



United Nations  
Educational, Scientific and  
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UNEVOC

International Centre  
for Technical and Vocational  
Education and Training



**TVET LEADERSHIP**  
VISION KNOWLEDGE SKILLS

# UNEVOC TVET Leadership Programme 2018

Capacity building for transformational TVET leaders:

Vision, knowledge and skills





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### UNESCO-UNEVOC International Centre for TVET

UN Campus  
Platz der Vereinten Nationen 1  
53113 Bonn  
Germany

Phone: +49 228 8150-100

Fax: +49 228 8150-199

[unevoc@unesco.org](mailto:unevoc@unesco.org)



## TVET LEADERSHIP

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### UNEVOC TVET Leadership Programme

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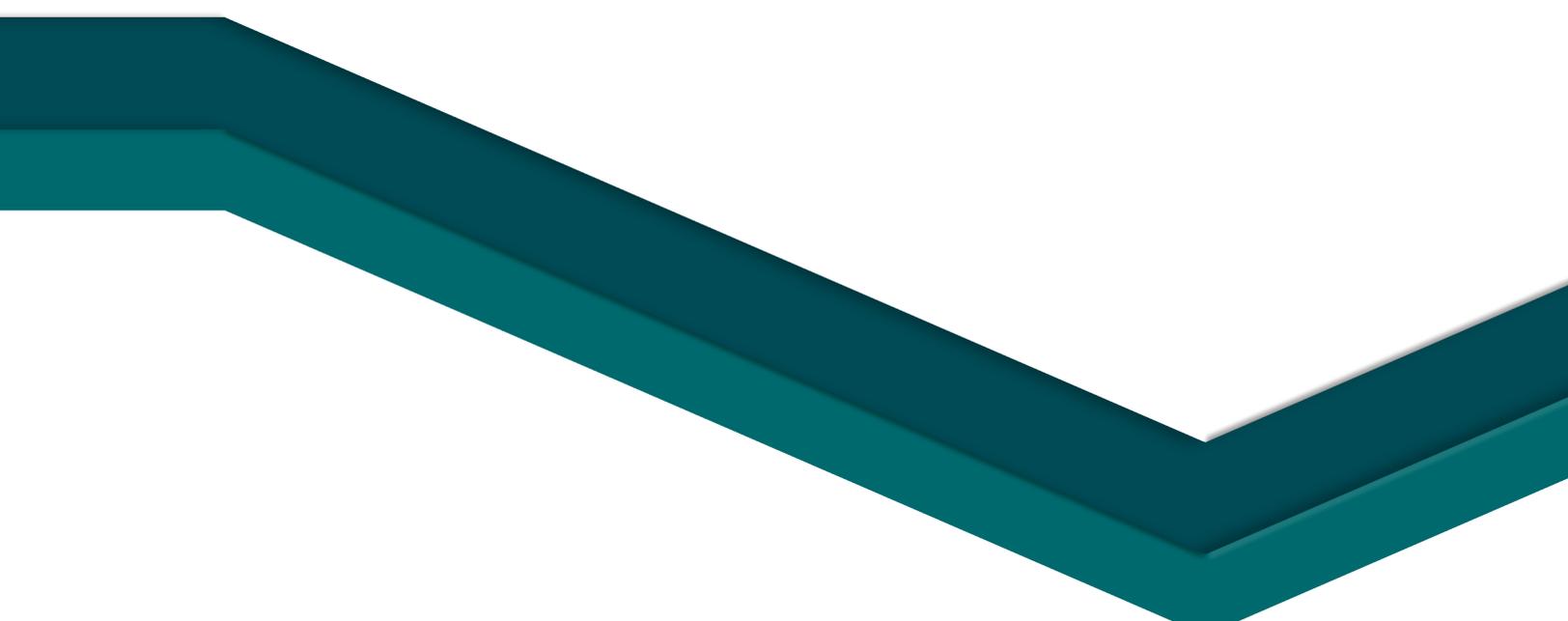
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# UNEVOC TVET Leadership Programme 2018

The following report gives an overview of UNESCO-UNEVOC's TVET Leadership Programme 2018, held in Bonn, Germany, from 25 June to 6 July.



# Foreword

In an ever-changing world confronted by digital, climatic and demographic disruptions, technical and vocational education and training (TVET) institutions and systems face a multitude of challenges and opportunities. In particular, the labour market finds itself at the centre of the ongoing disruptions and we must be able to anticipate the future skills needs and transform TVET accordingly. To remain relevant, TVET needs to adapt to meet the changing requirements. This adaptation process, which often entails changing existing structures and practices, has to be implemented at the institutional and country levels. To drive this process effectively, strong leadership skills are required in all kinds of institutions concerned with TVET, be it ministries, national bodies, research institutions or training providers.

It is now more important than ever to adapt our training and educational systems to meet the changing requirements of the labour market. However, worldwide, many TVET institutions are struggling to make the necessary changes to stay connected to global developments. The UNEVOC TVET Leadership Programme seeks to address this bottleneck in effecting change, which relates to the lack of change leaders. The programme builds the capacity of TVET experts to become change agents in their institutions, countries and regions. It addresses three key elements of leaders' abilities to drive change: a clear vision, a sound thematic knowledge base to support their vision, and the leadership and management skills to drive change. The programme also connects its participants to form a global network of likeminded leaders, who can support each other in their journey of implementing change.

The outcomes of the International Conference on Technical and Vocational Education and Training 'Skills on the move: Global trends, local resonances' in Tangshan in 2017, as well as our recent TVET Learning Forum on 'Managing skills in a time of disruption', reiterate the need for leaders who are able to react to disruptive situations. While international discussions and developments provide vision and tools, on-the-ground transformation itself depends on the change leaders. Clearly, to cope successfully with disruptions, leadership is clearly needed to effect change in institutions and TVET systems.

We are happy to see that the 2016 and 2017 UNEVOC TVET Leadership Programmes have already created a new momentum, and that our previous cohorts have moved to action for transformative and sustainable TVET. Our experiences show that those who have the vision, knowledge, and skills to drive change are more empowered to take strategic decisions and implement them. Their up-to-date knowledge on key topics and leadership and management skills facilitate the transformation of TVET and contribute to promoting a more inclusive, equitable and sustainable world for all.

Many of our former participants are now taking an active leadership role in their institutions and countries, and we hope that the participants of the 2018 UNEVOC TVET Leadership Programme follow their example and join a growing global network of proactive TVET leaders.



Shyamal Majumdar  
Head of UNESCO-UNEVOC



# Acknowledgements

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training was proud to host the third UNEVOC TVET Leadership Programme.

The International Centre would like to extend its gratitude to the following partners, without whom the programme would not be possible:

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# Background

As defined in the 2030 Agenda for Sustainable Development, the Sustainable Development Goals (SDGs) aim to achieve inclusive and equitable economic, social and environmental sustainable development.

In particular, SDG 4 on Education requires a transformative vision of technical and vocational education and training (TVET), a move from seeing TVET solely as a contributor to skills development for the labour market, towards a vision where TVET empowers individuals, enterprises and communities to become contributors in the transition towards sustainable societies and economies.

Living in an era that is characterized by fast-paced technological change and growing competition, it is evident that the world of work keeps changing at a fast rate. It is also evident that as economic, technological and social developments constantly evolve and diversify, so do the skill requirements in the workplace. For economies to become or stay competitive, it is therefore essential that national TVET leaders are aware of such developments and have the required management and leadership skills to translate their understanding into action. TVET systems have to adapt and institutions involved in TVET have to change. In many parts of the world, this adaptation process has to be achieved under challenging conditions, which makes the role of leaders even more important.

For national development to be sustainable, it has to be driven from the inside. Therefore, leadership development that can help drive required change processes deserves special attention.

Effective leadership, however, is perceived as a bottleneck in advancing the TVET agenda. To address this bottleneck, UNESCO-UNEVOC has established a flagship capacity development programme for TVET leaders, based on its Medium-Term Strategy II (2018-2020). The UNEVOC TVET Leadership Programme targets mid- to senior-level staff of TVET institutions who function as 'change agents' in transforming their institutions. To ensure systemic understanding of TVET, participants come from all types of institutions involved in the TVET ecosystem, including ministries, national bodies, university or research organizations and training providers.

The UNEVOC TVET Leadership Programme is building a growing global network of leaders in TVET.

To tackle such a transformation process effectively, leaders need to have different qualities: they need to have strategic knowledge (vision for change), thematic knowledge (knowledge for change) and leadership and management skills (skills for change) to ensure their implementation (Figure 1).

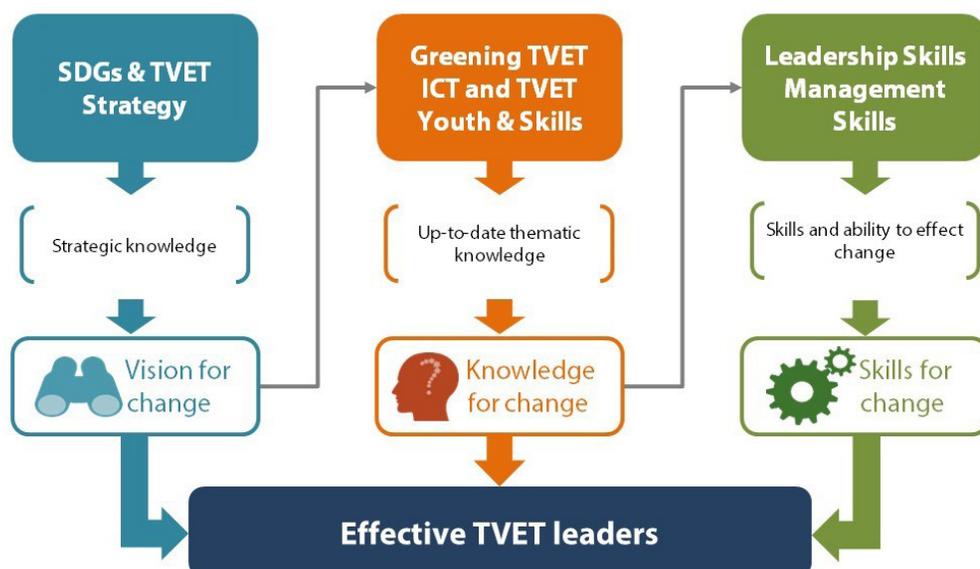


Figure 1. Concept of the UNEVOC TVET Leadership Programme

The UNEVOC TVET Leadership Programme addresses the three key elements of a leader's ability to drive change in nine modules over the course of ten days (Figure 2). The focus areas are fostering youth employment and entrepreneurship, promoting equity and gender equality, and facilitating the transition to green economies and sustainable societies. The modules are complemented with selected special sessions.

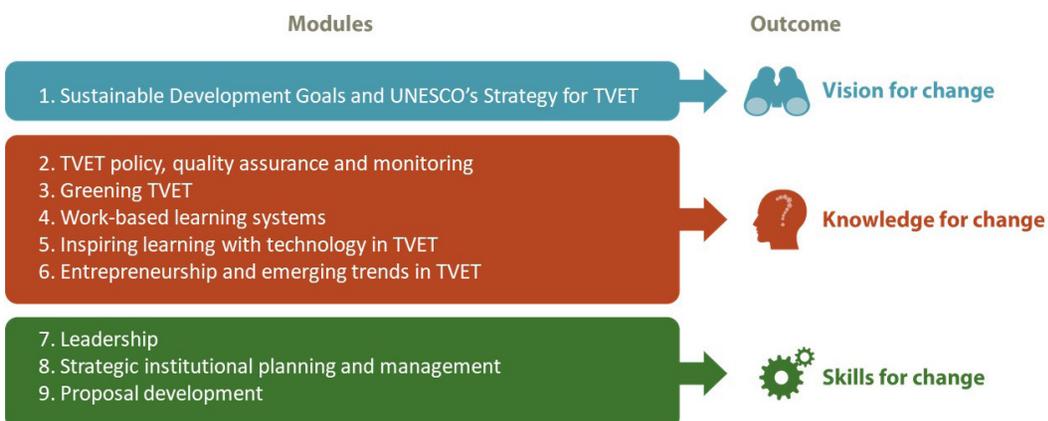


Figure 2. Programme modules and outcomes

This year, from 25 June to 6 July 2018, the third UNEVOC TVET Leadership Programme was hosted by the UNESCO–UNEVOC International Centre in Bonn, Germany. A total of 19 participants from 18 countries engaged in this highly interactive, hands-on and case-based programme. Participants came from: Argentina, Bhutan, Brazil, Canada, China, Czech Republic, Ghana, Grenada, Guyana, Iraq, Kenya, Lithuania, Mexico, Nigeria, Pakistan, Republic of Korea, Russia, Saudi Arabia, and Seychelles. They join a growing global network of trained leaders who are prepared to act and engage. So far, the UNEVOC TVET Leadership Programme has trained 62 leaders from 43 countries at the global level. Besides the training of individuals, the development of a peer network for continued support and collaboration is an essential goal of UNESCO-UNEVOC, particularly through the UNEVOC Network.



Figure 3. A growing global network of leaders in TVET (2018 participants in red, 2016-17 participants in blue)

During the UNEVOC TVET Leadership Programme, experts and participants work together in a highly engaging environment, including practical exercises, intensive group work and the sharing of experiences and case studies. International experts explain the latest developments in policy and practice, and present the latest knowledge in their respective fields in interactive modules and special sessions. Field visits allow participants to link theory and practice.

To foster 'moving to action' – a key capacity of effective leaders – participants engage in proposal development at the institution and regional levels, building on the vision, knowledge and skills elements covered in the course of the programme.



