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Promoting innovation in TVET  
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## Promoting innovation in TVET

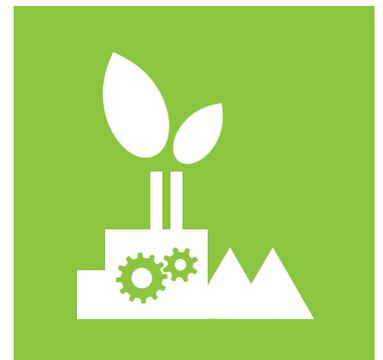
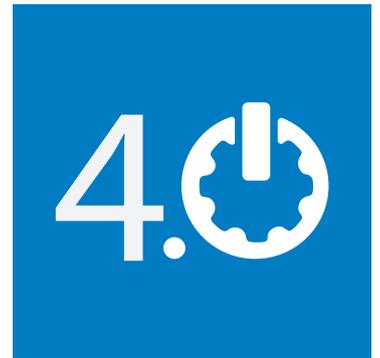
Traditionally, the term innovation has been used in the business context to refer to something new that generates business value. In recent times, innovation has also been applied to different sectors to improve the quality of life, enhance public services and better respond to society's needs. As Technical and Vocational Education and Training (TVET) adapts itself to the impacts of various disruptions, innovative practices have emerged with the potential to ensure that the provision of quality TVET remains relevant and accessible to all.

Increasingly, the capacity of organizations or countries for innovation has become a key driver for economic and social development. The TVET system cannot continue to operate with a business-as-usual approach driven by top-down policies. The speed and scale of change in technology and other economic growth sectors calls for a new and radical shift in education. Within the education sector, TVET institutions are increasingly being empowered to take more bottom-up initiatives to adapt skills provision to meet the demands of industries that are rapidly embracing innovation and development.

The pace of disruption is increasing the demand for higher cognitive and soft skills, as well as specific technical skills needed to create opportunities from these changes. This requires a fusion of three dimensions: high-level policy decisions, bottom-up school initiatives and networking cooperation.



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As organizational innovation is increasingly becoming a feature of a dynamic labour market, the TVET sector is constantly being reshaped to adapt to this dynamism, thereby increasing citizens' potential to innovate. Indeed, TVET needs to innovate to remain a relevant, attractive option that industry and small and medium-sized enterprises (SMEs) consider an investment and not a cost.

TVET institutions are encouraged to maximize their potential as drivers of innovation in their local ecosystem. This local ecosystem comprises of a network of stakeholders comprised of companies, TVET institutions, communities, regional policy developers, and research and tertiary institutions.

Under this paradigm, UNESCO-UNEVOC is introducing a systematized way for TVET institutions to drive innovation by enabling them to act as innovation hubs, to provide the transversal and technical skills needed for innovation, and in parallel innovate their leadership and organizational practices, teaching and learning processes, products and services, and their interaction with their ecosystem.

Through the implementation of its Skills for Innovation Hubs (i-hubs) project, UNESCO-UNEVOC is affirming that TVET innovation is about more than delivering skills; TVET contributes to innovation by being an active part of the innovation process in businesses, communities, and schools. This is a major adjustment in the TVET institutional attitude and a powerful driver for relations between TVET institutions and the ecosystem.



Dear Readers,

In an ever-changing world filled with social, environmental and economic disruptions, modern Technical and Vocational Education and Training (TVET) systems need to adapt to keep pace with the scale and speed of change. The transition to a green economy, the implementation of digital technologies in the labour market and the emergence of new forms of employment are having an impact on the way we live and work. It is clear that – to remain relevant – TVET institutions need to be proactive and address the challenges and opportunities of the 21st century. Moreover, to cope with these disruptions successfully, innovation is needed to drive change in institutions and TVET systems.

Taking into account the pivotal role that innovation plays, UNESCO-UNEVOC will be focusing in 2019 on developing and implementing initiatives that foster greater collaboration and promote innovation within our UNEVOC Network. In March, the Skills for Innovation Hubs (i-hubs) global initiative was launched to empower TVET institutions to act as agents for innovation. The initiative adopts a systemic approach to innovation at the institutional level, combining innovation and skills for employability, growth and development. The operational phase of the i-hubs initiative, during which ten pilot institutions will develop their own Innovation Action Plans, has already begun, with workshops in Malta, Kenya, and Germany.

