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
- Interdisciplinary
- Information Intensive
- 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
- New Markets in Mekong Frontiers
- Massive Infrastructure Investments
- Unexploited Natural Resources
- Impressive Growth (economic re-structuring)

Growing Middle Class
- Huge Market in India & China
- Developing Human capital

Demographic Dividend
- Impressive Growth
- Developing Middle Class
- Developed Countries
- Opportunity

Continued Integration
- Many Active FTAs
- Rapid FDI Increase
- AEC
- Youth Bulge

Manufacturing Hub
- Huge Market in India & China
- Developing Middle Class
- Developed Countries
- Opportunity

Huge Market in India & China
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Developed Countries
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Skill Shortages and Mismatches: Constraints to Development

- 48% of Asia & Pacific Employers can not 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
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
Network Engagements through Collaborative Research Initiatives

1. 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

2. 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, Sri Lanka, China, Mongolia

3. 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”