



United Nations
Educational, Scientific and
Cultural Organization

UNEVOC

International Centre
for Technical and Vocational
Education and Training



Sustainable
Development
Goals

Bangkok Office
Asia and Pacific Regional Bureau
for Education



TVET LEADERSHIP
VISION KNOWLEDGE SKILLS

2019 UNEVOC TVET Leadership Programme

for Asia and the Pacific





TVET LEADERSHIP

VISION KNOWLEDGE SKILLS

UNEVOC TVET Leadership Programme

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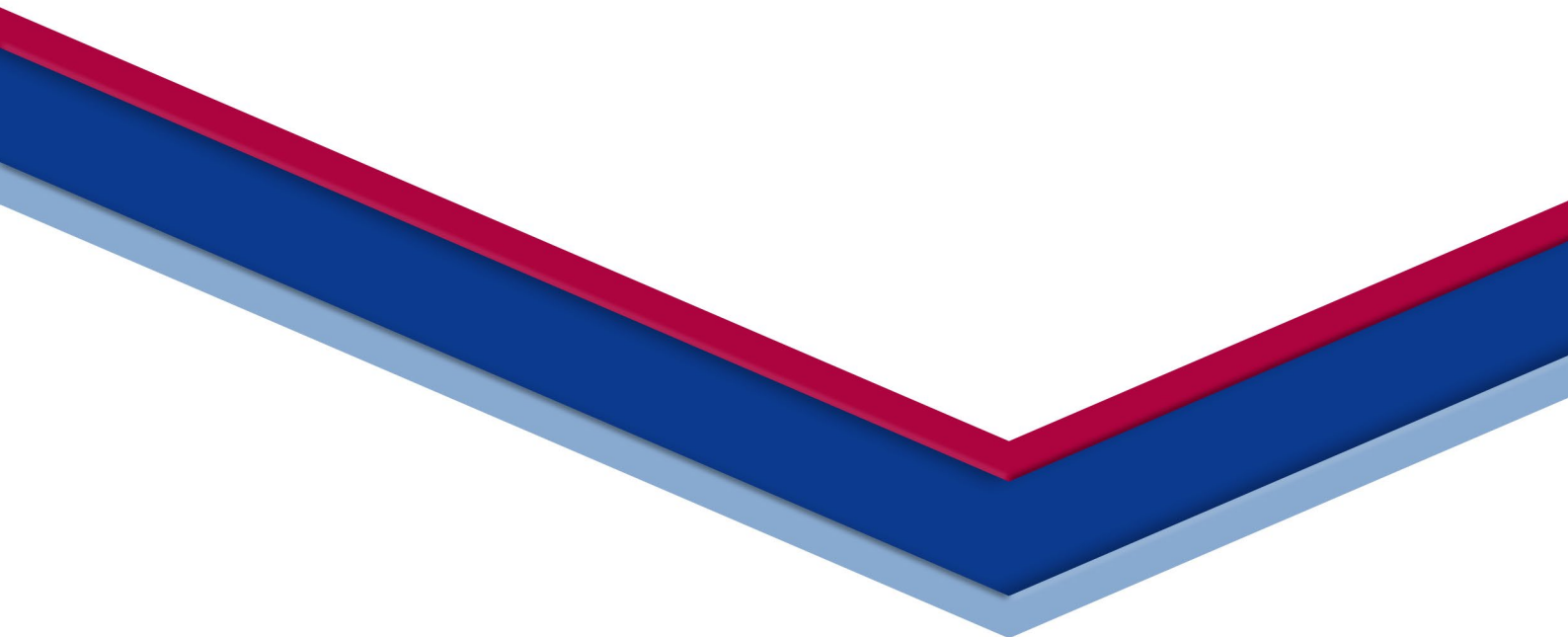
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2019 UNEVOC TVET Leadership Programme for Asia and the Pacific

The following report gives an overview of the 2019 UNEVOC TVET Leadership Programme for Asia and the Pacific held in Bangkok, Thailand, from 2 to 6 September.



Foreword

Rapid economic, drastic reductions in poverty and improvements in living standards shows the capacity of Member States in Asia and the Pacific to adapt to a more globalized world. However, to keep up with the pace of change, countries are required to continue to adapt to technological advances and changing labour markets. It is clear that – to remain relevant – TVET institutions in Asia and the Pacific need to be proactive and address the challenges and opportunities of the 21st century. Moreover, to cope with these disruptions successfully, leadership is needed to effect such change in institutions and TVET systems.

But how should TVET systems change? The 2030 Agenda promotes a vision of inclusive, equitable and sustainable societies and economies. More specifically Sustainable Development Goal (SDG) 4 calls on Member States to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Three of the seven targets under SDG 4 are related to TVET, highlighting the pivotal role of technical and vocational education and training in realizing this vision. Apart from SDG 4, there are five other goals with specific education targets – SDG 3 on health, SDG 5 on gender equality, SDG 8 on decent work, SDG 12 on consumption and production patterns, and SDG 13 on climate action. However, all other SDGs are in one way or another linked to education and skills.

UNESCO-UNEVOC and the UNESCO Bangkok Asia and Pacific Regional Bureau for Education have been developing and implementing initiatives with the aim of fostering greater collaboration among the international and regional TVET community, including through the UNEVOC Network. Globally, these activities closely reflect the objectives of UNESCO's Strategy for Technical and Vocational Education and Training (2016-2021) and support the attainment of the ambitious vision set out in the Sustainable Development Goals.

However, while the vision and tools are there, the transformation depends on the people on the ground. The global and regional UNEVOC TVET Leadership Programmes provide excellent opportunities for institutional leaders to become change agents in their institutions, localities, nations and regions. Experiences from the previous global UNEVOC TVET Leadership Programmes show that those who have the vision, knowledge, and skills to drive change, are more empowered to make strategic decisions based on up-to-date knowledge on key topics. With sharpened leadership and management skills, participants go on to facilitate the transformation of TVET and contribute to promoting a more inclusive, equitable and sustainable world for all. Many of the former participants take an active leadership role in their institutions and countries.

UNESCO-UNEVOC and the UNESCO Office in Bangkok organized the UNEVOC TVET Leadership Programme for Asia and the Pacific as part of their ongoing work to build the capacity of TVET stakeholders in the region. They thank their host, the Office of Vocational Educational Commission (OVEC), as well as all participating institutions and partners for making it possible.



Shyamal Majumdar
Head of UNESCO-UNEVOC



Shigeru Aoyagi
Director of the UNESCO Bangkok Asia and Pacific
Regional Bureau for Education

Acknowledgements

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training and UNESCO Bangkok Asia and Pacific Regional Bureau for Education would like to extend their gratitude to the following partners, without whom the programme would not be possible:

Hosted by:



Contributions from:



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Background

As defined in the 2030 Agenda for Sustainable Development, the Sustainable Development Goals (SDGs) aim to achieve inclusive and equitable economic, social and environmental sustainable development.

In particular, SDG 4 on Education requires a transformative vision of technical and vocational education and training (TVET), a move from seeing TVET solely as a contributor to skills development for the labour market, towards a vision where TVET empowers individuals, enterprises and communities to become contributors in the transition towards sustainable societies and economies.

Living in an era that is characterized by fast-paced technological change and growing competition, it is evident that the world of work keeps changing at a fast rate. It is also evident that as economic, technological and social developments constantly evolve and diversify, so do the skill requirements in the workplace. For economies to become or stay competitive, it is therefore essential that national TVET leaders are aware of such developments and have the required management and leadership skills to translate their understanding into action. TVET systems have to adapt and institutions involved in TVET have to change. In many parts of the world, this adaptation process has to be achieved under challenging conditions, which makes the role of leaders even more important.

