Message from Rector of Universitas Pendidikan Indonesia

Your excellency, Director General of Higher Education (DGHE), Ministry of Education and Culture of Republic of Indonesia.

Invited speakers, Presenters and Participants of the TVET Conference.

Distinguished guests, Ladies and Gentlemen,

It is my great honour and pleasure that I can welcome you here to our University, Universitas Pendidikan Indonesia, to participate in the Conference on TVET, in cooperation with Regional Cooperation Platform (RCP) for Vocational Teacher Training and Education in Asia and Universiti Tun Hussein Onn Malaysia.

Recently, TVET has found its way back on national and international development agendas. In the light of the immense importance of TVET for social and economic development, collaboration of all stakeholders at all levels is critical for TVET development; starting from local cooperation between TVET institutions and the corporate sector for improving the quality and relevance of TVET, via regional cooperation in the framework of Free Trade Agreements (FTA) and mobility of labour in order to make TVET qualifications transparent and transferrable over national borders, up to international cooperation in TVET research and development for developing national knowledge bases for TVET system and TVET quality development.

Under the main theme "Collaboration in TVET", the conference will be organized along the sub-themes: (1) Cooperation between TVET institutions and the corporate sector for improving the quality and relevance of TVET, (2) Transparency and comparability of TVET qualifications, (3) TVET research and development as a contribution to the knowledge base for TVET system and TVET quality development, and (4) Special topics introduced by organizers of special workshop sessions.

I recognize that the sessions are principally designed to enhance the development and cooperation of TVET. This conference enables the building of a productive discussion, also provides an invaluable opportunity for networking and fruitful contacts between countries.
I realize that you are fully dedicated to the sessions that will follow but I do hope you will also take time to enjoy Fascinating Bandung City with its tropical setting, friendly people and multi-cultural delicious cuisine.

Finally, I would like to express our heartfelt thanks to the Scientific and Organizing Committee for enabling this to take place, to all sponsors and to everybody who came to this conference. I wish we will have a very productive and successful conference.

Thank you.

Bandung, 4th of November 2012
Rektor of UPI
Prof. Dr. Sunaryo Kartadinata, M.Pd.

Message from the Chair of the Scientific Committee

The wish for collaboration, knowledge exchange, and sharing of experiences is what drives researchers, practitioners, and policymakers to participate in this conference, and collaboration in technical and vocational education and training (TVET) at the same time is the topic of this conference. The papers submitted to this conference and also the keynote speeches reflect what the current concerns of TVET stakeholders in that respect are.

The contributions show that collaboration not only is an issue for the framework of the delivery of TVET, where schools and companies have to work together in providing theoretical knowledge and practical experiences to learners and in keeping vocational teachers up to date with the developments in the world of work. It is also an issue when it comes to labor market relevant certification of occupational competencies, the organization of labor mobility across borders of any kind, and even in developing the quality of the education and training of vocational teachers.

Most likely, participants will notice from all the presented examples and considerations, that there are a number of overarching principles for successful collaboration in TVET.

Three of the most important principles are the following, and they should not be underestimated, even though or precisely because they sound trivial. First, collaboration requires the will of each partner to collaborate. Second, partners have to be curious about their counterpart's situation and needs, and make all efforts to fully understand them. And third, collaboration will only work when each partner sees a benefit for himself in the collaboration, i.e. when a win-win situation can be generated for all parties.

TVET requires collaboration between stakeholders at all levels. No one party alone will be able to provide the TVET system structures and resources or the services to students that are needed to equip young people with the type of education and training that enable them to enter the world of work in a self-confident manner as well as with the knowledge, skills, and experiences required to find a decent job in order to earn their livings, notwithstanding the provision of the society with individuals, who are able and willing to contribute to and drive societal, technical, and economic innovation.

