

CALL FOR PRESENTATIONS

Thai-German TVET Conference on Research Cooperation in Southeast Asia

25./
26.

September 2023,
Eastin Grand Hotel,
33/1 South Sathorn Road,
Yannawa, Sathorn Bangkok

„AN ACTION-ORIENTED, SUPRA-NATIONAL
RESEARCH PERSPECTIVE ON LABOUR
MARKET NEEDS IN THE FACE OF
DIGITALIZATION AND GREEN ENERGY
TRANSITION“

TVET systems must be continuously developed and adapted to changing economic and social developments and prepared for a working world of the future. TVET systems are also a social resource and a basis for social, ecological and economic development, leading to prosperity and social peace. Pressing topics and challenges in TVET globally are the so-called "Twin Transition: Digitalization and Greening", but also Excellence in TVET, which is achieved through Work-Based Learning, Governance of TVET, Research on TVET and highly skilled TVET teachers and trainers, who act as Agents of Change. The conference with its focus on research cooperation between Southeast Asia and Germany addresses researchers and practitioners and calls for contributions. It is funded by the German Federal Ministry of Education and Research in the context of the ProWoThai-project, Progressing Work-based Learning in Thailand. The conference is being organized by the Regional Association for Vocational and Technical Education in Asia (RAVTE), the Rajamangala University of Technology Thanyaburi (RMUTT), the Rajamangala University of Technology Lanna (RMUTL) and TU Dortmund University.

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BACKGROUND

Southeast Asia with its 630 million inhabitants is a politically and culturally highly diverse and economically dynamic region. With the establishment of the ASEAN Economic Community (AEC) in 2015 and the simultaneous growing challenges in society and the world of work (digital transformation, greening etc.), an action-oriented, supranational and regionally adapted approach to TVET research and development in Southeast Asia has become an urgent issue. Such a combined approach enables stakeholders and organizations to innovate and align with the needs of the regional labor market in terms of effective, efficient, equitable, inclusive, and sustainable TVET in line with the United Nations' Sustainable Development Goals (SDGs). In this context, research and development of vocational education and training as well as cooperation and exchange of scientific know-how, currently as well as in the medium and long term, play an enormously important role.

SUBMISSION INFORMATION

Please submit an abstract for your presentation by **31. July 2023**. Please assign your abstract to one of the thematic workshop sessions of the conference. All submissions will be evaluated by an independent review panel. Notifications of acceptance will be sent out by 31. August 2023.

For accepted presentations, registration for the conference must be made by 10. September 2023.

The presentation submission should include the following:

1. Abstract (max. 200 words)
2. Information on the duration and format of the presentation. Please note that presentations should not exceed a duration of 15 minutes, followed by a short Q&A session

Abstracts are submitted by email to:

annika.behrens@tu-dortmund.de

We look forward to your submission!

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SESSION PROGRAMME

Session 1: Live Learning Lab: New Greening Qualifications and Competences in TVET for a Sustainable Future

On the 25th of September, 2023 from 2:00 pm - 4:00 pm

Countries that are making the transition to low-carbon and climate-resilient economies and societies rely on workforce possessing relevant qualifications and competences to meet emerging demands. Many existing jobs are changing, as cleaner technologies and greener work processes are being adopted (Cedefop et al. 2022). 'Greening' TVET – that is, including education for 'green' economies and 'green' societies – reinforces a holistic vision of transforming TVET: to enable it to deliver new TVET qualifications and programmes and to create new skills and values needed to make a successful green transition. TVET can move workers up the skills ladder, raising their access to green and decent jobs, their economic productivity and positive contribution to climate. Similarly, greening TVET is reinforcing a new narrative for TVET. First, for TVET to adopt new learning approaches to develop highly-qualified and multi-skilled individuals that are compatible with the requirements of the digital and green transition; and second, for TVET to strengthen the provision of green skills to create new value attractive for communities and employers.

Promising practices of greening TVET and commitment to advance sustainability across different learning domains including TVET are evident across the Asia-Pacific region, from national green growth strategies to green TVET curricula, green TVET programmes, and green TVET campuses.

The objective of the session is to establish a better understanding of the opportunities in the green transition and the practical measures to succeed in incorporating new approaches for green skills and competencies development in TVET training and learning. Several identified innovative practices from the Asia-Pacific region will help present an exciting landscape of innovations in greening TVET. They will help set the tone for discussion with the participants and unpack new engagement and research potentials in the context of ongoing initiatives jointly led by UNESCO-UNEVOC and BIBB as starting point for discussion.

