

Collaborative Training Programme between SEAMEO VOCTECH and UNESCO-UNEVOC on Curriculum Development in VTET: Meeting the Demands from Business and Industry

Bandar Sri Begawan, 15-27 June 2009



A photo session with the Guest of Honour, the representative from UNESCO-UNEVOC, SEAMEO VOCTECH Management, and training participants

The Centre for Vocational and Technical Education and Training under the Southeast Asian Ministers of Education Organisation, or commonly known as SEAMEO VOCTECH in Brunei Darussalam, in partnership with UNESCO-UNEVOC has successfully conducted a collaborative training programme participated by 20 educational policymakers and practitioners from 10 member countries in Southeast Asia. This two-week course was meant for providing an avenue for the participants to share their experience in the above topic and to learn the steps in industry-based curriculum development.

As we are aware, maintaining the relevancy and currency of TVET programmes to meet industrial needs and workplace requirements requires a strong commitment and efforts to be undertaken by TVET institutions. The concern on the inadequacy of some conventional programmes in preparing graduates to enter labor market can be addressed by the development of industry competency-based curriculum

where the curriculum falls back on industry-defined and validated competencies for the workforce. It implies, therefore, that education and training conducted either formally or informally must keep pace with the rapid change of information and technology brought about by global industrialisation and modernisation processes.

In the case of Vocational and Technical Education and Training (VTET), it should concentrate more on training manpower that matches the quantity and quality needs or requirements of the business and industry sectors. This does not mean that the VTET will prepare the students specifically to meet the needs of particular business or industry but rather finding the balance between its relevance to current demands and flexibility to face the fast changes in the labor market. Therefore, VTET institutions should be committed more in preparing students for employability than for employment.

The VTET competency-based curriculum is envisioned to produce competent and multi skilled workers who are not only ready to enter the world of work locally but in the international workplaces as well. This means that the design of the curriculum should be based on the job or competency requirements of the labour market which also includes soft skills, hence, competencies should be outcome-oriented and must be based on standards.

This training programme was designed to enable the participants to gain and analyse existing VTET curricular programmes that will lead them into the following discussions: industry-based curriculum, needs and demands of the business and industry workplace competencies and skills. During the session, UNESCO-UNEVOC introduced an overview of ESD key concepts, trends and issues, which can be used as guidelines into the Curriculum Development process in the field of TVET. At the end of the training programme, each participant was required to develop an action plan that can be proposed for their respective institutions.

The main objective of the course is to develop/enhance the capabilities of the participants in designing an industry and competency-based curriculum that is responsive to the current needs, demands and job requirements. *More specifically, this training programme was meant for preparing the participants to be able to conduct the following tasks: (1) to analyse the present conditions and trends of existing curricular programme offerings of VTET in the Southeast Asian region, (2) to explain the different processes on how to conduct industry-based curriculum development, (3) to identify the needs and demands of the business / industry-based organisations in terms of work-related competencies/skills*

to be acquired by the labour force, (4) to demonstrate the procedures in conducting task/job analysis, (5) to demonstrate the processes in developing performance standards, (6) to design sample curricular programmes for specific work groups in the labour force, and (7) to develop a plan of action for implementation in their respective workplaces.

Various activities have been integrated in the programme including sharing of experiences and best practices, case analysis, brainstorming, industrial/institutional visits, lecture discussion, group workshops and hands-on exercises. In addition, there were also group and individual presentations to share their projects and action plans.



The training participants visiting Royal Brunei Catering