In July, the launches of the Bridging Innovation and Learning in TVET (BILT) project and the knowledge platform for UNESCO's Youth Employment in the Mediterranean (YEM) project will further reinforce cooperation to address current transformational challenges. These initiatives all have the common purpose of driving innovation in TVET institutions, fostering collaboration within the UNEVOC Network and enforcing our thematic priorities in the areas of entrepreneurship, gender equality and the transition to sustainable societies.

UNESCO-UNEVOC and the UNEVOC Network will join global celebrations on July 15 to mark World Youth Skills Day and raise awareness about the importance of youth skills development. Let us take the opportunity to highlight the crucial role of skilled youth in addressing today's most challenging global issues and advocate for innovative TVET in preparing them for the jobs of today and tomorrow.

On behalf of the entire UNESCO-UNEVOC team, I wish you pleasant reading.

Shyamal Majumdar  
Head of UNESCO-UNEVOC

## Perspectives

Every Issue of 'Perspectives' gives the opportunity for those involved in UNESCO-UNEVOC's projects and activities to voice their views. In June 2019, UNESCO-UNEVOC kicked off its first Guided Self-Assessment (GSA) workshop aimed at pilot testing the Skills for Innovation Hubs (i-hubs) framework. The workshop was successfully completed in cooperation with the Malta College of Arts, Science and Technology (MCAST). MCAST is a UNEVOC Centre and one of ten TVET institutions that agreed to test and co-develop the innovation framework. This framework was developed to assess the current state of innovation in technical and vocational education and training (TVET) institutions and draw ideas for future development.

The assessment took place over the course of five days and made use of several tools to register and assess evidence of innovation against the College's performance in the areas of leadership and organizational practices, teaching and learning processes, skills and innovation ecosystem engagement, and products and services. Throughout the workshop, the team drew a map of the innovative practice that MCAST would further develop for the project and identified opportunities for innovation and improvement.

Mr. Louis Aquilina, Director of the Partnership Office at MCAST, co-facilitated the workshop with MCAST Principal Prof. James Calleja, and teaching staff. At the workshop's conclusion, Mr. Aquilina shared his thoughts on the Guided Self-Assessment process and the advantages for the participating institution.



### **How can the Skills for Innovation Hubs project help your institution address the challenges of ongoing social, environmental and economic disruptions?**

It is widely accepted that we are living in a time of constant disruption, in all aspects that affect life on Earth. It is also agreed that innovation is key to address these disruptions, be they social, environmental or economic. The link to the Skills for Innovation Hubs project is therefore clear and direct. Our College is actively engaging in the i-hubs project because it addresses critical aspects of the innovation drive that counteracts the aforementioned disruptions. MCAST has just completed the Guided Self-Assessment process which has helped us to identify both our best innovative practices for learning and sharing but also opportunities for innovation. In fact, an Innovation Action Plan has also been drafted and this should lead our TVET Institution to boost its innovation potential in the near future.

### **How can TVET institutions proactively take on the role of driving innovation, and contribute to the promotion of competitiveness, employability and social cohesion?**

Continuous improvement through innovation is a key for TVET institutions to advance and improve. The commitment to innovation should therefore be first and foremost taken up by the leadership of the organisation. This can be translated into the institution's strategic vision and plan. Then the entire organisation must be empowered to become an agent of innovation and improvement. In this way, it will not just be a top-down approach, but rather each member of the organisation will become a potential agent of change and innovation. These innovation activities will multiply and gain momentum, contributing significantly to areas such as employability, social cohesion and competitiveness.

### **How has the Guided Self-Assessment Workshop benefited MCAST?**

MCAST was the first i-hubs candidate to go through the Guided Self-Assessment Workshop in June 2019. The experience has been unique and an excellent learning experience for the institution as the strengths, weaknesses, opportunities and threats to innovation were discussed, analysed and proactively tackled. The methodology utilised through consultation processes with internal and external stakeholders yielded so much more insight into the organisation's operations with respect to innovation and will definitely contribute to making the innovative processes more robust and embedded. The benefits from the project will also be long-lasting.

