

## **EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)**

### **ANNEX 5 Applicant's Guidebook**

# **Grants for TVET Triple/Quadruple Helix Models in ASEAN (2026-2027)**

# EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

## Table of Contents

Introduction	3
Who Can Apply?	4
What Is the Funding For?	5
Module 1: Stakeholder Mapping & Engagement	5
Module 2: Co-Design	5
Module 3: Capacity Building and Piloting	6
Guiding Principle	6
Preparing A Proposal Package	7
1. Project Description (Annex 1)	7
2. Detailed Budget Template (Annex 2)	7
3. Endorsement by the Management (Annex 3)	8
4. Due Diligence Form (Annex 4)	8
Eligible and Ineligible Expenditures	8
Supporting Information	11
Overview of Triple/Quadruple Helix Models in ASEAN TVET Systems	11
Relevant Regional and International Frameworks	13
Capacity Building Methodology	13
Monitoring, Evaluation, and Learning (MEL)	14
Glossary	15
Frequently Asked Questions (FAQ)	17

# EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

## Introduction

The Applicant's Guidebook is designed to support the preparation of proposals for the TVET Triple/Quadruple Helix Models in ASEAN Grants (2026-2027). It provides practical information for each stage of the application process, along with supporting resources to assist applicants in developing strong and competitive proposals.

This Call for Proposals is issued under the EU-ASEAN Sustainable Connectivity Package – Higher Education (SCOPE-HE), funded by the European Union and implemented by Nuffic Southeast Asia. It aims to provide financial support to foster regional, multi-stakeholder collaboration among Technical and Vocational Education and Training (TVET) institutions and stakeholders, including private sector employers, government agencies, and civil society or community representatives. By applying the triple or quadruple helix partnerships model to strengthen TVET programmes with industry demands and contribute to a more inclusive, prosperous, and sustainable future for the ASEAN region.

### Funding Details

- Number of available grants: 3 (one for each thematic area)
- Maximum amount per grant: EUR 180,000
- Funding period: July 2026 to June 2027
- Thematic areas:
  1. Green Transition
  2. Digital Transformation
  3. Sustainability

### Grant Objectives

1. Strengthen institutional and individual capacities across ASEAN Member States (AMS) to design and implement TVET projects using the Triple/Quadruple Helix Model.
2. Promote multi-stakeholder partnerships that ensure curriculum relevance and drive innovation in sustainability, green transition, and digital transformation.
3. Support the integration of Triple/Quadruple Helix Model mechanisms, such as work-based learning (WBL), within regionally responsive TVET frameworks.

### Expected Outcomes

- Empowered TVET educators and trainers equipped with up-to-date thematic technical knowledge and practical skills.
- Inclusive multi-stakeholder dialogues and collaborations that directly contribute to improving TVET graduate employability.
- Capacity building activities that strengthen the alignment of TVET curricula integrating sustainability, green practices, digital competencies, and essential soft skills.
- Enhanced collaboration mechanisms among diverse stakeholders to drive meaningful TVET reform across the region.
- Strengthened regional knowledge exchange fostering cross-border peer learning and collaboration.

## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

### Who Can Apply?

This Call for Proposals is open to duly registered entities from all Member States of the Association of Southeast Asian Nations (ASEAN). Applicants may apply individually or form a consortium with other stakeholders. You can apply if you are:

- ★ **TVET institutions** aspiring to improve pedagogical quality, digital learning integration, and continuous instructor upskilling.
  - Including public and private TVET providers, polytechnics, community colleges, and vocational schools.
- ★ **Government & public sector agencies** developing policies and incentives for TVET innovation, labour upskilling, digital and green transition, sustainability, and equitable access.
  - Ministries in charge of TVET, including those of Education, Labour, or Science and Technology (please refer to the [repository of focal points for ASEAN TVET Council](#)), and national TVET authorities and skills development councils.
- ★ **Industry or private sector** actors seeking to enhance skilled workforce and bridge TVET graduates' skill gaps.
  - Including industry associations, chambers of commerce, business employers, small and medium enterprises (SMEs), industry-led training centres or innovation hubs, and parent companies of private TVET institutions.
- ★ **Civil society & community-based organisations** advancing inclusion, outreach, and community sustainability goals.
  - Including non-government organisations (NGOs) working in education, skilled workforce development, youth, women's empowerment, or disability inclusion; community-based organisations with experience in local workforce development, youth, women's empowerment, or disability inclusion; and cooperatives or social enterprises involved in skills development, youth, women's empowerment, or disability inclusion.
- ★ **Other entities** with demonstrated experience in facilitating multi-stakeholder collaboration in TVET, education, skills development, and related thematic fields.
  - Including accredited national or regional NGOs, consulting firms, educational institutions with coordination experience, public agencies with legal authority to manage grants and consortia, international or local development organisations with a TVET or workforce development mandate.

