Uniqueness

- Authentic Training
- Pragmatic Based Programme
- 3 Partite Arrangement (Institution, Business, Industry)
- Focus on Hands-on and Employability skills

Universal principle

- Authentic Training Methodology
- Pragmatic Based Programme
- Smart partnership with Business and Industry
- Focus on Hands-on and Employability Skills

Reflecting best practice in the case
Malaysia Case Study 1: Production Based Education

How to use the case

- Meeting Industry Needs
- Perception Change of Vocational Education
- Customized Training of Industry Worker
- Blue Oceon (Ocean?) Strategy
- Cost effective Programme to Government and Industry

Other issues

- Continuous Improvement of Curriculum
- Teachers Development
- Potential High Income

Uniqueness

- Smart? Partnerships
- Cooperation between local community
- Sharing of expertise
- Mutual understanding
- Extension of pedagogy/variations
- Organised

Universal principle

- Policy, preparation
- Education underpinning philosophy
- Process leading to outcome
- Data sharing
- ----- of expertise/knowledge

Reflecting best practice in the case
Malaysia

How to use the case

- Sustainable community development
- Cooperate social responsibility (CSR)
- Evidence based strategy

Other Issues

- Teachers competency development
- Teachers commitment as well as community, MOE and other agencies
- Conflict of system

Uniqueness

- The work Exchange do the teaching and training more relevant (Apprenticeships)
- Increase the understanding, both in VET – education and in enterprise, of the students situation.
- This increase quality in the VET education

Universal principle

- Evaluation (from pilot)
- The program meet the needs in enterprises
- The program can lead to reduce drop out in VET

Reflecting best practice in the case
Norway Case 1: Work Exchange/Work Experience for Teachers in VET

How to use the case

- The principle and method is transferable
- Close links between education and enterprise

Other Issues

- Stakeholders were involved in the developing of the program

Uniqueness

- Cross curricular – promote the learners understanding on how different subjects can be tools in problem solving
- Could be adapted to all levels – Versatile

Universal principle

- Sustainable development as entrepreneurship training
- Training for the 21st century's skills --> development of the learners creativity, innovation skills and to take action

Reflecting best practice in the case
Norway Case 2: Green and Genious

How to use the case

- The principles and the working method of the program is transferable to different problem ?? countries

Other Issues

- Cooperation between ministries, Young entrepreneurship Norway ?? and local communities and enterprises
- Could be of importance to regional and local development – both education authorities, schools and enterprises

Uniqueness

- Policies are made with input from professionals
- Strong MOE-School-NIE partnerships
- Extended pedagogies that go beyond traditional didactic teaching, e.g., problem based learning, directed play, in NIE and schools
- Change in curriculum and assessment must go hand in hand
- Culture that facilitates multidisciplinary learning among both teachers and students

Universal principle

- System coherence (policy, preparation, practice)
- Shared vision (buy-in) and common language of shareholders
- Underpinning philosophy that permeates the design and delivery of curriculum and programmes (not stand alone or add-on)
- Focus on values, skills and knowledge needed for the future
- Emphasise both process and outcomes
- Quality and preparedness of teachers is a key factor
- Develop students in higher order thinking (HOT) from young

Reflecting best practice in the case
Singapore Cases 1&2

How to use the case

- Evidence-based strategy
- Sharing by schools

Other Issues

- Need for society to view ´success` differently
- Change in mind-set needed

Uniqueness

- Create your future today
- Accessible and qualitative co-curriculum activities
- Best practice rely-validation?, social skills, transition of job life
- Innovation via tradition = hobby education has its roots in culture, but has a very concrete? Link to innovation
- Cross sectional lines between education, culture, and science – not so much dependent on assessment

Universal principle

- This programme is 1 in 3
- Rely validation – encourages everyone to take and redige?? Different roles – to try your future today
- Social, communication skills, addressing diversity?
- Transition to the labour market, practising of skills, arts, science, and social programmes

Reflecting best practice in the case
Latvia Case 1: Hobby Education

How to use the case

- The process (the acquiring of list unlay?? Skills) is in the same importance as the result (tangible or intangible added value)
- List? Competencies used?? on cross-sectional approach, it shouldn't be taught as a separate subject
- There is a strong line between formal – non-formal? and informal education because this all gives you education for life

Other Issues

- The challenge is how to make stronger line between formal and non-formal education
- Hobby education should be opened for new partnerships –employers?, NGOs, Universities etc.
- Qualified teachers are needed, these are not clubs?, but part of education process

Uniqueness

- Diploma works as part of programme serves as a very valuable platform for creation the product for local community? (??)
- This is a teamwork (collaboration between 5-9 students) – creative work and ?? work, development of innovative competencies ??