## Selected news from the UNEVOC Network

### Regional workshop on improving TVET systems for youth employability

**Nairobi, Kenya. 18-20 June 2019**

The UNESCO International Institute for Educational Planning- Pôle de Dakar (IIEP-Pôle de Dakar), the Luxembourg Agency for Development Cooperation (Lux-Dev), and the Institut de la Francophonie pour l'éducation et la formation (IFEFF) organized a workshop in Kenya for African vocational training stakeholders to discuss the quality of training and certification schemes in relation to improving the employability of graduates. Representatives from some 30 African countries came together to share experiences and approaches related to strategies, policies, and programmes within the public and private sector.

UNESCO-UNEVOC took the opportunity to organize a strategic meeting with representatives from 13 UNEVOC Centres to discuss strengthening of their institutional capacity to innovate their organizational practices and teaching processes as well as steps to improve stakeholder engagement.

<https://bit.ly/2JrMhQo>

### National Forum on TVET Reform

**Ulaanbaatar, Mongolia. 4-5 April 2019**

The 2019 National Forum on TVET Reform in Mongolia, focused on "Quality TVET Reform for Sustainable Development". As Mongolia transitions to a market economy, participants reviewed and discussed the current alignment, gaps and challenges in Mongolia's TVET sector policy and regulatory framework, as well as the strategies, plans, global priorities, and framework. Among the participants were two UNEVOC Centres from Mongolia, four from China, one from the Republic of Korea, as well as experts from the Asia-Pacific region, Europe, and the global UNEVOC network who shared best practices in TVET.

The global TVET discussion focused on key pillars such as TVET policy, access, inclusion, quality, equity, financing, and relevance of TVET provision.

[www.unevoc.unesco.org/l/640](http://www.unevoc.unesco.org/l/640)

### Greening Jobs and Curricula

**New Delhi, India. 4-8 March 2019**

The transition towards green economies has a profound impact on the labour market and offers the TVET system the opportunity to adapt the curriculum to provide relevant skills. To assist UNEVOC Centres in the implementation of Greening TVET, the National Skills Development Corporation (NSDC), in collaboration with UNESCO-UNEVOC, organized a five-day international workshop, during which NSDC was formally inaugurated as a new UNEVOC Centre in India. The workshop was attended by participants from 15 UNEVOC Centres and examined the position of TVET in the global sustainability agenda, the implications of green transitions to occupations and training, including development of standards and curricula, assessment of skills and anticipation of skills demand.

Participants examined the concepts, approaches, and best practices of greening TVET followed by an assessment of ground realities; shared different approaches of greening TVET standards and curricula; evaluated the aspects of teaching and assessing green skills and competencies; and gained practical insights on green skills development in specialized field areas.

[www.unevoc.unesco.org/l/615](http://www.unevoc.unesco.org/l/615)



Participants at the NSDC in India

## TVET, Digitalization, and Work 4.0

**Magdeburg, Germany. 16-17 January 2019**

UNEVOC Centre Magdeburg organized an International Experts Meeting on “TVET, Digitalization, Work 4.0 – Consequences for Learning and Working in the Informal Sector” in collaboration with the Federal Ministry for Economic Development and Cooperation (BMZ), which was attended by around 34 international experts from BMZ, HRD Korea, BIBB, ILO, GIZ, ADB, DIE, and representatives from GIZ country offices worldwide.

Shyamal Majumdar, Head of UNESCO-UNEVOC, gave a welcome address along with the newly appointed Head of Division for Education at BMZ, Ms. Ina von Frantzius. He also delivered a keynote speech on “Skills for a connected world”. Participants exchanged knowledge on recent problems and potential challenges for TVET in digitalization and emerging features of the new world of work. Furthermore, they identified approaches in the working context of international cooperation to promote the positive development of the TVET sector – specifically addressing the informal economy in partner countries.