## Welcome and opening

After the welcoming address by Mr Shyamal Majumdar, Head of UNESCO-UNEVOC International Centre, participants were addressed by Ms Marion Edel, Senior Policy Officer for TVET, German Federal Ministry of Education and Research (BMZ), and Mr Peter Thiele, Deputy Director for VET Policy, German Federal Ministry for Economic Cooperation and Development (BMBF). Ms Edel highlighted the fundamental role of TVET in achieving economic growth and empowering people to shape their own future. In order to make progress, TVET institutions need to work together and share their approaches, and the UNEVOC TVET Leadership Programme is an important example of such work. As Mr Thiele stated,

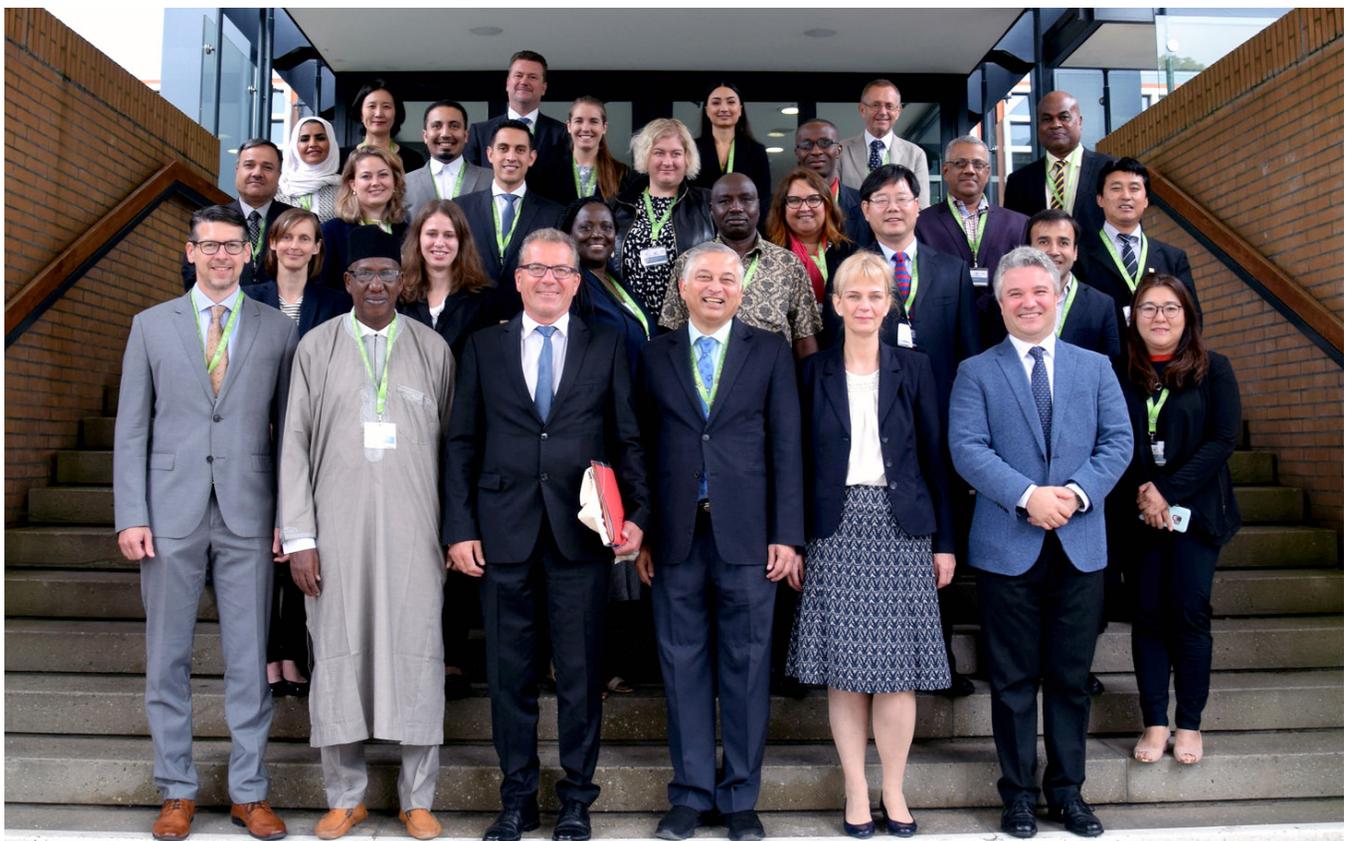
“The UNEVOC TVET Leadership Programme brings together the spiders in TVET's world wide web.”

The BMBF supports UNESCO-UNEVOC's efforts to build networks, so countries can share experiences on key common challenges on equal footing. Germany is making the principles of the dual system available to



“Education, especially skills development, is the most essential resource for the 21st Century.”

Marion Edel



| Participants of the 2018 UNEVOC TVET Leadership Programme



I Shyamal Majumdar, UNESCO-UNEVOCTVET; Peter Thiele, BMBF; Marion Edel, BMZ; Cesare Onestini, ETF

## Special 1 – Inaugural keynote lecture: International trends in vocational education and training

### Mr Cesare Onestini, Director, European Training Foundation

The lecture looked into the notion of change in TVET. Though the key nature of TVET as a learning pathway remains the same, it is constantly being transformed by industry, society, environment, digitization and political changes including migration. TVET is now at the top of the European political agenda as a provider of skills. TVET is adapting in terms of key competences and qualifications, new pathways (especially towards higher education), new approaches to teaching and learning based on outcomes, and finally in terms of new forms of governance. A particular role is played by public-private partnerships that generate more trust and coalitions at local, national and international levels.

The objective of the session for participants was to:

- understand the most important international trends that affect TVET systems



“Leadership is about successfully managing change.”

Cesare Onestini

UNESCO Member States through a joint effort by the BMBF, BIBB and BMZ.



## Module 1: Sustainable Development Goals and UNESCO's Strategy for TVET

### 1.1. Sustainable Development Goals, UNESCO Recommendations for TVET and UNESCO's Strategy for TVET (2016-2021) and the UNEVOC Network

**Mr Shyamal Majumdar, Head of Office, UNESCO-UNEVOC**

**Mr Borhene Chakroun, Chief of Section, Youth, Literacy and Skills Development at UNESCO**

An essential characteristic of effective TVET leaders is that they have a vision and a clear understanding of the major, international developments in their field of work. One such major development is the 2030 Agenda for Sustainable Development with its Sustainable Development Goals. Adopted by the Member States of the United Nations, it guides the efforts of Member States, their support through the United Nations, and the international community in a wide range of topics related to sustainable development for the next 15 years.

This module updated and familiarized participants with the global development vision offered by the 2030 Agenda for Sustainable Development, with a focus on TVET aspects, and presented the strategy and efforts of UNESCO and UNESCO-UNEVOC for their implementation.

Within the framework of the Sustainable Development Goals, education is addressed through Goal 4 which calls on Member States to ensure inclusive and quality education for all and promote lifelong learning. Five other goals also have specific education targets. However, as Mr Chakroun stated,

**“Skills development underpins all of the Sustainable Development Goals.”**

UNESCO is in charge of supporting the implementation of Goal 4 and has developed the Education 2030 Framework for Action. The Framework guides Member States in their efforts to work towards the achievement of the targets defined under Goal 4. UNESCO further provides guidance to Member States through its normative instrument, the Recommendation concerning Technical Vocational Education and Training, and its Strategy for TVET 2016-2021. The Strategy defines the objectives and priority areas of UNESCO's support to Member States in their efforts to enhance the relevance of their TVET systems so as to equip all youth and adults with the skills required for employment, decent work, entrepreneurship and lifelong learning, and to contribute to the implementation of the 2030 Agenda for Sustainable Development.

The objective of the session was to enable participants to:

- understand the 2030 Agenda for Sustainable Development and the Sustainable Development Goals, with a specific focus on Goal 4 on Education and its TVET-related targets
- comprehend UNESCO's TVET Strategy 2016-2021 and Recommendation concerning TVET
- understand UNESCO-UNEVOC's Medium-Term Strategy II (MTS-II) and opportunities of engagement
- examine their national development strategies and their alignment with SDGs including the place skills have in these agendas



## Module 2: TVET policy and qualification frameworks

### 2.1. TVET policy review and policy building blocks

#### Mr Borhene Chakroun, Chief of Section, Youth, Literacy and Skills Development at UNESCO

Improving the quality, relevance and attractiveness of TVET systems has become a policy priority in many countries. Yet TVET leaders often lack a clearly defined methodology to assess the condition of their country's system and to define an adequate strategy or policy. This module aimed to fill this gap by introducing UNESCO's methodology for TVET policy reviews, highlighting how country authorities can use it to develop their own analysis of the current state of their TVET system, identify strategic priorities and policy options, and use those results as the foundation for developing their TVET strategies and policies.

UNESCO carries out TVET policy reviews at the request of its Member States, often from ministries in the process of defining a national TVET strategy or policy, or reforming TVET provision and governance.

Policy reviews provide a detailed diagnosis of the TVET system. Specifically, UNESCO responds to these requests by conducting three missions to the country. First, to meet the requesting Minister, situate the policy review in the context of ongoing policy processes and interventions of other development partners, and meet key TVET stakeholders. Second, to carry out further meetings and field visits in the capital city and at least two other regions of the country, visiting a wide range of TVET providers and meeting relevant ministries. Third, to carry out a validation workshop presenting results to stakeholders leading to the production of the policy review report that is submitted to the government.

This module also helped participants reflect on the key building blocks to consider in TVET policy making. This included the context in which TVET systems operate (human development, economy and labour market, general education system), its components (education and training institutions, curriculum and training modalities, governance, finance, regulation, etc.), and its functioning and output (quality, relevance, attractiveness).

The objective of the session was to enable participants to:

- identify the key building blocks of TVET policy making
- understand the design and process of policy review at a national level



“Designing TVET policies without taking into consideration the demands of the labour market is like driving a limousine on a bumpy road.”

Borhene Chakroun



| Group work exercise

## 2.2. Learning in the 21st century: qualifications frameworks, digital credentials and ecosystems

### Mr James Keevy, Chief Executive Officer, JET Education Services

This module discussed new thinking related to qualifications frameworks and how these trends relate to education and TVET policy.

Some National Qualifications Frameworks (NQFs) are simply hierarchical classifications for levels of formal learning programmes and their associated qualifications and certificates. More advanced NQFs can also play a role in facilitating stakeholder interactions, creating coherent qualifications systems, ensuring fit-for-purpose qualifications, supporting wider quality assurance processes, recognizing learning gained outside formal education and training and driving broader educational reforms. They also make national qualifications systems more transparent to foreigners.

Across the world, there has been a rapid take-up of NQFs and an associated development of regional frameworks that coordinate NQFs across wide geographical regions. However, the evidence for the success and reliability of NQFs is weak. The development of NQFs should be through policy learning, consensus building and adaptation to local context. Borrowing, cutting and pasting policies from other countries leads to rigid, costly and ineffective NQFs. As Mr Keevy highlighted,



**“In the future the skills we need will be completely different: anything that cannot be digitalized or automated will become extremely important.”**

James Keevy

**“NQFs are more about adaptation than adoption.”**

In terms of new thinking, the module looked specifically at how digital technologies are creating a basis for new ecosystems for learning and skills development globally. Changes in modalities of access and learning methods, massification and internationalization, are taking place at an increasingly rapid pace. The use of digital technologies, including open badges, in education and training is supporting the development of learning materials and close monitoring of the teaching and learning processes and changing pedagogies.

The objective of the session was to enable participants to:

- understand how the impact of qualifications frameworks is being measured
- identify new thinking on the use of learning outcomes. More specifically, how learning outcomes are being used in the formulation of level descriptors on sectoral, national, regional and even global levels
- comprehend the major developments related to the digitization of learning and new ecosystems that are emerging



## Module 3: Greening TVET

### 3.1. Greening TVET

**Mr Shyamal Majumdar, Head of Office, UNESCO-UNEVOC**  
**Ms Kenneth Barrientos, Programme Officer, UNESCO-UNEVOC**  
**Ms Uthapala Sankalpani, Visiting Lecturer, Northshore College**  
**Mr Wouter de Regt, Associate Publications Officer, UNESCO-UNEVOC**

The demand for TVET in the context of the transition to green economies and societies, and the scaling up of efforts to take forward climate change adaptation and mitigation is growing.

TVET has a vital role to play in facilitating young people and adults in taking full advantage of the job opportunities, supporting the development of sustainable and localized solutions and engaging in sustainable work practices and entrepreneurial activities. These steps are essential if TVET is to contribute to the creation of sustainable societies. In order to respond to these demands, TVET institutions need to be oriented to these developments and understand the 'what', 'why' and 'how' of greening TVET for low-carbon and climate resilient societies. In light of the ongoing international debates on climate change, and the SDG targets, this module facilitated participants in examining the issues at hand.

The demand for green skills is increasing much quicker than the educational sector's response in developing those skills. Another major concern is the alignment and coordination gap between national development plans and institutional plans. Considering this issue, Mr Shyamal Majumdar highlighted the role of bottom-up actions led largely through institutional initiatives in steering policy agendas into action.

The module explained UNESCO-UNEVOC's guiding framework for institutions to engage in green-oriented transformations at the TVET institutional level and to use their leadership roles and capacities, within their sphere of influence to adapt a whole-institutional strategy to greening TVET. UNESCO-UNEVOC's guidelines on *Greening TVET: a practical guide for TVET Institutions* served as the main resource for the module and learning activities.



