



United Nations  
Educational, Scientific and  
Cultural Organization

UNEVOC

International Centre  
for Technical and Vocational  
Education and Training



**TVET LEADERSHIP**  
VISION KNOWLEDGE SKILLS

# UNEVOC TVET Leadership Programme 2016

Capacity building for transformational TVET leaders:

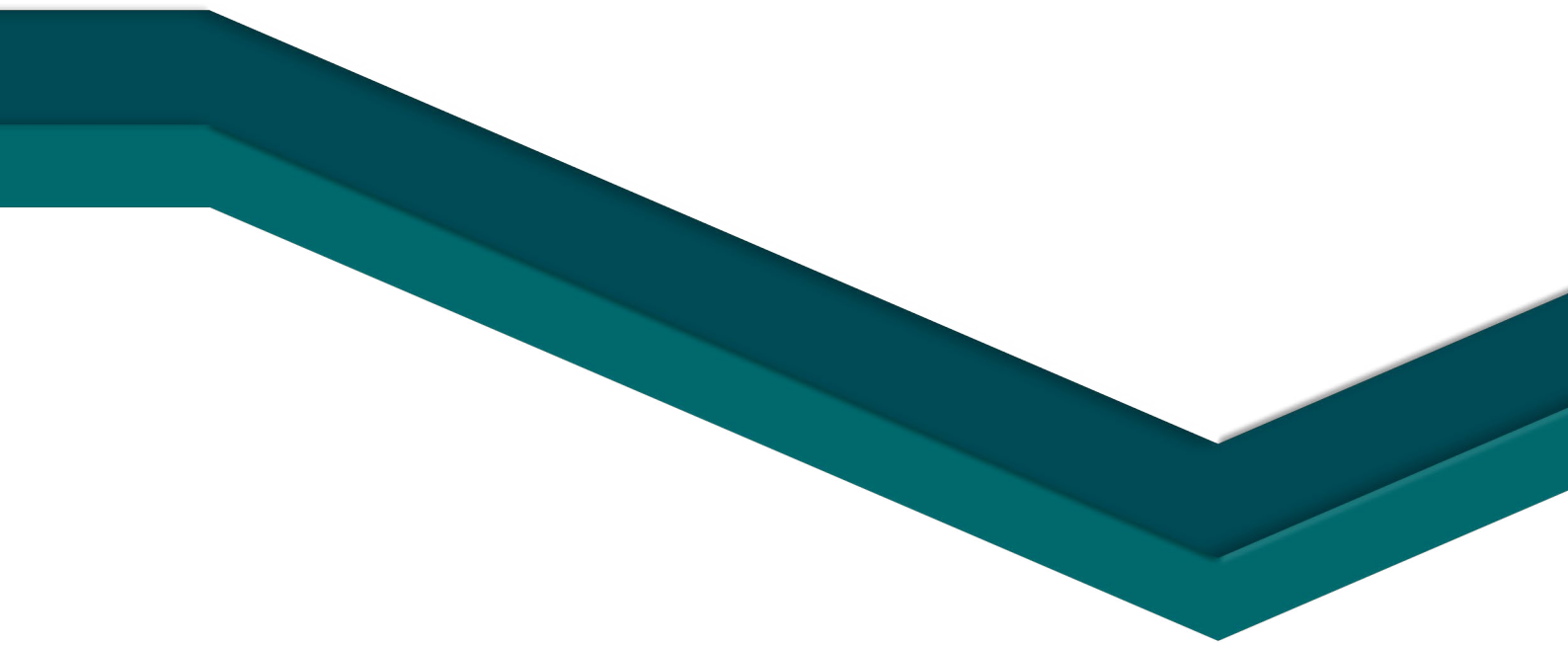
Vision, knowledge and skills





# UNEVOC TVET Leadership Programme 2016

The following report gives an overview of UNESCO-UNEVOC's TVET Leadership Programme 2016, held in Bonn, Germany, from 17 to 28 October.



# Foreword

These past years have seen significant milestones with far-reaching implications for the education sector as a whole and TVET in particular. TVET has been put on Member States' agendas and has become central in international discourse. The 2030 Agenda for Sustainable Development adopted in September last year promotes a vision of inclusive, equitable and sustainable societies and economies. Specifically, Sustainable Development Goal (SDG) 4 calls on Member States to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Three of the ten targets under SDG 4 are related to TVET, highlighting the pivotal role of technical and vocational education and training in realizing this vision.

To limit TVET's contributions only to SDG 4, however, would be a grave mistake. In order for TVET to realize its potential, it also has to contribute to SDG 1 on ending poverty, SDG 6 on clean water and sanitation, and SDG 11 on sustainable cities and communities, just to name a few.

UNESCO supports Member States in transforming their TVET systems to realize the vision laid out in the SDGs. To this end, the TVET normative instruments as well as the UNESCO Strategy for Technical and Vocational Education and Training (2016-2021) guide the Organizations' work. Importantly, the Strategy highlights three priority areas, which are fostering youth employment and entrepreneurship, promoting equity and gender equality, and facilitating the transition to green economies and sustainable societies. Central to all of our efforts is the realization that the transformation of TVET needs to include economic, social and environmental perspectives. In a world that is more interconnected than ever before, it is impossible to address one without taking into consideration the others.

