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Insights & Inspiration for Social Innovation

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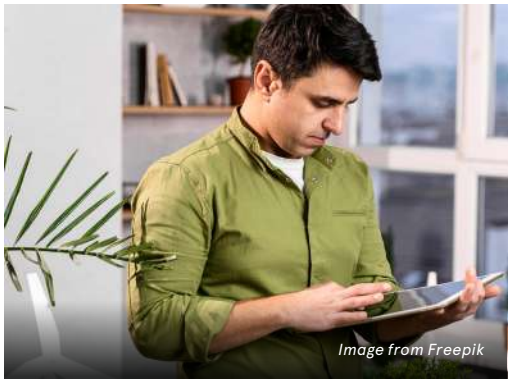

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BY ADENIKE ADEDEJI

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Image from GE Vernova

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BY GE VERNOVA

An initiative empowering Vietnam's energy transition through hands-on renewable training, learning labs, and inclusive opportunities, positioning skilled workers at the heart of a green future.

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Image by VK Nữ

Dear reader,

In this issue of Impact Magazine, we return to a central truth: education is not only about classrooms and curricula. It is about dignity, opportunity, and the power to shape the future. Across Asia and beyond, we are witnessing diverse movements that show how skills, when rooted in real lives and global challenges, can transform entire communities.

In India, we see how global citizenship education equips young people with the perspectives needed for a connected world. From green skills training to employment pathways, we explore how sustainability is becoming both a livelihood and a mission. In the Philippines, Espoir School of Life reminds us that education thrives when it is community-powered, rooted in everyday realities, and shared responsibility.

Women leaders and learners are also front and center in this issue. VK Nữ, a worldwide network of Vietnamese women, shows how shared stories and mentorship can cross borders and generations. At the Asian Institute of Technology in Thailand, we celebrate women in STEM who are paving the way for inclusive leadership in research and technology.

Partnerships play a powerful role, too. The GE Vernova Foundation, together with Electric Power University and ASSIST, is advancing renewable energy skills in Vietnam through the RENEW Skills Program — a major investment in the country's just energy transition. And on a global scale, IREX demonstrates what it means to put human agency at the heart of development, creating platforms where young people and educators alike can thrive.

Finally, in Chris's Corner, we look to the horizon: What does AI mean for the next generation? Is STEM still the passport to the future, or must we redefine it for the AI Generation? The call is clear: youth must not only embrace skills but also claim the agency to shape technology, ethics, and inclusion in this fast-changing world.

Taken together, these stories embody our theme: Inspiring Skills, Sparking Change, and Driving Global Impact. They remind us that education is more than a policy or a program, it is a collective act of empowerment. And when skills are linked to purpose, communities, and justice, they do more than change lives. They change the world.

We invite you to explore this issue and share your reflections. To stay connected, visit our website and follow us on Instagram, Facebook, and LinkedIn at @theimpactmagazine.

We are grateful to have you with us on this journey toward better health, stronger systems, and lasting impact.

Warm regards,

Editorial Team

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Management Team
Sreenivas Narayanan
Francis Macatulad

Core Editorial
Roma Yatco
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Intern Team
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Creative Team
Kreazhalyn Anog

Business Development
Franz Gabriel Raña
Anna Nga Bui

Circulation Director / Support Director
Aru David
Karthikeyan Subburaman

For Subscriptions
subscribe@theimpactmagazine.org

For Editorial
editor@theimpactmagazine.org

For Partnerships
partner@theimpactmagazine.org

For Sponsorships & Advertising
advertise@theimpactmagazine.org

For General Inquiry
info@theimpactmagazine.org

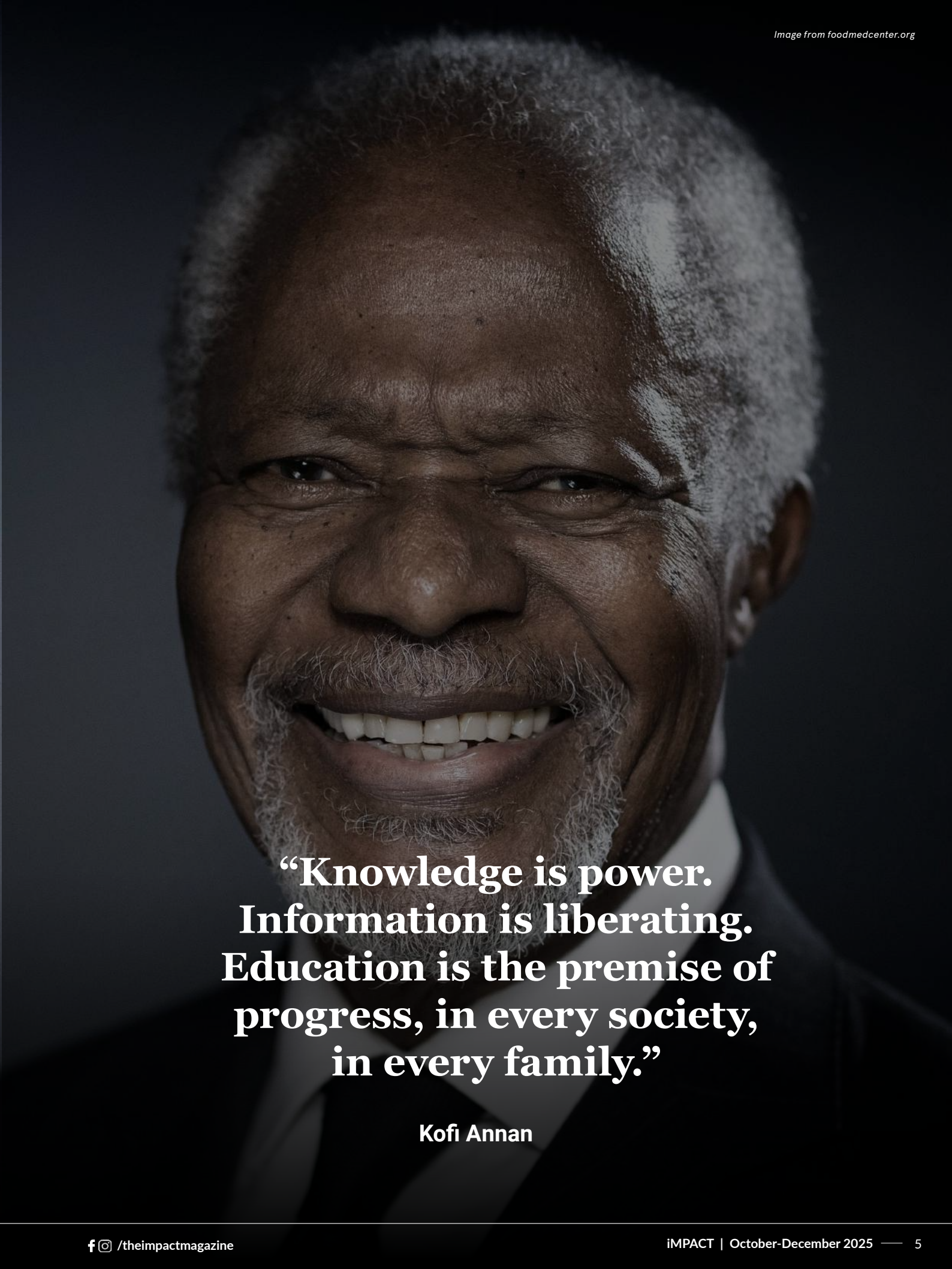


Image from foodmedcenter.org

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

Kofi Annan

Events

1. **Agrilink 2025**
   October 2-4
   World Trade Center, Manila
   FRLD

2. **Asia Pacific Enterprise Awards (APEA) Vietnam**
   October 9
   Ho Chi Minh, Vietnam
   Enterprise Asia

3. **THE World Academic Summit**
   October 7-9
   Thuwal, Saudi Arabia
   Times Higher Education

4. **4th Annual Southeast Asia HR Expo & Symposium**
   October 7-10
   Araneta, Philippines
   Advanced Learning Programs

5. **Vietstock Expo and Forum 2025**
   October 8-10
   Ho Chi Minh, Vietnam
   Informa Markets Vietnam

6. **Cyber Revolution Summit**
   October 10
   New Delhi, India
   Traicon Events

7. **AIDEX Geneva 2025**
   October 22-23
   Geneva, Switzerland
   AidEx

8. **20th Philippine Semiconductor and Electronics Convention and Exhibition (PSECE)**
   October 28-30
   SMX Convention Center, Manila
   PSECE

9. **Global Development Conference 2025 (GDC 2025)**
   October 28-30
   Clermont-Ferrand, France
   GDN

10. **Fintech Revolution Summit Saudi Arabia**
    November 3
    Riyadh, Saudi Arabia
    Traicon Events

11. **Edutech Asia 2025**
    November 5-6
    Marina Bay Sands, Singapore
    Terrapin

12. **3rd HR & Workplace Summit Philippines 2025**
    November 6
    Manila, Philippines
    Escom Events

13. **Asia ESG Positive Impact Awards 2025**
    November 6
    Selangor, Malaysia
    Star Media Group

14. **Mabuhay Germany 2025**
    November 7-8
    BGC, Philippines
    German-Philippine Chamber of Commerce and Industry, Inc.