Participants at UNEVOC Centre Magdeburg

UNEVOC Centre Magdeburg’s Human Capacity Development (HCD) Unit in TVET and the Human Resources Development Services of the Republic of Korea (HRD Korea), another UNEVOC Centre, discussed options for joint activities in 2019 to strengthen collaboration and knowledge sharing among development cooperation stakeholders to promote sustainable development in TVET and reach a wider target group, especially in ASEAN countries. [www.unevoc.unesco.org/1/641](http://www.unevoc.unesco.org/1/641)

### New UNEVOC Centres (January - July 2019)

National Training Service of Industrial Work (SENATI)  
Lima, Peru

Temasek Polytechnic (TP)  
Singapore, Singapore

National Training Agency (NTA)  
Chaguanas, Trinidad and Tobago

Swiss Federal Institute for Vocational Education and Training (SFIVET)  
Zollikofen, Switzerland

## News from the UNESCO-UNEVOC International Centre

### Launch of the Skills for Innovation Hubs Project

**Bonn, Germany. 28-29 March 2019**

Innovative practices have emerged with great potential to adapt TVET to the impacts of significant social, environmental and economic disruptions. A radical shift is required, with TVET institutions increasingly empowered to implement more bottom-up initiatives to adapt skills provision to local needs. To better highlight different ways through which innovation contributes to the development of TVET, the UNESCO-UNEVOC International Centre launched its Skills for Innovation Hubs project. Representatives from 10 pilot UNEVOC Centres in Kenya,



Participants at the Skills for Innovation Hubs project launch

Seychelles, Nigeria, China, Philippines, Sri Lanka, Finland, Malta, Spain and Germany attended the launch and shared their experiences. The pilot institutions are experienced in and committed to innovation, specifically in the sectors of entrepreneurship, digitalization, and greening. The aim of the launch meeting was to ensure a common understanding of the rationale, objectives, activities, and expected outputs foreseen in the i-hubs initiative among the ten pilot institutions, the UNESCO TVET community and the UNESCO-UNEVOC team to create the basis for an active core network, mutual learning and capacity development.

[www.unevoc.unesco.org/l/621](http://www.unevoc.unesco.org/l/621)

## Gender Equality Workshop on STEM-related TVET and Upcoming Study

**Bonn, Germany. 21-22 March 2019**

Women are underrepresented in certain occupational sectors, especially those requiring training in science, technology, engineering and mathematics (STEM). Therefore, UNESCO-UNEVOC organised an experts' workshop on gender equality in STEM-related fields in TVET to understand the underlying causes of gender disparities in these fields. Experts from selected UNEVOC Centres in five regions discussed the key factors that are causing inequality in STEM-related TVET, such as inadequate policy frameworks, societal attitudes, the nature of STEM in the classroom and workplace, as well as how they impact the mindset of girls and women to pursue education and training in STEM subjects. In the course of interactive sessions on the root causes of gender inequality in STEM, the experts shared insights and identified areas for further research and ways to address current challenges related to gaps in indicators and data collection.

The outcomes of the workshop will be used in an upcoming study on gender equality in STEM-related fields in TVET. In particular, the project aims to engage UNEVOC Centres to collect relevant qualitative and quantitative data on girls' and women's participation and achievement in STEM-related TVET programmes, and identify enablers and barriers. The resulting synthesis report will present the country data and provide a summary of the key issues.

[www.unevoc.unesco.org/l/618](http://www.unevoc.unesco.org/l/618)

## UNEVOC TVET Leadership Programme 2019

**Bonn, Germany. 24 June - 5 July 2019**

The fourth UNEVOC TVET Leadership Programme was held at the UNESCO-UNEVOC International Centre in Bonn. The annual programme is aimed at developing the capacities of TVET experts to become change agents in their institutions and countries. This year, 23 mid-to senior-level TVET leaders from UNEVOC Centres and other institutions participated in the programme.

Over the course of two weeks, participants improved their leadership skills through nine thematic modules covering "Vision for change", "Knowledge for change", and "Skills for change". On the final day, all participants presented individual proposals on how TVET can respond to the challenges in their respective countries.

[www.unevoc.unesco.org/l/606](http://www.unevoc.unesco.org/l/606)

## Knowledge Platform on Youth Employment in the Mediterranean

**15 July 2019**

With the support of the European Union, UNESCO is implementing a three-year project aimed at promoting 'Youth Employment in the Mediterranean' (YEM). The project aims to support 8 countries in the Southern Mediterranean region to promote youth employment through improved skills anticipation and assessment systems, and through the promotion of quality and relevant TVET and regional collaboration. As part of this project, UNESCO-UNEVOC is launching a dedicated **YEM Knowledge Platform**. This platform will facilitate networking, promote knowledge exchange, peer learning and cooperation between the project countries, and beyond. The YEM Knowledge Platform will be launched in conjunction with World Youth Skills Day 2019.



