Making Skills Development Work For The Future
Asia-Pacific Conference on Education and Training 2015
(ACET 2015)
Venue: Berjaya Times Square Hotel, Kuala Lumpur
Date: 3-5 August 2015
Objectives

Through networking, other forms of Triangular Coop. (S-S-N) and institutional partnerships, NORRAG aims to:

- stimulate and disseminate timely, concise, and critical analysis

- act as an incubator for new ideas and research projects

- broker knowledge at the interface between knowledge, policy and practice
Membership

As of 2015 the network has over 4,300 registered members in more than 160 countries, 45% from the “global South”

Diverse constituencies: Academia (50%), NGOs, policy makers, private sector, consultants, foundations...
Partnerships and emerging collaborations

• Facilitate South-South-North collaboration, comparison and exchange
• Feed national and regional policy debates
• Contribute to the international policy debates
  o REAL-Wits (South Africa), IESD (Argentina), IED-BRACS (Bangladesh)
    → A Collaborative Programme set up in South Africa in 2015
  o Association for the Development of Education in Africa (ADEA), Côte d’Ivoire
  o Zhejiang Normal University, China
  o IGARAPE, Brazil
  o American Institutes of Research (AIR), USA
  o UNESCO (TVET, Research & Foresight), Paris and Bangkok
**SULTANATE OF OMAN, Mascate**
Ministry of Higher Education

**SOUTH AFRICA, Johannesburg**
Centre for Research on Education and Labour, University of the Witwatersrand

**CÔTE D’IVOIRE, Abidjan**
ADEA Inter-country Quality Node on Technical and Vocational Skills

**ARGENTINA, Buenos Aires**
Youth, Employment and Education Programme, Institute of Economic and Social Development

**BANGLADESH, Dhaka**
Institute of Educational Development, BRAC University

**CHINA, Jinhua**
Zhejiang Normal University

**BRAZIL, Rio de Janeiro**
Igarapé Institute

**UNITED STATES, Washington**
American Institutes for Research (AIR)

**SENEGAL, Dakar**
PASEC, CONFEMEN
Programmes of work

1. Education and training policies in the post-2015 and beyond agenda
2. Global governance of education and training and the politics of data
3. Violence, youth, education and training
4. International perspectives on technical and vocational skills development policies and practice in the global South
(1) Education and training in the post-2015 and beyond agenda

(2) The global governance of education and training (GGET) and the politics of data

(3) Violence, youth, education and training (CV-ET)

(4) International perspectives on technical and vocational skills development policies and practice in the global South (TVET)
Main outputs

• **Networking and Policy Dialogue Events in the world**: workshops, conferences and policy seminars related to thematic programmes and participation in many events in collaboration with other partners.

• **NORRAG News (NN)**: biannual publication which critically examines a specific, topical theme in the area of international education, training & cooperation policies

• **NORRAG NEWSBite**: blog designed to complement NN

• **Working Papers and other Knowledge Products**
Supporters

• Swiss Agency for Development and Cooperation (SDC), since 1991
• Open Society Foundations, since 2013
• The Ministry of Higher Education of the Sultanate of Oman since 2014

- 1996-2008: WG for Int. Coop. in Skills Development (SDC-NORRAG-ILO)

- 2014-2015: Joint Project with BRAC Uni (IED): Independant Analysis of Mid-Level Policy Dev. and Strategies in Bangladesh

– 2014-2015: Joint Triangular Study South Africa-Argentina-NORRAG: Barriers in Accessing SD for Youth
- 2012: Swiss Launch EFA-GMR on Skills
- 2012: Participation + Contributions 3rd TVET Congress *Skills Measurement + Monitoring*
- 2012: Participation ADEA Triennial + Collab. with ERNWACA for Papers on *SD Research*
Knowledge Prod. and Ressources (1990 -2015)

- 2014 > Blogs on TVET
- 1990 > NORRAG NEWS: 9, 20, 38, 46, 48
- Reports + Documents in relation with Dialogue and Networking activities
www.norrag.org
Making Skills Development Work For The Future

