



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 2019

Capacity building for transformational TVET leaders:

Vision, knowledge and skills





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## **TVET LEADERSHIP**

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### **UNEVOC TVET Leadership Programme**

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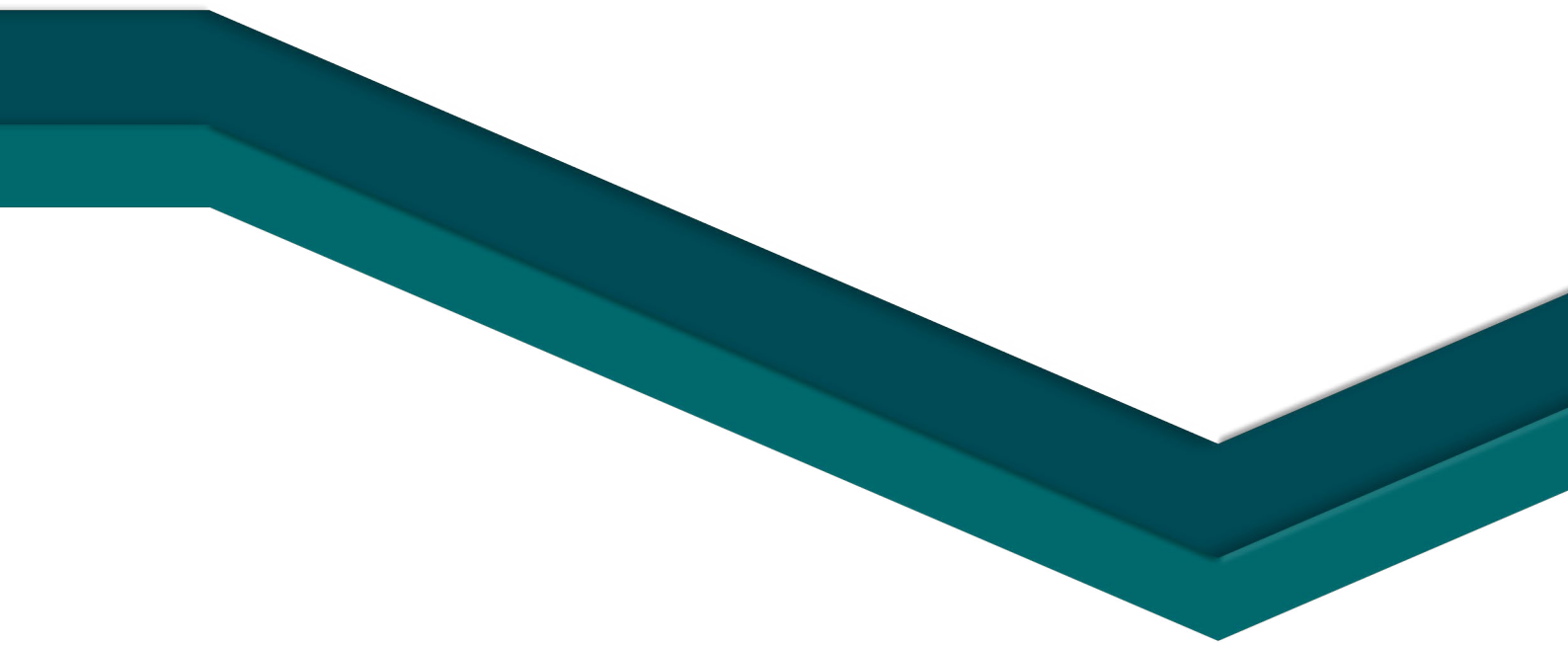
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# UNEVOC TVET Leadership Programme 2019

The following report gives an overview of UNESCO-UNEVOC's TVET Leadership Programme 2019, held in Bonn, Germany, from 24 June to 5 July.





# Foreword

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

But how should TVET systems change? The 2030 Agenda for Sustainable Development promotes a vision of inclusive, equitable and sustainable societies and economies. More specifically Sustainable Development Goal 4 calls on Member States to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Three of the seven targets under Goal 4 are related to TVET, highlighting the pivotal role of technical and vocational education and training in realizing this vision.

As a key component of UNESCO's programme on TVET, UNESCO-UNEVOC has been developing and implementing initiatives with the aim of fostering greater collaboration among the international TVET community, including our UNEVOC Network. Three new projects have been launched in 2019: the Skills for Innovations Hubs (i-hubs) initiative; knowledge platform development under UNESCO's Youth Employment in the Mediterranean (YEM); and the Bridging Innovation and Learning in TVET (BILT) project. They have been developed with the aim of driving innovation in TVET institutions and facilitating collaboration. Moreover, our continued support through our global and regional TVET Leadership Programmes, as well as other thematic work, help create a momentum for change.

While the vision and tools are there, the transformation depends on the people on the ground. The TVET Leadership Programme provides an excellent opportunity for institutional leaders to become change agents in their institutions, localities, nations and regions. Our experiences from last year's TVET Leadership Programme show that those who have the vision, knowledge, and skills to drive change, are more empowered to take strategic decisions, 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 2019 UNEVOC TVET Leadership Programme follow their example and join a growing global network of proactive TVET leaders.



Shyamal Majumdar  
Head of UNESCO-UNEVOC

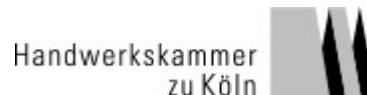




# Acknowledgements

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training is proud to host the fourth 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:



Sponsored by:



# 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).

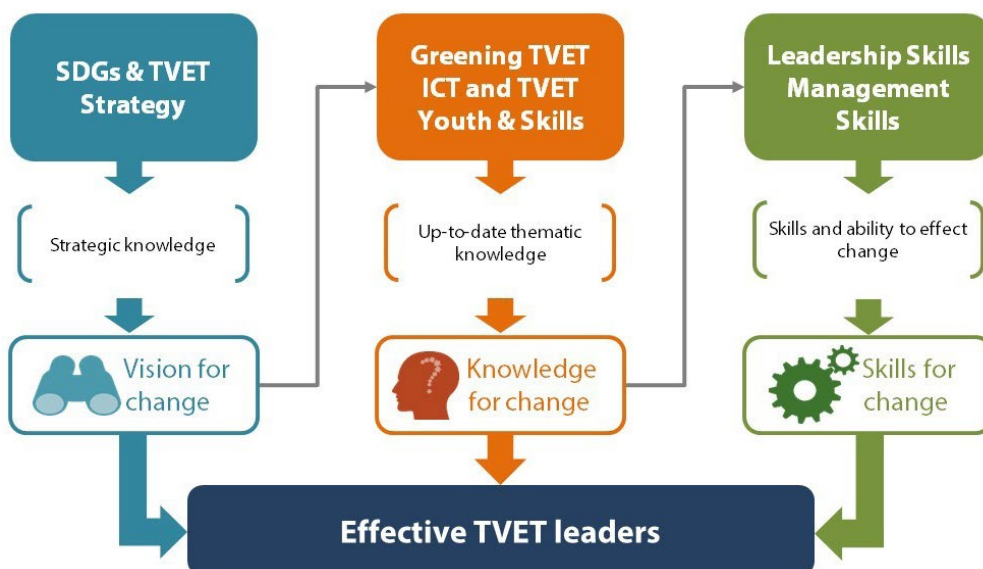


Figure 1. Concept of the UNEVOC TVET Leadership Programme



The UNEVOC TVET Leadership Programme addresses the three key elements of a leader’s ability to drive change 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.

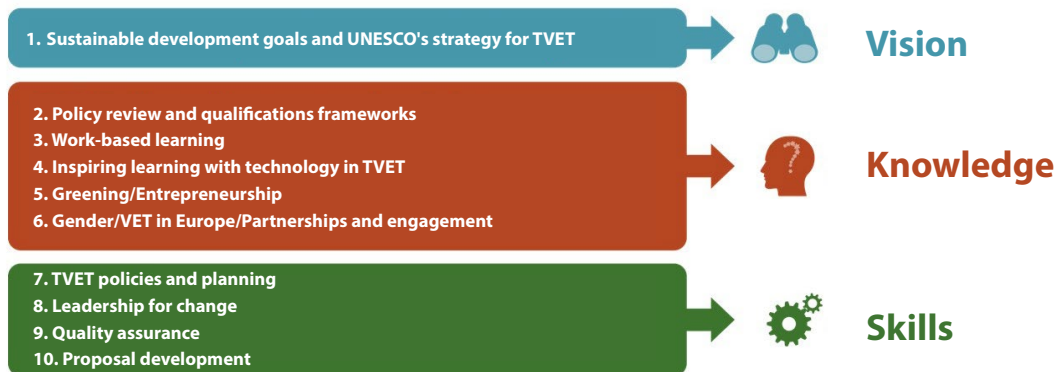


Figure 2. Programme modules and outcomes

UNESCO-UNEVOC hosted the fourth UNEVOC TVET Leadership Programme from 24 June to 5 July 2019 in Bonn, Germany. A total of twenty-three participants from twenty-two countries engaged in this highly interactive, hands-on and case-based programme. Participants came from: Australia, Azerbaijan, Belize, Botswana, Canada, Finland, Italy, Jamaica, Jordan, Kenya, Lebanon, Malaysia, Morocco, Myanmar, New Zealand, Nigeria, People’s Republic of China, South Africa, Sri Lanka, United Kingdom, Vanuatu and Zambia.

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 eighty-five leaders from fifty-four 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

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 Mr Peter Thiele, Deputy Director for VET Policy, German Federal Ministry for Economic Cooperation and Development (BMBF) and Mr Hiromichi Katayama, Chief of the Section on Youth, Literacy and Skills Development at UNESCO Headquarters in Paris.

Mr Thiele highlighted the importance for TVET institutions to work together in order to build networks and share different approaches. He outlined the importance for TVET to face the twenty-first century challenges and explained the role of BMBF in supporting UNESCO-UNEVOC's efforts to bring people from different backgrounds together to share their experiences. For Mr Katayama, leadership should be taken from the participants' side. As he stated, 'the TVET Leadership Programme is a great opportunity to learn from the expertise and best practices of other countries.'



**'International cooperation and a continuous exchange is needed in TVET to develop joint models!'**

Peter Thiele, BMBF



| Participants of the 2019 UNEVOC TVET Leadership Programme



## Inaugural keynote lecture: The future of work and its impact on TVET

### **Mr Hubert Ertl, Vice President and Director of Research, BIBB**

The lecture assessed the impact of ongoing changes in the world of work on the way TVET will need to be conceptualized and designed in the future. Mr Ertl focused on the challenges of automatization and digitalization. To explain these phenomena, the presentation was based on current research conducted by the German Federal Institute for Vocational Education and Training (BIBB) on automatization and digitalization processes in the German economy.

By using the research findings, this lecture outlined implications for modernizing training regulations and pedagogic approaches in TVET. Mr Ertl presented the German 'TVET 4.0 Initiative', which identified three pillars to deal with the changes of digitization TVET:

- screening and forecasting of the labour market
- developing digital media competences
- monitoring and projection of training needs



**'Digitalization will bring a huge turnover of jobs and TVET will have a big role in preparing people for these new jobs.'**

Hubert Ertl, BIBB



# UNESCO's vision and global strategies to meet the SDGs by transforming TVET

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

TVET leaders need a vision and understanding of key global trends and developments that affect their respective sectors. The consensus reached in 2015 by the international community to achieve the objectives of the 2030 Agenda for Sustainable Development is a historic global call to action. The resulting framework calls upon Member States to set their own national targets to meet the vision put forward in the Sustainable Development Goals.

Within the framework of the Sustainable Development Goals, SDG 4 on 'Quality education' calls on Member States to 'ensure equitable and inclusive quality education and lifelong learning opportunities for all by 2030'. UNESCO has been entrusted to support Member States in their implementation of this goal.

