

# The Inclusion of Green Competencies in the Recognition of Prior Learning A Comparative Study of Seven Countries in Asia and the Pacific Region

HKIED, HONG KONG

26-27 August 2015







# **MESSAGES**



## Welcome message from the Director of UNESCO Institute for Lifelong Learning

As the director of the UNESCO Institute for Lifelong Learning (UIL) in Hamburg, Germany, it gives me great pleasure to welcome you to this important research symposium on 'The Inclusion of Green Competences in the Recognition of Prior Learning: A Comparative Study of Seven Countries in Asia and the Pacific Region'. I am especially pleased that UIL has co-organized this event with UNESCO-UNEVOC, which is located within the Hong Kong Institute of Education (HKIED).

This Symposium needs to be seen as an integral part of the new global Sustainable Development Goals with their focus on lifelong learning. The title of the new Post-2015 Agenda is 'Transforming our World: The 2030 Agenda for Sustainable Development'. It will be approved at the United Nations Summit 25-27 September 2015. These goals envisage a world in which every country enjoys inclusive and sustainable economic growth and decent work for all. The goals encourage sustainable consumption patterns and use of all natural resources. They encourage social development that goes hand-in-hand with environmental protection and the climate-sensitive applications of technology.

It is in the context of the above sustainable development goals that this research programme takes up the issue of the decisive role that small-scale- and micro-enterprises of the formal and informal economies have to play in contributing to environmental and sustainable development and promoting green skills. The ability of employees and employers to manage changing environmental requirements flexibly and competently has become a decisive ethical, attitudinal and valuable raw material on which sustainable development depends as well as the future sustainability of decent work.

However much of these skills, attitudes and values are not acquired in formal settings in schools or colleges, but through informal and non-formal means, on the job in the workplace and through practice-based learning.

The development of procedures for the recording and recognition of skills, prior learning and work experience obtained in non-formal and informal settings has been defined at the global level by UNESCO as one of the key strategies to make visible and give value to the hidden and unrecognized competences that individuals have attained in various settings, and promote lifelong learning.

In the context of green skills, mechanisms for the Recognition of Prior Learning (RPL) can be an important means for individuals to realize their labour market suitability or employability in the area of green skills. For people already employed, RPL can help to further their green skills. RPL can also help to identify the overall stock of green skills and qualifications in an organisation, thus making it easier for employers to invest in the green skills training of their employees. More and more flexible and customised training courses can be offered by enterprises by using RPL to gauge the existing skills levels of individuals. The training becomes more profitable to invest in for the organisation when it is expressed in terms of industry sector standards, which employers and employees regard as relevant in the changing world of work. I am sure that the symposium will come a long way in showing through mutual learning between projects, institutions and countries the various benefits and purposes of RPL and the importance of the systematic documentation and assessment of competences. In this spirit, I welcome the participants to this symposium and wish them an productive and enjoyable symposium.



Arne Carlsen

Director, UNESCO Institute for Lifelong Learning  
August, 2015



Welcome message from the

Director of the UNEVOC  
Centre (Hong Kong)

The Hong Kong Institute of Education (HKIED) welcomes the opportunity to host this Symposium on the Inclusion of Green Competencies in the Recognition of Prior Learning.

For two days eminent scholars and experts from the region will gather at HKIED to address one aspect of the green skills agenda – its inclusion in the mechanisms of Recognition of Prior Learning or how UNESCO calls it now – the process of the Recognition, Validation and Accreditation (RVA) of the outcomes of non-formal and informal learning.

More and more often research is viewed by the governments as an important evidence-based foundation for policy-making. Therefore, productive collaboration between countries is an essential enabler for green economic restructuring to ensure that Asia and the Pacific region is transforming towards a sustainable future.

Over the past year Hong Kong SAR, China and our partner countries: Bangladesh, China, India, Kazakhstan, Nepal, and the Philippines participated in the project on The Inclusion of Green Competencies in the Recognition of Prior Learning.. A Comparative Study of Seven Countries in Asia and the Pacific Region.. The project examines the ways government policies, industry practices and educational approaches are working in different contexts to achieve the greening of economies.

This Symposium is a regional platform for sharing current practices and developing guidelines that can inform government policies in the region on green skills recognition through mechanisms such as RPL. Greening of skills is one of the focus area for technical and vocational education and training (TVET) in the Post 2015 Global UNESCO agenda. Three years ago, the Third International Congress on TVET in Shanghai set up the roadmap for TVET transformation to ensure that it contributes to sustainable development of countries in significant ways. Since then, different aspects of green skills development have been addressed by many international and regional forums and conferences worldwide, including the Green Skills Forum in Bonn (2014) and the Asia-Pacific Conference on Education and Training in Kuala Lumpur (2015) organized by UNESCO and The Ministry of Education Malaysia. Green skills is one of the research topics for the UNEVOC Centre (Hong Kong). Our Centre became a UNESCO hub on green skills research in the region.

