<table>
<thead>
<tr>
<th>Uniqueness</th>
<th>Universal principle</th>
</tr>
</thead>
</table>
| • Authentic Training  
• Pragmatic Based Programme  
• 3 Partite Arrangement (Institution, Business, Industry)  
• Focus on Hands-on and Employability skills | • 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**

<table>
<thead>
<tr>
<th>How to use the case</th>
<th>Other issues</th>
</tr>
</thead>
</table>
| • Meeting Industry Needs  
• Perception Change of Vocational Education  
• Customized Training of Industry Worker  
• Blue Ocean (Ocean?) Strategy  
• Cost effective Programme to Government and Industry | • Continuous Improvement of Curriculum  
• Teachers Development  
• Potential High Income |
<table>
<thead>
<tr>
<th>Uniqueness</th>
<th>Universal principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Smart? Partnerships</td>
<td>• Policy, preparation</td>
</tr>
<tr>
<td>• Cooperation between local community</td>
<td>• Education underpinning philosophy</td>
</tr>
<tr>
<td>• Sharing of expertise</td>
<td>• Process leading to outcome</td>
</tr>
<tr>
<td>• Mutual understanding</td>
<td>• Data sharing</td>
</tr>
<tr>
<td>• Extension of pedagogy/variations</td>
<td>• ----- of expertise/knowledge</td>
</tr>
<tr>
<td>• Organised</td>
<td></td>
</tr>
</tbody>
</table>

Reflecting best practice in the case

Malaysia

<table>
<thead>
<tr>
<th>How to use the case</th>
<th>Other Issues</th>
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<tbody>
<tr>
<td>• Sustainable community development</td>
<td>• Teachers competency development</td>
</tr>
<tr>
<td>• Cooperate social responsibility (CSR)</td>
<td>• Teachers commitment as well as community, MOE and other agencies</td>
</tr>
<tr>
<td>• Evidence based strategy</td>
<td>• Conflict of system</td>
</tr>
</tbody>
</table>

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

### 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

### Reflecting best practice in the case

**Norway Case 1: Work Exchange/Work Experience for Teachers in VET**
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

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

Reflecting best practice in the case

Norway Case 2: Green and Genious
### 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

How to use the case

- Invalued?? students have an opportunity to follow the all stages of product development
- 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??
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<tbody>
<tr>
<td>Mentorship</td>
<td>Methodology used</td>
</tr>
<tr>
<td>Ministry commitment</td>
<td>Business simulation</td>
</tr>
<tr>
<td>Real business simulation</td>
<td>Industry support</td>
</tr>
<tr>
<td>Students exposure to business</td>
<td>Parental involvement</td>
</tr>
<tr>
<td>Industry support</td>
<td></td>
</tr>
<tr>
<td>Advisor role</td>
<td></td>
</tr>
<tr>
<td>(enterprise/universities/cart?)</td>
<td></td>
</tr>
<tr>
<td>Parents involvement/community</td>
<td></td>
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</table>

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<tr>
<th><strong>How to use the case</strong></th>
<th><strong>Other Issues</strong></th>
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<tbody>
<tr>
<td>Pragmatism (pragmatic exposure to students)</td>
<td>Voluntary vs. Obligation</td>
</tr>
<tr>
<td>Success Stories – track record visibility</td>
<td>Structure vs. Understanding</td>
</tr>
<tr>
<td>Program continuity</td>
<td>Continuity vs. Sustainability</td>
</tr>
<tr>
<td>Creates harmony</td>
<td></td>
</tr>
<tr>
<td>(education/community/business)</td>
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**Reflecting best practice in the case**

*Brunei Case 1: VET BEES*
### Uniqueness
- Innovation
- Sponsorship commitment
- Science and technology bus?
- Manufacturing
- Panel judges composition
- Social entrepreneurship

### Universal principle
- Social entrepreneurship
- Science and technology
- Sponsorship

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**Reflecting best practice in the case**

*Brunei  Case 1: VET CIPTA*

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### 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)

### 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

### Reflecting best practice in the case
**Brunei Case 2: Partnership**