Partnership & Collaboration among VPET Institutions in Asia & Pacific Region:

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Global Context : SDGs
Sustainable Development Goals

A new vision for People, the Planet, Prosperity, Peace and Partnership

Universal
Holistic
Transformative

17 Goals
169 Targets
One Education Agenda

Overarching goal:

Ensure equitable and inclusive quality education and lifelong learning opportunities for all by 2030
High Priority in the Member States & UNESCO
Transformative Dimensions of TVET
Major Dimensions of Transformation

• **Life Long TVET**
  – School to work and work to school, ECCE, ACE

• **Greening TVET**
  – Addressing sustainable development challenges together

• **Digital TVET**
  – Digitization of work and life, Industry 4.0

• **STEAMing TVET**
  – Integrating Science Technology Engineering Arts and Mathematics
Changing Work Place
(Three Mega Shift in Technology Dimension)

Moving from

Divergent

CYBER

Petrol-based

Moving to
Common Characteristics

- Oriented to R&D
- Information Intensive
- Interdisciplinary
- Shorter life cycle
21st century skills framework

- Foundation Skills
- Transversal Skills
- Specialized Skills
Regional Context
Enablers of Transformations in Asia & Pacific

Growing Market
- Over 620m People
- Growing Human capital
- New Markets in Mekong Frontiers

Impressive Growth (economic re-structuring)
- Mass Infrastructure Investments
- Unexploited Natural Resources

ASIA & Pacific

Demographic Dividend
- Huge Market in India & China
- Growing Middle Class
- Manufacturing Hub

Continued Integration
- Many Active FTAs
- Rapid FDI Increase
- Developed Countries
- Youth Bulge

AEC

Opportunity for Continued Integration, Development, and Growth in the Asia & Pacific region.
Skill Shortages and Mismatches: Constraints to Development

48% of Asia & Pacific Employers cannot find adequately skilled labor

Source: Enterprise Surveys, 2010
Shares of high-, medium- and low-skilled occupations in total employment

Note: Australia (AU); Brunei Darussalam (BN); China (CH); Cambodia (KH); Hong Kong, China (HK); Indonesia (ID); Korea (KR); Lao People’s Democratic Republic (LA); Malaysia (MY); Mongolia (MN); Nepal (NP); New Zealand (NZ); Pakistan (PK); Philippines (PH); Singapore (SG); Thailand (TH); and Viet Nam (VN).

Japan is not included due to classification issues with the ISCO 68.

“Growing demand for Partnership & Networking among VPET”
Emerging Trends in Networking & Collaboration

- Traditional Donor Recipient Model Vs Policy Learning Model
- Peer to Peer Network Vs Hierarchical Model
- Regionalization and Localization becomes major drivers
- It is regarded as strategic resources N-S S-S N-S-S
More than 200 UNEVOC Centres in 167 countries
UNESCO-UNEVOC International Centre

Europe, CIS and North America
- Europe
  - North America: 4 UCs
  - CIS: 41 UCs
- 14 UCs

Latin America and the Caribbean
- Central and Latin America: 13 UCs

Africa
- Southern Africa: 23 UCs
- Central and Eastern Africa: 21 UCs
- West Africa: 24 UCs

Arab States
- Mashreq States: 17 UCs
- North African Arab States: 10 UCs

Asia Pacific
- Southern Asia: 14 UCs
- Pacific Islands: 21 UCs
- Eastern and South Eastern Asia: 30 UCs
Three Major Goals

• Fostering international & regional collaboration (South-South and North-South-South)

• Develop the capacities of UNEVOC Centres

• Sharing promising practices in TVET across network
Modalities of Collaboration

- Experience sharing and policy learning
- Facilitating regional & inter regional collaboration
- Pooling of resources
- Benchmarking and comparative research
- Strengthening of capacities and capabilities
- Knowledge development and management
Knowledge Management & Development

- **World TVET Database**: Online discussion board for TVET experts from around the world. Up-to-date country TVET system profiles.
- **Publications**: Online library of freely accessible TVET publications.
- **TVETipedia Glossary**: Containing more than 500 terms and 1000 of their definitions.
- **Promising Practices**: Successful and innovative initiatives for inspiration.
Determining indicators and framework for measuring the return on investment in TVET

**Objectives**
1. To understand ROI from training from a range of perspectives;
2. To identify baseline indicators and develop a framework for measuring ROI including non-economic aspects;
3. To promote sharing of learning across the Network;

**Participating countries***
Australia, Malaysia, Nepal, Philippines, Rep. of Korea, Sri Lanka

Greening skills: How TVET Institutions are responding in Asia and the Pacific Region

**Objectives**
1. To explore how greening through topping up skills in construction and agriculture were embedded in TVET programs;
2. To understand how the greening of skills support green economic transitions;
3. To contribute to the policy debate.

**Participating countries***
Malaysia, Philippines

Quality assurance of TVET qualifications – South Asia Network

**Objectives**
1. To discuss the practices of quality assurance of TVET systems and qualifications in the context of ASEAN community;
2. To understand the gaps and developments in NQFs and barriers for interacting with existing RQFs;
3. To identify opportunities for contributing to the development and implementation of an AP regional guidelines for QA of TVET qualifications;
4. To Review the state of quality assurance of QFs in South Asia.

**Participating countries***
Sri Lanka, India, Pakistan, Bangladesh, Nepal
We believe “Networking and Partnerships are the new Strategic Resources in the SDG Era”