If applying as a consortium, the Lead Organisation will be responsible for convening and facilitating the multi-stakeholder consortium in line with the triple/quadruple helix models, coordinating the planning and implementation of activities, and managing grant administration, monitoring, and reporting tasks.

## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

### What Is the Funding For?

The funding can be used to support activities that promote the adoption of the Triple/Quadruple Helix Model (TQHM) in TVET ecosystems, with a requirement of **at least two capacity-building activities or events** conducted. The proposed activities are expected to follow the three-module approach outlined below, while adapting to national and institutional contexts.

Implementation will take place between **July 2026 and June 2027**. To promote shared learning across countries and themes, applicants will be encouraged to document their journey and outputs, contributing to a scalable knowledge and practice repository for ASEAN-wide dissemination.

#### Module 1: Stakeholder Mapping & Engagement

*Module objectives:* To align priorities across stakeholders, build trust and mutual understanding, secure early buy-in and commitment, and set shared expectations and ownership through formalisation.

The funding shall support the initiation of multi-stakeholder collaboration following the TQHM by bringing together helix actors—TVET institutions, private sector employers, government agencies, and civil society or community representatives—to jointly align priorities. While some initial work in this module may occur during proposal development and review, helix actors are required to formalise the partnership to secure early engagement and reaffirm shared expectations from the outset of implementation.

Sample activities include, but are not limited to:

- Convening multi-stakeholder consortia (TVET institutions, private sector, government, civil society).
- Conducting stakeholder mapping exercises.
- Hosting participatory planning workshops.
- Establishing collaboration pathways with national authorities relevant to TVET.
- Facilitating and organising inclusive dialogue with underrepresented groups (youth, women, ethnic minorities, persons with disabilities).

#### Module 2: Co-Design

*Module objectives:* To engage all helix partners in the design of activities, mechanisms, and work plans that improve the alignment of TVET curricula and promote inclusive multi-stakeholder collaboration for curriculum relevance and innovation.

This module translates stakeholder dialogue into practical programme innovation. Funding will be used to strengthen collaboration among stakeholders and facilitate the co-design of activities and mechanisms that respond to labour market demand and emerging occupational standards in sustainability, green, or digital skillsets. By involving all parties as co-creators and drawing on



## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

expertise from EU resource persons where relevant, the Applicant will enhance the relevance, quality, and inclusiveness of TVET programmes.

Sample activities include, but are not limited to:

- Designing or upgrading theme-integrated capacity-building programmes tailored to labour market demands.
- Collaborating with enterprises to co-create work-based learning (WBL) capacity-building programmes.
- Hosting co-creation workshops with educators and industry experts (including EU partners).
- Aligning capacity-building programmes with national standards and ILO best practices.
- Conducting employer outreach sessions.

### Module 3: Capacity Building and Piloting

*Module objectives:* To build institutional and individual capacities to implement the activities and mechanisms designed in Module 2, strengthen thematic knowledge and skills, reinforce collaboration among helix actors, and draw inspiration from international experiences while adapting them to local contexts.

The final module focuses on building capacity for piloting and adopting the TQHM within TVET ecosystems. Funding will be used to equip selected trainers with the technical knowledge, soft skills, and resources necessary to mainstream the activities and mechanisms developed in Module 2. The Applicant will support trainers in piloting these initiatives, collecting feedback, and documenting lessons learned to be shared across countries and themes. For further guidance, please refer to the Capacity Building Methodology (page 9).