For national development to be sustainable, it has to be driven from the inside. Therefore, leadership development that can help drive required change processes deserves special attention.

Effective leadership, however, is perceived as a bottleneck in advancing the TVET agenda. To address this bottleneck, UNESCO-UNEVOC has established a flagship capacity development programme for TVET leaders, based on its Medium-Term Strategy II (2018-2020). The UNEVOC TVET Leadership Programme targets mid- to senior-level staff of TVET institutions who function as 'change agents' in transforming their institutions. To ensure systemic understanding of TVET, participants come from all types of institutions involved in the TVET ecosystem, including ministries, national bodies, university or research organizations and training providers.

The UNEVOC TVET Leadership Programme is building a growing global network of leaders in TVET.

To tackle such a transformation process effectively, leaders need to have different qualities: they need to have strategic knowledge (vision for change), thematic knowledge (knowledge for change) and leadership and management skills (skills for change) to ensure their implementation (Figure 1).

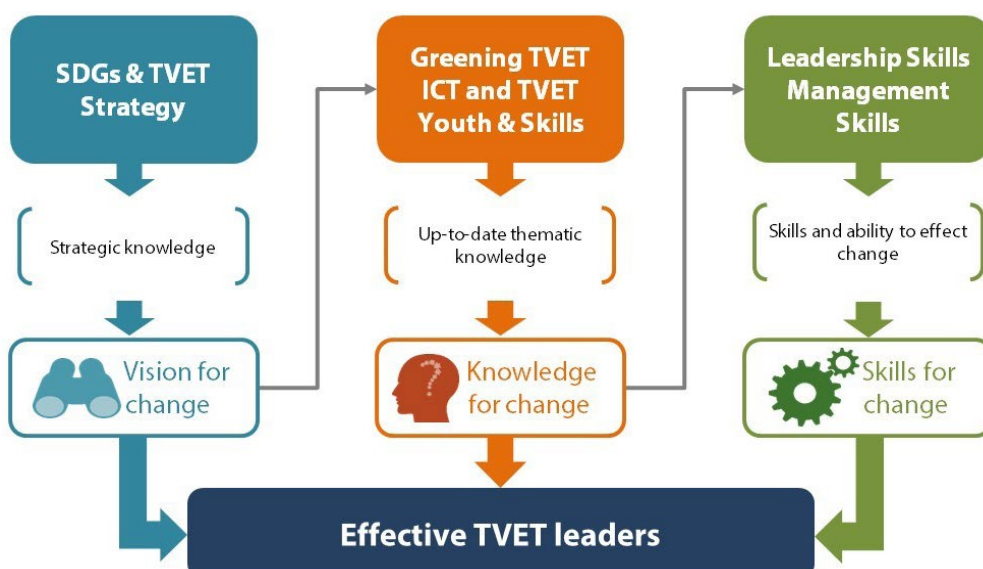


Figure 1. Concept of the UNEVOC TVET Leadership Programme

Figure 2. Key challenges addressed in the 2019 TVET Leadership Programme for Asia and the Pacific



The UNEVOC TVET Leadership Programme for Asia and the Pacific addressed key challenges in the region (Figure 2). It was organized jointly by UNESCO-UNEVOC and the UNESCO Bangkok Asia and Pacific Regional Bureau for Education, and hosted by the Office of Vocational Educational Commission (OVEC) and the Rajasitharam College.

A total of twenty participants from sixteen countries engaged in this highly interactive, hands-on and case-based programme. Participants came from: Bhutan, Cambodia, China, Fiji, Indonesia, Iran, Kazakhstan, Malaysia, Malaysia, Maldives, Nepal, Philippines, Singapore, Sri Lanka, Thailand, and Uzbekistan.

During the UNEVOC TVET Leadership Programme, experts and participants work together in a highly engaging environment, including practical exercises, intensive group work and the sharing of experiences and case studies. International experts explain the latest developments in policy and practice, and present the latest knowledge in their respective fields in interactive modules and special sessions. To foster 'moving to action' – a key capacity of effective leaders – participants engage in proposal development, building on the vision, knowledge and skills elements covered in the course of the programme.



Welcome and opening

Prachakom Chantarachit, OVEC, Thailand

Libing Wang, UNESCO Bangkok

Hiomichi Katayama, UNESCO Paris

Jean Hautier, UNESCO-UNEVOC

Prachakom Chantarachit, Deputy Secretary-General of the Office of Vocational Educational Commission, opened the programme by stressing the importance of practical and implementation-oriented TVET systems for today's world. While he noted that skill mismatches can happen, he also reflected that qualification frameworks can help to match skills needs and jobs with the supply of skills. It is also important to continuously develop and adapt TVET systems to today's context; for example, there is a need to promote the use of ICT in TVET, particularly in the context of the Fourth Industrial Revolution. Finally, Mr Chantarachit also stressed that TVET graduates need to have entrepreneurial skills and mindsets.

Libing Wang, Chief of EISD and Senior Programme Specialist in Higher Education at UNESCO Bangkok, and Hiomichi Katayama, Programme Specialist at UNESCO Paris, highlighted the importance of the programme for UNESCO's action in the region, and the relevance of leadership for fostering collaboration, partnership and knowledge sharing.



Participants of 2019 UNEVOC TVET leadership programme for Asia and the Pacific



Module 1: SDGs, UNESCO normative instrument and regional strategies for TVET

TVET leaders need a vision and understanding of key global and regional trends and developments that affect their respective sectors. The consensus reached in 2015 by the international community to achieve the objectives of the 2030 Agenda for Sustainable Development is a historic global call to action. Within the framework of the Sustainable Development Goals, SDG 4 on 'Quality education' calls on Member States to 'ensure equitable and inclusive quality education and lifelong learning opportunities for all by 2030'. The UNESCO Education 2030 Framework for Action, which outlines strategies to achieve the education-related targets, was developed to support Member States in their implementation of this goal. UNESCO provides guidance to Member States through its normative instrument, for example, UNESCO Strategy for TVET 2016-2021. The Strategy defines UNESCO's objectives and priorities in the area of TVET, whilst outlining how the Organization intends to support Member States in their efforts to enhance their TVET systems and keep them relevant.

While there are clear global indicative strategies for TVET under the SDG targets 4.3 and 4.4, the Asia-Pacific region deserves a regional TVET strategy focused on the prioritization and concretization of global goals adapted to this regional context. Due to the great diversity in terms of TVET traditions and development stages, the regional strategies for TVET need to be inclusive to reflect important challenges and possible intervention areas for different countries in the region. The first part of the module familiarized participants with current global debates, the vision of the 2030 Agenda for Sustainable Development, and TVET's strategic role as an active component of the Sustainable Development Agenda. The second part of the module explored current challenges, opportunities and future directions for TVET in Asia and the Pacific and provided a regional strategic framework for countries to refer to when pushing for TVET reform and development in their respective countries.

The session helped participants to:

- Understand the 2030 Agenda for Sustainable Development and the Sustainable Development Goals, with a specific focus on SDG 4 and the role of TVET in meeting that goal;
- Comprehend UNESCO's TVET Strategy 2016-2021 and Recommendation concerning TVET;
- Understand the challenges and opportunities facing the Asia-Pacific region in the area of TVET;
- Explain the increasingly important roles of TVET in the social and economic development of their respective countries;
- Apply many of the cross-cutting values and principles to their institutional reform processes.