I Practical exercise



**“Policies do not always lead to action, but bottom-up initiatives can steer policy agendas.”**

Shyamal Majumdar

In a practical exercise, participants developed suggestions to integrate the greening TVET concept in their institutional vision and strategies.

The objective of the module was to enable participants to:

- situate TVET within the overall global sustainable development agenda, employment demands and climate change action
- identify and analyse TVET institutional contexts, situations and enablers for starting the greening TVET institution process
- frame strategic vision and actions
- learn from the application of sustainability concept and skills in TVET teaching and learning and operational practice in the retail trade



## Module 4: Work-based learning systems

### Special 2 – Advantages and challenges of the dual VET system in Germany

#### Mr Peter Thiele, Deputy Director for VET Policy, Federal Ministry of Education and Research of Germany

The German vocational education and training system, also known as the dual TVET system provides an excellent approach to skill development. Thanks to this system, Germany has low levels of youth unemployment, high skill levels and a wealth of small, medium and large enterprises, which are competitive internationally.

This session introduced participants to the key features of the German dual training system. Following an overview of its political, social and economic advantages, the emphasis was placed on the role of the government and social partners. The participants also learned about challenges facing the dual TVET system, such as competition with higher education, digitization, demographics and migration.

The international demand for high quality training is high, and the positive results of the dual training system in Germany raise the question of its exportability to other countries. This session therefore also looked at international and European initiatives to create apprenticeship systems and discussed the transportability of dual training principles to other countries' systems.

The objective of the session for participants was to:

- understand the advantages and challenges of the dual VET system in Germany
- learn about latest international and European approaches of good practice transfer of apprenticeship models



**“Our duty is to integrate young people into the system.”**

Peter Thiele

### 4.1. Work-based learning in theory and practice

#### Stefan Thomas, Vocational Education and Training Specialist, European Training Foundation

Work-based learning, and in particular apprenticeship, has been high on the TVET policy agenda of many countries and international organizations for several years. For instance, the European Union (EU) Member States have agreed on a new set of medium-term deliverables that include work-based learning.

There is a strong international trend to introduce, or extend the duration of, work-based learning in initial and continuing TVET to increase its relevance and make it more attractive for learners. However, the design and successful implementation of work-based learning schemes require

Systems with a substantial WBL component achieve better results in youth employment. Good examples are Austria, Switzerland, Germany, the Netherlands, Denmark and Norway.

well-developed institutional arrangements and effective education-business partnership at many levels.

This module looked at the characteristics of different types of work-based learning:

- informal apprenticeship;
- formal apprenticeship which is also called dual education/training; and
- on-the-job learning.

The module examined the potential benefits they have for learners, employers and the society.

Mr Thomas emphasised the importance of combining two components: school-based and work-based learning. A study

by the Austrian Institute for Research in Education clearly showed the correlation between youth employment and the received type of training. In fact, the average unemployment rate is lower in countries that have apprenticeships with a substantial work-based learning component.

The objective of the session was to enable participants to:

- understand and explain different types of work-based learning models and their benefits
- analyse the key elements of work-based learning systems and describe implementation challenges
- compare approaches towards work-based learning in different countries

### Special 3 – Field visit to Bildungszentrum Butzweilerhof and Berufskolleg an der Lindenstraße, Köln

To complement theory with practice, the module on WBL included a visit of a training centre and a vocational school. These visits provided participants with additional insights into the German dual training system and the opportunity to exchange with practitioners.

The first visit was to Bildungszentrum Butzweilerhof, a training centre of the Cologne Chamber of Skilled Crafts and Small Businesses. The deputy director of the training centre, Mr Richard Draga, introduced participants to the dual training system in the German crafts trade, and gave a guided tour of the centre.

The centre provides training courses for the *Meister* examination, as well as full- and part-time continuing training. In the German dual training system, students are prepared in 3-3.5 years, combining on-the-job training (70 per cent of time) with block classes (1-2 days) in technical colleges. Off-the-job training courses support companies' responsibility for training practical skills.

“I always say: learn how to do and know why you do it.”

Richard Draga

The Butzweilerhof training centre was established in 1978. It offers training in 34 different trades and has 80 staff members, including 54 trainers. The centre receives 10,000 apprentices each year for off-the-job training. All of the trainers are professionals in their fields. To face new inputs on the market, trainers attend regular pedagogical trainings.

The Butzweilerhof training centre pays particular attention to the security of the students, as well as to the equality between boys and girls.



| At the Butzweilerhof training centre



| A student at the Butzweilerhof training centre



| In front of the Butzweilerhof training centre

Participants appreciated the way the centre enhances the attractiveness of TVET, how it supports sustainable development (energy efficiency and recycling, for instance), encourages students' creativity and fosters partnership through making small companies work together. They noticed the efficiency of the dual TVET system in connecting companies and apprentices, combining professional and schooling aspects and establishing cooperation between industry, government and TVET schools.

At the second venue, the Berufskolleg an der Lindenstraße vocational school, participants were introduced to the FOENAKO project. FOENAKO is a pilot project in the BMBF funded programme 'Vocational Education and Training for Sustainable Development 2015-2019', headed by the BIBB. The project focuses on vocational training and skills required for the sustainable development of educational staff and trainees in the retail sector. It is carried out in cooperation with the Berufskolleg an der Lindenstraße vocational school, several companies and their trainees.

Following a conceptual overview of training concepts and tools developed and implemented at the vocational school as part of FOENAKO, three trainees from the retail company

REWE involved in the project shared how sustainability is an integrated part of their training in the retail profession. They reflected on the benefits of the dual training system and illustrated their experience with concrete implementation examples from their everyday work which have an impact on sustainability. At the end of the session, participants engaged in open discussions with staff and students of the Berufskolleg an der Lindenstraße, giving all an opportunity to discuss further areas of interest in greater detail.



| Helga Berg, BMBF; Jens Liebe, UNESCO-UNEVOC; Michael Schwarz, BIBB



## Module 5: Inspiring learning with technology in TVET

### 5.1. TVET in a digital world

**Mr Shyamal Majumdar, Head of Office, UNESCO-UNEVOC**  
**Mr Max Ehlers, Associate IT Officer, UNESCO-UNEVOC**  
**Mr Ralph Hippe, Research Fellow, European Commission’s Joint Research Centre**

Information and communication technologies (ICTs) have transformed many aspects of our lives and offer unprecedented opportunities as well as challenges for education and training. Digital technology is increasingly appreciated for its potential to improve the quality of learning experiences and increase access to learning opportunities. ICT-enabled learning environments allow individuals, including out-of-school adolescents and youths, to participate in and benefit from education to pursue lifelong learning pathways.

ICT plays two pivotal roles in TVET. Firstly, it is a tool to increase the outreach and impact of an often largely practice-based and less theoretical approach to TVET. Examples include distance learning TVET programmes and the integration of Open Educational Resources (OER) in local TVET contexts and programmes. Secondly, it can be a major factor in improving learning outcomes in the classrooms. With the variety of learning resources that are enabled and facilitated by



**“In today’s digital age we can learn anytime, anywhere.”**

Shyamal Majumdar



Reflecting on the role of ICT in transforming learning



“Strategic, pedagogical, learner and technological readiness are the four 'musts' of an effective integration of ICT in TVET schools.”

Kyla Pennie

technology, learners are more likely to be engaged in learner-centred education environments. They are then more likely to develop higher-order thinking competencies, and are empowered to become lifelong learners.

There is increasing awareness that learners, teachers, trainers and educational institutions need to be digitally competent.

This module discussed the character of ICT adoption in TVET to support the learning needs and development of skills that can inspire, empower and engage learners in a lifelong learning perspective. The module particularly looked at frameworks and tools that help analyse and in consequence improve the digital competence and readiness of TVET institutions, teachers, trainers, and students. Mr Hippe presented the self-reflection tool for digitally capable schools (SELFIE) that is currently being developed by the European Community on the basis of the European Digital Competence Framework (DigComp), with a special view to its application in TVET. The idea of the project is to create an ecosystem where schools can network and learn how other schools deal with ICT in education.

The objective of the module was to enable participants to:

- understand what it means to be digitally competent
- appreciate the role of ICTs in transforming TVET teaching and learning
- understand and analyse the learning needs of TVET learners and the digital readiness of teachers, trainers and educational institutions



## Module 6: Entrepreneurship and emerging trends in TVET

### 6.1. Entrepreneurial competences – recipe for employability

**Ms Elin McCallum, Director of Bantani Education**

The session aimed to co-create solutions to empower TVET students through entrepreneurial competence development. It took inspiration from EntreComp, a competence framework of the European Commission. EntreComp is being put into action by numerous stakeholders around the world in order to review and reform learning in order to support individuals develop their entrepreneurial potential. A specific focus was placed on their relevance to employability: creative skills and mindsets are vital in a modern workforce that must be responsive to change and capable of finding new solutions to complex problems. By supporting the development of entrepreneurial skills, the TVET sector – as the bridge between learning and the world of work – can drive the employability of young people and fulfil the entrepreneurial and innovative skills needs of employers.

“Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social.”

EntreComp, 2016

Drawing on the experiences of participants, the session explored entrepreneurial competences from the perspective of the student, the educator and the institution.

The objective of the module was to enable participants to:

- recognize their own entrepreneurial competences
- understand the connection between entrepreneurial competences and employability
- identify how EntreComp relates to and can support their own work
- generate ideas to improve existing and develop new effective practices to support development of entrepreneurial competences – at the level of the student, educator and institution



Developing entrepreneurial competencies

## Special 4 - Changing role of vocational education and training in Europe

**Mr João Santos, Deputy Head of Unit in the Directorate General for Employment, Social Affairs and Inclusion at the European Commission**

This session aimed to provide participants with an overview of the key features of the VET policy cooperation in the European Union, as well as the current work to prepare the future policy priorities post-2020.

Vocational education and training is one of two key pathways for young people to enter the labour market in Europe. On average 50 per cent of young Europeans aged between 12 and 19 years of age participate in initial VET (at

the upper secondary level). However, the EU average masks significant differences, ranging from participation rates of 73 per cent to less than 15 per cent.

Following a VET pathway opens up good perspectives on the labour market. At a time when 40 per cent of European employers cannot find people with the right skills to fill their vacancies, 80 per cent of VET graduates find their first long-term job within six months of finishing their studies. Furthermore, evidence shows that 60-70 per cent of apprentices move directly into a job following their apprenticeship, and in some cases, this increases to 90 per cent.



“VET should continue to be a safety net for those who somehow did not fit into the system. But the bad thing is that people don’t see the far side of VET: its crucial role in competitiveness of companies and innovation.”

João Santos

A VET pathway also provides for a competitive salary. Young people with a vocational qualification earn 25 per cent more than those with only a low level of education and 16.5 per cent more than those with a medium level qualification of a general orientation. In some countries, the salaries of those with a VET qualification are even comparable to the salaries of those who have a university degree.

At the end of the lecture, participants understood:

- how VET policy priorities are agreed upon at EU level
- the EU level tools and financial instruments that support policy implementation
- the key policy initiatives currently supporting VET modernisation in Europe
- the key elements driving the reflection on the policy priorities post-2020
- the latest policy initiative to support Vocational Excellence
- the EU financial package being proposed for post-2020, and the possibilities it opens for international cooperation beyond the EU

## Special 5 - Innovation and disruptions in TVET/Smart TVET

**Mr Shyamal Majumdar, Head of Office, UNESCO-UNEVOC**  
**Ms Kenneth Barrientos, Programme Officer, UNESCO-UNEVOC**  
**Mr Stefan Nowatschin, Vice President and School Director, Federal Association of Vocational Training Schools & Regional Competence Center for Sustainable Vocational Education and Training**

The session provided insights into the disruptive changes and technologies that are impacting employment and skills development. Disruptions in the form of digital technologies have had an impact on business structures. Job tasks are being transformed. The use of data and analytics are lending businesses new insights for transforming business models and services. In Europe, the disruptions are commonly understood as digitization, Industry 4.0 or Smart production, which translates to an increased use of digital technologies to unleash economic and social benefits. Moreover, employment and the corresponding skills agenda are also being disrupted by issues such as demographic change, mobility of workforce and the global agenda on sustainability. These disruptions need to be addressed through systemic transformations in TVET. In order to transform and be equipped to address these disruptions, TVET systems and institutions need a different approach. These approaches range from establishing partnerships, creating innovations in teaching and learning, and ensuring that training systems and practice respond to the trends.



“Change is the only constant word we have in the 21st century.”

Shyamal Majumdar

The objective of the session for participants was to:

- understand the degree of disruptions to employment brought by digital technologies, youth mobility and other inter-related issues and opportunities
- increase strategic thinking and approaches, informed by the ongoing systems and institution/school-level responses, the strategic tools available and urgent skills agenda for meeting the skills demands
- draw lessons from existing practices and innovation approach in TVET



## Module 7: Leadership

### 7.1. Leadership styles and skills to drive change

**Mr Jens Liebe, Senior Programme Expert, UNESCO-UNEVOC**, with a leadership panel featuring Sebastian Paust, BMZ, Shyamal Majumdar, UNESCO-UNEVOC, and Christina Boateng, University of Cape Coast

The session gave an overview of leadership styles, and explored the differentiation between leadership and management skills. In fact, leadership has many facets and numerous definitions, many of them overlapping with the domain of management. A unifying characteristic of leadership is that it has to do with interacting with people, while management centres on processes.

Focusing on the people dimension of leadership, the module discussed issues such as creating a compelling vision, building support for a vision, understanding and appreciating different personalities, and the importance of creating and maintaining momentum.