Asia-Pacific Conference on Education and Training 2015
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Venue: Berjaya Times Square Hotel, Kuala Lumpur
Date: 3-5 August 2015
Regional Association for Vocational Teacher Education in Asia -
contributing to regional and national development of Vocational Teacher Education and TVET-Systems

President Assoc. Prof. Numyoot Songthanapitak

Asia-Pacific Conference on Education and Training
Kuala Lumpur/Malaysia
August 3rd to 5th, 2015
Content

1. Background ASEAN Region
2. RAVTE´s main objectives
3. RAVTE Constitution and Organisational Structure
4. RAVTE´s regional activities - strategy and plan of action 2015-18
5. RAVTE´s Perspectives and future Potentials
1. Background ASEAN Region

- One of the most economically and culturally diverse and dynamic regions in the world
- Transformation of ASEAN into a single market and production base
- More than 600 million people and 10 member states
- “One Vision, One Caring, and One Sharing Community”
- A community that is politically cohesive, economically integrated, socially responsible and people-centred
- ASEAN Economic Community by end of 2015

Challenge:
Provision of a highly skilled workforce for a region with differently developed economies

Solution:
ASEAN needs to strive for a regional solution that serves the purposes of all member countries
2. RAVTE’s main objectives

- standardization of vocational teacher education in the wake of AEC 2015
- improvement of vocational teacher education, in particular with respect to practical vocational competencies through cooperation with companies
- strengthening research on vocational education and training. Research-based evidence will contribute to a continuous improvement of TVET-systems
- adaptation and implementation of regional political declarations on TVET in order to achieve concerted political actions on national and regional levels
3. RAVTE Constitution and Organisational Structure

The Executive Board

- Assoc. Prof. Dr. Numyoot Songtanapitak
  President of RAVTE
  (Thailand)

- Prof. Dr. Jailani Mohd Yunos
  Vice President for Research and
  Development
  (Malaysia)

- Dr. Phan Sy Nghia
  Vice President for Capacity Development
  (Vietnam)

- Dr. Agus Setiawan
  Vice President for Public Relations and
  Dissemination.
  (Indonesia)

- RAVTE is a self-governed regional non-profit
  organisation focussing on the interests of the East
  and Southeast Asian countries.

- The 22 member institutions are leading institutions
  or legal entities involved in vocational teacher
  education and in research on vocational education.

- Residence of RAVTE is the country where the elected
  president of the association is residing.

Organisational Structure

- General Assembly
- Advisory Board
- Executive Board
- Members
- Secretariat

Member Institutions

1. National Teacher Training Institute, Cambodia
2. National Polytechnic Institute of Cambodia
3. Institute for Vocational Teacher Education, Tongji University, China
4. Beijing Normal University China
5. Hong Kong Institute of Education, China
6. Shenzhen Polytechnic, China
7. Universitas Pendidikan Indonesia
8. Yogyakarta State University, Indonesia
9. Universitas Negeri Surabaya, Indonesia
10. National University of Laos
11. University Tun Hussein Onn Malaysia
12. Imus Institute of Science and Technology (IMUS), Philippines
13. University of San Carlos Cebu, Philippines
14. Nanyang Polytechnic, Singapore
15. Rajamangala University of Technology Lanna, Thailand
16. Rajamangala University of Technology Thanyaburi, Thailand
17. Rajamangala University of Technology Krunthep, Thailand
18. BURAPHA University, Thailand
19. University of Technical Education HCM, Vietnam
20. Nam Dinh University of Technology Education, Vietnam
21. Vinh Long University of Technology Education, Vietnam
22. Vinh University of Technology and Education, Vietnam
<table>
<thead>
<tr>
<th>Strategy 1: Good Governance</th>
<th>Strategy 5: Cooperation and Exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to the relevance and significance of Vocational Teacher Education (VTE) by strengthening an efficient and sustainable political environment at all levels</td>
<td>Ensure appropriate interaction and cooperation in all strategic fields including policy development, preferably with Universities and VTE institutions, ASEAN institutions as well as with regional and international development organisations</td>
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<tr>
<th>Strategy 2: Capacity Building</th>
<th>Strategy 6: Quality Improvement</th>
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<tbody>
<tr>
<td>Support capacity building measures of member institutions and their personnel by using opportunities and facilities from member countries, international organisations and donors</td>
<td>Continue efforts to enhance quality and relevance of vocational teacher education by means of practice orientation and cooperation with enterprises, industry chambers, as well as TVET institutions</td>
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<tr>
<th>Strategy 3: Research and Development</th>
<th>Strategy 7: Funding of Operations</th>
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</thead>
<tbody>
<tr>
<td>Promotion of cross-regional and international research work by establishing regional and international research co-operation.</td>
<td>Fundamentally increase the operational budget of the association (RAVTE) in order to follow up all strategic areas sustainably</td>
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<th>Strategy 4: Regionalisation and Integration</th>
<th>Strategy 8: Performance and Sustainability</th>
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<tr>
<td>Promote alignment and comparability of VTE framework conditions in order to support the ASEAN integration and harmonisation processes</td>
<td>Ensuring sustainability in all kind of activities and gradually strengthen management and communication performance as well as capacities of the association</td>
</tr>
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5. Perspectives and future potentials