'It is important to integrate TVET into national qualification frameworks to avoid fragmentation.'

Libing Wang,
UNESCO Bangkok



'Networking and partnership are the new strategic resources.'

Shyamal Majumdar,
UNESCO-UNEVOC



Module 2: Impulses from the Asia-Pacific region

The Asian Development Bank reported that skills development will have an increasingly important role in regional integration – a key feature in the Asia-Pacific region that has long been an advocate of a common framework for regional development. Regional integration is increasingly powered by collective aspiration to share the gains of the Asia-Pacific region as home to emerging industrial and infrastructure development-driven markets, a global trade pathway, an economic and technology hub and a future powerhouse for its geostrategic importance. Workforce and student mobility, as well as harmonizing systems and national frameworks, are at the core of regional integration. While subscribed to this, many countries are faced with the challenge of developing skills that match local labour market needs and that are compatible with the changing market demands in the region. The future of work has been a strong axis of debate when it comes to skills development in the region. As ILO highlighted in its report on Future of Work (2019), ‘today’s skills will not match the jobs of tomorrow and newly acquired skills may quickly become obsolete.’ This is pointing to important impulses in the region, creating pressure on governments, employers, cities, communities, and youth as they are increasingly expected to react, respond or steer actions compatible with the unknown demands.

The session discussed impulses that have clear impacts on education and training systems in the region. It created a scope to better understand regional players' strengths and identify ways of collaborating to promote inclusive education and training, and inspire innovative policy directions. In addition to a panel discussion, participants were invited to discuss amongst themselves in a fish bowl format what were, according to them, the impulses in the region.

At the end of the session, participants were able to:

- Identify new demands and skills areas that have an impact on skills and TVET;
- Discuss policy priorities and action strategies that work in the region.



Module 3: Equality and fairness— Protecting both genders

This module addressed gender inequalities at the workplace and in everyday situations. Referring to examples of inequalities - both to women and men - the module highlighted the importance of the topic and its relevance to leadership. The module successfully increased participants' awareness about matters related to gender equality, and helped to fulfill the session's objective which was to enable participants to :

- Understand the concept and importance of equality and fairness;
- Identify existing inequality/unfairness/stereotypes/prejudices in everyday life;
- Comprehend gender issues and other relevant issues;
- Embrace gender differences and the need to overcome gender conflict.



'Countries should adopt approaches that ensure that girls and boys, women and men, not only gain access to education, but are also empowered equally in and through education.'

Yoojeong Nadine Seong,
UNESCO Bangkok



Module 4: Analyzing TVET systems through policy review

Improving the quality, relevance and attractiveness of TVET systems has become a policy priority in many countries. Yet TVET leaders often lack a clearly defined methodology to assess the condition of their country's system and to define an adequate strategy or policy to address challenges.

With the aim to fill this gap, this module introduced UNESCO's methodology for TVET policy reviews, highlighted how country authorities can use it to develop their own analysis of the current state of their TVET system, identified strategic priorities and policy options, and used those results as the foundation for developing their TVET strategies and policies.

UNESCO carries out TVET policy reviews at the request of its Member States, often from ministries in the process of defining a national TVET strategy or policy and reforming TVET provision and governance. Policy reviews provide a detailed diagnosis of the TVET system. Specifically, UNESCO responds to these requests by conducting three missions in the country. First, to meet the requesting Minister, situate the policy review in the context of ongoing policy processes and interventions of other development partners, and meet key TVET stakeholders. Second, to carry out further meetings and field visits in the capital city and at least two other regions of the country, visiting a wide range of TVET providers and meeting relevant ministries. Third, to carry out a validation workshop presenting results to stakeholders leading to the production of the policy review report that is submitted to the Government.

This module helped participants to reflect on the key building blocks to consider in TVET policy-making. This included the context in which TVET systems operate (human development, economy and labour market, general education system, etc.), its components (education and training institutions, curriculum and training modalities, governance, finance, regulation, etc.), and its functioning and output (quality, relevance, attractiveness, etc.).

At the end of the session, participants were able to:

- Identify the key building blocks of TVET policy-making;
- Design and conduct a policy review in their own country.



'Policy review processes include the review of relevant literature and policy documents, the analysis of existing data, interviews and field visits. Joint efforts and commitment of different stakeholders are required to attain the agreed outcomes.'

Hiromichi Katayama,
UNESCO Paris



Module 5: Financing work-based learning

Extending and improving vocational education and training programmes that combine learning in the workplace with learning in the classroom is central to the agenda of many countries in Asia and the Pacific. Examples include apprenticeship, traineeship, internship, industry attachments and unpaid work placements. Effective financing of work-based learning programmes is key to achieve goals such as improved access and quality.

The main focus of this module was financing the workplace component of vocational education and training programmes. The module discussed the costs involved in work-based learning programmes and how these costs could be shared amongst employers, government and individuals. It also addressed how to raise and distribute the funds required to meet the programmes' costs.

Finally, the module included a brief introduction to the European Training Foundation's Handbook for policy makers and social partners: Financing work-based learning as part of vocational education and training.

The session helped participants to:

- Understand and explain the main issues involved in financing the work-based component of vocational education and training programmes;
- Compare different policy options that could help to solve funding issues when designing and improving work-based learning programmes.



'A well designed work-based financing system increases accessibility to skills development opportunities. The cost is fairly shared by employers, individuals and government, helping resources go further.'

Stefan Thomas,
ETF



Module 6: Transforming TVET to contribute to sustainable and digital economies and societies

The transition to green and digital economies and societies is putting pressure on TVET systems and institutions to transform their practices. These transitions are needed to ensure the relevance of TVET systems. Technology disruptions are constant reasons for change. Jobs are being re-structured or changed completely due to automation in the workplace. Some jobs, especially in sectors that contribute to climate change and other environmental issues, are also being changed in favour of clean and green technology. In this context, on one hand TVET systems requires to be re-oriented to prepare young people for future jobs. On the other hand, TVET institutions need to be well equipped to transfer skills (green skills and digital skills) needed in the future.

'Greening TVET' is an emerging concept to re-orient education and training system to green transition. TVET has a vital role to play in enabling their graduates to take advantage of new job opportunities, to support the development of sustainable solutions, and to engage in sustainable practices and entrepreneurial activities. Moreover, strengthening ICT in TVET can develop students' the skills and competencies needed in digital transformations of jobs, which is another emerging opportunity and challenge for many TVET institutions.

The session helped participants to understand the changes taking place in the skills landscape and introduced available tools and frameworks that could be used by leaders and teachers to create new visions in green and digital contexts.

Shaofeng Hu of the Asia and the Pacific Office of the UN Environment Programme on the UNEP OzonAction Programme also gave a special presentation on the UNEP OzonAction Programme and the need for green skills in the commercial refrigeration and air conditioning sector.

At the end of the session, participants were able to

- Understand the link between TVET and the sustainable development agenda, the digital transformation and climate change action;
- Explain institutional and teaching-oriented approaches to develop and transfer green as well as digital skills;
- Identify the enablers and barriers at institution level;
- Frame strategic visions and actions.



'The transition towards sustainable development will require a profound transformation in the ways we think and act. It requires adequate knowledge, skills and attitudes to contribute successfully.'

