

# **FINAL REPORT**

*UNESCO – UNEVOC Sub – Regional Seminar: Curriculum Innovations and Best Practices in Technical, Vocational Education and Training (TVET) through Enhanced Networking and Collaboration within the UNEVOC Network*

*Organized by  
UNESCO – UNEVOC INTERNATIONAL CENTER FOR Technical and Vocational Education and Training (UNEVOC – UNESCO) Bonn, Germany*

*In Partnership with  
Western Visayas College of Science and Technology,  
UNEVOC Center, Iloilo City, Philippines  
April 14 -16, 2008*

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## **INTRODUCTION**

UNESCO - UNEVOC International Centre and the Western Visayas College of Science and Technology UNEVOC Centre jointly organized a sub - regional seminar on curriculum innovations and best practices in TVET on April 14 -16, 2008 at the Days Hotel, Iloilo City, Philippines.

The seminar sought to go further in helping UNEVOC Centres to build their capacity through training, exchange of innovative practices, and through support and initiatives towards collaboration that are based on areas of interest and specialization and similar affinities within the UNEVOC Networks.

It targeted UNEVOC professionals from selected UNEVOC Centres from North East Asia, south East Asia, South Asia. Participants from the Philippines (14), Sri Lanka (2), Cambodia (1), China (2), Malaysia (1), Thailand (1) and India convened.

## **BACKGROUND**

The UNESCO -UNEVOC International Centre promotes and supports capacity building, networking and corresponding system and strategies of learning in the area of Technical and Vocational Education and Training (TVET). The networks are made up of UNEVOC Centres and designated UNESCO Centres of Excellence in TVET. They are also

established in TVET institutions in member states on the advice of the UNESCO -UNEVOC International Centre.

Capacity building for the UNEVOC Networks is an important goal and target of the UNESCO -UNEVOC. It has introduced affinity groupings, thereby concentrating focus within the UNEVOC Network around themes and areas of interest and specialization in order to encourage action towards its goals.

The UNEVOC Networks is one of the UNESCO TVET strategies to provide assistance to Member States in developing countries and countries in transition towards the development and improvement of TVET. Central to the effectiveness of the UNEVOC Networks is the capacity of the UNEVOC Centres to engender collaborative learning, build and share knowledge.

Among the services provided by UNESCO -UNEVOC are capacity building and knowledge management. The former involves training, production of learning materials, technical advice, support on improving infrastructure for networking, and familiarization of tools, methods and exemplar materials. TVET is in the area of education most directly linked to the preparation of learners for the world of work. Increasingly countries involved in modernizing their economies and seeking to improve their competitiveness in both regional and global markets look to TVET as a crucial path to getting skilled workforce.

Therefore, it is necessary in order to improve access to TVET that is relevant and of good quality. Rapid changes taking place in the world make it necessary to innovate the various aspects of TVET programmes in order that those following programmes acquire competencies needed in the world of work. Beset by problems of unemployment and of finding decent work among vocational leaders, like communities, wish to have an improved employment outcomes for leaders completing and training programmes. Learners and communities find attractive on TVET programmes that impart suitable skills, knowledge, and attitudes corresponding to the needs of the world of work.

The 2002 review of the UNEVOC Network concluded that the UNEVOC Centres have been, among other things, weak in essential respects and in grave need of action to improve effectiveness and efficiency in order to satisfy the needs of TVET practitioners, vocational education leaders and other stakeholders for assistance. Symptomatic of the deficiencies is the ineffectiveness of a number of UNEVOC Centres in fulfilling their roles, especially with regard to being learning assets within the UNEVOC Network, a reservoir of exemplars in the innovation of policy, curriculum and management of TVET. Moreover, most of the UNEVOC Centres have no culture of reporting innovations and best practices; nor do they see the network as a

source for joint solutions to problems and challenges in TVET.

### **OBJECTIVES**

The sub - regional seminar was intended to fulfill the role and goal of the UNESCO - UNEVOC International Centre in providing various forms of assistance to UNEVOC professionals and vocational educators and leaders towards the development and improvement of TVET. Specifically, the seminar aimed to:

- a. to learn about some innovative practices;
- b. to explore challenges in TVET programmes in the participating countries;
- c. to share tools, methods and experiences in innovating TVET policy and curricula; and
- d. to develop an effective ongoing framework for collaboration among UNEVOC Centres.