15. **International Contract Farming Conference (ICCF 2025)**
    November 18-19
    Nairobi, Kenya
    International Contract Farming Conference

16. **THE Innovation & Impact Summit**
    November 18-20
    Alexandria, VA, US
    Times Higher Education

17. **The 31st Annual Global, Cross-Sector Conference and Exhibition on Digital Learning**
    December 3-5
    Berlin, Germany
    OEB (Online Educa Berlin)

18. **Technology 4 Education**
    December 5-7
    Chennai, India
    EdTech Society, India

Events



19 [ACTE's CareerTech VISION]
December 9-12
Nashville, Tennessee
Association for Career & Technical Education (ACTE)

20 [4th Global Conference on Education 2025]
December 12-14
Dubai, United Arab Emirates
Global Conference on Education

21 [9th International Conference of Advanced Research in Education]
December 12-15
Cambridge, UK
Education Conference

To include your event in this section, please email the details of your event, in the format above to **editor@theimpactmagazine.org**

Empowering Lao Youth: Laos Strengthens Education for Gender Equality


Image from www.thestar.com.my

A new project titled "The Life Skills Education for Gender Equality Project" is set to run from July 2025 to June 2029 across eight districts in the Luang Prabang and Champasak provinces of Laos. This project was made possible through the collaborative efforts of the Ministry of Education and Room to Read Laos. It focuses on improving life skills education and promoting gender equality in secondary schools—helping the youth, especially women, develop essential skills such as communication, leadership, teamwork, decision-making, and critical thinking. This project would also be a big step for the country's development in terms of the quality of teaching and learning, according to Associate Professor Dr. Silinthone, the Director General of the Department of External Relations.

GCED implementation gains momentum in Central Asia with UNESCO support

The Asia-Pacific Centre of Education for International Understanding, along with the United Nations Educational, Scientific and Cultural Organization (UNESCO) Almaty Office, hosted a three-day subregional workshop in hopes of promoting and deepening the understanding of the UNESCO 2023 Recommendation, the Asia-Pacific Road Map, and Global Citizenship Education into national education systems across Central Asia. This event brought together 30 education officials from Iran, Kazakhstan, Kyrgyzstan, Pakistan, Tajikistan, Turkmenistan, and Uzbekistan alongside key speakers from UNESCO Category 1 institutes.


Image from www.gcedclearinghouse.org

Participants on the first day began sharing country-specific challenges and opportunities, and provided an overview of the UNESCO 2023 Recommendation and the Asia-Pacific Road Map. Various regional case studies were then presented on the second day—with visits to local schools for observation. On the final day, participants collaborated to develop a regional action plan focused on Curriculum and Pedagogy, Assessment and Evaluation, Learning Environments, Development of Teachers and Education Personnel, and Regional Collaboration and Partnership for review before submission to the Ministry of Education.


Image from www.australiandefence.com.au

UNSW Recognizes Women Engineers of Influence

Rebecca Cook, a ground terminal and infrastructure manager at Northrop Grumman Space Systems, received the 2025 Ada Lovelace Medal for Outstanding Engineer at the University of New South Wales (UNSW) Women in Engineering Alumni Awards. Cook began her career at 17 in the US Air Force and has since worked globally, dedicated to mentoring young engineers. Her experiences led to creating opportunities for the next generation, especially since women in technical fields remain limited. The ceremony also gave recognition to Professor Lucy Marshall of the University of Sydney and Dr. Grace Chung of Google Research Australia, who shared a Judy Raper Award. Their achievements highlight the growing impact of women leaders in shaping the future of engineering and technology.

Philippines Launches Social Media Challenge to Boost Foundational Learning

The "Bayang Bumabasa: Mayors for Literacy" social media video challenge, translated as "A Nation That Reads," is a national campaign urging local leaders in the Philippines to highlight innovative literacy programs, share best practices, and promote community-wide action. It encourages mayors to make reading proficiency a priority in their local agendas. Launched by the Second Congressional Commission on Education, the campaign responds to alarming data showing that 52.26% of learners in grades 1 to 3 lack basic reading skills. The initiative also showcases how public officials can effectively use social media to advocate for and advance quality education. The challenge shows how strong partnerships between mayors, schools, and communities can spark sustainable improvements in children's learning.



Image from WHO

This Caught Our Eye

Successful rollout of Tajikistan's Inclusive Textbooks

The Ministry of Education and Science of the Republic of Tajikistan partnered with national textbook developers, school leadership, and international consultants to enhance Science, Technology, Engineering, and Mathematics (STEM) educational materials for physics, chemistry, and biology subjects in grades 7–11 from October 2024 to May 2025. The piloting process went through a total of five phases: integrating both quantitative and qualitative methods, data collection and analysis, and focus group discussion. Discovering bottlenecks such as time constraints and lack of localized illustration resources enabled developers to lead to the success of finalized STEM textbooks and teacher guides, crucial to Tajikistan's goal for a more gender-inclusive and progressive education system.

Coding the Future of Girls with GRIT

A report from the World Bank discovered that women working in technology-related fields make up less than a third of the world's workforce. Mark Marron, the CEO and president of ePLUS, partnered with Cisco to implement The Girls Re-Imagining Tomorrow® (GRIT) Program, an initiative established in 2017 to increase young women's interest in pursuing STEM-based careers to address skill shortages and gender gaps. It was relaunched with 100 middle and high school girls from seven schools in California, Minnesota, North Carolina, Texas, and Virginia joining. They had mentoring, learning, and engagement opportunities in various areas of technology, including cybersecurity and artificial intelligence. Since its inception, nearly 500 girls have participated and graduated from the GRIT program.



Image from www.unesco.org

Temple University Wins 2025 AACTE Award for Transforming Teacher Education with Technology

Temple University's College of Education and Human Development earned the 2025 Best Practice Award for the Innovative Use of Technology by the American Association of Colleges for Teacher Education for Assistant Professor Dr. Liu's transformative approach to integrating artificial intelligence (AI) and virtual reality (VR) for educators to use with multilingual students. Dr. Liu brought students together from different parts of the world, bringing the classroom experience through VR and AI use for curating multilingual videos. Not only does it strengthen educators' skill sets on technology use, but it also strengthens their capacity in culturally responsive learning. Dr. Liu's revolutionary use of these technologies demonstrates the potential they can create for a more inclusive and globally connected education system.



Image from education.temple.edu

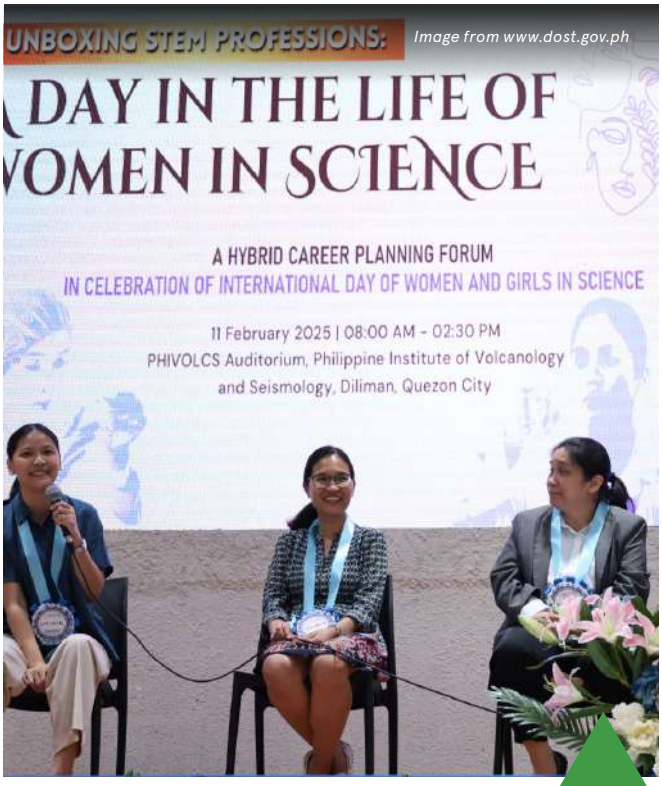


Image from www.dost.gov.ph

Empowering the Next Generation of Women in STEM Careers

To celebrate the 10th International Day of Women and Girls in Science, the Department of Science and Technology (DOST) of the Philippines organized a hybrid career planning forum titled "Unboxing STEM Professions: A Day in the Life of Women in Science." The event aimed to spark interest among young women to pursue careers in science. Although the country has achieved gender parity in education, the number of women graduating in STEM remains low. The forum featured experts in fields such as geology, genomic medicine, and Information and Communications Technology. Speakers highlighted the importance of having more women in STEM and addressed the persistent gender gaps. They encouraged students to view STEM as a space for collaboration, not competition.

Rethinking Indian Education: A Shift Toward a Global Mindset

India has started to increasingly rethink their approach to education by shifting from "global" as a destination to embracing it as a mindset by integrating global perspectives into the country's curricula, values, and pedagogy. Rising costs and immigration policies pushed universities to restructure their academic frameworks, fostering global citizenship without the need to study abroad. In their attempts to remain competitive, Indian universities started providing students with greater real-world exposure through extending internships, bridging traditional disciplinary barriers, and offering fresh perspectives in theories, case studies, and practical training.


Image from bestcolleges.indiatoday.in

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Understanding the Learning Divide: Pathways to Inclusion

Access to Education and Literacy

244 million children and youth from ages 6 to 18 worldwide are out of school.

754 million adults are illiterate, two-thirds of whom are women.

122 million of the out-of-school population are girls and young women.

617 million children and adolescents have low proficiency levels in reading and mathematics.

The completion rate of youth finishing primary education increased from **85% to 87%**



Global Citizenship

90% of teachers believe it's important to teach global citizenship.



Two-thirds of 15-year-olds across OECD countries are confident in engaging with global issues.

STEM Education



Only **35%** of women graduated from STEM-related fields.



Women only make up **28.2%** of the global STEM workforce and hold less than one-third of research positions.



Representation of women in engineering and computer science & informatics is just **28%** and **40%** respectively.



Only **30.6%** of women hold leadership positions, with an increase of just **0.2%** since 2022.

Culturally Relevant and Inclusive Education

40% of the global population is educated in languages they don't fully understand.



10% of children with disabilities in low-income countries attend school.



At least **370 million** Indigenous people face educational exclusion or marginalization around the world.