Wouter de Regt

Study visit to the Bangchak Refinery

A study visit to the Bangchak Refinery gave participants additional insights into the transition to sustainable development and its effect on the labour market. The Bangchak Refinery is part of the Bangchak Corporation Public Company Limited, a Thai energy company engaging in business alongside social and environmental stewardship. The company commits to promoting inclusive green innovation, while keeping a production of 120,000 barrels per day. The company also engages in power generation businesses from green energy sources (both domestic and overseas), such as solar, wind, and geothermal power plant.

Additional information: <https://www.bangchak.co.th/en/Refinery>





Module 7: Partnering with the private sector and work-based learning

Partnering with the private sector and promoting work-based learning, in particular apprenticeships, has been highlighted on the TVET policy agenda of many countries and international organizations for several years. For instance, European Union Member States have agreed on a new set of medium-term deliverables that include work-based learning. There is an increasing trend worldwide towards introducing or extending the duration of work-based learning in both initial and continuing TVET, with the aim to increase its relevance and to make it more attractive for learners and enterprises. However, the design and successful implementation of work-based learning schemes require well-developed institutional arrangements and effective education-business partnerships at many levels.

This module looked at the characteristics of different types of work-based learning and the potential benefits they have for learners, the private sector and the society. Through a real country case study, the module analysed and critically reflected upon the key elements and challenges of work-based learning systems.

At the end of the session, participants were able to:

- Understand and explain different approaches to partnering with the private sector and their benefits;
- Analyse the key elements of work-based learning systems and describe implementation challenges;
- Compare approaches to work-based learning in different countries.



'The integration of work-based learning leads to faster school-to-work transition, stronger link between TVET and business and improvement in employability. It can benefit the TVET learners, employers and the whole society.'

Stefan Thomas

Module 8: Quality assurance in TVET

Many TVET programmes in the region need to improve their quality and their relevance. This module explored ideas and tools that TVET leaders could use to drive quality management and internal quality assurance in institutions. It also addressed the recognition of TVET qualifications to support leaders in cross-institutional conversations.

In the first session, the module considered who defines quality in TVET and the creation of institutional visions. It then discussed how to “design in” quality, looking at results-based management, quality management systems, priorities for improvement and programme design. The roles of monitoring and evaluation as quality assurance tools was highlighted.

In the second session, participants explored ideas about learning before taking stock of the state of implementation of qualifications frameworks in the region. It also noted some of the requirements to operationalize such frameworks, including the interface between qualifications frameworks and external quality assurance standards and guidelines. The role of the ASEAN Qualifications Reference Framework (AQRF) was considered and participants reviewed concepts related to the alignment of assessment, learning outcomes and practices.

In the final session, participants discussed ways to encourage lifelong learning and create pathways across qualifications. Discussions touched up, among others, approaches to qualifications recognition, credit transfer and the recognition of prior learning. Participants were asked to develop some novel and cooperative ways to efficiently recognize qualifications and, ultimately, support the mobility of TVET graduates.

At the end of the session, participants were able to:

- Devise and implement internal quality assurance mechanisms for TVET;
- Understand how to operationalize national qualification frameworks;
- Show others how to improve programme design and assessment through the use of learning outcomes and aligned assessment;
- Propose novel ways to improve the efficiency and effectiveness of qualifications recognition in TVET.



'Quality management principles include customer focus, leadership, engagements with people, process approach, improvement, evidence-based decision making, and relationship management.'

Jeanette Baird





Module 9.1: Leadership for change

Leadership styles have diversified over time and there is no longer one definition for “good leadership”. This module encouraged participants to embrace this diversity, by considering the role of the leader as a team member. By understanding his/her role, the leader can work towards bringing out the best out of his or her colleagues .

During this module, participants reflected on the evolution of leadership over time and the meaning of leadership as a key component of teamwork. They were also invited to identify their role within their team according to Belbin’s team role nomenclature, and consider how this role impacted their leadership style.

This module helped participants to:

- Understand the recent changes in the concept of leaders and leadership;
- Comprehend what teamwork means and the role of leaders as a team member;
- Understand challenges a leader may face and different roles a leader has to play in different circumstances;
- Reflect on one’s leadership style and finding ways to improve one’s leadership skills.



'Transformational leaders are those who can encourage, drive and empower the team to reach their highest potential.'

Yoojeong Nadine Seong





Module 9.2: Change management

'Leadership is about successfully managing change'. Leaders and managers involved in managing TVET organizations will have to build a strong capability for anticipating and adapting to change in order to sustain in the competitive world. We indeed have to advocate 'thriving on change and chaos'. This module mainly discussed three phases of the change process in TVET institutions, which mobilized the leader's vision, knowledge and skills.

First, organizations need a reason to change. Leaders must spend time convincing others or even themselves that there is good reason to change. No change occurs without this sort of driving rationale. This is relatively easy when a crisis occurs. However, the more one tries to institute change before its need is undeniable, the more difficult it is to get people on board. Diagnosing and identifying the need for change is a necessary but not sufficient condition for making change happen.

A second key ingredient is to develop a vision of what should be changed. In other words, once you recognize that things can't stay the way they are, you need to have a reasonable image of how things will improve. And this vision needs to be shared as widely as possible.

The final piece of the process is to create a transition plan, a way to get "from here to there". It is never easy to let go of things that we are familiar with, even if we recognize we must. It is also difficult to motivate the team to change for something that they don't really understand. Therefore, we need some "enabling mechanisms" for helping us along.

In this module, TVET leaders learned about strategies and options to increase their ability to diagnose resistance to change. It also provide them with alternative methods to overcoming it.

The objective of the session was to enable participants to:

- Adapt their leadership style with organizational change and the forces that drive change;
- Identify different types of leadership skills to manage change and innovation;
- Direct and counsel employees who resist change;
- Apply the tactics of change agents while taking into consideration potential sources of resistance.



'TVET leaders should be able to identify the changes required to achieve the vision and to develop a coherent and innovative approach to achieve that change.'

Pramod B. Shrestha

Move to Action

A key objective of the UNEVOC TVET Leadership Programme is to enable the participants to “move to action” more effectively, to build on the vision, knowledge and competences brought by programme, address the challenges that they face at their institution and strategically act to change and improve the status quo.

Prior to and during the programme, the participants have been requested to reflect on this change that they would like to carry, and to formulate it as an action proposal. The proposal could be a strategy, a plan or a project that they are working on, or that they would like to work on, when they return to their institution.

On the last day of the programme, each participant was requested to present in 5 minutes their plan, and had the opportunity to receive feedback from their peers and the attending experts. Time was also allocated to present and discuss their institution’s strengths and identify who among their peers may become allies in the implementation of their proposed action.

The proposals presented by participants on the final day of the programme are listed below.