**“Leaders need to have a clear vision, communicate for buy-in and create momentum.”**

Jens Liebe



| Discussing leadership styles



“I am a leader in the classroom. I need to inspire my students to learn.”

Christina Boateng

The module was framed in the context of transformational leadership in TVET and built on the leadership experience the participants already have. It was complemented with a leadership panel featuring Sebastian Paust, BMZ, Shyamal Majumdar, UNESCO-UNEVOC, and the participant Christina Boateng, University of Cape Coast, Ghana. The members of the panel shared their understanding of leadership and, based on situational examples, how they exercise their leadership role to overcome particular challenges. In addition, participants were able to ask for advice or reflections on some of the challenges they face in their daily work.

Sharing of experiences also contributed to the better understanding of diversity and cultural difference. As Mr Paust emphasized,

“To be a good leader, you need to be trained in inter-cultural sensitivity. It is also important to build up a spirit and a system of communication.”

The objective of the session was to enable participants to:

- understand the characteristics of a leader
- appreciate both leadership and management
- reflect upon their own leadership style and the relation of leaders to their teams
- understand leadership in the context of the UNEVOC Network

## 7.2. Leadership in the context of TVET

**Mr Paul Brennan, Senior Partner, InnovED ODT**

**Ms Suzanne Taschereau, Senior Partner, InnovEd ODT**

Leading a TVET institution is not the same as leading a university or school so understanding fully how it is different and acquiring specific leadership competencies was the purpose of this module. A TVET institution is called upon to provide greater access to applied learning that leads to employment for learners in a rapidly changing environment.

This module identified the leadership competencies (knowledge, skills and attitudes) needed by leaders of TVET institutions to make their institutions more responsive to the surrounding labour market and society, and more focused on the learner’s success, than on institutional and government bureaucratic rules, while still meeting government accountability and reporting requirements.

Participants discussed shared values of all institutional TVET leaders, such as focus on students’ success, respect for diversity and inclusiveness, partnerships, environmental sustainability, creating a culture of innovation and fostering entrepreneurship. The module emphasized the role of compassion as a quality that characterizes exceptional leaders.



“Compassion is no longer just a soft skill, it’s a value that is distinguishing mid-level companies and top-level companies.”

Paul Brennan

The objective of the session was to enable participants to:

- articulate the key drivers for change and their implications for leading a TVET institution
- identify and assess their leadership competencies for proactive, student-focused and employer-responsive TVET institutions
- map out stakeholders that TVET leaders need to engage to mobilize their support and in some cases resources, to achieve transformative change goals

### 7.3. Leadership skills: Communication

**Mr Paul Brennan, Senior Partner, InnovED ODT**

**Ms Suzanne Taschereau, Senior Partner, InnovEd ODT**

A key challenge of change from a TVET leadership point of view is to share and communicate a clear vision for change, to engage stakeholders to support and contribute to achieve change, to motivate and build effective teams and to manage resistance to change. Effective communication and productive conversations when dealing with conflict are essential skills for TVET leaders. This is particularly relevant given the diversity of stakeholders, both within and outside the institutions, whose collaboration needs to be secured to implement change. TVET leaders must be able to assess, scope and diagnose issues from different perspectives. They must be able to listen to understand, to find common ground with stakeholders to find a resolution that strengthens relationships and results.

Participants applied their learning in a role-play on a conflict situation between two stakeholders in a TVET institution.

The objective of the module was to enable participants to:

- identify factors that contribute to effective communication with key stakeholders when introducing change
- recognize skills and strategies for productive communication with key stakeholders
- identify sources of resistance to change and strategies for resolving conflicts



| A role-play on communication in conflict situations



## Module 8: Strategic institutional planning and management

### 8.1. Strategic institutional planning

**Mr Paul Brennan, Senior Partner, InnovED ODT**

**Ms Suzanne Taschereau, Senior Partner, InnovEd ODT**

Given limited funding, government policies, and partners' and students' expectations, TVET leaders must be able to formulate a clear and compelling vision and mission, and then translate those into an institutional/organizational plan that sets clear and measurable goals. This module equipped participants with tools and approaches to scan their environment, including "good-enough" labour market intelligence, and set strategic goals and performance indicators to ensure that the institution does in fact serve their learners and communities with education for employment.

Through practical exercises, participants critically examined their institutional mission, vision and values, and carried out an analysis of their institutional strategic plan. They shared their insights in the plenary and listed concrete actions to improve their strategic plans upon their return to their institutions.

The objective of the session was to enable participants to:

- craft or reframe their institution/organization vision and mission to inspire staff and other stakeholders, considering the level of institutional autonomy and the broader UNEVOC and SDG objectives
- better determine strategic goals and priorities that meet student, community and ministry needs, while maintaining room for ongoing adjustments and innovation
- establish realistic and relevant performance measurement indicators to monitor goal achievement, and adjust along the way, while also meeting ministry requirements and expectations



| Participants engaging in a practical exercise



I Sharing experiences

## Special 6 – Quality assurance, monitoring, and evaluation in TVET

### Mr George Kostakis, Expert, Cedefop

Quality assurance has been at the heart of European TVET policy initiatives in recent years. It is the pillar that generates trust and ensures that TVET is relevant to the needs of the labour market, that training provision meets the required standards and that there is real value attached to the certificate/qualification of TVET graduates.

The European Union has established reference instruments and frameworks to help Member States monitor their TVET systems and ensure the quality of their qualifications. The 2009 Recommendation of the European Parliament and the Council established the European Quality Assurance Reference Framework for VET (EQAVET). It includes a set of common principles, quality criteria, indicative descriptors and indicators focusing on the monitoring and improvement of TVET provision at system and provider level.

In recent years, the widespread implementation of national qualification frameworks made it evident that the quality of training provision cannot be the only element underpinning the awarding of qualifications. As a result, the revised European Qualifications Framework Recommendation demonstrates in its annex IV this shift in focus describing the quality principles that address the design, assessment and certification process that lead to the awarding of qualifications.

Participants used the two European instruments as a reference to discuss their experiences on quality assurance either at system or provider level. They identified common challenges in developing and implementing quality assurance approaches and shared examples from their own experience to find ways to overcome them.

The objective of the session was to enable participants to:

- familiarize themselves with the EU frameworks on quality assurance in TVET



**“To increase trust in qualifications, we must ensure that they are valid and reliable according to learning outcomes-based standards.”**

George Kostakis

- understand the different quality assurance approaches at system and provider level
- discuss the challenges related to ensuring the quality of TVET and reflect on possible solutions







Participants with Suzanne Taschereau and Paul Brennan after completing the module

## 8.2. Management skills for TVET institutions

**Mr Paul Brennan, Senior Partner, InnovED ODT**

**Ms Suzanne Taschereau, Senior Partner, InnovEd ODT**

It is incumbent on TVET leaders not only to articulate an inspiring vision and strategic goals for their institutions/organizations, but also to translate them into sustainable management systems and practices that support their implementation. The rapid pace of change and innovation is pushing TVET institutions to transform themselves to meet the demands of the economy and society. Their management capabilities need to be enhanced with skills, systems and processes that are results-focused, that support evidence-based decision-making, that foster innovation and allow for adaptation to changing demand and emerging opportunities. Their management capabilities also need to be enhanced with skills, policies, structures and processes to actively engage and mobilize stakeholders to achieve desired outcomes.

During the session, participants shared different TVET management practices and discussed challenging management issues they face in their institutions.

The objective of the session was to enable participants to:

- identify TVET management capabilities needed for high performing institutions
- share TVET management policies, systems and practices that address current and emerging socio-economic challenges and achieve results
- establish connections with other participants with similar goals



**“One challenge about result-based management is how to set the right goal: not to make it too low or too high.”**

Jin Ok Kwon

## Special 7 – Promoting gender equality in and through TVET

### Ms Miki Nozawa, Programme Specialist, UNESCO-UNEVOC

Globally, 50 per cent of working age women are represented in the labour force, while the figure is 76 per cent for men. Women often make less than men for work of equal value, the wage gap is estimated to be 23 per cent. Moreover, a majority of women are in the informal economy, doing unpaid work, and are concentrated in lower-paid, lower-skilled occupations with little or no social protection. These are the facts communicated to the world by UN Women at the occasion of the International Women's Day on 8 March this year.

While TVET can play an important role in securing employment opportunities for both men and women, barriers exist in realizing equal access to and participation in TVET. In fact, TVET programmes themselves can sometimes reinforce gender biases and stereotypes.

The session cited several examples of promoting gender equality through TVET, such as the Gender Equality Policy 2013-2023 of the National Institute of Apprenticeship in Costa Rica (a UNEVOC Centre), and the UNESCO project Skills and Technical Education Programme (STEP) tackling gender stereotypes and discrimination in TVET colleges in Malawi.

Participants took part in a role-play where each group listed possible arguments in favour of and against a certain position on gender issues. At the end of the session, participants played and discussed their scenarios in the plenary.

The objective of the session was to enable participants to:

- familiarize themselves with international development frameworks and commitments related to gender equality issues in TVET
- understand different dimensions of gender equality issues in TVET, existing evidence, and models of good practice



**“Skills development can serve as a critical link to turn equality of basic educational access into equality of opportunity.”**

Miki Nozawa



## Module 9: Proposal development

### 9.1. Proposal development - individual / institutional focus

**Ms Monika Sodemann, Senior Trainer and Advisor on TVET, GIZ**  
**Mr Jens Liebe, Senior Programme Expert, UNESCO-UNEVOC**

An important element of the UNEVOC TVET Leadership Programme is the focus on moving to action. Building on the vision and knowledge covered in the other skills modules, Module 9 allowed participants to put their learning into practice and develop proposals. The module was composed of two elements: one with an individual/institutional focus (Module 9.1), and one with a regional focus (Module 9.2).

Module 9.1 introduced participants to effective proposal writing skills and discussed essential elements of convincing and successful proposals. This included aspects such as the clear formulation of objectives, the definition of SMART indicators (Specific, Measurable, Achievable, Realistic, Time-bound), and the monitoring and evaluation of outcomes.

Following the theoretical aspects of proposal development, participants applied the theory through the development of a proposal with an individual/institutional focus. Participants were encouraged to develop an individual proposal that targeted an activity within their institution.

The objective of the session was to enable participants to:

- understand the art of effective proposal writing, using a clear structure, convincing objectives, SMART indicators, and elements of outcome monitoring
- develop a draft individual proposal on a topic of interest, which the participant would like to implement at their home institution

### 9.2. Proposal development - collaboration / regional focus

**Mr Jens Liebe, Senior Programme Expert, UNESCO-UNEVOC**

The UNEVOC Network provides a wealth of opportunities for peer learning and cooperation. Building on the principles of proposal development covered in Module 9.1, this module was geared towards the development of regional proposals. The participants were requested to identify regional challenges for which they perceive a need for capacity development in the region, and conceptualize a regional proposal to address this challenge through a capacity development programme. They could identify capacities that are available within the participating institutes or other members of the UNEVOC Network to capitalize on each other's institutional competitive advantage and expertise. At the end of the day, the groups presented their respective ideas and concepts to each other and benefited from the group's feedback.

The objective of the session was to enable participants to:

- identify regional challenges which can be addressed through a capacity development programme
- conceptualize a regional capacity development proposal on a key issue with the goal to implement it in the near future



### **Asia and the Pacific**

#### *Improving TVET governance*

Current governance systems in Asia are supply driven and lack coordination. The presented project proposed to build capacity among TVET leaders through a process of situational analysis, research and workshops over 2018-2020. A key element would be a survey to gather information and identify good practices. The project intended to lead to improved governance structures in the region.



### **Africa**

#### *Capacity building for TVET data collection*

As documented by the African Union, the African region suffers from poor data quality, which represents a major constraint for the development of relevant, efficient and effective TVET systems with good reputations. The project proposed capacity building among TVET stakeholders (providers, agencies, ministries) on how to collect data and best manage it. The project would require support and facilitation by experts.



### **Arab States**

#### *Development of skills forecasting systems in the Arab region*

The project seeks to address the challenge of the low rate of employment among youth in the region. The presented proposal argued for an increase in public-private partnerships in skills forecasting, improved labour market information systems and the development of new occupational standards. Teacher training would be needed to action the new approach which is expected to lead to improved relevance of training and reduced poverty in the long term.



### **Europe, CIS and North America**

#### *Signposting academic pathways for TVET teachers*

TVET teachers face a complex challenge for their lifelong learning pathway. While it is expected of them to remain up-to-date with latest developments, there are different certifications, a low level of recognition of prior learning, a lack of clear standards and limited awareness of opportunities. Improved information and guidance would enable better continuing professional development of TVET teachers. As a pilot, the project would share current practices and lead to capacity building, Open Educational Resources opportunities, online forums for teachers but also for policy makers and agencies.



### **Latin America and the Caribbean**

#### *Sharing of Inter-regional Experience*

Latin American and Caribbean countries have many TVET challenges in common. They could learn from each other's strengths but do not systematically share their knowledge, often due to language issues. Over the coming two years, the proposed project would focus on sharing expertise through virtual conferences and capacity building in greening and IT/robotics where the countries are at different stages of development.

## Special 8 - Presentation of individual proposals

Participants shared their individual proposal in a brief presentation on the last day of the programme. An expert panel featuring Peter Greenwood, UNESCO-UNEVOCT International Centre, Monika Soddemann, GIZ, and Paul Brennan, InnovED ODT, provided feedback on the proposal presentations and offered suggestions and recommendations for further improvement.