I am confident that this Symposium will be a step forward in ensuring that greening of skills is occurring at the workplace and that the government has mechanisms in place to include green skills into RPL approaches used by the countries. This event is co-hosted by the UNEVOC Centre (Hong Kong) and the UNESCO Institute for Lifelong Learning. It is also sponsored by Zhejiang Technical Institute of Economics, Zhejiang, China.

All participating countries worked hard on the project, and I wish all participants very fruitful discussions and constructive exchanges.

A handwritten signature in black ink, appearing to be 'MP' followed by a long horizontal stroke.

Margarita Pavlova  
Director  
August 2015





# **ORGANIZING COMMITTEE**

# The Symposium is hosted by the UNEVOC Centre (Hong Kong) and the UNESCO Institute for Lifelong Learning

## CHAIRMAN

Dr. Margarita Pavlova

## DEPUTY CHAIRMAN

Dr. Madhu Singh

## COMMITTEE MEMBERS

Dr. Sammy Hui

Ms. Lau Wai Ying, Tracy

Mr. Chan Wai Man, Sky

Mr Alexander Morakhovski

Ms. Kang Rong Xenia



## Dr. Margarita Pavlova

Director of the UNEVOC  
Centre (Hong Kong)  
Associate Professor,  
Department of International  
Education and Lifelong  
Learning, HKIEd

Dr. Margarita Pavlova is the Director of the UNEVOC Centre (Hong Kong) and Associate Professor in the Department of International Education and Lifelong Learning at the Hong Kong Institute of Education. She has more than twenty years of international work experience in education across a variety of contexts (Europe, Asia, USA and Australia). Her research focus is concerned with policy, planning and curriculum development in vocational education on both national and international levels. She is internationally recognized for her work in the area of education for sustainability, development and green skills. Margarita works with such agencies as the Asian Development Bank, UNESCO and the European Training Foundation (ETF), where she led a number of research projects that aimed at developing policies, approaches to and resources for vocational education, and exploring related issues such as capacity building and poverty alleviation.

She has published widely in the fields of her expertise including a sole authored book on Technology and Vocational Education for Sustainable Development: Empowering individuals for the future (Springer, 2009). She currently serves on the editorial board of the International Journal of Vocational Education and Training and on the editorial advisory boards of two book series published by Springer: Technical and Vocational Education and Training: Issues, Concerns and Prospects, and Education in the Asia-Pacific Region: Issues, Concerns and Prospects.



**Dr. Madhu Singh**

**Senior Program  
Specialist, UNESCO**

Madhu Singh is Senior Program Specialist at the UNESCO Institute for Lifelong Learning (UIL) in Hamburg Germany. She joined UNESCO in 1998. Prior to this, Madhu Singh was a researcher at the department for educational sciences of Technical University in Berlin, Germany, from where she received her Doctor of Philosophy (Ph. D) for her work on the Acquisition of Competences in the Informal Sector. Before coming to Germany, she worked as lecturer in the sociology of education at Poona University in India and as a Commonwealth research fellow at the University of London Institute for Education.

As part of UIL's program Lifelong Learning Policies and Strategies (LLPS), she is currently coordinating the Global Inventory of National and Regional Qualifications Frameworks (NQFs) and UIL's Global Observatory of Recognition, Validation and Accreditation of Non-formal and Informal learning. Her other areas of work are Integrating the lifelong learning perspective into TVET and workplace learning for sustainable development. Her publications include: *Adult Learning and the Changing World of Work* (eds with Rupert Maclean, 2013); *Meeting Learning needs in the Informal Sector. Skills development for decent work, empowerment and citizenship* (ed. 1999); *Linking Recognition Practices and National Qualifications Frameworks: International benchmarking of experiences and strategies on recognition of prior learning* (eds with Ruud Duvekot, 2013); *Global Perspectives on Non-formal and Informal Learning: Why recognition matters* (Springer 2015, Dordrecht, Open Access).



**Dr. Sammy Hui King-fai**

**Assistant Professor and  
Associate Head,  
Department of Curriculum  
and Instruction, HKIEd**

Dr. HUI is an Assistant Professor of the Department of Curriculum and Instruction at The Hong Kong Institute of Education. He was an Associate Head of Department from Feb 2010 to June 2015. Dr. HUI taught in different higher education institutions in Hong Kong, focusing on postgraduate level educational research and data collection and analysis methods. Dr. Hui has a research interest in the outcomes of learning of Professional, Vocational and Higher Education (PVHE) program, curriculum/teacher leadership, and assessment. In recent years, Dr. Hui has played an active role in the Institute's program development process that attends the growing needs of teachers.