### **EXPECTED OUTCOMES/ RESULTS**

A number of outcomes and results were expected:

- a. increased knowledge and understanding of UNEVOC professionals;
- b. increased shared understanding of common issues and concerns and of the value of sharing knowledge on policy, curricula and management and TVET;

- c. increased familiarization with national and sub-regional success stories, innovative practices, exemplars, etc.; and
- d. agree plans for collaborative activities.

#### **OVERVIEW OF THE SEMINAR**

The seminar was held at Days Hotel, Iloilo City, Philippines on April 14-16, 2008. The responsibility for the organization of the seminar was divided between UNESCO -UNEVOC International Centre and the Western Visayas College of Science and Technology UNEVOC Centre. UNESCO-UNEVOC International Centre with the former handling all the arrangements.

The Opening Ceremonies started with a doxology and the singing of the Philippine National anthem. Dr. Luis M. Sorolla, Jr, President of WVCST welcomed the participants.

Dr. Luis M. Sorolla Jr. stressed much on the WVCST as an institution of technical competence moving towards technological excellence. The three - day seminar will serve as a springboard for developing initiatives that will pursue individually and collectively, all for the global progress and improvement for the quality life of the people.

After which, Mayor Jerry Trenas represented by Ma. Matilde Octavio, Executive Assistant for Education also

warmly greeted the participants. He tried to express how delightful he was having chosen the city of Iloilo to host this activity that focuses on technical vocational education in collaboration with an international partner based in Germany. The role of learning institutions like colleges and universities in nation building can never be really be over - emphasized. Colleges and universities transmit education and quality education is needed if we are to overcome the various problems that beset our nation particularly.

Dr. L. Efison Munjanganja, Head, UNESCO-UNEVOC International Centre gave an Introductory Statement. He focused on providing various forms of assistance to UNEVOC professionals and vocational educators and leaders towards the development and improvement of Technical Vocational Education Training (TVET). Moreover, Dr. Munjanganja emphasized that the seminar is an invitation to learn more about, and deepen understanding of the UNEVOC Networks, and to find ways to employ the UNEVOC network strategy to develop and improve TVET.(refer to annex)

Dr. Renato Alba, WVCST President Emeritus introduced the Keynote Speaker.

On behalf of Secretary Augusto Boboy Syjuco, Director General, Technical Education and Skills Development Authority (TESDA), Edwin C. Gatinao,



Executive Director, TVET Systems Development Office delivered his keynote speech. He explained that TESDA joined hands with UNESCO-UNEVOC in providing capacity building and knowledge management. He emphasized that networks in TVET are bridges to the development especially to the developing economies. Through networking and collaboration, real sharing of expertise and bundles of knowledge are achieved thus, bringing forward the development of the workforce of the world and reap the benefits from the undertakings in TVET. (refer to annex)

Dr. Ricardo Abalena, Dean, WVCST Graduate School gave the rationale of the 3-day workshop and introduction of the 22 participants.

Right after Mr. Gatinao's keynote speech, a formal session was started by gathering of expectations from each participant.

The mapping of expectations was facilitated by Dr. L.E. Munjanganja. The over-all expectations of the participants were: (1) unified system for National Vocational Qualification ;(2) provide certain qualification framework intentionally recognized; (3) would be able to identify TVET problems and give possible solutions; (4) conduct research on TVET profiling among Asian countries; (5) exchange technical teachers/educators including students to improve and develop TVET

in other countries; (6) provide opportunity to learn more about what others are doing to improve their system; (7) give enrichments for every activity; (8) know how TVET responds to labor market situation; and (9) harmonize TVET qualifications and labor market.

After the gathering of expectations, Dr. L. Edison Munjanganja gave a theoretical overview of issues and concerns on enhanced networking and collaboration on TVET curricular development and innovations within countries and across countries. The focal points of the discussions are to lead and develop social learning capital, strategies that will contribute to the knowledge building and sharing through enhance UNEVOC networking .Issues and concerns mentioned include: (1) changes & challenges constantly affect TVET; (2) improvement Networks, innovations demanded to better outcomes for learners, satisfy employers, and communities; (3) find rapid solutions; and (4) Undertake joint activities to find solutions like exemplars.

To add, the situational analysis of UNEVOC Networks which includes (1) extensive geographically, global, diverse and heterogeneous - links; (2) institutions, individuals, covers multiple areas of TVET; (3) open, gaps between and among the nodes in the network; (4) has no closure thereby not fostering sense of belonging, mutual trust not easy to build; and (5) some challenges

of coordination where also given emphasis. Lastly, he endorses clustering in the network with the aims to formulate possible solutions for potential structuring and integration, concentration with a focus on certain specialization which desires to increase the density and to lessen gaps between and among UNEVOC Centres.

