



# LIST OF THEMES FOR RESEARCH OPPORTUNITIES IN TVET



With its current capacity, the Colombo Plan Staff College offers the following themes for collaborative research opportunities that will provide more information regarding the emerging themes, ideas and initiatives launched by CPSC member countries.

These catalogue of TVET themes are based on the feedback of CPSC stakeholders through its services such as programs and study visits. It aims to launch common perspectives and explore initiatives that will be able to bring information regarding the updates on TVET in the region.

## Public-Private Partnership in TVET

Public-Private Partnership is defined as a “long contract between a private party and a government entity”. CPSC recognizes that support for TVET is necessary particularly that it relies on the demand of the industry to sustain its list of graduates.

CPSC recognizes that there is a diversity in terms of private sector involvement in TVET. With this theme, CPSC aims to gather as many information on the best practices and the present status of CPSC member countries when it comes to providing linkages is concerned. The information will also provide a clear picture on the status of public-private partnership in TVET in the region. The information can potentially be used as a basis for policy improvement particularly on further integrating the demands and requirements of the industry into formal TVET practice.

## Entrepreneurship Education in TVET

Over the past years the role of Technical and Vocational Education (TVET) is becoming very significant in contributing to the overall economic well-being of countries through the development of its workforce capacity. Global trends such as globalization, faster exchange of information and resources and an increased demand for multi-skilled workers became cornerstones of economic policies of governments across the world in the goal of translating this potential into a sustained improvement in the economy and standards of living.

Due to the increasing popularity of entrepreneurship as a future career, entrepreneurship courses are being integrated into the mainstream education subjects or even as full degree courses in the tertiary level. This strengthens the need to develop new batches of able instructors who are equipped in fulfilling the demand for entrepreneurship education.

This theme further explores the potential of entrepreneurship education in contributing for a TVET that is more inclusive and sustainable through the presentation of some concepts, ideas and methods in promoting entrepreneurship as a course while being informed on insights regarding development models relevant for the enhancement of the entrepreneurship model as a relatively young course.

## Transforming a TVET Institution into a Green TVET Campus

The integration of green and clean concept for sustainability will enable TVET implementers to synergize institutional value statements. Connecting the dots needed for effective implementation of green and clean technology is considered a big challenge for TVET professionals and institutions.

The suggested CPSC framework for Greening TVET has been built upon the five dimensions anchored on sustainable development principles. As reflected on CPSC’s paper on Green Campus, the five dimensions that policy makers should refer in assessing the capability of the institution’s system to adopt green operations: these are (1) effective management of resources; (2) green technology program for clean and green jobs; (3) green community for extending sustainable development practices; (4) green research and (5) promoting green culture. Transforming TVET institutions include the development of prototypes that will promote environmental protection and conservation of resources such as energy development.

CPSC can be a catalyst in showcasing these prototypes, researches, equipment or models that will fully strengthen the identification of a TVET institution as a “Green TVET Campus”. Initiatives that promote “Green TVET” and “Green Jobs”, in full realization of the industry’s adverse consequence to the environment, is highly encouraged.

## Gender Parity and Inclusivity of TVET in Asia-Pacific

Several international agencies such as UNESCO strongly recognizes the need for every human being to be educated and participate in gainful opportunities that will give them self-worth and economic stability. In particular, closing gender disparities in education and employment is seen as one of the urgent policy initiatives enacted on the world as recognized by the World Conference on Education in Jomtien, Thailand in 1990. The International Labor Organization mandated its organization to include gender equality in their constitution as reflected on covenants 100 (equal remuneration convention), 111 (discrimination convention), 156 (family responsibilities convention) and 183 (maternity protection convention).

Despite global initiatives, the participation of women in the labor sector in Asia, particularly in the member countries, is seen to be one of the policies that can be further improved. The 2014 Gender Gap Index released by the World Economic Forum shows varying scenarios of gender equality and labor force participation among CPSC member countries with the Philippines among the highest (Rank 9) and Pakistan (rank 141) among the lowest in the 142 countries surveyed.

The theme highlights the need to gather reports, data and cases regarding the participation of women in the formal and informal TVET sector. It also aims to highlight the initiatives of the CPSC member in promoting, sustaining and improving gender equality in the labor force. It aims to highlight these cases as future references for administrators and international organizations to consider aligning some of the practices to accommodate the need to fully integrate certain sectors of the society like the women, minority groups and other marginalized in the mainstream TVET implementation.

## Outcomes-Based Education

The outcomes based education (OBE) is based on a system that focuses on the intended goals and outcomes of a task. This is in contrast to the grading system in which the students are given marks according to their accomplishments or ability to memorize the course. Findings discussed by Kamii and Dominique (in NCTM, 1998) claimed that this system failed to take into account whether the student indeed learned something on the material and if it is useful in the child's future undertakings as he/she transitions to adulthood.