Sample activities include, but are not limited to:

- Delivering training-of-trainers and blended learning programmes on both technical and soft skills.
- Embedding technical, soft skills, or WBL capacity-building within institutional TVET curricula.
- Developing piloting plans in TVET institutions and enterprise settings, including approaches to collect feedback and lessons learned.
- Piloting WBL and other technical and soft skills training programmes.
- Documenting case studies and best practices for ASEAN-wide dissemination.

## Guiding Principle

The TQHM grants are grounded in a set of guiding principles that ensure proposals contribute meaningfully to regional TVET development and long-term impact. These principles emphasise strong partnerships across sectors, a commitment to climate action and sustainability, the promotion of diversity and inclusivity, and the pursuit of regionally relevant innovations. Together, they provide a clear framework for designing and implementing initiatives that strengthen cooperation, advance

## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

equitable education, and support sustainable development across ASEAN. Applicants are encouraged to apply these guiding principles when developing their proposals.

**Partnerships:** Using the TQHM, SCOPE-HE aims to promote cooperation in TVET development among educators, industry, government, and civil society in ASEAN member states and sharing while encouraging the sharing of best practices on TVET-related initiatives. The application of the TQHM to advance cooperation between TVET institutions and stakeholders should be considered a key medium- and long-term objective and strategy of proposals.

**Climate action and sustainability:** In addition to advancing Green Transition in ASEAN by actively facilitating skills development in this focus area, SCOPE-HE seeks to contribute to the achievement of SDG 13 on climate action. Partners are expected to plan and implement projects in ways that conserves resources, protect the climate, and safeguard the environment. This principle applies across all aspects of project delivery, including travel, procurement, event management, marketing, and public relations.

**Diversity:** Aligned with SDG 4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, SCOPE-HE places diversity and inclusivity at the core of its approach. Funded partners are expected to promote diversity and provide equal opportunities for all, ensuring that TVET initiatives benefit women, youth, ethnic minorities, persons with disabilities, and other underrepresented groups.

**Regionally relevant innovations:** SCOPE-HE prioritises innovations that emerge from and respond to regional needs and priorities. Funded partners are encouraged to integrate co-creation and local system strengthening into their processes, while promoting local ownership and long-term impact.

## Preparing A Proposal Package

The proposal package must include the following documents, submitted in English and in PDF format:

### 1. [Project Description Template \(Annex 1\)](#)

A formal funding request that outlines the project or initiative, its objectives, and how the funds will be used to achieve specific goals. Project objectives (outcomes), project outputs, and success indicators must remain consistent throughout the proposal. The Applicant should also explain how the project will generate sustainable impacts on TVET systems and the labour market beyond the funding period. Overall, the proposal should integrate the guiding principles provided in Section 5 of the Call for Proposals.

### 2. [Detailed Budget Template \(Annex 2\)](#)

An estimate of the budget required to implement the proposed project or initiative, presented as a detailed breakdown of how funds will be allocated by line item. For guidance

## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

on eligible and ineligible costs, please refer to the section on Eligible and Ineligible Expenditures.

### 3. [Endorsement Letter Signed by the Management Template \(Annex 3\)](#)

The proposal must be endorsed by the management or the authorised person, preferably at the managerial or director's level or above, of the Applicant's organisation, as well as that of their proposed partner(s). Endorsements must use the format provided (one form per organisation). This ensures buy-in and commitment from management to support the implementation of the proposed activities or project if awarded.

### 4. [Due Diligence Form Template \(Annex 4\)](#)

A completed Due Diligence Form must be submitted to verify organisational information before entering into a contract with Nuffic Southeast Asia.

## Eligible and Ineligible Expenditures

### Eligible Expenditure

All expenditure necessary for implementing activities under the grant is eligible for funding. Eligible expenditure includes the following categories:

#### 1. Human Resources

Personnel expenses are eligible up to a maximum of **25% of the total approved budget**. These expenses include the employee's gross salary. Collectively agreed annual special payments are eligible only within the approved grant period and only if the payment date falls within this period. Other individual or collectively agreed one-off payments are only eligible if specifically permitted by Nuffic.

