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(eds.)

# Standardisation in TVET Teacher Education

**Berufliche Bildung in Forschung,  
Schule und Arbeitswelt**  
**Vocational Education and Training:  
Research and Practice**

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## Preface

This publication has emerged from the “First World Congress on Teacher Education for Technical and Vocational Education and Training (TVET)” which was dedicated to the theme “Shaping TVET-Teacher Education for the Changing World of Work” and which took place from July 21<sup>st</sup> to July 23<sup>rd</sup>, 2008 at Universitas Pendidikan Indonesia in Bandung, West Java. Organised in close cooperation between the Ministry of National Education of the Republic of Indonesia and the European Union Asia-Link Programme co-funded TT-TVET project partners<sup>1</sup>, this congress had two foci: First to discuss at an international level what the essentials of TVET teacher education are in times, where more and more countries “rediscover” technical and vocational education and training as an important factor of national development and international cooperation, and second to tackle at the Indonesian, national level a fraction of the development challenges which are related to the recent teachers law and the expressed goal to enhance drastically the volume and the quality of Indonesian TVET in the coming years.

*TVET teacher education* or in other words *teacher training for technical and vocational education and training* (TT-TVET) worldwide faces a bunch of challenges. TVET teacher education often is not sufficiently connected to the world of research and development, which typically is represented by higher education institutions that live the close interconnection of scientific research and targeted academic education. That way teacher educators often perceive themselves as mere teachers, and not as researchers and knowledge generators who pass their own knowledge and research competences to the next generation. In an academic environment this is a fatal situation because it disconnects TVET teacher education from the innovative forces of academic knowledge generation, it inhibits TVET teacher education in becoming an equal partner in trans-disciplinary inner-university research and development cooperation, and that way also weakens its position in the innovation triangle of politics, industries, and R&D institutions.

TVET teacher education as a higher education and research discipline is a really challenging area. There is hardly any other discipline with an equally high complexity, covering various technological areas, work in almost all business and industrial sectors, pedagogical issues with respect to learning during childhood up to learning as young person or adult, institutional management and quality development in TVET institutions as well as innovation and regional development.

It is obvious, that not all the problematic issues related to TVET teacher education can be discussed during one congress, and it is also obvious that the related approaches to solutions do not fit in one book. Nonetheless this publication of the First World Congress on TVET Teacher Education provides some flashlights on selected thematic issues of TVET teacher Education. This book in its first chapter tries to give some insight in the requirements on teacher education for TVET. Analyses and concepts of different type and from

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1 These are namely Universitas Pendidikan Indonesia, Institut Technik und Bildung of the Universität Bremen, Germany, Universiti Tun Hussein Onn Malaysia, Universitat Autònoma de Barcelona, Spain, and PPPPTK/VEDC Malang, Indonesia. TT-TVET is the acronym for “The Development of Transnational Standards for Teacher Training for Technical and Vocational Education and Training with a Multidisciplinary and Industrial Orientation”.

different regions of the world are presented. The second chapter is dedicated to the reflection of existing standardisation approaches for TVET teacher education from different perspectives. The third chapter presents a number of initiatives that are already implemented in order to solve specific issues in TVET teacher education and its development as well as in the development of TVET. The fourth chapter is dedicated to the presentation of some of the approaches and concepts that were developed in the course of the TT-TVET project, and that could be discussed during the congress with a wider, international community than is represented by the project partners.

At the end, the *Bandung Declaration on TVET Teacher Education "Shaping TVET-Teacher Education for the Changing World of Work"* is presented. This declaration was drafted by a committee elected by the participants of the congress and during the closing session was adopted by vote by the participants. Like other famous Bandung Declarations, this declaration names key development fields and issues, and calls upon the relevant stakeholders to implement appropriate measures in order to better the situation of TVET teacher education and TVET. It was drafted in the spirit of the discussions during the congress and also references the outcomes of a predecessor conference which was held in Hangzhou, China in the year 2004.

The publication aims at supporting all stakeholders who have engaged in improving the quality of teacher training in their respective countries. At the same time a discussion should be encouraged in order to underpin the high importance of teacher training for TVET and to demonstrate that this is a high priority of many countries and universities. We would like to express our gratitude to all facilitators of the World Congress and we owe the most important contributions to both the Congress and the present book to the participants from 25 countries.

That way, the participants and the congress organisers hope to implement a development path for international cooperation and quality development in TVET teacher education, which eventually will be continued with a Second World Congress on TVET Teacher Education, that is planned to be held in Malaysia during the year 2010.

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