The most notable outcome is a range of Professional & Vocational Education (PVE) courses which aim to enable teaching staff in the field to develop their professional knowledge, attitudes and skills required for effective PVE teaching and learning. Dr. Hui is the Program Coordinator of the Institute's PGDE (PVE) program. Since 2013 Dr. HUI has been appointed by

the Hong Kong Council for Accreditation of Academic & Vocational Qualifications (HKCAAVQ) as a Specialist in the areas of Education, Teacher Training, Sports Science and Social Sciences. In addition, Dr. Hui was a Member of the Council on Professional Conduct in Education from 2010 to 2012.



# **SYMPOSIUM BACKGROUND NOTE**

This Symposium presents the results of a study conducted in several countries and one territory in Asia and the Pacific region (Bangladesh, China, India, Kazakhstan, Nepal, Philippines, and Hong Kong SAR) to examine skills recognition aimed at improving environmental and sustainable development in four industries (the *catering*, *automotive* and *waste management* industries in the service sector and *PVC production* in the manufacturing sector) in both formal and informal settings.

The objectives of the study are (1) to map environmentally friendly practices in each industry; (2) to identify mechanisms used to recognize and assess existing skills in six countries and one territory; (3) to evaluate the potential for including green skills in the recognition, validation and accreditation (RVA) of non-formal and informal learning based on comparisons with countries with a higher standard of green skills inclusion, such as Australia; (4) to identify factors contributing to models and principles for developing green skills and including them in RVA; and (5) to set up at least one pilot study evaluating a model in one of the participating countries.

A short semi-structured questionnaire was prepared by HKIED and UIL for data collection across involved countries. Both micro-enterprises in the informal sector and small to medium-sized enterprises were visited. The Symposium will discuss the results of this study with respect to the following four themes:

*(1) Policies and legislation on environmental regulation in each sector and the role of each industry in the greening economy*

Even though greening practices and RVA are being discussed broadly in an international context, national concepts and industry sectors have varying foci. The Symposium provides an opportunity to discuss the diverse policies and legislation on environmental regulation and RVA in each industry sector.

### *(2) Green skills: defining and reorienting competencies for environmentally friendly green practices*

The acquisition of knowledge, skills and competencies obtained non-formally and informally (e.g. on the job and through life experiences) plays a central role in developing environmentally friendly practices in countries' industry sectors. This section of the workshop allows room for debate on these skills. Different conceptual notions of skills and competencies will be distinguished. In Germany, for example, the notion of Handlungskompetenz (i.e. action/applied competence) plays a central role.

### *(3) Recognizing skills through recognition mechanisms*

Promoting green skills is a challenging task for stakeholders all over the world. Mechanisms and procedures for recording, making visible, and recognizing skills and prior learning obtained in non-formal and informal settings are gaining global attention. Green skills require even more attention from RVA mechanisms, because these have to do with attitudes, values and ethical behavior that are acquired informally and are therefore tacit and hidden. Different stakeholders have different stakes in valuing green skills and giving them recognition.

This section of the workshop discusses the multifaceted purposes of RVA and the interests at stake. RVA can help employees to further their green skills and people who have been made redundant to find jobs that are suited to their current competencies. RVA can therefore be an important means of promoting personal and career development, labor market suitability and employability.

RVA can strengthen human capital management by enabling employers to identify the overall stock of green skills and qualifications in their enterprise, thus making it easier for them to invest in green skills training for their employees. For training providers, RVA can help to create more customized training.

Large-scale enterprises operating in an international environment usually have their own practices in assessing competencies. However, the situation in small and micro-enterprises in both formal and informal sectors is different. Here, informal on-the-job learning is of great importance. Training becomes a more profitable investment for organizations when it is expressed in terms of industry sector standards, which employers and employees regard as relevant in the changing world of work.

#### *(4) Making green skills sustainable: arriving at a model for the pilot project*

As workplaces are supposed to take an active part in shaping environmentally friendly practices in a sustainable way, it is appropriate to provide them with

improved possibilities of participating in this process. This part of the workshop provides an opportunity to discuss the structural, institutional, governance and individual factors contributing to green skills and their recognition that have emerged from the results of the country studies. On the basis of this discussion, the Symposium aims to arrive at principles and models of effective green practices and their recognition through mechanisms such as RVA. This model will then be piloted in some industries.





