2nd Asia-Pacific Meeting on Education 2030 (APMED2030)

[Group 4: Afghanistan, Bangladesh, Fiji, Pakistan, Timor-Leste, Tonga]

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[Session 7-8]

16-18 November 2016, Bangkok, Thailand
Strategies to address key priorities and milestones for achieving targets 4.3, 4.4, 4.5 and 4A-4C

• TVET reform, standardization of training and education
• Adapting TVET to serve the informal economic sector
• After basic education, students can choose technical or academic streams
• Establish new institutions of higher education and technical and vocational training in more remote and rural locations
• Using NFE sector, particularly community learning centres and distance learning for TVET
• Business management training incorporated in TVET and entrepreneurship training
• Job fairs to advertise the technical and vocational training needs
Strategies to address key priorities and milestones for achieving targets 4.3, 4.4, 4.5 and 4A-4C

- Retraining of teachers to make their instruction more practical in the TVET sector
- Apprenticeships and internships with the private sector and employers
- Training more female teachers in TVET to encourage girls to consider technical and vocational training after basic education
- Encourage industries to recruit more women, thus creating more need for relevant TVET programmes for women
- Regular evaluations of PPP and the links between the labour market and TVET
- Recognize prior skills in TVET and certification
- Finances for small businesses of TVET graduates through partnership with financing institutions
Required actions (national, sub-regional and regional to take towards the milestones)

• Scholarships by high-income countries to low-income countries, student & teacher exchange programmes

• Identify the needs of the employment market and align the TVET sector with those needs

• Better collaboration and partnership between public and private sectors in TVET and higher educations

• Dialogue with investors, and adjusting TVET for the felt needs

• Consider the language of instruction in TVET and higher education
Feedback on the next steps to take on the proposed monitoring indicators

- Indicators needed for the qualitative aspects of TVET and higher education, not only access and participation to TVET and higher education
- There could be qualitative indicators at the national and sub-national levels in big countries
Relevant capacity development needs

- Teachers of good quality for TVET – from where and how?
- Master trainers – training for trainers
- Funding needs to train teachers for TVET
- Retraining of teachers to improve quality of TVET (to make training more practical), teachers sent to further training in industries
- Private / public partnerships
- Market research on skills needs and higher education and its usage in the planning for TVET