Following each presentation, issues and concerns were raised by the participants. These are summed up as follows:

- a. Campaigns should be done to improve TVET programs
- b. Some developed curriculum in technical education is the same as what the general education has
- c. Integrate TVET within the higher education program
- d. Perfecting specific instruments can help in the improvements of the curriculum
- e. Polytechnics include services in the society by cooperating with the enterprises to solve problems
- f. Exemplars - equivalency system puts credits on TVET programs for higher education
- g. Some assessment tools are not working well in the development of the curriculum

There were also questions were also raised concerning TVET systems in every country. The following are some of the questions:

- a. What are the theoretical elements embedded in TVET programs?

- b. What are the important skills that should be embedded in the curriculum?
- c. What is the specific model that should solely focus on TVET programs?
- d. If ladderized system is very effective, how do you link this system with academic system?
- e. How should curriculum be linked with the outcomes in the transmission of your vision?
- f. What are the different models of TVET?
- g. Why is TVET profiling essential to TVET development?
- h. How is profiling defined?

Participants presented papers on innovations and practices in TVET curriculum in their respective countries.

The Philippines was represented by Dr. Renato M. Sorolla, Dean, WVCST College of Industrial Technology Coordinator, UNEVOC Philippines in Western Visayas. The report was entitled, "The Vertically Articulated Competency based Industrial Technology Programs in the Philippines". The special feature was that the Industrial Technology program conforms with the ladderized curricula of TESDA and CHED in interfacing TVET with degree and higher education programs. The challenges were to give special attention to training regulations and system's policies and directions to meet the future economic conditions.

China was represented by Prof. David Fan of Shenzhen Polytechnic. The paper was entitled, "New Innovations in China's Higher TVET". The special feature is constructing national model polytechnics. The challenge is to include Campaigns for improving the quality of higher TVE.

Yok Sothy, Deputy Director, National Technical Training Institute had a presentation of the curriculum innovations and best Practices in TVET in Cambodia. The special feature include the development of the national qualification framework. The challenges include the lack of linkage with industry, enterprises and workplace, lack of financial and technical support and the government budget is unable to respond to the formulation of effective policy.

Nor Lisa Sulaiman, Faculty of Technical Education, Universiti Tun Hussein Onn reported on the "TVET Profiling in Selected Asian Countries: Malaysia Case Study". The special feature was the conceptualization of YVET profiling development framework. The challenges were that there was no proper database provided in Malaysia, there are difficulties to get current data on TVET, there are scattered data from various ministries related to TVET information and the contradiction of information from different resources.

Philippine TESDA Edwin Gatinao, TESDA Executive

Director presented a paper on "Technical Vocational Education and Training (TVET) in the Philippines". The special feature include the development of National Qualification framework to improved Access and Equity in TVET, improved assessment and certification and enhanced employability of TVET graduates. The challenges were that the role of TVET is not widely appreciated, the involvement of industry still has to be increased, there is limited access to TVET, there is the existence of labor market demand and supply mismatches, there is a need for more responsive TVET investments and TVET is not directly linked to tertiary education.

India was represented by Poonam Agrawal, Joint Director, PSS Central Institute of Vocational Education. The paper was entitled "TVET Systems in India". The special feature is that there is a National Working Group on Vocationalization of Education reviewed the VEP extensively and developed guidelines for the expansion of the programme which led to the initiation of the Centrally Sponsored Scheme on Vocationalization of Secondary Education. The challenges include shortage of funds in the States for implementation of TVET, lack/shortage of resources like industries, lack of staff in the States and people's preference for degrees and white collar jobs.

Sri Lanka was represented by Dona Chandrawathie, Deputy Director, National Apprentice & Industrial Training Authority and Don Dharmasiri Wijesinghe, Director, National Institute of Technical Education of Sri Lanka. "Improved Access and Equity in TVET" had a special feature concerned with training to industry specific standards rather than with an individual's achievement relative to others in a group. Opening avenues for further and higher education in the TVET

Chanita Soinam, discussed "TVET Development and Collaboration in Thailand through UNEVOC Centres". The special features were that it promotes the status of TVET and benefit TVET management in Thailand, as well as to improve the competency of learning through an information technology system. The challenges were to have Competency-Based Curriculum, Logistics, Vocational Co-operation (V-Cop) Centre and the Recognition of Prior Learning: RPL.