Universal principle

- The result of programme could be used as a promotion of prestigious of vocation education in different ?? audiences (specially in the society)
- Programme promotes the employability of young people

Reflecting best practice in the case
Latvia case 2: Diploma

How to use the case

- Invalued?? students have an opportunity to follow the all stages of product development
- Cycle (Idea -> project proposal/?? - raw material – producing – assessment – delivering for consumers)
- The added value for the programme is promotion of dialogue between students and community they going the feeling of rising of common welfare ??

Other Issues

- It is a possible to change the consumption of product from parish?? To local community??

Uniqueness

- Mentorship
- Ministry commitment
- Real business simulation
- Students exposure to business
- Industry support
- Advisor role (enterprise/universities/cart?)
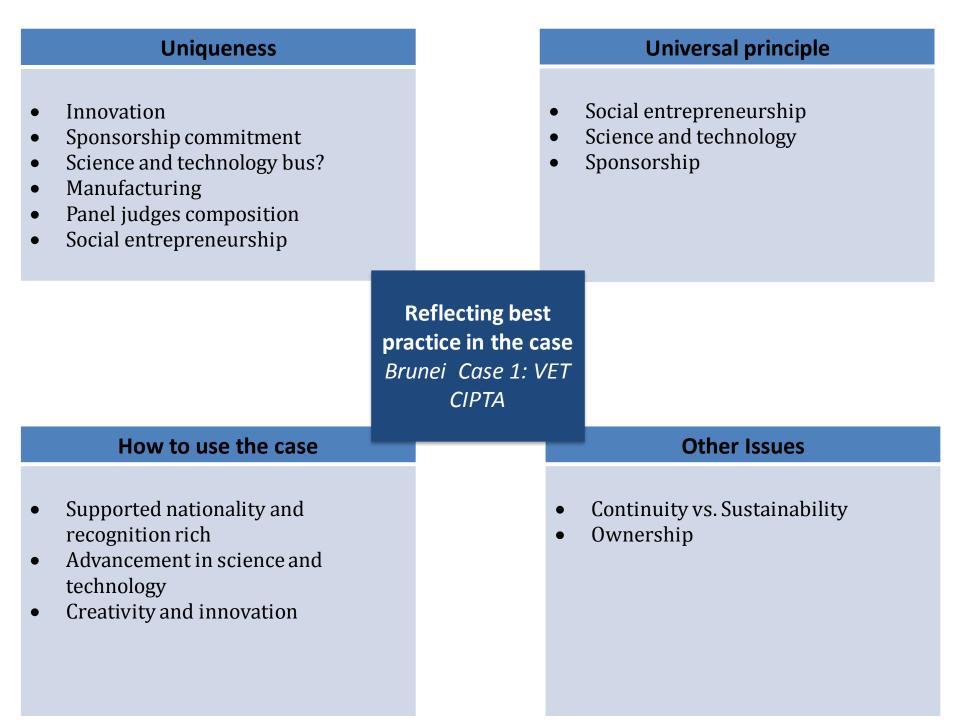- Parents involvement/community

Universal principle

- Methodology used
- Business simulation
- Industry support
- Parental involvement

Reflecting best practice in the case
Brunei Case 1: VET BEES

How to use the case

- Pragmatism (pragmatic exposure to students)
- Success Stories – track record visibility
- Program continuity
- Creates harmony (education/community/business)

Other Issues

- Voluntary vs. Obligation
- Structure vs. Understanding
- Continuity vs. Sustainability

Uniqueness

- Innovation
- Sponsorship commitment
- Science and technology bus?
- Manufacturing
- Panel judges composition
- Social entrepreneurship

Universal principle

- Social entrepreneurship
- Science and technology
- Sponsorship

Reflecting best practice in the case
Brunei Case 1: VET CIPTA

How to use the case

- Supported nationality and recognition rich
- Advancement in science and technology
- Creativity and innovation

Other Issues

- Continuity vs. Sustainability
- Ownership

Uniqueness

- Tri-party collaboration + ´1`
  - Ministry
  - Private sector
  - Business community
  - Parental commitment
- Curriculum
  - Co-curriculum
  - With ministry
- Business simulation
  - Pragmatism

Universal principle

- Framework can be used in any country setting their possesses economic priority objective
- Also applicable in government initiative in upgrading its education quality and employability (through skills and quality competencies)

Reflecting best practice in the case
Brunei Case 2: Partnership

How to use the case

- Reduces the gap between education and the business community
- Enhances the confidence in employability of the graduates/students
- Education – business community partnerships
- Reduces unemployment
- Increases independency and reduces dependency to govt? Jobs which are ´stagnantly scarce`

Other Issues

- Employability
- Sustainability
- Self dependency
- Harmony
- Return to business (other than CSR)
- Contractual obligation/commitment
- Direct recruitment
- Sponsorship
- Credibility