Only personnel with a formal employment relationship with the grant recipient may be charged under personnel costs. Contracts for services (e.g., consultants) do not constitute an employment relationship and must be reported under the relevant activity budget line (e.g., events or other).

#### 2. Travel

Travel may be undertaken to support grant activities. The following rules apply to both staff and non-staff (e.g., resource persons, consultants, etc.) within the consortia (if applicable)

##### **In-Town Business Trip**

Eligible costs:



## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

1. Local transportation, based on actual cost (i.e. taxi, online transport, bus, train, or rental), up to EUR10 per trip (inclusive of toll fees).

### Out-of-Town Business Trip

Eligible costs:

1. **Economy class** airline, bus, train or ship tickets.
2. **Daily subsistence allowance (DSA):**
  - **Maximum** EUR85 within ASEAN except Singapore and EUR120 in Singapore.
  - DSA breakdown:
    - Sundry and breakfast: 30%
    - Lunch: 35%
    - Dinner: 35%

If lunch or dinner is provided, the corresponding category becomes zero
3. Accommodation, reimbursed at actual cost, **up to:**
  - EUR100/night within ASEAN (except Singapore)
  - EUR120/night in Singapore.
4. Local transportation, based on actual cost (with receipts).
5. Return airport transfers, including transport from home to the airport and airport to the hotel.

### Overseas Business Trip

Eligible costs:

1. **Economy class** airline, bus, train or ship tickets.
2. **DSA, up to:**
  - EUR85 within ASEAN (except Singapore)
  - EUR120 in Singapore

The DSA breakdown is as follow:

  - Sundry and breakfast: 30%
  - Lunch: 35%
  - Dinner: 35%

If lunch or dinner is provided, the corresponding category becomes zero.
3. Accommodation, based on actual cosy, **up to:**
  - EUR100/night within ASEAN (except Singapore)
  - EUR 120 in Singapore.
4. Local transportation, based on actual cost (with receipts).
5. Visa fees, if required.
6. Travel insurance for the duration of the trip.
7. Return airport transfers.
8. Miscellaneous trip related costs not covered under the above categories, such as vaccinations, excess baggage, etc.

## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

### 3. Events

Eligible event-related expenditure includes activities listed in the approved budget, such as, but not limited to:

- Workshops
- Focus Group Discussions

Only costs directly related to the event may be charged, such as venue rental, moderator fees, interpretation, and catering. Travel costs for staff must be charged under the travel budget line. Costs not stated in the approved budget are considered ineligible.

### 4. Others

Eligible expenditure includes:

- Remuneration directly linked to the implementation of the proposed activities.
- Consumables (printing, duplication, toner, ink, etc.).
- Economic goods (software, licences, small equipment for partner organisations as indicated in the proposal).
- Advertising and public relations (flyers, brochures, posters, digital communication tools, online platforms, website).
- External services (translations, platforms setup/maintenance, internet presences, e-journals, online libraries).
- Teaching and learning materials, including textbooks and reference books, specialised media.
- Expert fees (excluding staff of the grant recipient or partner organisations); external experts and service providers for lectures or workshops, not for curriculum development, with a daily rate of a maximum of EUR 500.
- Auxiliary staff for event support.
- Translation of project-related materials.
- Fees for international money transfers.

Costs that are not stated in the approved budget are ineligible.

## Ineligible Expenditure

Although necessary expenditure for implementing approved activities is eligible, the following costs cannot be funded under the grant. These include, but are not limited to:

### 1. Human Resources

Personnel expenses exceeding 25% of the approved budget or payments not falling within the approved grant period. Expenditures for personnel without a formal employment relationship with the grant recipient.

## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

### 2. Overseas Study Tours

Study tours, including overseas visits for general learning or exposure, are ineligible when they are not directly tied to project results or when more cost-effective alternatives exist. Costs for travel, accommodation, and related logistics for such tours cannot be charged to the grant.