Following the presentations and discussions, the participants undertook a situation analysis concerning enhanced networking and collaboration relating to the curriculum cluster. This was followed by group activities focusing on best practices, innovations and strategy plan to enhance networking and collaboration. Results of the sessions can be seen in the subsequent sections?

## SWOT ANALYSIS

Group A

(Cambodia, India, Sri Lanka, TESDA-Philippines)

Chairman: Mr. Edwin Gatinao

Secretary: Macky Gallego

Reporter: Poonam Agrawal

Challenges	Solutions	Plans/Considerations
<ul style="list-style-type: none"> <li>• Communication gaps are found in UNEVOC centres within and across countries since there are no teams working together. It was suggested to create teams within the centers and designate people who will work in that certain team. A state/country coordinator is to be assigned based on the country-specific arrangements.</li> <li>• Another suggestion is to</li> </ul>	<ul style="list-style-type: none"> <li>• Unification of TVET, Higher Education and General Education</li> <li>• Formulation of national policies regarding TVET</li> <li>• Development of National Standard, Competency based Curriculum based on National Qualification Framework, competency-based assessment Instrument and conduct of assessors' training</li> <li>• Development of Training Regulation that prescribes the competency standard, training standards and the policies governing assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Dissemination of Best Practices through the web</li> <li>• Publication of journals, research and colloquium</li> <li>• Inter-regional conference across countries</li> </ul>



<p>create a website for country-specific UNEVOC Center linked with other UNEVOC centers to be hosted by UNEVOC International Center. Moreover, a person should be assigned to maintain web and update web info regularly.</p> <ul style="list-style-type: none"> <li>• Absence/ limited training standards</li> <li>• International Recognition of the different TVET qualifications</li> <li>• Strengthen industry and public/private involvement</li> </ul>	<p>and certification</p> <ul style="list-style-type: none"> <li>• Institutionalization of Ladderized Education Program interfacing TVET qualifications with degree courses of Higher education.</li> <li>• Implementation of a blended competency-based e-learning training delivery on a pilot stage, where the theoretical components are learned through the net while the practicum components are learned at the laboratory.</li> <li>• Unified Program Registration and Accreditation Systems (UTPRAS) where all TVET programs have to be registered according to this system</li> <li>• Presence of Production cum Training Centers (PTC)</li> </ul>	
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**GROUP B: Thailand, China, Malaysia, Philippines**

Group Leader: David Fan ( China)

Group Secretary: Chanita Soisma

Reporter: Nor Lisa Sulaiman

	<b>Challenges</b>	<b>Solution/s</b>	<b>Plans/ Considerations</b>
<ul style="list-style-type: none"> <li>• Country level</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Philippines</b></li> <li>• Monetary, funding, physical facilities</li> <li>• <b>Malaysia</b> / embedding of skill to the degree program, hands on skill requested by the industry, program is designed as per request by respective ministry, policy &amp; curriculum standard, no uniform program for TVET teaching programs:</li> <li>• <b>China</b>/ the center is not</li> </ul>	<ul style="list-style-type: none"> <li>• Joint projects for all UNEVOC countries</li> <li>• Philippines - to implement these projects, there are research studies on gender issues, E-Library but were not successful due to difficult requirements</li> <li>• China - an information exchange is needed, set up websites; TVET is the focus</li> <li>• Ministry of educ. Should provide budget</li> <li>• Budget should be available to update information</li> <li>• Nominate</li> </ul>	<ul style="list-style-type: none"> <li>• Along Networking - collect information from member countries and input to higher government so they could come up with decisions</li> <li>• <b>China</b></li> <li>• Higher educ. Has the power to create curriculum</li> <li>• TVE should focus on the industry's needs</li> <li>• Gov't gives autonomy &amp; power to</li> </ul>

