This catalogue presents the programs scheduled for the Fiscal Year 2018-2019. The various training programs listed herein are in response to the priority needs of member countries identified in the CPSC Strategic Plan 2018-2023, and as an answer to the emerging regional issues with implications to TVET as a whole.

This year’s program offerings reflect the dynamism and responsiveness of the CPSC academic community in conducting client-focused training programs to the direction of aggressively pursuing continual improvement and innovations in CPSC’s training systems.

For this fiscal year, CPSC’s demand-driven training programs will cover the areas on: (1) Quality Assurance and Accreditation; (2) Total Quality Management; (3) Good Governance; (4) Generic Soft Skills Development; (5) Information and Communications Technology; (6) Sustainable Development; (7) Industry-Institution Linkage; (8) Curriculum Development, Planning, and Administration; (9) Entrepreneurship/Technopreneurship; (10) Enhancing Pedagogy Skills; (11) Monitoring and Evaluation; (12) Research and Development; (13) Qualifications Framework; (14) Leadership Management and Development; (15) Image Building of TVET; and (16) Industrial Revolution 4.0. At least 16 capacity-building programs are expected to be conducted this fiscal year.

The College fortifies its role in human resource capacity-building in the 21st century. As CPSC strongly advocates for “Quality Education and Training” across borders, let us join hands and plan for prosperity together through human resources development in the Asia-Pacific region.

We invite TVET institutions, international and regional partner institutions, and all our stakeholders to support the Colombo Plan Staff College’s activities.

Best regards,

Ramhari Lamichhane, PhD
Director General
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ABOUT CPSC

The Colombo Plan Staff College for Technician Education (CPSC) is an autonomous specialized agency of the Colombo Plan. It was established on December 5, 1973 at the 23rd Consultative Committee Meeting of the Colombo Plan held in Wellington, New Zealand to assist the member countries of the Colombo Plan in developing and enhancing their technician education systems. It became operational in 1974 with the Republic of Singapore serving as the first host government. In January 1987, CPSC moved to Manila, Philippines upon the invitation of the Philippine Government.

MEMBERSHIP

CPSC was founded by 26 countries which include Afghanistan, Australia, Bangladesh, Bhutan, Canada, Fiji Islands, India, Indonesia, Iran, Japan, Khmer Republic, Republic of Korea, Laos, Malaysia, Republic of Maldives, Myanmar (Burma), Nepal, New Zealand, Pakistan, Philippines, Singapore, Sri Lanka, Thailand, United Kingdom, United States of America and the Republic of Vietnam. They collectively agreed that a regional center for technician education and training needed to be established to assist countries in the Colombo Plan region in this area. The said countries cooperated under south-south cooperation which has been the principal framework for CPSC’s programs and activities from its inception until now.

CPSC currently has 26 member countries and institutions classified as charter, active, and honorary members. There are sixteen (16) active member countries, eight (8) charter member countries, and three (3) honorary member institutions of CPSC as of FY 2018-2019.

The active and charter member countries, as well as the honorary member institutions, are as follows:
PURPOSE & FUNCTIONS

CPSC is a unique Inter-Governmental Organization (IGO), which consistently addresses issues in Technical and Vocational Education and Training (TVET) in the Asia-Pacific region.

For over four decades, CPSC continues to assert its role in advancing human resources development across the region.

The purpose of the Staff College is to improve the quality of technical education and training in the Colombo Plan region. This is done by meeting the needs for technician education of teacher educators and trainers and senior staff in the field, who can play a more active part in the in-service training and staff development.

The main functions of the Staff College include:

- Provide courses of further professional education and training to persons responsible for the planning, development, administration and supervision of technician education and training and persons in key supporting roles;
- Conduct conferences on various aspects of technician education and training;
- Assist in the conduct of projects in the field of staff and curriculum development and other projects aimed at the effective utilization of resources for learning and teaching;
- Promote, coordinate and undertake research and development activities;
- Advise and assist member countries in developing their technician teacher education;
- Collect and disseminate information on technician education and training.
CORPORATE STRATEGY

The corporate strategy deals with the vision, mission statement, goals, strategies, objectives and suggested activities for the plan period.

**SHARED VISION 2018**

The inter-Governmental TVET Leader for Sustainable Development

**MISSION STATEMENT**

Transforming TVET towards sustainable societies through outcome-based quality training, accreditation, research and image building for stakeholders

**STRATEGIC GOALS**

Enhance the quality of TVET programs and services for sustainability and global competitiveness
Since 2001, CPSC has delivered quality services which are evident through continues certification by SOCOTEC Certification International. Having undergone its first Surveillance Audit of its 3-year certified quality management systems (QMS) under ISO 9001:2008 and earning zero non-conformity, representatives of the certifying body also observed and highlighted that “CPSC’s QMS are carefully deployed in fulfilling the requirements of the CPSC corporate plan” and that based on the review of the activities, documents and feedbacks, the College has always remained to be “customer-focused”.

