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

Session 7, Group 5
Waleeda Mohamed/Maldives

Making Lifelong Learning A Reality: Ensuring Quality Education for Youth and Adults
16-18 November 2016, Bangkok, Thailand
Issues

• Low perceptions of TVET stream
• Mismatch between the curriculum and the needs from the industry
• Standardized qualification and recognition issue
• Shortage of quality teachers and inadequate facilities in TVET
• Lack of data from educational institutions and labour market
Strategies to address key priorities and milestones for achieving targets 4.3, 4.4, 4.5 and 4A-4C

• Promote TVET as a viable pathway (mindset/perception change, reducing gender stereotypes, etc.)
• Establish and institutionalize National Qualifications Framework for smooth transitions across education levels and pathways (to include accreditation and equivalency); even a Pacific-wide Qualifications Framework to support labour mobility
• Strengthen the linkage with industry/private sector; address skills mismatch between education and industry and promote curriculum standards to ensure employability of graduates
• Capacitate teachers through continuous professional development towards qualification; provide incentives for retention of qualified teachers
• Support institutions in terms of relevant and appropriate teaching/learning aids/facilities/resources/tools
• Provide wider access to learning opportunities, especially for remote communities and vulnerable groups
• Systematize graduate tracking system
Required actions (national, sub-regional and regional to take towards the milestones)

• Conduct national awareness campaigns to gain public support for TVET/skills development as a viable education pathway, as early as possible (primary or lower secondary); systematize career development programme
• Revive the Pacific Regional Qualifications Framework (in alignment with National QFs)
• Institutionalize collaboration mechanism with the private sector
• TVET curriculum review and enhancement
• Re-allocation of budget and partner support to strengthen the TVET sector
• Bring in providers of qualified and competent programmes
• Raising national awareness for and lift the standards of the teaching profession
• Implement teacher professional development programmes
Relevant capacity development needs

- Scholarship standards and transparent mechanisms
- Regional and international collaborations for scholarships
- Development of quality standards, facilities
- Capacity building for MOEs via fellowship programmes with country partners
- Data collection for HE and TVET
- Student tracking