# **SYMPOSIUM AGENDA**

Date: Wednesday 26 August 2015

Time: 09.30am – 5:00pm

Venue: Council Chamber, Block A, 4/F, HKIEd in Hong Kong SAR, China

09:15 Registration and Morning Refreshments

---

09:30 **Welcome to the HKIEd and Opening Remarks –**  
Professor Kerry Kennedy, HKIEd

09:45 **Welcome:** Arne Carlsen, Director of the  
UNESCO Institute for Lifelong Learning  
(presented by Madhu Singh, Senior Program  
Specialist)

**Introduction to the Symposium:** Margarita  
Pavlova, Director, the UNEVOC Centre (Hong Kong)

---

10:00 Recognition of Prior Learning (RPL) under the  
Hong Kong Qualifications Framework (QF) and its  
applications in industries  
**Keynote:** Jackie HAU, Acting Senior Manager,  
Qualifications Framework Secretariat

---

10:30 HKCAAVQ's role in accreditation of Assessment  
Agencies for RPL Agencies for RPL  
**Keynote:** Mr Robert Fearnside, Acting Executive  
Director, HKCAAVQ

---

11:00 Morning Coffee Break

---

11:30 Sharing good practice on different approaches to  
promoting recognition and visibility of skills in  
small/micro-enterprises of the formal and informal  
sectors:  
**Presentation:** Madhu Singh, Senior Program specialist,  
UIL

12:00 Self-presentation by project participants  
Session 1: Recognizing Skills through Recognition  
of Prior Learning Mechanisms: practices and issues  
**Chair:** Madhu Singh, UIL

Presentations by

**Faruque A. Haolader**, Department of Technical and Vocational  
Education Islamic University of Technology (IUT), Bangladesh

**Rajat Khawas**, Head of Services Business of Manipal City & Guilds  
Pvt. Ltd, India

**Ram Hari Lamichhane**, Secretary for CTEVT, Nepal

**Manoj Sharma Neupane**, Deputy Director, R&I Division of Council  
for Technical Education & Vocational Training (CTEVT), Nepal

**Elmer R. Talavera**, Executive Director, National Institute for  
Technical Education and Skills Development (NITESD) at  
Technical Education and Skills Development Authority, Philippines

**Tony Zheng**, Head of Foreign Affairs Office & International  
Education Centre of Zhejiang Technical Institute of Economics  
(ZJTIE), China

**Zhanbol Zhilbaev**, President of National Academy of Education,  
Kazakhstan

---

13:00 First Round of Discussions  
Group Photos

---

13:30 Lunch

---

14:30 The value of "green skills" for the formation of  
ecological culture of students  
**Keynote:** Zhanbol Zhilbayev, President of the  
National Academy of Education,  
Kazakhstan

15:00 Green Skills: Defining and Reorienting  
Competencies for Environmentally Friendly Practices  
**Presentation:** Margarita Pavlova, Director, UNEVOC  
Centre (Hong Kong), HKIEd

---

15:30 Session 2: Country practices on greening of  
industries and green skills inclusions in training  
programs (including influences of policies and  
legislation on environmental regulations in  
industry)

**Chair:** Margarita Pavlova, HKIEd

Presentations by

**Dayue Fan**, Acting Director, Coordinator, UNEVOC Centre,  
Shenzhen Polytechnic

**Faruque A. Haolader**, Department of Technical and Vocational  
Education Islamic University of Technology (IUT), Bangladesh

**Rajat Khawas**, Head of Services Business of Manipal City &  
Guilds Pvt. Ltd, India

**Ram Hari Lamichhane**, Secretary for CTEVT, Nepal

**Manoj Sharma Neupane**, Deputy Director, R&I Division of  
Council for Technical Education & Vocational Training  
(CTEVT), Nepal

**Elmer K. Talavera**, Executive Director, National Institute for  
Technical Education and Skills Development (NITESD) at  
Technical Education and Skills Development Authority,  
Philippines

**Tony Zheng**, Head of Foreign Affairs Office & International  
Education Centre of Zhejiang Technical Institute of Economics  
(ZJTIE), China

**Zhanbol Zhilbaev**, President of National Academy of Education,  
Kazakhstan

---

16:30 Second Round of Discussions

---

17:00 Finish of day one

Date: Thursday 27 August 2015

Time: 09.30am – 4:00pm

Venue: Jasmine Room, Level 2, Royal Park Hotel  
Shatin, Hong Kong

09:30 VTC visit

---

11:45 Lunch

---

13:00 Session 3: Making green skills sustainable:  
Arriving at Principles and Models of Effective  
Green Practices and their Recognition  
**Chair:** Madhu Singh, UIL

Presentations by:

**Faruque A. Haolader**, Department of Technical and Vocational  
Education Islamic University of Technology (IUT), Bangladesh

**Rajat Khawas**, Head of Services Business of Manipal City &  
Guilds Pvt. Ltd, India

**Ram Hari Lamichhane**, Secretary for CTEVT, Nepal

**Manoj Sharma Neupane**, Deputy Director, R&I Division of  
Council for Technical Education & Vocational Training  
(CTEVT), Nepal

**Margarita Pavlova**, Director, UNEVOC Centre Hong Kong

**Elmer K. Talavera**, Executive Director, National Institute for  
Technical Education and Skills Development (NITESD) at  
Technical Education and Skills Development Authority,  
Philippines

**Tony Zheng**, Head of Foreign Affairs Office & International  
Education Centre of Zhejiang Technical Institute of Economics  
(ZJTIE), China