Managing training of TVET trainers in the 21st century

Mr Abbas Karimi and Mr Asghar Feizi, Instructor Training and Research Center (ITC), Iran

Integration of private companies, community and NGOs in TESDA short term programmes

Mr Alfred Lopez, Paranaque City College, Philippines



Create opportunities for school leavers and adult learners to acquire skills, knowledge and values for employability and lifelong learning in a global economy

Mr Ahmed Nasir, Maldives Polytechnic, Maldives

Digitalize TVET in Kazakhstan

Ms Aizhan Akhmetov, Kasipkor Holding JSC, Kazakhstan



Transnational M. ED. Program on "Sustainable TVET"

Mr Affero Ismail (University Tun Hussein Onn, Malaysia), Mr Aiyaz Khan (Fiji National University, Fiji), Mr Dadaxon Xushmurodov (Institute for Pedagogical Innovation, Retraining and Professional Development, Uzbekistan), Mr Javad Kadkhodapour (Shaid Rajaee Teacher Training University, Iran), Ms Tshewang Peldon (Department of Technical Education, Bhutan)





Reduce poverty and unemployment by improving quality skilled training

Mr Pushpa Raman Wagle, Council for Technical Education and Vocational Training (CTEVT), Nepal



Integrate ICT in TVET programmes

Mr Raul Muyong, Iloilo Science and Technology University, Philippines



Skills for competitiveness project

Mr Khat Prompheapktra, Ministry of Labour and Vocational Training, Cambodia



Developing Curriculum and training modules for urban revitalization

Ms Siscka Elvyanti, Indonesia University of Education (UPI), Indonesia



Internationalization of the Hotel and Hospitality Department

Mr Surapol Jiraworadej, Institute of Vocational Education, Bangkok, Thailand



Developing transversal skills at Temasek Polytechnic

Mr Sze Cheng Teo and Mr Kit Mun Yong, Temasek Polytechnic, Singapore



Developing greening TVET based on standards

Mr Yiguo Liu, Central Institute for Vocational and Technical Education, China



Integration of ICT advancement into training delivery

Mr Sudath Liyanage, University of Vocational Technology, Sri Lanka



Making Traditional Arts and Crafts courses more relevant, attractive and inclusive

Ms Tshewang Peldon, Department of Technical Education, Bhutan



Embrace EDU 4.0 in teaching and learning among academics

Ms D'oria Rosli, Universiti Tun Hussein Onn, Malaysia

Annex

Programme

02 September



Welcome and opening / SDGs / Gender

- 09:00-09:30 **Opening**
Boonrux Yodphet, OVEC
Libing Wang, UNESCO Bangkok
Hiromichi Katayama, UNESCO Paris
- 09:30-10:30 **Programme framing and icebreaker**
Jean Hautier, UNESCO-UNEVOC
- 10:30-11:00 **Coffee and tea break**
- 11:00-12:30 **Module 1: SDGs, UNESCO normative instrument and regional strategies for TVET**
Shyamal Majumdar, UNESCO-UNEVOC
Libing Wang, UNESCO Bangkok
- 12:30-13:30 **Lunch**
- 13:30-15:00 **Module 2: Impulses from the Asia-Pacific region**
Hiromichi Katayama, UNESCO Paris
Teo Sze Cheng, Temasek polytechnic, Singapore
Resources from the ADB and ILO
Moderated by: Wouter de Regt, UNESCO-UNEVOC
- 15:00-15:30 **Coffee and tea break**
- 15:30-17:00 **Module 3: Equality and fairness – Protecting both genders**
Yoojeong Nadine Seo, UNESCO Bangkok
- 18:00 **Welcome dinner**

03 September



Policy review / Financing / Proposal development

- 09:00-10:30 **Module 4: Analyzing TVET systems through policy review**
Hiromichi Katayama, UNESCO Paris
- 10:30-11:00 **Coffee and tea break**
- 11:00-12:30 **Module 4 continued**
Hiromichi Katayama, UNESCO Paris
- 12:30-13:30 **Lunch**
- 13:30-15:00 **Module 5: Financing work-based learning**
Stefan Thomas, ETF
- 15:00-15:30 **Coffee and tea break**
- 15:30-17:00 **Move to action**
Jean Hautier, UNESCO-UNEVOC

04 September		 Greening and TVET in a digital world
09:00-12:30	Module 6: Transforming TVET to contribute to sustainable and digital economies and societies Wouter de Regt, UNESCO-UNEVOC	
10:30-11:00	Coffee and tea break	
11:00-12:30	Module 6 continued Wouter de Regt, UNESCO-UNEVOC	
12:30-13:30	Lunch	
13:30-18:00	Study visit Bangchak Refinery	
05 September		 Work-based learning systems  Quality assurance, qualification frameworks / Leadership for change
09:00-10:30	Module 7: Partnering with the private sector and work-based learning Stefan Thomas, ETF	
10:30-11:00	Coffee and tea break	
11:00-12:30	Module 8: Quality assurance in TVET Jeanette Baird, University of Melbourne	
12:30-13:30	Lunch	
13:30-15:00	Module 8 continued Jeanette Baird, University of Melbourne	
15:00-15:30	Coffee and tea break	
15:30-17:00	Module 8 continued Jeanette Baird, University of Melbourne	
17:00-18:00	Module 9.1: Leadership for change Yoojeong Nadine Seo, UNESCO Bangkok Pramod Shrestha, Nepal Vocational Qualifications System Project	
06 September		 Change management / Proposal presentations, wrap-up and closing
09:00-10:30	Module 9.2: Change management Yoojeong Nadine Seo, UNESCO Bangkok Pramod Shrestha, Nepal Vocational Qualifications System Project	
10:30-11:00	Coffee and tea break	
11:00-15:00	Move to action Presentation of proposals	
15:00-15:30	Coffee and tea break	
15:30-17:00	Closing and certification	

Masters of ceremony:

- Jean Hautier, UNESCO-UNEVOC
- Yoojeong Nadine Seo, UNESCO Bangkok
- Nantakarn Imphong, OVEC

Resource person profiles



Jeanette Baird

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Jeanette Baird is a Higher Education Consultant at the LH Martin Institute of the University of Melbourne in Australia.

She has worked at universities, for the government sector and has gained extensive experience in quality assurance and governance. Ms Baird holds the title of Professor from Divine Word University in Papua New Guinea and is an Honorary Senior Fellow of the LH Martin Institute at the University of Melbourne in Australia. She has conducted numerous quality assurance reviews for the former Australian Universities Quality Agency, for TEQSA and for international agencies.

Ms Baird's international work encompasses advising on quality assurance standards, quality audits, qualifications frameworks and risk management. She is on the experts' register of quality assurance agencies in several countries and a member of the Asia-Pacific Quality Register Council. Moreover, she is a member of the Governing Council of the University of Divinity in Australia. Her research interests include tertiary education in developing countries and the relationship between academic governance and risk management.

Jeanette Baird holds a Ph.D., a Master of Business Administration, a Bachelor of Letters and a Bachelor of Arts.



Jean Hautier

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Jean Hautier is a Programme Assistant at UNESCO-UNEVOC International Centre for TVET in Bonn, Germany.

Mr Hautier currently works within the UNEVOC Network Secretariat and is mainly responsible for the regional UNEVOC TVET Leadership Programmes and the admission procedure to the UNEVOC Network. He is also a Regional Focal Point for the 67 UNEVOC Centres located in Africa.

Prior to his current position, Mr Hautier was part of the Knowledge Management and Development team of UNESCO-UNEVOC, where he coordinated online services, such as the Promising Practices Database and the TVETipedia Glossary.

Jean Hautier holds a Master's degree in Political Sciences and Public Policy Evaluation from the University of Toulouse (Sciences Po).



Hiromichi Katayama

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Hiromichi Katayama is a Programme Specialist at the Section of Youth, Literacy and Skills Development at UNESCO Headquarters in Paris.

Mr Katayama's work focuses on strengthening national TVET systems and he is, among other activities, currently leading UNESCO's TVET policy reviews in different countries. He has also been coordinating the development of skills assessment and anticipation in the Middle East and North Africa regions, and the advancement of TVET management information systems in sub-Saharan Africa. Mr Katayama has also coordinated situation analysis of TVET systems in Asia and Africa.