With the introduction and transition of the new ISO 9001:2015, the Staff College has once again passed the audit, and was given certification due to its maintained QMS in accordance with the requirements of ISO 9001:2015, as well as its strengths founded on its activities that been initiated and implemented by the different divisions towards meeting CPSC’s quality objectives, and ensuring external and internal customer satisfaction. With this accomplishment, CPSC remains steadfast in maintaining the international quality mark as an instrument to enhance competitiveness in its services and in meeting member countries’ needs and expectations.
<table>
<thead>
<tr>
<th>Country</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>Ministry of Labor, Social Affairs, Martyrs and Disabled</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>Directorate of Technical Education</td>
</tr>
<tr>
<td>Bhutan</td>
<td>Department of Human Resources, Ministry of Labour and Human Resources</td>
</tr>
<tr>
<td>Fiji</td>
<td>Ministry of Education, Heritage, and Arts</td>
</tr>
<tr>
<td>India</td>
<td>Ministry of Human Resource Development – Department of Higher Education</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Department of Polytechnic and Community College Education – Ministry of Higher Education</td>
</tr>
<tr>
<td>Maldives</td>
<td>Technical and Vocational Education and Training Authority</td>
</tr>
<tr>
<td>Mongolia</td>
<td>Technical Vocational Education and Training Division – Ministry of Labour and Social Protection</td>
</tr>
<tr>
<td>Myanmar</td>
<td>Department of Technical and Vocational Education and Training – Ministry of Education</td>
</tr>
<tr>
<td>Nepal</td>
<td>Council for Technical Education and Vocational Training</td>
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<tr>
<td>Pakistan</td>
<td>National Vocational and Technical Training Commission</td>
</tr>
<tr>
<td>Papua New Guinea</td>
<td>Department of Education</td>
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<tr>
<td>Philippines</td>
<td>Technical Education and Skills Development Authority</td>
</tr>
<tr>
<td>Singapore</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>Department of Technical Education and Training, Ministry of Skills Development and Vocational Training</td>
</tr>
<tr>
<td>Thailand</td>
<td>Office of the Vocational Education Commission, Ministry of Education</td>
</tr>
</tbody>
</table>
BILATERAL AND MULTILATERAL PARTNERS

Access Skills Training (AUSTRALIA)

Deutche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH (GERMANY)

Asian Development Bank (PHILIPPINES)

GIFTS - Human Resources Development Service of Korea, Ministry of Labour and Employment (KOREA)

Diploma Engineers Association, Nepal (NEPAL)

Institution of Diploma Engineers, Bangladesh (BANGLADESH)

Labtech International Ltd. (INDONESIA)

Malaysia Technical Cooperation Programme, Ministry of Foreign Affairs (MALAYSIA)
BILATERAL AND MULTILATERAL PARTNERS

National Centre for Vocational Education Research (AUSTRALIA)

Rajamangala University of Technology Thanyaburi (THAILAND)

Rajamangala University of Technology Lanna (THAILAND)

Singapore Cooperation Program, Ministry of Foreign Affairs (SINGAPORE)

Technical Vocational Schools and Associations of the Philippines Inc. (PHILIPPINES)

UNESCO-UNEVOC International Centre for Vocational Education and Training (GERMANY)

Zhejiang Technical Institute of Economics (CHINA)
PROGRAMS AND PROJECTS
**PROGRAMS AND PROJECTS**

**Regional Programs (RPs)** address common needs in the development and enhancement of TVET policy-making and decision-making systems as identified by the member countries. CPSC focuses on the implementation of Regional Programs based on common regional issues in TVET sector among all member countries.

**In-Country Programs (ICP)** are core programs of CPSC identified in line with the specific needs of each CPSC member country. They are usually organized in the member country and are done on an annual basis. CPSC extends its technical expertise and services, and at the same time keeps itself abreast with the current training needs of the member countries through ICPs.

As these are programs between CPSC and the member governments, CPSC provides the service of faculty consultants for the training materials development and program implementation, while the host country/partner institution provides for the local coordination, facilities as well as local logistics.

Based on the needs and training demands gathered from the member countries, CPSC focuses on the implementation of In-Country Programs on the following themes according to the 5-year Strategic Plan 2013-2018:

|---|------------------------------------|-------------------------|-----------------|---------------------------------|-------------------------------------------|------------------------|-----------------------------|-----------------------------------------------|-----------------------------------|---------------------|--------------------------|------------------------|--------------------------|-----------------------------|-------------------------|--------------------------|-----------------------------|
Participants of the RPs and the ICPs are nominated by the concerned ministries and departments in the member countries through the CPSC Liaison Officers on a sponsorship basis without any fee. Non-Governmental Organizations (NGOs) and honorary members may send individuals to these programs on a fee-paying sponsorship basis.

Admission to all programs is open to all official nominees from Member Governments of CPSC as well as to other interested parties from technical and vocational institutions and polytechnics, training centers, industries and NGOs after confirmation of consent by the partnering Institute.

**Customized Programs (CPs)** are programs organized in fulfillment of a contract and are designed based on the Terms-of-Reference (TOR) provided by the client. CPSC enters into consultancy engagements within the scope of its expertise as an income-generating effort to augment resources. Non-Colombo Plan countries and internationally-recognized organizations may avail of the CPs, and is done on cost-recovery basis.

**Fellowships** are granted by CPSC to the official nominees from Member Countries that include program fees, airfare, accommodation and daily subsistence allowance. Other applicants may seek fellowship and sponsorship from their respective organizations, governments, international organizations, NGOs or other agencies. CPSC accepts the participation of non-Colombo Plan countries or internationally-recognized organizations to CPSC programs on cost-recovery basis.

**Conferences, Seminars and Workshops** - In pursuit of CPSC’s mandate, that includes “conducting study conferences for directors of technical education, principals and other key personnel from education and industry, at which problems of technician teacher education and training may be examined,” and “to collect and disseminate information on technician education and training”, CPSC organizes and conducts conferences, seminars, workshops and symposia on various aspects of technician education and training.
## CATALOGUE OF PROGRAMS FY 2018-2019

