

Roundtable 3: Reforming TVET Systems for Green Transitions

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SESSION OBJECTIVE

Identify priority TVET reforms and practical national actions, while clarifying where ASEAN-level cooperation adds distinct value.

Expected output: each table's priority recommendation + national action + ASEAN cooperation opportunity

How the 60 minutes will work

5 MIN

Instructions and
roles

35 MIN

Small-table
discussion

15 MIN

Rapporteur reports

5 MIN

Synthesis

**EACH TABLE
REPORTS**

**1 Priority
recommendation**

**2 National or subnational
action**

**3 ASEAN-level added
value**



Think on the worksheet, vote on Mentimeter, then
discuss

Worksheets: Reforming TVET Systems for Green and Transitioning Sectors

Worksheet Link:

<https://bit.ly/WorksheetR3>

What are the most significant institutional, capacity and delivery gaps?

preventing TVET systems from responding effectively to Green Transition

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WORKSHEET TABLE 1

Gap, example, severity, who acts



Worksheet 1

For each area, note the gap you see in your context, one example, and how severe it is (High / Medium / Low).

Gap area	Specific gap in my context	Example or evidence	Severity (H / M / L)	Who needs to act
Governance and coordination (ministries, agencies, social partners)				
Policy and regulatory frameworks				
Curricula and qualifications (speed of updating, green content)				
Teacher and trainer capacity				
Facilities, equipment and digital infrastructure				
Industry linkages and labor-market information				
Financing and incentives				
Access, equity and inclusion				
Other (please specify)				

Top three gaps to raise in the discussion: 1. 2. 3.

Which reforms to prioritise and sequence?

to strengthen Green TVET, including governance, curricula, qualifications, teacher and trainer capacity, and industry partnerships

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WORKSHEET TABLE 2

Reform, rank, timeframe, what first



Worksheet 2

For each area, name the reform, rank it (1 = highest priority), place it in time, and say what must happen first.

Reform area	Priority reform	Rank (1 = highest)	Timeframe (0-2 / 3-5 / 5+ years)	What must come first	Lead actor and partners	Sign of progress
Governance and coordination						
Curricula (greening and updating mechanisms)						
Qualifications and standards (including recognition of skills)						
Teacher and trainer capacity						
Industry and employer partnerships						
Financing and incentives						
Data, monitoring and evaluation						
Other (please specify)						

One reform that would unlock the most others, and why: _____

Serving entrants and existing workers



NEW ENTRANTS

School leavers and graduates: green entry pathways and work-based learning



UPSKILLING

Workers in green sectors: short, modular and micro-credential courses



RESKILLING AND TRANSITION

Workers leaving declining sectors: transition pathways and recognition of prior learning



ENABLERS

Flexible and digital delivery, inclusion, and employer co-investment



WORKSHEET TABLE 3

Barriers, response, delivery, pathways

Worksheet 3

For each learner group, describe what holds them back and what the TVET system should offer.

Learner group	Main barriers and needs	TVET response needed (programs, short courses, work-based learning)	Delivery mode and access (e.g. flexible, modular, digital, on-the-job)	Recognition and pathways (credentials, prior learning)	Key partners
New entrants: school leavers and graduates					
Workers in green sectors who need to upskill					
Workers in declining or transitioning sectors who need to reskill					
Informal-sector workers and micro-enterprises					
Women and under-represented groups					
Mid-career and older workers					
Other (please specify)					

One practical measure that would serve both new entrants and existing workers: _____

Where can ASEAN cooperation add value?



COMMON TOOLS

Readiness assessment, standards and green-skills mapping



CAPACITY BUILDING

Regional trainer development and peer learning



SHARED RESOURCES

Curricula, teaching materials and applied examples



PARTNERSHIPS

Cross-border institutional and industry collaboration



WORKSHEET TABLE 4

Action, value, feasibility, who leads



MENTIMETER

Most value, rank areas, 12-month pick

Worksheet 4

For each area, propose a concrete action, rate its added value and feasibility (High / Medium / Low), and link it to the ASEAN Framework and Action Plan.

Cooperation area	Proposed regional action	Added value (H / M / L)	Feasibility (H / M / L)	Who leads and who participates	Link to ASEAN Framework and Action Plan
Common tools and standards (e.g. competency standards, assessment tools)					
Teacher and trainer development					
Institutional partnerships (TVET institutions, industry, agencies)					
Peer learning and exchange					
Shared resources (open materials, data, digital platforms)					
Joint financing and resource mobilization					
Other (please specify)					

My top two regional priorities for the next 12 months: 1. _____ 2. _____

Report-back to the plenary



1 IMPLEMENTATION CONSTRAINTS

Fill after discussion: 2-3 issues raised by participants



2 PRIORITY REFORMS

Fill after discussion: 2-3 agreed or convergent recommendations



3 NATIONAL ACTIONS

Fill after discussion: responsible actors and practical next steps



4 ASEAN ADDED VALUE

Fill after discussion: shared tools, standards, partnerships or learning