Before joining UNESCO Headquarters, Mr Katayama worked at the Organisation for Economic Co-operation and Development in Paris on the international programme to assess students' financial literacy. He also worked at the UNESCO Institute for Statistics in Montreal, Canada, on the collection, analysis and dissemination of TVET data and statistics.



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Shyamal Majumdar is the Head of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training and former Director General of the Colombo Plan Staff College for Technician Education (CPSC) Manila, Philippines.

Mr Majumdar has worked as a TVET expert for more than 30 years in various capacities. He has been engaged in various development-oriented, research and capacity building projects and programmes by UNESCO Offices in Bangkok, Beijing and Cairo, GTZ and INWent (both now GIZ), Colombo Plan Staff College for Technician Education (CPSC), the Asian Development Bank (ADB), Asian Development Bank Institute (ADBI), and the World Bank. He has strong expertise in technical teacher training, ICT, total quality management, greening TVET, and qualifications frameworks and quality assurance in TVET.

Mr Majumdar holds a Bachelor's degree in electronics and communication engineering, a Master's degree in telecommunications engineering, and a Ph.D. in educational computing.



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Yoojeong Nadine Seo is a TVET Programme Specialist in EISD, UNESCO Bangkok and a research associate at KRIVET.

Ms Seo works in a wide range of areas including equal opportunities, workplace bullying/harassment, career psychometric testing, career guidance and TVET.

Yoojeong Nadine Seo holds a Ph.D. in Applied Psychology from the University of Nottingham, a Master of Science in Organisational Psychology from the University of Manchester, and a Bachelor of Science in Psychology from UCL



Pramod Shrestha
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Pramod Shrestha is a Member of the Project Advisory Committee for the Nepal Vocational Qualifications System Project in Kathmandu, Nepal, which is funded by the Government of Nepal and Switzerland.

Mr Shrestha has previously held several important posts, including as professor, project co-coordinator, campus chief and consultant for international and national TVET projects from various organizations such as UNDP, the World Bank and the Asian Development Bank. He has worked on projects that addressed TVET in various countries, such as Nepal, Cambodia, Sri Lanka, the Philippines, and Bhutan.

In 2018, as Coordinator of the High Level National Task Force on TVET, he submitted the National TVET Strategy and Policy Report to the Honourable Minister of Education of Nepal. The Report presented the foundations for a National TVET Policy in the country. Mr Shrestha has also published several papers.

Pramod Shrestha holds a Ph.D. in Engineering Management from the University of Alberta, Canada, and a Master of Science in Industrial Engineering and Management from the University of Technology, Loughborough, United Kingdom.



Stefan Thomas
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Stefan Thomas is a Vocational Education and Training Specialist at the European Training Foundation (ETF) in Turin, Italy.

The ETF's mission is to help countries harness the potential of their human capital by reforming their education systems. Mr Thomas' responsibilities at the ETF include working with governments, social partners, international organizations and development agencies to improve work-based learning systems.

Prior to joining the ETF, Mr Thomas worked as a Senior Advisor and Project Manager for Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), and as a consultant for various international organizations, including the ILO and UNESCO. He started his professional career in the German dual TVET system where he gained more than 10 years of experience in teaching, vocational assessment and educational planning.

Mr Thomas holds a Master's degree in Economics and Vocational Education and Training from the University of Cologne, Germany, and a Master's degree in European Public Administration Management from the Berlin School of Economics and Law, Germany.



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Libing Wang is Chief of Section for Educational Innovations and Skills Development (EISD) and Senior Programme Specialist in Higher Education at the UNESCO Asia and Pacific Regional Bureau for Education in Bangkok, Thailand. His areas of responsibility cover higher education, TVET, teacher education, ICT in education, ESD, and research and foresight in Asia and the Pacific.

Prior to joining UNESCO, Mr Wang was a Professor of Comparative Education at Zhejiang University, People's Republic of China and he has served as director of UNESCO-APEID Associated Centre at Zhejiang University for more than ten years. Furthermore, he was secretary of the Global University Network for Innovation: Asia and the Pacific (GUNI-AP) and he has coordinated the operation of the regional network since its inception in 2002. Moreover, Mr Wang was a member of the Asia-Pacific regional follow-up committee to the 1998 World Conference on Higher Education and a long-time consultant to the Chinese National Commission for UNESCO.

Mr Wang holds a Ph.D. in Comparative Education from Hangzhou University, People's Republic of China. He has published widely in the areas higher education and teacher education.



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Wouter de Regt is Associate Publications Officer at UNESCO-UNEVOC International Centre for TVET.

He currently oversees the International Centre's publications programme, thematic and analytical research projects, and virtual conferences. He is also involved in the International Centre's work on greening TVET and gender equality and equity, and is one of three Regional Focal Points for the UNEVOC Network in Africa.

Mr de Regt holds a Master of Science by Research in Cultural Anthropology from Utrecht University, the Netherlands, and a Bachelor of Arts in European Studies from Maastricht University, the Netherlands.

Participant profiles



Aizhan Akhmetova

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Aizhan Akhmetova is Deputy CEO of Kasipkor Holding JSC in Kazakhstan. Kasipkor Holding JSC is an organization working under the supervision of the Ministry of Education and Science of Kazakhstan and is in charge of the development of TVET in Kazakhstan.

As a Deputy CEO, Ms Akhmetova is responsible for the development of the organization's strategies, external relations and the WorldSkills Kazakhstan movement. It requires Ms Akhmetova to initiate and formulate ideas, plan and monitor the budget, and evaluate the outcomes. Additionally, Ms Akhmetova assists the Ministry to formulate strategies and plans.

Prior to her current position, Ms Akhmetova worked in local and central government authorities, and worked in the National Analytical Center under the Government of the Republic of Kazakhstan as an expert in the public sector.

Ms Akhmetova holds a Master's degree in International Public Administration and a Bachelor's degree in Public Administration.



Siscka Elvyanti

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Siscka Elvyanti is a lecturer in the Department of Electrical Engineering Education at the Indonesia University of Education, and a Manager of the Restructuring Management System in Texmaco Polytechnic project.

Ms Elvyanti's responsibilities include designing lesson plans, developing teaching guides, developing and administering oral, written and performance exams, guiding academic counsellors and teaching. Moreover, Siscka Elvyanti is currently preparing a teaching factory blueprint for her department to improve the students' ability, especially in smart technology. Siscka Elvyanti has eighteen years of experience, specializing in electrical engineering and vocational education. Her research interests include education, vocational education, gender equality and IT.

Ms Elvyanti holds a Ph.D. in Vocational Education from Universiti Tun Hussein Onn Malaysia, a Master in Technology in Electrical Engineering and a Bachelor in Education in Electrical Engineering.



Asghar Feizi

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Asghar Feizi is Head of the Instructor Training and Research Center (ITC) of the Iran Technical and Vocational Training Organization (TVTO). The ITC trains human resources of the TVTO, especially TVET teachers.

Mr Feizi is responsible for integrating ICT in TVET and the ITC's greening TVET programme. Furthermore, his responsibilities include the development of electronic training content, TVET research, and the development of a training strategy and a capacity-building project for more than 600 managers of Vocational Training Centres.

He has previously worked as trainer, expert and manager of the TVET centre at the Iran TVTO. He has more than twelve years of experience in different fields, such as training standards and curriculum development, capacity-building, research and e-learning in TVET.