Children's reading comprehension increases by **14%** in high-income countries when taught in their native language.



Digital Learning and Technology Access

Two-thirds of children and young people worldwide don't have a fixed internet connection at home.

Only **16%** of school-age children from the poorest households have internet access.

Globally, **58%** of school-age children from the richest households have internet access.



Geographically, **60%** of school-age children from urban areas do not have internet access.

Sources:
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No Finish Line: Education for Every Stage of Life

BY DR. VICKI PHILLIPS

For more than a century, most societies have treated education as a front-loaded experience: you study in childhood, perhaps continue into higher education, and then step into the workforce. But in today's world, that model no longer holds. Technology is evolving faster than school curricula can adapt, industries are being disrupted overnight, and entire categories of jobs are emerging and disappearing in the span of a decade. The idea of a one-time education simply doesn't fit the reality of a rapidly shifting global economy.

Instead, countries are beginning to see *long life* learning—continuous education across all stages of an extended lifetime—as a cornerstone of both social mobility and economic resilience. "Longlife" rather than "life-long" is an intentional nod to the reality that we are all living longer, and young people will need the education and skills to thrive across their extended lifetimes. It is not a luxury but a necessity, ensuring that individuals can adapt, reinvent themselves, and thrive no matter how unpredictable the future becomes.

ABOUT DR. VICKI PHILLIPS

Dr. Vicki Phillips is CEO of the National Center on Education and the Economy (NCEE), a global nonprofit that partners with education leaders to design systems that meet the demands of a shifting economy while enriching civic life and expanding opportunity across generations.



Learning as a Long Life Endeavor

Some of the most forward-thinking systems are reshaping education into a long life endeavor, embedding opportunities for re-skilling and up-skilling into the very fabric of society.

In Singapore, the SkillsFuture initiative exemplifies this approach. Every citizen receives credits they can spend on approved courses throughout their lifetime, whether to gain technical certifications, learn digital skills, or explore new fields altogether. By democratizing access to ongoing training, Singapore is signaling that education doesn't end with a diploma—it travels with you.

Finland, often celebrated for its school system, extends that culture of learning well into adulthood. The country has one of the highest participation rates in adult education in the world, backed by strong government investment and employer partnerships. Workers are not just encouraged but expected to retrain and adapt as industries evolve, with opportunities made accessible and affordable.

In North America, U.S. community colleges—long regarded as entry points for students on a traditional pathway—are reinventing themselves as reskilling hubs. Facing local labor shortages in fields like healthcare, information technology, and advanced manufacturing, community colleges are designing flexible programs for working adults and displaced workers. They are proving that community-based institutions can play a powerful role in keeping the workforce aligned with regional economic needs.

Why Long Life Learning Matters

These examples reveal a growing recognition that initial education is no longer enough. A young graduate entering the workforce today may need to upskill or reskill multiple times over the course of a career. Without systems that support learning at every stage, many risk being left behind, locked out of opportunity by outdated skills. For governments, investing in long life learning is also a matter of competitiveness. Economies that fail to adapt their workforce will see productivity lag and inequality deepen. By contrast, those that treat education as an ongoing process build resilience: workers can pivot into emerging industries, employers can draw from a skilled talent pool, and societies can weather disruption with greater confidence.

Making It a Reality

Shifting from rhetoric to reality, however, requires rethinking education:



Access: Opportunities for ongoing learning must be available to all. Digital platforms and community institutions can help bridge gaps.



Flexibility: Adults cannot step away from family or work for years of retraining. Short courses, stackable credentials, and modular programs make long life learning possible.



Culture: Perhaps most importantly, societies must embrace a mindset where education is not just preparation for work, but an enduring part of life.

A New Social Contract

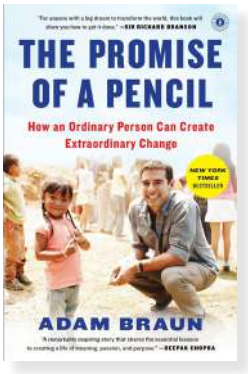
The old model of education as a finish line is fading. In its place is a new social contract: learning for every stage of life, woven into the rhythms of work, family, and community. The most successful nations of the future will not be those that simply educate their children well, but those that give every citizen the tools to keep learning again and again, across the span of a long and unpredictable life.

In Review

Book

The Promise of a Pencil: How an Ordinary Person Can Create Extraordinary Change

by Adam Braun



Source: www.amazon.com

Summary: The Promise of a Pencil tells the story of a simple encounter that changed Adam Braun's life, when a young boy in India said all he wanted was a pencil. That moment sparked a commitment that led to the founding of Pencils of Promise, showing how small actions can grow into a global movement for education.

Description: This memoir recounts Braun's journey from being a college student to founding the charity, Pencils of Promise. This interaction led him to build an organization that empowers communities through education. This book includes his key life lessons, stories for impact, and insights on leadership, even with limited resources.

Video

Affirming Diversity in the Classroom: Why It Matters for Students

by Dr. Nadiyah Herron

Summary: Dr. Nadiyah Herron talks about creating inclusive and empowering learning environments for students—highlighting the importance of diversity in classrooms and how educators can address systemic racism.

Description: In this TEDx Talk, Dr. Nadiyah Herron, a college educator from Los Angeles, examines how systemic racism impacts students in education. Through historical context, data, and personal storytelling, she urges educators and school leaders to create inclusive, diverse, and safe learning environments where all students feel recognized, respected, and empowered.



Podcast

The Edtech Podcast

by Sophia Bailey

Summary: The podcast offers conversational and interview-based episodes that explore global innovations, trends, and rising challenges in education technology.

Description: Hosted by Sophia Bailey, The EdTech Podcast provides insightful conversations with EdTech founders, education leaders, and policy experts from different parts of the world, exploring how technology transforms teaching and learning. Topics include digital learning, AI in education, personalized learning, and equitable EdTech access. Listeners may use these episodes as a resource to keep up with trends and understand real-world experiences of learners in today's evolving digital education landscape. Audiences of the podcast include leaders from education, learning and development, entrepreneurs, big tech, investors, government officials, and media professionals.



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Image by Adenike Adedeji

Bridging the Digital & Skills Divide: A Case for Community-Driven Innovation

BY ADENIKE ADEDEJI

By 2030, around 825 million children are expected to leave school without employment skills (UNESCO, 2019). This learning crisis is most acute in underserved communities, where access to quality education and digital skills is scarce. The challenge is particularly stark in Africa. As of 2023, only 37% of the population is online, and internet costs remain among the highest in the world, five times the global average in some regions (UNICEF & ITU 2024). For millions of children, the digital divide is not just about connectivity; it is about opportunity, equity, and the chance to rewrite their story.

In Bariga, Lagos, I met a 15-year-old boy who had been out of school for three years, working at a construction site to support himself. With mentorship and support, he is now back in school, catching up. It reflects a deeper truth: education must go beyond textbooks; it must equip children with digital and life skills, preparing them for the future.

ABOUT ADENIKE ADEDEJI
Adenike Adedeji is the founder of Neli Children's Hope and Dream Foundation. A passionate education reform advocate, through the Bariga School Project, providing children with access to free, quality education, mentorship, entrepreneurship, and technology skills. A firm believer that traditional education must be complemented with practical skills, Adenike is committed to creating opportunities for every child to dream big and thrive.



Why Community-Driven Innovation Matters

Top-down policies often fail to reach the children who need them the most. The real breakthroughs are happening at the grassroots, where communities reimagine how learning can take place despite resource constraints. Community-driven innovation yields sustainable solutions.

For example, setting up community training hubs where children and youth can access digital tools after school hours provides an immediate bridge for those without connectivity at home. Mobile-first platforms designed to run on basic devices can bring learning resources to children at scale. At Neli, we bridge this divide by experimenting with hybrid models of traditional learning with exposure to entrepreneurship, life skills, and digital literacy.

These localized interventions might appear small compared to sweeping national reforms, but their ripple effect on children's aspirations and future pathways is profound. Such localized interventions show that financing development must shift not only towards infrastructure but also towards community-driven initiatives that empower those at the grassroots level.

Lessons from Global Grassroots Innovations

Other countries are already showing what is possible when communities take ownership of digital learning. Reminding us that scaling innovation does not always imply creating something completely new; it frequently entails adapting global ideas to local realities:

- India's DIKSHA platform has become a national hub for teachers and students, offering multilingual content accessible even offline. Its strength lies in how teachers and local communities actively contribute content, making learning inclusive and locally relevant.
- Kenya's Tunapanda Institute, which started as a community initiative in a Nairobi informal settlement, trains young people in digital literacy, coding, and design. Its success lies in how it links skills training directly to employment and entrepreneurship opportunities, creating pathways out of poverty.

A Call to Reimagine the Future of Learning

Bridging the digital and skills divide is not charity; it is an urgent investment in our shared future. If underserved children remain excluded, the cycle of poverty deepens, inequality widens, and economies lose untapped potential.

Through my work with Neli, I have learned that children do not lack ambition; they lack access and opportunity. When given the right tools, mentorship, and platforms, they rise beyond limitations and dream bigger. The challenge before us is ensuring that no child is left behind in the digital age.

As we look ahead, the solutions that will matter most aren't those imposed from the top, but those born within communities, fueled by collaboration, and scaled with creativity. To truly bridge the digital and skills divide, we must invest in bottom-up innovation, amplify grassroots voices, and build ecosystems where every child, regardless of their background, can thrive in the future of work.


Image from Freepik

Implementing global citizenship education in India: challenges and considerations

BY DR. GH HASSAN WANI

In a world grappling with global challenges of climate change and social inequality, to cultural diversity and digital connectivity, Global Citizenship Education (GCED) has emerged as a transformative approach to fostering global understanding, tolerance, and responsibility. GCED promotes civic engagement and an appreciation of global interconnectedness. India's diverse population has the potential with GCED integration; however, its implementation faces significant obstacles, including cultural heterogeneity, socio-economic inequalities, constrained resources, and a rigid education system. This article explores the challenges and considerations in implementing GCED within the Indian educational context.