<table>
<thead>
<tr>
<th>Program Code</th>
<th>Date</th>
<th>Title</th>
<th>Country/Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19/ICPPHL2</td>
<td>16-20 Jul 2018</td>
<td>In-Country Program on Greening TVET for Sustainable Development (Batch 2)</td>
<td>Marikina City, Philippines</td>
</tr>
<tr>
<td>18-19/CPPHL01</td>
<td>18-19 Jul 2018</td>
<td>Customized Program on TVET Leadership and Management Enhancement Program for the 21st Century</td>
<td>CPSC, Manila, Philippines</td>
</tr>
<tr>
<td>18-19/ICPPHL3</td>
<td>30 Jul-3 Aug 2018</td>
<td>In-Country Program on Greening TVET for Sustainable Development (Batch 3)</td>
<td>Marikina City, Philippines</td>
</tr>
<tr>
<td>18-19/ORPM01</td>
<td>17-21 Sep 2018</td>
<td>Customized Program on Results-Based Project Management in TVET Institutions</td>
<td>CPSC, Manila, Philippines</td>
</tr>
<tr>
<td>18-19/CPPHL02</td>
<td>24 - 28 Sep 2018</td>
<td>Customized Program on Enhancing Quality Management System Towards Quality-Assured TVET Delivery of Services</td>
<td>Mandaluyong City, Philippines</td>
</tr>
<tr>
<td>18-19/ICPFJI</td>
<td>24-28 Sep 2018</td>
<td>In-Country Program on Quality Assurance System through Results Based Monitoring and Evaluation Management Systems for TVET Institutions and Educational System</td>
<td>Suva, Fiji</td>
</tr>
<tr>
<td>18-19/RPNPL</td>
<td>1-5 Oct 2018</td>
<td>Regional Program on TVET for Socio-Economic Transformation and International Conference on Innovations in TVET for Socio-Economic Development</td>
<td>Kathmandu, Nepal</td>
</tr>
<tr>
<td>18-19/RPIND1</td>
<td>8-12 Oct 2018</td>
<td>International Program on Quality and Sustainable TVET and International Conference on Skills in TVET for Sustainability</td>
<td>NITTTR Chennai, India</td>
</tr>
<tr>
<td>18-19/SICPNPL</td>
<td>24-28 Oct 2018</td>
<td>Special In-Country Program on Strategic Plan Development for Management Excellence</td>
<td>Kathmandu, Nepal</td>
</tr>
<tr>
<td>18-19/ICPTHA</td>
<td>26-30 Nov 2018</td>
<td>In-Country Program on Defining and Marketing Institutional Image</td>
<td>Bangkok, Thailand</td>
</tr>
<tr>
<td>18-19/RPPHL1</td>
<td>4-5 Dec 2018</td>
<td>Regional Program/APACC Accreditors’ Refresher Training</td>
<td>CPSC, Manila, Philippines</td>
</tr>
<tr>
<td>18-19/CPPHL04</td>
<td>3 - 7 Dec 2018 (TBC)</td>
<td>Critical Thinking for Problem-Solving, Decision-Making, Innovation and Leadership</td>
<td>CPSC, Manila, Philippines</td>
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<tr>
<td>Program Code</td>
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<td>2nd Semester, FY 2018-2019</td>
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<td><strong>January 2019</strong></td>
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<tr>
<td>18-19/SICPMYS</td>
<td>14-18 Jan 2019</td>
<td>ICT in TVET</td>
<td>Politeknik Sandakan Sabah</td>
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<td>(TBC)</td>
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<tr>
<td>18-19/ORQA03</td>
<td>21-25 Jan 2019</td>
<td>Quality Assurance through Result-Based Management</td>
<td>CPSC, Manila, Philippines</td>
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<td>(TBC)</td>
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<td><strong>February 2019</strong></td>
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<tr>
<td>18-19/RPIND2</td>
<td>18-22 Feb 2019</td>
<td>Regional Program and International Conference (Titles TBC)</td>
<td>NITTTR Chandigarh, India</td>
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<tr>
<td></td>
<td></td>
<td>Skilling for Self-Employment</td>
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<tr>
<td>18-19/CPPHL05</td>
<td>26 Feb-2 Mar 2019</td>
<td>NTTA Multimedia Based Instructional Materials Development</td>
<td>Marikina City, Philippines</td>
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<td>(TBC)</td>
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<td><strong>March 2019</strong></td>
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<tr>
<td>18-19/ORLM04</td>
<td>18-22 Mar 2019</td>
<td>Institutional Leadership and Management</td>
<td>CPSC, Manila, Philippines</td>
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<td>(TBC)</td>
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<tr>
<td>18-19/ICPMYS</td>
<td>25-29 Mar 2019</td>
<td>In-Country Program on IR 4.0 - Learning and Teaching in the Age of Disruption: Redesigning Learning and Teaching (L&amp;T) Practices as we move into the Age of Disruptions, The Fourth Industrial Revolution</td>
<td>Politeknik Seberang Perai, Penang, Malaysia</td>
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<td><strong>April 2019</strong></td>
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<tr>
<td>18-19/ICPBTN</td>
<td>1-5 Apr 2019</td>
<td>In-Country Program on Quality Assurance and Accreditation</td>
<td>Hotel Migmar, Thimphu, Bhutan</td>
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<td>(TBC)</td>
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<tr>
<td>18-19/ICPNPL</td>
<td>8-12 Apr 2019</td>
<td>In-Country Program on Skills for Youth Employability through Industry Linkages</td>
<td>Kathmandu, Nepal</td>
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<td>(TBC)</td>
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<tr>
<td>18-19/RPPHL2</td>
<td>29 Apr-3 May 2019</td>
<td>CPSC and ISAT-U Regional Program and International Conference</td>
<td>ISAT-U, Iloilo City, Philippines</td>
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<td><strong>May 2019</strong></td>
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<tr>
<td>18-19/ORSPO5</td>
<td>20-24 May 2019</td>
<td>Strategic Planning in TVET</td>
<td>CPSC, Manila, Philippines</td>
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<td>(TBC)</td>
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<tr>
<td>18-19/ICPBGD</td>
<td>20-24 May 2019</td>
<td>In-Country Program on Industry-Institution Linkages</td>
<td>Dhaka, Bangladesh</td>
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<td><strong>June 2019</strong></td>
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<tr>
<td>18-19/ICPPNG</td>
<td>3-14 Jun 2019</td>
<td>In-Country Program on Technopreneurship and E-Commerce</td>
<td>Port Moresby, Papua New Guinea</td>
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<td>(TBC)</td>
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</table>
REGIONAL PROGRAMS
Regional Program

TVET for Socio-Economic Transformation
1-3 October 2018 | Hotel Marshyangdi, Kathmandu, Nepal

| Program Focus |

The Regional Program aims to instill deeper appreciation of Technical and Vocational Education and Training (TVET), and to share the different strategies on how to improve and develop the current TVET systems in the CPSC member countries to harness its full potential in contributing towards socio-economic metamorphosis and progress.