This event is the second of a triennial conference series set-up by Fakultas Pendidikan Teknologi dan Kejuruan (FPTK) of Universitas Pendidikan Indonesia (UPI) and the Regional Co-operation Program on Vocational Teacher Training and Education in Asia (RCP) and Universiti Tun Hussein Onn Malaysia (UTHM), UTHM is a long years co-operation partner of FPTK UPI and has recently joined RCP. RCP is a good example for international, regional collaboration between higher education institutions in the field of TVET with the focus
on the development of TVET teacher education and of TVET research, and meanwhile exists for roughly 4 years. Cooperation between the partner institutions has significantly increased over time, and also the output in terms of research findings and development concepts has been growing.

In this sense, I wish all of us, participants, presenters and organizees, that this conference will shed some scientific light on problems and solutions with respect to collaboration in TVET, and that it will also be an event for initiating and developing cooperation between people and institutions.

Dr. Joachim Ditrich
(Chair of the Scientific Committee)

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**SPECIAL WORKSHOP SESSION**

| SW01 | TVET Teachers: Educators, Apprentices, or master craftsmen? | [Monash University, Victoria University, AUSTRALIA] |
| SW02 | The DUAL study system: VET in the German TVET | [Rheinisch-Westfälische Technische Hochschule Aachen, GERMANY] |
| SW03 | Assessment in TVET: The importance of assessment for the world-wide comparability of TVET | [DEKRA Akademie, GERMANY] |
| SW04 | Assessment in TVET: Transparency of competencies via recognition - Criteria-based analysis of different European approaches | [Siemens Stiftung, GERMANY] |
| SW05 | Assessment in TVET: Sectoral qualifications frameworks as a measure to increase transparency and comparability of qualifications | [Stadt Land Sachsen-Anhalt, GERMANY] |

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**SPECIAL SESSION RCP**

| RCP01 | The Regional Cooperation Platform for Vocational Teacher Training and Education in Asia (RCP) | [Indonesia University of Education, INDONESIA] |
| RCP02 | Bevollmächtigtes Berufsniveau (producted by TRANHONG Wee): A study on vocational curricula for vocational teacher education in mechanical engineering and electrical engineering within the regional integrated context | [Nanjing University of Technology, CHINA] |
| RCP03 | Modeling concept for vocational teacher education at the Faculty of Engineering, National University of Laos | [National University of Laos, LAOS] |
| RCP04 | Post-study pre-service practical training program for TVET teacher students | [Indonesia University of Education, INDONESIA] |
| RCP05 | ASEAN Vocational Teacher Curriculum | [Rajamangala University of Technology Thanyaburi, THAILAND] |
ASEAN Vocational Teacher Curriculum
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Abstract
The purpose of this research was to develop a curriculum of Vocational Teacher Education (VTE) within the context of ASEAN integration processes. Method used in this research is the research and development design which included the documentary research on ASEAN, context by Master Analysis, Focus Group on curriculum objectives and structure, 3 workshops to identify competences and evaluate the curriculum, Curriculum was identified by the index of item objective congruence (IOC).
The results of this research were The Curriculum of Diploma in Vocational Teacher Education of ASEAN which consists of 29 units in 1 year Course Period. Structure of the curriculum are 18 credits of Required Courses, 3 credits of Elective Courses, and 4 credits of Special Topic. The Required Courses consists of 9 subjects which are Learning Management in the Context of ASEAN, Relationships of ASEAN Countries, Product Evolvement and Product Factors of the AEC, ASEAN International Law 1 and 2, Language Used in ASEAN, Career Advancement of Vocational Teacher Education to Promote Business Ethics. Implications for future work is: The Project of Promotion and Integration of the ASEAN Context, Curriculum Research and Development Design for ASEAN Vocational Teachers. At least 3 units of Elective Courses which students can select according to their interest from Multicultural of ASEAN Countries, ASEAN Environment and Resource Management, Technology and Teaching Materials Production for Vocational Teacher and Quality Assurance System According to ASEAN. The 4 credits of Special Topics is Special Topic in Vocational Teacher Education Curriculum. ASEAN Vocational Teacher Curriculum (AVTC) also was identified by 9 experts with item objective congruence index (IOC) which found IOC index were at 0.86 - 1.02.