UNESCO is in charge of supporting the implementation of Goal 4 and has developed the Education 2030 Framework for Action. The framework outlines strategies to achieve the education-related targets. UNESCO further provides guidance to Member States through its normative instrument, the Recommendation concerning technical vocational education and training, and the UNESCO Strategy for TVET (2016-2021). The Strategy defines UNESCO's objectives and priority areas in the area of TVET, whilst outlining how the Organization intends to support Member States in their efforts to enhance their TVET systems. These changes are intended to ensure that TVET systems remain relevant and that the quality of the provision is high, thereby equipping all young people and adults with the skills needed for employment, decent work, entrepreneurship and lifelong learning. As Mr Lemieux, Bow Valley College, stated,

**'The SDGs allow everyone to have the same goals and to approach education from the same framework.'**

This session updated and familiarized participants with the global development vision offered by the 2030 Agenda for Sustainable Development with a focus on TVET aspects. It also helped to identify the challenges encountered while implementing the SDGs.

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 the SDGs, including the place skills have in these agendas



**'The SDGs are not a legally binding instrument. The countries and the governments are the ones who decide what to do!'**

Shyamal Majumdar,  
UNESCO-UNEVOC





# Policy review and qualification frameworks

## TVET policy review and policy building blocks

### Mr Hiromichi Katayama, 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 to address challenges.

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.

Mr Katayama introduced how 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 and/or reforming TVET provision and governance. Policy reviews provide a detailed diagnosis of the TVET system.



**'Conducting TVET policy reviews requires the commitment of all stakeholders to work together to attain the agreed outcomes.'**

Hiromichi Katayama,  
UNESCO



Group work exercise on the relevance of TVET to the changing skills needs

This module also helped participants to 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, etc.), its components (education and training institutions, curriculum and training modalities, governance, finance, regulation, etc.), and its functioning and output (quality, relevance, attractiveness, etc.). Thereafter, the participants were invited to share the most significant challenge to the TVET system in their countries, whereby the lack of skilled trainers, funding and updated facilities have been identified as the most important issues.

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

## 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 training policy, specifically TVET policy.

While 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 for driving broader educational reforms. They also make national qualifications systems more transparent to foreigners.

The rapid take-up of NQFs, as well as regional and transnational qualifications frameworks, seen during the last twenty years has largely stabilized. While there are still debates about the impact of these frameworks, their continued implementation has demonstrated that there is value in having these systems in place.

The module looked specifically at digital technologies and how they create new opportunities and challenges for skills development globally. What we see today, is a move towards a new generation of qualifications frameworks that are creating a basis for new ecosystems for learning. As Mr Keevy highlighted,



**'Data integrity is essential to the development of NQFs, as well as the adaptation to the local context.'**

James Keevy,  
JET Education Services

**'There is a new dimension to quality assurance, one that is not so structured anymore and is rather taking the form of peer review.'**

The module highlighted the changes that occur in modalities of access to education learning methods and the massification and internationalization that are taking place at an increasingly rapid pace. The use of digital credentials, including open badges, in education and training is supporting the development of learning materials and close monitoring of teaching and learning processes and changing pedagogies.

The objective of the session was to enable participants to:

- know more about new developments related to qualification frameworks
- describe major global developments related to digital credentials and new ecosystems for learning and training
- discuss new forms of quality assurance required in a world where learning is not limited to formal systems



## TVET policies and planning

### Strategic institutional planning and governance

#### Ms Manuela Prina, Policy Advisor, European Training Foundation

This module aimed to explore key principles of institutional planning and diverse governance modes found in centralized to decentralized contexts. It focused on processes that impact strategic institutional planning, including decision-making models, scenario building and operationalization in diverse governance set-ups. As Ms Prina stated,

**'Strategic planning is a process of convergence. The key to its success is to bring different stakeholders to a common understanding of the organizational objectives and goals.'**

During the first part of the module, the different institutional planning modes and methods were described as well as some examples from practices, governance modes, criteria for measuring institutional planning success, common challenges and pitfalls and the reasons why strategic planning fails.

During the second part of the module, Ms Prina presented the ETF strategic planning process as a case study in order to apply, through interactive methods, the theory to real life scenarios. The module was based on the participants' input received prior to the session and was mainly oriented towards the participants' experiences.



**'The process of strategic planning follows an ecosystem approach. It is about finding, and then connecting the dots.'**

Manuela Prina, ETF



I Defining the characteristics of an ideal strategic planner

The objective of the session was to enable participants to:

- appreciate key pillars of strategic planning and their use in diverse settings
- self-assess pitfalls and risks of institutional planning in their own context
- recognize key actions to increase the effectiveness of institutional planning
- select key indicators to measure the success of institutional planning



## Financing TVET and adult learning

### Ms Marieke Vandeweyer, Labour market economist, OECD

Vocational education and adult learning benefits learners, employers and society more broadly. TVET systems should therefore be funded by diverse sources of funding, with contributions coming from different actors that benefit from it. Indeed, numerous governments have put in place financial incentives to encourage individuals and employers to engage in education and training and to co-finance it.

This module focused on the different financial incentives available for individuals to participate in, and for employers to provide, vocational education and adult learning programmes. The benefits and drawbacks of the different financial incentives were discussed with regards to increasing participation, reaching out to underrepresented groups, steering training participation/provision towards programmes that develop in-demand skills, and making sure that different actors contribute fairly in the costs of training.

The module discussed this by engaging in general discussion and by using case studies from OECD countries. Participants also had an opportunity to discuss the different incentives that exist in their country, and the challenges related to accessing and using the available financial incentives.

The objective of the session was to enable participants to:

- understand the different financial incentives available, and their advantages and disadvantages
- get a sense of the challenges of using these incentives in practice



'Incentives can be useful for encouraging employers to invest in training. They help reduce the opportunity cost and reduce the risk of lost investments.'

Marieke Vandeweyer, OECD



| Discussion about financial incentives



## Work-based learning systems

### German dual training system visit at BMBF

#### **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 skills development. Thanks to this system, Germany enjoys today low levels of youth unemployment, high skill levels and a wealth of small, medium, and large enterprises, which are competitive internationally.

This lecture 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, demography and migration.

The international demand for 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 lecture therefore also looked at international and European initiatives to create apprenticeship systems and discuss the transportability of dual training principles to other countries' systems.

The objective of the session was to enable participants 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



**'If VET wants to stay the main pillar of the educational system, we have to do more for its attractiveness, which is what we are working on now.'**

Peter Thiele, BMBF

## Key elements and challenges of work-based learning systems through country cases and toolkits

### 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 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 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 systems, such as informal apprenticeship, formal apprenticeship and on-the-job learning. Mr Thomas also presented the potential benefits these different models have for learners, employers, and for society.

Further on, Mr Thomas presented a case study in order to analyse and critically reflect upon the key elements and challenges of work-based learning systems. He emphasized the importance of combining two components: school-based and work-based learning. The participants also presented on the work-based learning system in their countries, that gave a glimpse into how systems differ depending on the region.

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 identify implementation challenges
- compare approaches towards work-based learning in different countries



'Work-based learning is not only beneficial for learners and employers but also for the society. Systems that have work-based learning are considered more cost-efficient as they require less public budget.'

Stefan Thomas, ETF



## Field visit to Bildungszentrum Butzweilerhof, Cologne

In order to provide participants with additional insights into the German dual training system, the module on work-based learning included a visit to the training centre of the Cologne Chamber of Skilled Crafts and Small Businesses. Mr Richard Draga, the Deputy Director of the training centre, 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 Master examination, as well as full- and part-time continuing training. In the German dual training system, students are prepared in typically three to three and a half years, combining on-the-job training (seventy per cent of time) with block classes (one to two days) in technical colleges. Off-the-job training courses support companies' responsibility for training practical skills.

The Butzweilerhof training centre was established in 1978. It offers training in thirty-four different trades and has eighty staff members, including fifty-four 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.

Participants were able to observe students working in a variety of workshops. They had the possibility to observe the engineering laboratory, the carpentry workshop, the auto mechanic shop and the roofing workshop. Throughout the visit, participants were impressed by the hands-on classroom experience that equips students with relevant skills for the



**'Investing in training for young people, means investing in the future.'**

Richard Draga,  
Bildungszentrum Butzweilerhof

labour force, and 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 Butzweilerhof training centre



| A student at the Butzweilerhof training centre



# Inspiring learning with technology in TVET

## TVET in a digital world: Development strategies

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

**Mr Fengchun Miao, Head of the ICT in Education Unit, UNESCO**

**Ms Ken Barrientos, Programme Officer, 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.

In TVET learning contexts, ICT plays two pivotal roles. Firstly, it is a tool for increasing the outreach and impact of an often largely practice-based and less theoretical approach to TVET. ICT provides wider access to TVET teaching and learning. 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 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. However, as Mr Miao stated, the use of ICT should be used in a critical and analytical way and should not replace the teachers.

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 covered UNESCO's initiatives and frameworks that address aspects related to Industry 4.0 and the implications for TVET systems. In addition, Mr Hippe presented the self-reflection tool for digitally capable schools (SELFIE) that is currently being developed by the European Commission. This tool will help to analyse and improve the digital competence and readiness of TVET institutions, teachers, trainers and students.



**'We use Artificial Intelligence to empower teaching and teacher, but it will not and should not replace the teachers.'**

Fengchun Miao, UNESCO

The objective of the session was to enable participants to:

- appreciate UNESCO's ICT in Education' policies
- 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 how other schools deal with ICT in education



Panel discussion on TVET in a digital world featuring Mr Max Ehlers, Mr Fengchun Miao and Mr Shyamal Majumdar

## 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 sessions, this module allowed participants to put their learning into practice and develop proposals.

This module supported participants to write a sound proposal. Proposal writing might be seen as a difficult process but it is worth doing. Participants should regard their proposal as a product they want to sell on a market, it has to intrigue and persuade the donor.

The session explained the scope and purpose of different types of proposals and introduced participants to – and refreshed their – proposal writing skills. Essential elements of convincing and successful proposals have been explained and discussed, including the clear formulation of objectives and the definition of SMART indicators (Specific, Measurable, Achievable, Realistic and Time-bound).

Following the theoretical aspects of proposal development, participants applied the theory through the development of a proposal with an individual/institutional focus. They were requested to develop a proposal that targets an activity within their institution. Based on the module content, participants were asked to redefine their individual proposals over the remainder of the UNEVOC TVET Leadership Programme and to present it on the last day of the programme to an expert panel which provides feedback and offers suggestions and recommendations for further improvement.



**'Diligent preparation is key to a successful proposal writing.'**

Monika Sodemann, GIZ

The objective of the session was to enable participants to:

- be aware of effective proposal writing
- understand and apply essential elements of convincing and successful proposal writing
- improve elements of effective proposal writing such as the clear formulation of objectives or the definition of SMART indicators





## Greening / Entrepreneurship

### Transforming TVET to contribute to sustainable economies and societies

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

**Ms Kenneth Barrientos, Programme Officer, UNESCO-UNEVOC**

**Mr Wouter de Regt, Associate Publications Officer, UNESCO-UNEVOC**

'Greening TVET' is an emerging concept that is used increasingly by the international community in the past years. The greater usage of the concept is a reaction to – and is strengthened by – the evident need for change. The aim of the module was to understand the link between TVET and the sustainable development agenda.

The module focused on the interaction between political, economic, social and environmental factors that drives the transition to resilient and sustainable economies. Globally, a number of frameworks and global agendas are building pressure for transformative policies and strategies. The transition also requires changes in production and consumption patterns, which consequently has impacts on the job landscape. Grassroots and community-level movements and pressures are also leading towards more inclusive and equitable societies and economies. As Ms Barrientos concluded,

**'Green economy should be seen as an economy that provides quality of life.'**

In this dynamic context, TVET has a vital role to play in developing all young people and adults' knowledge, skills and competencies to enable them to take advantage of new job opportunities, support the development of sustainable and localized solutions, and engage in sustainable work practices and entrepreneurial activities. UNESCO-UNEVOC's guidelines on greening TVET has been presented as a tool for institutions to engage in green-oriented transformations at the TVET institutional level and to use their leadership roles and capacities to adapt a whole-institutional strategy to greening TVET.

The module also examined the issues that occur by addressing transformations needed at the policy and institutional levels. In a practical exercise, participants presented the greening activities implemented in their institutions and developed further suggestions to integrate the greening TVET concept in their institutional vision and strategies.

