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Sustainable
Development
Goals



Expert Meeting

Meeting objectives:

TVET Teacher Training Programmes and Institutions in the Asia and Pacific Region

3 - 4 May 2018

NITTTR Chennai, India

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Sustainable development GOALS for 2030



SDG 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Ensure equal access to affordable and quality TVET programmes (target 4.3)
- Substantially increase the number of youth and adults with relevant skills for employment, decent jobs and entrepreneurship (target 4.4)



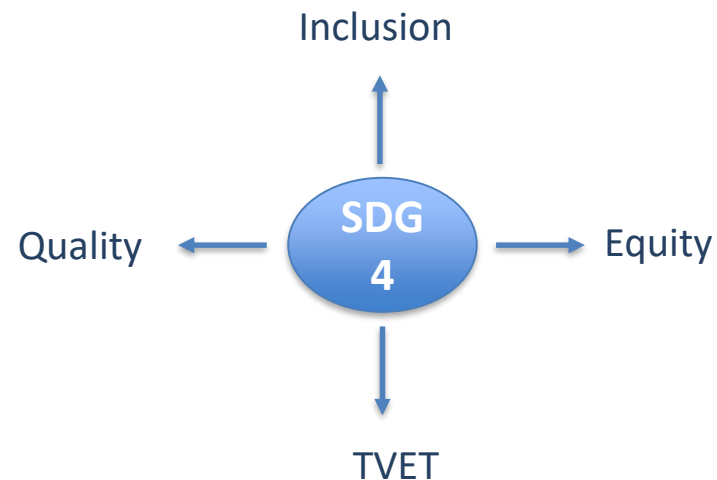
SDG 8 : Achievement of inclusive and sustainable growth, full employment and decent work

Strategy for Technical and Vocational Education and Training (2016-2021)



Goals:

- Increase the **relevance** of TVET systems and equip all youth and adults with the skills required for decent employment, entrepreneurship and lifelong learning
- Enhance the **quality** of TVET and its relevance to the changing needs of the world of work





The **Asia-Pacific region** is characterized by great diversity in terms of demographic trends, socio-economic progress and technological advancements.

However, common challenges confront all of the region's countries to various degrees

Solutions: Education and training providers must equip learners with skills that are responsive to labour market demands and transferable to different employment settings.

Issues:

- Quality of teaching
- Stigma attached to TVET
- Teacher's salaries



UNESCO BANGKOK with support from government of Malaysia

Expert meeting on TVET Teacher Training Programmes and Institutions in Asia-Pacific is part of the project **“Strengthening technical and vocational education and training for improved skill outcomes in the Asia-Pacific region”**.

Meeting objectives

- Introduce regional trends, issues, challenges and opportunities in TVET teacher training policies, programmes and institutions in Asia-Pacific
- Share the major findings of country cases from selected Asia-Pacific countries
- Agree on policy recommendations that can support Member States in developing and/or improving TVET policies for pre-service teacher training

Expected Impact

- Contribute to poverty reduction, inclusive economic growth and decent work

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Expected Outcomes

- Member states' understanding of the issue expanded and enhanced
- Policy recommendations will provide guidance to member states on how to develop or improve policies and programmes for TVET teachers

Expected Outputs

- Priority areas for policy actions regarding TVET teachers identified
- A synthesis report, including country cases and policy recommendations, developed

Expected Participants

- Member states (Brunei, India, Indonesia, Kyrgyzstan, Malaysia, Mongolia, Nepal, the Philippines, the Republic of Korea and Thailand)
- Researchers and resource persons
- NITTTR Chennai
- Relevant UN agencies
- International non-governmental organizations/civil society organizations
- UNESCO Bangkok's TVET Team

Research Methodology

A country case study will employ a variety of methods of data collection and analysis, including but not limited to the following:



- **Desk reviews of relevant literature**, which will include academic writing; analytical, policy, and evaluation documents; and reports and publications by governmental and international agencies, and NGOs. The reviews will be a useful background for conducting field research
- **Interviews** with different stakeholders, including relevant TVET teacher training institutions and colleagues, governmental bodies, ministries, universities, research centres and TVET institutes; and education partners in selected countries

Main points for each country case

Background information

- Summary, outcomes and summaries of TVET teacher programmes and institutions

Teachers' qualification, standards and competence profiles

- Formal qualification required to become a TVET teacher
- Professional standards for teachers in relation to their subject and didactical knowledge
- Professional standards for teachers' soft/transferable/transversal skills

Admission to teacher training institutions

- Admission criteria for pre-service training programmes
- Policies or incentives in place to attract talented young people to join the teaching profession
- Incentives in place to attract teachers for critical shortage subjects
- How well do these policies or incentives work

Teacher pre-service training: Structure and organization

- Minimum requirements that graduates of pre-service programmes must meet
- Percentage of teachers who do not meet the minimum academic qualifications as defined by the State, for each level and type of education
- Different types of pre-service teacher education programmes in terms of level of training, duration, contents and organization
- Formal qualifications conferred by education programmes

Teacher pre-service training: Contents

- Number of hours of initial training future teachers undergo in subject matter/didactics
- Importance given to the development of teachers' soft/transferable/transversal skills
- How well teachers learn how to engage learners as individuals and collectively
- Extent to which teachers are trained in making decisions about how to integrate ICT meaningfully in educational processes
- Extent to which teachers are trained to work with students from a wide variety of ethnic and linguistic backgrounds
- Extent to which pre-service training include aspects related to teaching children with special educational needs

Current issues and trends of TVET teacher training

Emphasis on development of human resources implies re-organisation of education closer to the labour market demands.

- Demand-driven TVET: functional approach to skills development. TVET driven by social demand only and focusing on educational objectives alone has little relevance to the labour market and students' employability skills.
- Changes in TVET enrolments: reflect changing demands for TVET in each country (especially related to technology development)
- Need for skills for greener economy

Linkage between

- The Fourth industrial revolution: new learning methods and approaches (individualization, technology and teamwork)
- Continuing Professional Development (CPD): through micro-learning available anywhere anytime with mobiles applications and macro-learning bringing new knowledge but based on experience sharing, project implementation and integration of learning sessions and practice.

Teacher pre-service training: Practicum assignments

- Extent to which pre-service training programmes include practical experience
- Guidelines for practicum assignments
- Mentoring during those practicum assignments
- Assessment methods for the practicum assignment
- Coordination between the mentoring system and the pre-service training system

TVET teacher policies

- Regulatory framework on the status of TVET teachers in society
- Authorities involved in the design and implementation of TVET teacher policies
- Extent to which TVET teacher policies take into account research and international experience
- Co-ordination at the local, regional and national level among the various education authorities
- Extent to which TVET teacher policy is part of the overall education policy
- Comprehensiveness of TVET teaching policy



Evaluation and Monitoring



Parameters for the effectiveness of Pre-service TVET teacher training programs:

- Provision in the Curriculum for practice of pedagogical skills
- Involvement of industry in teacher training programs
- Appropriate governmental regulations
- Appropriate trainee assessment strategies
- Regular program / curriculum evaluation strategies
- Human resource, Infrastructure / machinery / equipment available for technical training

*Thank
you*



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