Supplementing the Regional Program is the International Conference on “Innovations in TVET for Socio-Economic Development”, which will focus on the current and future innovations in the TVET system particularly on areas of teacher competency, quality assurance/accreditation, industry-institute linkages, vocational skills training initiatives, and global TVET initiatives and the impact of these changes in the dynamics of the socio-economic development in the region.

| Objectives |

The objectives of the program are to for the participants to:

- develop current understanding on the concepts and processes of TVET for socio-economic transformation
- appraise strategies and identify the tools and techniques in integrating sustainability aspect into TVET programs
- understand the concept of entrepreneurship and leadership to promote effective and efficient TVET provisions
- prepare an action-based development plan for integrating sustainable socio-economic transformation in TVET system
| Key Components |

The main contents of the program are:

- Keynote address and theme paper presentations
- Discussions and experience sharing
- Project tasks and group work
- Study visits
- Icebreakers and mind-relaxing games
- Presentations of tasks and group work outputs

| Target Group |

TVET ministry officials, administrators, principals, senior faculty, and managers from CPSC, DEAN, and CTEVT’s international network

| Collaborating Partner |

Council for Technical Education and Vocational Training (CTEVT) and Diploma Engineers Association, Nepal (DEAN)
18-19/RPIND1
Regional Program on
Quality and Sustainable TVET
8-12 October 2018 | NITTTR-Chennai, India

| Program Focus |

The program will focus on what are the prevalent strategies, policies, and measures being adapted by the Technical and Vocational Education and Training (TVET) sector in the different CPSC member countries across the region in terms of ensuring the quality and excellence of its processes and systems. The program will also tackle the current trends and demands of the global market, and how TVET will be able to address and meet these needs to stay relevant and competitive while ensuring sustainability of its various resources and operations. Providing further learning and extending the reach of the intellectual forum is the International Conference, which zooms in on how responsive and adaptive TVET is in terms of providing the present skills requirement of the labor market.

The Regional Program and International Conference are envisaged as platforms to share experiences, best practices, and innovative ideas, as well as an effective way in championing quality and excellence in the TVET sector, parallel to maintaining competitiveness and relevance to ensure sustainability.

| Objectives |

The objectives of the Regional Program are to:

• Embed importance of Quality TVET and its contribution for sustainable development;
• Market and build image 21st Century TVET as top key source of employment through secured linkages;
• Formulate and design 21st Century TVET Facility specialized for the skills development;
• Understand globalization’s impact on hard skills and soft skills in the workplace; and
• Learn to adapt existing skills and cope to rapidly changing needs
**Key Components**

The main contents of the program are:

- Theme papers on Strategic Planning and Management, Trends and Challenges in TVET, Quality Assurance and Accreditation, & Case Studies on Innovative Approaches for Stimulating Accreditation
- Special Lecture on the importance of TVET Quality Management System in producing skilled workforce
- Task and group work on action planning and accreditation preparation
- Output presentations
- Study visits
- Icebreakers and mind-relaxing games

**Target Group**

TVET ministry officials, administrators, principals, senior faculty, directors, head of institutions or program heads, and managers

**Collaborating Partner**

National Institute of Technical Teachers Training and Research (NITTTR)-Chennai, India
| Program Focus |

Skills development has been identified as one of the important catalysts to socio-economic progress. This is due to the fact that more skilled workers means more available hands that can contribute in building a community, institution, industry, or even an entire nation or region. Decent work brought about by skills development is indeed both a means and an end in achieving sustainable development. It should also be realized that work brought about by skills development is not limited to employment, but extends to the equally lucrative and sustainable self-employment. However, there’s still much to be accomplished in terms of accessibility and inclusivity of quality technical education and skills training to all, especially to the marginalized sectors of the community who needs it the most, and will benefit from it the most.

| Objectives |

The objectives of the Regional Program are for the participants to be able to:

- Determine the current status of skills development in India and across the Asia-Pacific region
- Identify best practices and success stories on skilling and self-employment from various communities and nations and examine how can these be applied or adopted
- Find out various challenges being faced by the TVET sector relative to skills development accessibility and inclusivity, and devise strategies on how to address these
- Formulate possible and attainable action plans in promoting skilling and self-employment
| Key Components |

The main contents of the regional program are:

- Theme paper presentations and special lectures from skills development and self-employment practitioners and experts
- Tasks and group work
- Output presentations
- Study visits

| Target Group |

Relevant officials from various TVET related government agencies as well as teachers, trainers and managers from technical training institutions

| Collaborating Partner |

National Institute of Technical Teachers Training and Research (NITTTR)-Chandigarh, India
Program Focus

After the successes achieved from the Millennium Development Goals (MDG) set by the United Nations, the Sustainable Development Goals (SDG) were built to ensure continuity of the achievements from the MDG, and at the same time address the pressing and chronic issues and challenges that the world is facing which hinders in attaining the universal call and goal to end hunger and poverty, achieve equality, and improve health and education services and access. Consisting of 17 interconnected goals, the key to success on one would most often be a significant factor in addressing the issues of the others.

As education is dubbed as the most important tool one can have to achieve success, or even to change the world, education may also be a potent medium in promoting and achieving most, if not all, of the development goals. This includes Technical and Vocational Education and Training (TVET), which is being recognized globally as a driving force for sustainable development.