The objective of the session was to enable participants to:

- understand the link between TVET and the sustainable development agenda, employment demands, and climate change action
- comprehend the whole-institutional approach to greening TVET
- identify the enablers and barriers to applying the greening TVET concept in institutions
- frame strategic visions and actions that enable an institution to undertake a whole-institutional approach to greening



**'Sustainable development needs to be integrated in all occupations.'**

Shyamal Majumdar,  
UNESCO-UNEVOC

## Championing entrepreneurship in TVET institutions with concrete actions

### Mr Craig Elias, Entrepreneur-in-Residence, Bow Valley College

The aim of this module was to provide participants with knowledge on how to promote entrepreneurship, which is crucial for effective TVET leaders.

In order to enhance the participants' knowledge on championing entrepreneurship, this module taught them how to apply the 'Innovation Challenge framework' to identify and analyse potential initial activities that could be realized within their own institution. By implementing the applicable frameworks and activities for the creation of educational content and support systems, institutions can better encourage and support entrepreneurship as a career choice.

Participants were trained how to create and use tools to develop the skills which lead to the mindset needed to become an entrepreneur.

As Craig Elias stated, 'If you want the right answers, you have to ask the right questions. In this context, the question is "What stops students from becoming an entrepreneur?"'

In particular, participants got familiar with Bow Valley College's use of extra-curricular activities that foster an entrepreneurial mindset on campus to help more students develop the competence and confidence needed to take the plunge into entrepreneurship.

This module also aimed to demonstrate practical and strategic steps one can use to begin, or enhance, the creation of an entrepreneurial ecosystem that has more people act and think like entrepreneurs. According to Craig Elias:

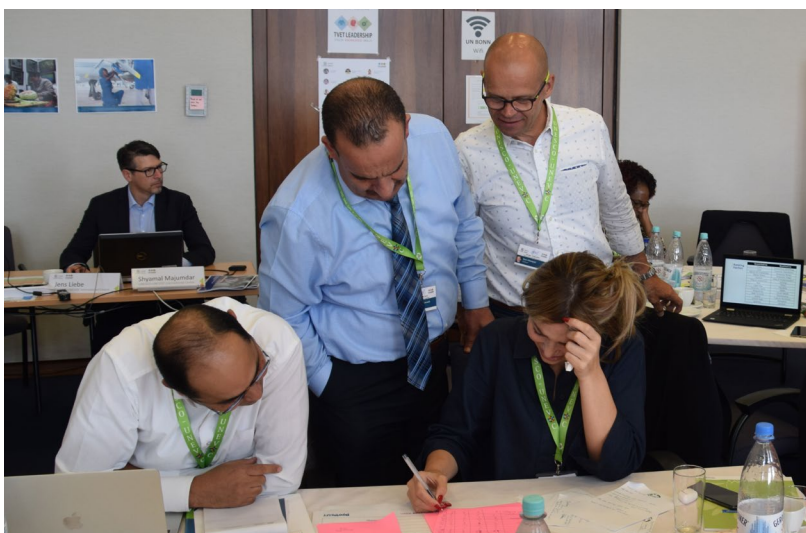
**'As soon as you start, people want to get on board.'**

An important objective of the module was to provide the participants with knowledge on how Albert Bandura's 'Guided Mastery' approach can be combined with Kurt Lewin's 'Force Field Analysis' to create learning opportunities in order to encourage more students to become entrepreneurs.



**'The sooner you get started, the bigger the impact you have.'**

Craig Elias, Bow Valley College



Group discussion on entrepreneurship

The objective of the session was to enable participants to:

- understand how to consider and analyse ideas for their local environment, utilizing the contacts created and taking advantage of the knowledge-sharing component of these workshops to create a vision for their institution
- create community-based entrepreneurship programmes that engage and collaborate with external stakeholders to realize and build upon their vision



# Gender / VET in Europe / Partnerships and engagement

## Promoting gender equality in and through TVET

**Ms Miki Nozawa, Programme Specialist, UNESCO-UNEVOC**  
**Mr Wouter de Regt, Associate Publications Officer, UNESCO-UNEVOC**  
**Mr Leon Tikly, Professor in Education, University of Bristol**

While TVET has the potential to bolster the participation of women in the labour market, this potential is not always well understood and capitalized on. In general, female students are lowly represented in TVET compared to general programmes.

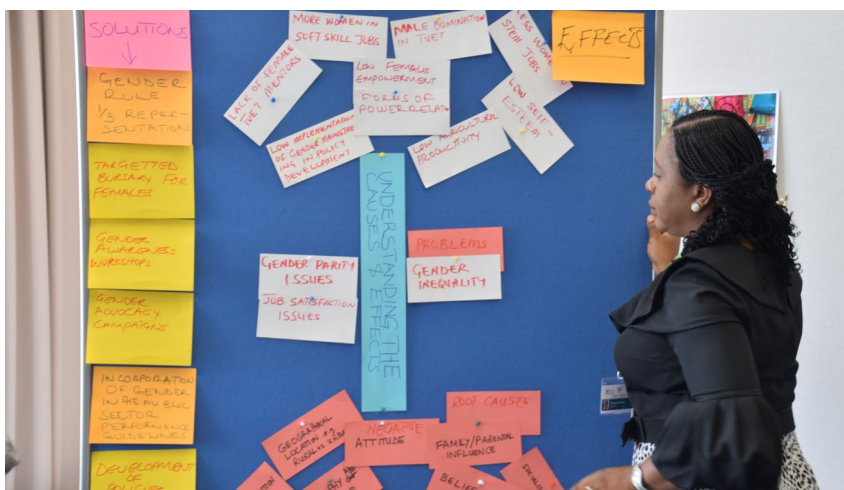
Gender disparities are more pronounced in certain fields than in others. In particular, girls and women tend to be under-represented in fields that require science, technology, engineering and mathematic (STEM) skills and knowledge. According to a recent UNESCO report, only thirty-five per cent of STEM students in higher education globally are women. While they can be required for 'traditional' and 'emerging' occupations, STEM skills and knowledge are often needed for the so-called 'jobs of the future'. Gender inequalities in access to STEM-related TVET can affect the access to and participation of women in these occupational areas, consequently affecting the choices made by girls and parents, and the learning environment. Greater female participation in these programmes and careers can contribute not only to women's empowerment and driving social wellbeing but also to addressing skills shortages in industries.

This module looked at different dimensions of challenges faced in efforts to promote the participation of girls and women in TVT, with a special focus on STEM-related fields. The participants tried to identify the barriers and facilitators to increase the participation and achievement girls and women in STEM-related TVET, including the transition to STEM-related careers. They also had the opportunity to present examples on gender mainstreaming in their institutions and discussed what measures could be taken to improve gender empowerment in TVET.



**'In many developing countries, women play a central role in research and development. STEM education and TVET training can help empower women and address gender imbalance in non-traditional sectors as well.'**

Leon Tikly,  
University of Bristol



The objective of the session was to enable participants to:

- understand international development frameworks and commitments related to gender equality issues in TVET
- appreciate different dimensions of gender equality issues in TVET and existing evidence with a special reference to STEM-related fields
- identify barriers and facilitators to increase the participation and achievement of girls and women in STEM-related TVET

Understanding the causes and effects of gender disparities



## The changing role of VET 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 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, fifty per cent of young Europeans aged between twelve and nineteen years of age participate in initial VET at the upper secondary level. However, the EU average masks significant differences, ranging from participation rates of seventy-three per cent to less than fifteen per cent. Following a VET pathway opens up good perspectives on the labour market. At a time when forty per cent of European employers cannot find people with the right skills to fill their vacancies, eighty per cent of VET graduates find their first long-term job within six months of finishing their studies. Furthermore, evidence shows that sixty to seventy per cent of apprentices move directly into a job following their apprenticeship, and in some cases, this increases to ninety per cent.

The module focused on the importance to work in an ecosystem. VET systems have to bring the right partners and conditions together. It has to align at the policy level and brings together the educational, social and industrial systems. Companies also have to be active partners and value the qualified and skilled people. Individuals have to look at career prospects and not look at TVET as a second option and finally VET centres have to modernize to be adapted to the labour market.

The objective of the session was to enable participants to:

- understand how VET policy priorities are agreed upon at EU level
- identify EU level tools and financial instruments that support policy implementation
- understand key policy initiatives currently supporting VET modernization in Europe
- comprehend the current reflection on the policy priorities post-2020
- appreciate the initiative on Centres of Vocational Excellence
- know more about the EU financial package proposed for post-2020, and the possibilities it opens for international VET cooperation beyond Europe



'The extent to which you invest in skills is directly proportional to the improvement of quality of life.'

Joao Santos,  
European Commission

## Partnerships and engagement in TVET

Chair:

**Ms Kenneth Barrientos, Programme Officer, UNESCO-UNEVOC**

Panellists:

**Ms Marieke Gervers, Managing Director/Founder, sQuare**

**Ms Katharina Holst, Senior Product Manager, Deutsche Post DHL Group**

**Mr Alessandro Mele, Chief Executive Officer, Cometa Formazione**

Today's TVET landscape demands agility, innovation and relevance in order to respond to current and future gaps. UNESCO's Recommendation concerning technical and vocational education and training refers to the fact that the transformation of TVET and its outcomes are enabled by dialogue and partnerships. As Ms Gervers stated,

**'Partnerships and engagement are an important part of multi-governance in TVET and contribute to modernizing and raising the profile of TVET.'**

By fostering synergy among many TVET actors, it helps coordinate policies as well as implement and promote an environment for stakeholder participation. The session focused on the role of the private sector, social partners and

innovators from the civil society in improving the process and outcomes of TVET. The private sector provides, for example, practical training where learners can assimilate work-related competencies and transition to employment with job-ready skills. The social partners and innovators help address skills and learning gaps and can co-develop solutions for self-employment. TVET institutions that do not collaborate or discuss with the private sectors and social partners miss out on the opportunities for creating innovations in pedagogy and addressing technological disruptions.

Drawing on the experience of the panel members, the discussion provided an opportunity to hear different perspectives on the benefits of developing effective partnership to address many of the issues faced by TVET and its graduates, including unemployment, quality of training and reputation of TVET.

The objective of the session was to enable participants to:

- discuss the opportunities, challenges and barriers in engaging in TVET partnerships
- understand the evolving nature and role of TVET stakeholders and the arrangements for building partnerships and stakeholder engagement
- learn about the approaches and new pedagogies to prepare young people for the workplace and self-employment



Panel discussion on partnerships and engagement in TVET with Mr Alessandro Mele, Ms Katharina Holst and Ms Marieke Gervers



## Leadership for change

### Leadership skills to drive change

Chair:

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

Panellists:

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

**Mr Santiago Garcia Gutierrez, General Secretary, CECE**

**Ms Veronica Kiora, Chief Executive Officer, Diamond Valley Learning Centre**

A key purpose of the UNEVOC TVET Leadership Programme is to address the perceived bottleneck in change leaders and a lack of capacity to develop a vision and implement change.

The session gave an overview of the many facets and definition of leadership and explored the differentiation between leadership and management skills. A unifying characteristic of leadership is that it has to do with interacting with people, while management focuses predominantly on processes. Focusing on the people dimension of leadership, the module discussed issues such as such as creating a compelling vision, building support for a vision, understanding and appreciating different personalities, and the importance of creating and maintaining momentum.



**'Leadership is taken, not given.'**

Jens Liebe, UNESCO-UNEVOC



**'Have a clear vision, stick to that vision and make sure you communicate it within your team.'**

Veronica Kiora, Diamond Valley Learning Centre

The module was framed in the context of transformational leadership in TVET and built on the leadership experience the participants already bring. Effective TVET leaders need to have a clear vision, a sound thematic knowledge base to support and defend this vision, and the skills to drive change.

The discussion was completed with a leadership panel discussion. Drawing on the participants' questions, the panel members shared their different understanding of leadership and their experience in overcoming particular challenges. This session was also an opportunity to have a better understanding of diversity and cultural difference. The panel outlined the importance to have a vision in line with the culture of their organization in order to inspire and motivate people. Whether or not they are successful in achieving their vision depends on their ability to exercise effective leadership. As Mr Garcia Gutierrez outlined

**'You can give people leadership positions, but the ability to become a leader depends on the person's nature.'**

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



| Group work exercise on TVET leaders and trends on leadership

## Leadership in the context of TVET

### Mr Santiago Garcia Gutierrez, General Secretary, CECE

The context of TVET has to adapt to the changing world of work. As Ms Christiane Saba stated,

**'TVET leaders must prepare students for the job market and encourage entrepreneurship.'**

In this context, TVET institutions will play a key role in helping to design new strategies to facilitate change and to design programmes aiming to fulfil the needs of the labour market and the personal needs of students and employees. They will have to be at the forefront of change, being active promoters and not passive receivers.

This change in TVET institutions will not be possible without a strong and focused leadership. Leaders in TVET are expected to drive the transformation in which a dynamic, relevant and accessible system can be created. This module aimed at revising the actual meaning of being a leader by defining the main skills required to be considered as a leader, and how these skills can be learnt or developed. A good leader has to have an entrepreneurial mindset and interact with social partners and stakeholders of the labour market. The discussion also focused on the challenges a leader faces and the different role a leader has to play in his/her daily experience.

The objective of the session was to enable participants to:

- identify challenges, roles and characteristics of a TVET leader
- formulate a clear and compelling vision and mission, and then translate those into an institutional/organizational plan with clear and measurable goals
- map and engage stakeholders strategically
- identify key drivers (enablers and barriers) of change and how to address them through effective leadership (identify and assess their leadership competencies for pro-active, student-focused and employer-responsive TVET institutions)



**'TVET leaders must be flexible and innovative to adapt to the continuously changing learning environment.'**

Santiago Garcia Gutierrez,  
CECE



## Leadership skills: communication and conflict resolution

### Mr Santiago Garcia Gutierrez, General Secretary, CECE

The module explored the key elements of effective and transparent communication, as one of the most important skills a leader has to have and develop in order to achieve their goals. It focused first on the importance of emotions in communication, mainly related to identifying the character and personal circumstances of others, in order to be able to adapt a communication to the actual situation of the people involved in the process.

As an important part of communication applied to institutions, Mr Garcia Gutierrez gave indications on how to engage and inspire people in order to get the best out of them and build a strong commitment and sense of

ownership in their daily work. He also presented the different types of conflicts and gave essential skills for handling them. Interpersonal conflict is a fact of life and can arise in almost any sphere, from organizations through to personal relationships. Learning to resolve conflicts effectively, in a way that does not increase stress levels, is therefore important for everyone. Those with good conflict resolution skills generally help organizations and groups to work more effectively.

The objective of the session was to enable participants to:

- understand key communication concepts
- inspire staff to build a followership
- identify sources of resistance to change and strategies for resolving conflicts



## Quality assurance / Proposal development

### 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 TVET graduates' certificate and qualification.

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. 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 levels.

In the 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 Qualification 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.



'Quality Assurance is important as VET is moving to a higher level. We see key and transversal competencies being part of vocational programmes and vocational skills being involved into general and higher educational programmes.'

George Kostakis , Cedefop











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 share examples from their own experience to find ways to overcome them.

The objective of the session was to enable participants to:

- familiarize themselves with EU frameworks on quality assurance in TVET
- understand different quality assurance approaches at system and provider levels
- discuss the challenges related to ensuring the quality of TVET and reflect on possible solutions



| Reflecting on quality assurance

## Proposal development - Thematic collaboration

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

The UNEVOC Network strongly supports the drive to move from words to action. Once UNEVOC Centres have identified some of their key challenges and formulated clear goals, the UNEVOC Network provides a unique platform for its members to develop impact-oriented activities to address these challenges.

In doing so, UNEVOC Centres can make their expertise and experience available to others, or access the expertise available within the Network.

Building on the principles covered in the module on proposal development, this module geared towards the development of thematic proposals. The participants were requested

to identify some common key challenges for which they perceive a need for capacity development, and conceptualize a 'thematic 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 module, participants were placed in groups according to thematic interests and worked together to prepare project proposals. They presented their respective ideas and concepts to each other and benefited from the group's feedback.



| Presenting the thematic proposal on social enterprise ecosystem development (SEED)



The thematic proposals are summarized below in the order presented:

### **Inclusive excellence**



16.5 per cent of young people between 20 and 34 years old in the EU are not involved in employment nor in education and training. To overcome the rigidity of the formal education system and foster education for all, the team presented Prince's Trust International, which implements a special programme in their schools called TEAM. This programme aims to support personal development and inspire young people during a twelve-week residential programme and a two-week work experience. By creating a large network of companies, the objective of the project is to facilitate opportunities that foster inclusion in education and develop effective curricula.

### **Advancing ICT and facilitating the transition to digital societies**



Based on the observation that TVET leaders and teachers possess low digital competencies, the project aims to ensure the acquisition of greater ICT skills among the teachers in order to meet the needs of the modern global economy. The main activities include the identification of master trainers to achieve a cascading effect, the identification of ICT expert trainers, the development and validation of the curriculum and the implementation of the training. By delivering ICT programmes and sharing online education resources, the main objective is to improve lifelong learning and employability.

### **Facilitating the transition to green economies and sustainable societies**



In order to face twenty-first century challenges such as the need for climate resilient societies and the need for sustainable use of natural resources, the project proposes to identify greening practices specific to TVET delivery. The idea is to organize greening awareness lectures and to develop workshops to give practical demonstrations of greening TVET practices. Moreover, one of the main outputs presented is the implementation of green economy strategies to contribute to the achievement of the SDGs. As a result, participants will make more responsible lifestyle choices that promote environmental protection.

### **Social enterprise ecosystem development (SEED)**



The project looks at entrepreneurial capacity development for vulnerable groups including people with disabilities, prisoners, refugees, youth, women, etc. The first approach is to use workshop resources related to entrepreneurship, mindset and skills development in order to develop and deliver workshops to selected communities. As a result, entrepreneurial behaviors will be developed among the target group. The second approach, called SEED, covers the need for an interactive platform for youth to use the variety of online resources available. The idea is to use this platform to promote local projects highlighting the SDGs. The final objective is to organize a global competition that would encourage the youth to enter entrepreneurship and to promote employability, innovation and productivity.

## Presentation of individual proposals

On the last day of the programme, participants shared their individual proposals in a brief presentation. An expert panel featuring Mr Peter Greenwood, UNESCO-UNEVOC, Ms Monika Soddemann, GIZ, and Ms Birgit Thomann, BIBB, provided feedback on the proposal presentations and offered suggestions and recommendations for further improvement.



Individual proposals are summarized below in the order presented:



### **Developing digital literacy capacity for teachers at Diamond Valley Learning Centre**

*Veronica Kiara, Diamond Valley Learning Centre, Australia*

At the Diamond Valley Learning Centre, one of the biggest challenge is teachers' lack of ICT skills and the fact that the majority of students want to use ICT in their courses. The project aims at developing the digital literacy capacity for teachers by training them to use ICT programs. Project outcomes include the improvement of curriculum, lower student drop-out rates, higher teacher production and higher competency scores.



### **Capacity-building for TVET personnel and institution in Azerbaijan**

*Zaur Bashirov, State Oil Company for the Azerbaijan Republic (SOCAR), Azerbaijan*

In Azerbaijan, most of the TVET school graduates do not have relevant skills for the labour market. There is a lack of personnel and institutional capacity to deliver non-formal education programme. The goal of the project is to set up a national programme that will increase TVET schools' potential and capacity to deliver non-formal education. The expected outcomes include the strengthening of national and local networks and the creation of a reference document for the State Agency for Vocational Education (SAVE).



### **Greening TVET and promoting sustainable development through entrepreneurship in Lebanon**

*Christiane Saba, Rene Moawad Foundation (RMF), Lebanon*

Lebanon has been struggling to find sustainable solutions for its solid waste management issues and the country deals with an overwhelming amount of waste. To tackle this challenge, the Rene Moawad Foundation (RMF) aims to promote active citizenship by organizing awareness workshops underlining the importance of greening, recycling and promoting a circular economic framework. The proposed activities include the implementation of workshops for TVET trainers, the elaboration of greening TVET programmes and nano-business development training for micro-enterprises. As a result, aspiring entrepreneurs will learn the necessary skills to effectively start their own green micro-businesses.



### **Creation of a national equity training fund in Vanuatu**

*Fremden Yanhambath, Vanuatu Skills Partnerships, Vanuatu*

In Vanuatu, seventy per cent of the population lives in remote and rural areas and less than one third of the working age population are in formal employment. The project aims to create a national equity training fund that targets rural communities to support skills development of entrepreneurs and reduce rural urban drift. Government departments as well as development partners will contribute to this fund as part of their annual training budget. To achieve this goal, the presented project proposes the development of a legal framework to guide the contribution and disbursement of funds.



### **Traditional to dynamic institute (Insein GTI)**

*Nyan Win Than, Department of Technical and Vocational Education and Training, Myanmar*

The first UNEVOC Centre in Myanmar, located in Insein GTI, opened in December 2018. The proposal aims at improving the TVET strategy, in line with the National Education Strategic Plan (2016-2021), by expanding access to TVET for various target groups, strengthening the quality and relevance of TVET, and strengthening TVET management. The proposed activities to achieve this goal are to implement competency-based short courses, curriculum development for new courses and training of trainers formation. The outcome of the project includes the realization of high quality TVET that equips Myanmar's economy with a skilled and competitive workforce that will contribute to the economy's sustainable growth and foster youth employment.



### **Digital skills capacity development for sustainable TVET delivery**

*Nnenna Ibezim, University of Nigeria, Nigeria*

Digital skills are very important in education, especially in learning and teaching. However, the number of lecturers that use technology to deliver TVET is low. The project aims at building lecturers' capacity by changing tasks in digital skills, identifying soft skills, using appropriate OERs in TVET delivery, and developing writing skills for sustainable digitalization. As a result, lecturers will start using available technologies for TVET delivery and will acquire new digital skills.



### **Evaluation and development of human resources in five faculties at the Vocational Training Corporation, 2019**

*Ibrahim Tarawneh, Vocational Training Corporation, Jordan*

Jordanian universities face poor leadership in the majority of the faculties and there is a limited interest from employees to take on the general supervisory function. The project takes as background the Colleges of Excellence (CoE) that are looking to design and develop a Competency Model and conduct an assessment of the trainers and leaders in five VTC's colleges. This competency model will serve as a foundation for a variety of human resources programmes and processes.



**Capacity building project on entrepreneurship development for traditional industries in Sri Lanka**

*Janaka Jayalath, Tertiary and Vocational Education Commission, Sri Lanka*

The traditional industries in Sri Lanka are sustainable but remain out of the scene of the national economy. The project proposes to develop entrepreneurship for traditional industries by targeting TVET teachers by improving entrepreneurship development module, training staff, and monitoring and tracking graduates. The expected output includes new entrepreneurship development module and online content that would attract students for entrepreneurship, promote self-employment and create jobs.



**Future proofing the transversal skills and traineeship with toolkit**

*Karen Moore, North West Regional College, United Kingdom*

In order to implement a curriculum reform in Northern Ireland, the project aims at preparing students properly by developing a transversal skills toolkit. The goal is to encourage a professional debate to include new paradigms in the current curriculum reform blueprint, namely a holistic skills development that includes foundation skills, transversal skills and specialized skills. The expected result is to adopt the UNESCO framework of defining transversal skills and therefore reduce the risks of personal interpretation at the college levels.



**Funding of VET in Finland**

*Kari Mäenpää, Omnia Vocational Education and Training College, Finland*

The funding of vocational education and training in Finland will change by 2022. The project aims at helping fifty migrant students who have difficulties to get on-the-job training placements because of the lack of language skills. The idea is to implement two on-the-job training periods of six weeks with coaches who will support the students and employers in the training placements. The expected outcome is for the students to be able to finish their two planned qualification units and to be more integrated in the community.



**Youth unemployment – Bow Valley College expertise**

*Derek Lemieux, Bow Valley College, Canada*

In order to respond to some global challenges such as sustainability, poor diversity and high youth unemployment, Bow Valley College defined two goals from 2021 to 2025: (i) to create 100 start-ups and (ii) to recruit 100 students, in order to improve the sustainability of the college. The project aims to create an open educational resource platform and use the UNEVOC Network to connect people from around the world and support them in creating their own businesses.





### **Using Open Educational Resources (OER) to enhance entrepreneurship in Zambian TVET colleges**

*Gabriel Konayuma, Ministry of Higher Education, Zambia*

The trainers teaching entrepreneurship in Zambian colleges come from very different backgrounds in terms of knowledge and experience, which impacts how resourceful they are in effectively teaching entrepreneurship. In order to address this challenge, the project proposes to use OERs to enhance entrepreneurship training in TVET. The main objectives are to train fifty trainers to use OERs for teaching, as well as to develop a national OER repository of entrepreneurship training materials. As a result, this could help at least hundred students to start their start-up by June 2020 and will enhance entrepreneurship training in the Southern region through strengthened partnership in knowledge and experience sharing.



### **UniKL's contribution to higher TVET**

*Cordelia Mason, University Kuala Lumpur, Malaysia*

The aim of the project is to share the knowledge and skills acquired during the Leadership Programme to other members of the university. The proposed project activities include knowledge sharing session and a workshop, as well as a comparative study of green practices in four TVET institutions. The translation of "Greening TVET: A practical guide for institutions" into Bahasa Malaysia has also been proposed to provide better access to the document.



### **Capacity development of rural women in Botswana**

*Doreen Kokorwe, Human Resource Development Council, Botswana*

The goal of the project is to enhance the employability of women through preparing rural women for entrepreneurial ventures by equipping them with entrepreneurial skills and empowering them to take an active role in electrification. After the conducting of a survey of the electrification project in two rural areas, the proposed activity aims to provide training in education to incorporate entrepreneurship skills and decrease dependence on solar power.



### **The development of an educational robotics module at the University of Technology, Jamaica**

*Everton Lewis, University of Technology, Jamaica*

With the implementation of new technologies, the world of work is changing and adaptation is needed to transform existing jobs and create new ones. The proposed project aims at implementing the use of robots in Jamaican TVET secondary schools to help teach and reinforce the lessons, especially in STEM education and training (science, technology, engineering, mathematics). The expected impact would be to train pre- and in-service teachers to implement educational robotics in secondary schools, and to increase the participation of Jamaican schools in international robotics competitions.



**Innovation skills hub -Ramogi Institute of advance technology (RIAT), Kenya**  
*Grace Titi Otieno, Directorate of Technical and Vocational Training, Kenya*

Youth unemployment is a major issue in Kenya. To overcome this problem, RIAT, a public tertiary training institution, provides professional training in various sectors such as engineering, textile technology, etc. The project aims at developing the capacity of trainers and trainee innovators in this institution in order to promote innovation processes that improves sustainable production patterns. The proposed activities includes several trainings on developing innovation, intellectual property protection, business registration and the capacity building of trainers. As a result, a high speed internet connection will be established, and the capacity of the trainers and trainee innovators will be developed.



**Skill and knowledge to support small-holder agriculture transformation to selected value chains**  
*Paul Adigun, Diamond Valley Learning Centre, Australia*

The proposal is developed for a small island nation characterized by a rural subsistence economy, fertile soil and a young and dynamic population. Based on the existing vocational training infrastructure, the project aims at developing a new set of employment activities within the rural economy. The expected result is a shift from a subsistence production to the commercialization. This would lead to improved earning, and better living condition. To implement this project, a consortium of trainers will foster the collaboration with relevant stakeholders and develop a training manual to meet the needs of individual participation.



**TVET graduates, “Road 2 Success” in Morocco**  
*Youssef Sadik, Mohammed V University, Morocco*

Studies have shown that the Moroccan firms are unsatisfied with the general attitudes of TVET graduates. Based on the concept “Road 2 Success”, the project aims to support the acquisition of job specific and transversal skills in TVET. The main objective of the proposal is to improve the employability of a group of TVET graduates by offering them a three-month internship. Through different workshops, psychometric tests, and a job interview simulation, the students will be supported and accompanied during the internship.



**Adopting a greening TVET culture at six ITVETs in Belize**  
*Margarita Gomez, Employment Training and Education Services, Ministry of Education, Belize*

Belize’s economic growth depends on the productivity of its labour force. However, while productivity is important, there is a need to help TVET graduates to adapt to workplace shifts and to create awareness of the green economy. The project proposes to introduce a culture of greening TVET at six ITVETs in Belize by 2022. The objectives presented are to improve teachers, trainees and parent’s understanding of greening TVET, implement greening practices at ITVET centres, and review existing curricula to ensure that greening TVET practices are incorporated. As a result, schools and communities will develop an appreciation for preserving the environment, and more trainees will be able to find employment.



### **Capacity development of TVET colleges lecturers in South Africa**

*Sello Mokoena, University of South Africa, South Africa*

The South African education system is undergoing a reform that will bring a drastic increase in student intake, the development of scarce skills by universities and TVET colleges, and a review of the college curricula. In this context, a Memorandum of Understanding has been signed to support the TVET sector and to foster capacitation in research and development. As a result, the first cohort of TVET college lecturers graduated with Master's degree in 2018. The goal of the project is for the lecturers to go further and to apply for the TVET UNESCO Research Chair (2020-2021), to develop new qualifications for TVET lectures and to create an advanced diploma in technical and vocational teaching.



### **Training of TVET teachers on green skills for sustainable development**

*Gangqiang (Tony) Zheng, Zhejiang Technical Institute of Economics, People's Republic of China*

In order to make the TVET system more need-based and responsive to the changes taking place in the industrial scenario, the project proposes the implementation of a two-week program for twenty participants to foster their understanding of e-commerce and green skills. At the end of this training programme, the participants will be able to contribute to sustainable development through TVET by having a deep understanding of greening concepts and their links with e-commerce. The programme will be divided between classroom sessions and field visits.



### **To make entrepreneurship a career option for everyone**

*Persephone de Magdalene, Waikato Institute of Technology, New Zealand*

Based on the observations that the world of work is changing and that future careers will be very different, the project aims at making entrepreneurship a career option for everyone. The UNEVOC leadership network has been presented as the main contributor that can leverage entrepreneurial and innovation expertise. The proposed project activities include the development of skills map and outcome measurement frameworks, the creation of pilot resources, and collaboration with partners.



### **Let's change – The school for 21 century**

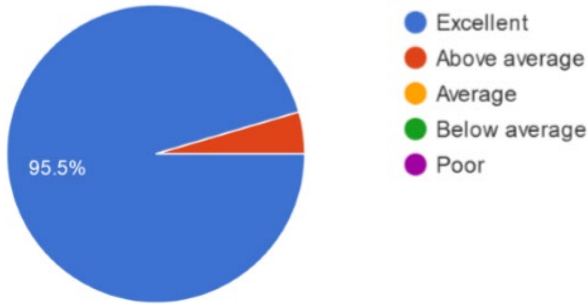
*Alessandro Mele, Cometa Formazione, Italy*

The world is facing disruptive changes and sustainability is needed to ensure our future. One of the biggest challenges is the change of the educational system, known to be change-resistant. Based on the 'inclusive excellence' approach and using an empathic pedagogy, Cometa developed a reality-based school where all the students are involved in the creation of real products that they have to sell afterwards. The purpose of the project is, for Cometa, to grow with the UNEVOC network members and to develop exchange programmes for teachers students, joint qualification, applied researches, etc.

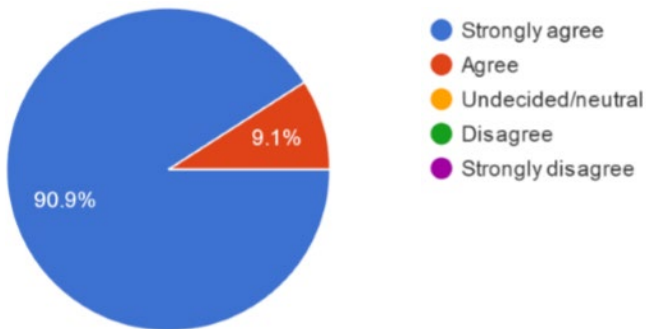


# Programme evaluation and feedback

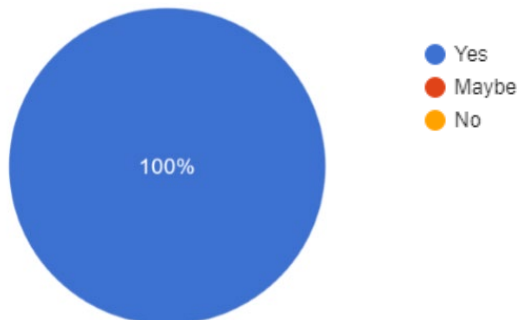
Overall, I found the UNEVOC TVET Leadership Programme  
22 responses



The UNEVOC TVET Leadership Programme has met my expectations  
22 responses



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



“The Leadership Programme provides lots of opportunities to learn, observe, interact and reflect.”

“I really appreciated the different lectures and the discussions during the two weeks. Thank you for the experience!”

# Programme

<b>24 June</b>		 <b>Welcome and opening</b>
08:30-09:00	<b>Registration and welcome coffee / tea</b>	
09:00-09:30	<b>Welcome and opening</b> Introduction of the participants Jens Liebe and Shyamal Majumdar, UNESCO-UNEVOC Hiromichi Katayama, UNESCO	
09:30-09:40	<b>Welcome address</b> Peter Thiele, BMBF	
09:40-10:20	<b>Inaugural keynote lecture: The future of work and its impact on TVET</b> Prof. Dr. Hubert Ertl, BIBB	
10:20-10:30	Group picture	
11:00-12:30	<b>Ice-breaker</b>	
13:30-14:00	<b>Introduction to the UNEVOC TVET Leadership Programme</b> Jens Liebe, UNESCO-UNEVOC	
14:00-17:00	<b>UNESCO's vision and global strategies to meet the SDGs by transforming TVET</b> Shyamal Majumdar, UNESCO-UNEVOC	
18:00	<b>Reception at "Ocean Paradise"</b> Hans-Steger-Ufer 10, 53225 Bonn	
<b>25 June</b>		 <b>Policy review and qualification frameworks</b>
09:00-12:30	<b>TVET policy review: tools, techniques and policy building blocks</b>	
13:30-15:00	Hiromichi Katayama, UNESCO	
15:30-17:00	<b>Learning in the 21st century: qualifications frameworks, digital credentials, and ecosystems</b> James Keevy, JET Education Services	
<b>26 June</b>		 <b>TVET policies and planning</b>
		 <b>The German dual training system</b>
09:00-12:30	<b>Strategic institutional planning and governance</b> Manuela Prina, ETF	
13:30-15:00	<b>Financing TVET and adult learning</b> Marieke Vandeweyer, OECD	
15:30-17:00	<b>The German dual training system</b> Visit at the German Federal Ministry of Education and Research (BMBF)	
<b>27 June</b>		 <b>Work-based learning systems</b>
08:15-10:45	<b>Understanding key elements and challenges of work-based learning systems through country cases and toolkits</b> Stefan Thomas, ETF	
11:00-20:00	<b>Field visit: Work-based learning in practice</b> Jens Liebe, UNESCO-UNEVOC; Michael Schwarz, BIBB Bildungszentrum Butzweilerhof, Cologne (13:00-15:00) Visit of Brewery Sünner and dinner (optional, 15:30-20:00)	

<b>28 June</b>		 <b>TVET in a digital world</b>	 <b>Proposal development</b>
09:00-12:30	<b>TVET in a digital world: Development strategies</b>	Shyamal Majumdar, Ken Barrientos and Max Ehlers, UNESCO-UNEVOC; Fengchun Miao, UNESCO; Ralph Hippe, European Commission Joint Research Centre	
13:30-17:00	<b>Proposal development - individual / institutional focus</b>	Monika Soddemann, GIZ; Jens Liebe, UNESCO-UNEVOC	
<b>01 July</b>		 <b>Greening / Entrepreneurship</b>	
09:00-12:30	<b>Transforming TVET to contribute to sustainable economies and societies</b>	Shyamal Majumdar, Ken Barrientos and Wouter de Regt, UNESCO-UNEVOC	
13:30-17:00	<b>Championing entrepreneurship in TVET institutions with concrete actions</b>	Craig Elias, Bow Valley College	
<b>02 July</b>		 <b>Gender / VET in Europe / Partnerships and engagement</b>	
09:00-12:30	<b>Promoting gender equality in and through TVET</b>	Miki Nozawa and Wouter de Regt, UNESCO-UNEVOC; Leon Tikly, University of Bristol	
13:30-15:00	<b>The changing role of VET in Europe</b>	Joao Santos, EC	
15:30-17:00	<b>Partnerships and engagement in TVET</b>	Chair: Kenneth Barrientos, UNESCO-UNEVOC. Panellists: Marieke Gervers, sQuare; Katharina Holst, Deutsche Post DHL Group	
<b>03 July</b>		 <b>Leadership for change</b>	
09:00-12:30	<b>Leadership skills to drive change</b>	Jens Liebe, UNESCO-UNEVOC; Panellists: Santiago García, CECE; Shyamal Majumdar, UNESCO-UNEVOC; Veronica Kiora, Diamond Valley Learning Centre	
13:30-15:00	<b>Leadership in the context of TVET</b>	Santiago García, CECE	
15:30-17:00	<b>Leadership skill: Communication and conflict resolution</b>	Santiago García, CECE	
<b>04 July</b>		 <b>Quality assurance / Proposal development</b>	
09:00-10:30	<b>Quality assurance, monitoring and evaluation in TVET</b>	George Kostakis, Cedefop	
11:00-17:00	<b>Proposal development - Thematic collaboration</b>	Jens Liebe, UNESCO-UNEVOC	
<b>05 July</b>		 <b>Proposal presentations, wrap-up and closing</b>	
09:00-14:00	<b>Presentation of individual proposals</b>	Feedback panel: Monika Soddemann, GIZ; Birgit Thomann, BIBB; Peter Greenwood, UNESCO-UNEVOC Chair: Jens Liebe, UNESCO-UNEVOC	
14:00-15:00	<b>Feedback and closing</b>	Jens Liebe and Shyamal Majumdar, UNESCO-UNEVOC	
15:00-16:30	<b>Closing reception</b>		



## Speaker profiles



### Ken Barrientos

Programme Officer  
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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 the knowledge base for supporting the network. She currently coordinates the implementation of management capacity building of TVET 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.



### Max Ehlers

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

After graduating in Political Science, Mr Ehlers worked in various IT companies before joining UNESCO-UNEVOC in 2002. Questions related to the effects of technological developments on TVET and particularly on vocational pedagogy are of high interest to him. How does digitalization affect TVET, how does it change teaching and learning, and how can TVET react to these processes? In recent years, he has become particularly interested in Open Educational Resources (OER) and the possibilities they offer to increase access to quality resources for skills training and to change learning processes. Since 2017, he is one of three Regional Focal Points for the UNEVOC Network region of Africa.



### Wouter de Regt

Associate Publications Officer  
UNESCO-UNEVOC International Centre  
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Wouter de Regt is Associate Publications Officer at UNESCO-UNEVOC International Centre for TVET.

He currently oversees the International Centre's publications programme, thematic and analytical research projects, and virtual conferences. He is also involved in the International Centre's work on greening TVET and gender equality and equity, and is one of three Regional Focal Points for the UNEVOC Network in Africa.

Mr de Regt holds a Master of Science by Research in Cultural Anthropology from Utrecht University, the Netherlands, and a Bachelor of Arts in European Studies from Maastricht University, the Netherlands.



### Craig Elias

Entrepreneur-in-Residence  
Bow Valley College  
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Craig Elias is an award-winning educator, entrepreneur, author, and a highly sought-after start-up advisor.

He recently received the World Federation of Colleges and Polytechnics biannual Gold Award of Excellence in Entrepreneurship. Mr Elias has been a National Growth Advisor for Goldman Sachs' and Babson College's 10,000 Small Business Programme in Boston and is on the advisory board for Nudge.ai (an artificial intelligence company started by a founder of Eloqua). Moreover, Craig Elias is a mentor for the GrowthX Academy in San Francisco and he is on an advisory committee for South by Southwest (SXSW) in Austin.

Mr Elias has been the Entrepreneur-in-Residence at Bow Valley College in Calgary for the past four years, where he uses a Community-Based Entrepreneurship approach to help post-secondary students across the province of Alberta become first-time entrepreneurs.

He also runs the five-day Innovation Rodeo and three different student pitch competitions – VentureQuest, 150 Startups, and INVENTURES\$.



**Hubert Ertl**

Vice President of BIBB and Director of Research  
Federal Institute for Vocational Education and Training (BIBB), Bonn  
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Hubert Ertl started his current role as Vice President and Director of Research at the Federal Institute for Vocational Education and Training (BIBB) in September 2017.

He completed his vocational training in the German dual system and gathered work experience in the automotive industry. He studied business education and economics at the Ludwigs-Maximilian-University in Munich where he conducted his doctoral research on European Union policies in the area of vocational education. After periods as lecturer and researcher at the Universities in Munich and Paderborn, he worked as Associate Professor of Higher Education at the Department of Education, University of Oxford from 2004 to 2017. In 2010, he became Senior Research Fellow of SKOPE (Centre on Skills, Knowledge and Organizational Performance, University of Oxford).

At the BIBB he is working on issues concerning permeability between vocational and higher education as well as challenges for vocational education and training arising from the process of digitalisation.

Mr Ertl is editor of the journal Research in Comparative and International Education, associate editor of Empirical Research in Vocational Education and Training and member of the international advisory board of Oxford Review of Education.



**Santiago García Gutiérrez**

General Secretary  
CECE (Spanish Confederation of Private Schools), Spain  
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Santiago García Gutiérrez is General Secretary of CECE (Spanish Confederation of Private Schools) in Spain.

Mr García Gutiérrez has 27 years of experience working as a VET teacher in the specialities of Electricity, Electronics and Computer Science, for 16 years he was also the principal.

From 2016 to 2018, he was President of EfVET (European Forum of Vocational education and Training) and also represented the VET providers' platform VET4EU2 at the Working Group on VET as part of the ET2020 strategy of the European Commission. The group focussed on teachers and trainers in WBL and apprenticeships. Mr García Gutiérrez was also one of the members of the VET4EU2 Group that wrote the position paper on European Union Policy after 2020 on VET. Furthermore, Mr García Gutiérrez is a member of the VET Council in the Autonomous Community of Madrid and several experts groups on VET in Spain.

Mr García Gutiérrez holds a Bachelor's degree in Physics from the Universidad Complutense Madrid (UCM) and an executive Master of Business Administration (MBA) from the EAE Business School in Madrid.



**Marieke Gervers**

Managing Director/Founder  
sSquare  
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Marieke Gervers is the founder of sSquare. She currently designs and prototypes flexible lifelong learning models to promote creative learning among craftspeople that are participating in higher education programmes (EQF level 5).

Ms Gervers is a strategic designer and a social innovator with many years of experience in the creative sector and Dutch vocational education.

She is fascinated by the 'future of life and work' and its transformative implications for current education systems. She believes that a huge percentage of young people that are not destined for industrial jobs possess the creativity and entrepreneurial talent needed to succeed. However, these skills need to be nurtured and supported in the same way as technical and vocational skills.



**Peter Greenwood**

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

Mr Greenwood joined the UNESCO-UNEVOC team 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, the 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's main task is to support the new UNEVOC initiative on Skills and Innovation called i-hubs, which was launched in March 2019. In addition, he contributes to strengthening the UNEVOC network collaboration and partnerships, in particular in the European region, as well as on developing UNESCO-UNEVOC's thematic knowledge resources in the fields of youth employment and entrepreneurship, greening and teacher training.



### Ralph Hippe

Research Fellow  
European Commission's Joint Research Centre  
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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.



### Katharina Holst

Senior Product Manager  
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Katharina Holst is a Senior Product Manager for Business Customers and the Head of the Office at Deutsche Post DHL Group within the branch Post & Parcel Germany.

As Senior Product Manager, she is responsible for planning and coordinating projects for her products with a revenue of €3.6 billion per year. These projects focus on product development and implementing new product strategies as well as IT-based business process optimizations. She is the technical team lead of the back office for her products (around 11 people) and has a track record of managing partners on an international level (e.g. Amazon, eBay, Magento).

She also volunteered her time to found the Community for cooperative students at DPDHL in 2016 to build a community for young talents to connect, to network and to grow together.

Katharina holds a Bachelor's degree in Business Administration with focus on Supply Chain Management.



### Hiromichi Katayama

Chief of Section (YLS/ED) a.i.  
UNESCO Paris  
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Hiromichi Katayama is Chief (a.i.) of the Section of Youth, Literacy and Skills Development at UNESCO Headquarters in Paris.

Mr Katayama's work focuses on strengthening national TVET systems and he is, among other activities, currently leading UNESCO's TVET policy reviews in different countries. He has also been coordinating the development of skills assessment and anticipation in the Middle East and North Africa regions, and the advancement of TVET management information systems in sub-Saharan Africa. Mr Katayama has also coordinated situation analysis of TVET systems in Asia and Africa.

Before joining UNESCO Headquarters, Mr Katayama worked at the Organisation for Economic Co-operation and Development in Paris on the international programme to assess students' financial literacy. He also worked at the UNESCO Institute for Statistics in Montreal, Canada, on the collection, analysis and dissemination of TVET data and statistics.



### James Keevy

Chief Executive Officer  
JET Education Services, South Africa  
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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**

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

Mr Kostakis 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 Member States in the implementation of the EQAVET Recommendation. He coordinates the VET Policies and Systems team at Cedefop, which provides information on VET systems in Europe and monitors developments and implementation of VET policies agreed at the European level. He also coordinates Cedefop's performance measurement system, which measures the impact, efficiency and relevance of Cedefop's work.

Mr Kostakis holds 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 at the University of Athens, Greece.



**Jens Liebe**

Senior Programme Expert  
UNESCO-UNEVOC International Centre  
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Jens Liebe is a Senior Programme Expert at UNESCO-UNEVOC International Centre for TVET. He leads the UNEVOC Network Secretariat and is in charge of the UNEVOC TVET Leadership Programme, the "Bridging Innovation and Learning in TVET" (BILT) Project, acts as Regional Focal Point for 'Europe, CIS and North America', and provides the Head of UNEVOC with strategic and management support.

Prior to joining UNESCO-UNEVOC, Mr Liebe held positions as Assistant Director and Programme Officer 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 and enjoys working at the interface of science and implementation.

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



**Shyamal Majumdar**

Head of the UNESCO-UNEVOC International Centre  
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Shyamal Majumdar is the Head of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training and former Director General of the Colombo Plan Staff College for Technician Education (CPSC) Manila, Philippines.

Mr Majumdar has worked as a TVET expert for more than 30 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.

He has strong expertise in technical teacher training, ICT, total quality management, greening TVET, and qualifications frameworks and quality assurance in TVET. Mr Majumdar holds a Bachelor's degree in electronics and communication engineering, a Master's degree in telecommunications engineering, and a Ph.D. in educational computing.



**Fengchun Miao**

Head of the ICT in Education Unit  
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Fengchun Miao is Head of the unit dealing with ICT in Education at UNESCO. The Unit falls under the Division for Policies and Lifelong Learning Systems.

His main responsibilities include planning and implementing UNESCO's Strategy for ICT in Education and advising Field Offices on how to support Member States in areas related to ICT policies for education. He also oversees the Unit's work on other strategic initiatives, including Artificial Intelligence, Open Education Resources (OER) and mobile learning.

Mr Miao previously worked at UNESCO Bangkok as Programme Specialist of ICT and Education, and as Chief of the ICT in Education Unit. In these capacities, he worked with partners from more than 30 countries and completed a wide variety of tasks such as facilitating ministerial debates, providing in-depth diagnostic studies and strategic advice, building the capacity of policy-makers, strengthening the institutional capacity of teacher training colleges, and documenting the effectiveness of ICT in teaching and learning processes.



### **Miki Nozawa**

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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.



### **Manuela Prina**

Policy advisor  
European Training Foundation  
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Manuela Prina is policy advisor at the European Training Foundation, the European Union (EU) agency supporting the development of human capital in countries outside the EU.

She served as Acting Head of the Strategic Development Department in 2018, leading the strategy development process for the Agency's post-2020 operations. From 2015 to 2018, she has been the team leader of the Torino Process, an ETF flagship project, and led the implementation of the fourth round of the project covering 25 partner countries. Prior to joining the ETF, Ms Prina worked at the Asian Development Bank in Manila, the Philippines, where she led the education portfolio in the region including primary, secondary and TVET projects.

Ms Prina holds a Ph.D. in Economic Policy from the Faculty of Political Sciences of the Catholic University of Milan, Italy, with a focus on human capital and development. She holds a Master's of Science in Economics and International Relations (from ASERI), and a Master's of Arts in Education and Social Sciences from the Catholic University of Milan.



### **João Santos**

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

He has previously worked as the coordinator of a geographical desk, where he was involved in negotiations on the EU structural policies supported by the European Social Fund. His responsibilities included the Employment chapter of the Lisbon Strategy for growth and jobs, and the Strategy on Social Protection and Social Inclusion.

Mr Santos has also worked on international relations covering the employment and social affairs dimension of the EU bilateral cooperation with China, the USA, and Canada, as well as on multilateral cooperation within the United Nations framework.

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



### **Michael Schwarz**

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

His responsibilities include the management of VET projects and advisory services in Asia and the Middle East in cooperation with Ministries, government agencies, partner institutions and social partners to improve work-based learning systems. Moreover, Mr Schwarz is in charge of the cooperation with multilateral agencies like UNESCO-UNEVOC and ILO.

Mr Schwarz has previously worked in the international VET research and monitoring division and in the recognition of foreign professional qualifications division of BIBB. Prior to joining BIBB, he has worked as advisor for Evangelischer Entwicklungsdienst e.V. (EED) and the European Centre for Workers' Questions (EZA).

Mr Schwarz holds a Master's degree in Political Science and International Law from the University of Bonn, Germany.



**Monika Soddeman**

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

Ms Soddemann has more than 20 years of experience in capacity development in international organizations in the education sector.

She has worked as an Associated Professional Officer focusing on education for the Food and Agriculture Organization of the United Nations (FAO) in Rome, as project manager for VET 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, Germany, and further qualifications in e-learning, systemic organizational development and coaching.



**Peter Thiele**

Deputy Director for VET policy, Head of the Division for Basic Policy Issues of Initial and Continuing Vocational Training  
 German Federal Ministry of Education and Research (BMBF)  
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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.



**Birgit Thomann**

Head of Department, Director  
 Federal Institute for Vocational Education and Training (BIBB)  
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Birgit Thomann is Head of BIBB's international department in Germany.

After gaining international experience in France and the Middle East, Ms Thomann worked as a Senior Advisor for VET and as a team leader of a bilateral VET project in the Western Balkans. She currently serves as an appointed member of an expert committee on education at the German Commission for UNESCO and a lecturer at the University (TU) of Darmstadt.

Ms Thomann is a political and social scientist with an additional Master's degree in adult education.



**Stefan Thomas**

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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 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 and a Master's degree in European Public Administration Management from the Berlin School of Economics and Law, Germany.





### **Leon Tikly**

Professor in Education  
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Leon Tikly is Professor in Education at the University of Bristol, United Kingdom, and he is the current UNESCO Chair on Inclusive Education.

A key focus of Mr Tikly's work is education in low-income countries, in particular countries of sub-Saharan Africa, and he has overseen numerous projects in this area. He recently led a Research programme consortium on implementing education quality in low-income countries, and he was the director of a project entitled 'Evaluation of aiming high: raising African Caribbean achievement'. Mr Tikly has published extensively in journals and publications.

Mr Tikly started his career as a science teacher. He also worked as a policy researcher at the Education Policy Unit of the University of the Witwatersrand, South Africa. Since moving to Bristol he has worked as a lecturer and as a senior lecturer in Education Management and Policy, before being given a chair in 2006.



### **Marieke Vandeweyer**

Labour market economist  
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Marieke Vandeweyer is a labour market economist at the Employment, Labour and Social Affairs Directorate of the Organisation for Economic Cooperation and Development.

She has worked on a range of issues since joining the organization in 2014, including skills activation policies and labour market reforms. Ms Vandeweyer currently works on the OECD's Getting Skills Right project, analysing the match between skills demand and supply. She is actively involved in work related to the responsiveness of adult learning systems to changing skill needs, the returns to informal learning, the measurement of skills imbalances, and community education and training in South Africa.

Ms Vandeweyer holds a Master of Science in Business Engineering and a Master of Science in European Politics and Policies, as well as a Ph.D. in Economics from the University of Leuven, Belgium.

## Participant profiles



### Paul Adigun

TVET Career and Pathway Advisor/Teacher  
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Paul Adigun is a TVET Career and Pathway Advisor and a teacher at the Diamond Valley Learning Centre in Australia.

In his current positions, Mr Adigun is responsible for the development and implementation of programmes related to various future education and employment options in the TVET sector. His main responsibilities include assisting young adult learners to re-engage in education through the development and delivery of flexible, innovative and hands-on TVET curricula.

Mr Adigun has been a teacher for over twenty-one years. He started his teaching career in the United Kingdom, before moving to Australia. He is also a qualified careers advisor, a role that enables a broader insight into the links between employment, education and training.



### Zaur Bashirov

Head of International Relations Division of the Training, Education and Certification Department  
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Zaur Bashirov is the Head of the International Relations Division within the Training, Education and Certification Department of the State Oil Company of Azerbaijan Republic (SOCAR).

He is responsible for liaising between the Chief of the Training, Education and Certification Department of SOCAR and other officials including those of foreign countries. He represents the organization at seminars and educational events both inside and outside of Azerbaijan. Mr Bashirov also manages research conducted by the International Relations Department and coordinates a variety of education projects.

Mr Bashirov has worked for the International Relations Division of the Azerbaijan Parliament and was trained in Project Management Competences by the International Project Management Association (IPMA). Before obtaining his current position, Mr Bashirov was the Executive Editor/Assistant Director of Azerbaijan Focus academic journal at the Center for Strategic Studies under the President of the Republic of Azerbaijan (SAM).



### Persephone de Magdalene

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Persephone de Magdalene is the Entrepreneurship Coordinator and Senior Academic Staff Member at the Waikato Institute of Technology in New Zealand.

She champions and develops entrepreneurial activity and skills development for students, staff and members of the wider community. She also works with women and youth to develop micro-businesses which provide applied entrepreneurial learning experiences. She is also active in international research projects around entrepreneurship as a conduit for social and economic development, as well as entrepreneurial diversity and value creation.

She has previously been teaching at universities in the United Kingdom. She also developed an institutional strategy on research, entrepreneurship, and innovation, as well as a new entrepreneurship pathway for the Master of Applied Innovation degree. Furthermore, she has created a pan-institutional staff group, which aims to coordinate, support and develop employee-driven innovation through the development of student-led, staff guided project-based learning opportunities.



### Margarita Gomez

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Margarita Gomez is Director at the Employment Training and Education Services of the Ministry of Education in Belize.

Her responsibilities include preparing and implementing plans for TVET, contributing to policy development, and establishing and strengthening linkages with businesses and industry. She also acts as Thesis Chair for students pursuing research at the University of Belize.

She has previously held various positions in the Ministry of Education, including as National Coordinator, Education Officer for an Agriculture Education Programme at the Primary Level, Education Officer for Science and Technology, and Manager of the Centre for Employment Training.

She holds a Doctor of Education awarded by the Nova Southeastern University, United States of America, with focus on organizational leadership and higher education, a Master's degree in Agro-industrial Processes from the University of Concepción, Chile, and a Bachelor of Horticulture.



### **Nnenna Ibezim**

Associate Dean of the Faculty of Vocational and Technical Education University of Nigeria, Nsukka, Nigeria  
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Ms Nnenna Ibezim is Associate Dean of the Faculty of Vocational and Technical Education at the University of Nigeria (UNN), Nsukka. She is also a senior lecturer, Head of the Department of Computer and Robotics Education, and the Assistant Coordinator and Skills Training Programmes Facilitator at the Centre for Technical and Vocation Education Training and Research at the UNN.

Ms Ibezim is responsible for decision and policy-making regarding student admission, staff qualification, curricula development, and quality assurance of TVET courses/trades. Besides, she is involved in designing and executing training programmes.

Ms Ibezim is the founder and coordinator of the Entrepreneurial Computing Skills Development Research Group at the UNN, and the National President of Computer Educators Association of Nigeria, where she is responsible for establishing a network of experts to provide access to ICT skills and knowledge to students at all levels of education.

In addition to all of her positions and functions, Ms Ibezim is also a member of several professional bodies including the International Vocational Education and Training Association and the Institute for Systems and Technologies of Information, Control and Communication.



### **Veronica Kioria**

Chief Executive Officer  
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Veronica Kioria is the Chief Executive Officer of the Diamond Valley Learning Centre in Australia.

Ms Kioria's core responsibilities include developing, implementing and reviewing the organization's policies, standards and procedures. She is also responsible for the organization's day-to-day management, financial resources, overseeing the design and delivery of TVET programmes, maintaining and developing strategic partnerships and driving change to ensure the organization's future.

In 2013, Ms Kioria registered a Training Organization to provide flexible and individually tailored training to newly arrived migrants and refugees from Africa. In her previous position as a consultant she helped the Diamond Valley Learning Centre to overcome its financial and management challenges. She was awarded the 2018 VET International Practitioner Fellowship by the Department of Education and Training in Australia.

Ms Kioria holds a Master's degree in Business Administration.



### **Janaka Jayalath**

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Janaka Jayalath is the Deputy Director General of the Tertiary and Vocational Education Commission, the apex body for the TVET sector in Sri Lanka.

Mr Jayalath is responsible for ensuring the implementation of TVET planning, regulatory and quality assurance, coordinating TVET sector stakeholders, and establishing coordination mechanisms. He is also responsible for preparing and monitoring development plans for the TVET sector, revising TVET Policies, and preparing the registration, accreditation and quality assurance of TVET Courses.

He was a Technical Assistant at the National Television Corporation, a Systems Manager at the Sri Lanka Telecom Corporation, and a Project Manager for two Asian Development Bank projects in the TVET sector.

Mr Jayalath holds a Master of Science in Computer Science from the University of Colombo, Sri Lanka, and a Master of Business Administration from the University of Moratuwa, Sri Lanka. He is currently a PhD research scholar at the Asian Institute of Technology in Thailand.



### **Doreen Kokorwe**

Manager, Workplace Learning  
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Doreen Kokorwe is Manager of the Workplace Learning Unit at the Human Resource Development Council in Botswana.

Ms Kokorwe's core responsibilities, among others, include coordinating and overseeing skills training and development initiatives and providing guidance, support and capacity-building for the development of Work Skills Training Plans. Ms Kokorwe is also a representative on the National TVET Advisory Committee.

Prior to her current position, she worked at the Botswana Qualifications Authority and coordinated a number of workplace learning research studies and reviewed an array of workplace learning tools. These studies have been instrumental in informing the Human Resource Development Council's ongoing human resource development initiatives. She was also the Principal Technical Education Officer responsible for Guidance and Counselling at the Ministry of Education.

She holds a Master of Science in Education from Duquesne University in Pittsburgh, as well as a Postgraduate Diploma in Counsellor Education from the University of Botswana.





**Gabriel Konayuma**

Senior Vocational Education and Training Officer  
 Ministry of Higher Education, Zambia  
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Gabriel Konayuma is the Senior Vocational Education and Training Officer at the Ministry of Higher Education in Zambia, as well as a policy-maker in the TVET sector.

Mr Konayuma's key responsibilities include the development, implementation, monitoring and evaluation of policies and strategies that promote entrepreneurship, develop distance and flexible learning pathways, and promote educational technologies. Moreover, he coordinates and facilitates capacity-building programmes for TVET trainers, arranges consultative meetings for stakeholders and provides policy direction for some TVET institutions. Mr Konayuma also supervises research conducted by Master of Business Administration students from the Management College of Southern Africa.

Prior to his current position, Mr Konayuma has been involved in the promotion of flexible and blended learning in the TVET sector and has facilitated capacity-building workshops in use of educational technologies in open, distance and flexible learning and entrepreneurship.

Mr Konayuma has presented papers at international e-Learning conferences. He holds a Postgraduate qualification in African Leadership in ICTs.



**Derek Lemieux**

Director International Education  
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Derek Lemieux is the Director of International Education at Bow Valley College in Canada.

Besides many other duties, Mr Lemieux is responsible for the institution's international strategies and plans. His tasks include managing day-to-day tasks, proposal writing for TVET development projects, aligning projects and strategies with the SDGs, creating partnership opportunities, providing mobility opportunities for learners and staff, and facilitating international education and intercultural development.