ABOUT DR. GH HASSAN WANI
Dr. Gh Hassan Wani is an educator-turned-digital mentor. Having done his PhD in history and 15+ years of experience in teaching, he leads a movement through his website: EduAcademia.in, Podcast; AI For Educators. Blog: EduAcademia and Youtube: Mentorship Classes, helping educators to growth using free AI tools, digital pedagogy, and content creation.



Defining Global Citizenship Education in the Indian Context

In addressing the challenge of GCED implementation, education policymakers and curriculum developers need to adapt by contextualizing it within India's diverse socio-cultural landscape. India's pluralistic heritage and commitment to secularism resonate with GCED, promoting the integration of global and civic education institutions. Emphasizing this compatibility could help in its implementation's appeal.

Cultural and Social Resistance

As India is known to value traditional, religious, and linguistic identities, GCED may be perceived as a threat to this established norm. An effective response lies in emphasizing "glocalization," where students can remain rooted in their communities while embracing global responsibilities, thereby easing cultural resistance through the affirmation that local identities align with global citizenship. Yet, India's diversity presents another challenge, as much of the existing GCED content is in English and inaccessible to many in rural areas. GCED must develop multilingual, culturally relevant resources, translating materials into major regional languages and incorporating localized examples. Collaboration with NGOs, translation agencies, and community leaders can support this effort, ensuring GCED is both inclusive and accessible across India's diverse linguistic landscape.



Image from Freepik

Socio-economic Disparities and Inequitable Resource Distribution

The Indian education system is known for socio-economic disparities. GCED implementation in India has to be adapted to existing resources innovatively. Community engagement projects or local awareness campaigns do not require significant resources and can be effective tools for imparting global citizenship skills. Urban schools, private institutions, have access to better resources, technology, and teacher training. However, many rural and under-resourced schools struggle to meet basic educational needs. Implementing GCED often involves interactive and innovative resources, which may be challenging in these settings. Additionally, low-cost technology and digital platforms can bridge the digital gap, giving digital access to GCED content for under-resourced schools. However, government and community investment in equalizing educational opportunities is crucial to ensuring that all students benefit from GCED.

Curriculum Overload and Rigid Academic Structure

Weaving GCED into existing subjects can aid educators facing the challenge of curriculum overload and introduce students to the ideas of global citizenship, such as environmental science classes discussing the global view of climate change, to migration lessons in history classes, and international organizations and global issues within civics classes.

India's school boards curricula are often heavily structured and academically rigorous, limiting GCED and other non-traditional topics. The pressure of standardized exams, competitive college admissions, and a memorization culture means that schools may be reluctant to adopt paths that do not advance academic and career agendas.

Teacher Training and Preparedness

Many Indian educators lack the training and support needed to teach global citizenship topics effectively. GCED requires unique skills that include knowledge of global issues, cultural sensitivity, critical thinking, and interdisciplinary teaching methods. Unfortunately, teacher education in India has focused on subject-specifics, limiting emphasis on the initiative's themes. Workshops, seminars, and online courses can help educators develop the skills needed for the approach. Government support for teacher training in GCED, along with collaboration with NGOs and international organizations, can further enhance the reach and impact of these programs.

Political Sensitivities and Regional Diversity

India has a politically diverse socio-political landscape. Topics central to GCED, such as human rights, environmental justice, and migration, may garner different political interpretations across India. Hence, discussions about migration might be received differently in regions with high-variety populations compared to culturally homogenous regions. Implementing GCED in India requires a politically sensitive, nuanced approach.

Lack of Standardized Assessment of GCED Competencies

GCED assessment methods are ill-suited to values, attitudes, and skills such as empathy, critical thinking, and civic responsibility. In India, assessments are highly memorization-oriented and focused on academic performance; introducing new assessment methods for GCED can be challenging. Innovative assessment approaches, such as project-based evaluations, self-reflection exercises, and peer assessments, can provide a more holistic view of a student's progress in GCED. While these methods may be challenging to scale, they provide valuable insights into students' understanding and personal growth.

Encouraging Local Engagement and Community-based Learning

An aspect of GCED is empowering students to act on local issues, yet India's vast diversity and socio-economic disparities require community engagement to be localized. Pressing concerns like clean water, sanitation, and waste management take precedence over broader global issues. Therefore, GCED in India should prioritize local action with global relevance, such as environmental conservation or health campaigns, enabling students to address immediate challenges while connecting them to global themes. This approach makes global citizenship actionable.

Conclusion

Implementing Global Citizenship Education in India holds the potential to develop a generation of young people equipped to navigate and address global challenges holistically, yet challenges such as socio-economic disparities, curriculum rigidity, cultural diversity, and political sensitivities must be carefully addressed. By contextualizing GCED to honor India's cultural values, investing in teacher training, leveraging technology, and emphasizing local-global connections. As policymakers, educators, and communities engage with these complexities, GCED can emerge as a crucial tool for cultivating a more inclusive, empathetic, and globally connected society.


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Education-to-Employment Pathways in Green Sectors

From classrooms to careers, how innovative skilling models are equipping youth for the green jobs boom

BY DEBADUTTA UPADHYAYA


Image from Freepik

The global shift towards sustainability isn't a niche movement anymore. It's the pillar of economic transformation. As climate change reshapes industries and trade, the workforce demands green skills. According to the International Labor Organization (ILO), the green transition could create 37.2 million jobs worldwide by 2030. The challenge lies in bridging education and employability. In India, where a million youth graduate per year, green skilling is both an employment opportunity and a climate imperative.

Education to employment was linear: get a degree, land a job, and build a career. Today, green jobs are evolving, demanding practical skills across disciplines, whether it's an architect incorporating energy-efficient design, a banker evaluating ESG (Environmental, Social, Governance) risks in lending, or a marketing strategist on their sustainability products.

The Skill Council for Green Jobs (SCGJ), under the Ministry of Skill Development and Entrepreneurship, is one of the world's first sector skill councils for climate-aligned industries. SCGJ has developed National Occupational Standards (NOS) for roles in renewable energy, waste management, and energy efficiency. For example, solar PV installers trained under SCGJ certification programs have supported India's rapid solar capacity growth, which crossed 97.86 GW in 2024. However, the model shows scaling training programs to rural areas, ensuring quality trainers, and diversifying into non-technical green jobs.

ABOUT DEBADUTTA UPADHYAYA
Debadutta Upadhyaya is the Managing Partner at Climatora Climate Solutions LLP, a climate action company based out of Mumbai, focused on climate education and ESG Consultancy. A proud recipient of the Yahoo! Ratna Award in 2006, she was also honoured with Indira Super Achievers' award in 2011 and Axis Burgundy Award in 2015



Education-to-employment in green sectors is structured to connect academic learning with job opportunities in industries on sustainability, renewable energy, climate adaptation, and ESG integration. These are needed in creating pipelines from classrooms to careers:



Curriculum Integration - Embedding sustainability into mainstream disciplines like engineering, management, law, and agriculture.



Vocational & Micro-Credentials - Offering short-term certifications in areas such as carbon accounting, waste management, and green finance.



Industry Partnerships - Linking students to internships, live projects, and apprenticeships with renewable energy firms, ESG consultancies, and green startups.



Faculty Development - Training teachers and professors to deliver updated, practice-oriented green knowledge.



Inclusive Outreach - Provide vernacular-language training content to widen access.

Institutions are taking early steps; IIT Bombay offers an M.Tech in climate and sustainability, TERI School of Advanced Studies has an MBA in sustainability management, and Bharati Vidyapeeth Deemed to be University College of Architecture, Maharashtra State Skills University, and Sir Vithaldas Thackersey College of Home Science (Empowered Autonomous Status), SNDT Women's University, with Climatora Climate Solutions LLP, a climate action company, have introduced GHG accounting and ESG modules to prepare students for future employment. But India needs reform for these models to reach millions of students at 1,000+ universities and 40 million higher education learners.

Government policies are setting a green skilling foundation. The Skill India Mission & PMKVY (Pradhan Mantri Kaushal Vikas Yojana) are integrating green modules into skilling programs; the National Green Hydrogen Mission will create 600,000 jobs by 2030 in electrolyzer manufacturing, hydrogen production, and fuel cell technologies; and state universities are embedding renewable energy skilling within ITIs (Industrial Training Institutes). Without monitoring frameworks and industry buy-in, these risks remain aspirational.

The education-to-employment in green sectors isn't just a policy; it's a survival strategy for both economies and the planet that demands the following action from the stakeholders:



Educators - Embed sustainability in every curriculum.



Policymakers - Incentivize green apprenticeships and certifications.



Industry - Open doors to students for live projects and mentorship.



Youth - Proactively seek green learning opportunities to future-proof one's career.

Education-to-employment in green sectors isn't about creating a parallel to jobs; they're future-proofing the workforce. If institutions, policymakers, and industries act together, the faster we can equip young people for careers that not only secure livelihoods but also safeguard the planet. With India's young population and climate targets, the stakes are high. Aligning education with green employment unlocks demographic dividends while tackling climate risks.

In the future, where the work is green, the education must align.

Weaving Impact Through Enterprise Education

BY ANYA LIM



Image by ANTHILL Fabric Gallery

Anya Lim's passion for weaving began in childhood, nurtured by her mother's stories of Indigenous life and volunteer work. Through tales of the Igorots, Ifugaos, Maranaos, Kalingas, Manobos, and Mangyans, she came to see textiles as living testaments of craftsmanship, community, culture, and threads of histories and identities. Yet as she grew older, she also witnessed the harsh realities artisans faced, with many weavers leaving their villages to work as tourist guides or migrating to the lowlands in search of better opportunities. This realization led Anya and her mother to establish ANTHILL, the Alternative Nest and Trading/Training Hub for Indigenous/Ingenious Little Livelihood Seekers.