**Zhanbol Zhilbaev**, President of National Academy of  
Education, Kazakhstan

4:00     Session 4: Arriving at a model for a pilot project  
          **Chair:** Margarita Pavlova, HKIEd  
          Presentations by all country representatives

---

15:00     Afternoon Coffee Break

---

15:30     A Discussion of the Completion and Submission of  
          the Study's Chapters  
          Discussion on Holding a Forum on RPL at  
          UNESCO Institute for Lifelong Learning in 2016

---

16:00     Close



# **KEYNOTE SPEAKERS**



## Mr. Robert Fearnside

Acting Executive Director  
Hong Kong Council for  
Accreditation of  
Academic and Vocational  
Qualifications (HKCAAVQ)

Mr. Robert Fearnside is the Acting Executive Director and Deputy Executive Director (Vocational) of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ). HKCAAVQ quality assures both academic and vocational qualifications in Hong Kong, to strengthen providers' quality assurance capability, and to develop, promote and disseminate good practices on quality assurance.

Rob oversees the Council's accreditation and assessment activities, including the accreditation of non-local programmes.

Rob was the Deputy Director of the Victorian Registration and Qualifications Authority (VRQA). While at the VRQA, he led the development and implementation of the VRQA online state register of qualifications and education and training providers.

Prior to working at the VRQA Rob was A/Director of the Victorian Qualifications Authority (VQA). His work at the VQA included major responsibility for the Victorian Certificate of Applied Learning (VCAL) and the Credit Matrix.

Rob was a Director in the Victorian Auditor General's Office with responsibility for audits and reviews in the education sector including reviews of overseas students in Victorian universities, TAFE funding and offshore operations of Victorian universities and TAFE institutes. He was also an Assistant General Manager with the Victorian Department of Education with responsibility for the review of all Victorian government schools.

Rob has also undertaken consulting work for the Australian Qualifications Framework Council on qualification descriptors and on the format for a credit framework as well as working in Timor-Leste on the development of registration standards for VET providers and in Fiji for the Pacific Forum on a regional qualifications register and framework. Rob was an accredited Australian Universities Quality Agency (AUQA) auditor and has undertaken audit exercises for the Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT).



Dr. Zhanbol Zhylbayev

President of the National  
Academy of Education

Dr. Zhilbayev started his career as a teacher in 1981. He worked as a school principal, the Head of the city Department of Education, the Deputy Head of the Regional Department of Education. He also served as a Deputy Mayor of one of the cities in Kazakhstan, worked at the Ministry of Justice and the Ministry of Education, served as a Deputy Head of one of the regions. His educational background include education administration, finance and law. He has a PhD in Economics.



# **PROJECT PARTICIPANTS**



## Dr. Faruque Ahmed Haolader

Associate Professor at Islamic  
University of Technology (IUT)

Dr. Faruque A. Haolader is an Associate Professor at the Islamic University of Technology (IUT), a subsidiary body of the Organization of Islamic Cooperation (OIC). Dr Haolader has more than 30 years of professional experience which includes teaching at TVET institutions and Technical Teachers Training College in Bangladesh, research in applied science and technology in the field Information Technology and industry experience in Electronic System Design & Development in the field of Industrial Automation and Safety in Germany and England. He also worked as an IT professional (Computer Programmer) at the Ministry of Planning, Government of Bangladesh. He has a doctoral degree in Technical and Vocational Education from Stuttgart, Germany, a Master's degree in Vocational and Adult Education for International Development Work from Dresden, Germany, a Master's Degree in Engineering (Electronics & IT) from Birmingham, England, and a Bachelor degree in Electrical and Electronic Engineering from Dhaka, Bangladesh.

He was awarded a UNESCO-Fellowship, German DAAD Scholarship, British and Bangladesh Government Scholarship. His research interests focus on teaching and learning in TVET, TVET curricula, didactic media, educational technology, competence modeling and measurement. Dr Haolader has attended and presented papers at many international conferences / symposium / workshop in the USA, Europe, and Asia and published numerous research articles and 2 text books.



**Mr. Rajat Khawas**

**Head of Services Business of  
Manipal City & Guilds Pvt. Ltd,  
India**

Mr Rajat Khawas has over 20 years of experience in Learning and Development, and Technology including international settings such as US, UK, Middle East and APAC. He has been a start-up specialist and has led the establishment of multiple businesses across several sectors: Education and Training sector in Media & Entertainment, and TVET sector in Hospitality and Banking, Financial Services and Insurance. In addition he has been a part of Senior Management team at Tata Interactive and was a part of the Tata Business excellence process.

Mr Rajat Khawas has been a core leadership team member of the first UK-India Skills Joint venture - Manipal City & Guilds since October 2009. He has built a strong network with key stakeholders across International, National and State levels and was successful in starting-up multiple businesses and National and International projects with the corporate sector and Industry Associations. He is a founding member for the Joint Policy Advisory group - a policy and research initiative in the area of skills development which was established to support policy

makers receive evidence-based inputs to facilitate actionable steps. Currently Rajat is developing the Assessment & Certification, Accreditation business that he recently initiated.

