



Bangkok, 18.01.2013

Thanyaburi Statement

RMUTT, represented by President Assoc. Prof. Dr. Numyoot Songthanapitak, under the mandate and auspices of the Steering Committee of the Regional Cooperation Platform for Vocational Teacher Education and Training in Asia (RCP), hosting the 1st round table discussion of Regional Organisations and Institutions for Higher Education and/or Technical and Vocational Education and Training on the most vital topic of Vocational Teacher Education submits the following

Common Statement on Vocational Teacher Education in Asia

Economies and civil societies in East- and Southeast-Asia are growing and changing at a rapid pace. A highly-skilled, thus competent labour force is a precondition for further economic growth and the consequent improvement of the people's livelihood. Provision of a highly developed Technical and Vocational Education and Training (TVET) is in the interest of these societies, their companies and individuals. All three parties gain enormously from a well-functioning TVET-system. TVET offers to young and older people a consistent perspective for individual development, participation and social permeability in rapidly growing and changing economies.

The lack of highly qualified teachers and trainers who can perform well in the sector of Technical and Vocational Education and Training (TVET) is a pervasive phenomenon in the emerging economies of East- and Southeast-Asia. Not only do competent teachers directly influence the quality of the workforce they also have a direct impact on interlinked functions such as social integration and the support of regional learning and innovation processes. As a most fundamental prerequisite, teaching personnel of the highest technical and vocational pedagogic level must quickly be on hand to respond rapidly to the requirements of the economic and educational reform goals.

The undersigning parties agree to the following statements and recommendations

- Vocational Teacher Education (VTE) has the most crucial role in well-functioning TVET. TVET-systems can only be adapted or improved via sufficiently educated, trained and skilled teachers who can fulfil their duties in personnel and organizational development. These TVET-teachers function as Change Agents, who recognize the importance of Life Long Education as guiding principle to continuously develop "Learning how to Learn"-skills for themselves and their students.

- To enhance outcome quality, gain society-wide acceptance and attain labour market orientation including companies and securing practical in-company experience for study schemes and TVET-programmes is both recommended and essential.
- A well-functioning TVET system in a knowledge-based society offers social permeability to higher education thus rendering a positive effect on educational policy and significantly enhancing economic, social- and labour-market policy.
- Vocational Teacher Education (VTE) is a study programme provided by Universities. Vocational Teacher Education study programmes must embrace theoretical knowledge at an engineering an advanced technical level, practical vocational competences and cover a broad variety of teaching skills.
- Research on TVET and VTE have to be strengthened and/or established as a self-reliant scientific field and academic discipline. Societal and institutional sustainability depends on profound and broad research activities and results: most preferably action-research targeting innovation, knowledge generating and dissemination combined with best-practice examples at national and regional levels.
- Demographic change and the trend towards regionalization makes it imperative that study schemes as well as TVET-programmes offer instruments geared to improving regional mobility such as common standards, acknowledgement schemes and exchange programmes.

The undersigning parties agree to

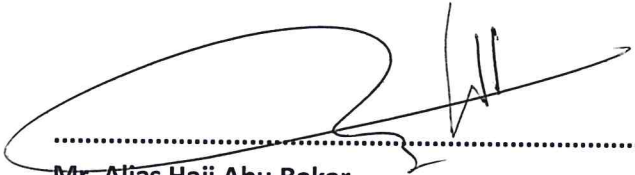
1. intensifying cooperation and exchange of best practices in the field of VTE for the improvement of TVET-Systems and the enhancement of on-going integration processes in the East- and Southeast-Asian region,
2. enhancing and/or establishing VTE - and thus TVET - as a self-reliant scientific field and academic discipline, cooperating in research, disseminating research results and best-practice-examples in the region,
3. strengthening research on VTE to develop a solid fact and information base to promote evidence-based policy-making,
4. creating awareness of the societal importance of TVET and VTE for political decision-makers at a national and regional level in societies that have a future in on-going economic growth and development, especially if the economic development is accompanied by an increasing complexity of work organization and a gradual improvement of the value chain,
5. reinforcing frameworks and instruments to support the improvement of the formulation of national policy and strategy regarding vocational teacher and trainer education and its monitoring and evaluation. This should include the development of tools to measure the effectiveness and efficiency of policies and the implementation of VTE strategies.



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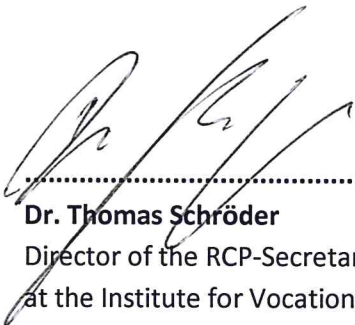
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