Mr Feizi holds a Ph.D. in Agricultural Engineering and has undergone various trainings in different aspect of TVET.



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Mr Affero Ismail is a lecturer at the Department of Engineering Education, Faculty of Technical and Vocational at the Universiti Tun Hussein Onn Malaysia. He is also a Senior Researcher at the Malaysia Research Institute for Vocational Education and Training. Mr Ismail teaches educational statistics, ICT, computer network and web design. Moreover, he is engaged in developing the capacities of staff and students and has conducted several courses on upskilling TVET lecturers by providing inputs on teaching and learning, professionalism, research and innovation.

Mr Ismail is also involved in national and regional projects and was a speaker for the Malaysia TVET Professional Educator Course and a Secretary for the Asia TVET Expert Forum 2018. He is a member of the Malaysia Board of Technologist and a Consultative Member of the 'Malaysia TVET Instrument and TVET Transformation in Vocational Colleges'. His research focuses on curriculum development, training, teaching and learning processes and green skills.

Mr Ismail holds a Ph.D. in TVET, a Master of Science in Human Resources Development and a Bachelor of Engineering in Computer and Communication System.



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Surapol Jiraworadej is Deputy-Director of the Institute of Vocational Education in Bangkok, which is under the Office of Vocational Education Commission. The institute is in charge of the thirteen leading colleges in Bangkok.

As Deputy Director, he is responsible for the academic and student affairs, for example running the curriculum mainly at the Bachelor degree level, and supporting and training both teachers and students.

Prior to his current position, Mr Jiraworadej worked as a government officer under the Office of Vocational Education Commission, the Ministry of Education in Thailand for nearly thirty-five years: thirty years as a teacher and Head of Department and more than four years as an administrator.



Javad Kadkhodapour

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Javad Kadkhodapour is UNEVOC Coordinator at the Shahid Rajae Teacher Training University in the Islamic Republic of Iran.

His current responsibilities as UNEVOC Coordinator include networking with other UNEVOC Centres, understanding and learning about UNESCO-UNEVOC's strategy and defining an activity plan, including a proposal for collaboration. Furthermore, Mr Kadkhodapour works as Associate Professor in the Faculty of Mechanical Engineering and is a Guest Professor in Stuttgart, Germany.

During the past five years, Mr Kadkhodapour got involved in the German dual TVET system and had intensive collaboration with iMove-BMBF. He organized a workshop on the Iran dual TVET system and coordinated the SRTTU's collaboration plan in the Iran Climate Competence project – which is funded by BMBF and implemented by German vocational training institutes (GVB and IKKE) – that focuses on green technologies and environment friendly refrigeration systems.



Abbas Karimi

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Abbas Karimi is Head and Chief Trainer of the Pedagogy and Entrepreneurship Training Department at the Instructor Training and Research Center (ITC) of the Iran Technical and Vocational Training Organization (TVTO).

Mr Karimi manages training courses in pedagogy and soft skills for TVET trainers. In his position as Department Manager, one of his main responsibilities is to organize new training courses and workshops in the field. Furthermore, he is a member of the Curriculum Development Committee for Pedagogy and Business Skills and the Skill Evaluation/Testing Team.

Mr Karimi has worked in the TVET field for twenty years. He has been engaged in the area of Training of Trainers (TOT) with focus on pedagogy, entrepreneurship, and soft skills in TVET. His international experience includes managing programmes and consultancies in Japan, India and Russia.

Mr Karimi's current research topics include the study of future skills in the green economy and greening TVET, the significance of soft skills for TVET, pedagogical competencies for TVET trainers and entrepreneurial pedagogy.



Aiyaz Khan

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Aiyaz Khan is Principal Research Officer and Community Alternative Learning Coordinator at the National Training and Productivity Centre of the Fiji National University. He is also the Vice President of Finance of the Fiji TVET Association (FITVETA).

His responsibilities include conducting research on TVET, managing research teams, taking part in conferences and organizing workshops and trainings. Furthermore, Mr Khan manages the TVET department and develops and implements programmes for micro qualifications in TVET. His other responsibilities include formulating unit descriptors for short courses, conducting TVET training needs assessments, and managing and conducting industry discussion forums and surveys.

Mr Khan started his career as a secondary school teacher at Kamil Muslim College. Thereafter, he was Head of the TVET department in Suva.

Mr Khan holds a Master in Education, a Bachelor in Technology and Education, a Diploma in TVET and Education and a Diploma in Architectural Technology.



Promsopheaktra Khat

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Promsopheaktra Khat is Vice Chief of the Forma Training Office of the Ministry of Labour and Vocational Training in Cambodia.

Mr Khat's main responsibilities include collecting and consolidating annual training plans from thirty-nine TVET training institutes, suggesting courses to be approved by the Director and Director-General of TVET, and preparing the annual budget plan and achievement/expenditure reports for his department. Furthermore, Mr Khat is also involved in formulation of the various policies and strategies, including the TVET Strategy Action Plan 2019-2023 and the TVET Gender Action Plan. He also contributes to projects funded by the ADB, the ILO and UNESCO.

Mr Khat previously worked as an English teacher at the Center of Language and Vocational Training and as a freelance interpreter and translator.

Mr Khat holds a Master of Business Administration from South China University of Technology, a Bachelor in Pedagogy from the National Technical Training Institute, and a Bachelor of Education – majoring in TEFL – from the Institute of Foreign Languages.



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Sudath Liyanage is a Senior Lecturer at the Department of Language Studies of the University of Vocational Technology in Sri Lanka.

Amongst his other responsibilities, Mr Liyanage organizes training programmes for 'Quality Ambassadors' who visit TVET institutes to conduct awareness programmes in quality enhancement. Furthermore, he is also involved in curricula development and the delivery of 'Quality Leader' programmes conducted by the University for principals of TVET institutions.

Prior to his current role, Mr Liyanage has worked as Director of Admissions, Accreditation and Quality Assurance at the university. He has also served government schools, the Sri Lankan Army and Sri Lankan Navy, the Sabaragamuwa University of Sri Lanka, and the National Institute of Technical Education of Sri Lanka in various capacities.

Mr Liyanage is a member of the National Coordinating Committee (QIS), the Quality Improvement System of TVET Sri Lanka.

Mr Liyanage is a Doctoral Candidate in Education at the Open University, Malaysia, and holds a Master's degree in Linguistics (English), a Master of Professional Education and Training from Deakin University, Australia, and a Postgraduate Diploma in e-Government from the Postgraduate Institute of Management, Sri Lanka.



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Yiguo Liu is Deputy Director of the Teaching and Textbook Department at the Central Institute for Vocational and Technical Education of the Ministry of Education in the People's Republic of China.

As Deputy Director, Mr Liu's main responsibilities focus on ensuring the quality of teaching standards and learning materials. Prior to his current position, Mr Liu has worked as an Assistant Research Professor at the Central Institute of Vocational and Technical Education and as an English teacher at Chuanzhang Middle School of Shouxian County in the Anhui Province.

Mr Liu has also published extensively on numerous topics, including on the resistance of teachers in curriculum reform and on the relationship between vocational schools and enterprises.

Mr Liu studied at the Education Department of East China Normal University, at the Education Administration Department of Beijing Normal University and at the Teacher College of Lu'an.



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Alfred Lopez is the Head of the Bachelor of Science in Tourism Management and TVET programme of the Paranaque City College in the Philippines. In addition to being the head, he is also a trainer and assessor.

In his current position as Head, Mr Lopez is responsible for the programme's administration and strategic direction, as well as the instructors under his department. Mr Lopez reports directly to the school's President. Moreover, in addition to advising the President on matters concerning the programme, he also makes recommendation for the implementation of the programme at the city level.

Alfred Lopez holds a Ph.D. in Educational Management from the Trece Marterez City College in Cavite, the Philippines, and a Master of Business Administration from EARIST-Manila.



Yong Kit Mun

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Kit Mun Yong is a Manager and Senior Lecturer at the Centre for Transcultural Studies of Temasek Polytechnic in Singapore. His responsibilities include designing, coordinating and facilitating academic modules. This gives him the opportunity to influence the students in areas like cultural intelligence, collaborating and solving problems across cultures, appreciating languages, and appreciating diversity and inclusive practices.

Prior to his current position, Mr Yong served Temasek Polytechnic in various other roles, including as Course Chair of the Diploma in Hospitality and Tourism Business, and as Deputy Director in charge of growing Continuing Education and Training at the School of Business. Before joining the education sector, Mr Yong was involved in Tourism Development Programmes in CLMV, under the auspices of Singapore's Ministry of Foreign Affairs. He has also worked in the travel divisions of Sime Darby and Neptune Orient Lines, and with the Australian State Governments of Tasmania and Victoria, where he led their marketing efforts in Asia.

Mr Yong holds a Master of Business Administration from the National University of Singapore and a Bachelor in Civil Engineering from the Nanyang Technological University, Singapore.



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Raul Muyong is the President of the Iloilo Science and Technology University in the Philippines and Head of the UNEVOC Center.

He mainly provides leadership and direction in planning, implementing, cascading, monitoring and reporting the various projects, programmes and activities of the University and its UNEVOC Center. Mr Muyong is engaged in strengthening the collaboration and international linkages to help address various gaps and issues, such as greening TVET institutions, access and equity, changes in the world of work, graduate mobility, TVET teachers' qualifications and certifications.

In addition to his current position, Mr Muyong is also an accreditor of the Asia-Pacific Accreditation and Certification Commission (APACC) of the Colombo Plan Staff College (CPSC) and is a member of the Board of Trustees of the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCU). He is a member of the CHED Technical Panel for Teacher Education (TPTE), the Technical Committee for Technical and Technology and Livelihood Education and the Technical Panel for Engineering and Technology (TPET).



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Ahmed Nasir is the CEO of the Maldives Polytechnic, a state-owned skills education centre in the Maldives.

In his current position as CEO, it is his responsibility to initiate and drive skills education in the Maldives. Mr Nasir is also responsible for developing the Maldives Polytechnic to provide industry relevant innovative skills programmes that match the labour market needs. Ahmed Nasir also works as a trainer and speaker in Maldives.

Mr Nasir has been associated with skills education in Maldives since 2008. He gained extensive work experience in higher education and human resource development, and as a corporate skills trainer and lecturer. Mr Nasir has assisted with the establishment of many higher education establishments in the Maldives. Mr Nasir is also a member of the Employment Sector Council for Tourism and Hospitality of the TVET Authority.

Mr Nasir has previously worked in the Hospitality and Tourism industry and held various positions in this sector.

Mr Nasir holds a Master's degree in Business Administration and a Bachelor's degree in Hospitality and Tourism Management.



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Tshewang Peldon is Principal of the National Institute for Zorig Chusum, Bhutan's premier institute offering vocational training in thirteen traditional Bhutanese arts and crafts.

Ms Peldon's main responsibilities include ensuring the quality of training, management and administration. She is also responsible for formulating strategic and operational plans, ensuring that staff training and development needs are met, conducting advocacy and awareness programmes to improve the image of the TVET system, and liaising with the ministry, public and private organizations, and other stakeholders. Finally, she is also responsible for providing vision and direction so that the institute's vision and mission align with national goals and the SDGs. She has served as Principal of several high schools prior to her current position. Tshewang Peldon is a Board Director of the Agency for Promotion of Indigenous Crafts (APIC), a pioneering member of the Women in Leadership Network (WiLN) for Australian Awards - South and West Asia.

Ms Peldon holds a Master in Community and Educational Leadership from the University of Canberra, Australia, and a Bachelor in Education from the Royal University of Bhutan.



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Doria Islamiah Rosli is the Deputy Director of Quality Assurance and Training Management at the Centre for Academic Development and Training at University Tun Hussein Onn Malaysia (UTHM).

In her current position, Ms Rosli's responsibilities include developing training design strategies for the benefit of UTHM academicians, planning and organizing teaching and learning trainings for academic staff at the UTHM. Additionally, she is also working on a project to enhance cognitive awareness for user interface to help users improve their decision-making.

Ms Rosli worked as a lecturer at the University Malaysia Sarawak. She is a member of the Malaysian Higher Education Teaching and Learning Council and works for the Malaysia Board of Technologies.

Ms Rosli holds a Ph.D. from University Teknologi Malaysia and her research focused on 'Cognitive Awareness for User Interface Design in Monitoring System Maintenance'.



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Teo Sze Cheng is Director of International Relations at the Temasek Polytechnic in Singapore.

In his current position, Mr Cheng's responsibilities include coordinating the polytechnic's international engagements in collaboration with the government, industry and higher learning institutions. He is also responsible for developing and implementing capacity development projects, internships and other exchange programmes for staff and students. Furthermore, he is the Head of the Centre for Transcultural Studies, where he is responsible for the Global Studies modules. Mr Cheng teaches, develops and researches on developing transcultural skillsets for future work.

Mr Cheng has over twenty years of experience as a TVET educator in Singapore. Mr Cheng is a Certified Quality Engineer/Manager and is a certified speaker, trainer and coach.

Mr Cheng holds a Master in Information Management from the University of Western Australia and a Bachelor in Mechanical and Production Engineering from Singapore's Nanyang Technological University.



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Pushpa Raman Wagle is the CEO and a Member Secretary of the Council for Technical Education and Vocational Training, the national autonomous apex body in Nepal responsible for the TVET sector.

As CEO, Mr Wagle leads and manages all financial and administrative activities related to the TVET sector in Nepal. Mr Wagle has more than 25 years of experience in the TVET sector, focusing on the development of a skilled workforce. He has also been involved in planning, budgeting and implementing programmes, and coordinating with a range of organizations, including government ministries at national and district level, donors and NGOs.

Pushpa Raman Wagle holds a Ph.D. in Technical Education and Vocational Training from Sangam University in India, a Master in Environmental Management from Pokhara University, Nepal, and a Bachelor in Agriculture from Tribhuvan University, Nepal.



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Dadahon Hushmurodov is Head of Department at the Institute for Pedagogical Innovation, Retraining and Professional Development of Senior and Pedagogical Staff of Vocational Education. The institute is under the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan.

In his position, Mr Hushmurodov's current responsibilities include establishing a National Technical and Vocational Qualifications Framework, developing and implementing a system of competence-based training, developing new curricula, reforming assessment systems and training packages, and supporting the training of teachers.

Prior to his current position, Mr Hushmurodov worked in the Samarkand region of Uzbekistan as a guidance counsellor at the Department of Secondary Specialized and Vocational Education. He has also worked as a TVET supervisor at the Vocation Educational Department and as a teacher at the Academic Lyceum.

Mr Hushmurodov graduated from the University of World Economy and Diplomacy in Uzbekistan.



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TVET LEADERSHIP
VISION KNOWLEDGE SKILLS



Sustainable
Development
Goals