### 3. Furniture and Office Equipment

General office furnishings (e.g., desks, chairs, cabinets) not directly required for specific activities indicated in the approved proposal.

### 4. Vehicle and Transportation Costs

Purchase of vehicles (cars, motorcycles, bicycles) and daily commuting expenses.

### 5. Building and Renovation Costs

Construction, renovation, refurbishment, office upgrades, or structural modifications, including space rental not directly tied to approved project activities.

### 6. General Administrative Expenses

Routine administrative expenses not directly attributable to project activities, such as utilities, office rent, or general staff salaries.

### 7. Luxury Goods and Non-essential Items

High-end technology, decorative goods, or any items not essential for achieving project/activity objectives.

### 8. Miscellaneous Unrelated Purchases

Personal expenses, gifts, donations, or any costs without a direct, measurable contribution to project outcomes.

**All financial provisions will be detailed in the contract signed between the grant recipient and Nuffic.**

## Supporting Information

### Overview of Triple/Quadruple Helix Models in ASEAN TVET Systems

Addressing ASEAN's complex TVET challenges requires a shift from siloed approaches to systemic collaboration among government, industry, academia, and, under the Quadruple Helix, civil society. The Triple/Quadruple Helix Model (TQHM) provides a framework for the co-creation of skills

## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

ecosystems, ensuring that training systems are agile, inclusive, and responsive to labour market needs.

- **Government** sets enabling policies and incentives for innovation, sustainability, and equitable access.
- **Industry** drives relevance by identifying emerging skills, co-designing curricula, and providing work-based learning opportunities.
- **TVET institutions** ensure pedagogical quality, digital learning integration, and continuous instructor upskilling.
- **Civil society** ensures inclusion, outreach, and alignment with community and sustainability goals.

ASEAN countries are increasingly applying the TQHM shifting TVET innovation towards skill delivery processes, with industry often playing a leading, demand-side role. Examples include:

- **Malaysia:** Private TVET institutes, often linked to industry partners, provide skilled workers aligned with employer needs. Institutions such as the Penang Skills Development Centre and Germany-Malaysia Institute succeed through strong industry-driven curriculum design and delivery.
- **Thailand:** Innovative dual education and WBL structures such as the Tripartite TVET System (TPTS) and School-in-Factory (SiF) integrate industry-led training with academic preparation, ensuring students gain both theoretical and practical workplace experience.
- **Singapore:** A mature THM deeply embedded in national digital and sustainability strategies emphasise lifelong learning and industry partnerships. Institutions like the Institute of Technical Education (ITE) and polytechnics offer R&D, manpower solutions, and business collaboration. Singapore Polytechnic's "Industry on Campus" co-locates companies within the polytechnic ecosystem to foster applied projects and real-world student experience.
- **Philippines and Cambodia:** Both apply the Quadruple Helix Model (QHM) with civil society playing a central role. TESDA's Online Programme expands equitable access, while Cambodia's community-based training – often led by NGOs – addresses drop-out rates and equips vulnerable populations with practical skills.
- **Vietnam, Lao PDR, and Indonesia:** These countries leverage international partnerships to align TVET with global standards. Vietnam's Germany-linked dual system ensures international credibility, Lao PDR pursues digital TVET transformation with ADB and German support, and Indonesia revitalises TVET for green and digital jobs through collaborations with Germany and Switzerland.

The transformation required for ASEAN's future cannot be achieved by governments or institutions alone. The TQHM offers a proven, inclusive, and regionally adaptable model to modernise TVET systems, bridge skills gaps, and promote innovation-driven growth. By embedding this approach within regional cooperation and aligning it with ASEAN's sustainability and connectivity goals, the region can build a workforce that is digitally competent, environmentally responsible, inclusive and resilient.

## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

### Relevant Regional and International Frameworks

In addition to demonstrating strong connections with national policies and labour market needs, proposals should clearly articulate their alignment with ASEAN and international frameworks. This ensures that projects contribute to broader regional and global priorities while reinforcing sustainability, inclusivity, and innovation in TVET systems.