	<p>responsible for embedding the skills, slow transfer of information to TVET organizers</p> <p>d. <b>Thailand/</b> centers do work individually &amp; connect by website, seminars were conducted individually, data/information were gathered through interest, communication is directly channeled to int'l UNEVOC &amp; no communication w/in the nat'l ministries</p>	<p>institution centers</p>	<p>the institutions to design curriculum that caters to the industry needs</p> <ul style="list-style-type: none"> <li>• China learns from Europe &amp; Western countries but do not copy curriculum</li> <li>• Malaysia Curriculum adapted from foreign countries but not relevant to the country</li> </ul>
<ul style="list-style-type: none"> <li>• Regional level</li> </ul>	<ul style="list-style-type: none"> <li>• put up regional cooperation</li> <li>• organize</li> </ul>	<ul style="list-style-type: none"> <li>• joint projects</li> <li>• exchange information through websites</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<p>linkage and member countries</p> <ul style="list-style-type: none"> <li>• language barrier</li> </ul>		
<ul style="list-style-type: none"> <li>• Outcomes/Action Plan</li> <li>• Best Practices</li> <li>• \Flagship programs - Philippines</li> <li>• Setting up of websites- Thailand and China</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Along networking - collect info from member countries &amp; input to higher gov't. so gov't could make decisions</li> <li>• Empower educational institutions in curriculum making with less intervention from gov't. officials</li> <li>• exchange info on curriculum dev't.</li> <li>• exchange documentation, models, success stories</li> <li>• work out principles for the curriculum design</li> <li>• profile dev't.</li> <li>• promote exchange students, administrators &amp; teachers</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Strategy Plan on Networking & Collaboration Group A

Member Countries: Philippines-TESDA, Cambodia, India and Sri Lanka

Group Leader: Edwin Gatinao

Challenge	Strategy	Activity	Schedule
Communication Gaps	Involvement and participation of management and concerned personnel	<ul style="list-style-type: none"> <li>o Create teams in the UNEVOC Centers based on country arrangements from national to inter regional countries</li> <li>o Provide communication to heads of agencies and UNEVOC Center Team Leader</li> </ul>	
	Utilization and maintenance of information technology e.g. internet and other media	<ul style="list-style-type: none"> <li>o Create websites with links to other UNEVOC Centers</li> <li>o Regular and periodic sharing of information</li> </ul>	
International Recognition of different TVET qualifications	o Benchmarking through inter-regional conference	o International exchange of Faculty, planners, students	

Strategy Plan on Networking & Collaboration Group B

Member Countries: China, Thailand, Malaysia & Philippines  
 Group Leader: David Fan

STRATEGIES	Center Involved	TIME FRAME
<p><b>1. Open communication lines</b>                      +setting of website by each center                      +sending reports to Bonn, Germany</p>	<p>Each center</p> <p>Each center</p> <p>a) <a href="http://www.szpt.edu.cn">www.szpt.edu.cn</a>                      b) <a href="http://www.uthm.edu.my">www.uthm.edu.my</a>                      c) <a href="http://www.udontech.ac.th/UNEVO">www.udontech.ac.th/UNEVO</a>                      d) <a href="http://www.tju.edu.cn">www.tju.edu.cn</a>                      e) <a href="http://www.wvcst.edu.ph">www.wvcst.edu.ph</a>                      f) <a href="http://www.wvsu.edu.ph">www.wvsu.edu.ph</a></p>	<p>June 2008</p> <p>to be done regularly</p> <p>as needed</p>
<p><b>2. Set up a regional website with each country's space</b></p>	<p>SZPT China</p>	<p>as soon as possible</p>
<p><b>3. Research Projects</b>                      +joint research projects on issues relevant to curriculum such as environment, gender, migration, tools to develop curriculum, attitude towards TVET Programs</p>	<p>Each country will develop its own instrument                      Request funding from the institution level or UNESCO</p>	<p>as soon as both parties are ready (MOA)</p>
<p><b>4. Request Bonn to send a Handbook of TVET to each center</b></p>	<p>regional center</p>	
<p><b>5. Exchange of students, faculty and administrators</b>                      + for study tour                      + for scholarship</p>	<p>host center/institution sending                      center/institution funding institution</p>	

## **Conclusion of the Seminar**

The UNESCO – UNEVOC Sub – Regional seminar on Curriculum Innovations and best practices in Technical Vocational Education and Training (TVET) through enhanced networking and collaboration within the UNEVOC Network has successfully attained its objectives based on the presentations, discussions, and situation analysis of the participants and this was supported by the result of the evaluation conducted at the end of the conference.

Questions, issues, and concerns were raised to clarify and modify certain points to strengthen the networking and collaboration concerning curriculum development. This was done in a manner wherein each participant was given due time to present and defend the principle raised.

Dr. Efison Munjaganja facilitated the activities for three days. Right after each presentation, sharing of ideas and brain storming was held which helped so much in the realization of strengths and weaknesses of each TVET program and curriculum.

As indicated in the SWOT analysis the UNEVOC Networks have almost the same concerns, that of improving communication systems among UNEVOC centres for fast and effective communications. It is also of interest that policies, curriculum standards have no uniform program for teaching TVET. Another challenge for UNEVOC Centres is to strengthen industry and public/private involvement in TVET. To address these concern UNEVOC centres has to work out for possible avenues to improve the quality and effectiveness of the UNEVOC centres thereby fulfilling its mandate.