Objectives

The program’s objectives are:

- Gain deeper and further awareness and appreciation on the Sustainable Development Goals
- Determine the impact of achieving the SDG in the national and regional socio-economic growth and development
- Formulate strategies and action plans on how to harness TVET in promoting and achieving the SDGs
- Share current policies, practices, and projects which uses education, primarily TVET, in attaining the SDGs
| Key Components |

The main contents of the program are:

- Presentations and lectures from TVET practitioners and experts
- Sharing of best practices and strategies amongst participants and speakers
- Study visits on relevant institutions
- Project work and tasks
- Formulation of action plans

| Participants |

Ministry Officials/Senior Administrators/Policy Level Leaders/Faculty in charge of TVET institutions and initiating and/or handling quality systems, quality assurance, innovative strategies, processes, and promotions of TVET in the country

| Collaborating Partner |

Iloilo Science and Technology University (ISAT-U), Philippines
18-19/RPSGP
MFA Singapore-CPSC Joint Training Program on
“The Thinking Hands Story”: Role of TVET in Singapore’s Social and Economic Development
27-31 May 2019 (TBC) | Singapore

| Program Focus |

Technical and Vocational Education and Training (TVET) is an important component of any country’s education system. In this course, participants will be challenged to rethink conventional notions of TVET. They will also gain insights into the role of TVET in providing solutions for education and manpower development, as well as social and economic well-being.

| Objectives |

The program’s objectives are:

- Deeper appreciation of TVET’s role in Singapore’s economic and social development
- Identification of the key challenges in TVET
- Provide knowledge and ideas in developing a competitive workforce
- Help build an inclusive society through TVET

| Key Components |

The main contents of the program are:

- Theme paper presentations and special lectures delivered by selected experts from Singapore’s premier TVET institutions
- Tasks and group work
- Output presentations
- Sharing of experiences
- Study visits

| Target Group |

TVET senior policymakers and officials involved in vocational education

| Collaborating Partner |

Ministry of Foreign Affairs through the Singapore Cooperation Directorate, Singapore
IN-COUNTRY PROGRAMS
18-19/ICPPHL (Batch 2 and 3)
In-Country Program on
Greening TVET for Sustainable Development
16-20 July 2018 and 30 July-3 August 2018 | National TVET Trainers Academy, Philippines

| Program Focus |

Rapid environmental shifts are causing fundamental transformations that cause a dramatic impact on management of organizations in general and TVET in particular. TVET has to respond and acquire a modern strategic mindset in meeting the future at the forefront of global challenges. Greening TVET is one of the key areas where we have to develop human resources. Considering the problem of global warming as an effect of the climate change, we have to make environmentally safe earth. Out of the seventeen SDGs, education system has to contribute directly to no poverty (G1), quality education (G4), gender equality (G5), and climate action (G13). Similarly, education will contribute indirectly to other goals as well. Therefore, education for sustainable development (ESD) is key intervention to achieve SDGs by 2030.

Therefore, TVET has to develop and promote sustainable TVET programs in order to contribute to achieving the SDGs. Greening or sustainable TVET is the key area of ESD. We have to handover environmentally, socially and economically sustainable earth to the future generation. For that, we have to develop knowledge, skills and attitudes of human resources to make clean, green, healthy and prosperous environment. Considering the importance of TVET for sustainable development, the greening TVET courses are highly relevant for this period (2015-2030) and beyond.

The output in this program is to prepare the TVET Institutions to develop competencies, advocate and contribute sustainable development through greening TVET.

| Objectives |

This in-country program is anchored on the following objectives:

- Promote Greening TVET concept;
- Develop competencies on Greening TVET;
- Appraise strategies and identify the tools and techniques in integrating sustainability aspect into Greening TVET in Philippines;
• Design suitable approaches and models incorporating the concept of Greening of TVET Institutions, Green TVET Curriculum, Green Auditing and Green Productions and Consumptions;
• Prepare an action-based development plan for integrating sustainable development in Greening TVET system; and
• Contribute for sustainable development through Greening TVET.

**Key Components**

The main contents of the program are:

• Blended learning including face to face (F2F) and special lectures, video presentations, and interactive web-based teaching learning systems)- Sustainable Development especially in greening programs, practices and models
• Web-based teaching and learning system
• Computer hands-on experience
• Practice sessions
• Individual/Group tasks and discussions- Greening TVET for Sustainable Development
• Field/Study visits
• Group tasks and discussions
• Presentations and experience sharing- Greening programs
• Icebreakers and mind-relaxing games
• Project works and presentations

**Target Group**

The program is designed for about 30-40 managers and administrators of TVET institutions and representatives of other public and private sector organizations from the Philippines.

**Collaborating Partner**

Technical Education and Skills Development Authority (TESDA), Philippines
In-Country Program on Quality Assurance System through Results Based Monitoring and Evaluation
Management Systems for TVET Institutions and Educational System
24-28 September 2018 | Suva, Fiji

**Program Focus**

In the past, the Ministry of Education has developed and implemented training courses and conducted many training workshops for their stakeholders in terms of enhancing their skills in service delivery and administration duties. Though these outputs are achieved as per their Annual Business Plans, there has been very little emphasis on monitoring and evaluating the effectiveness of these training courses and workshops i.e. the outcomes or the impact it has made on the beneficiaries and the country as a whole.

Monitoring and evaluation performs major roles in measuring the progress of every program or projects. This is also a tool that provides necessary information while the program or project is in progress. M&E tool can be used as a system to collect, record, and analyze information from simple to complex objectives. Monitoring and evaluation is widely used by educational institution in improving their systems, policies, procedures, projects, and programs in satisfying quality management systems.