Frameworks that may be relevant to your project include:

- **ASEAN TVET Council Work Plan 2021–2030** – guiding regional cooperation and harmonisation in TVET.
- **ASEAN Declaration on Human Resources Development for the Changing World of Work and its Roadmap** – promoting skills development and lifelong learning to meet future labour market demands.
- **EU Union of Skills Strategy** – supporting skills mobility, innovation, and workforce readiness.
- **EU Regional Multi-annual Indicative Programme, Asia and the Pacific 2021-2027**, particularly Priority Area 1, Regional Sector 3: Sustainable Connectivity.
- **EU Global Gateway Strategy**.
- **EU Strategy for Cooperation in the Indo-Pacific (2021)**.
- **EU Gender Action Plan III (GAP 3)** – ensuring gender equality and women's empowerment in education and workforce initiatives.
- **Plan of Action to Implement the ASEAN-EU Strategic Partnership (2023-2027)**.
- **2030 Agenda for Sustainable Development (United Nations Sustainable Development Goals)**, particularly SDG 4 (quality education), SDG 5 (gender equality), SDG 8 (decent work and economic growth), and SDG 13 (climate action).

### Capacity Building Methodology

The capacity-building methodology is aimed at designed to strengthen both individual competencies and institutional capacity for optimising triple/quadruple helix collaboration in TVET. Proposals should incorporate the following elements into their capacity-building activities:

- **Blended Learning:** A mix of in-person workshops and online sessions ensures accessibility across countries.
- **Training of Trainers (ToT):** Interactive training for a selected cohort of participants who will act as multipliers.
- **Community of Practice (CoP):** A virtual platform for ongoing peer learning, coaching, dialogue, and knowledge exchange among participants across countries.
- **Thematic and Soft Skills Integration:** Modular design enabling the contextual integration of future skills aligned with labour market needs and ASEAN/national policy priorities into training sessions and workshops.



## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

Given the limited resources and tight implementation timelines of these grants, the applicants are encouraged to proactively leverage existing ASEAN TVET ecosystems—such as evidence-based data platforms, pedagogical toolkits, and training modules—developed through past and ongoing initiatives. Inclusive facilitation is strongly encouraged to ensure gender balance and participation from rural and marginalised groups.

### Monitoring, Evaluation, and Learning (MEL)

Monitoring, evaluation, and learning (MEL) is integral to all development initiatives. It provides a systematic approach to assess project effectiveness, improve outcomes, and adapt strategies based on evidence and insights. By embedding MEL into project design, organisations can identify what works, what does not, and why. Continuous learning allows organisations to make informed decisions and adapt their strategies in real-time, leading to improved project design and effectiveness. MEL frameworks strengthen accountability and demonstrate impact to stakeholders, including funders and communities.

To support the SCOPE-HE Programme's MEL framework, applicants must include **at least two mandatory success indicators** from the provided list in their proposal for tracking and reporting data to Nuffic Southeast Asia. Applicants may also add additional indicators or create their own, tailored to the specific needs of their project.

Illustrative Indicator	Type
Number of capacity-building activities to improve alignment of TVET curricula with sustainability, green, or digital job markets	Mandatory
Number of participants of the capacity building sessions conducted using triple/quadruple helix models (disaggregated by gender, country, and organisation)	Mandatory
Number of persons trained with increased knowledge and/or skills in curricula, teacher training, and school management with a focus on green transition, sustainability, gender equality and women's empowerment, and digitalisation	Mandatory
Number of persons trained with thematic, up-to-date technical knowledge and practical skills that align with industry demands	Optional/Customisable
Number of consensus-building documents securing multi-stakeholder commitment and collaboration to improve TVET graduate employability	Optional/Customisable
Number of WBL activities/programmes designed or created	Optional/Customisable
Stakeholder satisfaction or trust index	Optional/Customisable
Participant's self-evaluation of skill development	Optional/Customisable
Number of case studies and/or success stories in TVET reform shared publicly	Optional/Customisable

## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

### Glossary

Blended Learning	Instructional model which combines supervised, presential teaching or training (school or work-based) and online or distance activities. (CEDEFOP, n.d.)
Digital literacy	Digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy. (UNESCO Institute for Statistics, 2018)
Digital Skill	The skills required to use digital technology in daily life. These skills are best understood on a graduated continuum from basic functional skills to higher-level, specialist skills and include 'a combination of behaviours, expertise, know-how, work habits, character traits, dispositions and critical understandings. (UNESCO Institute for Statistics, 2018)
Digital Transition	<p>In education and training, process of transforming systems towards digital learning (access, content, pedagogical methods, infrastructures and technologies, management, monitoring and assessment of learners).</p> <p>In economy, increasing use and integration of digital technology and digitised information and knowledge to produce and market goods, and provide services. (CEDEFOP, n.d.)</p>
GEDSI	"Gender Equality, Disability and Social Inclusion." It is a cross-cutting approach that ensures policies, programmes, and projects actively promote equitable treatment, opportunity, and participation for all—especially women, persons with disabilities, and socially marginalised or excluded groups.
Green Jobs	Jobs that contribute to preserving or restoring environmental quality, while also meeting longstanding demands and goals of the labour movement, such as adequate wages, safe working conditions and workers' rights. (UNEP et al., 2008)
Green Skills	The knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society. (CEDEFOP, n.d.)

## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

Green Transition	<p>Process of transforming the system of production, distribution and consumption of wealth towards a sustainable development model (enhancing energy and resource efficiency, reducing carbon emissions and pollution, protecting biodiversity and ecosystems) to improve human well-being and social inclusion, limit environmental risks and preserve natural assets. (United Nations Environment Programme, 2020)</p> <p>In TVET context, green transition also refers to the process of transforming TVET systems to equip the workforce with the skills, knowledge, and mindset needed for a sustainable, low-carbon, and resource-efficient economy. This involves integrating "green skills" into TVET programmes and institutions.</p>
Greening	The process of pursuing knowledge and practices with the intention of becoming more environmentally friendly, enhancing decision-making and lifestyle in a more ecologically responsible manner, that can lead to environmental protection and sustainability of natural resources for current and future generations. (UNESCO-UNEVOC International Center for TVET, 2017)
Inclusive Education and Training	Learning which ensures equal access and successful participation of all citizens – including those from disadvantaged groups – to promote their social and occupational inclusion. (CEDEFOP, n.d.)
Lifelong Learning	Any learning activity undertaken throughout life in a formal, non-formal or informal setting, which results in improving knowledge, know-how, skills, competences and qualifications for personal, social or professional reasons. (CEDEFOP, n.d.)
Reskilling/Retraining	Training enabling individuals to acquire new skills giving access either to a new occupation or to new professional activities. (CEDEFOP, n.d.)
Sustainable Development	Development that meets the needs of the present without compromising the ability of future generations to meet their own needs (United Nations, n.d.).
Transformation	A process of allowing institutions to change to adapt to the changing functions and expectations, or to shift according to the changes in the functions over time (Campbell, 2007).
Upskilling	Short-term targeted training typically following initial education or training, and aimed at supplementing, improving or updating knowledge, skills and/or competences acquired during previous training. (CEDEFOP, n.d.)

## EU-ASEAN Sustainable Connectivity Package - Higher Education Programme (SCOPE-HE)

Work-based Learning	<p>Instructional model in which the learner acquires knowledge, know-how, information, values, skills and competences carrying out – and reflecting on – tasks:</p> <ul style="list-style-type: none"> <li>- at the workplace – also known as workplace learning or in-company training – e.g. through internships/traineeships, apprenticeships, alternance training or company visits, job shadowing, etc.;</li> <li>- in a simulated work environment, e.g. in workshops or laboratories in vocational education and training institutions, inter-company/social partner training centres. (CEDEFOP, n.d.)</li> </ul>
---------------------	--

### Frequently Asked Questions (FAQ)

**Q: Which countries are eligible to apply?**

**A:** All ASEAN member countries are eligible to apply, namely: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor-Leste, and Vietnam.

**Q: If awarded, can I provide the grant to other organisations to act on my behalf or manage parts of the project?**

**A:** No. This grant does not allow sub-granting. The grant must be managed wholly and solely by the successful applicant (the grantee).