The seminar indeed with satisfaction on the part of every participant.

**3-DAY UNESCO-UNEVOC SUB-REGIONAL SEMINAR ON CURRICULUM  
INNOVATIONS AND BEST PRACTICES IN TVET THROUGH ENHANCED  
NETWORKING AND COLLABORATION WITHIN UNEVOC NETWORK  
ORGANIZED BY UNESCO-UNEVOC INTERNATIONAL IN  
PARTNERSHIP WITH WVCST UNEVOC CENTRE**  
Iloilo City, Philippines

**April 13-16, 2008**

**EVALUATION FORM**

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It is always our dream to excel and provide excellent services to our undertakings. And as we conclude this seminar we would like your opinion and thoughts regarding the value of this program. The answers you will provide will assist WVCST in preparing other activities in the future. Please response to the items honestly.

NAME \_\_\_\_\_

Institution: \_\_\_\_\_

Country \_\_\_\_\_

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**DIRECTION:** Please circle the number that best describes your response to the following statements with (1) as the highest and (3) as the lowest. Comments to clarify your responses to the items are welcome.

1 Overall, is the seminar useful to you and your institution/country?

1                      2                      3

**Comments :** (Mean 1.24) **Very useful**

2. Did the seminar met your personal expectation?

1                      2                      3

**Comments:** (Mean 1.35) **Very effective in meeting expectations**

3. In your perception was the objectives of the seminar met?

1                      2                      3

**Comments:** (Mean 1.24) **Most effective in meeting the objectives**

4. Is the length of the seminar just adequate?

1                      2                      3

**Comments:** (Mean 1.38) **Very adequate**



5. All participants were requested to do a pre seminar write-up in preparation for the seminar. Was this exercise useful and helpful in preparing for the seminar?

1                      2                      3

**Comments: (Mean 1.11) Very useful.**

6. The following methods were used to carry out the business of the seminar. On a scale of 1 to 3, with (1) as the most effective and (3) three as the least effective, please indicate by ticking one of the spaces provided what you think of these different methods.

	Most Effective	Moderately effective	Least effective
Lecture	1.52		
Question and Answer	1.29		
Participants reports	1.05		
Group Work	1.05		
SWOT Analysis	1.25		

7. Are the materials provided in the seminar appropriate and useful?

1                      2                      3

**Comments: (Mean 1.24) Most appropriate/useful**

8. The meals and snacks served were on time and appropriate.

1                      2                      3

**Comments: (Mean 1.38) Most timely/appropriate.**

9. Is the venue of the seminar is conducive.

1                      2                      3

**Comments: (Mean 1.09) Very conducive**

10. Are the cultural presentation and City Tour interesting?

1                      2                      3

**Comments: (Mean 1.29) Very interesting.**

Thank you for completing this evaluation. We hope that you enjoyed this seminar and that it was of benefit to you and your institution.

**OVERALL GENERAL RATING - 1.30 The seminar is very Effective**  
**Comments from the participants:**

1. I was just a walk-in participant. If given an opportunity to present a paper, I'll do the same thing (Item 5).
2. Sorry we were not involved (Item 5)
3. Next time live-in also for local participants to be included in the registration (Item 9).
4. More time to discuss what other countries are doing in specific areas or curriculum development (Item 3)
5. Very interesting (Item 10).
6. I would like to read/study on the curriculum document in detail and comprehensively (Item 2).
7. It would be much pleasant if there is time allocated for shopping spree during the seminar (Item 4)
8. There must be varied snacks more specifically on juices (Item 8)
9. We could exchange and share our experience and outcomes in my institute (Item 7)
10. The cultural presentation is fine (Item 10)
11. Useful because I came to know what is happening in other countries (Item 1).
12. Could have been a day or two more for in-depth work, some visits to outstanding relevant institutions can be included (Item 4).
13. Ticketing should be left to participants and reimbursed instead of the organizer. Local flights for participants should also be reimbursed as part payment is difficult to account people. (Item 9)
14. A little more time may be given for knowing the city (Item 10).
15. It's very helpful to learn about another country's practices which I can share with my colleagues and other UNEVOC Centres in Thailand (Item 1).
16. The meals are delicious but snacks are too big/much, but it's O.K. (Item 8).
17. Other than country paper, a resource person maybe invited to provide a theoretical component. The resource person may come from host country and from the member countries.