Rajat has been working as a consultant with different agencies, including the International Labour Organization (ILO), the European Commission, the World Bank and the UNESCO-UNEVOC Centre, and is a member of numerous national working groups and committees on skills development. He also works closely with the National Skills development Corporation and was a Consultative Committee member on National Vocational Qualification framework. His research is in the area of skills development. One of the studies recently initiated by Rajat is on Recognition of Prior Learning in Construction. In 2014 he was instrumental in establishing a pilot project on RPL in Gems and Jewelry sector.



**Dr. Ram Hari  
Lamichhane**

**Secretary, Council for  
Technical Education and  
Vocational Training**

Dr. Lamichhane has been working in TVET for more than 24 years. He started his career as a waiter and housekeeper in the hotel industry in Kathmandu while he studied Intermediate in Commerce (ICom) in college. After two years of this work experience he joined a private company as a business clerk with major responsibilities in account keeping and banking transactions, then he became an account consultant in a different company. After graduating with a Bachelor of Commerce degree, he also finished his Master of Business Degree and continued his career as an officer at CTEVT. Dr. Lamichhane continued his professional development and completed requirements for an Advanced Certificate in Hospitality Management, TAFE, South Australia at the Regency Hotel School. He also received his M. Phil and PhD in Education from Kathmandu University with a research focus on TVET participation of poor and disadvantaged people in Nepal. For his PhD study he worked as a Project Manager of *Skills for an Employment Project*. This large scale project was directly

focused on poverty reduction through vocational skills training linking with employment, particularly self-employment. TVET policy development, implementation and capacity strengthening of Technical Training Providers were the main functions of the project.

In 2010, Dr. Lamichhane studied Education Planning and Policy in Vanderbilt University, USA as a Fulbright/Humphrey Fellow.

Dr. Lamichhane has been working in TVET from supervisor level to policy level. The Government of Nepal appointed him as a Member Secretary (CEO) of CTEVT for 4 years in 2013 May. He worked as a coordinator to prepare TVET Policy 2012 of Nepal. At present, he focuses on NVQF development, CBT based TVET Curricula; Market led TVET and sustainable funding in TVET in Nepal. Access and equity, quality and resource management are the key priority areas for his work.



Mr. Manoj Sharma  
Neupane

Deputy –Director, Council for  
Technical Education and  
Vocational Training (CTEVT)

Mr. Neupane, Manoj Sharma is a Deputy Director at the Council for Technical Education and Vocational Training (CTEVT), which is the lead organization for coordinating and managing Technical and Vocational Education and Training Programs in Nepal. He has more than 20 years of experience of working in the TVET sub-sector in Nepal, especially in TVET research. He is presently in a leadership position working in the Research Unit in CTEVT. Beside the regular jobs of CTEVT, he had also worked as part time consultant in various governmental as well as non-governmental organizations.

After the completion of college Mr. Neupane obtained his Masters' Degree in Economics in 2004 and M. Phil in 2011 from Tribhuvan University at Kathmandu. His subject of specialization is the Labor Market Economics. His research is focused on different aspects of labor market analysis. He is also an active member of the Nepal Economic Association.

His articles have been published in national journals and professional bulletins. Among the important publications

are his articles in the national journal in the field of TVET and education.

- Neupane, M.S. (2014). Technical and vocational education and training (TVET) in Nepal: An analytical evaluation. *Special Publication of Department of Education*. Department of Education, Ministry of Education, Nepal
- Neupane, M.S. (2013) Analysis of SLC result: As an indicator of quality measurement. *Annual Educational Journal*, 2(1). Controller of Education.
- Neupane M.S. (2013). Is investing in vocational training profitable? *An analysis of rate of return. Technical and Vocational Education and Training Development Journal* 11(1).



## Mr. Elmer. K. Talavera

Executive Director, TESDA  
National Institute for Technical  
Educations and Skills Development  
(NITESD), Philippines

Mr. Talavera has been working with Technical Education and Skills Development Authority (TESDA) since October 1982. His career and exposure in TESDA spans from manpower planning and development, research, industry boards and apprenticeships to TESDA's policy formulation, assessment and certification, training of trainers, and field operations most of which has been in Mindanao. Currently he serves as a TESDA Representative at the Technical Panel on the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) of the Commission of Higher Education and at the National Commission for Culture and the Arts (NCCA) Committee on Cultural Education for 2014-2016. Mr. Talavera also acted as a Team Leader of the Philippine Team for the ASEAN Skills Competition in Jakarta (2012) and Hanoi (2014).