Through ANTHILL, Anya has sought to weave dreams back into fabric, transforming weaving into a source of pride and livelihood. At its core is the Community Enterprise Development Program, a culture-centered and community-driven initiative building the capacity of artisans by equipping them with skills in business, product design and development, and providing sustainable market and livelihood opportunities. By making weaving both economically viable and culturally relevant, ANTHILL has reached the local and international market, bringing our Filipino weaves to the world. It stands as proof that weaving is not only a living heritage but also a powerful force for restoring pride, strengthening cultural identity, and uplifting Indigenous communities.

ABOUT ANYA LIM

Anya Lim is the visionary co-founder of ANTHILL Fabric Gallery, a social enterprise dedicated to preserving Filipino heritage through sustainable fashion. With a passion for empowering Indigenous communities and promoting ethical fashion practices, Anya has spearheaded initiatives that bridge traditional craftsmanship with modern design, creating a platform for artisans to showcase their skills and preserve their cultural heritage.



For those unfamiliar with ANTHILL, could you briefly explain what the Community Enterprise Development Program is and how it supports the broader mission of preserving Philippine weaving traditions?

In our commitment to provide sustainable livelihood and create positive impact, ANTHILL institutes its Community Enterprise Development Program, its culture-based and community-centered module designed not as rigid training but as a series of informal dialogues and workshops with our partner artisans. The program is composed of different modules, each addressing key aspects of building a resilient community sector:

CULTURAL APPRECIATION

- Building gratitude, pride, and shared values to preserve weaving culture.

PRODUCT DESIGN AND INNOVATION

- Co-creating designs and innovations beyond trends.

BUSINESS SKILLS TRANSFER

- Teaching financial recording and management for fair wages, quality, and supply.

MASTER AND APPRENTICE PROGRAM

- Augmenting master weavers' income by 20% for training apprentices, ensuring continuity.

FINANCIAL LITERACY AND SAVINGS PROGRAM

- Providing insurance, loans, and financial education for long-term stability.

At ANTHILL, we aim to provide sustainable livelihoods for our partner communities. We are highly invested in the equal growth of our partners and stakeholders. We work on ensuring a better quality of life and income security for our artisan partners by providing enabling environments that will grow their entrepreneurial skills and mindset so they can become self-reliant and run their businesses independently.



Image by ANTHILL Fabric Gallery

How do trainings for financial literacy, product innovation, and market access work together to create a sustainable livelihood model for your artisan partners?

More often than not, while we invest in product innovation, there is a direct impact on growth in sales because of the market access provided by ANTHILL. Innovations create market demand, which in turn increases the income of the weavers. With this, our financial literacy programs come in handy as artisans can manage the sudden surge in income better. They learn to prioritize essentials, differentiate wants and needs, determine financial goals that will add value to them and improve their way of life, and budget, which is important for them.

For example, one of our partners, Ate Jingle, reinvested her savings into a sari-sari store. Over time, she expanded by adding a refrigerator to sell ice and frozen goods, then a water dispensing machine, step by step building an alternative livelihood stream that now supplements her weaving income.

The program develops entrepreneurial mindsets and equips artisans to become independent, self-reliant creative entrepreneurs.



Image by ANTHILL Fabric Gallery

How do you ensure the continuity and adaptability of these trainings, given some challenges you face?

Our training materials and processes are always human-centered, co-designed, and participatory; this way, we are able to pass on a sense of ownership among our partners. Our partnerships are also structured in a manner where we help build a leadership and governance structure in the communities we work with. Training is conducted first for the core leaders of the community, who then become trainers and train the rest of the members. This fosters skills and builds resilience within the community itself.

What's something your customers or the general public often don't realize about the labor and learning that goes into each piece of woven clothing or product?

Behind every woven piece is more than just fabric. In ANTHILL, we look beyond the cost of the product and instead look deeper into the value of our heartwoven cloth. Generations of knowledge passed down, embodied in the rhythm of a weaver's whole body at the loom. Each design is a mix of math and memory, where a single mistake could undo hours of work, and every color or motif tells a story of identity and heritage.

Despite the immense skill, patience, and cultural weight in every thread, artisans remain undervalued. To wear a weave is to honor the lineage, labor, and life it represents.



Image by ANTHILL Fabric Gallery

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VK Nữ: Building Bridges, Empowering Vietnamese Women Worldwide

BY MY HOLLAND

My Holland's vision for VK Nữ extended beyond a professional network. She wanted to create a space where Vietnamese women living abroad could truly feel like they belonged while using their unique experiences to lift one another up. VK Nữ has grown into a global community with 16 chapters across 10 countries. Empowering women through education, skill development, and genuine human connection.

Bridging Worlds Through Learning

Many women who identify as Việt Kiều Nữ were born overseas, studied abroad, or built their careers internationally. That sense of being caught between cultures is something so many women know all too well. VK Nữ creates a space where these women can come together, reconnect with their Vietnamese roots, and share the wisdom they've gathered along the way.

"Education has always been central to our work," says My, who also runs EQuest Asia, which specializes in leadership development and emotional intelligence. "It's not just about formal learning; it's about creating opportunities for women to learn from each other and to develop skills that help them thrive personally and professionally."

ABOUT MY HOLLAND

Born in France and embracing a life without borders, My Holland, CEO of EQuest Asia, breaks the mold of a typical CEO. Recognizing the disconnect between Vietnamese communities abroad and their homeland, My founded VK Nữ. This community, with 16 thriving chapters in 10 countries, serves as a vital bridge, empowering and connecting Vietnamese women across borders.



Education at the Core of VK Nữ's Vision

VK Nữ's programs provide women with practical tools they can use right away. Consider leadership workshops that are relevant to your current job or mentoring programs that pair experienced professionals abroad with women in Vietnam. It entails learning through genuine conversations and shared experiences.

Learning also extends into the public sphere through the Mosaic Minds Podcast. A project by My, where she sits down with women leaders from Vietnam and beyond, many of them VK Nữ members. Honest, sometimes messy conversations on leadership, identity, and resilience, each episode offers practical lessons for women navigating their own careers.

Looking to 2026, VK Nữ is preparing a potential game-changer: a partnership with Saigon Children Charity to fund scholarships for young women in Vietnam. Focused on vocational training that leads to real jobs, these scholarships aim to give young women a genuine chance to build better lives.

The Power of Shared Experience

Members often describe VK Nữ as a space of mutual learning. Tu, who's part of the Munich chapter, puts it perfectly: "I learned more in a few months from my mentor than I had in years of trying to figure things out alone," she shares. "The skills I've gained, from leadership to cross-cultural communication, are ones I now pass on to others."

VK Nữ values both giving and receiving knowledge; everyone is both teacher and student. Whether just starting or decades up the ladder, there's always something to share and something to learn.

Education as Leadership

For My, helping women develop their leadership skills isn't separate from education; it's all connected. She brings in approaches from neuroscience and coaching and even uses creative tools like LEGO® SERIOUS PLAY® to help women think differently about problem-solving and communication across cultures.

But leadership development at VK Nữ isn't confined to formal workshops. Everyday interactions, whether at a social brunch, a podcast conversation, or an online mentoring session, become opportunities to practice empathy, share knowledge, and inspire one another.

Investing in the Future

While VK Nữ continues to grow as a supportive community for professional women abroad, its commitment to education ensures that the impact goes far beyond its own members. The upcoming scholarship program with Saigon Children Charity marks a moment, an opportunity to extend VK Nữ's ethos to young women in Vietnam who may otherwise be denied access to essential training and career pathways.

A Movement of Learning and Belonging

Though still young, VK Nữ is already shaping a legacy rooted in education, empowerment, and cultural connection. Its members are proving that learning doesn't stop at the classroom door; it happens across borders, in conversations, and through shared stories.

Contributing to our kaleidoscope could be your path, whether you're looking to reconnect to your ancestral roots, write your own story, or simply want to learn more and advance our cause.

Connect with us

Website: https://vietkieunu.org/
Mosaic Minds Podcast: https://www.equestasia.com.au/podcasts/mosaic-minds-podcast/

Women in STEM: Learning, Leading, and Building a Better Future at the Asian Institute of Technology

BY KRITAGYA REGMI

At the Asian Institute of Technology (AIT), Thailand, innovation meets diversity. Students from over 40 countries learn and collaborate to address pressing global challenges in engineering, environment, and management. In a world where only 35% of STEM graduates are women (UNESCO), women's representation remains a critical issue. Against this backdrop, AIT has become a platform where women in STEM not only study but also lead, gaining skills and confidence to turn ideas into impact.

For many, AIT is where passions take shape and ambitions find direction. For Kingkan Pongtong from Thailand and Jannat Murtaza from Pakistan, their journeys in science and technology are becoming tools for change. Their stories reflect how AIT's environment of collaboration, research excellence, and global partnerships transforms students into changemakers.



Image by Asian Institute of Technology (AIT)

Turning Passion into Food Innovation

When Kingkan arrived at AIT on study leave from her role as a lecturer at Ubon Ratchathani University, she brought a deep passion for sustainability and nutrition. Now pursuing a PhD in Food Engineering and Bioprocess Technology at the School of Environment, Resources and Development, she is exploring ways to reduce food waste and increase the accessibility and nutritional value of plant-based foods.

Her research focuses on transforming plant-based proteins into high-value products using fermentation, germination, and even 3D food printing, combining curiosity, creativity, and hands-on work to meet industry needs. AIT's partnership with leading research institutions and its advanced facilities helped her turn ideas into market-ready solutions.

