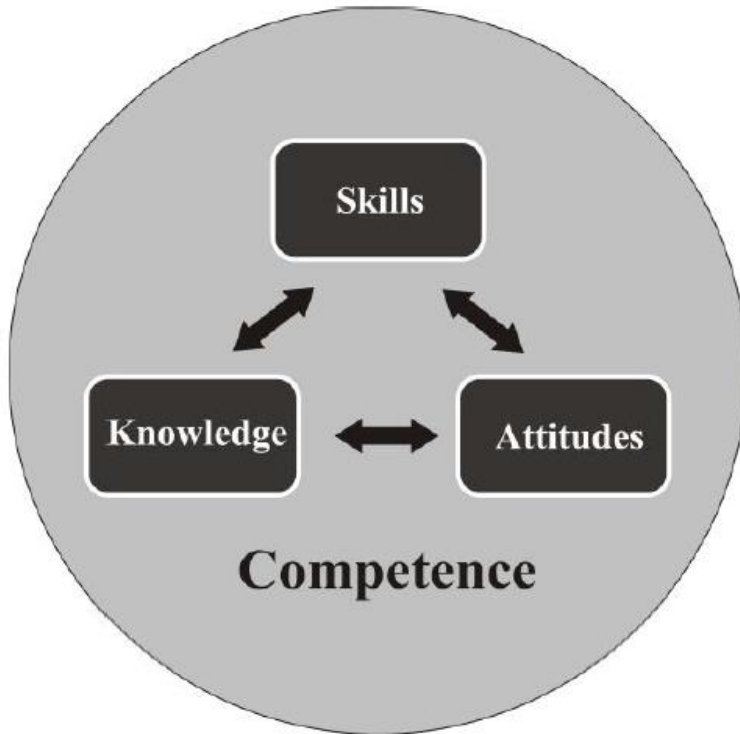
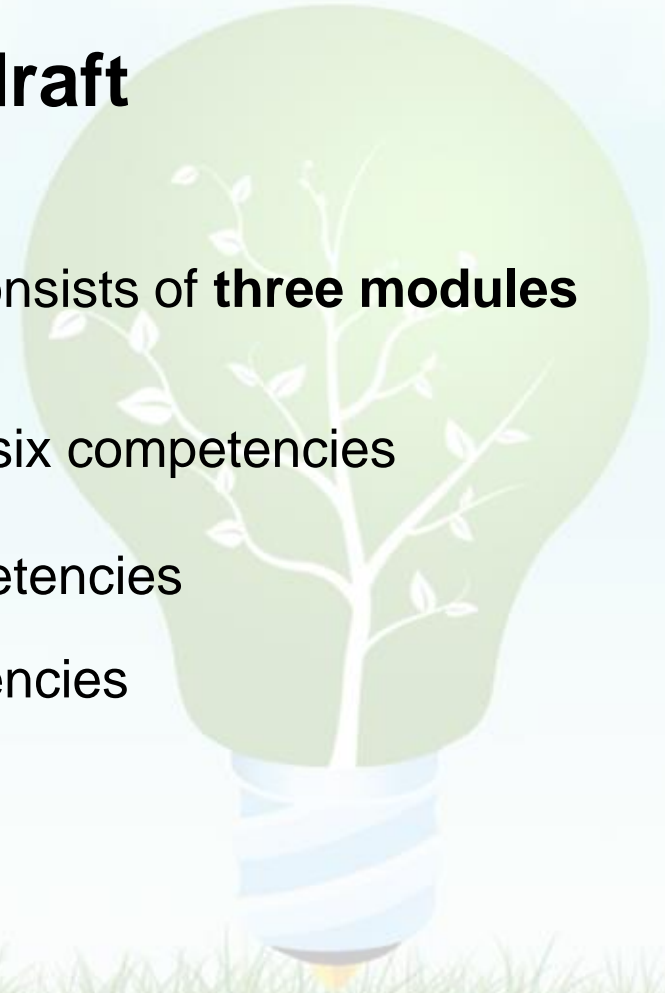


Figure 1. ASK-Competency Model

- The **ASK competency model (attitude, skills and knowledge)**, as one of the most common and accepted frameworks, was applied to develop the **competency standards draft**.
- This competency standards describe **what a TVET teacher should be able to do and what related skills, knowledge and attitudes are needed?**

# A competency framework draft

- This draft of a competency framework consists of **three modules** addressed through **15 competencies**:
- (1) Module I: Planning and Preparation: six competencies
- (2) Module II: Implementation: six competencies
- (3) Module III: Evaluation: three competencies



# Module I Planning and Preparation

1. Identify students' background

Knowledge	Skills	Attitudes
(a) Psychological (b) cultural (c) administrative (d) social	(a) information collection and analysis (b) interpersonal skills (c) interview skills	(a) willingness to communicate with students (b) accepting individual differences of students (c) empathy to understand students' situation (d) respecting students' ideas and background

2. Design a lesson plan

Knowledge	Skills	Attitudes
(a) teaching schedule (b) number of students (c) chronology of subjects (d) location and environment (e) learning requirements (f) frame curriculum	(a) classroom management (b) using IT, computers and software (c) choosing suitable curriculum and syllabus (d) selecting appropriate content (e) time management	(a) creativity and flexibility (b) pragmatism (c) diligence and carefulness (d) self-discipline to prepare in time

3. Prepare, design and choose learning content

Knowledge	Skills	Attitudes
(a) subject expertise (b) up to date subject content (c) stakeholder requirements (d) knowledge on standards	(a) material searching (b) communication (c) applying standards and setting them into practice (d) choosing appropriate teaching content	(a) discipline to follow requirements and regulations (b) cooperativeness in designing teaching strategy and methods

# The Australian Professional Standards For Teachers

## Three domains of teaching:

- Professional Knowledge (Standards 1 and 2)
- Professional Practice (Standards 3, 4 and 5)
- Professional engagement (Standards 6 and 7)

Domains of teaching	Standards
Standard 1:	1. Know students and how they learn
Standard 2:	2. Know the content and how to teach it
Standard 3:	3. Plan for and implement effective teaching and learning
Standard 4:	4. Create and maintain supportive and safe learning environments
Standard 5:	5. Assess, provide feedback and report on student learning
Standard 6:	6. Engage in professional learning
Standard 7:	7. Engage professionally with colleagues, parents/carers and the community



# Professional Engagement

- Teachers model effective learning. They **identify their own learning needs and analyse, evaluate and expand their professional learning** both collegially and individually.
- Teachers demonstrate **respect and professionalism in all their interactions** with students, colleagues, parents/carers and the community. They are **sensitive to the needs of parents/carers and can communicate effectively** with them about their children's learning.
- Teachers value opportunities to **engage with their school communities within and beyond the classroom** to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students.

## **Conclusion: Implication for TVET teachers training**

1. Competency-based curriculum for TVET teacher training can serve as a basis for programs development.
2. Competency-based modules can be used by different TVET teacher training models. A number of them should reflect a distinctive nature of TVET. Modules can be combined based on specific needs of a particular program.
3. These units should include current TVET trends, use a reflective approach and include both common units relevant to the region and specific ones appropriate to a country's context.
4. TVET teacher training programs should go beyond competency-based training, thus TVET could meet its multifunction requirements imposed by societies and economies and address such issues as green economic restructuring and sustainable development.