

Executive Summary

Research objectives

The goal of the study was to develop a curriculum on vocational teacher education within the context of ASEAN integration processes. From the goal four research objectives were set, they were:

1. to identify needs of “ASEAN” for accelerating of particular growth,
2. to identify strengths and weaknesses of ASEAN country members affected TVET Teacher education,
3. to design and evaluate an ASEAN Vocational Teacher Curriculum (AVTC) and
4. to propose the AVTC program management and collaboration activities for RCP members to implement the developed curriculum.

Research questions

1. What are the needs of ASEAN countries for accelerating of particular growth,
2. what are strengths and weaknesses of ASEAN country members affected TVET Teacher education,
3. what is the component of the ASEAN Vocational Teacher Curriculum(AVTC) which is suitable for the ASEAN context,
4. how should the AVTC curriculum be managed among RCP members

Research methods

Due to the differences in nature of the data to be collected, the researcher decided to utilize multiple approaches of data collection. A qualitative data collection utilizing interview and document analysis was chosen to get the answer to research objective number one, and number two. While a quantitative research through research and development approach was chosen to answer research number three and number four.

Research results

- 1. Needs of ASEAN countries**
 1. Need for labor productivity.
 2. Prepare TVET students for regional needs.
 3. Need for learning activities relevance for enhancing student skills in entering regional force.
- 2. Strengths and weaknesses of ASEAN country members that affect TVET education.**

There are 5 issues concerning strengths and weaknesses that may affect TVET education. The issues are: 1) Priority given to TVET, 2) Acceptance of TVET in the country, 3) Competency building of TVET curriculum, 4) TVET graduate employment and 5) Cost of study for TVET program. The results of the analysis were that Malaysia and Vietnam are the two countries those posses the most strengths while Lao PDR, the Philippines and Singapore are in the second group, Brunei, Indonesia and Thailand are in the third group in terms of strengths. Myanmar has the least strength in TVET situation.
- 3. The components of the AVTC.**

The AVTC is a one year diploma program, comprises of three parts:

1. Eighteen credits of required course
2. Three credits of elective course
3. Four credits of special topic course.

Recommendations

Since the research study aims to answer two separate different sets of research questions. The first set of research questions (question 1 and 2) aims to provide the insight of the strengths of TVET in ASEAN country members, the answer to the research questions could be used for suggestions for those countries to enhance the strengths and eliminate the weakness. The second set of research question (question 3 and 4) aims to develop answer question concerning the curriculum of TVET, the recommendations is based on the research question asked. The researchers recommended the following recommendations:

1. The overall requirement of TVET in ASEAN country member is to enhance labor productivity.
2. The countries need to prepare vocational students for not only domestic needs but also for regional (the 10 countries) needs.
3. The TVET program needs to develop learning activities that are relevance to enhance students' skills for regional force.
4. To make vocational education strong, the five issues should be addressed.
5. The developed AVTC program should be collaborately managed among the ASEAN country educational institutions.