"AIT gave me the chance to connect science with industry needs. I am committed to creating practical and sustainable solutions that bridge research, education, and industry," she says. Through her research, Kingkan is advancing food science while promoting innovation that benefits both communities and the environment.

ABOUT KRITAGYA REGMI
Kritagya Regmi is a media and communication professional with over a decade of experience across NGOs, international organizations, and academia. She is skilled in storytelling, social media, and strategic outreach, driving meaningful impact. Currently, she works as a Media and Communication Officer at the Asian Institute of Technology, Thailand.



Engineering a Water-Secure Future

For Jannat, a chemical engineering graduate from Pakistan, choosing AIT was about gaining the skills her country urgently needs. Pakistan faces water scarcity and severe flooding, and Jannat is determined to help address them.

She is pursuing a Master's degree in Water Engineering and Management at the School of Engineering and Technology, supported by a scholarship under the Khyber Pakhtunkhwa Cities Improvement Project, funded by the Asian Development Bank through AIT's partnership with the Government of Pakistan. At AIT, she is learning to apply hydrological modeling, GIS mapping, and remote sensing to assess flood risks and plan sustainable water use.

Her STEM path has not been without challenges, often demanding extra effort to be recognized. At AIT, she found encouragement in a strong network of women scholars. "Never underestimate the power of your dreams," she says, determined to use her skills for her career and contribute to her country's future.



Image by Asian Institute of Technology (AIT)

A Learning Environment that Drives Impact

What unites Kingkan and Jannat is how AIT's international ecosystem combines academic knowledge with personal growth. Students gain expertise in STEM through hands-on research addressing industry and community needs. Collaborating with peers worldwide fosters teamwork and global understanding.

AIT's approach nurtures an innovation-driven mindset, closely aligned with the United Nations Sustainable Development Goals, ensuring graduates are not just skilled professionals but changemakers. From advanced research labs to field-based studies, AIT equips students to create measurable impact.

The number of women in STEM at AIT has risen steadily, reflecting the institute's commitment to equitable education. Today, women account for nearly 41% of STEM enrollments at AIT.

From AIT to the World

Both students are already envisioning their next steps. Kingkan plans to return to academia in Thailand, continuing her research while inspiring future food scientists. Jannat aims to contribute to Pakistan's water resilience efforts and mentor women in STEM.

Their stories reflect AIT's mission to nurture talent for a sustainable, inclusive future. With global partnerships, a commitment to sustainability, and a diverse community, AIT remains a launchpad for women leaders driving innovation and shaping solutions for a better world.

ABOUT GE VERNOVA FOUNDATION

The GE Vernova Foundation, an independent charitable organization funded by GE Vernova, puts the company's Energy to Change the World into practice across communities where employees live and work. Following the spinoff in April 2024 and building on the 100+ year legacy, the newly formed GE Vernova Foundation is prioritizing employees through programs such as Matching Gifts and STAR Awards.

GE Vernova Foundation Announces RENEW Skills Development Program to Advance Energy Transition in Vietnam

BY GE VERNOVA FOUNDATION



Image by GE Vernova

The GE Vernova Foundation, in partnership with the Asia Society for Social Improvement and Sustainable Transformation (ASSIST) and Electric Power University in Hanoi, has announced a US$750,000 grant to strengthen Vietnam's energy workforce. The RENEW Skills grant, awarded to ASSIST, will fund a three-year program to skill and upskill university and college students, as well as technicians, to address Vietnam's renewable energy labor needs. The program will provide new curricula and hands-on training in wind energy operations, grid integration, and workplace safety, benefiting both the current workforce and future generations.

ABOUT GE VERNOVA

GE Vernova Inc. (NYSE: GEV) is a purpose-built global energy company that includes Power, Wind, and Electrification segments and is supported by its accelerator businesses. Building on over 130 years of experience tackling the world's challenges, GE Vernova is uniquely positioned to help lead the energy transition by continuing to electrify the world while simultaneously working to decarbonize it.

GE VERNOVA

The Need for Skilled Workers

The global energy sector faces a pressing need for skilled workers, as renewable energy requires more technical expertise than most industries. Vietnam faces such challenges as it strives to meet its 2050 Net Zero goal. Following the Just Energy Transition Partnership agreement announced in 2022, Vietnam's Resource Mobilization Plan emphasizes the importance of investing in training, educational programs, and career awareness. Skilled workers are essential to achieving these sustainability commitments.

Industry leaders recognize such urgency. "*Skills-based training is essential for driving the energy transition and advancing the technologies of the future*," said Ramesh Singaram, Board Director, GE Vernova Foundation, and President & CEO, Gas Power Asia, GE Vernova. "*We are proud to collaborate with ASSIST on this important initiative in Vietnam. A skilled workforce is fundamental to a nation's economic growth and social progress. Through this program, we are excited to create new opportunities for economically disadvantaged communities, offering pathways to well-paying jobs that promote financial independence and support the well-being of workers, their families, and our world.*"



Image by GE Vernova

Building Capacity for the Future

The RENEW Skills Program aims to create five learning labs, including two Centers of Excellence, which will be established with educational partners and outfitted with cutting-edge renewable energy technology training equipment. These centers will serve as hubs for curriculum development, teacher training, and student learning. Over the next three years, the program expects to reach more than 4,000 students and technical workers who'll drive the green economy of Vietnam.

"We are honored to partner with the GE Vernova Foundation and Electric Power University to equip current and future workers with the skills needed for the energy transition," said Aru David, Regional Director, ASSIST. "At ASSIST, we are dedicated to contributing to inclusive skill development initiatives leading to job opportunities in Vietnam and across Asia. The RENEW Skills Program will not only provide hands-on training and access to modern renewable energy technologies but also ensure that these opportunities reach communities that need them most, helping to build a sustainable, inclusive workforce for Vietnam's green future."

Assoc. Prof. Dinh Van Chau, President of Electric Power University, added, "*Electric Power University is honored to collaborate with the GE Vernova Foundation and The Asia Society for Social Improvement and Sustainable Transformation (ASSIST) in supporting the energy transition process in Vietnam. The RENEW Skills project provides significant opportunities for students, creating pathways to well-paying employment, particularly within Vietnam's energy sector.*"

A Longstanding Commitment

GE Vernova's history in Vietnam provides a foundation for this initiative. With over 1,100 employees working locally and globally, the foundation's manufacturing facilities and service centers provide equipment and solutions that currently meet nearly 30% of Vietnam's electricity needs. Recognizing Vietnam's unique energy resources, GE Vernova advocates for a hybrid of gas and renewable energy generation as a reliable way to ensure consistent power while reducing carbon emissions. Using its expertise in wind and gas technologies to promote new energy development and adjustable power solutions, aligning with Vietnam's vision of a sustainable, resilient, and carbon-neutral energy system.

The launch of the RENEW Skills Program reflects the intersection of education, innovation, and sustainability. By investing in skills training today, Vietnam is laying the groundwork for a green future, powered not only by renewable energy but also by the people prepared to make it thrive.



Image by GE Vernova



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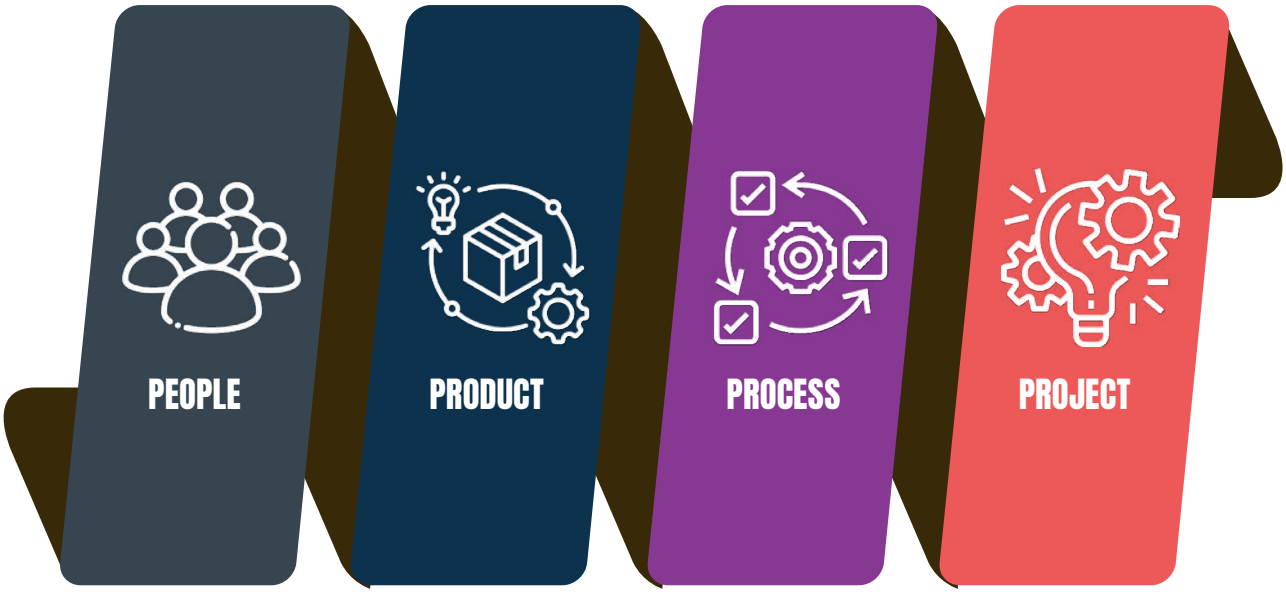
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Four P's of Project Management

Four P's of Project Management is a guiding concept that organizations—especially NGOs and development-focused groups—can use to **plan**, **organize**, and **manage projects effectively**. It ensures that projects are well-structured and successfully implemented. Serving as the pillars of project management, the **Four P's—People**, **Product**, **Process**, and **Project**—provide a clear focus on the critical areas for an organization to achieve its goals.