He finished his Bachelor's Degree in Mathematics in 1980 at the University of the Philippines, Diliman, Quezon City, and then acquired his Master's Degree in Development Management in 1995 at the Asian Institute of Management

(AIM), Makati City. In 1997 Mr Talavera became a Career Executive Service Officer (CESO). Now his position sits at level III.

He has been dispatched to a number of international trainings and conferences in Asia, Latin America and Europe (Indonesia, Mannheim, Feldafing and Berlin Germany, Australia, Taiwan, Thailand, South Korea, Chile, Uruguay, Brazil, Colombia, Costa Rica, Saudi Arabia, Sri Lanka, Beijing China, Cambodia and Vietnam) on Education Planning, Dual Training Systems, TVET Financing, TVET Management, standard for trainers development, lifelong learning training and sustainable development, among others.



## Mr Tony ZHENG Gangqiang

Head of Foreign Affairs Office &  
International Education Centre,  
Zhejiang Technical Institute of  
Economics (ZJTIE)

Mr Tong Zheng Gangqiang is the Head of the Foreign Affairs Office & International Education Centre at the Zhejiang Technical Institute of Economics. Since his appointment, Mr Zheng has organized numerous exchange activities for students and teachers worldwide, including with such countries as Singapore, UK, USA, Germany, Tanzania, Hong Kong SAR, China. He successfully collaborates with such international agencies as UNESCO. In 2012, he coordinated the organization of the UNESCO-APEID Entrepreneurship Education Network (EE-NET) meeting. ZJTIE was a co-organizer of the event together with the UNESCO Asia and Pacific Regional Bureau of Education, Bangkok Thailand and Chinese National Commission for UNESCO.

Zheng's teaching experience started in 1982. During his academic career a particular focus of his research has been on curriculum development in TVET. Recently, Zheng has mainly been involved in developing and implementing

competency-based curriculum in higher vocational education with a particular focus on training students in green skills in auto-mechanic programs. One of his courses 'English for auto mechanics' received a National Excellent course award by the Ministry of Education of P.R. of China.



**Dr. Dayue (David) Fan**

**Acting Director, UNEVOC  
Centre, Shenzhen Polytechnic  
(SZPT)**

Dr. Dayue (David) Fan is an Associate Professor of Comparative Education Research and an Acting Director and Coordinator of the UNEVOC Centre at SZPT. Shenzhen Polytechnic is a leading higher TVET institution in China. His work is focused on designing, planning and organizing various activities and research to meet the needs of its institution with a particular focus on the partnership with the UNESCO-UNEVOC International Centre (Bonn), some other international organizations, regional UNEVOC centres, government, partner polytechnics and industrial sectors.

Dayue (David) Fan has been working for decades as a teacher, researcher and administrator in education institutions in China. For over 20 years he has been working at Shenzhen Polytechnic. He has rich experience in language teaching, adult education, comparative educational research and international collaboration, especially with UNESCO and some other international organizations. He worked for UNESCO Joint Innovative Project for Primary Education

under the APEID Programme and Gansu Development Programme supported by the World Bank and UNDP. Now he is involved in the APEC project on systematic approaches for green skills development and UNESCO project on mapping green skills in the region.

## Participants from VTC to our Symposium

- Ms Joanna Cheng, Head, Research Support Unit
- Ms Alice Lai, Project Manager, Headquarters (Academic Services)
- Mr Jack Mok, Senior Project Officer, Headquarters (Academic Services)
- Ms Stella Kwok, Senior Project Officer, Research Support Unit
- Ms Fiona Luk, Project Officer, Research Support Unit
- Dr Anthony Wong, Research Fellow, Research Support Unit
- Mr Cyril LEE, Research Assistant, Research Support Unit
- Mr. Leo WONG, Research Assistant, Research Support Unit



**VTC VISIT**

Date: 27th August, 2015

Venue: VTC Howloon Bay Complex, Office of the  
Director of Apprenticeship

Address: 46 Tai Yip Street, Howloon Bay, Howloon

Time: 9:30 – 11:30am

0930 – 1030 hours

(a) Introduction of VTC

(b) Share and exchange Hong Kong's training  
practice in PVC production and inclusion of  
green skills in this training

1030 – 1100 hours

Tour around the training facilities in Pro-Act  
(Precision Engineering)

Ms Nicole Lung, Assistant Manager, International  
Collaboration Section, International Development  
Office, Vocational Training Council