Session 2: Digitalization of TVET and IR 4.0

On the 25th of September, 2023 from 2:00 pm - 4:00 pm

Digitalization is driving the technological change of all societies globally in a rapid and sustainable manner. Thus, “the digital transformation impacts all aspects of TVET delivery, from the integration of new digital skills and competencies into teaching and learning processes to the organization of learning itself” (UNESCO-UNEVOC n.d.). Digitalization is impacting the occupational profiles and standards due to a changing world of work, but as well the accessibility and the way TVET can be delivered. In order to comprehensively leverage the potential of the digital world, learners have to be digitally literate, technically competent and work-ready professionals for a digitalised world of work.

In consequence, the TVET systems have begun to address various aspects such as (i) including digitalization in occupational standards and curricula (ii) the implementation of digital forms of learning and teaching, (iii) the use of digital tools and data to modernize the organizational management of TVET providers, and (iv) an active engagement of TVET providers within their education and labour market ecosystems and communities.

Session 3: Excellence in TVET through Regional Cooperation

On the 25th of September, 2023 from 2:00 pm - 4:00 pm

Excellence in learning is the goal of all TVET systems (ETF 2020, 2). Although excellence in TVET can not be clearly defined, it is often associated with high quality and the provision of competences, skills and abilities that guarantee employment in a changing labour market or allow for entrance in academia as a second career pathway. A precondition for excellence can also be achieved by continuously adapting TVET delivery to societal challenges and global megatrends such as digitalization, Industry 4.0, artificial intelligence, environmental sustainability, demographic change, or migration etc.

In recent approaches, excellence in technical and vocational education and training is achieved through regional or global networks in which TVET providers can share experience and learn from each other in a peer-learning approach. Here, outstandingly well positioned TVET institutions such as the Centres of Vocational Excellence (CoVEs) serve as role models for others or operate local networks of TVET providers, triggering spill over effects from which the entire TVET system benefits.

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Session 4: Work-Based Learning as a Guiding Principle

On the 26th of September, 2023 from 9:00 am - 11:00 am

Work-based learning is a conceptual cornerstone of TVET systems. What is usually meant is that, at the system level, the company workplace is integrated into vocational education programmes as an experiential place of learning and is conceptually linked to competence development in the training center and vocational school. TVET students have the opportunity to reflect on real work experiences and develop holistic competencies, which are a basis for Lifelong Learning. A sustainable professional competence development, which allows the learner to become an independently acting skilled worker and member of society, requires a functioning cooperation of learning venues. This learning venue cooperation can succeed better if the meso and the micro level are addressed conceptually, if work-based or work-oriented curricula are developed, if assessment tools are designed work-based or work-oriented and if TVET teachers learn in their training how to learn in an action- and project-oriented way employing simulated work tasks and processes.

Session 5: Research on TVET in Southeast Asia

On the 26th of September, 2023 from 9:00 am - 11:00 am

TVET research is a central element of modern TVET systems. TVET research is a prerequisite for system innovation and the further development of TVET systems as well as the systems for the education and training of TVET teachers and instructors. Especially in times of increasing pressure to innovate, TVET research plays a crucial role, e.g. when it comes to developing, testing and evaluating innovations. Research approaches that promote development, such as action research, are of particular importance, not only in terms of new developments, but also in terms of the dissemination of research findings and best practice to academia and vocational education and training practitioners. The Online Journal for Technical and Vocational Education and Training in Asia (TVET@Asia) is a contribution to the improvement of the research infrastructure in Southeast Asia operated by the Regional Association for Vocational Education in Asia (RAVTE).

The high relevance of vocational education research for the advancement of TVET systems leads to the continuous development and expansion of research capacities in all world regions and also in the nations of Southeast Asia.

Session 6: TVET Teachers and Instructors – the Agents of Change

On the 26th of September, 2023 from 9:00 am - 11:00 am

The key role in the quality development of vocational education and training is played by TVET teachers and trainers who, as Agents of Change, continuously improve the vocational education and training programmes. TVET teachers and instructors must therefore have a broad set of competencies that must be continuously developed through upskilling and reskilling. As TVET systems have to cover a sectoral range and also the vertical diversity of levels 1-6 (European Qualification Framework) the question has to be asked how TVET staff should be selected, trained, deployed, evaluated and managed. It must also be taken into account that there are different types depending on their function in the TVET system and a varying focus on theory and practice (Lipsmeier 2013). A "one-size-fits-all TVET teacher concept" cannot possibly cover the required quality in an increasingly complex environment.

TVET@Asia

The presenters will be given the opportunity to publish academic papers in a conference-based issue of TVET@Asia: <https://tvvet-online.asia/>, which will be published as TVET@Asia Issue 23 in Summer 2024.

Organizing Institutions



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