Since OBE focuses on the accomplishment of the goals and results, there is a "clear expectation of what needs to be accomplished" (Tan, 2014). The system also allows flexibility in teaching methods and adapting it to the characteristics or personalities of the students, as it is not restricted into a particular methodology. In addition, it is easier to measure as outcomes or goals achieved can be easily compared and see what aspects are to be given extra attention. Lastly, OBE encourages interaction among students, giving a more liberal yet effective learning strategy for them to achieve a goal.

The OBE implementation of the TVET system in the region is mixed, with some countries identifying that it is difficult to implement, such as Australia. Others are reaping its benefits and are implementing it fully, such as Malaysia. In partnership with different regional institutions in TVET, CPSC is interested in showcasing the variety of experiences in implementing OBE for future reference. It is hoped that the data gathered by CPSC in this regard will be used as a basis for policy in considering or analyzing the usefulness of OBE in the country's specific educational set-up.

## Developing a Sustainable Entrepreneurial Workforce

In line with the Sustainable Development Goals adopted by the members of the United Nations in 2015, TVET should be geared in re-evaluating its system to comply with the development targets for the future. One such initiative is the realignment of the workforce to more sustainable types of employment and considering the future of "green jobs" as a viable direction of future TVET. There is also an increasing clamor to improve the life-skills capability of the workforce and instill to them an entrepreneurial acumen and skill for them to be able to sustain productive activities that will guarantee sustainable livelihoods.

Developing a "sustainable entrepreneurial workforce" is an emerging challenge that needs to be addressed by different multilateral organizations, particularly in tailor-fitting it to the needs of the community and the individual recipient. Instructional modules, researches or background papers that elaborates on this topic can be jointly developed by CPSC and its partners. Furthermore, several best practices in the member countries or in TVET institutions can be documented and showcased as case models of successful development of a sustainable entrepreneurial workforce.

## Other Collaborative Research Opportunities

CPSC can also facilitate reviewing and publishing of these types of researches that will serve as references to different researchers, academics and inventors in the region:

<p>Technical Research</p>	<p>Technical researches involve the creation of projects, prototypes, blueprints and innovations that are mainly focused on facilitating or improving a particular human activity (such as cooking, planting, etc.). This is mainly oriented on industrial products and services aimed at a specific purpose and involves a very detailed scientific process that emphasizes on the technical aspect of the product.</p> <p>Technical researches can also be considered as a developmental research in which it is “a systematic work drawing on existing knowledge that is directed to producing new materials, products and devices; to installing new processes, systems and services; and to improving substantially those already produced or installer.</p> <p>As TVET is concerned mostly on technical education, technical research has been a significant part of TVET academic and professional development of both the students and instructors. Thus, it is necessary for CPSC to gather as many technical researches as possible and facilitate the linkage between the proponent and the end-user.</p>
<p>Instructional Materials’ Development</p>	<p>CPSC facilitates the training of trainers in aspects of TVET management and development. Thus, it constantly engages the creation of instructional materials, devices or modules to facilitate the transfer of knowledge from the instructor to the student.</p> <p>Through the years, CPSC has facilitated the development of TVET instructional materials that are being used not only by the participants in its programs but also in other endeavors such as international engagements, presentations or research.</p> <p>The possible theme of the proposed instructional material can be anything related to TVET personnel development and as long as it is appropriate, relevant, comprehensible and publishable for dissemination.</p>
<p>Framework/Model Development</p>	<p>One particular research topic can be the development of a conceptual framework that shows a potential relationship between variables in order to address or provide clarity to a particular problem or theory.</p> <p>Conceptual frameworks or models can be presented as a potential strategy or plan to address a particular issue. It should recognize though, that this needs to be pilot-tested and should also come up with plans for future adoption.</p>
<p>TVET Action Research</p>	<p>Another type of research topic is the one that is directly addressing a particular problem. This research has the ability to either persuade or dissuade the deciding parties on the direction that they will want to pursue.</p> <p>Action researches recognizes the existing problem, similar to many types of researches. However, its findings are more recommendatory in nature and are centered towards the solution that it will provide to a particular program.</p>



Colombo Plan Staff College (CPSC)  
 Bldg. Blk. C, Department of Education Complex, Meralco Ave.  
 1600 Pasig City, Metro Manila, Philippines  
 Phone: (+63-2) 631-0991, 93 to 95  
 Fax: (+63-2) 631-0996, (+63-2) 633-8425  
 E-mail: [cpsc@cpsctech.org](mailto:cpsc@cpsctech.org)  
[www.cpsctech.org](http://www.cpsctech.org)