| Eugenio Marongiu / Shutterstock

## Publications and knowledge management news

### New publications

#### Virtual conference synthesis report on Innovation in TVET

The report captures the main outcomes of a virtual conference on innovation in TVET that took place on UNESCO-UNEVOC's TVeT Forum from 25 February to 1 March 2019. The virtual conference was organized as part of a study that maps the trends in innovation in TVET, which feeds into the Skills for Innovation Hubs (i-hubs) project. [www.unevoc.unesco.org/l/633](http://www.unevoc.unesco.org/l/633)

#### UNEVOC Network Collaborative research: Work-based learning as a pathway to competence-based education

This report – the outcome of a collaborative project led by the BIBB in Germany together with other UNEVOC Centres – provides an overview of work-based learning systems in different TVET contexts around the world. The report also identifies regional and national challenges in supporting work-based learning. [www.unevoc.unesco.org/l/622](http://www.unevoc.unesco.org/l/622)

#### UNEVOC Network Collaborative research: Community engagement in TVET

This report – the outcome of a collaborative project led by the Cégep de la Gaspésie et des Îles in Canada together with other UNEVOC Centres – looks at how community engagement is carried out in UNEVOC Centres around the

world. The report discusses different forms of community engagement and looks at key factors in its success or failure. [www.unevoc.unesco.org/l/634](http://www.unevoc.unesco.org/l/634)



#### TVET Country Profiles

New Country Profiles have been added to the World TVET Database. These up-to-date profiles provide the latest information about TVET systems around the world.

Updated profiles on the following countries are now available: Indonesia, Jordan, Lebanon, Morocco, and Saudi Arabia. [www.unevoc.unesco.org/l/583](http://www.unevoc.unesco.org/l/583)



#### Promising Practices

The Promising Practices database has been relaunched with a new search function and interactive map. Three new Promising Practices on UNEVOC Centres Conif of Brazil, BIBB of Germany, and TKNIKA of

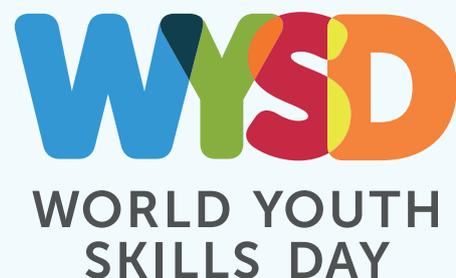
Basque Country, Spain have been published with more to be added each month. To learn more about them and for more information on the Promising Practices database, including how to share your practices, please visit the webpage. [www.unevoc.unesco.org/l/642](http://www.unevoc.unesco.org/l/642)

### Skills in Action Photo Competition

As part of its activities to raise awareness about World Youth Skills Day, UNESCO-UNEVOC held its Skills in Action Photo Competition. Photographers were encouraged to submit entries that illustrated a positive image of TVET and focused on how TVET is empowering young people in their communities. After reviewing more than 350 submissions from around the world, the winners will be announced on July 15, World Youth Skills Day.

#### “Inspiring Youth in TVET” Story Series

This story series highlights individuals identified by UNEVOC Centres who have acted as ambassadors for TVET in their communities. These young persons are students, teachers/trainers or graduates of these institutions. To read their inspiring stories, visit [www.unevoc.unesco.org/l/643](http://www.unevoc.unesco.org/l/643)



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## Upcoming events

### July 2019

1-12

#### Virtual conference on inclusion in TVET

in collaboration with UNESCO Global Education Monitoring Report (GEMR)

### July 2019

10-11

#### Bridging Innovation and Learning in TVET (BILT) Project

Bonn, Germany

### September 2019

2-6

#### UNEVOC TVET Leadership Programme for Asia

Bangkok, Thailand

23-27

#### UNEVOC TVET Leadership Programme for the Caribbean

Saint Lucia

### December 2019

3-4

#### UNEVOC BILT and i-hubs Forum

Bonn, Germany

## Stay in touch

The Bulletin aims to inform the wider public about the activities undertaken by the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training on a certain thematic issue. It also presents selected news from UNEVOC Centres, and readers can find out more about these and other activities on our website.

The Bulletin is published twice a year. This issue is available in English, French, and Spanish.

For more information, or if you have any feedback, please contact Nickola Browne at [n.browne@unesco.org](mailto:n.browne@unesco.org)



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