- RAVTE is able to support regional integration processes through cooperation with other international organisations and international donor organisations.
- RAVTE has the potential to contribute to ASEAN integration processes with respect to VTE and TVET by supporting regional standardization and harmonization processes in the region and their implementation.
- RAVTE will contribute to the development and implementation of regional professional standards and common rules and regulations in the TVET sector in ASEAN.
- RAVTE represents the interests of various institutions involved in the vocational teacher education. The association has the potential to support, through its expert network and research-results, national and regional reforms on TVET and VTE.
- RAVTE contributes to higher performance and quality of the TVET sector by upgrading VTE-staff, improving TVET quality, enhancing institutional management, dissemination of research-based evidence and raising awareness for TVET and VTE in the member countries.
Koopkhunkrap
Xie xie ni
Terimakasih
Gamoone
Thank you
Dankeschön

Visit us at:
www.ravte.asia
www.tvet-online.asia

TVET@asia The Online Journal for Technical and Vocational Education and Training in Asia
3. RAVTE Constitution and Organisational Structure

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Organisational Structure

- RAVTE is a self-governed regional non-profit organisation focusing on the interests of the East and Southeast Asian countries.
- The 24 member institutions are leading institutions or legal entities involved in vocational teacher education and in research on vocational education.
- Residence of RAVTE is the country where the elected president of the association is residing.
Member Institutions

National Teacher Training Institute, Cambodia
National Polytechnic Institute of Cambodia
Institute for Vocational Teacher Education, Tongji University, China
Beijing Normal University, China
Hong Kong Institute of Education, China
Shenzhen Polytechnic, China
Universitas Pendidikan Indonesia
Yogyakarta State University, Indonesia
Universitas Negeri Surabaya, Indonesia
National University of Laos
University Tun Hussein Onn, Malaysia
Imps Institute of Science and Technology (IMUS), Philippines
University of San Carlos Cebu, Philippines

Nanyang Polytechnic, Singapore
Rajamangala University of Technology Lanna, Thailand
Rajamangala University of Technology Thanyaburi, Thailand
Rajamangala University of Technology Krungthep, Thailand
BURAPHA University, Thailand
University of Technical Education HCM, Vietnam
Nam Dinh University of Technology Education, Vietnam
Vinh Long University of Technology Education, Vietnam
Vinh University of Technology and Education, Vietnam
Regional Association for Vocational Teacher Education in Asia
Content

1. Critical issues of TVET in Asia
2. How we move forward to
3. How RAVTE can be meaningful to TVET in Asia
4. Questions and Answers
Content

1. Critical issues of TVET in Asia
2. How we move forward to
3. How RAVTE can be meaningful to TVET in Asia
4. Questions and Answers
Challenge, outcomes and current critical situation of TVET in Asia

- Population growth and rapid urbanization
- Poverty and lack of skills for income-generation
- Technological change and new workplace challenges
- Pollution and environmental degradation
- Changing patterns of international trade and globalization of workplace
TVET is not only important in providing employment opportunities to individuals but also helps in enhancing the productivity of firms:

“Vocational education and training are indispensable instruments for improving labor mobility, adaptability and productivity, thus contributing to enhancing firms’ competitiveness and redressing labor market imbalances” (Caillods, 1994, p.241)
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Three Major Concerns: TVET
(Adapted from Prof. Shyamal Majumdar, Ph D. at Cologne University, 23 Sept 2014)

1. Improve the image and quality of TVET
   All around quality improvement and permeability

2. Strengthen the capacity and capability
   Policy review and related capacity building

3. Promote Public-Private Partnership (PPP)
   Private sector engagement
Promote Public-Private Partnership (PPP or Triple Helix)

Improve the image and quality of TVET
Promote PPP
## Professional/Technical Competences

- Implementing a standard service based on a service plan
- Identification and ordering of necessary spare parts
- Acceptance of the proposed spare parts by customer
- Case of database for identification of vehicles
- Use of databases for identification of vehicles
- Carry through cost calculation
- Awareness of various service standards
- Use of the most sufficient service concept

- Identifying vehicle on the basis of VIN
- well organized service procedure
- awareness of order procedure
- clear communication with the customer
- learn to proceed from concept to application
- ability to apply concepts and ability to discriminate between different service concepts
- acquiring the skills necessary for carrying out a standard service
- learn to acquire skills on the basis of company service plans

## Social/Human Competences

- Communication with customer
- cooperating with manufacturer and within workshop
- enhances team concept

- convey costs to costumer
- communicate service standards to costumer

- understand and internalize the ethical foundations of a service concept
- exercise meaningful teamwork in carrying out a standard service

- ensures communication within customer, service clerk, supervisor, foreman
- ensures communication with the manufacturer

## Methodical/Learning Competences

- Today’s Skill and Knowledge Requirements into Competences
Our ways at RMUTL: Promotion of interaction between universities and industries
Engineering Education Guideline

Bachelor Degree

Year 1
1. Ordinance
2. VET
3. School
4. Curricula
5. On Job
6. Training Plan
7. Workshops

Year 2
1. Learning
2. Environment
3. Methods
4. Media

Year 3
1. Learning
2. Success
3. Learning
4. Objectives
5. Assessment
6. Learning
7. Objectives

Year 4
1. Professional
2. Skills
3. Competence

STEM Edu.
- Learning
- Environment
- Working
- Working
- and Learning
- Transfer

WiL: Work Integrated
- Learning
- Standard
- Confirmation
- of competences

Master Degree
- Engineering
- Teacher
- In Company Training

Doctorate
- 1 year
- 1-2 year
- 2-3 year
Key For WiL: Work integrated Learning

The WiL Confusion

The WiL Solution
Learning space

1. Project-Based Learning
2. Problem-Based Learning
3. Research-Based Learning
4. Work-Based Learning
5. Inquiry – based learning
6. Service Learning
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About RAVTE:

- Focused on meeting the needs of integration & cooperation in the TVET sector in Asia.

- An independent & exclusive body emerging from the former “Regional Cooperation Platform for Vocational Teacher Education in Asia (RCP).
Vision

“The realization of a high performing and harmonized TVET sector policy in the region which meets the demand and challenges of ASEAN integration processes.”

Mission

“To highlight the importance of TVET in general and VTE in particular on regional and national levels.”
The lack of teachers in the sector of Technical and Vocational Education and Training (TVET) poses a problem for the development of the economies in the East and Southeast Asian region. Vocational Teachers have a direct influence on the quality of the future workforce and an immediate impact on social integration and societal harmony and peace throughout the region.
Objectives of RAVTE:

- Enhancement of Vocational Teacher Education policies and strategies.

- Quality improvement of VTE (including institutional development).

- Promotion of action oriented, cross-institutional and transnational research and scientific cooperation.