Here's a simple guide to each "P":



PEOPLE

The first "P" is focused on identifying **who** is involved in your project. This ensures that roles and responsibilities are clearly defined.

Key questions:

- Who will be the core people involved in this project? What are their roles and responsibilities?
- Who are the main stakeholders and partners involved?
- Who will benefit from this project?

Examples:

- Teachers (implement learning activities), NGO coordinators (oversee the project), volunteers (support sessions), and researchers (monitor impact).

PRODUCT

This refers to the project's **outcomes**, both **tangible and intangible**. Organizations must ensure that all **deliverables are clearly defined** to know what is expected of the people involved.

Key questions:
- What outputs or deliverables are expected?
- What will be offered? Will it be physical products, services, or improvements to existing systems?

Examples:
- Modules on digital literacy, feeding program designs, and teacher capacity-building toolkits.

PROCESS

This element refers to the **process of achieving the organization's goal**, specifically **how** projects will be carried out efficiently with clear steps and an approach. Without a defined process, **progress can be hindered, and confusion may arise among team members**.

Key questions:
- What are the main activities required to deliver the outputs?
- What sequence will these activities follow?
- What resources, tools, or systems will support these processes?

Examples:
- Training schedules and modules, curriculum development workflows, and community consultation procedures.

PROJECT

The final "P" refers to the **overall management and coordination of the project**. It highlights the roles of project heads or managers in an organization in overseeing and ensuring the entire project lifecycle, ensuring that every phase is implemented successfully.

Continuous monitoring and evaluation are done to keep track and achieve its final goals.

Key questions:
- How will the project be managed from start to finish?
- What frameworks, tools, or methods will guide implementation?
- How will progress, resources, and risks be monitored and addressed?

Examples:
- Creating project timelines and Gantt charts for every project, and establishing management and reporting systems to implement education programs efficiently.

Maastricht University

Netherlands

Maastricht University in the Netherlands shows an innovative model for higher education, offering flagship programs such as Bachelor's in Global Studies, MA in Globalization and Development, and MSc in Public Policy & Human Development, that integrate migration, sustainability, political analysis, and economic theory. Anchored by research centers such as the United Nations Student Association (UNSA), Maastricht Centre for Citizenship, Migration and Development (MACIMIDE), and the Globalisation & Development Research group, the university addresses pressing global concerns like healthy aging, climate change, technological shifts, and European integration, all evaluated through six-year Strategy Evaluation Protocol reviews. Its commitment to global citizenship is underscored by three grants supporting transdisciplinary course design, scalable online modules, and faculty development, embedding global consciousness across its academic community.

Maastricht University aims to have 37% female professors by 2025 as part of their Gender Equality Plan, which includes nationality, ethnicity, age, and sexual orientation. Creating the Diversity and Inclusive Office, which aims to diversify the university's staff and student population by broadening their talents and competencies. The university also aims to establish a zero-emission campus by 2030, progressing to a complete zero-emission zone by 2050, starting with immediate actions such as switching to electric vehicle operations and transforming Maastricht into a sustainable university.

Global citizenship is not just about academic excellence; hence, Maastricht University implements Problem-Based Learning (PBL) and support systems for its diverse international community. The International Student Ambassador Programme (ISAP) connects incoming students with peers who help in navigating practical matters such as affordable shopping, local dining, and social venues. The university's commitment to inclusivity extends to students with refugee status or asylum seekers, offering tailored guidance through specialists like Luc van den Akker on asylum processes, academic continuity, funding, and mental health support.

The university's vision of "a student-centered, small-scale international classroom" providing "coherent and academic education that prepares students for a dynamic and global society" is more than an aspiration—it's a lived reality. Through continuous quality assurance and innovative teaching methods, Maastricht University is not just educating students; it's developing the global citizens our world desperately needs to tackle tomorrow's challenges with well-founded, meaningful solutions. Maastricht University fosters a diverse and inclusive academic community.



Image from maastrichtuniversity.nl

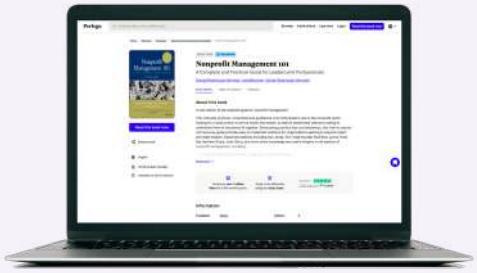
Curated Resources

Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals

by Darian Rodriguez Heyman and Laila Brenner

Summary: Nonprofit Management 101 is a comprehensive guide designed for nonprofit leaders, staff, and aspiring professionals seeking to build their knowledge and skills. Whether readers are new to the sector or experienced practitioners, the book offers clear, practical advice to help navigate the complexities of running a successful nonprofit organization.

Description: This practical resource covers key topics essential to nonprofit success, including fundraising from individuals and institutions, online and social media strategies, marketing and events, board and volunteer engagement, human resources, legal and financial management, advocacy, and strategic planning.





How Nonprofit and Foundation Communications Can Build Community

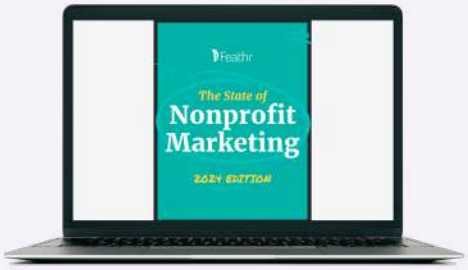
by Jim Canales and Stefan Lanfer

Summary: This article is a communications strategy guide for nonprofits that helps build trust and strengthen relationships with their communities through transparency, aligning words with actions, and amplifying community voices.

Description: This guide offers clear approaches to using communication in building relationships with communities, earning their trust. It goes beyond simply delivering messages, emphasizing the importance of transparency to build credibility, ensuring that words are backed up by actions to demonstrate authenticity, and providing platforms for communities to make their voices heard, leading to a deeper and more meaningful engagement.

The State of Nonprofit Marketing

by Feathr



Summary: This report provides an overview of nonprofit marketing trends, strategies, and challenges backed up by data in 2024. It offers nonprofits practical insights to enhance digital outreach, donor engagement, and the overall effectiveness of marketing strategies.

Description: A data-driven report by Feathr that explores how nonprofits can utilize and improve digital advertising, email marketing, and data analytics to expand their reach despite having tight budgets. Topics focused on changes in marketing budgets, multichannel campaigns, measuring ROIs, and personalization & accessibility. This helps nonprofits find new approaches in marketing—further strengthening relationships and widening reach to donors, volunteers, and communities.

Espoir School of Life: Building People-Powered Education and Community Sovereignty


Image by Espoir

Espoir School of Life implements a community-based education model in Geographically Isolated and Environmentally Sensitive (GIES) areas, in Siargao Island then expanded in two other regions. The model is designed to connect learning with the everyday realities and resources of families and communities.

In this vein, education becomes a tool of self-determination and empowerment when rooted in the realities of their struggles and hopes. It must equip every learner with the courage to reclaim their rights and worth. When families and communities are part of shaping what and how children learn, they reclaim the right to decide their own path. This is where dignity and freedom begin.

Espoir believes education should be free, inclusive, and liberating. Where education is a space of transformation where classrooms extend to nature, commons, and people's resources such as fields, gardens, and kitchens. Nature-based learning, where children engage directly with their environment by planting, gardening, and exploring the outdoors, developing curiosity, problem-solving skills, and respect for the natural world. Programs like Pages of Hopes and Dreams encourage reading, while Young Earners Saver introduces early financial literacy and savings.

Parents are active partners through the Sweat Equity Program, contributing sixteen days each year to gardening, cooking, and maintaining the school, demonstrating that education is a shared responsibility. Families and learners also tend to a community garden that provides fresh produce for the feeding program, significantly improving child nutrition.

Espoir's model has expanded to other GIES communities in Siargao, Region XII, and BARMM. The organization establishes learning hubs and provides support to Early Childhood Care and Development centers, barangay school catchments, and partner schools through educational materials, training, and the Adopt-a-School program.

Ultimately, community-centered solutions, in education and development, are part and parcel of economic and social justice. In GIES communities, Espoir proves that inclusive education can break poverty cycles and build people-powered futures. When the most marginalized lead, transformation is indubitable.

Espoir
school of life

International Research and Exchanges Board

Since its founding in 1968, the International Research and Exchanges Board (IREX) has approached global development not through top-down prescriptions, but by empowering individuals and institutions to drive their own long-term transformation. Operating in over 100 countries, IREX, an education and development non-profit, partners with governments, donors, the private sector, and civil society to build an inclusive society. Unlike traditional models that render communities passive recipients, IREX grounds its development in human agency, as seen in programs like the Early Grades Education Activity (ASAS), the Community Solutions Program, and the Regional Assistance Program II (RAP II). Its work is anchored in four interlocking pillars: leadership development, youth empowerment, quality education, and institutional strengthening.

IREX focuses on community resilience in newly industrialized economies through evidence-based development models. Its collaboration with READ Global has established a self-sustaining community that integrates education, healthcare, and business development to serve 2 million people through sustainable solutions. Initiatives like Youth Excel fuse data with intergenerational dialogue and bridge the gap between youth advocacy and policymakers to shape a sustainable future. The organization's merged with Development Gateway, which reinforces its commitment to real-time institutional capacity building. Turning IREX into a pioneer in deploying innovative, tech-based development strategies.