**Objectives**

The program aims to:

- Enable the stakeholders to enhance their knowledge and gain the most sophisticated skills in monitoring and evaluating the effectiveness of their training programs and workshops
- Give renewed appreciation to the importance of monitoring and evaluation in ensuring and attaining quality
- Examine and enhance existing monitoring and evaluation systems in the different divisions and departments of the ministry
|Key Components|

The main contents of the program are:

• Delivery and presentation of theme papers on the overview, components, development, techniques, and implementation of M&E systems
• Group and individual tasks on M&E tools and action plan preparations
• Workshops and exercises
• Meetings and study visits to relevant institutions that has a successful M&E system in place
• Case studies, role playing, and presentations by the participants

|Target Group|

The participants of the meeting are composed of 20-30 Technical College of Fiji (TCF) and MEHA-Technology and Employment Skills Training (TEST) staff, and may include heads of government schools.

|Collaborating Partner|

Ministry of Education, Heritage, and Arts, Fiji
| Program Focus |

Technical and Vocational Education and Training (TVET) has been observed as one of the pillars and prime movers in the development of the countries’ socio-economic status. The development fuel of the industrial sector is entirely dependent upon the availability of trained manpower and workers to perform the work competently, and competencies needed to keep the wheel of industry running. However, most people think that TVET is only for drop-outs and special students. The image of TVET should be understood as the sum of attitudes, associations and feelings about non-academic vocational education and training which people in a cultural group implicitly or explicitly communicate among each other, which influence the willingness of individuals involved to invest in TVET. There is a need to enhance the good image of TVET programs, TVET schools and institutions and as whole; for instance, the positive effect that young people dedicate their time and that their parents invest money in TVET. Moreover, the training programs that TVET provide are the skills and competencies that are all based on which industries require, and there are jobs or work awaiting right after graduation. There is a need to re-align the mindset of the stakeholders with regards to TVET through building better image. Applying Communication for Development (C4D) strategies deem necessary to promote TVET programs’ goals, objectives and mechanisms. C4D aims to intensify voice, facilitate meaningful participation, and foster social change. It seeks change at different levels, including listening, building trust, sharing knowledge and skills, building policies, debating and learning for sustained and meaningful change.

Lastly, knowledge and information are seen as essential for people to respond successfully to the opportunities and challenges of social, economic and technological changes, including those that help to improve agricultural productivity, food security and rural livelihoods. In conclusion, effective communication plays a vital role in changing societies and individual behavior.
| Objectives |

At the end of the program, the participants are expected to:

- Recognize the vital role of TVET programs and TVET institutions in the socio-economic development of the country
- Respond successfully to the needs of the community in particular with skills development, technology transfer, value chain, life skills, etc.
- Enhance the TVET image as a whole
- Recognize the importance of Communication for Development (C4D) strategy in reforming the TVET programs’ image to the stakeholders, community, and all sectors of economy

| Key Components |

The main contents of the program are:

- Theme paper presentations on image of TVET in Asian countries, image of TVET programs, image management, and application of C4D strategic plan in improving the image of TVET
- Workshops involving case scenarios, group presentations, and preparation of C4D strategic plan for image building
- Study visits
- Role playing

| Target Group |

College directors, administrators, teachers, and educational personnel involved in TVET

| Collaborating Partner |

Office of the Vocational Education Commission (OVEC) under the Ministry of Education, Thailand
In-Country Program on
IR 4.0 – Learning and Teaching in the Age of Disruption: Redesigning Learning and Teaching (L&T) Practices as we move into the Age of Disruptions, the Fourth Industrial Revolution
25-29 Mar 2019 (TBC) | Politeknik Seberang Perai, Penang, Malaysia

| Program Focus |

The world is experiencing the Fourth Industrial Revolution. The picture of Industrial Revolution 4.0 (IR 4.0) is still quite uncertain and nobody can accurately predict what lies ahead. However, this revolution will surely bring with it exciting possibilities, new solutions to global challenges, and employment opportunities for jobs that have yet to be invented. Thus, governments, educators and parents alike must ask the question about how they can prepare the present and future generations to thrive in this transforming world. Higher education in the fourth industrial revolution (HE 4.0) is a complex, dialectical and exciting opportunity which can be potential transform society for the better. The fourth industrial revolution is powered by artificial intelligence and it will transform the workplace from tasks based characteristics to the human-centered characteristics. Because of the convergence of man and machine, it will reduce the subject distance between humanities and social science as well as science and technology. This will necessary require much more interdisciplinary teaching, research and innovation. The higher education ministry of Malaysia has set forth new initiatives as part of its effort to cultivate holistic, entrepreneurial and balanced graduates to be globally competitive and meet the needs of Industry 4.0.

| Objectives |

The objectives of the ICP are the following:

• Create awareness amongst TVET providers regarding the IR 4.0
• Retrain educators and managers of TVET in dealing with the disruption of IR 4.0
• Encourage the use of digital technology amongst educators and TVET managers
• Reimagine and deploy new learning spaces within TVET institutions that will strengthen the 21st century learning skills
• Strategize a sustainable action plan that will support the requirements of IR 4.0 in TVET institutions by its integration in the curriculum
| Key Components |

The main contents of the program are:

- Lectures and theme paper presentations on IR 4.0 such as socio-economic transformation in the fourth industrial revolution, and Implication of fourth industrial revolution on TVET from selected experts and resource speakers
- Discussions on the challenges for TVET teachers on fourth industrial revolution and how to address these and turn into opportunities for development
- Group and individual tasks as well as workshops and exercises
- Meetings and study visits

| Target Group |

25-30 Higher Learning Education officers who have been appointed as the Deputy Director, Head of Programs as well those who are involved in curriculum assessment and instructional materials development

| Collaborating Partner |

Department of Polytechnic and Community College Education (DPCCE), Malaysia
18-19/ICPBTN
In-Country Program on
**Quality Assurance and Accreditation**
1-5 April 2019 (TBC) | Hotel Migmar, Thimphu, Bhutan

|Program Focus|

How do you measure effectiveness and efficiency of the organization? Quality assurance and accreditation are some of the modern concepts in total quality management. An official certification granted by a recognized body confirms that the TVET institution meets the required standards. Therefore, quality assurance and accreditation provide integrated tools and techniques which help TVET institutions achieve satisfactory or even excellent results, and continuously seek ways to enhance the quality of education and training being provided.

