2\textsuperscript{nd} Asia-Pacific Meeting on Education 2030 (APMED2030)

[GROUP 2]
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Strategies to address key priorities and milestones for achieving targets 4.3, 4.4, 4.5 and 4A-4C

• Collaboration
  • – e.g. APEC (international bodies)
  • PPP – Public private partnership
  • With other countries – Dual training programmes

• Involvement at higher level – political level (political will is important)

• Changing mindset that TVET is not secondary to academic track
  • Japan is moving towards HE providing TVET
  • Retraining of academic graduate with TVET skills
  • lead to high demand than supply capacity
  • → working with industries to sponsor spaces for TVET
  • → remained a challenge with small country like Brunei
  • Lack of data and reporting with respect to collaboration with industries

• Form sub-committee at national level to deal with SDG4

• Residential programme for primary school level girls – huge success in India
  • Replicated into different state level
  • Extended into secondary level

• Entrepreneurship
  • Incorporate entrepreneurship training into TVET
Required actions (national, sub-regional and regional to take towards the milestones)

- Some indicators are difficult to achieve or not relevant by/to some member countries
  - Supply of cleaned water and sanitation – Vietnam
  - TVET is compulsory so the targets is irrelevant

- The existing indicators are simplistic to cover the global level
- Countries to encourage to come up with additional indicators that fits into local context – eg what relevant qualification in each country

- Do member countries need to report to UNESCO for every target if countries would to come with local indicators? Would they be problem in reporting latter on?
  - This questionnaire will be reformed to take into account the new indicators
  - But indicators from countries alone would not be enough
  - It will be revised and consolidated at the global level
Feedback on the next steps to take on the proposed monitoring indicators

• Inclusion of SDG4 in national development plan – hence costing
  • Imperative to link SDG4 to other SDGs
  • To increase resources for TVET
  • Enhance quality teaching force
  • Need to collect data on TVET financing

• Disparity between Vocation and Academic tracks
  • Policy issues – link of HE and TVET – to meet skills need of labor market
  • Inter-ministerial collaboration is important to bring different components of the sector together and into the framework
    • Recognition of qualification across sectors
  • Build link between TVET and HE
    • so TVET is not terminating pathway – keep choices opened
  • Qualification framework need to be there so that it is standardized across sectors
Feedback on the next steps to take on the proposed monitoring indicators

- Recognition of non formal TVET programmes – data and reporting
  - Community learning centres – e.g. Non-formal training programme
    - CLC – capacity building for CLC coordinators (11k centres in Vietnam) - issues
    - Teachers were assigned to CLC programmes
    - But the CLC coordinators need different skills to run the programmes
    - Should indicators be included here?

- Afghanistan – TVET mostly been provided by NGOs
  - National coordination is important
    - To ensure the sustainability of these programmes and the skilled transferred/acquired

- Need for regional and down to subsector level qualification framework
  - Company-based/industries based – no data is available (skills, numbers) – to help mobilized resources

- Strategic plan is there but not operational plan
Relevant capacity development needs

1. There is a need for access into the tertiary education for men and women
2. Access to HE
   • Primary and secondary access – most countries has respective intervention
   • Problem – quality teachers, supply of teachers
   • Recommend – pre-service and in service training are needed
   • Professional qualified teachers needed
3. Need to integrate teacher education and TVET – to achieve targets 4.3 and 4.4
Thank you