Synthesis Report Process on UNESCO (Bangkok) TVET Teacher Education in Asia Pacific Project

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Project Summary

• Country case studies by local researchers:
  • Brunei Darussalam
  • India
  • Indonesia
  • Republic of Korea
  • Kyrgyzstan
  • [Malaysia,
  • Mongolia
  • Thailand
  • Nepal
  • Philippines
Project Summary

• Issue papers:
  • [Current status and issues of TVET teacher training in Asia-Pacific]
  • Pre-service and in-service training programmes for TVET teachers: Evaluation and monitoring
  • [Mapping of TVET teacher training programmes and institutes]
  • In-service TVET teacher development using new trends of company learning and development
My Role

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  • My responsibilities will be to:
  • Read all papers and provide initial feedback as to what may yet need to be addressed.
  • Participate in the Channai workshop to clarify any information presented.
  • Write a final report synthesizing the reports, as outlined below.
Final Report Tentative Outline

1. Executive Summary
2. Introduction and Background of the Project
3. Objectives of the Project
4. Summary of Existing TVET Teacher Education Programs (Institutions and Curricula)
5. Summary of Anticipated TVET Teacher Education Programs (Institutions and Curricula)
6. Summary of Relationship of TVET Teacher Education and National TVET Policies
Final Report Tentative Outline

8. Summary of Standards and Qualifications for TVET Teachers
9. Observations Regarding TVET Teacher Standards and Qualifications
10. Summary of Evaluative Processes Used to Determine Effectiveness of TVET Teacher Education Programs
11. Observation of Evaluative Processes Used to Determine Effectiveness of TVET Teacher Education Programs
12. Summary of Strengths Identified of TVET Teacher Education Programs
13. Additional Observations of Strengths of TVET Teacher Education Programs
Final Report Tentative Outline

14. Summary of Weaknesses Identified of TVET Teacher Education Programs
15. Additional Observations of Weaknesses of Teacher Education Programs.
16. Summary of Recommendations Made for Improvement of TVET Teacher Education Programs
17. Additional Recommendations for Improvement of TVET Teacher Education Programs
18. Conclusion