- Improvement of regionalisation, comparability and cooperation.
Organizational Structure

- General Assembly
  - Advisory Board
  - Executive Board
  - Auditor
  - Secretariat

RAVTE member

1. Permanent member: Institutional member who shall contribute to RAVTE as annually fee and activities.
2. Non-permanent member:
   - Individual such as lecturer of VTE institute, VTE student, vocational teacher and educator.
   - Expert on VTE and TVET.

Founding members:
Rajamangala University of Technology Lanna Thailand - BURAPHA University Thailand - National University of Laos - Universitas Pendidikan Indonesia - University of San Carlos Cebu Philippines - University Tun Hussein Onn Malaysia - Yogyakarta State University Indonesia - Universitas Negeri Surabaya - National Teacher Training Institute Cambodia - University of Technical Education HCM Vietnam - Nam Dinh University of Technology Education Vietnam - Institute for Vocational Teacher Education, Tongji University China - Rajamangala University of Technology Thanyabouri Thailand - Beijing Normal University China.

New applying members:
Hong Kong University (China), National Polytechnic University (Cambodia).
Members & Potential Cooperation Partners

1. National Teacher Training Institute, Cambodia
2. National Polytechnic University, Cambodia
3. Institute for Vocational Teacher Education, Tongji University, China
4. Beijing Normal University China
5. Hong Kong University, China
6. Universitas Pendidikan Indonesia
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14. BURAPHA University, Thailand
15. University of Technical Education HCM, Vietnam
16. Nam Dinh University of Technology Education, Vietnam

Associate members:
17. Nanyang Polytechnic, Singapore
18. SEAMEO VOCTECH, Brunei
www.ravte.asia
Members need to send information about activities towards webmaster!!!
Newsletter – continuous stream of information about achievements and future activities.

www.tvet-online.asia
a RAVTE-product for more than 1000 visitors monthly in conjunction with SEAMEO VOCTECH and UNESCO BKK 2 journals annually. Dissemination of research results. How to fund in the future?
### Strategy 1: Good Governance
Contribute to the relevance and significance of Vocational Teacher Education (VTE) by strengthening an efficient and sustainable political environment at all levels:

### Strategy 2: Capacity Building
Support capacity building measures for member institutions and their personnel by using opportunities and facilities from member countries, international organisations and donors:

### Strategy 3: Research and Development
Promotion of cross-regional and international research work by establishing regional and international research:

### Strategy 4: Regionalisation and Integration
Promote alignment and comparability of VTE framework conditions in order to support the ASEAN integration and harmonisation processes:

### Strategy 5: Cooperation and Exchange
Ensure appropriate interaction and cooperation in all strategic fields including policy development, preferably with: Universities and VTE institutions, ASEAN institutions as well as with regional and international development organisations.

### Strategy 6: Quality Improvement
Continue efforts to enhance quality and relevance of vocational teacher education by means of practice orientation and cooperation with enterprises, chambers as well as TVET institutions:

### Strategy 7: Funding of Operations
Fundamentally increase the operational budget of the association (RA VTE) in order to follow up all strategic areas sustainably:

### Strategy 8: Performance and Sustainability
Ensuring sustainability in all kind of activities and gradually strengthen management and communication performance as well as capacities of the association:
TVET Technical Upgrade

• Conduct Research focusing on TVET
• Conduct workshops programs for teachers focusing on: Technical skills, Value of TVET
• Industries placement for teachers
• Industries placement for students
Promote Public-Private Partnership (PPP or Triple Helix)

Improve the image and quality of TVET through RAVTE
Consequently: The Need for a Concept of Training for and in the Work Process: The Operationalization

- **Technical Competence**: comprises knowledge and skills in the technical field etc.

- **Human and Social Competence**: comprises social integration when working in teams, development of personalities etc.

- **Learning and Methodological Competence**: comprises lifelong learning, problem solving activities etc. when planning, executing and monitoring workplace assignments etc.

**Work Processes**
How can RAVTE be meaningful to TVET in the Region?
Content

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THANK YOU FOR YOUR ATTENTION

 oversee
cảm ơn bạn.
terima kasih.
谢谢
chei-zu tin-bar-te
salamat sa inyo

ขอขอบคุณค่ะ

งำรงค์ภักดี

ลาบใจดี