# **ADDITIONAL INFORMATION**

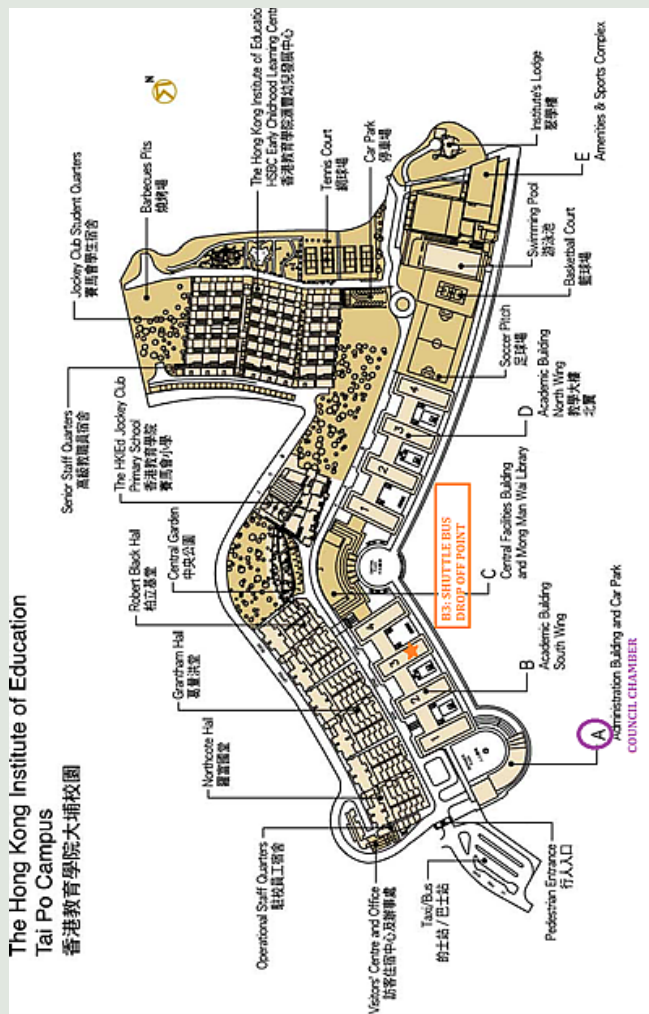
# Contact List

NAME	POSITION	EMAIL	PHONE
<b>Faruque A. Haolader</b>	Department of Technical and Vocational Education Islamic University of Technology (IUT)	f.haolader@googlemail.com	+880 1718 069554
<b>Sammy Hui King-fa</b>	Assistant Professor and Associate Head, Department of Curriculum and Instruction, Co-Director, Centre for Small Class Teaching HKIEd	skfhui@ied.edu.hk	+852 2948 7550
<b>Dr. Dayue (David) Fan</b>	Acting Director, UNEVOC Centre, Shenzhen Polytechnic	szdavidfan@126.com	
<b>Rajat Khawas</b>	Head of Services Business of Manipal City & Guilds Pvt. Ltd	rajat.khawas@manipalcityandguilds.com	+91 999 995 7682
<b>Ram Hari Lamichhane</b>	Member Secretary, CTEVT	rhlamichhane@gmail.com	+977 9851067067
<b>Manoj Sharma Neupane</b>	Deputy Director, CTEVT, Research and Information Division, Sanathimi, Bhakapur	rmanojsharma@yahoo.com	+977 6630408
<b>Margarita Pavlova</b>	Director of the UNEVOC (Hong Kong) Centre, Associate Professor, Department of International Education and Lifelong Learning, HKIEd	mpavlova@ied.edu.hk	+852 2948 8498
<b>Madhu Singh</b>	Senior Programme Specialist UNESCO	m.singh@unesco.org	+49 (0) 44804126
<b>Elmer K. Talavera</b>	Executive Director, National Institute for Technical Education and Skills Development (NITESD)	bolabobla@gmail.com/ektalavera@tesda.gov.ph	836-8382
<b>Tony Zheng</b>	Head of Foreign Affairs Office & International Education Centre of Zhejiang Technical Institute of Economics	tonny672@163.com	+86-571-86928206
<b>Zhanbol Zhilbaev</b>	President of National Academy of Education	zh.64@mail.ru	



# **SYMPOSIUM VENUE**

# Council Chamber, Block A, 4/F, HKIED, Hong Kong



## Royal Park Shatin Hotel Shuttle Drop-off point at TST



**尖沙咀穿梭巴士時間表**  
**TSIM SHA TSUI SHUTTLE BUS SCHEDULE**

酒店往尖沙咀 Hotel to Tsim Sha Tsui	尖沙咀往酒店 Tsim Sha Tsui to Hotel
10:00	11:00
12:30	13:00
15:00	15:30
18:45	19:45
20:30	21:00
21:45	22:15

The background of the page is composed of several overlapping, semi-transparent green triangles of various shades, ranging from a vibrant lime green to a muted sage green. These triangles are arranged in a way that creates a dynamic, layered effect. A thin, light gray line runs diagonally across the right side of the page, starting from the top right and extending towards the bottom left, intersecting the green shapes.

# **ACKNOWLEDGE -MENTS**

# Sponsoring Bodies

The Organising Committee wishes to express their appreciation and gratitude to all partners, organisations and individuals who have contributed to the Symposium. In particular, the following sponsoring bodies, for their generous support:

