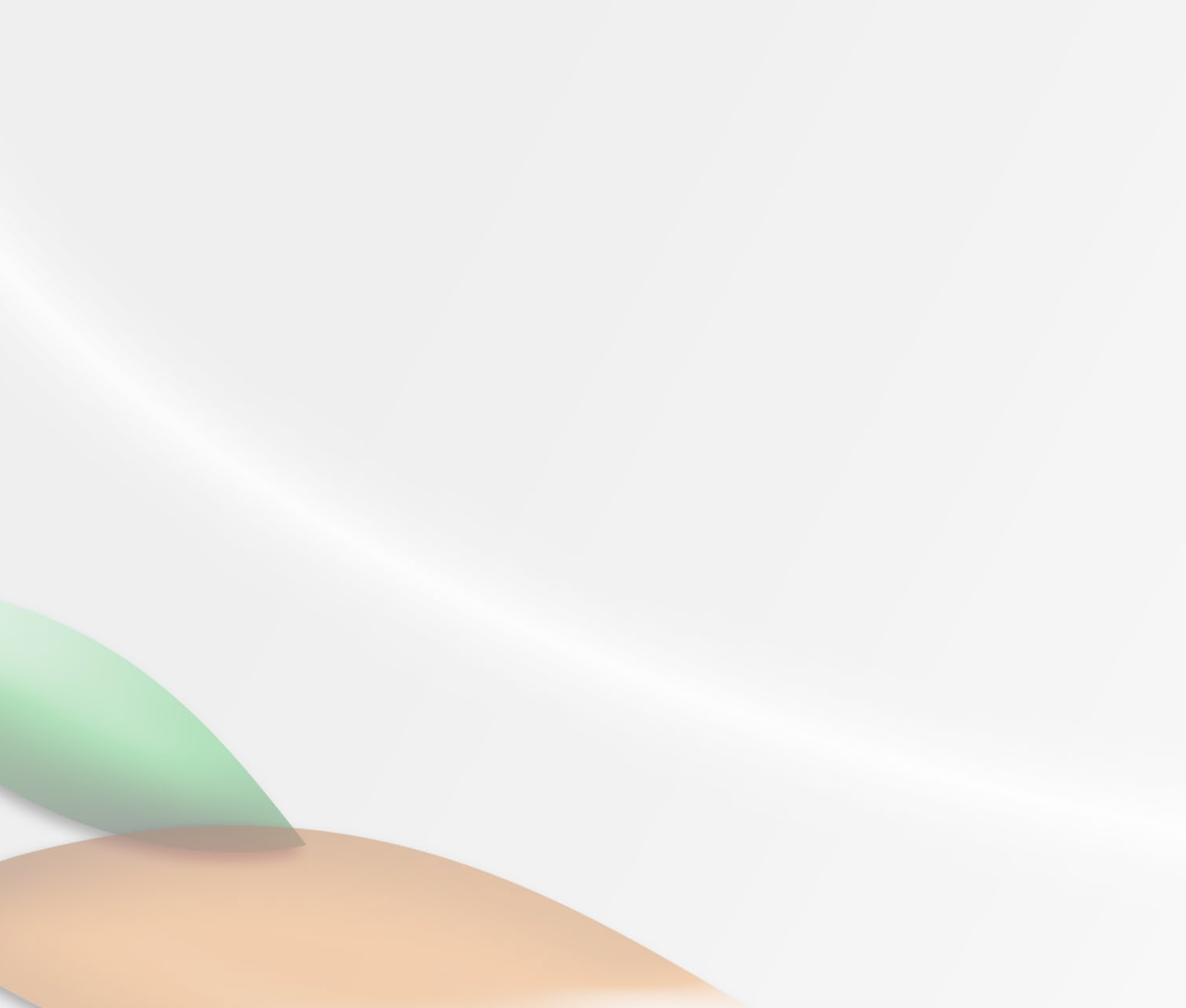




Planning Prosperity Together

35 and beyond generations of TVET innovations in the Asia Pacific Region







35 and beyond
generations of TVET innovations
in the Asia Pacific Region

35 and beyond - generations of TVET innovations in Asia Pacific Region
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for Technician Education

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The background features a large, faint watermark of the CPSC logo. The logo is circular and contains a gear, a torch, and a laurel wreath. The text "PLANNING PROSPERITY" is at the top, "TOGETHER" is at the bottom, and "CPSC" is in the center.

ABOUT THE COVER

A decorative graphic in the bottom-left corner consists of a green leaf-like shape overlapping a brown circular shape.

The blending of colors--- jade green and coral orange typifies the special mix of two gemstones in commemoration of CPSC's anniversary. The young and mature leaves are a mixed reflection of inter-generational blending of wisdom, knowledge and strength; also illustrating a symbol of sustainable development that has become a budding focus of initiatives in technical and vocational education and training.

A large, faint watermark of the letters "CPSC" is positioned in the bottom-right area of the page.

CPSC



Foreword

“To this end, triumph remains to be achieved. The path we have started to pursue has given productive opportunities for CPSC to serve the region and become a catalyst of change through its initiatives, technical expertise and shared knowledge.”

On the occasion of CPSC's 35th founding year, the Staff College raises its engagement in the Asia Pacific region from being a center of excellence into becoming a 'Lead Human Resource Development inter-governmental organization for sustainable Technical and Vocational Education and Training (TVET) in emerging global knowledge-based society.'

The diverse leadership and membership of CPSC has enriched the landscape of cooperation in TVET in the region. Thirty-five years ago, a group of 26 Colombo Plan nations took a collective stand to improve the quality of technician education and training. The region, at that time, was effectively utilizing Colombo Plan as an important vehicle for transmitting development aid knowledge in the form of assistance, reminiscent of regional cooperation in rebuilding Europe.

CPSC was later conceived in 1973 specific for carrying out re-education and re-training of technicians, teachers and professionals in technical education and vocational training with the purpose of improving prevailing capacities, and capitalizing on the human capital advantage of the region within the south-south cooperation framework.

With the generation of massive support and budgetary resources allocation on grant scholarships, training and professional staff secondment by multilateral agencies, coupled with country-level commitment, teacher training and professional development became a core social business; the competitive workforce as the by-products indicative of successful return of investment. Opportunities turned into realizations of the objectives of CPSC from day of inception onwards. To date, CPSC has conducted a total of 798 regional and sub-regional programs and workshops, in-country programs and special programs and international conferences and fellowships in the last 35 years.

CPSC was in the midst of the initial triumph of promoting TVET development in various countries in the region. CPSC contributed in best ways it could to further set the general directions for assimilating best practices in TVET and sharing them with member countries that were developing economically, politically and socially in different stages and different phases, keeping in mind each country's settings, constraints, strengths and policy directions.

Against the backdrop of unprecedented economic development and exponential demand for skills development, CPSC has taken the stand to implement capacity building strategies for poverty alleviation, embodied in the 2008 Manila Declaration for Skill Development. The declaration has raised 12-point action agenda for skill development agreed as essential, doable and encompassing of human resources development attributes that are direly needed across the region. As we pursue new pathways to regional inclusiveness and strengthen the inter-governmental cooperation among Colombo Plan countries, we are building essential alliance for technical skill development to empower the region's workforce.

In the change context and in the light of the change in the World of Work with the return of TVET in international agenda, there will be corresponding changes in the role of CPSC. The Staff College will now be required to set fresh directions to support its role as a CATALYST of change in the various aspects of TVET. CPSC will also act proactively in visualizing and mapping changes in the workplace, economy and society and set the road to facilitate change management process in TVET for greater human resources development.

To this end, triumph remains to be achieved. The path we have started to pursue has given productive opportunities for CPSC to serve the region and become a catalyst of change through its initiatives, technical expertise and shared knowledge. We hope to continuously sharpen TVET focus into meeting the skills demand of the new world of work.

This publication encapsulates CPSC's contributions in the region, and the future directions it seeks to pursue to further contribute in assisting Member Countries to achieve the Millennium Development Goals.

Let us all continue the journey after 35 years and beyond, towards transforming TVET in the Asia and the Pacific region.

Prof. Shyamal Majumdar, Ph.D.
Director General



Message



Congratulations to the men and women of the **Colombo Plan Staff College for Technician Education** as you celebrate your 35th *Founding Anniversary*.

The Philippines is one of the leading sources of professional and technical workers around the world. Thus, it was no coincidence that our country became the host of the CPSC when it was established in 1987. For the past 35 years, after your founding in Singapore on Dec. 5, 1973, you have become a center of excellence in technical and vocational education and training, benefiting thousands of youth from the participating countries in the Asia-Pacific Region.

I am certain that with your continued commitment and dedication to train Filipinos and other nationals to become technicians will help solve unemployment problems in the Region.

On behalf of the Filipino people, I extend my sincerest gratitude to all of you. May this important milestone strengthen our partnership and bilateral relations with the countries in the Region.

Happy 35th anniversary and *Mabuhay!*

Gloria Arroyo

GLORIA MACAPAGAL-ARROYO
President
Republic of the Philippines

MANILA
5 December 2008



Message



On behalf of the Governing Board of Colombo Plan Staff College for Technician Education (CPSC), I extend my greetings to all that make up CPSC and to all the Member Governments represented in the policy formulation and benefited in the implementation of its programs and activities.

The cooperation extended by CPSC to the member countries has made technical and vocational education and training (TVET) an important agenda in the region. CPSC exists to provide vigor to technical teacher training and capacity building in the field of TVET and new areas related to it.

It is the Governing Board's hope that CPSC should strive to keep up its active work, and where possible, continue exploring and expanding its horizon to make the building blocks for re-training and re-education of professionals in technical education and vocational training more receptive and responsive to the fast-changing world.

With an important role to play to catalyze TVET development, the Governing Board fully supports the goals and activities of CPSC. The Board also hopes to continue taking part in bringing CPSC to new heights through relevant policies that will set innovative directions for the Staff College, consistent with its basic mandate.

On behalf of CPSC, let me also extend appreciation to all the Member Governments represented, for their continued commitment in making inter-governmental cooperation in TVET work for the benefit of the region.

With best wishes on CPSC's 35th founding year!

H.E. Rajeev Mitter

Chairman of the Governing Board (FY 2008-2009)
Ambassador of India to the Philippines



I wish to congratulate the Colombo Plan Staff College for Technician Education (CPSC), on the occasion of its 35th anniversary celebration and the launch of this commemorative book. The CPSC, as a specialised agency of the Colombo Plan has shared a common history with the Colombo Plan which came into existence on 1 July 1951.

The Colombo Plan Secretariat, thus, would like to join the CPSC in this milestone celebration of its contribution in the region in the field of technician education and teacher training. This 35 - year anniversary publication traces memorable and historic moments of the CPSC since its inception in 1973 in Singapore. Everyone who has been part of this history deserves to take pride as they will have in some manner contributed to development of the success that CPSC enjoys today. I am sure that this publication serves as an inspiration to those who are currently serving the organisation and those who will in the future.

Member countries of the CPSC have benefited from its training programmes in Technical Vocational Education and Training (TVET). The Colombo Plan shares the same focus on the development of human capital, in the CPSC's case, educators and teachers in CPSC's member countries. As most of its members consist of developing and least developed countries, I would personally like to see the CPSC continue focusing on these subject matters in years to come. This would help strengthen the capacity and capability of its member countries in facing the challenges of the globalised world.

Finally, let me congratulate CPSC for its initiative in producing this invaluable publication and wish it every success in its future endeavours.

Patricia Yoon-Moi Chia
Secretary-General
The Colombo Plan Secretariat

Message





It is a privilege for me to extend to Inter-Governmental International Organization Colombo Plan Staff College for Technician Education (CPSC) my heartiest congratulations on the auspicious occasion of its 35th founding year anniversary. CPSC is a great friend of the people of Afghanistan and has made valuable contribution towards achieving the goals of the government of Afghanistan in Technical and Vocational Education and Training (TVET).

While felicitating CPSC on this great occasion, I hope that friendly and close linkages between CPSC and the Government of Afghanistan will strengthen further in coming years.

We wish Colombo Plan Staff College for Technician Education (CPSC) further success in its activities in TVET sector.

Noor Mohammad Qarqeen

Minister of Labor, Social Affairs, Martyrs and Disabled
Afghanistan



HRD Korea

As a mark of respect for CPSC's 35 years history of unwavering commitment and challenge in Asia Pacific's Technical and Vocational Education and Training, I am offering congratulations on behalf of the all members of HRDKorea.

HRDKorea and CPSC have been developing and performing successful programs such as workshops and educational training courses for TVET in Asia-Pacific region over the years.

I would like to continue our mutual strong relationship between HRDKorea and CPSC for our important mandate, committing to human resource development of the region.

With my whole heart, I wish that the future years for CPSC would be brighter than before.

Yu, Jae-Soub

President of HRDKorea



On behalf of the Government and people of Thailand, I wish to extend my sincere congratulations to the Colombo Plan Staff College for Technician Education (CPSC) on the auspicious occasion of its 35th Anniversary.

Thailand is proud to have played an active role in supporting the College's endeavors through financial contributions, secondment of Thai experts and co-hosting training courses on a cost-sharing basis. Upon Thailand's reactivation to CPSC membership in February 2008, Thailand with limited resources continues to work hand in hand with CPSC in strengthening vocational training in the region and enhancing human resources capacity in relevant areas.

On this auspicious occasion, Thailand would like to reiterate its readiness to promote future collaboration with CPSC with a view to attaining prosperity among member countries. We look forward to continuing our close cooperation with the CPSC in the years to come.

Mrs. Chitriya Pinthong

Director General

Thailand International Cooperation Agency
Thailand



It gives me immense pleasure to know that CPSC is commemorating its 35th founding anniversary on December 5, 2008. Bangladesh has been actively involved with CPSC activities since its inception and still maintaining close relation with it for strengthening TVET.

We acknowledge CPSC's contribution in introducing positive changes in our TVET sector especially the formation of APACC. I gladly recall in this occasion that four of our TVET institutions got APACC accreditation this year.

The Government of Bangladesh is attaching great importance for TVET growth and reforms. Recently two major projects named TVET Reforms Project and Skills Development Project have been initiated by the Government for increasing access and quality as well as making TVET more job responsive.

We extend our heart-felt congratulations to CPSC on the occasion of its 35th founding Anniversary and wish CPSC every success.

Md. Momtajul Islam
Secretary
Ministry of Education
Government of the People's Republic of Bangladesh



I am very delighted to know that the Colombo Plan Staff College for Technician Education (CPSC) is commemorating its 35th founding year on December 5, 2008. Through this message, I hope to be able to have on record the excellent cooperation and goodwill that exists between the Royal Government of Bhutan through the ministry and the CPSC in our shared efforts to promoting and strengthening the Technical and Vocational Education system in Bhutan.

I believe Bhutan had made the right decision to become a member of the CPSC and remains a loyal member till date. We would like to reconfirm our commitment and support to the shared mission of the many noble initiatives and programmes of the CPSC targeted at building competent national human resources. Our TVET managers and instructors have acquired new knowledge and skills imparted through the many in-country, regional and sub-regional programmes of the CPSC. As a result, we have been able to bring about some improvements in our TVET system through inputs from these programs. However, we have a very long journey ahead.

I am also glad that the Department of Occupational Standards (DOS) of the Ministry of Labour and Human Resources, Bhutan has signed a Memorandum of Agreement with the Accreditation and Certification Commission (APACC) on 30th March 2006. I am confident that our TVET institutions, both government and private, will work hard towards achieving APACC accreditation in earnest. I believe APACC accreditation and certification will motivate Bhutan to strive to further develop its young TVET system.

I like to congratulate the past CEOs and staff of the CPSC for bringing the organization this far. We commend the constructive role played by the CPSC for the benefit of the member countries, despite many challenges. I understand that future success of the CPSC will greatly depend on the continued support and commitment of its member countries. Recognizing this fact, Ministry of Labour and Human Resources, Bhutan assures CPSC of our continued full support and cooperation. I look forward to celebrating the success of the CPSC in the near future. I wish CPSC the very best and persevere in its unrelenting efforts and initiatives for the benefit of its member states.

Dr. Sonam Tenzin
Secretary
Ministry of Labour and Human Resources
Bhutan



मन्त्रमेव जयते

On behalf of the Ministry of Human Resource Development, Government of India, I have great pleasure in conveying our very sincere greetings to Colombo Plan Staff College for Technician Education (CPSC), Manila on its 35th year of foundation.

The Government of India has a long history of cooperation with CPSC and the Colombo Plan, not to mention its historic participation in the group of seven Commonwealth nations that had formulated the plan.

As the prime mover of Technical and Vocational Education and Training development at regional level, we are very happy to see CPSC grow from strength to strength at a fast pace with new prospects and innovations in delivering technical education and vocational training programs. Its role in teacher's education has created a niche for itself in the region.

The collective support of all partners, stakeholders and recipients of technical assistance of CPSC in the field of TVET, is very significant in keeping CPSC vibrant and dynamic.

Our best wishes on this auspicious occasion.

Rameshwar Pal Agrawal
Secretary
Ministry of Human Resources
Department of Higher Education
Government of India



It gives me great pleasure to extend my congratulations and best wishes to the Colombo Plan Staff College for Technician Education (CPSC) on the occasion of its 35th anniversary of establishment on December 5, 2008.

The Ministry of Higher Education, Malaysia, (MOHE) is proud to be associated with the CPSC and appreciates its contribution in enhancing the quality of technical and vocational education and training in Colombo Plan member countries including Malaysia.

Malaysia's association with the CPSC stems from the awareness of the importance in engaging international initiatives to meet the growing global need for competent, knowledgeable and skilful technical and vocational academic and non-academic staff. In this regard, CPSC provides a valuable platform for establishing linkages and networking among Colombo Plan member countries and for sharing best practices in the technical and vocational education and training field. We look forward to our continued association with CPSC and for our active participation in relevant programmes and activities organised by CPSC.

I am confident that the publication of this Anniversary Book which outlines the cooperative programs in the region and the roadmap for increasing relevant programs and engaging multi-stakeholder cooperation will further contribute to achieving our new shared Vision for technical and vocational education and training.

Lastly, I wish to recognise and applaud CPSC's contributions in the field of technical and vocational education and training for the benefit of Colombo Plan member countries for the past 34 years and would like to assure CPSC of Malaysia's continued support in its endeavour.

Datuk Dr. Zulkefli A. Hassan
Secretary General
Ministry of Higher Education (MOHE)
Malaysia



On behalf of the Government of Nepal, I would like to extend my sincere felicitation to the Colombo Plan Staff Collage for Technician Education (CPSC) on the occasion of its 35th Anniversary.

Since its inception, the CPSC has been continuously providing insightful technical education and invaluable training programs to the participants from the member countries. I believe that all the member countries have benefited a lot from the various programs offered by the CPSC. Besides, the In-country programs, Regional Programs, occasional Roundtable Meetings, Symposiums and Workshops on various titles have provided better platforms for sharing TVET practices and experiences among the professionals from member countries; that contributed to a synergistic TVET development in the AP region.

I am very much confident that the CPSC will continue to expand and strengthen its technical education and training programs to satiate the challenges and visions of the future generations of the Asia and the Pacific Region.

Kamal Ahamad

Member Secretary

Council for Technical Education and Vocational Training (CTEVT)

Sanothimi, Bhaktapur, Nepal



In an excellent opportunity to renew the cooperation of the Ministry of Education, Government of Pakistan, I am pleased to congratulate Colombo Plan Staff College for Technician Education (CPSC) on the auspicious occasion of its 35th founding anniversary.

It has been a pleasure to join hands with CPSC in the pursuit of the collective mandate set by the leaders of various Colombo Plan countries who conceptualized the establishment of CPSC as one vital regional approach to strengthen Technical and Vocational Education and Training (TVET) in the region. The services that CPSC afforded in training and building the capacity of nationals from the member countries in the field of TVET have helped many countries including Pakistan in realizing the goals set for TVET in aid of the policies and initiatives of the national government.

I am pleased that my recent assumption of the charge of the Ministry is opening up an excellent window to be associated with the work of the College and harmonize common goals in TVET. In the same manner, this will allow the Ministry in close coordination with other TVET authorities in the country to work closely with CPSC in identifying urgent training needs cognizant of the growing requirements of Pakistan to train its TVET personnel, strengthen TVET systems and identify relevant Technical Education projects.

The Government's strong desire to work with other countries and international organizations in strengthening network system, sharing of resources, assimilating best practices in TVET and coping with the challenges of producing competitive and globally-oriented technical manpower, gives us a strong reason to be a significant part of the CPSC framework. As one of the founding countries of CPSC, we also hope to be able to share our technical expertise across the region.

I am optimistic that having served 35 fruitful years, the College is very much in the position to utilize its institutional maturity and take a stronger lead role in mobilizing countries in the region and raising their confidence in working together for the common goals in TVET.

Congratulations and more power!

Hon. Abdur Rauf Chaudhry

Federal Education Secretary

Government of Pakistan



On behalf of the Ministry of Foreign Affairs, I extend our warmest congratulations to the Colombo Plan Staff College on its 35th anniversary.

Singapore and the CPSC have enjoyed a long-standing and fruitful partnership, dating back to the inception of CPSC in 1974 and the hosting of the CPSC on our shores till 1986. After the CPSC relocated to the Philippines, Singapore has continued our co-operative relationship with the CPSC. Like the CPSC, Singapore is committed to sharing our knowledge and development experience with other countries. Together with the CPSC, we have jointly conducted training programmes on education for officials from the CPSC member countries. Our most recent collaboration was a customised course on "Enhancing Pedagogy Skills for Teacher Trainers" conducted in October 2008 in Singapore, which was attended by 19 government officials from 13 CPSC member countries.

CPSC member countries have also participated in other technical assistance programmes under the ambit of the Singapore Cooperation Programme. To date, Singapore has trained almost 18,000 officials from CPSC member countries, some in programmes jointly conducted with over 30 of our partners from the developed countries and international organisations.

We look forward to continue working with the CPSC for the benefit of all our fellow CPSC member countries.

KOH Tin Fook
Director
Technical Cooperation Directorate
Ministry of Foreign Affairs
Singapore



It is a privilege and a pleasure to send this message at the 35th anniversary of the Colombo Plan Staff College for Technician Education (CPSC), Philippines.

We are very much aware that the CPSC is a unique Inter-Governmental Organization (IGO) for Human Resources Development in Asia and the Pacific region. Sri Lanka is fortunate to be associated with it since its inception and Colombo, being the capital of Sri Lanka, we as a nation, are proud to have the name of our capita being used as part of the name to identify this Center of Excellence in HRD through technical and vocational education and training (TVET), which works with a vision to be the leading HRD agency in the emerging knowledge economy.

As a member country, Sri Lanka has been a recipient of support and cooperation, in the capacity building of our technician teacher educators, trainers and senior staff in the technical education system to meet the emerging technology needs of the country and the region. Our technical teachers, educators and key personnel in TVET have been exposed over the years to the new trends in human resource development.

The Ministry of Vocational and Technical Training in Sri Lanka is bringing in reforms and restructuring in the TVET system in the country, to improve quality and relevance of training delivery. We have now established a Unified Certifications System. We will upgrade nine technical colleges to the level of Colleges of Technology in the nine provinces of the country to strengthen the technician education. The work on establishment of the University of Vocational Technology is in progress. At a time when our TVET sector is undergoing such radical changes, we are very fortunate to be associated with CPSC and immensely value its support extended by holding in-country programs regularly and opportunity given to serving technical teachers, educators, key persons to participate regularly in regional and international seminars and training workshops. This exposure and opportunity will certainly assist Sri Lanka in institution-building and networking activities among TVET institutions in other member countries.

At the same time we look upon the work of APACC as the benchmark in the accreditation, which both a status and a process.

While we greatly appreciate the work of CPSC and recognize it as a centre of excellence for HRD in the Asia and the Pacific and accept it as a model for us in Sri Lanka to emulate and work for, we wish CPSC great success in its work in the TVET sector.

Hon. Priyasena Gamage
Minister
Ministry of Vocational and Technical Training
Sri Lanka



The Origin

“
Visions without action is merely a dream. Action without vision just passes the time. Vision with action can change the world!
”

- Joel Arthur Barker

1

It started in 1947 not as a “plan” but a series of development assistance and continuous international cooperation, yet the Marshall Plan—has entered into history as the most successful American foreign policy project of all since World War II. The Marshall Plan became the catalyst not only for the reconstruction of the economies of post-World War II western Europe, but also for their political cooperation, since the Plan required its participants to work together to set goals, priorities, and requirements.



ABOVE. The architects of the Marshall Plan in 1948 (L-R): President Harry S Truman, Secretary of State George C. Marshall, Paul G. Hoffman, and Ambassador Averell Harriman. (© AP/WWP)

The Marshall Plan was simultaneously bilateral and multilateral, in that it created ties between the United States and each of the participating European countries and ties among those countries as they worked together to determine the best ways to use Marshall Plan aid.



ABOVE. With help from the Marshall Plan, Greece was able to accelerate mining to provide raw materials for European aluminum production as part of European reconstruction and economic recovery.

And then, in the 1950's, leaders and ministers of the British Commonwealth decided to have the counterpart of Marshall Plan for Asia. Resulting from the deliberations of its founding fathers, the “Colombo Plan” became the first multilateral effort in foreign aid in Asia.

Colombo Plan as an international economic organization came into force in 1951 in a cooperative attempt to strengthen the economic and social development of the nations in Asia and the Pacific. The original formulators of the plan were a group of seven Commonwealth nations until it grew to 26 nations. Originally conceived as lasting for a period of six years, the Colombo Plan was extended several times until 1980, when it was extended indefinitely.

The organization's headquarters is in Colombo, Sri Lanka.





LEFT. The founding fathers of Colombo Plan in 1950 (L-R) Rt Hon Lester Pearson (Canada). Rt Hon Sir Percy Spender (Australia). Rt Hon Glulum Mohammed (Pakistan), Shri Jawaharlal Nehru (India), Rt Hon D S Senanayake with Hon JR Jayewardene, behind (Ceylon), Rt Hon Ernest Bevan (Britain), Sir Frederick Dodge (New Zealand) and Rt Hon Philip Noel Baker (Britain).

The Colombo Plan was of tremendous importance to the region since parts of the region were devastated by the effects of the Second World War, and others were mired in poverty. While the Colombo Plan was by no means on the scale of the US Marshall Plan for the reconstruction of Western Europe it was an important vehicle over several decades for transmitting aid and know-how from the developed countries to regional developing countries. Assistance was given in the form of educational and health aid, training programs, loans, food supplies, equipment, and technical aid; arrangements for assistance were made directly between a donor and a recipient country.

Consequently on December 5, 1973, the Colombo Plan Staff College for Technician Education (CPSC) was born when 26 member countries of the Colombo Plan recognized the need for a regional training center to improve technical education and training. As a specialized agency of the Colombo Plan, CPSC cooperates with the Colombo Plan in pursuing its purpose and functions to promote technical cooperation and transfer of technology among member countries but maintains a degree of autonomy relative to its purpose,



It is the treasured value of this book of inter-generational wisdom that must help up us to recharge and revitalize cooperation in the 21st century.

LEFT. The CPSC Governing Board composed of heads of diplomatic missions or designated representatives from each participating government, the CPSC Director General and the Secretary General of the Colombo Plan Secretariat as ex-officio members.



programme of work, budget, membership and structure. CPSC has the distinct privilege of being hosted by two active member countries, Singapore (from 1973 to 1986) and the Philippines (from 1987 to the present).

In 2008, CPSC celebrates its 35th anniversary, mindful of its unique role of addressing the need to assist and enhance the TVET systems in member countries. Now considered as a center of excellence in the Asia Pacific region for integrated professional development in TVET-oriented life-long learning, CPSC consistently provides quality human resources development (HRD) interventions for the development of knowledge workers in the globalized economy.

The trans-atlantic and inter-governmental relationships which include the Marshall Plan, the Colombo Plan, and the CPSC have their own history that deserves to be understood and appreciated by all generations.



The Leadership through Time

“
What starts here changes
how we firm up our strength...
”

2

Governing Board

A throng of dedicated men and women provided leadership in CPSC from the time it was established in 1973 up to present. To date, a total of 41 Governing Board Chairmen have chaired CPSC's highest policy making body while 9 Directors and Director Generals have led CPSC in the last 35 years. Individually, the leaders of CPSC have waded academic as well as institutional management challenges, committed to overcome them. Collectively, they have injected a true sense of diverse leadership, stimulated a plethora of ideas, and implemented programs that are sensitive and relevant to training needs in the region.

They have left important imprints in the making of CPSC.



H.E. Mr. R.N. Birch
Australia
FY 1974 - 75

H.E. Mr. J.P. Tripp
United Kingdom
FY 1975 - 76

H.E. Mr. R.K. Thomson
Canada
FY 1976 - 77

H.E. Mr. Shinsuke Horii
Japan
FY 1977 - 78

Mr. Bashir A. Bhatti
Pakistan
FY 1978 - 79

Mr. Bashir A. Bhatti
Pakistan
FY 1978 - 79

Abdül Lariff bin Sahari
Malaysia
FY 1980 - 81

H.E. Mr. H. Thayer
USA
FY 1981 - 82

H.E. Mr. K. McDonald
Australia
FY 1983 - 84

H.E. Lt. Gen. Rais Abin
Indonesia
FY 1984 - 85

H.E. Sir Hamilton Whyte
United Kingdom
FY 1985 - 86

H.E. Mr. S. Nair
United Kingdom
FY 1986

Former CPSC GB Chairmen in Singapore (1974 - 1986)

Chairpersons

Former CPSC GB Chairpersons in the Philippines (1987 - present)



H.E. Mr. K. Raghunath
India
FY 1987



H.E. Mr. R. Davidson
Canada
FY 1987 - 88



H.E. U Bo Ni
Myanmar
FY 1988 - 89



H.E. Maj. Gen. A. Mannaf
Bangladesh
FY 1989 - 90



H.E. Mr. M. Williams
Australia
FY 1990 - 91



H.E. Dr. S. Viraphol
Thailand
FY 1991 - 92



Hon. Mr. A. Fabella
Philippines
FY 1992 - 93



H.E. Mr. A.I. Temu
PNG
FY 1993 - 94



H.E. Mr. J.L.P. Pokasui
PNG
FY 1993 - 94



Mr. M. Khairuzzaman
Bangladesh
FY 1994 - 95



H.E./Mrs. S. Cowsik
India
FY 1995 - 96



H.E. Mr. C.P. Ravindranathan
India
FY 1995 - 96



H.E. Mr. Abu Hartono
Indonesia
FY 1996 - 97



H.E. Mr. M. Raeisi
Iran
FY 1997 - 98



H.E. Mr. H. Yushita
Japan
FY 1998 - 99



H.E. Mr. Y. Ara
Japan
FY 1998 - 99



H.E. Mr. Sung-Oh
Korea
FY 1999 - 2000



H.E. Mr. M.H. Arshad
Malaysia
FY 2000 - 01



H.E. Mr. U Tin Htun
Myanmar
FY 2001 - 02



H.E. Mr. H. Sarmad
Pakistan
FY 2002 - 03



H.E. Mr. I. Kazmi
Pakistan
FY 2002 - 03



H.E. Mr. D.D. Gamiandu
Papua New Guinea
FY 2003 - 04



Hon DG A. Guiang
Philippines
FY 2004-05



Hon Sec. Augusto Syjuco
Philippines
FY 2004-05



H.E. Ms Lim Kheng Hua
Singapore
FY 2005-06



HE Mr W.M. Senevirathna
Sri Lanka
FY 2006-07



HE Mr M. A. Quashem
Bangladesh
FY 2007-08



Mr M J. Uddin
Bangladesh
FY 2007-08



HE Mr R. Mitter
India
FY 2008-present

Directors Director-Generals



- Senior Administrators' Conference (SAC) as first course of CPSC conducted
- The multi-tiered phase of Modular Project for In-Service Teacher Development initiated

1st 2-year Phase

1975

Succeeding phases of CPSC operations guided by Corporate Plan drawn every 5 year



- Pilot 3-year research project on 'Development of Research Skills in Technician Education' implemented
- New hosting agreement entered with Philippine Government after relocation from Singapore
- Workshops and sub-regional programs of CPSC introduced

1985

1973

2nd 5-year Phase

1980



- First book on the 'Aspects of Curriculum in Technician Education' published
- Computerization in CPSC pioneered

1989



- First Computer Training Center of CPSC established
- Long-term reserve fund institutionalized through the Endowment Fund

The shaping of CPSC as an institution was parallel to setting the general direction and molding of a vibrant leadership in TVET development in the Asia Pacific region. At the time CPSC started as a regional center for technician training, the creation and establishment of technical teachers training institutes and polytechnics were in a boom in all participating countries of CPSC. The College was essentially utilized as a regional hub for putting together technical assistance, grants and aids, along with technical expertise, as a strategic regional support mechanism for the

region to identify important teacher training, professional development and curriculum development projects and facilitate their implementation.

These have become essential tools in defining a new sense of capacity and setting the directions for running each participating country's own programs and technical institutions according to the different stages of development and priorities in the member countries.



1991

- Staff Salary scale first rationalized
- Bilateral partnerships revitalized



1997

- Customized program introduced
- ISO Certification
- Graduate Fellowship Program introduced

- CPSC Wi-Fi Campus and Blended Learning Center Initiated
- Manila Declaration 2008 on Skills Development for Poverty Alleviation
- UNESCO-UNEVOC International Partnership award received



2007



1992

- CPSC Decade of Excellence marked
- Strategic Corporate Planning Project initiated
- Internet and e-mail systems introduced in daily operations



2002

- Blended teaching and learning approach through Web-TLS
- Asia Pacific Accreditation and Certification Commission established
- Professional Internship introduced

Reflections: from relocation to realizations



*Dr. Robert McCaig
Director, 1985-1988*

“After all, an educational institution is not the bricks and concrete that house it but the teachers and students that inhabit it.”

The mid-1980's saw globalization as a major social movement throughout the World. It is still an ongoing phenomenon but at that time its major impact was in East Asia. The changing face of Asia was to be seen in the mass transfer of people from rural to city environments, from farming to manufacturing as more advanced nations sought cheaper sources of labour to staff the factories set up in the rapidly growing Asian cities. Spearheading the change were the advances made with wireless, TV, telecommunications, the automobile, computers and so on. The regular employment of these new city workers meant better living standards. Cities mushroomed and so did the manufacturing and markets to satisfy the new consumer class. There had never been a time when such a revolutionary change came about in such a short time. The CPSC, only a decade old, was geographically at the centre of this revolution. All this growth required armies of trained manpower, particularly with manual and technical skills. It was a challenge that CPSC was very well placed to address.

Other great changes were affecting our College. The Singapore Government decided that, having played host for a decade it was appropriate that the College sought a new host country. The first directors had established a firm base in Singapore and were offering a range of programmes on a regular schedule. Participants were happy with both the location of the College and the workshops offered. Now, all was changing. The College needed to move. Many members of the Governing Board probably welcomed this, seeing the College as part of this revolution in the structure and management of organizations. Thus, it should welcome change. I was puzzled at the time on the decision for the College to move; but now I believe that, wherever possible, there are great advantages for the College to relocate among member countries. There are great educational benefits for both College and host country. An educational institution is not the bricks and concrete that house it but the teachers and students that inhabit it.

Another change that the Board sought was in the style of directorship. The College had made great advances under the guidance of the first two directors both of whom were from the Sub-Continent and who brought with them considerable knowledge of technical systems there. They were also familiar with the educational operations of international bodies such as UNESCO. Successful though they were, the Board, aware of the need for a constant

renewal of College policies and procedures, cast its net wider when seeking the next director. I was the one fished out of the net. I was a raw recruit in the specifics of CPSC having previously made just one short visit to it. I was an administrator and academic at the university level with no formal training in technical education. On the other hand students and researchers from many Asian and Pacific countries had come to work with me and I had, over the years, conducted numerous training workshops for senior teachers and administrators in colleges and universities in more than a dozen Asian and Pacific countries. I was not what the faculty and staff had anticipated and my appointment was not a popular one with all staff, but the Governing Board overruled objections and also gave strong support for a review of the philosophy and operations of the college and for me to make recommendations for any alternative directions that might be desired. It was not to be “change for change sake” but this new age in East Asia needed to be reckoned with. It was a daunting challenge bringing with it times of anguish, loneliness and, yes, ignorance. I came with no preconceived ideas. I turned first to trying to define what the College was and what it was about.

First, what was a staff college? I accepted the widely held perception of it being a re-educating, & re-training institution whose clients were well experienced, and well qualified professionals. The function of a staff college was to assist such professionals gain understanding of the new knowledge and skills emerging from the changing trends and technologies in their field of work. It should be an opportunity for participants to re-examine and re-test their current thoughts and practices, to weigh these against the new ideas and techniques presented by the CPSC and, if needed to incorporate or adapt anything new gained at the College into their own workplace. It was important to keep re-emphasising that the participants were senior people in their organizations, and that the College & faculty were there to provide an appropriate setting and to focus and help stimulate debate on the topics selected for each workshop.

Next I had to consider the particular nature of the College. It is a unique organization; its focus is technician education; its clients and financial supporters are the governments of the member countries; its brief is to enhance the quality of teaching, administrative and skill training in technician based institutions in the member countries through short training programmes and the development of resources

on which participants can draw to ensure their ongoing ability to keep abreast of changes.

As it was a multi-national body no one nation should predominate, nor could there be any racial, political or religious bias. All should be able to participate as equals. As globalization was about world-wide changes the focus of the College would need to be international. No one country, member or not, could satisfy all the needs. My view was that the experiences provided should be to expose the participants to world's best practices. So, recruited staff should be as diverse as possible, being selected solely on their professional competence.

In keeping with the policy of selecting truly professional academic staff it was essential that their views form the basis of academic policy decisions. As an educational institution the teachers were a body of equals with the director being one of them, though perhaps being required to give leadership on broader educational issues. So I established an academic board charged with examining requests from member countries about training programmes. They would then formulate programmes and timetables and allocate the leaders for each programme.

Where I also intervened directly was in the structure of the courses offered. Previously they had followed a familiar pattern commonly used in UNESCO and similar organizations. Workshops were very formal, lengthy (up to a month) and with a format of presenting country papers and returning home with a summary conference paper. As our programmes were workshops where the emphasis was on interaction among professional people dealing with current educational issues my emphasis was on more flexible structures. Duration should be as long or as short as the topic required. Country papers, if any, needed to be specific to how each country was addressing the topic of the workshop – but I rarely did. A group final report meant little; what was necessary was for each participant to report back to his or her sponsoring Ministry what had been learnt and what could be relevant in that particular country. For me the stress was on interaction among members as a professional group. Some input lectures might be necessary to set the focus of the workshop but the more interaction within the group the better.

Course structures did change. They became shorter and more specific. Self analysis questionnaires were often used so that participants could analyse their own attitudes and practices in their jobs. Debate and exchange of observations which followed led to more freedom and openness with a greater willingness to consider need for change. With skills training, such as computer use, the hardest task was to find someone able to interact at the keyboard level. Most wanted to lecture on the history of computer development, the theories behind the mechanics of the machine or even the programme language of the machine. I wanted participants to see computers in the same way as they accepted telephones, TV, motor vehicles or refrigerators. Give the operating instructions necessary for them to sit before the gadget and use it to see for themselves what various uses it might have in their particular situation. When we finally found the right instructor we had very busy workshops where the participants quickly became engrossed in the machine and its possibilities.

The next challenges came with the College removal to Manilla. A few member countries had offered to be host but the Philippines seemed the best solution. International air transport, necessary for bringing large groups of people to the workshops, was reasonable. Accommodation for them was a problem but not insoluble. English, as the

official language of the College, was spoken and there was a reservoir of educated people from whom the College support staff could be drawn. There was a building to move into. It was also, at that stage, a third world country. I saw merit in locating in a land where many of the issues the course participants would be dealing with were still observable at first hand. There was also a new President in the Philippines, who was promising a less corrupt, more open society in which people power, so instrumental in bringing her to power, would continue to be recognized.

Both the President of the Philippines and the Director of the new College were soon to learn, however, that life was not meant to be easy. She had to encounter several political coups and economic difficulties. Mine was a much more mundane one of waiting several weeks before all the College equipment, as well as the personal possessions of faculty and director, sat on the wharf waiting for clearance. The College building, though full of potential, was lacking in basic needs. It had to wait for a succession of directors, each making his contribution to the upgrading of the College, to bring the building to its present state. Our first priority, however, was to get the College fully functional as soon as possible. We were able to open with a Senior Administrators' meeting within a month of arrival!

The experience of director in this phase of the College life was unique and exciting but always challenging. Thus it should be. A staff college should be at the cutting edge of knowledge in its area of professional expertise. Its faculty and director should be familiar with what is happening elsewhere in their profession. We should be equally on the ball. Having such knowledge and having the task of spreading it to practitioners in the colleges of the region is, however, not necessarily easy. Educators are rather conservative when it comes to examining what they do and they often prefer to remain comfortably in the rut until retirement catches up with them. Their students deserve better; their leaders need to be doing what we in the CPSC do – create that environment where learning and sharing that learning with others is a lifetime joy as well as a satisfying career.

After four years I left the College with no regrets. I was invited to stay on but a framework had been set up in this new location and there was need for others to evaluate it and bring their experiences and ideas to bear on it. A succession of directors has followed. I often wonder about the kinds of problems and situations they have confronted and if they derived the satisfaction I had working in what is a very unique and worthy institution, our CPSC.



CPSC as an exemplary Model of Cooperation for HRD



*Dr. Thamrongsak Moenjak
Director, 1988-1991*

“While it is always ready to explore new frontiers and venture into new areas, CPSC has not lost sight of its main mission which was envisaged by the founding members when CPSC was conceived”

Most organizations are created by visionaries to accomplish the dream or vision and to meet the needs or the challenges of the time. They are normally designed to serve as a vehicle to carry out specific functions to fulfill specific requirements. The United Nations, International and Regional Development Banks (World Bank, Asian Development Bank, Inter American Development Bank, and Islamic Development Bank, etc.), International Monetary Fund, (IMF) APEC , ASEAN, SEAMEO, etc. all have been created in response to the needs of the time with an objective of promoting better cooperation and supporting the members. Through the years these organizations have to learn to adapt themselves to meet new challenges, new demand, and new expectations from the new generations in an ever changing world. While some organizations have been able to adjust and as a result continue to prosper and maintain their relevance to the changing circumstances, unfortunately, others experienced difficulties, were unable to change with the time, became irrelevant, and eventually lost credibility, goodwill, trust, and support of their members and stakeholders. In recent weeks we have heard of what had happened to the icons or giants of the financial world which went bankrupt, had to be sold, were acquired by other organizations or even nationalized by governments. The conclusion we can draw from these examples is that an organization must continuously reinvent itself to cope with the changing environment and the uncertainties facing all of us today. If an organization cannot adjust and its leadership is not well-equipped nor prepared to lead it through the turbulent environment which is very common now, it will lose its competitive advantages, its credibility, its usefulness; eventually it will disappear. We have seen evidences of these phenomena everywhere and in every field of endeavor – finance, education, industries and commerce, military, and so on.

Over the past 35 years CPSC has not only survived turbulent times some very critical indeed but it also shows strong resilience and continues to prosper over this period.

I consider this a remarkable achievement for a rather small organization which has proved its worth and usefulness to its friends and critics alike. The factors that have, in my view, made CPSC a living and changing organization with a strong foundation that still has a bright future ahead are detailed in succeeding paragraphs.

CPSC continues to adjust and reinvent itself to meet the changing needs, increasing demand and higher expectations of its members, donors, and supporter to ensure its relevance to the changing world and environment. The strong evidences are the types of programs, activities, and services it offers to the member countries and clients which reflect the changing demand of the professions and the progress and development of technical, engineering, and technology related disciplines.

CPSC has constantly explored and introduced new initiatives and ideas that put itself in the forefront of the field to provide needed services for the member countries and clients. The establishment of the Asia Pacific Accreditation Certification Commission (APACC) and the offering of the multimedia web-based teaching and learning system are just two examples of how CPSC has maintained its relevance and competitiveness in response to the rapidly changing world and requirements of its clients.

CPSC has proved to be an effective organization in retaining the support of its original member countries and client-bases and at the same time reach out to new and emerging countries /organizations who can benefit from becoming members or a part of the growing network of similar organizations and agencies. By bringing in new clients, new supporters, and new resources CPSC will be able to enhance its status, reputation, and resources, and at the same time expand its expertise and services to meet the needs of those countries and agencies which have begun to realize the advantages and benefits of becoming part of the CPSC.

CPSC has been able to maintain its competitive advantage in the field of technician education over the years. While it is always ready to explore new frontiers and venture into new areas, CPSC has not lost sight of its main mission which was envisaged by the founding members when CPSC was conceived. In this respect I am glad to see CPSC keeping its core competencies and developing itself continuously in line with the competencies that have been accumulated and demonstrated over the past 35 years with a sharper focus in key areas and readiness to adjust to the demands of the times.

CPSC has been able to build up financial resources that help assure its sustainability despite the constraints it and its members countries face at times. Hence, despite the fact that while some members may not be able to meet their shares of CPSC's operation costs at times, the College can still maintain or even increase the level of its services to all member countries and clients from its own resources which have been wisely managed over the years. The Shared Vision for 2008 of CPSC states that "Colombo Plan Staff College shall be a self-reliant center for excellence....". This is a bold statement and the spirit which CPSC should continue to strive to achieve with strong determination and prudent and effective management of its resources in addition to seeking more support for its resources from new and different sources as it has been able to do over the years.

When I joined CPSC as its fourth Director in 1988, CPSC was a little over one year old in the Philippines. My predecessor, Dr. Robert McCaig had done an excellent job of planting the CPSC on the new soil in Manila. Dr. McCaig's unique achievement as well subsequent contributions made by his successors were chronicled in a very enlightening and to a certain extent entertaining book titled "Working in a Cross – Cultural Environment" written by Mrs. Violeta Laraya, the first person to be engaged by Dr. McCaig after transferring CPSC from Singapore to Manila. My mission after taking over the College was to establish good understanding and relations with the host country-the Philippine Government and its various ministries and agencies which CPSC had to deal with, strengthen faculty resources with secondment of new long term faculty members from Japan (JICA), Republic of Korea, and the United Kingdom as well as short term and visiting resource persons from other organizations (ACCC through CIDA, CFTC, etc.),and introduce new and cutting age programs at the time such as CAD-CAM and computer training for technical teachers. To ensure long term sustainability (i.e. self –reliant) of CPSC I established CPSC Endowment Fund with an initial amount of \$150,000 set aside from CPSC's contributions/operations funds. I will always remember with gratitude the confidence and support of the Governing Board at the time especially the Chairman, H.E. Maj Genral Abdul Mannaf, Ambassador of Bangladesh to the Philippines, who personally sought the support of his Government to contribute \$1,000 to the CPSC Endowment Fund as the first donor/contribution to the Fund. Although H.E. Mannaf has since passed away his personal support, his confidence in me, his dedication to the work of the College, and his willingness to draw the interest and support of other Governing

Board members who were his fellow ambassadors to the Philippines at the time will always be treasured for the rest of my life. Other Board members were also very supportive in particular Canadian Ambassador, British Ambassador, Australian Ambassador, Korean Ambassador, Japanese Ambassador were most helpful in convincing their respective government to provide additional/continuing support to CPSC. Ambassadors and high officials of the regional member countries both in Manila and in their own countries were also most helpful which was very important for me and the College. As I was the first person from Thailand to become Director of CPSC I also initiated discussions with senior Thai government officials who were in charge of the Colombo Plan affairs at the time to second faculty members to CPSC. Eventually, Thailand deputed four faculty members (two at a time) for long term secondment to CPSC but after I had left the College. I am now very happy to see that Thailand has rejoined CPSC after a gap and want to thank the authorities in Thailand and at the Royal Thai Embassy in Manila as well as subsequent CPSC Directors General for their efforts in bringing this matter to fruition.

On 5 December 2008, CPSC is 35 years old. It has come a long way from a very humble beginning in Singapore. Successive groups of people from member countries, friendly and supportive organizations, and individuals from around the world have made their contributions to the growth of the College during this period. Following my brief analysis presented earlier, I strongly believe that CPSC has made significant contributions to the Asia Pacific Region especially in the area of human resource development for technician and engineering education. It still has an important role to play as human resource development is the most important development agenda for the region. In my view, CPSC will continue to do well into the future if its leaders and teams are ready to lead it along the way as briefly discussed in this paper. I thank all members of the CPSC family past and present for their contributions to the College in the past 35 years.



Six Degrees of Separation: In the Matrix of the Plan



*Dr. Isaac Goodine
Director, 1991-1992*

“The strength of the families for CPSC is that there is a mission... Planning Prosperity Together.”

The 35th anniversary of the founding of the Colombo Plan Staff College for Technician Education (CPSC) provides a great opportunity for an old-timer like me to reminisce...

24th April 1977, Monday morning, 9:00 am, at the ‘A’ Block of the Institute of Education in Patterson Road, Singapore, I began my task at hand. By kind invitation of Dr. L. S. Chandrakant, the First Director, I would meet with the staff and Board Chairman, H.E. Mr. R. K. Thompson, Canada’s High Commissioner in Singapore, and my task was to “Investigate the Desirability and Feasibility of establishing an institution in Africa that would be modeled on the CPSC”. This study was undertaken because the Meeting of the Commonwealth Ministers of Education held in Accra, Ghana, in 1977 had already identified CPSC as a model institution.

How could I know at that time what my role would be in the unfolding of events? Of course I was most impressed, and recommended in my report that the model should be adopted for Africa, and later some elements were incorporated in the establishment of the Commonwealth Association of Polytechnics in Africa (CAPA). And so that is how my involvement with CPSC began.

Now I know that it was not by mere chance that I met someone who knew someone who would connect me with someone who would willingly share knowledge and expertise to help promote international advancement and to put technology into the hands of those who would serve humanity; by Planning Prosperity Together.

Six degrees of separation refers to the idea, that if a person is one step away from each person they know and two steps away from each person who is known by one of the people they know, then everyone is an average of six “steps” away from each person on earth. ...This is according to Wikipedia, the free on-line encyclopedia.

The theory has been around since the end of the First World War and has been the subject for movies, mathematical challenges, computer games, and serious studies conducted by researchers fascinated by the interconnectedness and “social capital” of human networks.

“The world’s a stage and we are players on it” said William Shakespeare; but, there must be a master plan (the play) that creates each plot (unique life) to grace the world stage to enable interaction between the players and appreciation by the audience. For this to unfold on the world stage of life there has to be synchronicity.

My book, *Leaders Leading Leaders: International Dimensions of Distinguished Leadership*, published by CPSC, can help to illustrate the basic ideas enunciated by these theories, and, although scientific proof has been difficult to achieve, the concepts are useful as we seek to explain our fascination with human connectivity. I will use it to help explain my connection to numerous people in the network we call the CPSC Family. It will show how I took six steps that connected me to a vast network that is characteristic of our modern age of technology.

This particular matrix started with the creation of the Colombo Plan for Economic Cooperation in Asia and the Pacific, popularly known subsequently simply as the Colombo Plan. It was conceived in Colombo, Ceylon, in 1950 by representatives of Australia, Canada, Ceylon, Great Britain, India, Pakistan, and New Zealand and “the plan” set in motion programs in educational scholarships and technical assistance exchanges that sent hundreds of thousands of students and experts to live, study and work in a foreign country, and to lay the groundwork for the promotion of cooperation in economic development, facilitation of international trade, and for unlocking cultural resources that contributed to peace in the region.

Thirty-five years ago, (December 5, 1973) at a meeting in New Zealand the ‘first born child’ of the Plan was conceived

and it was decided that the name would be the Colombo Plan Staff College for Technician Education, popularly known in subsequent years as CPSC. The series of events and interconnectedness of the people that we now celebrate as our beloved CPSC Family did not occur by chance and we now have strong evidence that we are part of an unfolding universe.

Education served as my escape to meet my destiny. My 'sixth step' was to the Canadian Embassy in Manila, as First Secretary and a direct association with CPSC as Canada's representative on the Standing Committee of the Board of Governors, and subsequently this led to the appointment as Fifth Director of CPSC in 1991. Finally I joined the institution that had impressed me in an earlier incarnation back in Singapore. Interestingly, the family-ties were already woven into the mosaic.

Recent advances in communication technology—particularly the Internet—have drawn attention to social networks and human interconnectedness in ways that were unimaginable when the Colombo Plan Staff College was envisaged. But the CPSC was envisaged by forward looking people in 1974 and the motto Planning Prosperity Together was the guiding principle. The technology would come later.

That reminds me again of the work done a decade earlier by Marshall McLuhan, the Canadian media specialist, teacher and author, who tried to awaken educators to the new realities of our world. At that time I was at an important point in my professional life, working at the New Brunswick Institute of Technology with programs that included student teachers from several countries including some from Singapore and Malaysia that were sponsored by the Colombo Plan—the first step in understanding the Asians ---A few steps later, I married one!

Indeed there are no accidents and sometimes when you do not find what you are looking for, you find something even better. In fact it may well be that everything needed for humans exists now in the universe, or will be provided by creation when it is needed, and our role is to prepare to recognize good when we see it.

Even back in the 1960s, Marshall McLuhan helped many of us to understand the power of the media and the capacity of technology to serve humanity in many of the ways that were reflected in the spirit of the Colombo Plan. When the Colombo Plan for Economic Cooperation in the Asia and Pacific region was created in 1950 it was unique because it was designed to help countries in the region to attract cooperative efforts and responsibly share the planning of economic development, internationalization of education, and the unlocking of cultural resources in the region and beyond. We now know that without a plan not much of lasting value in international advancement can be achieved.

Therefore, in order for CPSC to effectively carry out its mission in the field of Technician Education, there must be a "common language" that enables staff to plan and implement all activities. The working language used at CPSC is English, so called,

but does require some sensitivity and cultural awareness in applications. It would be better to designate the language that has evolved in the past 35 years, and as it is used now, as English as a Global Working Language (EGWL). The international working language used in the Asia and the Pacific region is not the language of the Global Village that existed 35 years ago.

It is just possible that CPSC is the 'only' institution that has preserved institutional memory and retained a documented history of success & failure in a sustained effort to carry out its international inter-governmental mandate. But, far more important than any documented record is the fact that thousands of people have connected and many of those have bonded through the simple act of coming together and interacting socially and culturally, even for relatively short periods, particularly if interconnectedness continues at any level.

Under the rubric of the Colombo Plan there have been about 467,000 long-term fellowships and 126,000 technical assistance assignments for people to study and/or work outside their home country and more than 20,000 participants of short-term programs conducted by the Staff College so far. The positive impact on the region's human capital base is immeasurable.

It is with these thoughts in mind that I hope to show how the concept of the CPSC as a family helped to sustain the effort. Family members, as we all know, sometimes face family squabbles, petty differences, moments of celebration and sad farewells. But the one constant in a family is that the family unit is sustained by love. After 35 eventful years, it still feels good to part of the family, even if there are long absences. Therein lays my concept of the six degrees of separation and it is our good fortune to have the ability to refer to each other as members of a family. The CPSC Family helps to recreate the world in the image of a global village.



Making of CPSC as a Center of Excellence in TVET: A Reminiscence



*Dr. C.K. Basu
Director, 1992-1997*

“The dynamism and flexibility of its current leadership, deep commitment of its faculty and staff and the strong support of the members of the Governing Board and the member countries are all the ingredients needed to make CPSC a great regional Institution and a moving force for TVET.”

I am privileged to participate in most part of the 35 years of the remarkable journey of CPSC towards fulfilling the dream of setting up of a Regional Centre of Excellence in TVET.

Out of the ruins of the World War II, the Colombo Plan emerged in 1950 as a cooperative movement to meet the social and economic needs and aspirations of the peoples of Asia and the Pacific region.

A specialized Agency of the Colombo Plan, a Staff College for Human Resource Development, was the grand vision, proposed by Mrs. Indira Gandhi, the then Hon. Prime Minister of India, in the 19th Colombo Plan Consultative Committee (CCM) meeting held in New Delhi, India.

Singapore offered to host the Staff College. It started functioning from 5th December 1973. India, UK, Canada, Australia, Japan and Singapore played key roles, amongst other member countries, in establishing the Staff College. CPSC was set up in the Singapore Institute of Education Campus on Paterson Road. Dr. L. Chandrakant from India was appointed the first Director of the College.

Dr. L.S. Chandrakant recruited the first group of international Faculty Members, seconded by the member countries and paved the way for cross-cultural exchange of ideas on TVET.

The First Group of Faculty members included Prof. P.B. Patil, a veteran technician educator from the TTTI, Bhopal, Basir A Parvez with strong administrative and management expertise from Pakistan, David Chantrill and Rob Allaburton from the TAFE in Australia, Ian Reece and R.D. Drury from the UK Polytechnic System.

In 1977 Dr. Chandrakant invited me to join the CPSC faculty. The NCERT where I was Prof. and Head of Psychology Department, under Ministry of Education of the Govt. of India seconded me to CPSC. Thus the journey began with lots of challenges and great opportunities to grow with CPSC and its 26 member countries (MCs).

Ambassadors of the participating countries posted in Singapore became the members of the Governing Board. In the early years, the Governing Board Members took personal interest in the development of the College. I remember, that the Ambassador of Canada, who was then the Chairman of the Governing Board, often came to the College and participated in the discussions in the Regional Training Programmes. The Governing Board acted totally independently. The Director of CPSC was the ex-officio member-secretary.

My professional bond with CPSC remained very strong for the last 35 years, in spite of my short separation and joining the UNESCO in Bangladesh in the period from 1981 to 1987. My Bangladesh experience only enriched my learning and experience and brought me face-to-face with the realities of poverty in South Asian Countries and realization of the urgent need for human resource development for economic progress in South Asian Countries.

The College moved to the Philippines after about 12 years of operation in Singapore on being invited by the Government of the Philippines.

When CPSC moved to Manila in 1987, Dr. Robert MeCaig, the Third Director, invited me to re-join CPSC. My UNESCO work in Bangladesh, particularly in the fields of training of teachers, evaluation of programmes, and development of need based curriculum, all become critically useful in planning CPSC's Regional and In-country programmes. From UNESCO, I moved back to CPSC in 1987 in my second phase with CPSC.

At CPSC I learned that while the Constitution of the CPSC was drafted in 1973 for operation of the college in Singapore, when the college moved to the Philippines, the Constitution was amended in 1987 to suit the conditions and environment of the new host country. This was ratified by the CCM. In both the original constitution as well as in the amended constitutions CPSC was projected as a specialized agency of the Colombo Plan for training of mid-level manpower.

The college was to maintain close liaison with the Colombo Plan Bureau, (which later on changed the name to Colombo Plan Secretariat) for cooperation in area of common interest. The Director of CPSC would participate in meetings of the Council for better coordination of activities.

Governing Board of the College was composed of the ambassadors and heads of mission of member countries posted in Manila and guided the college affairs totally independently.

CPSC Governing Board remained responsible to the Colombo Plan Consultative Committee and would submit its Annual Reports to CCMs. As Director of the College, I had the honor of presenting the CPSC Governing Board Reports in three of the CCMs. The spirit of the constitution is to develop the college as an autonomous specialized agency of the Colombo Plan for technical cooperation among the member countries.

Consultative Committee Meetings treated the CPB/CPS and the CPSC as the two wings of the Colombo Plan Organization, much like the UN, UN Secretariat and the specialized UN agencies like UNESCO/ILO etc. Both the wings were totally independent but operated with full harmony and cooperation. The CPSC Governing Board was treated equally by the CCM.

Both the wings were responsible to the consultative Committee for presenting their respective reports and get guidance for operation, funding and other matters. As a matter of fact, CCM 1994 commended CPSC for its excellent work in spreading TVET.

This tradition of independence and equality among the organs of CP was reflected in the Consultative Committee Meetings in which the Directors of CPB and the CPSC would have seated on the presidential table and both of them would be designated as “Advisors to the Chairman” of the CCM. I, as the Director of the college, fulfilled the role for three CCMs and received commendations for CPSC’s progress and programmes during the period 1992-1994. These had been duly recorded in the minutes of the CCM of 1994.

It is my ardent observation that CPSC has always been stipulated and recognized by CCM and all the members of the Colombo Plan as a specialized, autonomous, technical agency with its own funding, governance and reporting systems. In view of the change in designation of the Colombo Plan Bureau Director to the Secretary General, and the expansion of the scope of activities of the CPSC since the days of inception of the College in 1973, the CPSC’s Director’s designation has been aptly changed to Director-General, following the UN practice.

On the academic front, the Staff College’s Academic Committee was always a vibrant forum for intensive discussion on all aspects of regional, in-country training programmes, as well as policy-oriented research and publication activities of CPSC. The Academic Committee, from its very early days in Singapore, developed an effective strategy for all training programmes. The Co-ordinator of each programme, with the help of all faculty members and external consultants, would develop a ‘package’ for the programme. Invariably the programme package would contain:

- A detailed Programme Book containing objectives and Time Schedule of the programmes
- A Back Ground Paper containing all the Socio-economic data and relevant issues for TVET.
- Modules - Five or Six Theme Modules elaborating the key concepts.
- A Group Work and Individual Assignment Book
- A Formative Evaluation Sheet

This format of CPSC programmes has stood the test of time and adapted by many other training organizations around the region.

Countless participants, Senior Administrators from the Member Countries, Key TVET Institutions around the world as well as innovative ideas of its faculty and consultants, and the emerging information technology (IT) have brought CPSC to the forefront of institutions and made CPSC what is it to-day. Its ISO-9000 certification, its policy of Accreditation, and its strong international net working have made it a unique institution – with a focus on the future generation of skilled workers to meet the aspiration of the founding fathers of CPSC.

The dynamism and flexibility of its current leadership, deep commitment of its faculty and staff and the strong support of the members of the Governing Board and the member countries are all the ingredients needed to make CPSC a great regional Institution and a moving force for TVET.

I join you all to celebrate the 35th anniversary of CPSC. I convey my warm greetings to you and invite you re-dedicate to the cause of removal of poverty and Skills Development for All, and utilization of IT and other emerging technologies for development of a global workforce.

I wish to see CPSC shaping new minds, skilling new hands and raising new hopes and aspirations for the peoples of Asia – Pacific region.



Repositioning CPSC for the new Millennium



*Dr. Bernardo Adiviso
Director, 1997-2002*

“CPSC is an organization of the future, where the middle level manpower is honed to be the elite workforce”

The role of the Colombo Plan Staff College for Technician Education, as a regional human resources development body of international stature, is being challenged by the emergence of social and economic pressures within and outside the member countries and the region. Moreover, the demand for middle level manpower is soaring with urgency. Along this line, the role and function of CPSC is always relevant with the changing times.

CPSC is an organization of the future, where the middle level manpower is honed to be the elite workforce.

During my incumbency, the biggest challenge to CPSC affecting its institutional capacity as a regional cooperation project in providing leadership and consistently tackling the technician education and training (TET) needs of member countries is its financial sustainability and competitiveness. This was the upshot of the shifting paradigm in donor assistance and faltering financial contributions of member countries.

The repositioning of CPSC is very timely when it charted its direction through research-based and consultative corporate planning process. Then at the threshold of the New Millennium, it was vital and well-timed to address the perennial problems and reposition CPSC to strengthen its niche in TET in the Asia and Pacific region. The strategic management system of the Staff College stood in place to attain fully its vision. As the turning point, the Five-Year Corporate Plan (1998-2003) was formulated with a shared CPSC Vision 2003, to wit:

“CPSC shall be a demand-driven and self-reliant centre of excellence in facilitating the creation of world-class technicians oriented towards life-long learning and the sustainable socio-economic development of its member countries.”

The College was reengineered with the Five-Year Corporate Plan serving as the blueprint and roadmap.

The detailing of the strategic and operational plan of CPSC enabled it to be forward looking and competitive. As an enduring model of regional cooperation, CPSC equipped itself to compete to survive and link to become a part of a global network.

The breakthroughs during the period were highlighted here for the lessons learned and planning for the future of the organization.

The College was restructured with two new specialized divisions, namely: consultancy and marketing, and information and communication technology. Accordingly, new policies were formulated to support the reorganization such as conversion of vacant and other existing positions to more relevant position titles, and revision of CPSC staff norms and conditions of service.

It is worthy to note that the Staff College's disposition was to be proactive in facing the challenges of the millennium. Embarking on revenues-generating activities, organizing fee-paying customized courses and intensifying promotion of consultancy and professional services enriched the internal and external capability of CPSC as well as augmented funding resources.

The focus of programmes shifted to information and communications technology (ICT). Customized fee-paying programmes were institutionalized to expand the services offered to member and non-member countries besides generating additional revenues to broaden the financial base of the College. A graduate level programme was launched to help senior TET officers from member countries in upgrading their professional qualifications for future leadership positions.

In the light of the mandate of CPSC to disseminate information about TVET in the region as well as about the Staff College programmes and activities, the Regional

Center for Information was reviewed and initially embarked on the computerization of data base of resource persons and experts. The capacity to produce in-house course materials into inter-active CD format was also tremendously improved with the acquisition of ICT equipment. Eight books on TET were published and the CPSC Quarterly upgraded to full-blown magazine.

Policies on consultancy services, income-generating activities and expanding membership were formulated during the period. Twelve consultancy projects and 24 customized and special programmes were conducted. The membership base of the College expanded with renewed membership of Maldives and Palau admitted as an honorary member.

The College relied heavily on seconded faculty from member countries. During the period, six faculty consultants were deputed to the College. Policies on engaging the services of regional and international experts as well as staff development for technical and administrative staff were formulated in support of the need.

Opportunities for closer collaboration with the private sector industries and key organizations and institutions widened with their increasing involvement in CPSC activities and the signing of MOUs. The membership to CPSC is expanding, particularly the admission of non-member countries and international development organizations for associate membership further strengthens the role of CPSC in the global community.

A massive face-lifting of the facilities of the College were undertaken during the period with funds derived from income generating activities. The Conference and training rooms and hostel facilities were renovated while ICT equipment and transport vehicles were procured during the period as part of the institutional capability building strategy.

Reliance to member country contributions was reduced to 50% of the total funding requirements of the College, with no increase for the five-year period. Income from consultancy projects, customized programmes and cost-recovery measures covered up shortfalls in the regular budget. The Endowment Fund increased substantially during the period.

There was a strong reason for the College as a regional organization to consider a better way to serve its stakeholders and clientele. If CPSC were to be the 'demand-driven' and 'self-reliant' center of excellence as articulated in CPSC Vision 2003, there was a recognized need for it to be a total quality-managed institution to be able to serve as a model for other TET institutions with a recognized international benchmark. Thus, the Director's term culminated with CPSC awarded the ISO certification for its operation of a quality management system (QMS) conforming to ISO 9001:2000.

As I have always considered, CPSC shall continue to be a lean organization and shall continue to be confronted with some constraints that it had to wrestle throughout the years. It has been the intention of the College's leadership from the start of its incumbency to build on the strengths of the College and on the support of its member countries towards a more vigorous TET institution. It is felt that the College stands at the threshold of the new millennium in the best position to carry out its mission.

Indeed, CPSC was on course with the roadmap it prepared for its repositioning. But it remains that the journey towards excellence in technician education and training is an unending pursuit!

It is indeed my great pleasure to have served CPSC and I look forward to the thriving of CPSC to its fullest.

“CPSC was on course with the roadmap it prepared for its repositioning. But remains that the journey towards excellence in TET is an unending pursuit.”





Dr. Man-Gon Park
Director-General, 2002-2007

“CPSC has the cohesive role to organize member countries in the region, and face the challenges, head on, keeping in mind the emergence of future jobs, future skills and future workplaces and types of work.”

Organizational Excellence through Technology Leadership

The trends to dominate the 21st century in the global sphere have been considered significantly in planning out the directions that CPSC had to take. These include management systems for the knowledge academy and industry, innovation and creativity, information and communication technology, rapid technology development and education paradigm changes, global and regional alliances, quality management systems, environmental conservation and workforce migration.

With these as institutional guideposts, CPSC envisioned that through its interventions and assistance in TVET area, we should focus on training knowledgeable technicians and engineers, work-based education and training, seamless system of education and training, increasing interests in competency-based training and web-based instruction, meeting the demand of IT in life-long education, re-education and higher technology education and accreditation and standards.

My objective as a Manager and Academic Professional was to restructure CPSC system, improve ICT facilities and professional education/ training and administrative services and blend these into value innovations. As a part of this, my leadership gave strong emphasis on dynamism and out-of-the-box concepts and results-oriented innovations to gear up into new approaches that CPSC must conceive, and stakeholders must own, to form part of our collective regional strategy for developing TVET.

My realization, however, was that being the chief executive officer of CPSC is never that easy as I imagined. I was very enthusiastic to head CPSC, that after serving as Faculty Member, I decided to challenge myself and other candidates for the post and faced the difficult selection process by the Governing Board. In God's will and time, I was selected for the post of the Director of CPSC, which was updated to Director General in 2004.

In the process, the goal was to increase CPSC's visibility in member countries, and ensuring that its programs and services were able to create impact to the grassroots level. It was during this time that I was able to invite Ministers and senior level decision makers from member countries, to set our collective goals for CPSC, through the Senior Administrators Conference and the Ministerial Meeting in 2002. These exercises produced the CPSC Corporate Plan for 2003 to 2008.

The newly-framed Corporate Plan 2003-2008 served as blueprint of all CPSC programs and activities. I was able to focus more on the substantial work that CPSC had to do to serve its member countries. I recognized that government systems in the Asia and the Pacific region, were isolated from each other, in terms of harmonizing human resources development systems through TVET.

CPSC has the cohesive role to organize member countries in the region, and face the challenges, head on, keeping in mind the emergence of future jobs, future skills and future workplaces and types of work. While CPSC could not do everything to accomplish all its goals, the Staff College, I should say, has the right people, who are driven by good minds and hearts to serve and contribute in the work and aspirations of CPSC and its member governments.

Issues on global and cross border mobility of technicians, access to labor market, the need to adjust to paradigm shifts in educational management and training as well as the growing need to focus on sustainable development were but just few of the pressing challenges ahead that needed attention in the process of careful planning and reshaping of CPSC's future.

Midpoint to my directorship, I persistently worked towards the establishment of the Asia Pacific Accreditation and Certification Commission (APACC), which seeks to harmonize

TVET systems through regional accreditation and certification of TVET institutions and programs. I was also highly driven to contribute, academically, to the knowledge building and knowledge sharing in member countries. I consider the establishment of the Asia Pacific Accreditation and Certification Commission (APACC) as one of the significant achievements during my time. It is now making remarkable impacts in CPSC's services to the member countries as started to operationalize under CPSC to promote regional quality of TVET systems. Quality assurance in support of workforce mobilization hinges on the social and economic merits of globalization, with which TVET institutions can play a critical role. However, efforts needed to be formed to have a more rationale basis for mutual acceptance of these qualifications to ensure fulfillment of job requirements. CPSC believes that with its strategic role in the region, it is in the best position to catalyse in harmonizing guidelines, pioneer regional assessment and accreditation structures, systems and procedure and provide a clearinghouse for all information related to accreditation and certification systems of TVET institutions. CPSC with its 19 member countries at that time and network of linkages, is in the best position to act as a regional accrediting body for TVET institutions in Asia Pacific region; therefore it attempted to develop a unified protocol for evaluating TVET systems not only for quality improvement but also in the interest of increased cooperation and collaboration through APACC. Another milestone during this period was the introduction of the Web-Based Teaching and Learning System (Web-TLS) which became the blended teaching and learning approach in all CPSC programs. It practically introduced ICT in education at work in our very own institution, not to mention the value-added benefits it afforded CPSC Faculty and Trainees for having a state-of-the-art and highly flexible teaching and learning platform that catered to different phases of learning and teaching. Continual building improvement, upgrade of CPSC facilities and equipping with new ICT-enabled systems were also additional efforts undertaken in view of the need to provide a holistic training standard in CPSC's training services.

As innovative approaches during my term, the 4Rs (Refocusing, Repositioning, Restructuring and Re-engineering); 3As (Accelerated services, Advanced systems and Aggressive Mindset) and the STELAH strategies were coined and implemented, which led to a wider institutional building approach with new teaching methodologies and recruitment of highly competent faculty members in specialized areas. As the cornerstone of program implementation, the STELAH action programs in a way summarized the focus which CPSC strived to address, namely, Supporting national and regional human resources development programs, Technology Transfer, Expanding Web-based teaching and learning, Labor Market Information services, Accreditation and Certification services and Higher Education in Technology area.

I consider the last year of my term as having been both inspiring and challenging. Inspiring because I was able to fulfill the implementation of my duties and role as the chief executive officer of CPSC, in accordance to my Constitutional mandate. At the same time, I was finally winding up, with my achievements and contributions well

recognized by the member countries, through those on the ground who were able to see all the efforts and progresses CPSC has made in the last five years.

But challenges, I know, will always be there. After all, I spent my four years highly challenged by circumstances. In reckoning, I feel very blessed, for God has given me the strength to carry out all my missions.

“In the process, the goal was to increase CPSC’s visibility in member countries and ensuring that its programs and services were able to create impact at the grassroots level.”





Dr. Shyamal Majumdar
Director-General, 2007-Present

CPSC is a firm believer of 3Ts in changing TVET landscape in the Asia and the Pacific Region which feature efforts to “Teaching Mind, Touching Hearts and Transforming Lives.”

Sustaining CPSC's lead role in adjusting TVET in the changed context`

The family called the CPSC, was conceived in India, delivered at New Zealand, nurtured in Singapore and fully blossomed in the Philippines, as its present home. Witnessing how the traditions weave each pattern of occasions in CPSC has never ceased to delight me first as a Faculty Consultant from 1999 to 2002, and presently as its chief executive officer. History unfolds, learning experiences evolve, relationships are cultivated and people grow. CPSC never fails to create an environment for “teaching the mind” “touching heart” and “transforming lives” through its capacity building programs and services.

As it turns 35, CPSC has been placed at the center of regionally-oriented effort to link ongoing country initiatives to share best practices in TVET by continuously creating avenues for cross-sharing of lessons, policy initiatives and academic initiatives among TVET players. Consistent with the relevant goals of the Dakar Framework for Action: Education For All adopted at the World Education Forum in Senegal in April 2000, which states, among the six goals put forward, the need for “Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills”; and “Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes” CPSC builds upon globally and regionally recognized understanding of the present educational priorities and focus to make a viable and relevant strategic approach in pursuit of its mandate.

CPSC conducts an average of six to eight regional and special programs with specific focus on key issues and topics on sustainable development, skill development, total quality management and harmonization of skills and institutional standards in TVET. These provide the

opportunity to also link CPSC goals with global priorities, rising pedagogical trends and burgeoning opportunities for the College to meaningfully set the momentum and directions for countries to develop and institute TVET reforms with urgent focus on technical teacher training and development.

Another serious concern that needs to be looked into is the acute skills shortage that limits the integration of the informal sector to economic activities. These and more have defined the landscape of teacher education and curricular offerings in TVET, which need to be implemented within the realities of skill demand by available jobs and skill shortages prominent in some sectors populated by unskilled and under-skilled human capital. Under the changed context and in the light of the Asia Pacific's status as the fastest growing region in the world, corresponding changes in the role of CPSC need to be emphasized. For one, CPSC shall be pro-active to act as a Catalyst in introducing changes in the various components of the technical education system; be Pro-active in visualizing and mapping changes in industry, technology, economy and society; and act as a Facilitator of the change management process in TVET system.

In pursuit of these roles, CPSC strengthens its services. CPSC conducts an average of 10-15 in-country programs on need-based trainings in partnership with the member governments. Those countries striving to make positive reforms in TVET and striving to raise TVET quality and provisions through appropriate training, curriculum, incentives and policies can draw heart from the success of countries within the same region or other regions across the world in taking advantage of the effective technical training and life-long learning systems that contribute directly to human resources employability and gainful employment. CPSC is very glad to serve as a hub to facilitate this and contribute in facilitating country initiatives.

However, present demands need to be met. When it comes to the number of programs it could offer, CPSC is still far from satisfying all training needs in as much as it wanted to. More capacity building strategies could be identified and specialized if CPSC wants to take the lead role and sustain its leadership throughout the Asia and the Pacific region.

For this reason, CPSC strives to pursue multi-pronged strategies to augment its financial capacities through massive fund mobilization, both from government support and private sector funding and mobilize TVET professionals who could make value-added contributions in program implementation.

As a way to move forward, CPSC takes firm stand to identify and implement capacity building strategies and programs with focus on TVET in the change context. I believe that this would make the south-south cooperation framework with focus in TVET more meaningful, objective and effective for all participating countries in Asia and the Pacific region.

Regional integration is a goal set for the region to rise above the present challenges and changes in the economic, social, environmental and political landscape. In between the tasks to drive such integration, developing technical and vocational skills relevant for present industries and job requirements become a significant sub-agenda needing urgent attention. Technical teachers and trainers play an important part in further imparting the skills needed in the change context, which bring along the challenge for making their own level of professional knowledge, skills, workplace orientation and capabilities relevant to the needs and at par with those possessed by their counterparts in more developed regions.

Let me also further stress on the cultural perspective of regional integration, which highly considers the principle of building education for all, education for peace and harmony. This is embodied in the driving force that CPSC tries to live by day by day. CPSC is a firm believer of 3Ts in changing TVET landscape in the Asia and the Pacific Region which feature efforts to “Teaching Mind, Touching Hearts and Transforming Lives.”

As we open our eyes to new directions to regional integration, we make ourselves prepared to different forms of partnerships that can come a long way. We build an essential TVET development alliance, that can become the backbone of a long-term technical human resources development vision through TVET. With the support and cooperation of all the Member Countries of CPSC, our Partners and family members, bumpy roads become easier to bear, crossroads lead to selecting the best path, which make us able to reach farther without meeting the dead end at 35. Certainly,

our former Directors/ Director General have all played key part in putting together CPSC the way it is now.

I strongly believe in the team spirit, consultative approach and collective wisdom, which we have positively started in CPSC as a strong development organization of harmonized professionals; then with the participating governments as a united family of nations in Asia and the Pacific region; and then with the world as a strong and globally competitive region.

“We build an essential TVET development alliance, that can become the backbone of a long-term technical human resources development vision through TVET.”

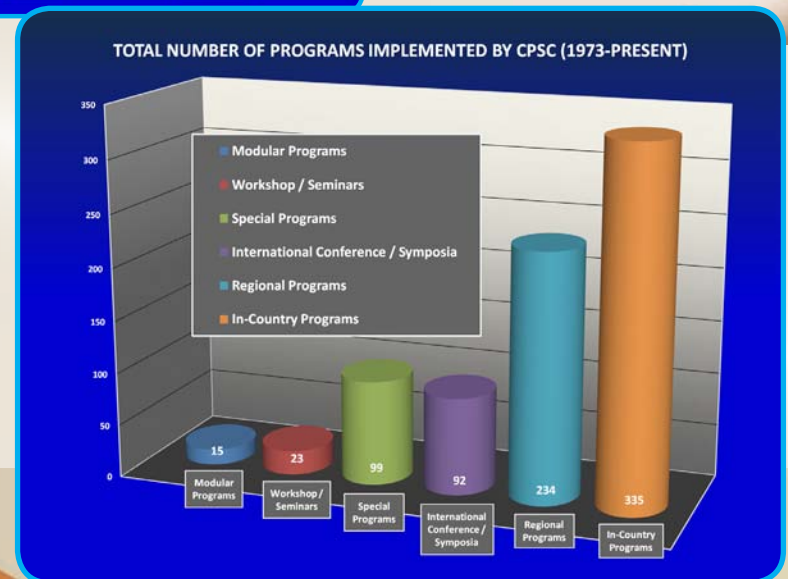
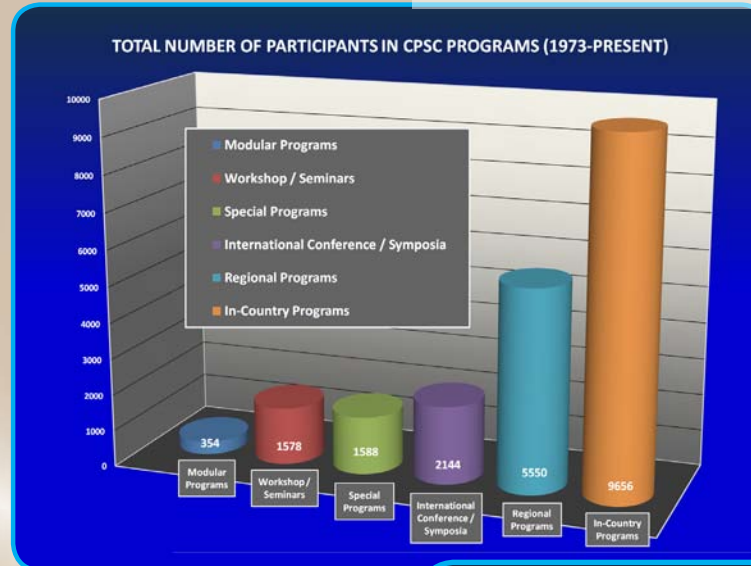




In its 35 years of service, CPSC has implemented demand-driven regional and sub-regional programs, in-country programs, international conferences and special projects. CPSC has also prepared significant series of technical reports, modules, instructional materials, and publications with impact on the improvement of TVET in member countries.

Years	Regional Programs	In-Country Programs	Special Projects and International Conferences	Major Academic Publications
1973-1980	19	26	6	3
1981-1985	21	53	22	5
1985-1990	42	53	33	3
1991-1995	53	53	31	3
1996-2000	45	66	45	5
2001-2005	31	51	65	5
2006-2008	23	33	27	5

Achievements & Academic Circle



“
It is not enough to just do your best
or work hard. You must know what
to work on.
”

- W. Edwards Deming

Almost all of the member countries contributed through the sharing of knowledge, competencies and experiences of full time international faculty members who are either Governing Board- engaged, seconded by the participating country and funding institutions, or recruited as specialists for specific areas of expertise.

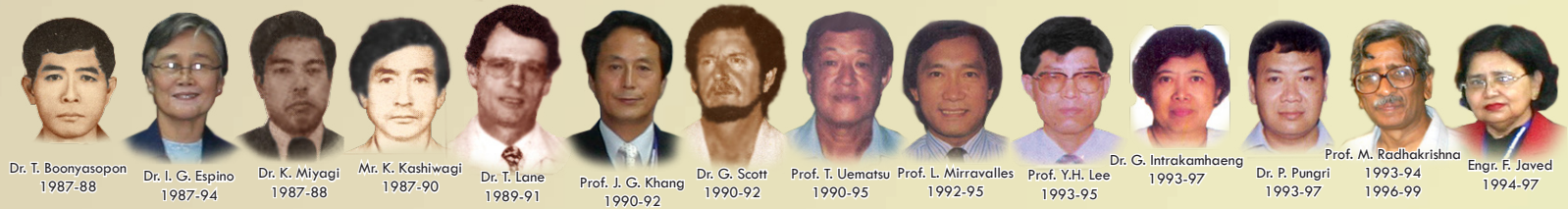


Photo not available:
 Mr. John Cabot (1974-76)
 Mr. W. A. Barnett (1975-77)
 Mr. B. A. Parvez (1975-78)
 Dr. C. Jayantillaka (1987-88)

Charter member Countries

“
No amount of sophistication is going to allay the fact that all your knowledge is about the past and all your decisions are about the future.
 - Ian E. Wilson
 ”

Technical Assistance, Grants and Aids to CPSC

The Asia Pacific region witnessed the implementation of south-south cooperation at its finest through the CPSC framework. From 1973 until the late 90's, technical assistance, grants and aids were effectively mobilized in support of CPSC's mandate and efforts to help participating countries develop their own technical teachers training institutes. It also helped in putting a system in place that would later become the stronghold of building long-term TVET plans and systems according to national settings and priorities.

CPSC's charter member countries implemented different tokens of support and assistance to the College ranging from financial and technical assistance, fellowships and secondment of academic professionals and short-term experts, project-based assistance in research and teacher training module development, information resources building and funds for physical infrastructure improvements. The Commonwealth Fund for Technical Cooperation, Canadian International Development Agency through the Association of Canadian Community Colleges, Japan International Cooperation Agency were among the many multilateral and bilateral organizations which have assisted the College in its infancy and further growth through various technical cooperation programs and funding support.

In the course of time, the support to the College of countries like Australia, Canada, New Zealand, United Kingdom, United States of America and Japan has been shifted and reframed in consideration of new country policies for some, and trends in international cooperation such as the strengthening of bilateral cooperation arrangements. This eventually led other active member countries to re-assess their role, in the case of middle-income countries, as active partners of CPSC and other member countries, instead of just being full-fledged recipients of technical assistance. In the case of other low-income countries, to pro-actively exercise leadership potential in creating a distinct regional niche in improving TVET systems that enjoys self-reliance and understanding of the initiatives needed to be collectively undertaken by regional countries.

Member Countries



Other Charter Countries



History of Member Countries

CPSC's history will not be whole if its member country membership is not started with the membership of the Colombo Plan, which is referred to as her mother institution. Colombo Plan grew from the group of seven Commonwealth nations – Australia, Britain, Canada, India, New Zealand, Pakistan and Sri Lanka – into an organisation that almost quadrupled its membership as it reached its golden anniversary.

The member countries of the Colombo Plan, as listed in alphabetical order and with their joining dates, are: Afghanistan (1963); Australia (1950); Bangladesh (1972); Bhutan (1962); Burma (1952); Canada (1950); Fiji (1972); India (1950); Indonesia (1953); Iran (1966); Japan (1954); Korea [Rep. of] (1962); Khmer Republic (1952); Laos (1951); Malaysia (1957); Maldives (1963); Mongolia (2004); Nepal (1952); New Zealand (1950); Pakistan (1950); Papua New Guinea (1973); Philippines (1954); Singapore (1966); Sri Lanka (1950); Thailand (1954); USA (1951); Britain (1950); and Vietnam (1951; 2004).

All of the above bona-fide member countries of the Colombo Plan have become charter members of CPSC. Countries which have been admitted as provisional members of the Colombo Plan may be accepted as members of CPSC as associate members.

Non-member countries of Colombo Plan as well as internationally-recognized organizations may become honorary members only of CPSC. Palau was admitted as an honorary member in 2000.

CPSC was therefore founded in 1973 by 26 Member Governments across Asia, trans-Pacific and trans-

Heads of CPS Bureau/Secretariat and CPSC



Dr. CK Basu and
Dr. Hak Su Kim



Dr. Man Gon Park and
Mr. Kittipan Kanjanapitakul



Dr. Shyamal Majumdar and
Mrs. Patricia Yoon-Moi Chia

Atlantic nations which consisted of: Afghanistan, Australia, Bangladesh, Bhutan, Cambodia (former Khmer Republic); Canada, Fiji, India, Indonesia, Iran, Japan, Korea (Republic of), Lao PDR (former Laos), Malaysia, Maldives, Myanmar (former Burma); Nepal, New Zealand, Pakistan, Philippines, Singapore, Sri Lanka (former Ceylon), Thailand, United Kingdom, United States of America, and Vietnam.

Membership is sustained by the annual membership contributions of member countries in support of CPSC's operations and activities. Member Governments are represented in CPSC through the heads of diplomatic missions and ambassadors represented in the host country, the Philippines, at present. The Governing Board is responsible for policy-related matters and issuances. Moreover, CPSC operations and program implementations involve member governments through designated Liaison Officers based in member countries who occupy key positions for implementing TVET programs.



Regional Beneficiaries



Accountability in Technician Education
 Accreditation and Certification of TVET Institutions
 Accreditation, Certification Standards and Networking in Technician Education
 Application of Computer Communications in Instruction
 Application of Computer Communications in TVET Instruction
 Blue Ocean Strategy for HRD Systems
 Building Institutional Capabilities for Entrepreneurship Development
 Business Process Reengineering (BPR) for TQM in TET System
 Capacity Building for TVET Policy Analysis and Implementation
 Change Management for TVET Institutions
 Competency-Based Curriculum Development
 Competency-Based Teacher Training and DACUM
 Competency-Based Training System for TVET Institutions
 Computer Communications and Networking in TVET (for South Asia sub-region)-India
 Computer-Based Instructional Materials Development
 Continuing Education for Professional Development of TVET Teachers
 Course for Trainers and Supervisors of Hydrometrics Technicians
 Curriculum and its Management
 Curriculum Design and Curriculum Evaluation
 Curriculum Design and Development including Achievement Testing
 Curriculum Design and Staff Development
 Curriculum Design Development and Evaluation Processes
 Curriculum Development for Business Studies
 Curriculum Implementation
 Design and Development of Computer-Based Instructional Materials
 Designing Alternative Staff Development Strategies
 Designing Open and Flexible Learning Strategies
 Develop Skills in Module Writing
 Develop Skills in Small Scale Research in Technician Education
 Developing an Accreditation System for TET
 Developing Competency-Based Curriculum
 Developing Creative and Innovative Behavior
 Developing e-TEVT Systems
 Developing Institutional Management Skills for Women
 Developing Multimedia Instructional Materials
 Developing Strategies for Higher Order Generic Skills
 Developing Web-Based Labor Market Information System
 Development of e-Learning Contents
 Development of Essential Work Related Attitudes, Behavior and Non-Technical Competencies (ABNC) for Quality Improvement of TVET
 Development of Essential Work-Related Attitudes, Values and Behavior of Technicians
 Development of Instructional Software Packages using CAI Software
 Development of Skills in Research in Technician Education
 Development of Technicians Attitude, Behavior and Non-Technical Competencies
 Education and Training of Instrument Technicians
 Emerging Issues and the Management of Change in Technician Education
 Emerging Trends in IT Education
 Emerging Trends in the Professional Upgrading for Technician Teachers
 Emerging Trends in TVET Curriculum Development
 Enhancing Computer Applications in TET
 Enhancing Industry-Institute Linkages
 Enhancing Pedagogy Skills for Teacher Trainers
 Entrepreneurship Development for Rural/Community Polytechnic Students
 Entrepreneurship Development for Technical-Vocational Teachers
 Entrepreneurship Development for TVE Students
 Entrepreneurship Development in TVET
 Entrepreneurship Development Programme for Trainers
 Entrepreneurship Development Using Blue Ocean Strategy
 Entrepreneurship Training for Community-Based Development through TVET
 Entrepreneurship Training for Rural Development through TVET
 Environmental Education and Sustainable Development Technology
 Environmental Education and Management
 Environmental Education and Sustainable Agriculture Development

Establishing Computerised Examination System
 e-Teaching and Learning Systems
 Evaluation of Technician Education Institutions and Programmes
 Evaluation of TET Programmes
 Exchange of information on Industrial Training of Technicians
 Futuristic in Education through Ubiquitous Technology
 Gender and Development in Technician Education
 Gender Equity in TVET
 Global Perspectives in TVET Curriculum Development
 Improving Institutional Management through Information Technology
 Incorporation of Environmental Education into Technician Education Curriculum
 Increasing Women's Participation in TET and Their Access in Quality Employment
 Industry Technical Education Institution Collaboration
 Institutional Management Planning and Management Information Systems
 Instructional Applications of Micro Computers for Technician Trainers
 Instructional Video Scriptwriting
 Integrating Environmental Education into TVET Curriculum
 Integrating ICT with TVET Systems
 Interactive Instructional materials Development on CD-ROM and for Use on Web
 Knowledge Management System for Teaching and Learning
 Knowledge Networking through Internet
 Leadership and Team Building for Excellence in TVET
 Learning Concepts and Module Development with Emphasis on Distance Education
 Learning Resource Development Project
 Learning to Learn
 Management of Change through Educational Projects
 Management of Documentation and Information Centers and Information Networking
 Management of Resources in Technician Institutions
 Management of Technical and Vocational Education for Higher Productivity
 Management of Technician Institutions
 Management of TET Programs and Institutions
 Managing Change through Organization Development
 Managing Sustainable e-Community Centers
 Micro Level Planning for the Management of Education
 MIS Planning and Management in Technician Education Systems
 Modular Projects Coordinator
 Multimedia Training and Resource Development
 New Challenges in Technical Teacher Education
 New Perspective in Curriculum Development
 New Perspectives on Effective Farm Planning
 Persons Engaged in Developmental Works
 Planning and Management of Technician Institutions
 Planning Strategically
 Planning, Management and Evaluation of Technical and Vocational Education Projects
 Post Harvest Technology in Horticulture (for South Asia sub-region)
 Post-harvest Development in Agricultural Education Systems
 Poverty Alleviation through Promotion of Entrepreneurship
 Public-Private Partnerships in TVET
 Quality Control in Technician Teacher Training
 Quality Engineering and Reengineering in TET
 Quality Improvement in Instruction
 Quality Improvement of Technician Education through the Development of Creativity, Innovation and Problem-Solving
 R & D in Curriculum and Instructional Development
 Reengineering of TVET for Excellence
 Regional Accreditation Modeling and Accrediting the Accreditors
 Research and Development in Technical and Vocational Education Management
 Research in Curriculum Development and Evaluation
 Research in Systems Evaluation and Development
 Research in TVET Development
 Roles and Contributions of Technical and Vocational Educators in Promoting Industrial Development
 SME Development and Regional Economic Integration
 Staff Development in Technician Institution



Afghanistan

First In-Country Program

“Technician Institution Management”, 28 May - 8 June 1978, Afghanistan Institute of Technology - 28 participants

During the said program, the First Deputy Minister of Education inaugurated the course and gave the opening address. Likewise the Deputy Minister of Finance for Afghanistan presented a paper on “Budgetary control and management”.

Afghanistan became a member of Colombo Plan in 1963 and Colombo Plan Staff College for Technician Education (CPSC) in 1973, during the years of Afghanistan’s final king, Muhammad Zahir Shah (1933-1973), Nadir Shan’s son and successor. Because of political volatility, the country’s participation to inter-governmental organizations was temporarily suspended.

The regional and internal conflicts that erupted after the end of the war are the effects of that war. Islam as a measure of national identity is challenging a century of inroads by secular institutions.

As the twenty-first century approaches, all Afghans face the challenge of rebuilding their civic society. In the early years of the new millennium, Afghanistan re-activated its membership with CPSC and other international and regional organizations. These are clear signs of positive development.

The esteemed Government of Afghanistan made their first come back involvement during the Ministerial Conference on “Industry-Institutions Linkages with 6T’s for Policy Making”, held from July 7-12, 2003, Seoul, Republic of Korea.

As years pass by, the participation of the Government of Afghanistan are progressively improving as they participated in the regional program on “Business Process Reengineering and Total Quality Management in TET Systems” and International Conference on “Accreditation and Certification for TET Institution”, which was held from November 22 to December 3, 2004, Seoul, Republic of Korea.

After more than two decades, CPSC marked again the conduct of In-Country Program for the Government of Afghanistan, on “Support for Strategic Planning for TVET Institutions” from November 1-7, 2007 at the Afghan-Korea Vocational Training Centre in Kabul in collaboration with the Ministry of Labour, Social Affairs, Martyrs and Disabled (MoLSAMD).

Other ICP Conducted

Support for Strategic Planning for TVET Institutions, 1-7 November 2007

Participants' Feedback

RP on Managing Sustainable E-Community Centers Agra, India, 2005

"...on behalf of Afghanistan Ministry of Finance Authorities thanks to ADBI and CPSC and our host country India for the well-organized workshop... my war-torn country definitely benefited from your world-class program..." - *Zabiullah Barezai, MoF ICT Manager*

RP on TVET for Sustainable Development and Social Equity Bangkok, Thailand, 2008

"...Thank you very much for your best opinion. All subjects those had discussed in the program was very important, specifically your suggestions and advices regarding TVET for Sustainable Development and Social Equity had its own importance. We will consider all of the important points you mentioned during the conference in our future programs as well..." - *Eng. Mohammad Omar Agriculture Sector Head and Curriculum Development Team Member National Skills Development Program (NSDP) Ministry of Labour & Social Affairs*



ICP on Support for Strategic Planning for TVET Institutions, 7-14 Aug. 2008, Kabul

Recent Special Programs Participated

Ministerial Conference on Industry-Institutions Linkages with 6T's for Policy Making, Seoul, Republic of Korea, 7-12 July 2003

Regional Program on Business Process Reengineering and Total Quality Management in TET Systems, Seoul, Republic of Korea, 22 Nov. - 3 Dec. 2004

International Conference on Accreditation and Certification for TET Institution, Seoul, Republic of Korea, 2-3 Dec. 2004

Mobile Team Training of Afghan TVET Institute Directors cum Study Visit of Afghan Officials, CPSC, Manila, Philippines, 24-29 April 2006

ICP on Support for Strategic Planning for TVET Institutions

"The Ministry of Labor, Social Affairs, Martyrs and Disabled (MoLSAMD) of the Islamic Republic of Afghanistan presents its compliments and gratitude to Colombo Plan Staff College for Technician Education (CPSC).

I would like to mention that, CPSC's special collaboration with us in the field of TVET and conducting In-country program on "Strategic Planning for TVET Institutions" is highly appreciated and its impact for improving TVET in Afghanistan will last for many years. Consequently, I am thankful to you for your serious collaboration with us in Afghanistan for improving TVET.

Keeping in mind the long-lasting cooperation of CPSC with Afghanistan, I would like to express my own, the government and the people of Afghanistan gratitude and sincere thanks to you and the CPSC staff for conducting such program.

I express my sincere appreciation to CPSC and hope for their success and further cooperation." - *Mohammad Ghaus Bashiri, Deputy Minister, Ministry of Labor, Social Affairs, Martyrs and Disabled*

"Planning Prosperity Together"



Bangladesh

First In-Country Program
“Development and Effective Utilization of Teaching Learning Resources Including Staff”, Dhaka, December 1977
21 Participants



Writing Objectives and Items, 5-16 January 1981



Major ICPs Conducted

Development and Effective Utilization of Teaching Learning Resources Including Staff, December 1977
Measurement and Evaluation in Polytechnics Including Selection of Students 24 December 1979 - 5 January 1980
Developing Specifications for Second Year Engineering Diploma Courses in Behavioral Objectives, 5-15 December 1982
Writing Objectives and Items, 5-16 January 1981
Workshop on Strategic Planning, 10-13 November 1985
The Management of Polytechnic Institutes (Phase II), 6-11 August 1988
Entrepreneurship Development for TVE Students, 27 March - 1 April 1993
Entrepreneurship Development, 5-12 February 1994
Entrepreneurship Development, 12-15 December 1994
Computer Network in Educational Institutes in Bangladesh, 9-22 September 1995
Role of Rural Polytechnics for Skill Development in Rural Areas, 9-13 September 1996
Research Methodology in TVET, 17-28 May 1998
Integrating Environmental Education into TVET Curriculum, 19-30 April 1999
Competency Based Training, 10-21 September 2006
Competency Based Education and Training, 21-26 October 2007
Competency Based Education and Training, 22-27 October 2007
Career Guidance and Counseling for TVET, 7-14 August 2008

Recent Consultancy and Special Services

ADB Project for the Government of Bangladesh - Project Proposal Development on Reform of Higher Secondary Education (UNESCO PROAP contracted the services of a CPSC Faculty Member to develop the project technical and financial proposals), 1-14 Aug. 1994

Study Visit of Bangladesh National Defense College, 16 Aug. 2008

Participant's Feedback

SRW on Small Scale Enterprise and Self-Employment Development, New Delhi, India, 1990

"...we benefited immensely from the course. I express my deep appreciation to you and to all the faculty members who left no stone unturned in seeing to the success of the course..." - M Amjad Hossain, Dep General Manager, BSCIC, Jessore



Study Visit of Bangladesh National Defense College, 16 Aug. 2008



Participants in unfreezing exercises



ICP on Career Guidance and Counseling in TVET, 7-14 Aug. 2008

"PoriKolpona Aggrogoti Akotray"



Bhutan

**First In-Country Program
 "Development of Curriculum for Technician Institutions",
 Royal Bhutan Polytechnic in Deothang, 1-6 March 1982
 26 participants**



ICP on Management of TVET Programs and Institutions
 October 15-22, 2006



Customized Program on Developing TVET Quality Assurance System, September 8-19, 2008

Major ICPs Conducted

Development of Curriculum for Technician Institutions, 1-6 March 1982
Instructional Planning, 17-28 July 1984
Instructional Materials Development and Evaluation, 27 December 1988 - 7 January 1989
Management of Teaching-Learning Resources in Workshops and Laboratories, 1-13 January 1990
Management of Change in TVE, 4-10 January 1993
Essential Work Related Attitudes, Values and Behavior of Technicians, F.Y. 1996-97
Executive Development Programme, 23 March - 3 April 1998
Management of Technical and Vocational Training Institute, 26-30 January 1999
Management of Change, 6-15 September 1999
Establishing Quality Management System through ISO 9001:2000 for TET, 10-21 February 2003
Database and Information System Design and Implementation, 22-26 March 2004
Software Development, Methodology and Tools, 27 May - 7 April 2006
Management of TVET Programs and Institutions, 16-28 October 2006
Accreditation and Certification of TVET Institutions, 7-11 April 2008

Some Consultancy and Special Services

Study Visit of Education Officials of the Royal Government of Bhutan sponsored by UNDP Bhutan (Philippines, Indonesia, Singapore) 26-30 July 1992

Lesson Planning and Instructional Resources Development, Bhutan 28 Jan. – 7 Feb. 1998

Trainers' Training on Youth Entrepreneurship, Cebu City, Philippines 19 June – 5 July 1999

A study tour to familiarize Bhutanese Senior Officials with the Management of Arts and Crafts Training Programmes and Institutions (Philippines, Indonesia and Thailand), 10-30 July 1999

Intensive Skills Training Course in Carpentry, Plumbing and Electricity, Technological University of the Philippines
Course in Computer Operations, CPSC, Manila, Philippines, 1999 – 2000

ADB Loan 1830BHU (SF): Basic Skills Development Project, 3-25 June 2003

Non-Technical Skills Development, CPSC, Manila, Philippines, 1-26 Mar. 2004

Site Planning and Landscape Management, CPSC, Manila, Philippines, 9-18 Jan. 2004

e-Database for Occupational Profile and Test Items, CPSC, Manila, Philippines, 26-31 Mar. 2007

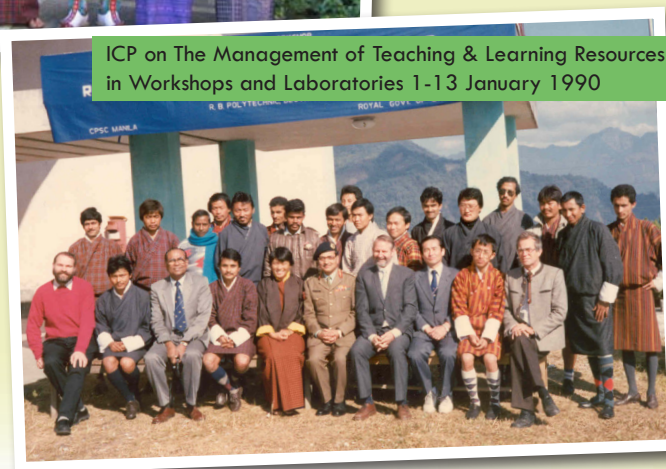
Developing TVET Quality Assurance System, CPSC, Manila, Philippines, 8-19 Sept. 2008



Software Development , Methodology and Tools, Dept. of HR, Ministry of Labour, Thimpu, 27 May to 7 April 2006



Non-Technical Skills Development, 1-26 March 2004



ICP on The Management of Teaching & Learning Resources in Workshops and Laboratories 1-13 January 1990

Participant's Feedback

Training Program for Managers on Vocational Education Management, 2003

"... the training has been useful for us and we are implementing then in our daily management activities. We would like to thank CPSC for enriching us for this. Under your dynamic leadership we are optimist that CPSC will go beyond the horizon..." - Jigme Yezer, Principal, National Institute for Zorig Chusum, National Technical Training Authority, Thimpu, Bhutan

"Tshase Yarkay Tshikha"



Fiji

**First In-Country Program
 “Instructional Design and Delivery of Technical Education”,
 Fiji Institute of Technology, Suva, 16-27 March 1978
 55 participants**



First ICP

Major ICPs Conducted

Workshop on Teaching Learning Resource Development for Technician Education, 3-14 December 1984
Introductory Managements for Civil Servants, 21-25 August 1989
Practical Approach to Management Information System, 17-21 August 1992
Research in System Evaluation and Development, 23 August - 3 September 1993
Introducing Modular Approach to TVET Programs, 29 April-10 May 1996
Writing of Instructional Materials and Modules, 21 April - 2 May 1997
Integration of Post Harvest Technologies with Environmental Management Curriculum , 17-27 August 1998
Promoting TVET Accessibility through Distance Education, 25-29 October 1999
Accreditation Systems Development, 31 March - 4 April 2003
E-Learning, 19-23 April 2004
Software Development Methodology and Tools, 19-23 April 2005
Research and Survey in TVET, 27 September - 1 October 2005
Labour Market Analysis and Needs Assessment in TVET, 4-8 June 2007
Competency Based Education and Training, 29 April - 3 May 2008

Special Services

Project Proposal Development on Fiji Community Learning and Resource (CLARC) – a CPSC faculty member was commissioned to prepare the proposal for this project with Technical Assistance from the UNESCO Principal Regional Office for Asia and the Pacific and the Pacific General Information Program (UNESCO/PGI), Dec. 06, 1994 – Jan. 06, 1995

Participants' Feedback

SRW on Business Studies in Singapore

“... The sub-regional workshop on Curriculum Development for Business Studies, although organized for the first time by the Colombo Plan Staff College for Technician Education, proved to be a great success. A lot of new ideas, techniques and skills emerged during a class discussions which benefited all the participants both professionally and personally. The workshop initiated the core of persons who will have a multiplier effect in their own education system in installing business studies programs to meet the basic needs of government, industry and commerce. ...various factors need to be considered and where relevant should be included in the curricula...” - Mr. Arun Shandil, Senior Lecturer, Business Studies, Fiji Institute of Technology, Samabula

RP on Women Technicians in Rural Industrialization, 1992

“... this short note is to let you know that the Fiji Institute of Technology Management Committee has given the approval to implement my project Secretarial Bureau. They have also asked me if I could expand this idea to cover the nine schools under the umbrella of Fiji Institute of Technology. ... they have asked me to give them more details about the running of this Secretarial Bureau and I hope to supply them this information after research and consultation with some experts on this field as soon as possible. ...” - Ifagmalu F. Tigarea, Fiji



ICP on Labour Market Analysis and Needs Assessment in TVET, 4-8 June 2007



ICP on Instructional Design and Delivery of Technical Education, Suva, 16-27 March 1981



Competency Based Education and Training, Suva
29 April - 3 May 2008

“Planning Prosperity Together”



India

First In-Country Program
“Technician Institution Building Processes and Resource Utilization”, Bhopal, India, 14-25 December 1976



ICP on Emerging Trends in Information Technology Based Education and Training, April 12-23, 2004



Evaluation of Technical Education System- A Systems Approach, Technical Teachers Training Institute, Madras, 19-30 January 1981

Major ICPs Conducted

National Seminar on Improvement of Cooperation between Industry - Technician Institutions, FY 1978-1979
Evaluation of Technical Education System- A Systems Approach, 19-30 January 1981
Management of Technician Education in the Context of the World Bank Project, 17-26 June 1991
Educational Computing, 14-26 June 1993
Innovation and Change in Technical Education through Quality Circles, 13-23 February 1995
Pollution Control and Sustainable Development, 19 February - 1 March 1996
Advance Manufacturing Technology FY 1993-1994
Application of Computer Communication in Instruction, 6-25 June 1994
Developing Skills Spectrum for Designing Competency-Based Curricula in TVET, 4-15 May 1998
Planning for Institutional Autonomy, 13-24 July 1998
Object Oriented Methodologies, 4-15 October 1999
Multimedia Training and Resource Development, 19 February - 2 March 2001
Development of Competency Based Curricula and Instructional Materials for Service Sector, 11-22 November 2002
Emerging Trends in IT Based Education and Training, 27 January - 7 February 2003
Accreditation and Certification: Needs and Implications, 18-29 April 2005
Non-Technical Competencies for Technicians, 12-23 December 2005
Integrating ICT Practices for Teaching and Learning System, 17-28 December 2007
Change Management for TVET Institutions, 11-16 June 2007

Main Consultancy and Special Services

Study Visit of 7 Senior Educators (Thailand, Philippines, Singapore), 1991-1992

Study Visit of a team from the Polytechnic Development Unit (Indo-German Technical Cooperation Projects, Madhya Pradesh, Bhopal), 22 May 1996

Participants' Feedback

SRW on Curriculum Development for Business Studies, 1989

"...The workshop which I attended was quite an interesting programme; I learnt a lot about development of curriculum in business studies and in related areas. At Technical Teachers' Training Institute, Chandigarh, I am actively associated with all the workshops and other programs organized by us in the area of self-employment, Entrepreneurship studies and, Production Engineer and Industrial Management and using the strategies learnt in the workshop..." - Dr. M. Aditihan, Professor and Head, Dept of Mechanical Engineering, TTTI, Chandigarh

International Conference on New Challenges in Technology Education for Asia and the Pacific (HRDAP)

"...we feel confident that there lies tremendous scope and opportunity for cooperation in transfer of technology, research in TVET, and sharing Human Resources for mutual benefits. However, for this to take concrete shape not only that we need a strong policy support from the government, but also institutional initiatives from organization like CPSC and NITTTRs at the regional level..." - S.S. Chakraborty, Managing Director, CES-Technology, Private Ltd., India

SRW on Entrepreneurship Training for Technical and Vocational Education Students

"...The interaction during the workshop was gainful experience. The knowledge gained during the workshop will be useful in organizing Entrepreneurship Development Programmes and Continuing Education Programmes/Owner Growth Programs. I have already implemented some of the ideas enriching the course in the current programme..." - Dr. D J Shah, Principal and Secretary, Shri Bhagubhai, Mafatlal Polytechnic Vile Parle (West, Bombay)



"Planning Prosperity Together"

Indonesia



**First In-Country Program
Technician Curriculum Evaluation and Teacher Development,
Jakarta Indonesia, 6-18 September 1976**



**ICP on Decentralized Management and Autonomy,
August 26 - September 6, 2002 (Group Work)**



Major ICPs Conducted

Curriculum Revision Through Systematic Curriculum Evaluation, 30 November - 16 December 1978
Management of Technical Institutions, 14-26 September 1981
Workshop on Research Methodologies and Strategies for Technical Education, 20 June - 1 July 1983
Institutional Evaluation with Emphasis on Management Processes, 21 January - 2 February 1985
Learning to Learn, 21-26 September 1987
Use of Computers in the Management of Data and Information System, 26 May - 9 June 1988
Computer-Aided Materials Development, 13-24 January 1992
Production Unit Development, 13-23 March, 1995
Environmental Education and Sustainable Development, 24 June - 5 July 1996
Quality Improvement Program in TVET, 2-13 September 1996
Total Quality Management for Self Reliance School Development, 26-31 October 1998
Development of Competency Based Training, 7-11 August 2000
Decentralized Management and Autonomy, 26 August - 6 September 2002
E-Teaching and Learning Systems, 6-10 June 2005
Designing Open and Flexible Learning System, 7-11 August 2006

Main Consultancy and Special Services

Consultancy Service for Water-Supply and Environmental Sanitation, Training Center in Training Technology, Jakarta, Indonesia (Consultant: Prof. Takashi Uematsu), 15 Sept. – 26 Oct. 1991
Consultancy Service for the Training Technology Course for Prospective Indonesian Instructors (Phase II), Water Supply and Environmental Sanitation Training Center, Jakarta, Indonesia (sponsored by Japan International Cooperation Agency) 16 Jan. – 27 Feb. 1993
ILO-Funded Project on the Review of the National Training Council for Technical and Vocational Education in Indonesia (CPSC Director served as external collaborator/expert) 1999 – 2000
Study Visit of Indonesian librarians on UNESCO Fellowship Awards as part of their Library Study Tour, Oct. 1978
Study Visit-cum-Training on Planning and Management of Technical and Vocational Education and Training in Secondary Schools (sponsored by UNESCO/UNDP), 11 - 14 Aug. 1993
Visit of Department of National Education of the Republic of Indonesia, 17 Dec. 2002
Overseas Training in Private School Evaluation and Accreditation for Indonesian Teachers, June – Aug. 2000
Overseas Training Program on Private Secondary School Evaluation and Accreditation, CPSC, Manila, Philippines (jointly organized with PT Pangudi Mulia Prakarsa, Jakarta, Indonesia and the Indonesian Ministry of Education and Culture), 7 Sept. – 17 Dec. 2000
Overseas Training Program on Project Management, CPSC, Manila, Philippines (in collaboration with PT Virama Karya, Jakarta, Indonesia and the Directorate General of Primary and Secondary Education, Ministry of Education and Culture, Indonesia), 28 Mar. – 7 May, 2001
Industry-Institution Linkage System in TEVT for HRD, SIVAT, HRD Korea, Seoul, Republic of Korea, 5-17 July 2005
Training for Effective Management of TVET Institutions for CDETE, CPSC, Manila, Philippines, 13-19 Dec. 2007
Computer Literacy Training, CPSC, Manila, Philippines, 21-28 July 2008



Participants' Feedback

International Conferences on Women Technicians Development

..."thank you very much for the opportunity of letting me get involved in this interesting conference. I've not been so much thinking about the potential of women in the productive life until I got involved in this conference.. Now I always care and put that kind of thinking in my mind..." - Mrs. Dewani Nasution, Principal, School of Home Technology, Bogor

Off-shoot of the Women's Conferences

"...we have found more role models from within the Bogor area as well as from seven other SMKKs in West Java. A series of seminars had been organized where we invited principals from private and junior schools of Home Technology to inform them of the latest developments at the government schools.. in the seminars opinions are raised about women technicians in Indonesia.. also included in the programs is the introduction to the participants of a good woman role model.." - Ms. Adiati Sudjarat, Head of Curriculum Section, Directorate of Technical and Vocation Education and Mrs. Dewani Nasution, Principal. SMKK

Women Technician in Industrial Development

"...Ny Dewani A M Nasution , Principal of Home Technology in SMKK Negeri Bogor, has exemplified project continuity and sustenance through her ongoing project on the development of materials on Career Guidance for Women which she started in 1989. Her project which has been an off-shoot of her participation in the CPSC course on Women Technicians in Industrial Development in March 1989..." - excerpts from the article of Lorenzo Teplonuevo entitled 'CPSC's Silent Ripplemakers' in CPSC Quarterly, Vol. 18 No. 1. , March 1992

Special Program on Industry-Institution Linkage Systems in TVET for HRD, 2005

"... I am pleased to inform you since my return from the Special Program on Industry-Institution Linkage Systems in TVET for Human Resource Development held in Korea that I have learned a lot about the Polytechnic education system of Korea, some good practices in developing manpower which are all very essential and worth adopting. . we hope CPSC would continue to assist us in developing quality human resources. Thank you for a great program..." - Ida Bagus Sanjaya, Director, Politeknik Negeri Bali, Indonesia

"Perencanaan Kemakmuran Bersamasama"



Iran

**First In-Country Program
Planning, Designing, Equipping and Managing Technician
Institutions including Staff Development”, Technical
Teachers Training College, Babol, 10-21 May 1976
23 participants**



Major ICPs Conducted

Technician Planning, Curriculum Design and Implementation Process, 1-13 March 1986
Managing Curriculum Implementation, Tehran, 26 September - 8 October 1987
Student Testing and Evaluation, Tehran, 13-25 February 1988
Development of Skills in Research in Technician Education, 2-15 July 1988
Management of Technical and Vocational Institutes and Development of Skills in Research in Tech Education, 25 February - 7 March 1989
Education Institution Cooperation, 5-10 August 1989
Using Computers for Curriculum Materials Development, 29 Sept. - 11 Oct. 1990
Human Resources Management, 29 August - 4 September 1992
Modular System of Education, 21-30 August, 1993
Environmental Education and Management, 21-26 August 1994
Entrepreneurship Development for Women Technicians, 10-21 April 1996
Curriculum Planning for Distance Education, 28 September to 8 October 1997
Research and Development in Management, 24 May - 4 June 1999
Total Quality Management, 13-26 May 2000
Cooperative Training, 31 May - 11 June 2003
Emergence of Modern Technologies in Technical Education and Vocational Training, 15-26 January 2005
Research and Survey in TET, 9-20 July 2005

Participants' Feedback

On the 6th In-County course on Management, 1988

"... I am glad to inform you that the course was held successfully and the faculty, Mr. Manish Nandy (visiting specialist) and Mr. Kohei Kashiwagi (CPSC Faculty), were both very useful and made their best to transfer the necessary knowledge to the participants.." - *Mr. Jafar Allagehmandan, Deputy Minister in Vocational and Technical Division, Ministry of Education*

ICP on Industry-Education Institution Cooperation, 1989

"...According to the course evaluation and comments by the participants, they found the teaching style and course coverage very useful to their work. Please accept my best regards and appreciation for the wonderful outcomes of the course which are all result of your hard work..." - *Mr. Mohammad Neshatehriz, General Director, Department of Technical Education*

A spin-off of the Course on Computer-based Instructional Materials Development, 1991

"...Dr. Rahmatizadeh, Head of the SC Computer Department conducted two(2) workshops on Computer-based Instructional Materials Development among senior lecturers in his work station, the Shamsipour College in Iran on December 1991 and February 1992. The workshop participants broadened their skills and knowledge in computing work form this "echo" activity of a similar course which Dr. Rahmatizadeh attended at CPSC on October 1991. These courses conducted by Dr. Rahmatizadeh have in fact serves as a spin-off of the course he attended in CPSC in October 1991. With the expertise gained on the various uses of computers and the availability of the two highly developed and ultra-modern computer laboratories in Shamsipour College, the CPSC can consider taping these potent resources for some of its future computer courses..." - *excerpts from the article of Lorenzo Temlonuevo entitled 'CPSC's Silent Ripplemakers' in CPSC Quarterly, Vol. 18 No. 1., March 1992*

Developing Skills in Module Writing, 1986; and Learning Concepts and Module Development with Emphasis on Distance Education, 1989

"...We gained a lot of experiences and knowledge from the college-based courses on module writing that we attended in 1986 and 1989. Two years ago, we made a suggestion to the Ministry of Education to use the system in Electronics for technical highs schools. A planning group composed of 10 persons from the ministry and from the schools which include lesson planners, curriculum developers and experienced teachers was convened.. After two years of work, a new four-year curriculum was designed with one year of specialty being covered each year. The writing of books and other instructional materials will start in September 1990 and will be implanted in fifty technical high schools all over Iran in September 1991..." - *Mr. Abolghasem Jaryani, Sr Electronics Expert, Ministry of Education*

Special Services

Developing Thinking Skills, Iran, 3-13 Oct. 1999



RP on Accreditation and Certification of TVE Institutions, 10-21 May 2004

"Planning Prosperity Together"



Republic of Korea

First In-Country Program
Curriculum Development with associated Staff Development,
College of Industrial Education, Chung-Nam National
University, Daejeon, 18-31 July 1979
28 participants



Major ICPs Conducted

Effective Instructional Strategies and Resources, 26 October - 7 November 1981
Country Course on Developing Instructional Strategies, 29 November - 11 December 1982
Curriculum Development in Technician Education, 20-25 February 1984
Country Course on Student Evaluation Procedures, 5-9 August 1985
Instructional Applications of Microcomputers for Technical Teachers, 4-8 July 1988
Systems Approach to the Enhancement of Efficiency and Effectiveness of Korean Junior Colleges of TVET, 25 July - 5 August 1994
Developing Web Based Multi Media Instructional Materials, 23 July - 3 August 2001
Multimedia Authoring Technology, 7-18 December 1998
Multimedia Contents Production, 7-18 February 2000
Web-Based Instructional Materials Development, July 31 to August 11, 2000
Software Censorship and Web Security Technology, 9-20 December 2002

Main Consultancy and Special Services

Staff Development-cum-Study Visit Program for Faculty Members of Daelim Technical College, Daelim, Korea (HongKong, Singapore, Malaysia), 9-19 July 1995

Ministerial Conference on Industry-Institutions Linkages with Six Technologies (6Ts) for Policy Making, SIVAT, HRD Service of Korea, Seoul; PuKyong National University (PKNU), Busan, 7-9 July 2003; 10-12 July 2003

Practice in International Business and Management, CPSC, Manila, Philippines 10-16 Aug. 2003

Practice in International Business and Management IBM, CPSC, Manila, Philippines, 15-24 July 2007

Intensive English Language and Cultural Program (IEL-CP) CPSC, Manila, Philippines, 27 July – 9 Aug. 2007

Practice in International Business and Management, CPSC, Manila, Philippines, 5-14 Jan. 2006

Practice in International Business and Management (for PKNU Administrative Staff), CPSC, Manila, Philippines, 1-11 Nov. 2006

Special Course on Intensive Technical English Training and Cultural Program with PKNU, 8 Jan. - 5 Feb. 2007

Study Visit of Korea Polytechnic College VI, 14 Aug. 2006

Study Visit of Silla University, 22 Aug. 2006

Study Visit of Korea Polytechnic College, 14 Nov. 2006

Study Visit of Korea Polytechnic College, 5 Feb. 2007

Visit of PKNU Officials, 5 Feb. 2007

Study Tour of officials and students from Sung Kyun Kwan University, 8 Nov. 2007



Participant's Feedback

RP on Environmental Education and Sustainable Development for TVET Teachers, 1994

"... I often think of my life in Indonesia and of the people I met there. I am sure that that period of twelve days or so will remain as a sweet memory in my mind forever. In particular, I learned a lot from you what it is to be professional in one's own field. Even though that was not part of the program at all. All through the training period, you were very strict but at the same time, very understanding and accommodating. Thank you again for the help and the teaching that you gave to us..." - Sunok Lee, Republic of Korea

"PDaHamge BunYoungEul YiRyupSiDa"



Malaysia

**First In-Country Program
Technician Curriculum Analysis and Implementation,
Including Laboratory Work, Ipoh, Malaysia, FY 1977-78**



Evaluation of Curriculum Implementation, 22 March - 3 April 1982, Ungku Omar Polytechnic, Ipoh, Malaysia



Major ICPs Conducted

Evaluation of Curriculum Implementation, 22 March - 3 April 1982
Establishing the Foundation for Policy Formulation, Implementation, Evaluation and Review of Technician Education, 18-30 March 1985
Workshop on Learning to Learn, 17-20 December 1985
Management of Laboratory and Workshop, 9-21 November 1987
Developing Skills in Research, 19-29 August 1989
Teacher Training: Competency - Based, skills-intensive, Inquiry-Oriented Approach, 24-28 July 1990
Small-Scale Enterprise and Self-Employment Development, 15-20 July 1991
Small-Scale Enterprise and Self-Employment Development, 20-25 July 1992
Workshop to Develop Skills in Writing Competency-Based Modules (phase 1), 8-23 June 1994
Developing Competency-Based Education (CBE) Modules (phase III), 22 August - 3 September 1994
Strategic Planning in TVET, 10-21 October 1994
Computer Network Installation, Administration and Maintenance, 3-14 June 1996
Computer Applications in Technician Education, 2-14 September 1996
Computer-Based Instructional Materials Development, 21-31 May 1998
Data Analysis in TET Using SPSS Software, 31 March - 10 April 1999
Emerging Trends in Skills Training, 5-9 June 2000
Entrepreneurship Development in TET, 14-25 June 2004
Non-Technical Competencies for Technicians, September 5-16, 2005
Student Testing and Evaluation in TVET Institutions, 9-13 April 2007
Repositioning TVET Institutions through Knowledge Management, 21 Apr. - 2 May 2008

Main Consultancy and Special Services

ADB funded project (Second Vocational Education Project) - CPSC provided services of a curriculum development and technical teacher training expert for reviewing and assessing curricula and teacher training facilities, 7-25 Sept. 1982

CPSC as part of Pre-Appraisal Mission for the proposed Second Vocational Education Project; Prof. SA Balu as consultant, 9-15 Mar. 1983

CPSC-German Malaysian Institute (GMI) Training for Trainers Courses, Kuala Lumpur, 8-19 March 1993 and 29 March - 9 April 1993

Module Writing, University Teknologi, Malaysia, 24-28 June 1996

Educational and Training Consultancy (for Senior Members of the Institut Aminuddin Baki, Malaysia), CPSC, Manila, Philippines, 19-24 June 2000

Special Course on Developing Skills in Research at the Universiti Teknologi Malaysia (UTM), Johore, December 1989

Visit of educators from Malaysia's Ministry of Education (Curriculum Development Centre), Manila, Philippines (part of World Bank TVET Project), 9-14 Sept. 1991



Development Management Skills for Total Quality Improvement, 9-20 April 2001



Participants' Feedback

Teacher-Training: Competency-based, Skill Intensive, Inquiry-oriented approach, 1990

".. We wish to record our sincere and deep appreciation to you for conducting an excellent course.. To some forty educators from local institutions of higher and vocational learning.. To be sure, the participants have gone back to their respective offices armed with heightened conceptual understanding if the competency-based approach to education plus practical 'handles' on how to . It was a privilege to have had the honor of hosting this CPSC in-country course and we are all the more appreciative of your taking valuable time out from your busy schedule to conduct this course personally.." - *Dr. Zulaiha Ismail, Head, Resource Ctr for Teaching and Learning, MARA Institute of Technology, Selangor*

Business Process Reengineering and Total Quality Management in TET Systems, 2004

"...it has been a valuable regional program and conference to me and I commend all of you for a job well done. It is never easy to cater to the needs of people from various part of the world. All of you have done a marvelous work on that... I am excited to show my colleagues the web-based utility and i also want to apply ubiquitous learning..." - *Dr. Mohammad Naim Bin Yaaku, Deputy Director, Polytechnic Management Division, Ministry of Higher Education, Malaysia*

Experts Meeting Group on Scientific and Technological Culture

".. I am so glad to inform you that through this meeting, I have been able to meet new people with similar interests. This definitely opens up opportunities to network with other experienced experts. It will facilitate and add credibility to our Malaysian group's proposed research activity on communication of S & T among parents and children and among school children and their social network. We plan to conduct this research within the year..." - *Khalijah Mohd. Salleh, Universiti Kebangsaan Malaysia*



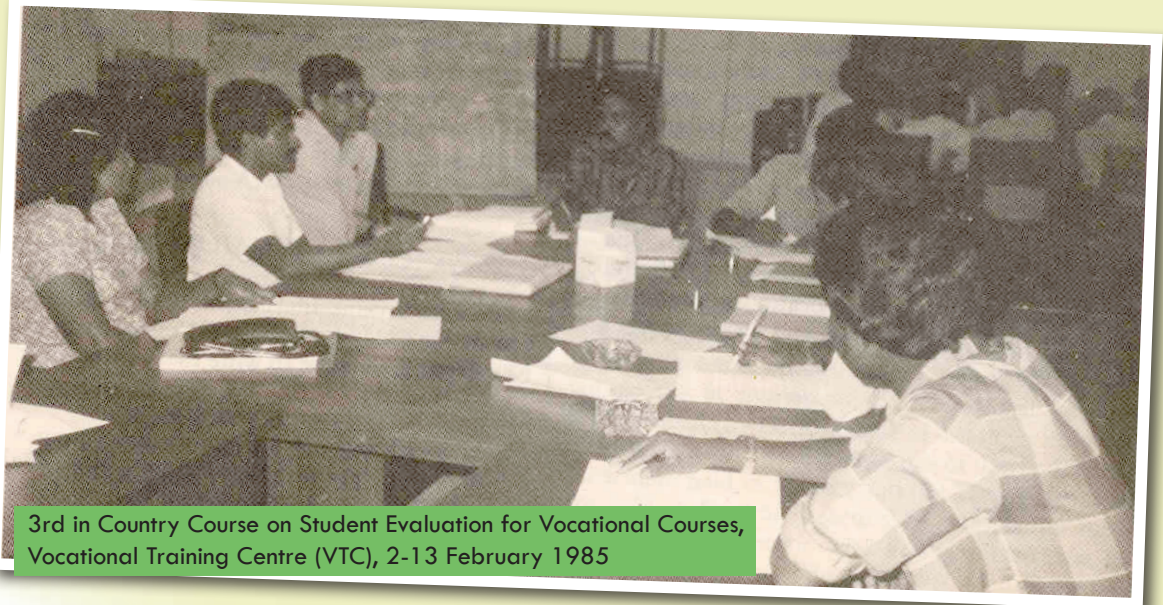
Repositioning TVET Institutions through Knowledge Management, Selangor, 21 Apr. - 2 May 2008

"Perancangan Kemakmuran Bersama"



Maldives

**First In-Country Program
Country Course on Curriculum Design and Development, Male,
17-28 October 1981
20 participants**



**3rd in Country Course on Student Evaluation for Vocational Courses,
Vocational Training Centre (VTC), 2-13 February 1985**

Major ICPs Conducted

Instructional Planning, 11-23 December 1982
Student Evaluation for Vocational Courses, 2-13 February 1985
Development of Multimedia Skills, 25-29 January 2004
Entrepreneurship Development in TET, 3-7 April 2005
Competency Based Curriculum Development, 17-26 February 2008

Special Services

Capability Building for Education Officials of Maldives, CPSC, Manila, Philippines, 18-23 August 2008



ICP Entrepreneurship Development, 3-7 April 2005



ICP Competency-Based Curriculum Development, 18-19 Feb. 2008

Participants' Feedback

"Thank you for all the hospitality extended to us during the **"Regional Program on "Poverty Alleviation through Promotion of Entrepreneurship", and International Symposium on "Skills Development for Poverty Alleviation"** held from January 21-27, 2008 in Manila Philippines and The Eminent Experts' Group Meeting on **"Repositioning TVET in the Knowledge Era for Sustainable Development"** held from January 28-30, 2008. It was a pleasure to be part of the newly drafted CPSC Corporate Plan. I wish CPSC every success and hope to see you all in many more events." - Ms. Mariyam Nazima, Deputy Director, Ministry of Higher Education employment and Social Security

CP on Capacity Building and Study Visit of TVET Officials from Maldives

"Thank you CPSC for your time and generous contribution for the development of the TVET system in Maldives..." - Shabana Rasheed, Assistant Director (HRD Specialist), Ministry of Human Resources, Youth and Sports

ICP on Competency-Based Curriculum Development

"This is an excellent workshop where by participants got more knowledge about competency based training..." - Ahmed Farish, Asst. Lecturer Gr1, Faculty of Hospitality & Tourism Studies



Capacity Building and Study Visits of TVET Officials from Maldives, 18-23 Aug. 2008



Mongolia

First In-Country Program Country Course on Industry Institution Linkages, Construction College, 24-28 September 2007 28 participants



First ICP

Mongolia became a Member of the Colombo Plan in 2004 and CPSC in 2005. Membership to CPSC was confirmed at the 80th CPSC Governing Board Meeting. The move to participate in CPSC was facilitated under the leadership of former Prime Minister of Mongolia, Hon. Mr. Tsakhia Elbegdorj and former Minister of Education, Mr. Puntsag Tsagaan.

The Ministry of Education, Culture and Science is the focal agency in Mongolia. A Liaison Officer for CPSC based at Ulaan Baatar is responsible for coordinating all CPSC programs and projects.

As a maiden collaborative program with the Government, CPSC and MECS conducted an in-country program on "Industry-Institution Linkages for TVET" in September 2007 participated by 28 trainees. Through this first program, CPSC also facilitated round table and panel discussions among bilateral and multilateral agencies such as JICA, KOICA, German Technical Cooperation (GTZ), ILO, ADB together with private industries and public institutions in Mongolia. They participated in the deliberations on engaging active cross-sector cooperation and linkages to increase TVET access and provisions.

Major ICP Conducted

Country Course on Industry Institution Linkages, 24-28 September 2007

Special Services

Roundtable Discussion in Industry Institution Linkages for TVET, 25 September 2008

International Study Tour of TVET PIU, 15-17 April 2009



Mongolia's Confirmation of Membership, Dec. 2005



First ICP



First ICP



First ICP

Feedback

Indeed, the Government of Mongolia looks forward to continuing our close cooperation with CPSC. Technical and Vocational Education and Training in Mongolia, is one of the foremost sub-sector of education that needs active role of our Government. Hence, our cooperation with CPSC plays an important role in raising the importance of TVET in Mongolia. -Bat-Erdene Regsuren, MECS Director, Higher and Vocational Education Mongolia

“Tolovlokh, Iredui Khamtrakh”



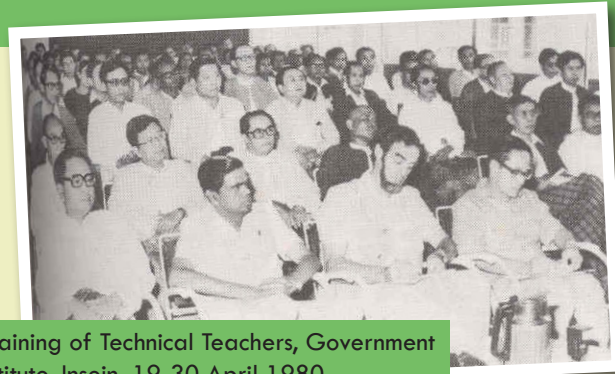
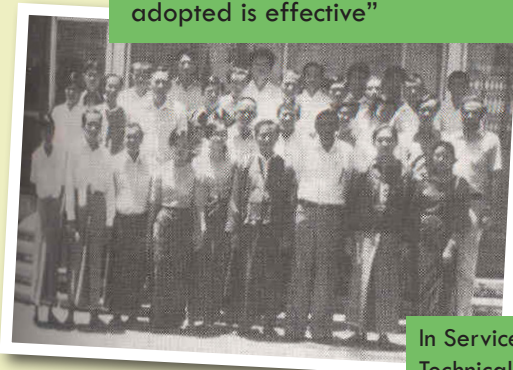
Myanmar

First In-Country Program

“Country Course in Technician Curriculum Design and Development”

19-31 December 1977 – 21 participants

“Country course .. was a success and has achieved its objectives.... The areas of study covered by the course during the two week period is appropriate and the course strategies adopted is effective”



In Service Training of Technical Teachers, Government Technical Institute, Insein, 19-30 April 1980,

Major ICPs Conducted

In Service Training of Technical Teachers, 19-30 April 1980
Curriculum Design and Development with Emphasis on Occupational Analysis, 25 March - 5 April 1985
Development and Evaluation of Instructional Materials in Modular Form, 27 April - 10 May 1988
Self-Employment and Entrepreneurship Development, 7-18 December 1992
Agricultural Technology Development, 21-26 November 1994
TVET Curriculum Development, 20 November - 1 December 1995
Computer Numerical Control (CNC) and Robotics, 12-23 November 2001
In-Service and Continuing Teacher Development Programme, 6-17 October 1997
Computer Based Instructional Materials Development , 12-24 October 1998
Computer Maintenance and Troubleshooting, 4-15 October 1999
Use of Computers in Mechatronic, 4-15 December 2000
Computer Numerical Control (CNC) and Robotics, 12-23 November 2001
Computer Assisted Engineering Course, 18-29 November 2002
High Quality Engineering and Manufacturing Design, 6-17 October 2003
Establishing Labor Market Information Systems, 29 August - 9 September 2005
Accreditation and Certification of TVET, 21 August - 1 Septmeber 2006
Project Management for TVET Institutions, 31 December 2007- 11 January 2008

Special Consulting Services

Strengthening Technical, Agricultural and Vocational Education, Department of Technical and Vocational Education, Myanmar
(sponsored by UNDP/UNESCO), 17 Oct. - 17 Nov. 1993



High Quality Engineering Design and Manufacturing Design in TET, 6-17 October 2003

Project Management for TVET Institutions, Department of Technical and Vocational Education, 31 December 2007 - 11 January 2008



Participants seriously working on the group tasks



ICP on Agricultural Technology Development, 21-26 November 1994

Participants' Feedback

Project Management for TVET Institutions, 2008

This program is very good for us. We got knowledge and experience from it. It is a systematic program - *Phyu Hnin Khaing, Lecturer, DTVE*

"Planning Prosperity Together"



Nepal

**First In-Country Program
Planning, Organizing, and Implementing Technician Education Systems, Including
Curriculum Design and Staff Development, Kathmandu, 4-16 September 1977
18 participants**

Major ICPs Conducted

Curriculum Design and Implementation, 6-20 April 1981
Curriculum Design and Development, 15-27 April 1984
Design Development and Use of Instructional Materials, 17-19 March 1985
Instructional Materials Development, 5-12 February 1986
Management of Instructional Resources in Technical and Vocational Education, 10-18 December 1987
Technical Teacher Training Module Development, 14-24 February 1989
Training Program on Manpower Planning for ILO-UNDP Fellow, 6 Nov. - 15 Dec. 1989
Environmental Education and Environmental Management for TVE Teachers, 21-26 February 1993
Entrepreneurship Development, 14 February - 1 March 1994
Agricultural Technology Development, 4-9 June 1995
Computer Maintenance and Upgradation, 10-20 April 1996
Entrepreneurship Development, 5 February - 8 March 2002
Research and Development in Management, 21-30 July 1996
Organization and Management, 28 March - 9 April 1999
Empowering TET Institutions towards Autonomy and Accountability, 3-14 January 2000
Emerging Trends in IT Applications, 3-14 February 2003
Monitoring and Evaluation of TET Programs, 8-22 December 2004
Women Development in TVET, 20-24 February 2006
Introduction of Ubiquitous Technology in TVET Institutions, 7-11 May 2007
Performance Appraisal for TVET Institutions, 10 -14 March 2008
Career Guidance and Counseling for TVET, 23-27 March 2009

Main Consultancy and Special Services

Two training programs for Project Personnel of UNDP/ILO Project comprising of department heads and administrative officers of the Western Region Campus of Tribhuvan University in Pokhara, CPSC, Manila, Philippines, Oct. to Dec. 1989

Two special training packages for Senior Officials from the Department of Labor in Kathmandu, CPSC, Manila, Philippines October to December 1989

Public Information Service for the Poor, Kathmandu 17-23 Nov. 2005

Participants' Feedback

RP on Developing Web-based Labor Market Information System, 2003

"...I would like to assure you that the skills and knowledge that you imparted to us for developing web-based labor market information system is really valuable and fruitful in developing LMIS in Nepal. Thank you for your cooperation and fruitful lecture..." - *Bal Mukunda Neupane*

ICP on Entrepreneurship Development, 1994

"...it was very effective for a developing country like Nepal. The course materials were excellent as well as the presentations of Dr. Pramod Shrestha, CPSC Faculty Consultant and the other resource persons. The other participants and myself look forward to being part of more such programmes in the future.." - *Tika Khanal, Accounts Officer, CTEVT, Kathmandu, Nepal*



"Yosana Bikas Sangsangai"



Pakistan

18



**First In-Country Program
Technician Curriculum Implementation including Curriculum
Evaluation and Staff Development, 18-30 April 1977
22 participants**



**Training Needs Analysis in TVET System, NISTE,
Islamabad, 7-19 April 2008**

Major ICPs Conducted

Testing and Evaluation in Technician Institutions Including Effective Laboratory Instruction, 8-20 December 1979
Teaching Method, Development of Learning Resources including Staff Development through Modular Approach, 4-23 April 1981
Curriculum Implementation, 31 July - 2 August 1982
Evaluation of Technician Education Programmes and Institutions, 2-14 April 1983
Workshop on Teaching and Learning Resource Development for Technician Education, 24 March - 4 April 1985
Development of Teaching Learning Resources for Polytechnics, 5-16 January 1986
Workshop on Strategic Planning, 4-7 November 1985
Computer-based Management Information Systems, 17-27 April 1995
Identifying Related Components of Environmental Education for TVET Curricula, 3-14 March 1996
Entrepreneurship Development, 20-30 October 1996
CAD and CAM, August 18-29, 1997
Computer Aided Instructional Materials Development, 16-30 July 1998
Emerging Trends in TET, 4-15 October 1999
Use of Computers in Design & Drafting, July 10-21, 2000
Multimedia Training and Resource Development, 19-30 May 2003
Quality Design and Manufacturing Simulation, 23 February - 5 March 2004
Entrepreneurial Skill Development for TEVT for Female Teachers, 18-29 April 2005
Development of Multimedia Teaching and Learning Resources, 2-13 May 2006
Accreditation and Certification in TVET, 12-22 March 2007
Training Needs Analysis in TVET System, 7-19 April 2008
Public Private Partnership for Institutional Development and Management, 2-13 March 2009

Main Consultancy and Special Services

ADB Loan Project – Establishment of National Technical Teachers Training Institute (NTTTI) - First National Workshop and the First National Conference, Jan. 1983

Curriculum Development in Technical Education under 546-RAS-23 (in collaboration with Punjab Technical Education Board and UNESCO PROAP, Bangkok, Thailand), 17-27 March 1996

ADB Loan #1373 - Pakistan Technical Education Project - TVET Policy Analysis and Strategy Development in the Pakistan Technical Education Project Analysis and Strategy Development (Dr. Adviso as International Consultant), 30 Sept – 29 Oct. 1997

Non-Technical Skills (Attitude Development) for Technical Education (Asian Institute of Developmental Studies, Inc. (AIDSI), July 2003

Non-Technical Skills (Attitude Development) for Technical Education, CPSC, Manila, Philippines, 1-12 Dec. 2003

Conducting Tracer Studies, 14 Jan. – 8 Feb. 2002

Five Country Study Visit for Pakistan Educators, 8-26 May 1990

Visit of Officials of the National Vocational Training Program of Pakistan, 21 June 1996

Study Visit of Senior Officials from the Ministry of Technical Education of Pakistan, CPSC, Manila, Philippines, 21 Mar. 2002

Study Visit of Pakistan Administrative Staff College, 21 Nov. 2006

Study Visit of Senior Pakistani delegation on 87th National Management Course led by H.E. Muhammad Naeem Khan, Ambassador of Pakistan to the Philippines, 29 Oct. 2007

Study tour of University of Education and Directorate of Staff Development, Lahore, Pakistan, headed by Dr. Munawar Sultana Mirza, Vice Chancellor, University of Education; Dr. Rukhsana Zia, Director, Directorate of Staff Development, 19 Feb. 2008

Study visit of Project Officers of “Restructuring of Technical Education and Vocational Training (TVET) System”, Islamic Republic of Pakistan, 23 April 2008

Public Private Partnership for Institutional Development and Management, 2-13 March 2009



Participants' Feedback

IVETA Conference

“...CPSC's program was very useful and is paying dividends in helping us devise a pragmatic approach to technical education. The theme of entrepreneurship is the need of the time in developing countries, I particular. CPSC thus contributed in a big way towards development strategies in Pakistan. Indeed, CPSC contributes to nation-building through effective training of teachers who form the foundation for development in real terms in education in developing countries...” - *Saeed Ahmad Hashmi, Swedish-Pakistani Institute of Technology, Gujjarat, Pakistan*

TNA in TVET System

“The program itself is very nice and fruitful if implemented in Pakistan and definitely will increase our productivity. It helps remove deficiencies in our human resource through TNA Studies. I think that the whole experience of this training is very good for a young professional in any organization. This will help him a lot to improve his professional quality. Resource person is very competent, cooperative, and well versed with the theme of the workshop. The program will certainly have positive effects on TVET improvement in Pakistan.” - *Muhammad Salman Mustafa, Assistant Director (R & D), TEVTA*



Study tour of University of Education and Directorate of Staff Development, 19 February 2008



Entrepreneurial Skill Development for TEVT for Female Teachers, 18-29 April 2005

“Bahami Ishterak se Khushali Ke Mansooba bandi”



Papua New Guinea

**First In-Country Program
Measurement and Evaluation in Technician Education,
Lae Technical College, 12-23 March 1979
30 participants**



Major ICPs Conducted

Staff Development: Planning and Management, 22-31 August 1979
Behavioral Objectives, 12-23 October 1981
Curriculum Development with Focus on Item/Question Writing, 13-24 April 1982
Workshop on Practical Assessment and Resource Pack Preparation, 19-30 September 1983
Practical Assessment and Resource Pack Preparation, 24 April - 4 May 1984
Teaching/Learning Strategies and Development of Non Print Teaching Resources, 9-19 April 1985
College Management at Heads of Department Level, 11-22 April 1988
Curriculum Issues, 3-14 October 1988
Management of Technical & Vocational Education Institution, 2-13 July 1990
Conflict Management, 28 June 9 July 1993
Measurement and Evaluation Related to Syllabus Interpretation, 15-25 April 1996
Computer-Based Financial Management, 11-22 April 1994
Computer Applications in Item Banking, 20 September - 1 October 1999
Computerised Examinations Writing, 1-11 October 2002
Management Information System for Student Record Management, 4-15 October 2004
Management of TVET Programs and Institutions, 25 May - 3 June 2007
Total Quality Management for TVET System, 28 July - 1 August 2008

Participants' Feedback

Development of Technician's Attitude, Behavior and Non-Technical Competencies

"... out of the six ABNC areas identified as essential during the workshop (Development of Technician's Attitude, Behavior and Non-Technical Competencies, 13-24 March 1996), the following have been incorporated into our two year Technical Training Certificate(TTC) Curriculum: Entrepreneurship, Personal Development, Communication, Professional Work Ethics, Environmental Awareness and Concerns..." - James B. Kawas, Technical Education Division, Papua New Guinea

RP on SME Development and Regional Economic Integration, 2008

"...Thank you for the message and I wish to thank you on behalf of Secretary for Education, Dr Joseph Pagelio for the opportunity to learn what other countries in Asia Pacific region, best practices in SMEs through TVET. I will report to my Authorities to strengthen SMEs through TVET in Papua New Guinea and keep you inform of our progress. Our IT in TVET Institutions in terms of Curriculum development requires urgent attention and will require your assistance. The introduction of PNG Qualification Framework in 2009 will be another milestone but there are challenges to face and I totally agree with you during your presentation at the Joint Regional Workshop, that IT be given serious attention and PNG is no exception. PNG Department of Education has ITC Policy but the roll out program to all schools is yet to be seen. Services and aftermarket of IT will be an issue and TVET in PNG will have to train its service personnel. However, I once again thank you and your team in providing the way forward for TVET in our region (Asia Pacific)." - Mr. Damon Tiromry, Senior Curriculum Officer - Engineering & Related TVET Division, Department of Education



ICP on Management Information System for Student Record Management, 4-15 October, 2004



Total Quality Management for TVET System, 28 July - 1 August 2008



Participants during Inaugural Program

"Babai Jamura Bahamomo"



Philippines

20

First In-Country Program

“An Approach to Planning and Managing Technician Education in the Philippines”, 20 February - 4 March 1978 – 31 participant



Other ICPs Conducted

Unifying the organization and management of a national polytechnic system and planning in-service teacher development programme for effective management, 3-19 December 1979
Accreditation in Technician Education, 23 June - 3 July 1981
Technician Teacher Education and Training in the Philippines, 21 June - 2 July 1982
Modular Instructional Materials for Technician Institutions in the Philippines, 19 January - 1 February 1983
Workshop on Strategic Planning, 20-23 November 1985
Administration and Evaluation of Technical/Vocational Colleges and Programs, Colleges and Programs Phase I, 17-20 October 1988
Administration and Evaluation of Technical/Vocational Colleges and Programs, Colleges and Programs Phase II, 9-10 January 1989
National Training Workshop on Innovative Directions in TVE, 10-14 December 1990
Entrepreneurship, 13-14 June 1991
Executive Training for TVE Administrators (5 batches), 1993-1995
Automation Technology, 3-4 May 1995
Managing TVET for Customer Service Excellence, 6-11 and 20-25 November 1995
Training of Trainers in Managing Distance Learning Module Writing Workshop, 18-20 June 1997
Improvisation and Utilization of Science and Technology Laboratory Equipment, 19-23 October 1998
Repositioning TVET for Emerging Trends, 27-31 March 2000
Use of Microsoft Project Management Software, November-December 2001
Promoting and Sustaining Innovations in TET, 30 September - 11 October 2002

Participants' Feedback

ICP on Continuing Education for TVET Teachers, May 26-31, 1997 (4)

An Industrial Training Program on Computer-Assisted Design and Computer-Assisted Manufacturing (CAD/CAM)

"... I would like to inform you that since November to date, the Don Bosco Technical College has conducted already two seminars on CAD/CAM. The first was given to our own personnel who would eventually be trainers in the future. The participants to the second seminar came from industry. I would like to thank CPSC once again for the opportunity given to us. Should you need our services in the field of CAD/CAM, please do not hesitate to ask us..." - *Fr. Demetrio Carmona, SDB., Administrator, Don Bosco Technical College, Manila, Philippines*

Gender and Development Projects

"...I have decided to start my Gender and Development project by conducting a Seminar-Workshop at the Tarlac State University in collaboration with CPSC, using the three CPSC GAD modules aimed at developing awareness, broaden and deepen understanding by participants of their gender and development roles to attain desired quality of life.." - *Carmelita Alfonso, Tarlac State University*

ICP on Using Microsoft Management Software

"... we are pleased with the conduct of the two (2) in-country programmes entitled "Using Microsoft Management Software". Initial feedback from the participants is quite encouraging and most of them were impressed with the programs as well as with your resource persons. Recognizing CPSC's ISO awards and CPSC's vital role in regional TVET, we would like to explore the possibility of your institution's assisting TESDA through its National Institute of Technical and Vocational Education and Training (NITVET) or most welcome a partnering arrangement with CPSC serving as a big brother to TESDA..." - *Ma. Lourdes T. Reyes, Officer-in-Charge, OCSA, Director III, IDF, TESDA, Manila*



TESDA Staff Development Program



CPSC Headquarters in Manila



International Conference on the Role of Women

"Sama-samang Pagpapalano tungo sa Kaunlaran"



Philippines

Main Consultancy and Special Services

Two-phased Course on the theme Instructional Planning, Delivery and Assessment Procedures, 6 June 1983
ADB-Philippine TVEP LA No. 531-PHI, 25 Feb. 1983 – 28 July 1987
ADB-World Bank Seminar on Technical and Vocational Education and Training, 22-27 Jan. 1990
Management of Technician Education Systems for Higher Productivity, 7-11 Sept. 1992
Management of Higher Education Institutions: (Central Luzon State University [CLSU], Western Visayas State University, and Mindanao State University) 10-14 Jan.; 7-11 Feb.; 14-18 March; 25-29 April 1994
ADB TA # 1385-PHI: Environmental Education, July 1996 – Sept. 1997
New Technologies of Training (NTT) for Technical and Vocational Education, 3-7 July 1995
Promoting Human Resource Development (HRD) for the Poor, 18-23 Sept. 1995
UNEVOC Clearinghouse and Electronic Network Workshop 26-30 Mar. 1996
Computer-Based Instructional Materials Development (MMSU, Ilocos Norte) 27-31 July 1998
Developing Skills in Using Presentation Software Systems (MMSU, Batangas, Ilocos Norte) 8-12 Nov. 1999
Developing a Thinking Curriculum, 25-26 July 2001
Trainers' Training Course on Curriculum Development for Competency-Based Vocational Education through Dual Training System (Dipolog City and Zamboanga) 3-7 Nov.; 15-19 Dec. 1997
Computer-Based Instructional Materials Development, 20-30 April 1998
Establishing a Career in Consultancy, 15-26 June 1998
Developing Skills in Using Presentation Software Systems, 21-25 Sept. 1998
Project Management Preparation, Implementation and Evaluation, 23-27 Aug. 2004
Entrepreneurship Development in Technical Education and Training, 18-22 Oct. 2004
Management of ICT Resources, 24-26 Nov. 2004
Basic Computer Troubleshooting and Networking, 10-15 Dec. 2004
Relational Database Management System, 10-15 Dec. 2004
Ex Post Evaluation of KPVTC-Davao KOICA Local Consultancy, 19-21 August 2008



Women Technicians in Rural Industrialization



International Conference on Technician Education and Training, 1998



Emerging Trends in ICT in Education, 2008



Producing Computer - Based Video Presentation, 1999



TESDA Staff Development Program, Korea, 2004



Editorial cartoon in Manila Bulletin

CPSC celebrates 21 years in the Philippines as the 2nd host country



Singapore

**First In-Country Program
Testing and Examining in Technician Education,
11-22 April 1977, 25 participants**



**Curriculum Design and Development Process
8-20 September 1980**

Major ICPs Conducted

Instructional Design and Teaching Methods for Technician Education and Training, 16-28 April 1979
First Phase Course for Members of the Singapore Vocational and Industrial Training Board, 2-7 April 1979
Curriculum Design and Development Process, 8-20 September 1980
Curriculum Design, Development and Evaluation Process, 12-24 April 1982
Workshop on Learning to Learn, 2-4 January 1986
Computer-Based Learning Materials Design, 3-12 May 1988
Teaching and Assessing at the Application Level of the Cognitive Domain, 4-7 April 1989
Polytechnic and Industry; The Provision of Consultancy Services by Academics to Industrial and Commercial Organization, 17-21 June 1991
Student Assessment and Evaluation, 25-29 November 1991
Entrepreneurship Development for Polytechnic Students, 21-24 October 1996
Evaluation of Thinking Skills in the Curriculum, 16-20 November 1998

Main Special Programs

Industrial Training Program in Computer-Aided Design and Computer-Aided Manufacturing (CAD/CAM), Temasek Polytechnic, 6 Feb. – 3 March, 1994

Train-the-Trainers Program in CAD/CAM, 20 May – 14 June 1996

Joint Regional Program on Enhancing Pedagogy Skills for Teacher Trainers, National Institute of Singapore, 10-13 Oct. 2008



Learning Anytime Anywhere Development of Open & Flexible Learning, February 21-23, 2000

Participants' Feedback

RP on Developing Strategies for Higher Order Generic Skills, 2002

"...I believe that the Regional Program on Developing Strategies for Higher Order Generic Skills conducted in Calcutta, India from 4-8 March 2002 was a great success. I feel privileged to have been able to make my contribution to this project. Again, many thanks for the invitation..." - Dennis Sale (Resource Person), Head, Educational Development, Singapore Polytechnic

20th Anniversary

"... may I congratulate you on a very well-organized seminar as well as consultative meeting. ..one of the benefits of such meetings amongst member countries is the opportunity to network with colleagues from these countries. I returned to Singapore having made more friends and contacts which are useful in our efforts to promote technician education.." - Khoo Kay Chai, Principal, Singapore Polytechnic



Enhancing Pedagogy Skills for Teacher Trainers, 10-13 Oct. 2008



CPSC Building in Singapore (1973-1986)

"Planning Prosperity Together"



Sri Lanka

**First In-Country Program
 Technician Education Curriculum Design and Staff Development,
 16-27 February 1976, Colombo
 23 participants**



**Curriculum Design and Development Process
 8-20 September 1980, Singapore**



Major ICPs Conducted

Staff Development with Emphasis on Course Specification and Student Evaluation, 12-24 March 1979
Planning Technical Education for Community Development, 29 March - 8 April 1982
Workshop on Planning Curriculum of Technician Programmes, 12-23 November 1984
Use of Computers in Technical Education, 25-29 April 1988
Entrepreneurship and Self-Employment Training for Technical and Vocational Students 2-11 May 1991
TVE Curriculum Development and Implementation, 19-30 July 1993
Computer-Based Instructional Materials Development, National Institute for Technical Education, 16-27 June 1997
MIS for Technical Systems, 1-13 September 1997
CAD and CAM, 18-29 August 1997
Developing Managerial Skills for CorPlan Implementation , 17-28 August 1998
Training Needs Assessment, 24 April - 5 May 2000
Performance Appraisal, 19-30 April 2004
Cost Effectiveness and Cost Recovery, 18-29 April 2005
Research and Survey in TVET, 24 April - 5 May 2006
TVET: A Tool for Promoting Entrepreneurship 16-25 April 2007

Main Consultancy and Special Services

Conference on New Challenges in Technical Teacher Education 24 Feb. – 1 Mar. 1986
ADB TA No. 3051-SRI-Skills Development Project (Dr. Adiviso as Project Team Leader and Prof. SD Patki as international consultant for Competency Based Training) 23 Nov. – 2 April 1999
Publication of EE Guide under ADB TA PHI: 1385 on Environmental Education
Training of Sri Lankan Vocational Training Officials, TTTI, Bhopal, India, 16 April – 16 May 2000
ADB RSC C0047-SRI: Skills Development Project for Rural Youth in Sri Lanka, 21 Aug. – 8 Sept. 2000
Training for the Sri Lankan Project Director, CPSC & ADB, Manila, Philippines
Training for the Sri Lankan Finance Manager, CPSC & ADB, Manila, Philippines
ADB 1707-SRI (SF): IT Skill Development for Rural Youth in Sri Lanka (Dr. Bernardo Adiviso, Dr. Shyamal Majumdar, and Dr. Man-Gon Park, as International Consultants), 6 June – 13 July 2001
Three (3) technical reports to the Government of Sri Lanka in connection with the IT Skills Development Project (Dr. Shyamal Majumdar and Dr. Man-Gon Park as international consultants)
Video and Multimedia Development, SIVAT, HRD Service of Korea, 22 Sept. – 20 Dec. 2003
Project Management Preparation, Implementation and Evaluation, SIVAT, HRD Service of Korea (Batch 1), 6-31 Oct. 2003
Management of Information Systems and Benefit Monitoring and Evaluation, SIVAT, HRD Service of Korea, 24 Nov. – 20 Dec. 2003
Project Management Preparation, Implementation and Evaluation, SIVAT, HRD Service of Korea (Batch 2), 17 May – 12 June 2004
Sector Policy Planning and Evaluation, SIVAT, HRD Service of Korea, 17 May – 12 June 2004
Library Management for Sri Lankan Ministry Officials, CPSC, Manila, Philippines, 11-24 July 2003
Study Visit from the Sri Lankan Ministry of Employment and Labour (6-day study visit to the Philippines), 26 Feb. 2002 (6 days)



ICP on TVET a Tool for Promoting
Entrepreneurship, April 16-23, 2007



ICP on Cost Effective and Cost
Recovery, April 18-29, 2005

Participants' Feedback

Business Studies in Colombo

"... In Sri Lanka, business education imparted in technical colleges and aimed at the technician level, is currently facing a serious challenge... industrial surveys conducted by the NITTC have 'graduates' suffer from certain distinct shortcoming... Which can be directly linked to deficiencies in the instructional system.. a major change in direction is imperative. Present day business enterprise do not need pure academics. They need people trained in business and related skills with an ability to apply knowledge to arrive at correct decisions..."- Mr. Lionel Galappathie, Head, Dept. of Business Studies, NITTC, Dehiwala, Sri Lanka

Environmental Education and Management for Technical and Vocational Education Graduates

"...I came back to Sri Lanka on the 2nd of February 1992 and I went to my College on the 23rd to address a gathering of Technical College students as well as staff members regarding my visit to Manila. On the days following, I started an Environmental Association here in the College and now it is already functioning. I hope to have a tree-planting campaign with the assistance of the students, not only inside our college, but also outside the campus. My knowledge on environmental education was greatly increased and I learned a lot from the two seminars we had (attended in CPSC)..." - Mr. Gunasekera Arachedhilage Daya Ranjith Gunasekera, Senior Instructor, Government College, Warakapola, Sri Lanka

"Saubhagya Sandaha Ekwemu"

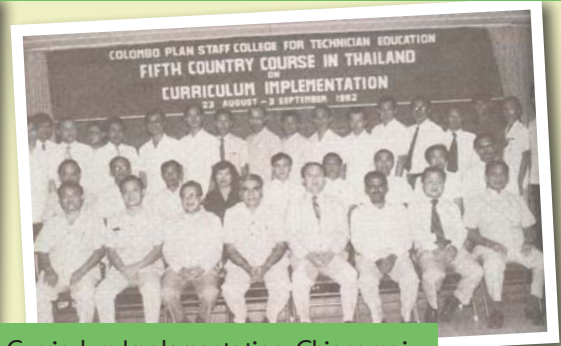


Thailand

**First In-Country Program
Technician Education, Bangkok, 14-22 July 1975
41 participants**



**Instructional Planning, Design and Delivery of
Technician Courses, Bangkok, 18-28 October 1978**



**Curriculum Implementation, Chiangmai,
28 August - 3 September 1982**



Modular Project for In-Service Training of Technician Teachers

Main Consultancy and Special Services

Skills Development for Poverty Alleviation through TVET Institutions, Bangkok, 25-29 Nov. 1996

Special Program on Designing Open and Flexible Learning Strategies for the senior administrative and faculty members of RIT, 21-25 May 2001

Visit of Thai Officials (doctoral candidates) in Industrial Education Management – TUP Program, from Faculty of Education, Rajamangala Institute of Technology, Themet Campus, 26-28 Sept. 1996

Major ICPs Conducted

Instructional Planning, Design and Delivery of Technician Courses, Bangkok, 18-28 October 1978
Staff Development for Effective Management of Technical Institutions, 17-28 November 1980
Aspects of Management , 14-25 June 1982
Curriculum Implementation, Chiangmai, 28 August -3 September 1982
CPSC ITVE Workshop on Developing Skills in Module Writing, 16-28 April 1984
Research Methodology in Curriculum Development, 4-15 June 1984
Thailand Development Skills on Production of Instructional Materials for In Service Teacher Upgrading, 25 February - 9 March 1985
College Performance Evaluation, 3-14 February 1986
Workshop on Learning to Learn, 6-9 January 1986
Innovation in Instructional Materials Development and Evaluation, Bangkok, 14-25 September 1987
Use of Computers in Technician Education, 17-29 April 1989
Environmental Education and Environmental Management for Technical Vocational Education Students Chiang Mai, 6-13 July 1991
Manpower Forecasting and Technical Manpower Planning and Development, King Mongkut's Institute of Technology (KMIT), 2-6 September 1991
Management of Technician Education System of Higher Productivity, 7-11 September 1992
Computer Technology: Applications on TVE Management and Administration, 9-20 May 1994
Strategies for Industrial and Technical Education Cooperation for Globalization of Industry in Thailand, 24-28 Octobe 1994
Community-Based System of TVET, 21-26 August 1995
Women in Technician Education and Development, Pattaya, 26-31 May 1997
Entrepreneurship Development for TVET Students, 11-15 May 1998
Total Quality Management of Vocational Education Institutions, 19-24 April 1999



RP on TVET for Sustainable Development and Social Equity, 7-12 July 2008



Participants' Feedback

ICP - The Use of Computers in Technician Education, 1988

"...the workshop enabled those inside and outside tutors to keep abreast of new developments in computers. We are certain that they can update their knowledge and apply it in their own fields of Specialization. Because of CPSC's kind support, the objectives of the workshop are fulfilled and come into fruition. I would like to take this opportunity to thank you of your academic cooperation that will further register the contribution of CPSC towards the development of academic capability of Thai tutors.." - *Assoc. Prof. Dr. Paibool Hungspreugs, President, King Mongkut's Institute of Technology, Thonburi*

SRW on Small Scale Enterprise and Self-Employment Development, New Delhi, 1990

"... CPSC is highly regarded by the Department of Vocational Education for its contributions to technical education development in Thailand..." - *Boontiam Chareonying, Director General, Dept. of Vocational Education, Bangkok*

SRW on Application of Computer Communications in Instruction, 1995

"... I would like to take CPSC to the training course. It was wonderful! I was very impressed by the course and the people... I got a lot of useful experiences from the course. Today is the 1st day of the computer graphics training course I set for my institute's staff. It was only a three-day course, but was very successful.." - *Pakpimol Seni, Rajamangala Institute of Technology, Thailand*

"Planning Prosperity Together"



Donor Countries

Various forms of technical assistance and cooperation were extended by some member countries of CPSC in the early years of inception.

Australia

Special Grant for Modular Project for In-Service Teacher Development
Contributions towards purchase of books
Dispatch of resource persons for sub-regional programs
Contributions towards purchase of transportation
Project-based assistance through the Australian Development Assistance Bureau (AIDAB)

Canada

CFTC through Commonwealth Industrial Training and Experience Program
(CITEP) supported professional staff and secondment of resource persons and short-term experts
CFTC financial grant for Fellowship
CFTC funding of research and development projects
CFTC funding of the 3-phased project on Women in the Mainstream of Technical Education Development
CFTC financial support to a Special Project on the Development of Instructional Materials
ACCC support through secondment of short-term experts
Contributions towards the purchase of books
Funding of CPSC special project on Environmental Education in TVET

Japan

Faculty secondment through JICA
Financial and Technical Assistance for computer applications in TVET
Third Country Training Program on Computer Based Instructional Materials Development (Eight Programs from 1991-1998)
Grants for Computer Training Center facilities upgrade through JICA
Computer donations

New Zealand

Faculty Secondment

U.K.

Faculty Secondment

U.S.A.

Project-based assistance in the CPSC Corporate Plan Project

USAID Pledges Support

As a result of the recommendations of the Evaluation Team engaged by the United States Agency for International Development (USAID) the same agency formally US\$50,000 for the College in areas of mutual interest between technician education. This was formally comm last 6 September 1991 o Deputy Chief of Techni

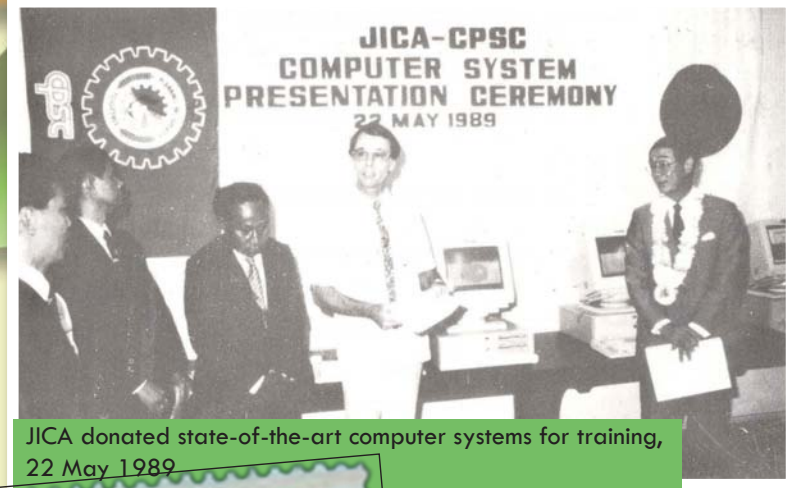
A digest of the findings commissioned study is

The renewed interest very much appreciate countries of the Colle

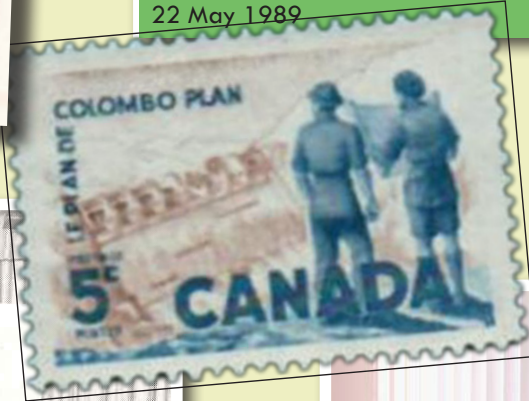
USAID Grants \$50,000 for CPSC Corporate Planning Project

The Colombo Plan Staff College's Corporate Planning Project received a \$50,000 one-year support grant from the US Agency for International Development (USAID) recently. The project is expected to formalize the channel for providing input to the planning process by member-countries.

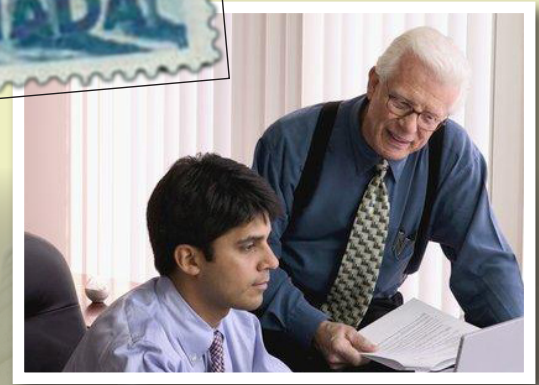
In November, 1990, a two-man team commissioned by USAID/Washington, arrived at the Colombo Plan Staff College for Technician Education (CPSC) in Manila. Their mission was to determine the kinds and levels of financial and human resources needed to make CPSC "more responsive" to the evolving development needs of the Colombo Plan members. The team also looked into the possibility of CPSC developing a capacity to expand its current funding base to include not only government sources but likewise the private sector. The study is being eyed to serve as basis for a regional marketing tool for CPSC programs and services.



JICA donated state-of-the-art computer systems for training, 22 May 1989



CPSC Sub-Regional Course in Adelaide, Australia



"Planning Prosperity Together"



TVET Excellence through Quality (9001:2000)

CPSC is the first ISO 9001:2000 certified inter-governmental organization that addresses TVET issues in its member countries. This ISO certification further strengthens CPSC's commitment and capability to provide quality programs, products and services to its clientele. Its internationally certified quality management system covers the area of planning, designing, organizing, conducting, evaluating, and improving demand-driven training programs and projects in Technical and Vocational Education and Training (TVET), research and development, consultancy and information and communication technology.

CPSC's Process Model has been developed with the following processes identified to ensure the realization, effectiveness and efficiency of the main business process including the support processes of the organization:

- Corporate Planning
- Policy Formulation
- Management System Operation and Control
- Program/Project Planning
- Program/Project Implementation
- Resource Management and
- Evaluation, Review and Improvement

These processes are essential in the provision and continual improvement of Quality Programs/Projects and Services for the benefit of CPSC's clientele system coming from its member countries and network of partner institution.

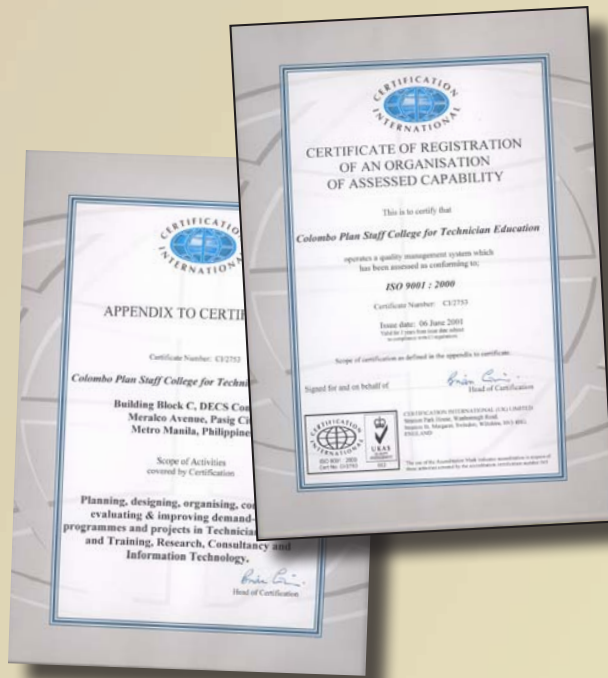
CPSC's journey to quality began on October 21, 2000 in a workshop on "Understanding the ISO 9001:2000" conducted by Neville-Clarke Philippines, Inc. On May 17, 2001 at the pre-audit, the Staff College's quality management system was verified as fully established, adequately documented and well implemented. A series of seminars and workshop was conducted to familiarize the staff with all aspect of the ISO process and provide guidance on the systems, procedures, flowcharts and forms that need to be developed.

Finally, On June 06, 2001, Certification International of the United Kingdom issued Certificate of Registration for ISO 9001:2000 to CPSC. Since then, the Staff College has maintained ISO certification.



Quality is not an act, it is a habit
-Aristotle

**ISO 9001:2000
Certificates of Registration**



Quality Policy

CPSC is committed to provide quality programs, products and services to our clientele internalizing a QUALITY CULTURE that shall be directed towards international standards of performance through teamwork and cooperation within the Quality Management System for meeting customer needs.



ICT in Education

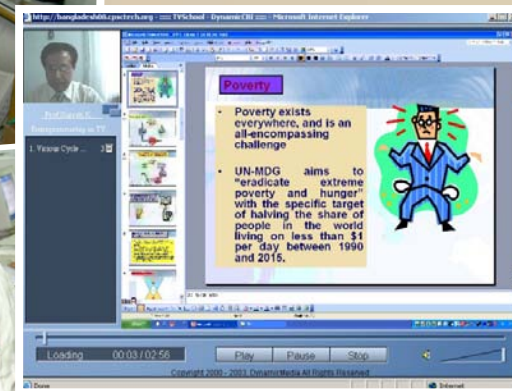
Computing is not about computers anymore. It is about living.
-Nicholas Negroponte

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The continuing internet revolution has brought about many changes in the methodologies in the teaching and learning arena. This rapid development in information and communications technology imposes inevitable transformations that must be realized for the education sector. On the 9th of August, 2004, the Colombo Plan Staff College for Technician Education first used the Web-based Teaching and Learning System during the “TESDA Staff Development Program”. Program participants were able to experience blended E-Learning effectively through the use of this internally-developed Learning Management System (LMS).



This system has since aided CPSC in the smooth conduct of its programs through the use of specialized software features centered on both learner and resource persons. These features include online examinations, Videos/Lectures On Demand (VOD/LOD), Forum Boards, Task Submissions, and automated evaluation among others.





As of this writing, there have been a total of 65 online courses developed under identified sub-thematic areas of thrusts of CPSC more commonly called the CPSCRING. These thrust areas are

C	Computer and Network Technologies
P	Projects and Institutional Management
S	Sustainable Development & Poverty Alleviation
C	Curriculum Development
R	Research and Development
I	Industry-Institution Linkage
N	Non-Technical Skills
G	Global Partnership

This innovative web-based experience was established to be part of the Technology Center that will soon be established in CPSC which entails the use of the latest available technologies to be showcased to member countries as part of our goal to strengthen internal efficiency and effectiveness as well as our commitment to continuous development of TVET by promoting a culture of excellence in training, research, project and consultancy towards life-long learning to produce knowledge workforce in the globalized society.



The Web-based Teaching and Learning System is available at <http://tls.cpsctech.org>.



Accreditation & Certification Commission (APACC)

The global economy of today requires human resources to have the necessary skills and knowledge to be able to cross borders. Thus, the Asia Pacific Accreditation and Certification Commission was established with the core principle to harmonize the quality of technical and vocational education and training (TVET) and standardize skills taught in TVET institutions in the Asia and the Pacific region.

APACC was formally established during the International Conference on Accreditation and Certification of TET institutions held on 2-3 December 2004, in SIVAT, Seoul, Republic of Korea by virtue of the Seoul Declaration agreed among member countries of CPSC.

The activities and focus of APACC are consistent with the CPSC Corporate Plan 2003- 2008, particularly Goal and Strategy 1.2, to facilitate capacity building to develop Accreditation and Certification system for the Asia Pacific Region in TET.

Likewise, the CPSC Corporate Plan 2008-2013 includes accreditation activities in its objectives, specifically in the conduct of training programs and achievement of financial sustainability of APACC.

The need for a regional accreditation and certification is imperative to be able to produce qualified workforce, promote harmony of accreditation systems and mutual recognition of qualifications.



2-3 December 2004, in SIVAT, Seoul, Republic of Korea

Fourteen (14) countries have also signed with APACC Memoranda of Agreement (MOA) that mutually support to advance the core principles of accreditation and certification of technical and vocational education and training (TVET) systems for human resource development (HRD) in Asia and the Pacific Region. They are: Afghanistan, Bangladesh, Bhutan, Fiji, Indonesia, Korea, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines and Sri Lanka.



The Seoul Declaration was further reinforced by the Manila Declaration signed during the conduct of the Intergovernmental Workshop on Regional Accreditation Modeling and Accrediting Accreditors. 15-26 August 2005, CPSC, Manila, Philippines and the Cheonan Affirmation of Commitment during the Experts' Meeting on Competence Building in APACC Accreditation held last 25 – 29 June 2007 at Korea University of Technology and Education, Cheonan, Republic of Korea.

The documents and the Memorandum of Agreement (MOA) signed between APACC and the member countries

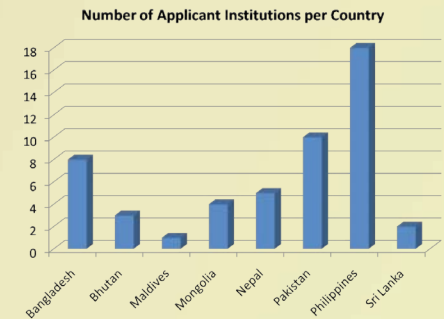
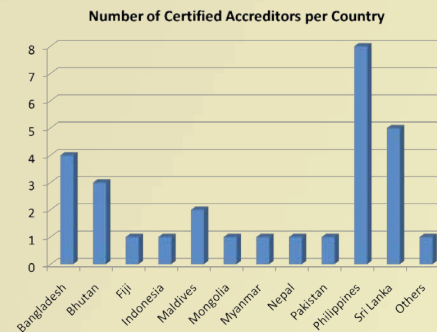


connote the support of the MCs and the need for standardization and harmonization of skills across the region. The accreditation activities of APACC are supported by the APACC documents, certified accreditors and National Coordinators for Accreditation.

To date, APACC has accredited six institutions, two from the Philippines and four from Bangladesh. The institutions are accredited based on the following criteria: Governance and Management, Teaching and Learning, Faculty and Staff, Research and Development, Extension, Consultancy and Linkages, Resources and Support to Students.

In the Philippines, TESDA Women's Center (TWC) received the Silver Level Award while International Academy of Film and Television (IAFT) in Cebu received the Bronze Level.

In Bangladesh, all the four institutions, namely, Bogra Polytechnic Institute, Dhaka Mohila Polytechnic Institute, Feni Computer Institute and Rangpur Technical School and College received the Bronze Level Award.



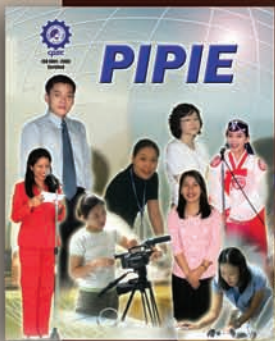
Awarding of TWC APACC Silver Level Award



APACC 2004. Signing of the Seoul Declaration during the International Conference on Accreditation and Certification of TET institutions held on 2-3 December 2004, in SIVAT, Seoul, Republic of Korea



APACC 2005. Intergovernmental Workshop on Regional Accreditation Modeling and Accrediting Accreditors. 15-26 August 2005, CPSC, Manila, Philippines



Scholarships & Internships

The encouragement of creativity from an early age is one of the best guarantees of growth in a healthy environment of self-esteem and mutual respect - critical ingredients for building a culture of peace.
- United Nations Educational, Scientific and Cultural Organization

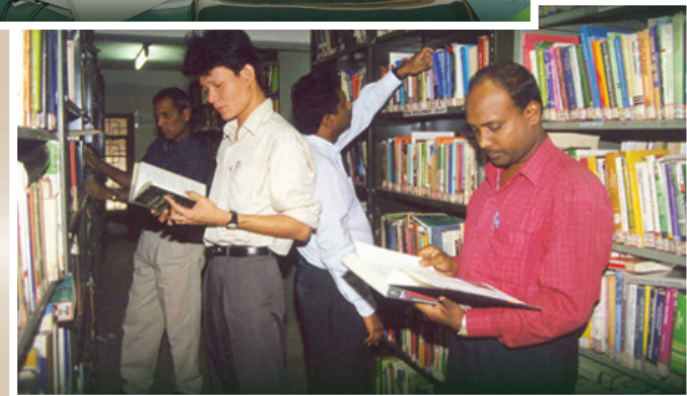
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Graduate Fellowship Program (GFP)

As part of CPSC's mandate to help upgrade the teaching competencies and professional qualifications of technical teachers and to prepare senior institutional officials in the planning and management of Technical Education and Training Institutions in the region, the CPSC Governing Board on its 66th meeting approved the Policy on undertaking the Graduate Fellowship Program (GFP). Consecutively, CPSC collaborated with Technological University of the Philippines (TUP), Manila, Philippines and Technical Teachers Training Institute (TTTI), Bhopal, India to implement fellowship programs for qualified professionals for Member Countries.

The program offered Masters's Degree in Technical/Technician Education and Doctor of Philosophy in Technology Education. Scholars from South Asia enrolled at TTTI while those from Southeast Asia were given scholarship at TUP.

Eight (8) TVET faculty and professional staff earned Master's degree in Technical/Technician and Information Technology Education and five (5) were qualified to earn Doctoral degrees in Technical/Technology Education.



Professional Internship Program for International Experience (PIPIE)

In 2003, CPSC launched the Professional Internship Program for International Experience (PIPIE) to contribute to the capability development of young professionals of CPSC member countries. The College opened its door to young professionals from all member countries who wish to gain valuable experiences working in a cross-cultural learning environment.

The following are specific objectives of the program:

- To increase the understanding of interns on relevant and emerging issues in TVET in their country and/or at Asia Pacific regional level through research based project
- To gain practical work experience related to their academic background or future work in the field related to CPSC's thrust areas
- To gain exposure to multicultural environment and working in an international organization



The program has proven to have beneficial impacts to the career plans of the young professionals who after having been exposed to multi-cultural work setting in a training organization, have widened their horizons and career perspectives and became interested to work in some esteemed international institutions or pursue higher studies.



Further enhancement of the program has been initiated in 2007 to focus training on academic building of your professionals. To date, 40 interns from member countries have benefitted from the PIPIE since it was launched.



No words can show enough how much I learned from CPSC and how much I will cherish this experience. I strongly believe that the experience at CPSC will be a very valuable ground for me to further pursue my personal and professional strength and growth. I gained awareness on and feel responsible as Asian and proud to be Asian. Working at CPSC gave me an opportunity to serve in the name of noble efforts, firm spirit of companionship and its potential to achieve mutual goals not only for individual sakes but for something greater based on share missions on regional and global development. I believe that every single moment at the CPSC helped me to shape a better person. I will continue to learn and challenge myself to be a better person who can serve and advocate for others and for the world. I will also look forward to a future opportunity in any forms that I may be able to contribute to the Asia Pacific for my people and for my motherland.

Darae Lee
Korea




I have learnt many new skills in terms of dealing with people from different cultures. All the skills will definitely be a plus for me and any organization that I work for in the future. I am going to leave CPSC a changed person. I am no longer a reserved person but a more assertive and positive person who is able to communicate openly to anyone of any nationality.

To any new interns who will join PIPIE, you are privileged to have been selected to be part of this dynamic organization. I must say, that there is no better place for you to be trained professionally in international experience. This is the most ideal place for you to get cross cultural experience. Make use of this once in a lifetime opportunity to develop your potential in your work. Any hardship that you come across in your training should not be taken as a problem but a challenge.

Ms. Thecla Eileen Barambi
Papua New Guinea





Strategic Planning & Management



(to r): Dr. Puffer, Dr. Hobart, Dr. Schoeder (Team leader), Dr. Vergara, Dr. Jha.

The Colombo Plan Staff College, mindful of the changing demand of the global arena has undergone a review and assessment, both internal and external to ensure the responsiveness of the College to the needs of its member countries.

The 29th Colombo Plan Consultative Committee held in Tokyo in 11-16 November 1982 approved the comprehensive review of the Staff College. The external review team was composed of Dr. Wayne E. Schroeder (USA), Dr. Rowland B. Hobart (Australia), Dr. CS Jha (India) and Dr. Jose R. Vergara (Philippines). The team reviewed the performance of the College and examined the rationale of the College in relation with other institutions in the region.

In 1992, CPSC again with the assistance of USAID embarked on the Corporate Planning process which reviewed the key areas of the college: organization and management, training and curriculum development, research and development, technical assistance/ consultancy and linking, networking and expanding resource base. The results of the said review were invaluable inputs to the present Corporate Strategic process being followed by the college.

The following are the reviews undertaken by the College:

September 1993	CPSC Medium Term Plan 1993-1994 to 1997-1998
July 1997	CPSC Five Year Corporate Plan 1998-2003
August 2002	CPSC Five Year Corporate Plan 2003-2008
November 2005	Eminent Experts' Group Meeting – Mid-Term Review Validation of CPSC Activities as per CPSC Co 2003-2008
December 2005	Senior Administrators' Conference (SAC) – A Review of CPSC Relevance and Responsiveness to Environmental Changes in Asia and the Pacific Region
December 2007	CPSC Five Year Corporate Plan 2008-2013

CPSC has recently entered into a new CorPlan period for the next five years. The CPSC Corporate Planning Process 2008-2013 aims to encapsulate the needs of the CPSC member countries in the next five years and how CPSC can respond and provide enhanced services. The recently completed CPSC Corporate Planning process took into consideration the views of the member countries and stakeholders.



Phase 1: Training Needs Assessment (TNA)

The TNA was facilitated through the dissemination of four survey instruments, namely, Impact Evaluation Survey, Trends Setting Survey, Needs Assessment Survey and Corporate Plan Survey to all CPSC member countries.

Phase 2: National Consultation Workshop (NCW)

The National Consultation Workshop was held on 5 December 2007 at CPSC Headquarters, Manila, Philippines. The workshop was attended by twenty five (25) key stakeholders of TVET sectors and national leaders from the academe, industry, private sector, government organizations and NGOs in the host country, the Philippines drafted the mission and vision for the next five years.

Phase 3: Eminent Experts' Group Meeting (EEGM)

The draft vision, mission and goals drafted during the NCW was further discussed and synthesized during the Eminent Experts' Group Meeting which was held on 28-30 January 2008. The EEGM was attended by seventeen (17) selected practitioners, planners and successful TVET managers and CPSC Liaison Officers from its member countries in the Asia Pacific region. In addition, the strategies and objectives of CPSC under each goal for the next five years were also identified by the experts.

Phase 4: Senior Administrator's Conference (SAC)

The Senior Administrators' Conference on "Repositioning TVET in the Knowledge Era for Sustainable Development" held from 3-6 March 2008 was attended by sixteen (16) senior administrators, TVET policy makers and CPSC Liaison Officers from member countries. The Senior Administrators finalized the draft CPSC Corporate Plan 2008-2013 for consideration and approval of the Governing Board.

Phase 5: Approval of the CPSC Governing Board (85th GBM, July 24, 2008)



The sum of human knowledge and the complexity of human problems are perpetually increasing; therefore every generation must overhaul its educational methods if time is to be found for what is new

CPSC CORPLAN 2008 - 2013

SHARED VISION 2013

The Lead HRD Inter-Governmental Organization for sustainable TVET in emerging global knowledge-based society

MISSION

Committed to continuous development of TVET by promoting a culture of excellence in training, research, project and consultancy towards life-long learning to produce knowledge workforce in the globalized society

Goal 1 Strengthen capacity building of TVET in member countries for sustainable development		Goal 2 Enhance synergic partnership and networking with member/potential member countries and development partners			Goal 3 Strengthen internal efficiency and effectiveness of CPSC		
Strategy 1.1 Addressing the challenges through new initiatives, in TVET institutions of member countries	Strategy 1.2 Conduct capacity building programs for TVET trainers and professionals	Strategy 2.1 Promote public-private partnership model	Strategy 2.2 Strengthen collaboration with member/potential member countries	Strategy 2.3 Enhance cooperation with development partners	Strategy 3.1 Continual upgrading of institutional professional competence and outreach	Strategy 3.2 Continually improve over-all facilities and services	Strategy 3.3 Ensure financial sustainability
<p>Objective 1.1.1 Conduct at least one (1) in-country program per MC and five (5) regional training programs per year for the capacity building of human resources for the member countries</p> <p>Objective 1.1.2 Introduce on-line training system and self-learning materials for the member countries</p> <p>Objective 1.1.3 Conduct training specifically for standardization, accreditation and certification in TVET</p> <p>Objective 1.1.4 Develop instructional materials both print and non-print</p>	<p>Objective 1.2.1 Develop at least five (5) consultancy projects relevant to capacity building for TVET trainers</p> <p>Objective 1.2.2 Organize at least one specialized training program per year on emerging trends in education technology</p> <p>Objective 1.2.3 Conduct in-country research to improve TVET systems (at least one (1) research per year based on the country requirements)</p> <p>Objective 1.2.4 Develop capacity building program for promoting regional integration</p>	<p>Objective 2.1.1 Facilitate skills development programs of at least 25 TVET instructors per year in industries as part of their corporate social responsibility</p> <p>Objective 2.1.2 Facilitate specialized programs of at least 25 TVET faculty from MCs in industries on emerging technologies</p> <p>Objective 2.1.3 Invite at least three (3) experts from industries to CPSC for sharing their expertise in training, consultancy, etc. depending on the needs</p> <p>Objective 2.1.4 Forge understanding with at least three (3) industries and institute of excellence of MCs per year through signing of MOAs/MOUs</p> <p>Objective 2.1.5 Conduct one-day forum/ seminar/conference involving industry in every In-Country and Regional Program</p>	<p>Objective 2.2.1 Expand CPSC services through on-line programs</p> <p>Objective 2.2.2 Enhance on-going communication network with member/potential member countries by at least 10%</p> <p>Objective 2.2.3 Increase mailing list for dissemination of CPSC's activities by at least 10% for better visibility and linkages</p> <p>Objective 2.2.4 Continuously update e-databank of institutes of excellence and resource persons per country every year</p> <p>Objective 2.2.5 Reactivate and strengthen seconded faculty scheme</p> <p>Objective 2.2.6 Continuously update on-line CPSC alumni directory</p>	<p>Objective 2.3.1 Develop new linkages with development partners</p> <p>Objective 2.3.2 Submit at least three (3) proposals to bi-lateral/ multi-lateral agencies per year</p> <p>Objective 2.3.3 Organize at least one (1) program in collaboration with bi-lateral/multi-lateral agencies per year</p> <p>Objective 2.3.4 Establish innovation and technology transfer center with development partners in member countries (satellite-based; internet-based blended learning system; WBTLs)</p> <p>Objective 2.3.5 Organize at least six (6) meetings per year with development partners</p> <p>Objective 2.3.6 Coordinate/conduct at least one (1) collaborative research project per year</p> <p>Objectives 2.3.7 Establish partnership with private sector for promoting TVET</p>	<p>Objective 3.1.1 Strengthen CPSC's roster of professional experts and improve database for each country</p> <p>Objective 3.1.2 Introduce at least one (1) innovation in CPSC per year</p> <p>Objective 3.1.3 Undertake collaborative research projects with international, regional organizations and potential member countries</p> <p>Objective 3.1.4 Conduct research through at least one (1) contribution in journal and/or participation in international event by professional staff per year</p> <p>Objective 3.1.5 Initiate pilot community based-outreach programs</p> <p>Objective 3.1.6 Organize at least one (1) staff development program per year</p>	<p>Objective 3.2.1 Upgrade laboratories to the state-of-the-art technology</p> <p>Objective 3.2.2 Upgrade information resource center</p> <p>Objective 3.2.3 Continual improvement and conformance to ISO 9001 certification and strive for additional international standards</p> <p>Objective 3.2.4 Increase both accessibility and visibility of the Staff College for image building</p> <p>Objective 3.2.5 Improve continuously the monitoring and evaluation systems</p>	<p>Objective 3.3.1 Reactivate inactive MCs and charter member countries membership</p> <p>Objective 3.3.2 Enhance and expand membership drive through vigorous promotional activities of CPSC to potential member countries</p> <p>Objective 3.3.3 Undertake collaborative programs on resource and cost sharing schemes with MC institutions and other partner institutions</p> <p>Objective 3.3.4 Undertake fund generating projects/activities with bilateral and multilateral development partners</p> <p>Objective 3.3.5 Conduct programs in collaboration with private sectors</p> <p>Objective 3.3.6 Undertake customized program/s and mobilization of special funds to implement programs and projects and country-wise joint initiative</p> <p>Objective 3.3.7 Achieve self-sufficiency in APACC accreditation and certification services in phased manner</p> <p>Objective 3.3.8 Solicit research funding for collaborative research projects from national, regional or international organizations</p>



Information Clearinghouse through Corporate Publications

CPSC as a clearinghouse of information has continued to produce quality publications catering to national and regional readership. Various reference materials and books have been published to serve as harbinger of TVET ideas, events, updates on regional and national development efforts, HRD initiatives and innovations, and TVET curriculum development.



Corporate Publications

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.”
-Kofi Annan

Academic Books and Learning Materials



Year	Key TVET Publications produced
1973	Modular Programs on In-Service Training of Teachers
1979	Modular Programs on In-Service Training of Teachers
1980	Modular Programs on In-Service Training of Teachers
1982	Study on Problems and Issues of Technical Education in the Colombo Plan Regional Countries
1983	Aspects of Curriculum Development
1984	Development of Technician Education in Colombo Plan Countries Developing Skills in Technician Education Research (11 modules)
1985	Case Study on the Incorporation of Environmental Education into the Curriculum and Teacher Training of Technical Schools in Singapore
1987	Aspects of Curriculum Development (revised)
1988	Modules: From Design to Implementation
1990	Evaluation Study: Computer Networks for Human Development in the Asia Pacific Region
1992	In-Service Training of Technician Teachers (26 Modules)
1993	Entrepreneurship Development for Technical/Vocational Students in Asia and the Pacific
1995	National Profiles in Technical and Vocational Education in Asia and the Pacific
1996	Green Poly Guide: For Technical and Vocational Education and Training Institutions in the Asia Pacific
1997	Guidebook for the Implementation of Attitudes, Behavior and Non-Technical Competencies
1998	Working in a Cross-Cultural Environment
1999	Leading Change in TET
2001	Re-engineering TET: Non-Traditional Approaches that Worked
2002	Transforming TET Institutions the CPSC Way
2003	Leaders Leading Leaders: International Dimensions of Distinguished Leadership Web Based Teaching and Learning Management System
2004	Accreditation and Certification of TET Institutions New Challenges in Technical Education for HRD in Asia and the Pacific Region
2005	Regional Accreditation Modeling and Accrediting of Accreditors Managing Sustainable E-Community Centers
2006	Developing e-Learning Contents Change Management for Human Resources Development in TVET Systems
2007	TVET for the Ageing Society
2008	Emerging Trends and Challenges of TVET in Asia and the Pacific Region



Promoting Cross Cultural Understanding

*Culture is the unique lifestyle of a people that over time, results from the interaction of a number of variables—biological, environmental, social, political, technological, etc—
Working in a cross cultural environment,*

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CPSC is one of the few unique institutions, if not the only one, which highlights and recognizes diversity of every culture and yet emerge as one big happy CPSC family.

CPSC programs and activities have been venues for cross-cultural sharing and learning for better understanding of the diversity of each culture leading to forging stronger fellowship and solidarity among member countries.

Variety of socio-cultural programs and activities are prepared by the College for the participants for them to be exposed to learn and expand their perspective and understanding about different cultures.

The last day of any regional program is culminated with a Farewell Dinner which used to be a simple sit-down dinner with the Director, Faculty and staff. It was in 1989 when cultural programs started to enliven the activities and add lighter dimension to the serious business of technician education and training.

Simple programs turned into cultural programs complete with native costumes/attires of the different participants showcasing their cultural dances, songs, stories, talents, instruments or any presentation that will explain the identity of each participating country. The simple farewell dinner was later termed Cultural or Fellowship Night. Such Cultural nights have been truly a cultural exchange especially when Malaysians, Papua New Guineans, Filipinos wear the Fijian national dress and dance the Fijian traditional dance or when Indians, Koreans, Maldivians dance Myanmar/Burmese native dance.



A family of nations sharing knowledge, sharing happy moments



...knowledge sharing beyond cultural and gender barriers

Friendships blossom in the midst of diversities



sharing about each national/traditional dresses





...an enjoyable carabao ride in the Southern part of the Philippines



Fellowship night



Fruit and tea festival



Learning about the Philippines' national hero



Singing their hearts out... a wonderful blending of culture and singing voices



PNGian, Malaysian, Bhutanese, Filipino dance the Fijian way

...sharing rich Korean cultural heritage with grace and passion



Combined Tea and Fruit Festivals have been added to the Cultural night as other forms of social activities where varieties of tea and fruits from different countries were introduced to the participants.

Field visits to cultural-historical sites of the program venue, such as museums, temples, churches, tourist spots, have always been included in the program itinerary not only during regional programs held in Manila but elsewhere.

The Professional Internship Program for International Experience (PIPIE) is another venue where sharing of culture takes place as young professionals from CPSC member countries with diverse socio-cultural, educational and work background mingle and work together. It was also an opportunity to create deeper friendships among them.

For more than three decades now, CPSC, regardless of diversity in socio-political environments, religions and beliefs of member countries, have maintained to be a family of nations, bonded together with the strong commitment to work towards the ideals of the CPSC Forefathers, ideals that are deeply rooted in the spirit of regional and south to south cooperation to attain progress for the Asia and the Pacific region.



Redefining Service through Team CPSC

In today's global society driven by knowledge, the foremost wealth of a country is its human capital or knowledge assets. It is without doubt that the human resources are the most important facet of an organization such as CPSC.

CPSC's success in all its endeavors may be credited to teamwork and quality and heartwarming services of the staff, as attested by guests' and program participants' feedback. Moreover, the multiskilling of staff coupled with their desire to complete their jobs without due regard to space and time, have greatly redefined the meaning of service.



Staff at work



Team building



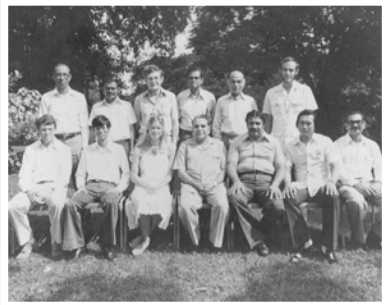
“
There is no doubt that it is around the family that all the greatest virtues, the most dominating virtues of human society, are created, strengthened and maintained.
”



Staff performing



“
The quality of an organization can never exceed the quality of the minds that make it up
- Harold R. McAlindon



Staff and program participants
with Prof. Y. Saran (1987)



Staff and program participants
with Dr. L.S. Chandrakant (1977)



Staff with Dr. Robert McCaig (1988)



Staff with Dr. Thamrongsak Moenjaj (1989)



Staff with Prof. Isaac Goodine (1981)



Staff with Dr. Shyamal Majumdar (2009)



Staff with Dr. C.K. Basu (1994)



Staff with Dr. Man-Gon Park (2006)

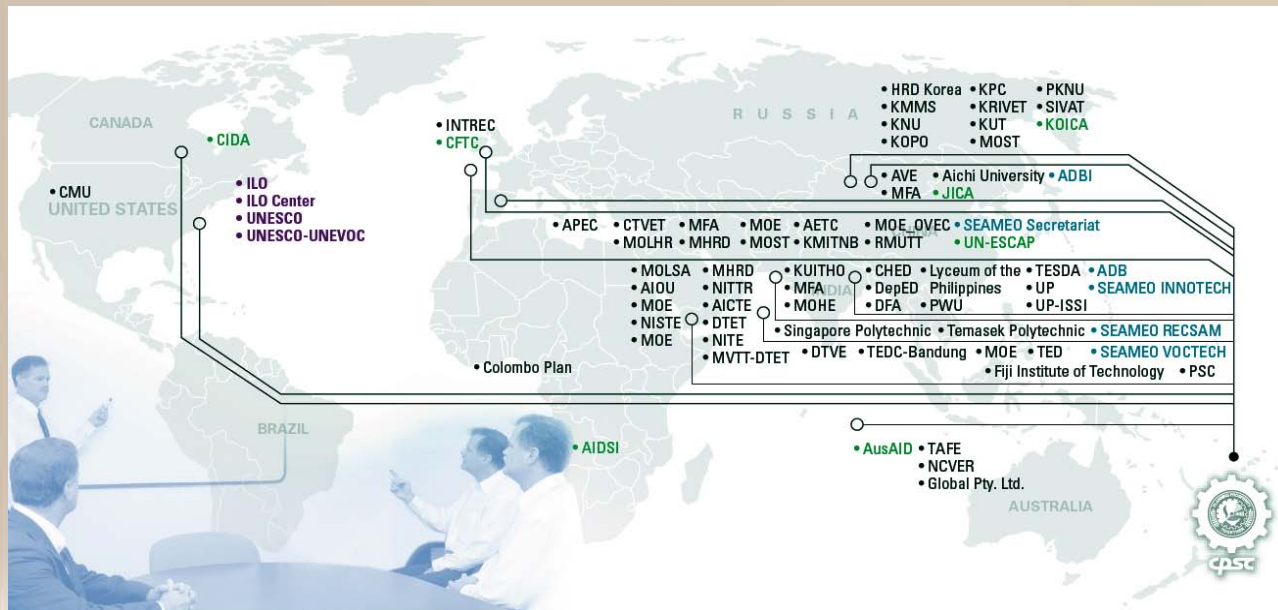


Staff with Dr. Bernardo Adiviso (1998)



Networking & Linkages

Maintaining partnership and cooperation with technician education institutions and private sectors in the member countries as well as with regional and international organization involved in human resources development is one of CPSC's strengths, as proven by its vast network in the region and around the world.



Intensified efforts to establish linkages with international organizations and regional institutions coupled with build up of network of various industries are vigorously pursued to contribute to shaping a globally-oriented human resources development.

Collaborative Programs

Regional Program on Integrating ICT with TVET Systems conducted in collaboration with SEAMEO-VOCTECH, Brunei Darussalam



Special Regional Program on Changing World of Work in collaboration with UNESCO-UNEVOC International Centre and InWent, Germany



Joint Training Program on Entrepreneurship Development using Blue Ocean Strategy in collaboration with Colombo Plan Secretariat, Sri Lanka

Partnership is not a panacea... In the future, as in the past, it is vital that partnerships are not seen as a formulaic approach – a new dogma – but are used where it is right to use them, where they add value.

As a means to further strengthen linkage with partner institutions as well as forge cost effectiveness of training programs, CPSC holds programs on collaborative or cost-sharing basis. The diversity and competence of resource speakers coming from both CPSC and its partner institutions add value to the programs; while sharing of other resources made these programs cost-effective. Also, by conducting these programs, SYNERGY or cross-sharing of best practices and innovations take place which ultimately benefits course participants from CPSC member countries.

Faculty Secondment

Member countries as well as donor agencies such as Commonwealth Fund for Technical Cooperation (CFTC) and Japan International Cooperation Agency (JICA) sponsored Faculty Members as additional support to the academic initiatives of the Staff College since its inception. The terms, conditions, and remuneration of Seconded Faculty Members are governed by their respective member countries and agencies.

International Symposia

To cross-share international and regional experiences and cooperation, between CPSC and its partner institutions, CPSC invites resource persons and vice, versa.

Technical Assistance

Donor agencies, such as Australian International Development Assistance Bureau, Australian Agency for International Development, United States Agency for International Development, Commonwealth Fund for Technical Cooperation, Japan International Cooperation Agency, Korea International Cooperation Agency, and USAid have provided monetary contributions or technical assistance to the Staff College.



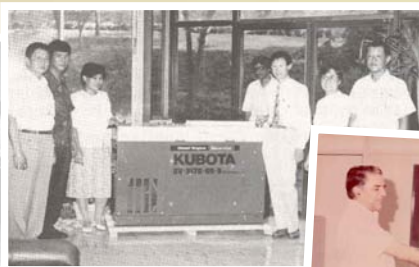
CPSC received on April 1, 2009 the **UNEVOC International Partnership Award** in recognition of efforts in furthering UNESCO goals in TVET. Dr. Rupert Maclean handed over the plaque to Dr. Majumdar in Bonn, Germany.

MOU/MOA Signing

MOUs and MOAs are effective tools used by the College to build institutional linkages and identify further key areas of collaboration. CPSC, to date, has an array of partnerships established with the various institutions and agencies across the region.



Sponsorship of member country representatives to various programs of the College



Long-term training programs



Donation of equipment, books, and other educational/informational materials



International Symposium on "Emerging Trends in ICT in Education", January 25-26, 2008, held in collaboration with Asian Development Bank, UNESCO-UNEVOC, FAO-UN, ILO, IBM, European Training Foundation, InWent, SEAMEO VOCTECH, SEAMEO INNTECH, Philippine Department of Education, Korea University of Technology and Education, TESDA Philippines, University of the Philippines, Rajamangala University of Technology Thanyaburi



Cooperation and Inclusiveness

*“The world is very different now.
For man holds in his mortal hands
the power to abolish all forms
of human poverty,
and all forms of human life
- John Fitzgerald Kennedy*

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Bridging CPSC's role for Regional Cooperation and Inclusiveness

The development process in Asia Pacific region has been influenced by the rapid development in a few developing countries but slow progress in majority of middle-income and low-income countries, causing regional imbalance, socio-economic disparity and equally slow progress in achieving the Millennium Development Goals (MDG) challenge in this region.

The United Nations MDG, which aims to reduce income poverty by half by 2015, spelled out eight goals which combine income and non-income goals. these are: (1) Eradicate extreme poverty and hunger, (2) Achieve universal primary education, (3) Promote gender equality and empower women, (4) Reduce child mortality, (5) Improve maternal health, (6) Combat HIV/AIDS, malaria and other diseases, (7) Ensure environmental sustainability, and (8) Develop a global partnership for development.

Education cuts across the economic, social and political dimensions of achieving the MDGs, which is seen possible through regional cooperation and inclusiveness. Consistent with this aim, CPSC seeks to contribute in reducing poverty by addressing acute skills shortage, building capacity in technical education and vocational skills training of teachers, trainers and technicians, facilitating programs, projects and activities related to TVET improvement.

Investments in education and human resources development interventions are important in fulfilling and supporting the social dimension of inclusive development in the Asia Pacific region.

In parallel efforts across regions, regional discussions relevant to Technical and Vocational Education and Training (TVET) and its role in sustainable development and poverty alleviation have been organized by CPSC to re-focus attention of Colombo Plan member countries in these imperatives.

Coming fresh from a series of highly important discussions held in January, May, August and December 2008, CPSC

has undoubtedly been playing a strategic role in driving development initiatives and harnessing regional awareness towards logically linking capacity building of the region's human resources with long-term poverty alleviation strategies in Asia Pacific region. Apart from organizing training and development of TVET professionals and teacher education programs, CPSC strives to consistently stimulate efforts and participation in discussions among decision makers, policy implementers, senior administrators, curriculum developers and academic professionals with purview on TVET development to build awareness and information on emerging issues and cooperation frameworks for TVET development.

CPSC echoes the need for sharing best practices in TVET and identifying relevant capacity building programs, all being premised on defining the significant linkages of TVET in the overarching development goals, towards achieving the prevailing motherhood goal of the UN MDG.

Fast-Tracking Skill Development

Under the auspices of CPSC and partner organizations, the Manila Declaration on Skill Development 2008 (MD 2008) was formulated at the International Symposium on Skill Development for Poverty Alleviation in Manila, Philippines in January 2008. The Manila Declaration draws attention to 12 strategies for skill development as a means for fast-tracking initiatives in addressing poverty and contribute to achieving the UN Millennium Development Goals in CPSC member countries.



Keynote speakers during the CPSC-UNEVOC-INWENT Round Table Meeting in Bonn

ICT in Education

Follow up discussion was organized in ICT skills development in May 2008. The forum served as springboard of discussion in identifying and examining issues, challenges and opportunities in integrating ICT in education, facilitating the learning of lessons in ICT integration and its diffusion into TVET systems. Discussions essentially led to collective acknowledgement and identification of ways to narrow down the context by which ICT use in TVET can be practically implemented. Guideposts were laid out on what emerging opportunities abound and how the MD Strategy 2 could be facilitated.

TVET in international frameworks

In continuation to building up the needed interventions and opening up windows of opportunities to consider the Manila Declaration strategies, CPSC partnered once again with UNESCO-UNEVOC and InWEnt (Capacity Building International) in facilitating an important round table meeting in August 2008 on the coming of TVET in the international agenda, seen to contribute in facilitating MD Strategies 11 and 12.

Discussions centered on the four major issues, namely:

1. Emerging TVET Policy Strategies and approaches to the International Development Agenda
2. Promoting TVET Research & Development
3. Public Private Partnerships for Sustainable TVET Development
4. Skills & Competency Standards and Qualification Frameworks



International Symposium on "Skills Development for Poverty Alleviation" (Scope, Strategies and Solutions), January 25-26, 2008, held in collaboration with Asian Development Bank, UNESCO-UNEVOC, FAO-UN, ILO, IBM, European Training Foundation, InWEnt, SEAMEO VOTECHE, SEAMEO INNOTECH, Philippine Department of Education, Korea University of Technology and Education, TESDA Philippines, University of the Philippines, Rajamangala University of Technology Thanyaburi

The following points were derived to serve as guideposts of future international and country-level efforts:

- There are acute skills shortages in both the organized and unorganized sectors
- Rapid technological changes are redefining the shape of the working environment on a global scale
- There is a necessity of recognising the rate of change and its impact upon the future of TVET.
- Development of TVET policies are needed to meet the challenges of changes in the world of work
- There is a need to investigate and develop Public Private Partnerships, especially exploring the financial dimension, in expanding TVET globally
- There is a vital need to re-orientate TVET for the informal sector.
- There is variation in TVET delivery systems and the recognition that no one solution fits all situations
- Development of an entity such as the Global TVET Academy to be based upon networks that will bring the different regions, Asia, Africa, and Latin America closer together for their mutual benefit.
- There is a need to promote research and development into TVET at all levels



ISSDDPA Delegates in Manila, Philippines (January 2008)





Pathways for Regional Integration through TVET

TVET is the Master Key that can unlock the doors for the reduction of poverty in order to improve the quality of human life and promote sustainable development.
- UNESCO-UNEVOC Declaration 2004

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The Asia Pacific region has the demographic advantage of having young working population. To capitalize on this regional strength, technical education and vocational training must be such that it can not just create pathways for individual development but rather keep individuals moving up and ahead to a sustainable future. We must ensure that the next generation of workforce has the knowledge and skills advantage to take active role in the future work available.

CPSC firmly believes that within the region, any country must not be left behind in moving into the ladder of achieving socio-economic potentials. Technical workforce development in the region faces the changing realities of globalization and competitiveness and the need for inclusive growth. Acute skills shortage, lack of skills training provisions and low literacy rate in some countries pose a big challenge. The expansion of technical education and vocational training for the poor and for the workforce in the informal and unorganized sectors will bring more meaningful efforts for the region.

To facilitate this, teacher training is of paramount importance. From economic growth to human development the bridge has to be built through the teachers who are well trained and who are important 'agents of change' in the 'Knowledge Society.' There is a need to define the big role that teachers have to play in creating a competitive workforce and to implement a regionally inclusive education and training strategy.

As CPSC's response, the College shall promote the 12-point Strategy for Action as outcome of the Skill Development for Poverty Alleviation symposium in January 2008 formulated by CPSC and other regional and international development partners for consideration in future agenda and reforms in the education sector.

MANILA DECLARATION ON SKILL DEVELOPMENT 2008

1. Strengthen and expand capacity building for the training of trainers in member countries for developing TVET skills needed for poverty alleviation;
2. Build a strong, broad-based coordinated ICT Skills for education and gainful employment towards developing information capital;
3. Provide training and development interventions for modularized employable skills for responsiveness to the needs of industries and the labor market;
4. Advocate strategic public-private-community partnership (PPCP) models at national and local levels to address specific programs for poverty alleviation;
5. Develop skills standards, certification and accreditation for quality assurance and harmonization in TVET to satisfy the labor market needs;
6. Strengthen and expand capacity building programs specially for women, rural youth, informal economy workers and unorganized sectors towards gainful employment;
7. Strengthen inclusiveness and regional cooperation in TVET development approaches targeting the marginalized sectors;
8. Increase human capital and induce self-employment and entrepreneurship development to address the problem of poverty in all sectors;
9. Improve access to life skills for learners and adults including technical and vocational skills and generic skills;
10. Expand outreach program integrating flexible learning systems (i.e. distance education, e-Learning, open learning and life-long learning programs) to ensure greater access to quality programs)
11. Strengthen policy, legal and financial frameworks to provide enabling environment to alleviate poverty;
12. Innovate new ideas of utilizing existing resource and architecture to augment the efforts in poverty alleviation.

To begin with, CPSC hopes to implement skill development projects premised on regional priorities. These are:

1. Skills Development for Poverty Alleviation
2. Capacity Building for Developing Competency-Based Curriculum
3. Capacity Building for Technical Teacher Training in ICT Integration
4. Accreditation and Certification for Workforce Mobility in Asia Pacific Region
5. Internet-Based Tele-Education Network for Asia Pacific Region



To capture the shared Mission and Vision of CPSC 2008-2013, other future strategies in the change context are:

1. Building capacity of member countries in TVET
2. Integrating regional issues with global trend
3. Improving quality, access and relevance of TVET
4. Harmonizing TVET qualification in the region
5. Promoting public-private partnership in improving TVET
6. Strengthening collaboration with member and potential member countries
7. Enhancing the cooperation and networking with multilateral and bilateral development partners
8. Integrating ICT in improving quality and access of TVET
9. Promoting critical and creative thinking to develop knowledge worker
10. Improving capacity and capability of CPSC

International Symposia Proceedings



Acknowledgements

This compilation was inspired by the men and women who have contributed significantly to the work, the mission and the attainment of the goals of CPSC through the years...

To our Participating Members who continue to believe in the south-south cooperation within CPSC and who continue to inspire cultivating regional leadership in building capacity for TVET development.

To our valued Partners for their steadfast support and cooperation in identifying regional and country-specific interventions in strengthening TVET and implementing them in synergy with CPSC's work plan.

To our esteemed Members of the Governing Board for their wisdom, guidance and support in making CPSC a highly-efficient, transparent and accountable learning organization.

To our Liaison Officers who work closely with us towards the framing and implementation of our work programs.

To our forefathers who have instilled a deep sense of team work and dedication amongst the many generations of Faculty Members & Staff and who have created a truly academic cross-cultural work environment.

To our family members who have supported us all the way through our successes and shortcomings.

To all those we will meet along the way as we continue to live up our role and carry on with our mission.

Thank you.

Editorial Team



CPSC



3C
Continue
Change
Create



3T
Teach Mind
Touch Heart
Transform Life



3E
Economy
Efficiency
Effectiveness



CPSC Management, Faculty Members & Staff (2009)



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