Mr Lemieux has expertise in mentoring, advising on academic matters, and cross-cultural competency. He served as a mentor for the British Columbia Council for International Education (BCCIE), where he guided the 2018 BCCIE Rising Star in International Education award recipient after winning the same award in 2017. Mr Lemieux is currently completing a Master of Arts in Interdisciplinary Studies from the Royal Roads University, Canada. He holds a Bachelor of Arts from the University of Ottawa, Canada, and a Business Administration diploma from the Algonquin College in Canada.



**Everton Lewis**

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Everton Lewis is Programme Director of the TVET teacher training programme at the College of Arts, Science and Technology of the University of Technology in Jamaica.

As a full-time lecturer, he teaches student teachers, supervises final-year TVET students in their teaching-practice practicum, and supervises student research activities. As the Programme Director for the Bachelor of Science (Design and Technology) and Bachelor of Arts (Apparel Design and Production Management) programmes, he oversees general administrative matters and leads the programmes' development. He also acts as an academic adviser.

Mr Lewis has previously worked as a secondary school teacher for industrial technology and mathematics.

Everton Lewis holds a Ph.D. in Curriculum and Instruction from the Virginia Polytechnic Institute and State University, United States of America. He also holds a Master of Science in Industrial Technology, specializing in adult training, from the Illinois State University, United States of America, and a Bachelor of Education in Industrial Technology.



**Kari Mäenpää**

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Kari Mäenpää is Branch Director and Vice Principal at the Omnia Vocational Education and Training College in Finland.

Omnia offers a wide range of services with focus on supporting lifelong learning, promoting social inclusion and critical thinking, encouraging social and cultural diversity. Mr Mäenpää's responsibilities include running the Vocational Education and Training Department, developing annual plans of action and budget, and cooperating with local companies and chambers of commerce for on-the-job learning possibilities for the students.

Mr Mäenpää's extensive work experience includes working for the United Nations Peacekeeping Forces and as a senior lecturer in hospitality services for Omnia Education Group. Furthermore, he is a member of the Finnish Board of Education.

Mr Mäenpää holds a Bachelor's degree in Hospitality and Tourism management. He also graduated from the Professional education teacher program at JAMK University of Applied Sciences, Finland, and completed a Specialist Qualification in Management at the Management Institution of Finland.



### **Cordelia Mason**

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Cordelia Mason is the Director of WE4ASIA and Corporate Planning at the University Kuala Lumpur in Malaysia.

Ms Mason is responsible for the strategic directions and the achievement of the university's annual goals. The university has twelve institutions with differing specializations, mainly with a focus on technology in various sectors, including in aviation, marine, logistics, ICT, medicine and automotive sectors. She also liaises with various stakeholders to ensure that the university's activities serve the local community and country's needs, especially in the areas of higher TVET. For example, she ensures that the programmes and services are relevant to the industry and accessible to underprivileged students.

She is currently also a Visiting Research Fellow at the Asian Institute of Finance, an Associate Fellow of Malaysian Institute of Management, a member of the Board of Examiners for the Asian Institute of Chartered Bankers, and a Research Technical Advisor for the Credit Counselling and Debt Management Agency in Malaysia.

Ms Mason has published many works, such as textbooks for the Malaysian school systems, curriculum manuals for business and management programmes, research reports and journal articles.



### **Sello Mokoena**

Professor  
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Sello Mokoena is a professor at the Department of Education Leadership and Management, University of South Africa.

Mr Mokoena has previously worked at numerous institutions in various capacities. Besides teaching, he initiated and led collaborative discussions between the University of South Africa and the TVET College sector which resulted in the signing of a Memorandum of Understanding. In addition, as project leader, he secured external funding and workshops for Master's students from the TVET College to conduct research projects that covered a whole range of challenges confronting the TVET sector. This pilot project is now being expanded to other TVET Colleges.

Sello Mokoena has qualifications in the areas of management and leadership, strategic management, education technology and management in higher education.



### **Alessandro Mele**

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Alessandro Mele is the CEO of the Cometa Formazione in Italy. He is also the Chairman of the National Association of Higher Vocational Education and Training Colleges and the Secretary-General of the International Academy of Tourism and Hospitality.

As CEO of Cometa, he is responsible for the strategic development and innovation of social and educational programmes. As Secretary-General of IATH, he is in charge of developing the Higher Vocational Education and Training College and for the internationalization of programmes. As Chairman of the National Association of HVET Colleges, he represents the system of Italian HVET organizations in institutional contexts.

He is a member of the Ministerial Commission for the National Reform of the VET system and an expert for the National Ministry of Education for the implementation of a law introducing the School-Enterprise approach.

Mr Mele holds a Master's degree in Economics and Management of non-profit organizations from the Università di Siena, Italy, with a major in CSR management.



### **Karen Moore**

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Karen Moore is Head of Department for Training and Skills at North West Regional College in the United Kingdom.

In her capacity as Head, Ms Moore is responsible for developing academic standards and for coordinating the college's participation in the WorldSkills competition and conference. Apart from developing strategic measures, she is also responsible for the assuring the quality of the qualifications offered by the college. She is also responsible for managing the budget and staff.

Prior to joining the college, Ms Moore lectured in work-based learning at the further and higher education levels. She has also held the position of Head of Learner Services at the Future Careers Academy, which encompasses five campuses.



**Grace Titi Otieno**

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Grace Titi Otieno is a Chief Trainer at the Kenyan Directorate of Technical and Vocational Education and Training under the Ministry of Education, and the Dean of the Ramogi Institute of Advanced Technology.

Ms Otieno is a registered TVET trainer, qualified in sustainable development programmes and e-Learning courses, and is a member of a committee implementing activities on Greening TVET in the Ramogi Institute of Advanced Technology.

Ms Otieno is currently completing her Master of Arts in Design at the Maseno University, Kenya. She holds a Bachelor of Science in Clothing Textiles and Interior Design and a Diploma in Technical Education from the Kenya Technical Teachers College.



**Christiane Saba**

Economic Development, TVET and Employment Solutions Specialist  
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Christiane Saba is an Economic Development, TVET and Employment Solutions Specialist at the Rene Moawad Foundation in Lebanon.

In her current position, Ms Saba works to ensure full and productive employment and decent work for all individuals within the country. This includes refugee communities, in accordance with legal working regulations and restrictions that are imposed by the Lebanese government. Her current duties include assessing the labour market within Lebanon and identifying necessary TVET interventions.

Working with NGOs for the past twelve years in Australia and Lebanon, Christiane Saba is an ongoing activist and advocate for the UN SDG 8. She specializes in conducting market assessments, strategic planning and identifying economic opportunities through tailored skills development, market and value chain analysis, and prospects for innovation within each employment sector. Ms Saba holds a Master's degree in International Relations, specializing in International Law and Human Rights.



**Youssef Sadik**

Professor

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Youssef Sadik is a professor of Sociology and Human capital management at the Mohammed V University in Morocco.

Mr Sadik is responsible for the Master's programme on Human Capital Management and Communication and is the Head of the Department of the Foundation of Education.

Mr Sadik has previously worked as a TVET expert for the Global Knowledge Index project (2016-2019) and the Arab Knowledge Index (2015-2016) for the United Nations Development Programme and the Mohammed Bin Rashid Al Maktoum Knowledge Foundation. He has also acted as an adviser to the Head of the Government.

Mr Sadik is a Research Associate at the Research Centre on Immigration, Ethnicity and Citizenship at the University of Quebec, Canada, and at the Laboratory of Meaning and Understanding of the Contemporary World at the University René Descartes in Paris.



**Ibrahim Tarawneh**

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Ibrahim Tarawneh is Assistant Director General for Technical Affairs at the Vocational Training Corporation in Jordan, and Manager of the Occupational Safety and Health project, implemented with the Japan International Cooperation Agency.

Mr Tarawneh is responsible for overseeing the development frameworks and programmes required for the implementation of policies in the five directorates under his supervision: ICT, planning, quality assurance, curricula and programmes, and occupational testing, development and sustainability of the Corporation's restructuring. Furthermore, he supports the design and development of policies and strategic plans, and represents the corporation at meetings and conferences.

Ibrahim Tarawneh holds a Postgraduate degree in TVET Reform and International Governance in the TVET Sector from the University Tun Hussein Onn Malaysia, and a Master's degree in Engineering Management from the Mutah University in Jordan.





### **Nyan Win Than**

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Nyan Win Than is the Acting Deputy Director General of the Department of Technical and Vocational Education and Training at the Ministry of Education in Myanmar.

As the Acting Deputy Director General, Mr Than is responsible for building the capacities of employees and the development of a TVET Law that aims to set the framework for the establishment of a TVET Council that regulates the national TVET system.

Mr Than has extensive professional experience in the TVET sector, including as a lecturer in TVET institutions.

Mr Than holds a Doctor of Philosophy in Civil Engineering from the Mandalay Technological University, Myanmar.



### **Fremden Yanhambath**

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Fremden Yanhambath is the Executive Director of the Vanuatu Skills Partnership, the primary TVET initiative of the Vanuatu Ministry of Education and Training.

In his position as Executive Director, Mr Yanhambath oversees the reform of the national TVET/skills system to support inclusive and sustainable economic growth. His work also focuses on building the capabilities and leadership skills of local training institutions, establishing a TVET system which is accessible for disadvantaged groups and promoting gender equality. Mr Yanhambath is also working with the Prime Minister's Office to develop Vanuatu's first-ever National Human Resource Development Plan.

Mr Yanhambath has previously worked as a secondary school teacher, a community development trainer and a development practitioner. He has worked with partners across a range of sectors to help better target skills training to the needs of local businesses.

Mr Yanhambath holds a Master's degree in Leadership and Management in Education from the University of Newcastle in Australia.



### **Gangqiang (Tony) Zheng**

Professor/Head of External Affairs  
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Gangqiang (Tony) Zheng is Head of External Affairs at the Zhejiang Technical Institute of Economics in the People's Republic of China.

In his position, Mr Zheng's tasks include collaborating and communicating with partners, developing research projects, and overseeing staff training abroad. He has organized many international activities on TVET, including a UNESCO-APEID Meeting on Entrepreneurship Education, an International Seminar on E-commerce Training, an International Seminar on the Training of Applied Talents for New Economy, and an International Training Program on Technopreneurship, E-commerce and Pedagogy Concepts. He also presented at the 14th International Conference: "Lifelong Learning: Continuous Education for Sustainable Development".

Mr Zheng has extensive working experience, as a teacher and regarding curricula development in TVET. Recently, he has completed a research together with the UNESCO Institute of Lifelong Learning on the inclusion of green competencies in the recognition of prior learning.

# 2019 UNEVOC TVET Leadership Programme Secretariat

In addition to the involvement in thematic modules, the following UNESCO-UNEVOC staff members were involved in the 2019 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, Annika Hornberger and Louise Lebichot

## **Website, design and multimedia**

Max Ehlers, Annika Hornberger, Louise Lebichot, Aldrich Mejia, Nickola Brown and Yinglin Huang

## **Procurement and other administrative requirements**

Caro Bajer, Ulrike Krämer and Carolin Schaulandt

## **Travel and logistics**

Caro Bajer, Jean Hautier, Ulrike Krämer and Carolin Schaulandt

## **Study visit**

Jean Hautier, Annika Hornberger and Jens Liebe

## **Publications and programme materials**

Wouter de Regt, Annika Hornberger, Louise Lebichot and Aldrich Mejia

## **Technical arrangements**

Max Ehlers and Aldrich Mejia

## **Programme implementation support**

Nickola Browne, Pooja Gianchandani, Jean Hautier, Annika Hornberger, Yinglin Huang, Louise Lebichot, Katarina Ormuz, Asheh Takeh, Wouter de Regt, Zubair Shahid, Morgan Skidmore and Stefan Weitz

## **UNESCO-UNEVOC short briefs**

Kenneth Barrientos, Nickola Browne, Tristan Cole, Wouter de Regt, Max Ehlers, Pooja Gianchandani, Miki Nozawa and Zubair Shahid

## **Report**

Louise Lebichot and Jens Liebe







United Nations  
Educational, Scientific and  
Cultural Organization

UNEVOC

International Centre  
for Technical and Vocational  
Education and Training



**TVET LEADERSHIP**  
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