Since TVET is relatively new in Bhutan, the quality assurance system is being developed to ensure quality training provision by the registered training providers. Compliance with the quality assurance system approved by the TVET Authority is imperative to all training providers in the country. In effect, only those courses that comply with quality assurance system shall be eligible for national certificates. This program would be an additional source of input on ensuring the current quality assurance system’s effectiveness.

|Objectives|

The program aims to achieve the following objectives:

- Study the Quality Management System of TVET institutions;
- Study APACC Accreditation for Quality Assurance;
- Study the international Quality Assurance Systems and Standard Certification;
- Standardize and harmonize the accreditation system nationally as well as benchmark regionally and internationally;
- Appreciate quality assurance mechanism through accreditation system in TVET;
- Build the capacity to comply for APACC Accreditation for Quality Assurance; and
| Key Components |

The main contents of the program are:

- Lectures and presentation on national, regional, and global quality assurance delivered by international accreditation and certification experts
- Discussions with experts, national certification officials, and training providers
- Workshops and tasks using actual accreditation and certification instruments (e.g. ISO, APACC, etc)
- Presentations of outputs from tasks and workshops
- Study visits to relevant ministries, institutions, or industries

| Target Group |

25-30 participants which may include managers and trainers from TTI’s, private training providers, relevant officials from MoLHR, and other stakeholders

| Collaborating Partner |

Ministry of Labour and Human Resources (MoLHR), Bhutan
Council for Technical Education and Vocational Training (CTEVT), an apex body of the TVET sector in Nepal, is committed for the production of technically-skillful human resources that are required of the nation for its development. However, the resources of CTEVT are not sufficient to cope up with the demands of the TVET sector in Nepal. To address this challenge, mobilization of private and community organizations with CTEVT’s coordination is viewed as a viable solution. In this context, sharing and exchange of ideas and expertise with national and international institutions are vital in human resource development of Nepal.

The program aims to determine how to establish employability for the youth through linkages between the industries and the TVET sector. As most of the private companies prefer to hire applicants with prior knowledge and experience in the job that they would be designated, this ICP aims to determine what can the TVET sector do to patch this pressing issue to satisfy the industry needs and demands, as well as other challenges that the TVET sector is facing in relation to employability of Nepal’s youth.

**Objectives**

The program has the following main objectives:

- Determine various approaches and innovations for youth employability in TVET institutions and industry
- Share best practices and models of youth employability programs and schemes
- Explore the challenges and opportunities of the youth in the industry and in TVET institutions
- Involve the national TVET experts unanimously in youth employability
- Design and develop plans and programs that can be adopted in the different TVET institutions in Nepal
| Key Components |

The main contents of the program are:

• Presentation from selected speakers from industry and TVET institutions on Institution-Industry Linkages: Importance and Benefits, Youth Employability: Issue and Challenges, Industry Requirement for Employment, and other relevant topics
• Individual and group activities
• Study visits on institutions and/or industries that has an existing or established industry-institute linkage or collaboration

| Target Group |

Maximum of 30 participants consisting of policy makers in TVET institutions and industries, managerial position holders in Technical Training Providers (TTPs), and CEOs of TVET and industries

| Collaborating Partner |

Council for Technical Education and Vocational Training (CTEVT), Nepal
17-18/ICPIND
In-Country Program on
Industry-Institution Linkages
20-24 May 2019 (TBC) | Dhaka, Bangladesh

| Program Focus |

One of the topmost priorities of the Bangladesh’s national government is to expand and enhance the skill-based technical and vocational education throughout the country. As they target to become a Middle Income Country (MIC), TVET is being tapped as the primary and most effective tool, and is expected to play a major part in realizing this goal. The importance and appeal of TVET, however, should be made more available and easily accessible to the grassroots level in order to increase the enrolment of technical and vocational education. To ensure the fulfillment of the target enrolment and to make strong linkage between Industry-Institution in TVET, the current image and strategies of approaching TVET towards mass people needs to be revised. It is essential to organize a training program for all the stakeholders to acquire and imply a revised and effective way of Industry Institution Linkage TVET sector in Bangladesh.

| Objectives |

This in-country program is anchored on the following objectives:

• Understand the basic concept and principle of industry-institution linkages
• Know the benefits and challenges in industry-institution collaborations
• Develop dual training systems in TVET
• Capacity building of private and public TVET service providers
• Development of skills for youth employability through industry linkages
**Key Components**

The main contents of the program are:

- Lectures on industry and institution linkages (importance and benefits, challenges and issues, etc.)
- Discussions on the impact of institution-industry linkages
- Individual and group tasks
- Special lecture/s
- Study visits to industries or TVET institution with existing industry-institution linkage programs and projects
- Project works and presentations

**Target Group**

Participants consists of about 45 middle level managers and TVET teachers of polytechnic institutes, government technical schools and colleges under the Directorate of Technical Education (DTE), and officials of Bangladesh Technical Education Board (BTEB)

**Collaborating Partner**

Directorate of Technical Education (DTE), Bangladesh
18-19/ICPPNG
In-Country Program on
Technopreneurship and E-Commerce
3-14 Jun 2019 (TBC) | Port Moresby, Papua New Guinea

| Program Focus |

Today, technology is affecting our ways of life. It is improving and changing the way we live, the way we eat, the way we work, the way we play, the way we communicate and interact with each other, the way of doing businesses, the way of learning and acquiring skills and knowledge, and many, many more and in many different ways. The most significant technological impact on the socio-economic structure is technopreneurship, wherein business skills are synthesized with innovation-intensive ideas, products, and services. E-commerce is an example of this amalgamation. From banking to shopping, most commercial transactions now are being done electronically. However, these conveniences brought by the technology challenges Technical and Vocational Education and Training’s (TVET) position, being a workforce-based sector. As some of the manual labor especially for industries are being replaced by machines, it is high time that the TVET evolves its pedagogical system into a more adaptive, dynamic and responsive structure, capable of producing excellent and globally competitive graduates in PNG and else way.