Development is not a linear discourse, and IREX affirms that human agency must be the center, showing that durable change emerges from within communities rather than imposed models. By enhancing individual capabilities and leveraging data for grassroots empowerment, IREX has reached over 15 million youth and professionals globally, with flagship programs boosting civic engagement by up to 40% and educational outcomes by 30% in targeted regions. From investing in youth and having technology in education through digital literacy training for over 500,000 participants annually to enabling 1,200+ civic organizations across industrialized states, IREX demonstrates that people, not systems, are the true drivers of change. Its work highlights a core belief: when local actors have their agency and resources, they can develop contextually grounded, sustainable solutions.



Image from International Research and Exchanges Board

AI-Gen - Is STEM Still Your Passport to the Future?

BY CHRIS MORRIS

In the last Chris's Corner, we tackled health ownership — and the dangers of giving control to influencers and algorithms. IT once again dominates this issue: in a fast-changing, digitised AI world, young people need to be connected, understand the digital landscape, and take charge of their own destiny.

We've all heard schools and education policymakers pushing STEM at us. But what does it actually mean for you — especially now that AI is shaking things up.

What is STEM? AND

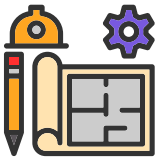
AI is where all four collide:



Science – understanding the natural world (biology, chemistry, physics, climate science): *AI models climate change, discovers new medicines, explores space.*



Technology – building and using tools, software, and digital systems: *AI itself is the software and apps that learn and adapt.*



Engineering – designing and creating practical solutions (from bridges to robots): *Engineers build the robots, self-driving cars, and smart grids that apply AI.*



Mathematics – the language of logic, data, and patterns that underpins all the above: *Stats and data patterns are the fuel that lets AI "think."*

AI is the glue of STEM — it connects the subjects and pushes them forward.

Imagine This

You apply for your first job — only to find out that an AI "Agent" has already done the interview, scored your résumé, and decided your future.

Are you ready for a world where algorithms make decisions that shape your career, your education, and even your freedoms?

Your digital footprint is already being tracked — by corporations, schools, parents, even the police. Do you control this narrative, or are others writing your story for you? Welcome to the AI Generation (AI-Gen).

Here's the big question: is AI just another tool, or is it the beating heart of STEM itself? (See the Box to break it down.)

I like to think of STEM and AI as the way a smartphone works: **STEM is the passport to survive and thrive. AI is the upgrade — it doesn't just get the job done faster, better, and create impact, it lets you push boundaries your parents never even dreamed of.**

Why STEM Matters NOW

AI and automation are transforming everything — from programming and banking to healthcare and climate action. The "safe" jobs your parents thought would last forever are already being replaced.

The World Economic Forum estimates **85 million jobs could disappear by 2025** — but **97 million new ones may emerge**. Think climate data analyst, AI-law ethics officer, or AI-powered design engineer.

The message is clear: ignore STEM and risk being left behind. Embrace it, and you get to ride the AI train as it reshapes your world:



Jobs & Work – Automation is killing repetitive roles but opening creative, analytical, and tech-driven work — *if you've got the skills.*



Education – Schools are lagging. Should you learn coding, AI literacy, or how to manage AI? The answer: all three — *plus lifelong learning.*



Global Citizenship – AI is borderless. It spreads misinformation as fast as it tracks climate change or pandemics. Youth must demand ethics and accountability — *and be alert to how algorithms don't just share information, they can amplify fake news and steer and trap you if you're not careful.*



Gender, Ageism & Inclusion – Only 22% of AI professionals today are women. Without equal access, AI will just recycle old biases. And remember much of the internet's content — which feeds AI — is written by older generations, carrying their values and prejudices: *If you're not connected, you're not included.*

Call to Action



Get STEM-ready: Don't wait for schools. Use free platforms, peer learning, open-source tools.



Push for inclusion: Demand gender equity and cultural diversity in AI spaces.



Think globally, act ethically: Use your digital citizenship to call out bias and push for sustainability.



Vote with your skills: The future belongs to those who create, and manage AI, not just consume it.



Stay updated: AI is evolving faster than TikTok trends — commit to continuous learning.



Control your footprint: AI agents are watching — own your narrative online.

Your choices — what you study, how you use tech, the jobs you demand, the movements you join — will decide whether AI serves humanity or exploits it.

AI is rewriting the rulebook of the future — but the pen is in your hands. STEM is your passport. The question is: will you take the right journey and get it stamped?



Chris Morris
Advisor for ASSIST and iMPACT

Resources

	TITLE OF ARTICLE	ORGANIZATION	WEBSITE
1.	**News Roundup:** Empowering Lao Youth: Laos Strengthens Education for Gender Equality	The Star	https://www.thestar.com.my/aseanplus/aseanplus-news/2025/07/01/laos-steps-up-life-skills-education-for-gender-equality
2.	**News Roundup:** GCED implementation gains momentum in Central Asia with UNESCO support	UNESCO Clearinghouse on Global Citizenship Education	https://www.gcedclearinghouse.org/news/sub-regional-workshop-gced-almaty-kazakhstan-connecting-unesco-2023-recommendation-and-asia
3.	**News Roundup:** UNSW Recognizes Women Engineers of Influence	Australian Defence Magazine (ADM)	https://www.australiandefence.com.au/women-in-defence/unsw-recognises-the-work-of-women-engineers
4.	**News Roundup:** Philippines Launches Social Media Challenge to Boost Foundational Learning	The Second Congressional Commission on Education (EDCOM2)	https://edcom2.gov.ph/edcom-2-taps-mayors-to-boost-foundational-learning-launches-bayang-bumabasa-mayors-for-literacy-challenge/
5.	**This Caught Our Eye:** Successful rollout of Tajikistan's Inclusive Textbooks	United Nations Educational, Scientific and Cultural Organization (UNESCO)	https://www.unesco.org/en/articles/piloting-new-gender-responsive-textbooks-and-teaching-and-learning-materials-successfully-conducted#:~:text=News-,Piloting%20of%20new%20gender%20responsive%20textbooks%20and%20teaching%20and%20learning,and%20Gorno%2DBadakhshan%20Autonomous%20Region
6.	**This Caught Our Eye:** Coding the Future of Girls with GRIT	ePlus	https://www.eplus.com/about-us/press-releases/details/2025/02/06/eplus-launches-grit--girls-re-imagining-tomorrow--2025-program
7.	**This Caught Our Eye:** Temple University Wins 2025 AACTE Award for Transforming Teacher Education with Technology	Temple University	https://education.temple.edu/news/2025/02/temple-professor%E2%80%99s-groundbreaking-use-ai-and-virtual-reality-revolutionizes-teacher
8.	**This Caught Our Eye:** Empowering the Next Generation of Women in STEM Careers	Department of Science and Technology (DOST)	https://www.dost.gov.ph/knowledge-resources/news/86-2025-news/3928-unboxing-stem-careers-for-next-gen-women-and-girls.html
9.	**This Caught Our Eye:** Rethinking Indian Education: A Shift Toward a Global Mindset	India Today	https://bestcolleges.indiatoday.in/news-detail/decoding-the-shift-towards-a-global-mindset-in-indian-classrooms-4272
10.	**Article:** Bridging the Digital & Skills Divide: A Case for Community-Driven Innovation	Adenike Adedeji	https://www.unicef.org/media/64751/file/global-framework-on-transferable-skills-2019.pdf https://giga.global/africa-market-assessment/
11.	**Article:** Education-to-Employment Pathways in Green Sectors	Debadutta Upadhyaya	https://www.pib.gov.in/PressReleasePage.aspx?PRID=2092429#:~:text=In%202024%2C%%2020solar%20power%20spearheaded,to%2097.86%20GW%20in%202024
12.	**Article:** Implementing global citizenship education in India: challenges and considerations	Dr. Gh Hassan Wani	https://teacherplus.org/2025/comment/implementing-global-citizenship-education-in-india-challenges-and-considerations/
13.	**Interview:** Weaving Impact Through Enterprise Education	ANTHILL Fabric Gallery	https://anthillfabrics.com/
14.	**Feature:** VK Nữ: Building Bridges, Empowering Vietnamese Women Worldwide	VK Nữ	https://vietkieunu.org/
		Mosaic Minds Podcast	https://www.equestasia.com.au/podcasts/mosaic-minds-podcast/
15.	**Feature:** Women in STEM: Learning, Leading, and Building a Better Future at the Asian Institute of Technology	Asian Institute of Technology	https://ait.ac.th/
16.	**Feature:** GE Vernova Foundation announces RENEW Skills Development Program to advance energy transition in Vietnam	GE Vernova	https://www.gevernova.com/news/press-releases/ge-vernova-foundation-announces-renew-skills-development-program-advance-energy-transition
17.	**Management Tool in Simple Steps:** Four P's of Project Management	Simpleaxis	https://www.simpliaxis.com/resources/four-ps-of-project-management
18.	**Partners for Progress:** Espoir School of Life	Espoir School of Life	https://espoir.ngo/

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Roma Yatco
Senior Associate - Strategy & Innovation
roma@assistasia.org

Alessi Casimiro
Product Development Associate - Strategy & Innovation
alessi@assistasia.org

MOD

MASTER OF DISASTER

Introducing MOD+, **the enhanced version of the acclaimed MOD board game.** Designed to teach disaster preparedness to children, MOD+ tackles three new disasters: landslide, heatwave, and pandemic. Support MOD+ to empower the next generation to become confident **Masters of Disaster**.





Disasters

1 Earthquake
2 Fire
3 Flood
4 Typhoon
5 Heatwave NEW
6 Landslide
7 Pandemic

Components

- Game Board
- Guidebook
- 4 Card Decks
- Online Platform NEW

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Learn more about MOD, visit our website: www.assistasia.org/MOD

Let's Partner For Progress

Roma Yatco
Senior Associate - Strategy & Innovation
roma@assistasia.org

Alessi Casimiro
Product Development Associate - Strategy & Innovation
alessi@assistasia.org