Individual proposals are summarized below according to the running order.



### **Greening cultural heritage of Bhutan**

*WANGCHUCK, Ministry of Labour and Human Resources, Bhutan*

Teaching of traditional arts and crafts has disappeared from religious institutions in Bhutan. Being part of Bhutan's cultural heritage, 13 arts and crafts need to be brought back to religious institutions. The project aimed at reviving and preserving these arts and crafts, as well as creating greater independence for the target groups (monks, nuns and communities) by helping them generate their own income. The timeframe was set for 2019 to 2023.



### **Review of entrepreneurship curricula and training documents for Nigerian polytechnics and other TVET institutions**

*Abdu Isa KOFARMATA, National Board for Technical Education, Nigeria*

Nigeria faces youth unemployment, and it is apparent that the existing curricula and other training documents are obsolete and need to be reviewed according to new skill demands. The presented proposal therefore intended to promote and inculcate an entrepreneurial mind-set in students, as well as to promote research, product development and technology innovation. For this proposal, a 'Critique workshop for the review of curriculum' was proposed to be held to review current training curricula.



### **Greening the TVET culture in CONALEP's education system, Mexico**

*Abraham NEMER, CONALEP, Mexico*

CONALEP is working on greening and is involved in many sustainable development activities, but the institution has no specific institutional programme for sustainability. The project proposed to strengthen a greening culture through: (i) developing a greening institutional programme and (ii) implementing a greening component in the curriculum. The activities included, for instance, a greening course for academic staff and training courses for teachers. CONALEP considers involvement of experts from the BIBB and UNESCO-UNEVOCT in this project.



### **Greening energy in the University of Buenos Aires – training and sensitization on sustainable energy use**

*Alexis ZEGARRA PONCE, University of Buenos Aires, Argentina*

Argentina is going through an energy crisis, and it has to import electric power to satisfy its own demand. The project proposed to train students and adults of Villa Lugano on sustainable energy use, as well as to reduce the use of paper in the technical school. The direct impact of the project should be the reduction of energy and paper consumption. The project would also indirectly strengthen the labour market for clean energy technicians.



### **Ethnic groups in TVET: A community-based approach for a green and creative economy with gender equality**

*Anália Keila Rodrigues RIBEIRO, Federal Institute of Pernambuco, Brazil*

The inclusion of indigenous communities fosters TVET sustainability. TVET is highly important to ethnic communities because it helps to preserve cultural heritage and promotes inclusion. The project therefore proposed to elaborate community-based TVET programmes, courses and activities for indigenous people and to support network building among different communities. The proposed project planned to conduct workshops and seminars, engage in curriculum planning and to conclude with a programme evaluation. The expected outcomes included, among others, the valorization of traditional knowledge, development of tourism, economic development, reduction of displacement and a green, community-based mindset.



### **Step into work and life**

*Christina BOATENG, University of Cape Coast, Ghana*

A study found out that within coastal communities and central regions in Ghana, parents are asking girls to support family income by every means available, including prostitution. In these conditions, it is urgent to find ways to tackle this problem. The University of Cape Coast has planned to launch a programme to promote employment among teenage girls and young mothers within the Cape Coast municipality. The programme should provide girls with entrepreneurial skills to create their own micro and small businesses. Project activities included vocational skills trainings (for instance, bread making, organic soap making and markramé), entrepreneurial trainings, coaching and financial assistance. The duration of the training programmes was set to 8 to 16 weeks with no fee required.



### **Compete to grow: a journey towards excellence**

*Garvin GLASGOW, Grenada National Training Agency, Grenada*

Skills mismatch in Grenada requires upgrading of education and training programmes. There is a need to ease school-to-work transitions and give a greater priority to vocational education. Grenada National Training Agency proposed to introduce annual national skills competitions (first occupational areas: cooking, fashion, technology, robotics) as a catalyst to improve the TVET training system. The impact of the project should be a better match of skills with the labour market demands, more career decisions in favour of TVET employment and exposure of youth to new technologies.



### **Part-funding of an expatriate expert in refrigeration and air conditioning to work with SIT**

*Hubert BARBÉ, Seychelles Institute of Technology, Seychelles*

In Seychelles, it is difficult to recruit specialists in refrigeration. The system is not encouraging local specialists, and trainers have limited qualifications. The project intended to enhance competences of two existing SIT trainers by recruiting an expatriate expert for two years. As a result, new SIT graduates would be better equipped, the existing programme of training would be upgraded and it would become more attractive to young people.



| An expert panel giving feedback on the presented proposals



### **Step into green entrepreneurship for TVET**

*Iuliia REDINA, Centre for VET Studies, Russian Federation*

In order to meet the requirements of the labour market and to build a path to a new green economy in Russia, the project aims to promote green entrepreneurial thinking and explore opportunities for green jobs. The expected outputs of the project included a framework of skills for green economy, a handbook for assessment of green entrepreneurial skills, revised green occupational standards and a virtual database system for exchanging experience in green entrepreneurial skills.



### **Do you want to join for sustainable collaboration within the UNEVOC Network?**

*Jin Ok KWON, Human Resources Development Service of Korea, Republic of Korea*

The Republic of Korea lacks qualified TVET managers in greening, digital technologies and entrepreneurial education. The Human Resources Development Service of Korea plans to engage in capacity development in the Asia-Pacific region and to enhance collaborative activity with the UNEVOC Network. This proposed project seeks to (i) conduct a survey to understand UNEVOC Network needs, (ii) implement a training course, (iii) publish the results which can be used to raise funds for the development of sustainable activities.



### Greening of the CTVET

*Krishn SHARMA, Council for Technical and Vocational Education and Training, Guyana*

In comparison with average commercial buildings, green buildings use less energy, have lower maintenance costs, higher occupational satisfaction and less greenhouse gas emissions. The project intended to green infrastructure of CTVET in Guyana by 2020. The outcomes of the project included greater resource and energy efficiency, an increased rate of recycling and higher quality of indoor air.



### Global TVET teacher development: a competency framework

*Kyla PENNIE, Niagara College, Canada*

Global TVET teacher development faces challenges such as lack of standards, consistency and assessment of teacher training, and mismatch between domestic and international frameworks and standards. The project's objective is to develop global OERs related to a global TVET Teacher Training Competency Framework. Project activities included: institutional analysis (document review of institutional TVET competency frameworks), collaborative research (comparative analysis of international TVET competency frameworks), knowledge creation (development of the Framework), networking and dissemination.



### Facilitating transition to CBET and greening of TVET curricula in Kenya

*Langat KIPKIRUI, TVET Authority, Kenya*

Kenya is currently implementing TVET reforms, but the TVET system is fragmented. Also, training must be standardized. The project aims to develop Competence Standards for competency-based education and training implementation in Kenya. It also includes the development of a framework for Greening TVET curricula.



### Increasing the role of TVET in addressing SD and green economy targets

*Lina VAITKUTE, Qualifications and VET Development Centre, Lithuania*

Lithuania has ambitious national targets in greening. The project aimed to increase the TVET contribution to the implementation of sustainable development and green economy agenda in Lithuania. The proposed project activities included (i) the analysis of national strategies, (ii) a practical part focusing on the development of materials, and (iii), at the provider level, the translation of the UNEVOC guide on greening TVET and the dissemination of guidance materials.



### Dropout of students in TVET in Saudi Arabia

*Reem ALDOSARI, Technical and Vocational Training Corporation, Saudi Arabia*

The high dropout rate (27 per cent in 2018) of students is one of the main challenges of TVET in Saudi Arabia. The project aimed to raise the value and efficiency of TVET, and to increase the number of students enrolled in TVET. To achieve this goal, the presented project proposed curriculum development, providing benefits and incentives to recent graduates, measures to reduce foreign labour and the creation of strategic partnerships with the private sector.



### **Establishing TOT Training Centre for TVET Institutions**

*Sadiq IBRAHEEM, Ministry of Labour, Vocational Training Directorate, Iraq*

The majority of training centres in Iraq are not qualified in training methodologies and the country faces a lack of trainer skills which are relevant for the needs of the labour market. The project proposes strengthening the competencies of the training staff. Project activities included an assessment for a vocational centre in Baghdad, its rehabilitation, and providing the centre with necessary equipment.



### **Improving the image of technology colleges graduates in Saudi Arabia**

*Sultan ALSUNAYA, Technical and Vocational Training Corporation, Saudi Arabia*

The project aimed to enhance the image of TVET, and more concretely to increase the number of students applying for technical education from 21 per cent to 35 per cent by 2021. To achieve this goal, the presented project proposed the implementation of a media campaign, documenting and publishing achievements of trainees and undertaking research to analyse the reasons behind dropouts.



### **Promotion of greening TVET in China**

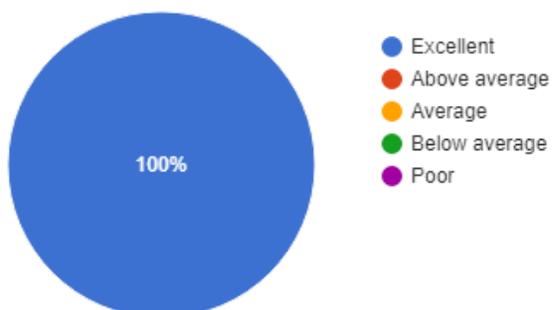
*Wenming YANG, Shenzhen Polytechnic, China*

For the moment, the SDGs are largely unknown in China. The goal of the project is to promote greening TVET in China, to implement the SDGs, to set up a new model for the modernisation of TVET in China, and to make China more sustainable. Proposed activities include, for instance, the translation of the *UNEVOC Greening TVET Guide*, co-research on greening, and the holding of a UNEVOC TVET Greening forum. The implementation plan included the following steps: 2018 – Planning and translating, 2019 – Research, 2019-2020 – Model construction, 2020 – model accreditation.

## Programme evaluation and feedback

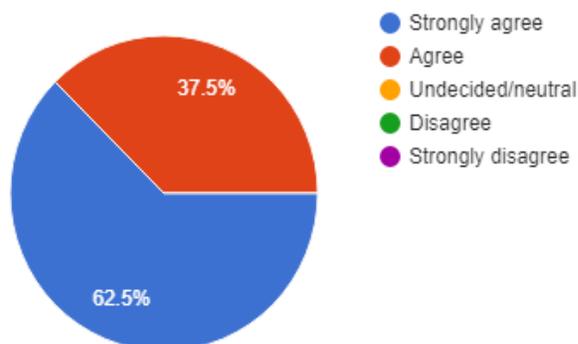
For the third time in a row, the Programme received a 100% recommendation rate, and for the second time a 100% overall satisfaction rate.

*Overall, I found the UNEVOC TVET Leadership Programme*  
16 responses



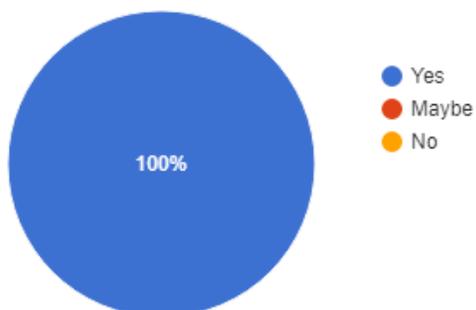
*"This is an excellent programme for TVET leaders who are in the process of transforming their institutions."*

*The UNEVOC TVET Leadership Programme has met my expectations*  
16 responses



*"It was great to have the opportunity to attend such programme. It was professional, very relevant and interactive. I believe that this programme should continue to bring together leaders from different organizations in different countries. Thank you so much!"*

*Would you recommend the UNEVOC TVET Leadership Programme to your colleagues?*  
16 responses



*"The training was great, inspiring and enriching, and will go a long way in improving global TVET leadership."*

*"I think the UNEVOC TVET Leadership Programme is highly recommendable."*

# Annex

## Programme

<b>25 June</b>		<b>Welcome and opening</b>
08:30-09:00	Registration and welcome coffee / tea	
09:00-09:30	<b>Welcome and opening</b> Introduction of the participants Jens Liebe and Shyamal Majumdar, UNESCO-UNEVOCTVET	
09:30-09:40	<b>Welcome address</b> Peter Thiele, BMBF; Marion Edel, BMZ	
09:40-10:30	<b>Special 1 – Inaugural keynote lecture: International trends in vocational education and training</b> Cesare Onestini, ETF	
11:00-12:30	<b>Ice-breaker</b> Holger Hohensee	
13:30-14:00	<b>Introduction to the UNEVOCTVET Leadership Programme</b> Jens Liebe, UNESCO-UNEVOCTVET	
<b>25 June</b>		<b>Module 1: Sustainable Development Goals and UNESCO's Strategy for TVET</b>
14:00-17:00	<b>Sustainable Development Goals, UNESCO's Recommendations for TVET and Strategy for TVET (2016-2021), and the UNEVOCTVET Network</b> Borhene Chakroun, UNESCO; Shyamal Majumdar, UNESCO-UNEVOCTVET	
18:00	<b>Reception at "Ocean Paradise"</b> Hans-Steger-Ufer 10, 53225 Bonn	
<b>26 June</b>		<b>Module 2: TVET policy, quality assurance, and monitoring</b>
09:00-12:30	<b>TVET policy review and policy building blocks</b> Borhene Chakroun, UNESCO	
13:30-17:00	<b>Learning in the 21st century: qualifications frameworks, digital credentials, and ecosystems</b> James Keevy, JET Education Services	
<b>27 June</b>		<b>Module 3: Greening TVET / Module 4: Work-based learning systems</b>
09:00-15:00	<b>Greening TVET</b> Shyamal Majumdar and Ken Barrientos, UNESCO-UNEVOCTVET; Uthpala Sankalpani, Northshore College & National Cleaner Production Centre	
15:30-16:30	<b>Special 2 – Advantages and challenges of the dual VET system in Germany</b> Peter Thiele, BMBF	
<b>28 June</b>		<b>Module 4: Work-based learning systems</b>
08:15-09:45	<b>Work-based learning in theory and practice</b> Stefan Thomas, ETF	
09:45-20:30	<b>Special 3 – Field visit</b> Jens Liebe, UNESCO-UNEVOCTVET; Michael Schwarz, BIBB Bildungszentrum Butzweilerhof, Cologne Berufskolleg an der Lindenstraße, Cologne - FOENAKO Project Visit of Brewery in Cologne	

29 June

**Module 5: Inspiring learning with technology in TVET****Module 9.1: Proposal development - individual / institutional focus**

- 09:00-12:30 **TVET in a digital world**  
Ralph Hippe, EC- Joint Research Centre; Max Ehlers and Shyamal Majumdar, UNESCO-UNEVOC
- 13:30-17:00 **Proposal development - individual / institutional focus**  
Monika Soddemann, GIZ; Jens Liebe, UNESCO-UNEVOC

02 July

**Module 6: Entrepreneurship and emerging trends in TVET**

- 09:00-12:30 **Entrepreneurial competences – recipe for employability**  
Elin McCallum, Bantani Education
- 13:30-15:00 **Special 4 – Changing role of VET in Europe**  
Joao Santos, European Commission
- 15:30-17:00 **Special 5 – Enhancing TVET institution's response to disruptions through innovations and partnership strategies**  
Stefan Nowatschi, BvLB; Shyamal Majumdar, UNESCO-UNEVOC;  
Chair: Kenneth Barrientos, UNESCO-UNEVOC

03 July

**Module 7: Leadership**

- 09:00-12:30 **Leadership styles and skills to drive change**  
Jens Liebe, UNESCO-UNEVOC, with a leadership panel featuring Christina Boateng, University of Cape Coast; Sebastian Paust, BMZ; and Shyamal Majumdar, UNESCO-UNEVOC
- 13:30-15:00 **Leadership in the context of TVET**  
Paul Brennan and Suzanne Taschereau, InnovEd ODT
- 15:30-17:00 **Leadership skills: communication and conflict resolution**  
Paul Brennan and Suzanne Taschereau, InnovEd ODT

04 July

**Module 8: Strategic institutional planning and management**

- 09:00-12:30 **Strategic institutional planning**  
Paul Brennan and Suzanne Taschereau, InnovEd ODT
- 13:30-15:00 **Special 6 – Quality assurance, monitoring and evaluation in TVET**  
George Kostakis, Cedefop
- 15:30-17:00 **Management Skills for TVET institutions**  
Paul Brennan and Suzanne Taschereau, InnovEd ODT

05 July

**Module 9.2: Proposal development – regional focus**

- 09:00-10:30 **Special 7 – Promoting gender equality in and through TVET**  
Miki Nozawa, UNESCO-UNEVOC
- 11:00-17:00 **Proposal development - collaboration / regional focus**  
Jens Liebe, UNESCO-UNEVOC

06 July

**Proposal presentations, wrap-up and closing**

- 09:00-14:00 **Special 8 – Presentation of individual proposals**  
Feedback panel: Monika Soddemann, GIZ; Paul Brennan, InnovEd ODT; Peter Greenwood, UNESCO-UNEVOC; Moderator: Jens Liebe, UNESCO-UNEVOC
- 14:00-15:00 **Feedback and closing**  
Jens Liebe, UNESCO-UNEVOC
- 15:00-16:30 **Closing reception**

## Speaker profiles



### Ken Barrientos

Programme Officer  
UNESCO-UNEVOC International Centre for TVET  
[ka.barrientos@unesco.org](mailto:ka.barrientos@unesco.org)

Ken Barrientos is a Programme Officer at UNESCO-UNEVOC International Centre for TVET.

Ms Barrientos contributes to the Centre's strategic planning, programme planning and monitoring and new projects development. Together with a team, she coordinates UNESCO-UNEVOC's programme on education for sustainable development, in particular greening TVET. She has been involved in the design and development of research projects, guidelines and knowledge resources to support capacity-building activities of UNEVOC and expand knowledge base for supporting the network. She currently coordinates the implementation of management capacity building of TEVET providers in Malawi, as a component of the broader UNESCO-EU Skills and Technical Education Programme (STEP) project. As a Regional Network Focal Point, she helps mobilize UNEVOC Centres in Asia-Pacific to engage in mutual learning in TVET.

Prior to joining UNEVOC, she was with UNESCO's Asia-Pacific Education for Innovation and Development (APEID) Programme in Bangkok and CPSC Manila. She holds a Master's degree in Public Administration.



### Paul Brennan

Senior Partner  
InnovEd ODT  
[pfbrennan52@gmail.com](mailto:pfbrennan52@gmail.com)

Paul Brennan is one of two Senior Partners at InnovEd ODT, a consulting firm specializing in supporting innovation, organizational development and training in professional higher education at the policy, leadership and institutional levels.

Mr Brennan has served as Vice-President for International Partnerships at Colleges and Institutes Canada (CICan). He is a frequent keynote speaker at international fora on the urgency of providing unemployed youth with entrepreneurship and technical skills, and is the author of a book on lessons learnt by CICan over 40 years of international support to development, and an article for the Asian Development Bank on the image of TVET.

Mr Brennan has Bachelor's and Master's degrees in modern Asian and African history, and a Master's degree of Management in Leadership from McGill University, Canada. He has also completed four Ph.D. courses on Leadership in Community Colleges at the Ontario Institute for Studies in Education (OISE) of the University of Toronto, Canada.



### Borhene Chakroun

Chief of Section of Youth, Literacy and Skills Development  
UNESCO Paris  
[b.chakroun@unesco.org](mailto:b.chakroun@unesco.org)

Borhene Chakroun is the Chief of Section of Youth, Literacy and Skills Development at UNESCO, Paris. Mr Chakroun was involved in the Third International Congress on TVET held in Shanghai in May 2012 and is, among other activities, currently leading UNESCO's TVET policy reviews in different countries.

Mr Chakroun has worked as a chief trainer, TVET project manager as well as a short-term consultant for the European Union (EU), World Bank and other international organizations. Mr Chakroun joined the European Training Foundation (ETF) in 2001 and worked as the Senior Human Capital Development Specialist and Team Leader of the EU funded regional project Education and Training for Employment (MEDA-ETE). He has also coordinated the ETF's community of practice on National Qualifications Frameworks and the Recognition of Qualifications.

Mr Chakroun holds a Ph.D. in Education Sciences from Bourgogne University in France, and his academic work focuses on the certification and validation of prior learning.



### Marion Edel

Senior Policy Officer for TVET  
BMZ, Germany  
[Marion.Edel@bmz.bund.de](mailto:Marion.Edel@bmz.bund.de)

Marion Edel is the Senior Policy Officer for technical and vocational education and training at the Division for Education and the Digital World of the German Federal Ministry for Economic Cooperation and Development (BMZ).

Prior to this, she was responsible for German development cooperation with Tajikistan and Central Asia (2012-2016), for development cooperation with Kyrgyzstan and Central Asia, working at the German Embassy in Bishkek (2009-2012), and for cooperation with emerging economies (2008-2009).

Ms Edel initially worked for the German Foundation for International Development (DSE) in the field of public administration, with a regional focus on Central and Eastern Europe (1993-1999), and headed the Programme Coordination Section (1999-2002). In her capacity as head of the Steering Group for Strategic Organizational Development, she was responsible for coordinating the merger of Carl Duisberg Gesellschaft und DSE into InWEnt – Capacity Building International, Germany.

Ms Edel holds a Ph.D. and studied Slavic studies.



**Max Ehlers**

Associate IT Officer  
 UNESCO-UNEVOC International Centre for TVET  
[m.ehlers@unesco.org](mailto:m.ehlers@unesco.org)

Max Ehlers is Associate IT Officer at UNESCO-UNEVOC International Centre for TVET.

Mr Ehlers is responsible for all issues regarding ICT including system administration, database development, and UNESCO-UNEVOC's online services. He is also responsible for the International Centre's work on ICT in TVET, including activities on the use of ICT and digital media in, and for, TVET. He is one of the two Regional Focal Points for the Africa UNEVOC Network region.

Before joining UNESCO-UNEVOC, Mr Ehlers worked for Internet and Business TV companies. He holds a postgraduate degree in political science.



**Peter Greenwood**

TVET expert  
 UNESCO-UNEVOC International Centre for TVET  
[p.greenwood@unesco.org](mailto:p.greenwood@unesco.org)

Peter Greenwood is a TVET Expert at the UNESCO-UNEVOC International Centre for TVET.

Mr Greenwood joined the UNESCO-UNEVOC team as a volunteer in February 2018 after retiring from the European Training Foundation (ETF). During his time at the ETF, he had different responsibilities including the development of the ETF national Observatory network, the launch of the Torino Process, coordination of ETF operations and leadership for the ETF corporate performance including cooperation with the ETF's strategic partnerships with international organisations including UNESCO.

Mr Greenwood will stay at UNESCO-UNEVOC until end November 2018 and will focus his contribution on strengthening the UNEVOC network collaboration and partnerships, in particular in the European region, as well as on developing UNESCO-UNEVOC's thematic knowledge resources, particularly in the fields of youth employment and entrepreneurship and facilitating the transition to green economies and sustainable societies.



**Ralph Hippe**

Research Fellow  
 European Commission's Joint Research Centre  
[ralph.hippe@ec.europa.eu](mailto:ralph.hippe@ec.europa.eu)

Ralph Hippe is a Research Fellow in the Human Capital and Employment Unit of the European Commission's Joint Research Centre (JRC).

He is currently working on SELFIE, a self-reflection tool helping schools to progress towards digital age learning.

He previously worked as a Post-Doc at the London School of Economics on the development of the knowledge economy (in particular, education and ICT) within a green growth framework. He was also a consultant for a World Bank project, and was a Visiting Researcher at IDDRI/Sciences Po Paris.

Ralph holds a Ph.D. in Economics from University of Strasbourg, France, BETA/CNRS and University of Tübingen. His thesis on human capital formation and economic growth was awarded four dissertation prizes. He also holds Master's degrees in Business Administration and Management from Ecole de Management Strasbourg, France, and University of Tübingen, Germany.



**James Keevy**

Chief Executive Officer  
 JET Education Services, South Africa  
[james@jet.org.za](mailto:james@jet.org.za)

James Keevy is the Chief Executive Officer at JET Education Services in South Africa, and as a policy researcher works in the education and training sector.

Mr Keevy's responsibilities at JET Education Services include working with government, the private sector, international development agencies and education institutions to improve the quality of education, and the relationship between education, skills development and the world of work.

He has conducted and overseen various initiatives related to national, regional and international qualifications frameworks in Africa and elsewhere. His research on qualifications, the recognition of learning and the professionalization and migration of teachers have been widely published and presented.



**George Kostakis**

Expert  
European Centre for the Development of Vocational Training  
[george.kostakis@cedefop.europa.eu](mailto:george.kostakis@cedefop.europa.eu)

George Kostakis is an Expert at the European Centre for the Development of Vocational Training (Cedefop).

He works on quality assurance in VET and international sectoral qualifications. He is a member of the steering committee of the EQAVET network and supports the European Commission and the Member States in the implementation of the EQAVET Recommendation. He coordinates the VET policies and systems team in Cedefop, which provides information on VET systems in Europe and monitors developments and implementation of VET policies agreed at European level. He also coordinates Cedefop's performance measurement system, which measures the impact, efficiency and relevance of Cedefop's work.

He has a Master's degree in Business Administration from Warwick University, United Kingdom, and a Master's degree in Business Computing from City University, London, United Kingdom. He studied Information technology in the University of Athens, Greece.



**Shyamal Majumdar**

Head of Office  
UNESCO-UNEVOC International Centre for TVET  
[s.majumdar@unesco.org](mailto:s.majumdar@unesco.org)

Shyamal Majumdar is the Head of the UNESCO-UNEVOC International Centre for TVET.

Mr Majumdar has worked as a TVET expert for more than 25 years in various capacities. He has been engaged in various development-oriented, research and capacity building projects and programmes by UNESCO Offices in Bangkok, Beijing and Cairo, GTZ and INWEnt (both now GIZ), Colombo Plan Staff College for Technician Education (CPSC), the Food and Agriculture Organization (FAO), the Asian Development Bank (ADB), Asian Development Bank Institute (ADBI), and the World Bank.

Mr Majumdar has strong expertise in technical teacher training, ICT, total quality management, greening TVET, and qualifications frameworks and quality assurance in TVET.



**Jens Liebe**

Senior Programme Expert  
UNESCO-UNEVOC International Centre for TVET  
[j.liebe@unesco.org](mailto:j.liebe@unesco.org)

Jens Liebe is a Senior Programme Expert at UNESCO-UNEVOC International Centre for TVET. He leads the development of the UNEVOC TVET Leadership Programme, is part of the UNEVOC Network Secretariat, acts as Regional Focal Point for Europe, CIS and North America, and provides the Head of UNEVOC with developmental and management support.

Prior to joining UNESCO-UNEVOC, Mr Liebe held positions as Programme Officer and Assistant Director of the UN-Water Decade Program on Capacity Development (UNW-DPC), as a Senior Scientist at the Center for Development Research (ZEF) of the University of Bonn, where he served as scientific coordinator of the interdisciplinary "GLOWA Volta Project", and with the German Technical Cooperation in Zambia. He has extensive international work experience, particularly in Africa, but also in Europe, Asia and Latin and North America. He enjoys working at the interface of science and implementation and has published extensively.

Mr Liebe holds a Ph.D. in Biological and Environmental Engineering from Cornell University, the United States of America, and a Master of Science in Geography from the University of Bonn.



**Elin McCallum**

Director and Co-Founder of Bantani Education  
Bantani Education  
[elin@bantani.com](mailto:elin@bantani.com)

Elin McCallum is the Director and co-Founder of Bantani Education, a non-profit organization.

After 12 years in education/TVET and economic development policy roles with the Welsh Government and European Commission, she co-founded Bantani Education in 2016 to drive this work forward. Bantani is a non-profit involved in building networks and new collaborations, creating new ways to innovate and experiment in the area of entrepreneurial learning, and working as an advocate of the EntreComp framework. The organization now works with European Commission, European Training Foundation, UNESCO-UNEVOC, national governments and a range of partners around the world.

Ms McCallum has contributed to a wide range of publications including EU policy guidance, Eurydice studies on entrepreneurship and citizenship education, and as author of the recent 'EntreComp into Action' publication by the European Commission.



### Stefan Nowatschin

Vice President and School Director  
Federal Association of Vocational Training Schools and Regional  
Competence Center for Sustainable Vocational Education and  
Training  
[now@bbs1uelzen.de](mailto:now@bbs1uelzen.de)

Stefan Nowatschin is the Vice President of the Federal Association of Vocational School Teachers in Germany since 2013. He also serves as Principal of the VET School, Berufsbildende Schulen I (BBS I) Uelzen, Germany, a post he has held since 2010. Under his watch, BBS I received numerous citations and awards, most notable of which is the recognition of BBS I as an Excellent Learning Centre of ESD 2016 received from the German National Commission for UNESCO and the German Ministry of Education and Research. Recently, BBS I also received a nomination for UNESCO-Japan prize for ESD.

Mr Nowatschin has taught in the field of TVET for many years. He is a TVET expert whose engagement has been on the local, regional, national and international levels, and has been instrumental in development of vocational schools into Regional Competence Centers for Sustainable Vocational Education.



### Miki Nozawa

Programme Specialist  
UNESCO-UNEVOC International Centre for TVET  
[m.nozawa@unesco.org](mailto:m.nozawa@unesco.org)

Miki Nozawa is Programme Specialist at UNESCO-UNEVOC International Centre for TVET.

She has almost 20 years of experience working at UNESCO both at its Headquarters and in the field. After working at the Division for Youth and Sports Activities and at the Section for Technical and Vocational Education in Paris, she served as Programme Specialist in charge of secondary education and quality of learning at the Regional Bureau for Education in Bangkok from 2004 to 2011. From 2012 until June 2016 she led the Education Programme at UNESCO Beijing Office, coordinating and implementing activities in East Asia.

Ms Nozawa pursued her studies in Japan, the United Kingdom and France and holds of a Pre-Doctoral Diploma in Comparative Research on Development from Ecole des Hautes Etudes en Sciences Sociales in Paris.



### Cesare Onestini

Director  
European Training Foundation  
[Cesare.Onestini@etf.europa.eu](mailto:Cesare.Onestini@etf.europa.eu)

Cesare Onestini is the Director of the European Training Foundation (ETF).

Mr Onestini took up the post of Director of the European Training Foundation in September 2017. Prior to joining the ETF, he was Deputy Head of the EU Delegation to India and Bhutan. He began working for the EU institutions in 1995, starting by promoting cooperation in education and training. He has developed intercultural education projects, coordinated school partnerships and teachers' mobility across Member States, and was part of the team that developed proposals for the first EU programme for Lifelong Learning.

He has since worked for the European Union in external relations, international trade, security and crisis management, and in the EU Delegation to the United Nations in New York.

In the 2013-14 academic year, he was a Visiting Fellow at the Lee Kuan Yew School of Public Policy of the National University of Singapore. Mr Onestini is a graduate of Oxford University.



### Sebastian Paust

Head of Division "United Nations"  
BMZ, Germany  
[Sebastian.Paust@bmz.bund.de](mailto:Sebastian.Paust@bmz.bund.de)

Sebastian Paust is the Head of Division of the department "United Nations" at the German Federal Ministry for Economic Cooperation and Development (BMZ).

Mr Paust currently coordinates the UN-related activities of Germany's Federal Ministry for Economic Cooperation and Development (BMZ). He has almost 30 years of professional experience, and has worked in Germany's Foreign Service for Germany's Permanent Mission to the UN in Geneva, and for the German Parliament advising on all strategic and political issues in the context of development cooperation. From 2006 to 2009, as a member of the Asian Development Bank's (ADB) Executive Board, he oversaw the approval of all strategic, administrative, financial and programme proposals, and promoted ADB relations with the European banking and business world, and non-governmental organizations. Mr Paust has also served as CEO of InWent, Germany's former development agency for international capacity building, as well as member of the Managing Board of the German Society for International Cooperation (GIZ), and as strategic adviser at the European Representative Office for the ADB in Frankfurt, Germany.

Mr Paust has a Ph.D. in Law from the University of Regensburg.



**João Santos**

Deputy Head of Unit in the Directorate General for Employment, Social Affairs and Inclusion  
European Commission, Brussels  
[Joao.SANTOS@ec.europa.eu](mailto:Joao.SANTOS@ec.europa.eu)

João Santos is the Deputy Head of Unit in the Directorate General for Employment, Social Affairs, and Inclusion at the European Commission in Brussels.

The unit is responsible for vocational training, apprenticeships and adult education, as well as for the policy orientation of the Erasmus+ programme in these fields. In his role as the Deputy Head of Unit, he is involved in all respective subjects.

From 2009 to 2013, he was posted at the EU Delegation to China and Mongolia as a diplomatic counsellor dealing with bilateral trade and investment issues.

Previously he had worked at the European Commission's Directorate General for Employment and Social Affairs.



**Uthpala Sankalpani**

Visiting Lecturer / Consultant  
Northshore College / National Cleaner Production Centre  
[sankalpaniu@gmail.com](mailto:sankalpaniu@gmail.com)

Ms Sankalpani is a lecturer at the Northshore University of Sri Lanka and a practitioner and advocate of skill and competency development for sustainability, climate change, sustainable business model development and strategy development for sustainability.

She worked at the National Cleaner Production Centre under the Ministry of Environment of Sri Lanka for four years before she became an independent expert and consultant. Since 2015, she has been collaborating with organizations like the UNEP, UNITAR and EU Switch Asia facilitating actions and pitching ideas for promoting sustainable consumption and production for the 4 Billion Dreams initiative of UNEP, where she also served as youth ambassador, and greening universities of Sri Lanka.

She is currently taking her Master degree in Environment Management (University of Colombo, Sri Lanka), and holds Master's degree in Business Administration.



**Michael Schwarz**

Deputy Head of the Division 'International Advisory Services / Cooperation with Partner Institutions' and Senior Technical Advisor  
Federal Institute for Vocational Education and Training (BIBB)  
[Michael.Schwarz@bibb.de](mailto:Michael.Schwarz@bibb.de)

Michael Schwarz is Deputy Head of the Division 'International Advisory Services / Cooperation with Partner Institutions' and Senior Technical Advisor at the Federal Institute for Vocational Education and Training (BIBB), Germany.



**Monika Soddemann**

Senior Trainer and advisor on TVET  
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)  
[Monika.Soddemann@giz.de](mailto:Monika.Soddemann@giz.de)

Monika Soddemann is a Senior Trainer and advisor on TVET at the *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ).

Currently Ms Soddemann is working at GIZ in Bonn as advisor in the sector project on VET. She has more than 20 years of experiences in capacity development in international organizations in the education sector.

She has worked as an Associated Professional Officer for the Food and Agriculture Organization of the United Nations (FAO) in Rome in education, as project manager for vocational education and training and as trainer and manager for e-learning for GIZ in Germany. As a facilitator, executive coach and trainer on leadership skills, she was employed by a variety of international organizations in Tanzania and Ethiopia.

Ms Soddemann holds a Degree in Adult Education from the School of Higher Education in Germany, a Certificate from the Humboldt University in Berlin, and further qualifications in e-learning, systemic organizational development and coaching.



### **Suzanne Taschereau**

Senior Partner, Adult Learning and Organization Development  
InnovEd ODT  
[staschereau@gmail.com](mailto:staschereau@gmail.com)

Suzanne Taschereau is the Senior Partner for Adult Learning and Organization Development at InnovEd ODT.

Being an Associate of the Canada School of Public Service for more than 10 years, she co-designed and facilitated leadership development programmes aimed at senior level officials from government ministries and public purpose institutions. Over the course of her career, she also led or contributed to innovative initiatives with the World Bank, UN Agencies and the ITC-ILO. She led innovative projects and teams initially as Director Human Resources in a large Canadian college and subsequently as Director Essential Employability Skills at Colleges and Institutes Canada. More recently, she led the Vietnam Skills for Employment Project (VSEP).

Suzanne holds an Master of Arts in Educational Technology from Concordia University, Canada, and has completed Ph.D. Studies in Strategic Management from McGill University, Canada.. She has also completed four courses in Leadership of Community Colleges from the University of Toronto, Canada.



### **Peter Thiele**

Deputy Director for VET policy  
German Federal Ministry of Education and Research (BMBF)  
[Peter.Thiele@bmbf.bund.de](mailto:Peter.Thiele@bmbf.bund.de)

Peter Thiele is Deputy Director for VET policy at the German Federal Ministry of Education and Research (BMBF).

He represents Germany in several international, European and national VET strategy and programme committees, and heads the BMBF Division for Vocational Training Policy Issues.

He has worked in the Directorate for International Affairs of the Federal Ministry of Education and Science and with the International Labour Organization in Geneva and Turin. He was also responsible for the development and co-financing of UNESCO-UNEVOC in cooperation with UNESCO.

Mr Thiele is a qualified lawyer specializing in public law.



### **Stefan Thomas**

Vocational Education and Training Specialist  
European Training Foundation  
[Stefan.Thomas@etf.europa.eu](mailto:Stefan.Thomas@etf.europa.eu)

Stefan Thomas is a Vocational Education and Training Specialist at the European Training Foundation (ETF) in Turin, Italy.

The ETF's mission is to help countries harness the potential of their human capital by reforming their education systems. Mr Thomas' responsibilities at the ETF include working with governments, social partners, international organizations and development agencies to improve work-based learning systems.

Prior to joining the ETF, Mr Thomas worked as a Senior Advisor and Project Manager for the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), and as a consultant for various international organizations, including the ILO and UNESCO. He started his professional career in the German dual TVET system where he gained more than 10 years of experience in teaching, vocational assessment and educational planning.

Mr Thomas holds a Master's degree in Economics and Vocational Education and Training from the University of Cologne, Germany, and a Master's degree in European Public Administration Management from the Berlin School of Economics and Law, Germany.

## Participant profiles



### Reem Nasser Al Aldosari

Director of the Administration of Training Environment Development for Girls Colleges  
Technical and Vocational Training Corporation, Saudi Arabia  
[reema@tvtc.gov.sa](mailto:reema@tvtc.gov.sa)

Reem Nasser Al Aldosari is the Director of the Administration of Training Environment Development for Girls Colleges at the Technical and Vocational Training Corporation in Riyadh, Saudi Arabia.

Ms Al Aldosari works in the development of the work environment and training for girls. She has 11 years of work experience, including four years in the banking system.



### Sultan Abdulaziz Alsunaya

Activities Director  
Technical and Vocational Training Corporation, Saudi Arabia  
[salsanie@tvtc.gov.sa](mailto:salsanie@tvtc.gov.sa)

Sultan Abdulaziz Alsunaya is the Activities Director at the Technical and Vocational Training Corporation (TVTC) in Saudi Arabia.

Mr Alsunaya's responsibilities include staff management, programme management and the development of activities. He also provides staff trainings and is in charge of mentoring employees. Sultan Abdulaziz Alsunaya manages the activity department and regulates the day-to-day operations of the programmes.

Mr Alsunaya has been working at the TVTC for eight years and gained wide experience in different positions. He holds a Master of Science in Energy and Environmental Engineering from Edinburgh Napier University in the United Kingdom.



### Hubert Barbe

Director  
Institute of Technology, Seychelles  
[director.SIT@eduhq.edu.sc](mailto:director.SIT@eduhq.edu.sc)

Hubert Barbe is the Director at the Seychelles Institute of Technology (SIT).

As the Director of Seychelles Institute of Technology, Mr Barbe carries out the executive work of the professional centre and is responsible for the daily operations of the institution. He also organizes the cooperation with different partners to obtain their support and assistance for work based experience.

Mr Barbe held various positions with the Seychelles Institute of Technology since 2008. Prior to this, he gained wide experience in teaching different subjects and attended several trainings abroad.

Hubert Barbe holds a Master's degree in TVET from Bolten Institute of Education.



### Christina Boateng

Senior Lecturer  
University of Cape Coast, Ghana  
[christina.boateng@ucc.edu.gh](mailto:christina.boateng@ucc.edu.gh)

Christina Boateng is a Senior Lecturer at the Department of Vocational and Technical Education at the University of Cape Coast, Ghana.

As a Senior Lecturer in Vocational Technical Education, Ms Boateng teaches at undergraduate and post-graduate levels. She is responsible for developing TVET curricula for the formal school system and creating training programmes for the informal sector, but also for career and employment counselling.

Ms Boateng has 19 years of work experience in a tertiary institution that prepares TVET teachers and instructors in Ghana. Besides teaching, she has also published in international journals on TVET in Ghana and coordinated several projects and programmes within the UNEVOC Centre in Ghana.

Ms Boateng holds a Ph.D. in Educational Leadership from Florida Agricultural and Mechanization University, Tallahassee.



#### **Garvin Glasgow**

Coordinator of Training Support  
National Training Agency, Grenada  
[trainingsupport@grenadanta.gd](mailto:trainingsupport@grenadanta.gd)

Garvin Glasgow is the Coordinator of Training Support at the Grenada National Training Agency (GNTA).

As the Coordinator of Training Support, he has different responsibilities including the development and implementation of communication strategies to rebrand TVET, as well as the coordination of the development and execution of training schemes and programmes. Besides many other duties, Mr Glasgow develops and oversees the implementation of operational policies and procedures. In his role as Coordinator of the UNEVOC Centre, he is involved in the certification of TVET occupations and promotion of UNESCO-UNEVOC's agenda.

Garvin Glasgow holds a Master of Business Administration in Project Management from Aspen University, United States of America.



#### **Tereza Halouzkova**

Senior Expert  
National Institute for Education, Czech Republic  
[tereza.halouzkova@nuv.cz](mailto:tereza.halouzkova@nuv.cz)

Tereza Halouzkova is a Senior Expert and the Deputy Head of the Department of Adult Education and Recognition at the National Institute for Education in Prague.

In her position as a Senior Expert, Ms Halouzkova is responsible for the creation of specific assignments for final tests and provision of good practice examples. She also participates in learning activities for VET teachers. Since 2015, Tereza Halouzkova is involved in the management of a project focusing on the support of action planning on different levels. She is also involved in various activities and projects focused on lifelong learning such as Senior, Erasmus + Project GOAL and TTnet.

Ms Halouzkova holds a Master of Business Administration in Management and Leadership, and a Master's degree in International Relations with focus on European Studies.



#### **Sadiq Ibraheem**

Director General for TVET  
Ministry of Labour, Vocational Training Directorate, Iraq  
[sadalkin@yahoo.com](mailto:sadalkin@yahoo.com)

Sadiq Ibraheem is a Director at the General Vocational Training Directorate of the Ministry of Labour and Social Affairs (MoLSA) in Iraq.

Mr Ibraheem is responsible for supervising 38 vocational training centres in all governorates of Iraq, which offer training opportunities for the various occupations and jobs. He is taking decisions in all respective areas of work, including technical, administrative and financial. His responsibilities also include capacity development of trainers, the preparation of researches and reports related to the labour market, and curriculum development.

Mr Ibraheem has a wide experience in TVET, and has worked as a trainer and held various management positions since 2009.



#### **Kipkirui Langat**

Director General  
TVET Authority, Kenya  
[langat.langat@tvetauthority.go.ke](mailto:langat.langat@tvetauthority.go.ke)

Kipkirui Langat is the Director General of the TVET Authority (TVETA) in Kenya, Nairobi.

As the Director General, Kipkirui Langat is directly involved in the execution of the day-to-day functions of the organization, decision making, and advising the Board and the Minister for education on all matters concerning TVET.

Kipkirui Langat has close to 20 years of experience in the TVET sector. He has taught in various TVET institutions and universities in Kenya, and has experience in consulting in the public and private sector in the region. He is a registered Professional Engineering Technologist and a fellow member of the Institution of Engineering Technologists and Technicians (IET) of Kenya.

Mr Langat holds a Ph.D. in Engineering Systems and Management from Egerton University, Kenya.



**Abdu Isa Kofarmata**

Deputy Director (Programmes)  
National Board for Technical Education, Nigeria  
[kofarmata@gmail.com](mailto:kofarmata@gmail.com)

Abdu Isa Kofarmata is the Deputy Director of the Enterprise Institutions Division, which is part of the Vocational Technical and Skills Development Department at the National Board for Technical Education (NBTE) in Nigeria.

As the Deputy Director of the Enterprise Institutions Division, he is responsible for the development and evaluation of curricula in TVET institutions, such as polytechnic, technical and technology institutions. Furthermore, he is involved in the accreditation of TVET programmes to assure a high level of quality.

Mr Kofarmata’s work experience includes working in a TVET agency and participating in the development of over 250 TVET training curricula.

He holds a Master of Science in Management Science, a Master of Business Administration, and a Diploma in Small- and Medium-sized Enterprises from Galilee Institute of Management in Israel.



**Jin Ok Kwon**

Programme Manager  
Human Resources Development Service of Korea, Republic of Korea  
[okikovo@hrdkorea.or.kr](mailto:okikovo@hrdkorea.or.kr)

Jin Ok Kwon is a Programme Manager at the Human Resources Development Service of Korea (HRD KOREA) in the Republic of Korea.

Part of Ms Kwon’s responsibilities include international cooperation with the World Bank, ILO, GIZ, and IDB to organize joint forums or workshops, and to implement various TVET projects such as school management and consulting on employment and labour policy. Her core responsibilities are coordinating training of trainers for ASEAN regions, and exchanging experts with Latin America and GCC countries. She is currently the Union Head of GIFTS, the specialized institute for skills development and international cooperation under the HRD KOREA.

Ms Kwon also has more than eight years of experience concerning the employability and mobility of migrants’ employment from 16 countries such as Myanmar and Thailand.



**Abraham Nemer**

International Cooperation Coordinator  
CONALEP, Mexico  
[anemer@conalep.edu.mx](mailto:anemer@conalep.edu.mx)

Abraham Nemer is the International Cooperation Coordinator at the National College for Technical and Professional Education (CONALEP) in Mexico.

In his position as Coordinator of International Cooperation, Mr Nemer’s most important responsibility is to promote an active participation of the National College for Technical and Professional Education (CONALEP) in the international arena and to this end organizes various technical cooperation programmes with international government agencies and institutions.

Mr Abraham Nemer has a wide experience in educational and international topics. He has successfully executed various collaboration projects, including the Mexican model of dual formation (MMFD) in partnership with the German Federal Institute for Vocational Education and Training (BIBB).

Mr Nemer holds a Bachelor’s degree in International Commerce from the Universidad del Valle de México (UVM).



**Kyla Pennie**

Manager, Global Projects and Training  
Niagara College, Canada  
[kpennie@niagaracollege.ca](mailto:kpennie@niagaracollege.ca)

Kyla Pennie is the Manager for Global Projects and Training at the Niagara College in Niagara on the Lake, Canada.

As Manager of Global TVET Projects for Niagara College, Ms Pennie oversees the design, delivery, and quality assurance of Niagara College’s global capacity development initiatives within the TVET reform sector in Asia, the Caribbean and Latin America. She is directly responsible for project conception, work-planning, execution, budgeting, human resource management, monitoring, and evaluation of global training initiatives funded both privately through student tuition payments and publicly through Government funding agencies.

Kyla Pennie holds a Master’s degree in Education from Brock University, Canada.



### **Iuliia Redina**

Senior Specialist  
Centre for VET Studies, Russian Federation  
[jn\\_redina@mail.ru](mailto:jn_redina@mail.ru)

Iuliia Redina is a Senior Specialist at the Centre for VET Studies (National Observatory on VET) in Russia.

In her position as a Senior Specialist, Ms Redina is responsible for the communication and cooperation with relevant agencies, institutions and ministries in the TVET sector in Russia. Within this function, she also gathers and shares information and assists with the dissemination of best practices. Furthermore, Ms Redina publishes information about the VET system and upcoming activities in Russia and abroad, and provides advice in these areas. During the implementation phase, amongst other things, she is involved in the design of educational programmes and qualification frameworks, certification of qualifications, and the creation of occupational standards.



### **Anália Keila Rodrigues Ribeiro**

Dean  
Federal Institute of Pernambuco, Brazil  
[analina.ribeiro@reitoria.ifpe.edu.br](mailto:analina.ribeiro@reitoria.ifpe.edu.br)

Anália Ribeiro is the Dean of the Federal Institute of Education, Science and Technology of Pernambuco in Brazil, which is a member of the National Council of the Federal Network of Vocational, Scientific and Technological Education (Conif).

She is responsible for the representation of her institution and the Federal Network, holding the chair of the Highest Committee and the Board, and defining the application of institutional resources. She also leads the management team and the academic community.

Ms Ribeiro holds a Bachelor's degree from the Federal University of Paraíba, a Master's degree in Education from the Federal University of Pernambuco, Brazil, and a Ph.D. in Cognitive Psychology from the Federal University of Pernambuco, Brazil.



### **Krishn Sharma**

Director  
Council for Technical and Vocational Education and Training,  
Guyana  
[ksharma3002@yahoo.com](mailto:ksharma3002@yahoo.com)

Krishn Sharma is the Director of the Council for Technical and Vocational Education and Training in Georgetown, Guyana. Furthermore, he is Head of the Curriculum and Standards Unit.

As a Director, Mr Sharma has a wide range of responsibilities, which include managing the Council for TVET Secretariat as well as curriculum development, assessment and verification. He also advises the Minister on all matters related to the effective functioning of the national TVET programmes and the creation a national system of competency-based modularized training.

Mr Sharma holds a Master's degree in Education Planning and Management, and a Post-graduate degree in Education.



### **Lina Vaitkute**

Head of Qualifications Formation Unit  
Qualifications and VET Development Centre, Lithuania  
[lina.vaitkute@kpmmpc.lt](mailto:lina.vaitkute@kpmmpc.lt)

Lina Vaitkute is the Head of Qualifications Formation Unit at the Qualifications and VET Development Centre (KPMPC) in Lithuania.

In her position as the Head of Qualifications, she is responsible for the daily management and planning of the team's activity as well as the supervision of several qualifications' formation actions. She also contributes to the development of an annual action plan and is in charge of evaluating annual personal performance of her unit's staff.

Her experiences in TVET range from analysis, surveys and research on various topics, the coordination of qualifications formation and VET curricula design, referencing of Lithuanian qualifications framework to European qualifications framework, and the implementation of European tools for VET (EQAVET, ECVET, EQF).



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**Wangchuck**

Director of Department of Technical Education  
Ministry of Labour and Human Resources, Bhutan  
[wangchuk@molhr.gov.bt](mailto:wangchuk@molhr.gov.bt)

Mr Wangchuck is Director of the Department of Technical Education at the Ministry of Labour and Human Resources in Bhutan.

In his role as Director, Mr Wangchuck is involved in the management and the supervision of all activities in his division. He is also responsible for advising on matters related to Technical Training Institutes and Institutes of Traditional Arts and Crafts. Among many other tasks, Mr Wangchuck is also developing linkages with reputed TVET institutes at regional and international levels.

Between 2007 and 2013, he gained experiences as a project manager in different skills development and training projects.



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**Wenming Yang**

Coordinator  
Shenzhen Polytechnic, China  
[yangwm@szpt.edu.cn](mailto:yangwm@szpt.edu.cn)

Wenming Yang is the Coordinator of the UNEVOC centre at Shenzhen Polytechnic in China.

In his position, Mr Yang is involved in TVET policy and governance research, as well as in planning a Greening TVET institution at the Polytechnic. Besides, Wenming Yang is supporting the operations of TVET forums and seminars at the Polytechnic.

Mr Yang holds a Ph.D. in Comparative Education awarded by the South China Normal University.



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**Alexis Zegarra Ponce**

Pedagogical Advisor  
University of Buenos Aires, Argentina  
[alexiszegarra@gmail.com](mailto:alexiszegarra@gmail.com)

Alexis Zegarra Ponce is the Pedagogical Advisor at Escuela Técnica de la Universidad de Buenos Aires, Argentina.

As Pedagogical Advisor, Mr Zegarra Ponce is responsible for the design and implementation of novel learning strategies, for example an e-learning platform and a management software. Besides, he teaches e-learning to school directors and gives advice to them to promote communication improvement and interdisciplinary working between areas.

Mr Zegarra Ponce has 12 years of experience in the management area at a technical school.

He is about to finish his Master's degree in Education at the University of San Andrés, Argentina, and he did his Bachelor studies in Industrial Disciplines Teaching.

# 2018 UNEVOC TVET Leadership Programme Secretariat

The following UNESCO-UNEVOC staff members were involved in the 2018 UNEVOC TVET Leadership Programme:

## **Overall guidance and supervision**

Jens Liebe and Shyamal Majumdar

## **Programme management**

Jens Liebe

## **Core programme organization team**

Jens Liebe, Jean Hautier, Lena Finken, Alexandra Filippova

## **Website, design and multimedia**

Max Ehlers, Aldrich Mejia, Lena Finken

## **Procurement and other administrative requirements**

Caro Bajer, Ulrike Kraemer, Carolin Schaulandt

## **Travel and logistics**

Caro Bajer, Lena Finken, Jean Hautier, Carolin Schaulandt, Ulrike Krämer

## **Study visit**

Lena Finken, Jean Hautier, Jens Liebe

## **Publications and programme materials**

Alexandra Filippova, Lena Finken, Susanna House, Wouter de Regt

## **Technical arrangements**

Max Ehlers

## **Programme implementation support**

Kenneth Barrientos, Aldrich Mejia, Alexandra Filippova, Asheh Takeh, Kamal Armanious, Lena Finken, Leyla Gümüş, Maria Budig, Miki Nozawa, Peter Greenwood, Susanna House, Zubair Shahid

## **Report**

Alexandra Filippova and Jens Liebe