This program focuses on taking advantage of technopreneurship potential in TVET by acquiring necessary skills and competency needed by trainers as well as trainees for high possibility of engaging in, and manage their own businesses. This also serves as a follow-up activity on the recent CPSC program on Technopreneurship, E-Commerce, and Pedagogy Concepts in Manila, Philippines and Hangzhou, China.

| Objectives |

At the end of the program, the participants will be able to:

- Acquire basic skills and knowledge on technopreneurship and e-commerce;
- Understand the impact of technology to the commerce and businesses;
- Design plans to embed technopreneurship and e-commerce into their respective training programs at their institutions
- Deliver effective technopreneurship programs in PNG
| Key Components |

The main contents of the program are:

- Face-to-face lectures and theme paper presentations
- Group and individual tasks
- Output presentations/role playing
- Meetings and study visits
- Icebreakers and mind-relaxing games

| Target Group |

11 Deputy Academic Principals coming polytechnic institutions, business colleges, and technical colleges, 8 Heads of Department from business and technical Colleges, 2 Curriculum Officers, 2 Regional Inspectors, and 2 Directors from School Opt and Professional Branches.

| Collaborating Partner |

Department of Education, Papua New Guinea
SPECIAL PROGRAMS
18-19/SICPNPL
Special In-Country Program on
**Strategic Plan Development for Management Excellence**
24-28 Oct 2018 | Kathmandu, Nepal

| Program Focus |

It is necessary to have a strategic plan for the institutions managed by the Council for Technical Education and Vocational Training (CTEVT) as it will help them in charting their future directions. It will also be a tool in ensuring that all the risks in operation, management and monitoring will be taken into account and anticipated. This program will have a 5-year projection to chart the best possible and doable actions for these institutions, and these will be used as a basis to monitor the efficiency of these institutions when it comes to managing their resources.

This program will therefore elaborate on strategic management as a process for setting both long-term and short-term strategic directions for the organization. The central thrust will be to achieve a sustainable competitive advantage since strategic management is the process of ‘strategic decision making’. It is expected that by learning the process of strategic planning and management, a systematic way of carrying the interrelated activities is undertaken to obtain desired goals and objectives of particular institutions.

| Objectives |

This in-country program is anchored on the following objectives:

- Comprehend the role and significance of a strategic plan in the development of a TVET institution.
- Understand the role and significance of the strategic plan’s elements such as vision, mission, strategic goals and objectives and be able to formulate a draft of those elements.
- Create a monitoring plan and a logical framework to better understand the strategic plan.
| Key Components |

The main content of the program are:

• Theme paper presentations on strategic planning, vision, mission, strategic goals and objectives, monitoring and evaluation, and institutional development plans

• Exercises and workshops on various planning tools (problem tree analysis, fishbone diagram, SWOT analysis), formulating mission, vision, goals and objectives statements, and designing of institutional development plans

• Drafting the Strategic Plan for respective CTEVT institutes and the draft Institutional Development Plan (IDP) for the institution

| Target Group |

The participants of the meeting are composed of administrators of TVET Institutions managed by the Council for Technical Education and Vocational Training (CTEVT).

| Collaborating Partner |

Council for Technical Education and Vocational Training (CTEVT) – Nepal
CUSTOMIZED PROGRAMS
Customized Programs

CPSC extends its technical programs and services to both member and non-member countries based on specialized training needs of identified target groups, in addition to its regular regional and in-country programs. Customized courses may be designed and implemented on request, and on cost-recovery basis, subject to availability of CPSC human and technical resources. Programs are developed in close consultation with requesting institution.

In alignment with the CPSC strategic plan for 2013-2018, customized programs offered are anchored on the following major thrusts areas.

ICT for Teaching and Learning System

- Computer Networking
- Computerized Examination System
- E-Learning
- ICT Integration in Education and Training
- Knowledge Management System for Teaching and Learning
- Management Information System
- Multimedia Authoring Tools
- Multimedia Resources Development
- Item Banking and Online Examination
- Web-based TLS in Education and Training
- Web Development

Project Management and Institutional Management System

- Career Guidance and Counseling in TVET
- Education Management Information System (EMIS)
- Emerging Trends in Quality Management
- Learning Management System
- Management of TVET Institutions
- Monitoring and Evaluation of TVET Programs
- Organization Development and Change Management
- Project Management for TVET Institutions
- Strategic Planning and Management System
TVET for Sustainable Development

- Blue Ocean Strategy for HRD Systems
- Promotion and Management of SMEs
- Sustainable TVET System
- TVET for Poverty Alleviation
- Woman and Rural Development

Curriculum Development

- Competency-Based Curriculum Development
- Competency-Based Training and Assessment

Research and Development

- Research and Development in TVET
- Training Needs Analysis

Institution-Industries Linkages

- Planning and Management of OJT
- Public – Private Partnership for Institutional Development and Management

Non-Technical Skills

- Generic Skills for Knowledge Workers
- Generic Soft Skills Development

Accreditation and LMIS

- Accreditation and Certification of TVET Institutions
- Labour Market Information System (LMIS)
Shared Vision 2023
The Inter-governmental TVET Leader for Sustainable Development

Mission
Transforming TVET towards Sustainable Societies through Outcome-Based Quality Training, Accreditation, Research and Image Building for stakeholders

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