While the vision and tools are there, the transformation will depend on the people on the ground. One of the main bottlenecks to change is the lack of transformational leaders at the grassroots level. The TVET Leadership Programme provides an excellent opportunity for institutional leaders to become change agents in their institutions, localities, nations and regions. The programme focuses on three areas: vision for change, knowledge for change, and skills to drive change. The three components complement each other and will hopefully empower those in key positions to take strategic decisions based on up-to-date knowledge, leadership and management skills which will facilitate the transformation of TVET and contribute to promoting a more inclusive, equitable and sustainable world for all.

The first TVET Leadership Programme was organized by the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. Conducted in Bonn and guided by a group of experts, the TVET Leadership Programme constituted a chance for sharing of experiences, expertise and feedback. We would like to thank our participants for sharing their experiences, knowledge and insights, which contributed to the development of this report.



Shyamal Majumdar  
Head of UNESCO-UNEVOC



# Acknowledgements

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

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



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# Background

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

The UNEVOC TVET Leadership Programme aims to empower technical and vocational education and training (TVET) experts to contribute to the realization of the Sustainable Development Goals (SDGs). The Programme is designed to update participants’ understanding on the latest developments in TVET strategy and equip them with skills and tools that are required for effective leadership in the TVET sector.

The SDGs, as defined in Transforming Our World – the 2030 Agenda for Sustainable Development, aim to achieve inclusive and equitable economic, social and environmental sustainable development. In particular, SDG 4 calls on Member States to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’. The goal requires a transformative vision of 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.

UNESCO supports Member States in transforming their TVET systems and the UNESCO Strategy for Technical and Vocational Education and Training (2016-2021) guides the Organizations’ work in this regard. In particular, UNESCO-UNEVOC acts as a key component of UNESCO’s international programme on TVET and plays an important role in supporting TVET in Member States through capacity development, stimulating international and regional cooperation, promoting UNESCO normative instruments and standards, raising awareness of promising practices in TVET, sharing knowledge, and mobilizing expertise and resources. However, a transformative vision of TVET also requires change at the grassroots level. One of the perceived bottlenecks in effecting change in TVET institutions relates to the lack of change leaders and a lack of capacity to develop a vision and implement change.

Transformative leaders have a clear vision, a sound thematic knowledge base and have the skills to drive change. They are familiar with current theories, facts and figures and are able to make well founded decisions, convince colleagues, staff and other experts and defend their decisions convincingly when they

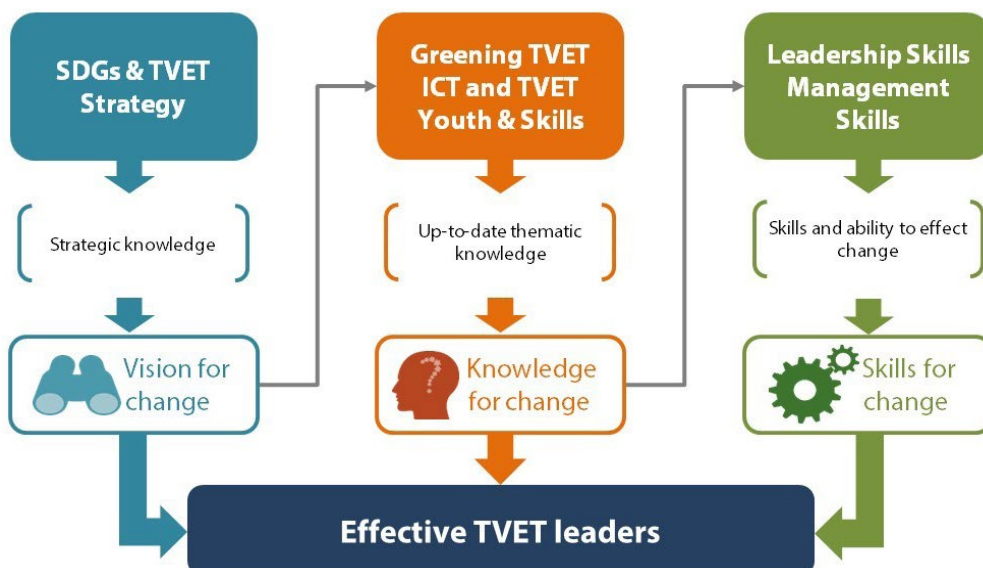


Figure 1. Concept of the UNEVOC TVET Leadership Programme

are questioned or challenged. They are also able to capitalize on their knowledge to translate ideas into goals and eventually into action. Effective leadership is grounded in certain attitudes. Self-motivation and self-confidence, integrity, honesty, optimism, enthusiasm and commitment are just examples of what is required to lead by example and inspire others to realize and utilize their full potential.

To this end, the ten-day TVET Leadership Programme is organized in eight modules and focuses on three qualities that determine a leader’s ability to drive change efficiently and successfully: strategic knowledge (vision for change), thematic knowledge (knowledge for change), and leadership and management skills (skills to drive change).

The programme brings together experts and participants in a highly engaging environment where thematic introductions are followed by practical exercises, intensive group work and discussions. International experts lead the modules and special lectures, explaining the latest developments in policy and practice, and present the latest knowledge in their respective fields. Participants are required to engage in the discussions and actively apply the theory in hands-on exercises, so that they draw the greatest possible benefit from their participation.

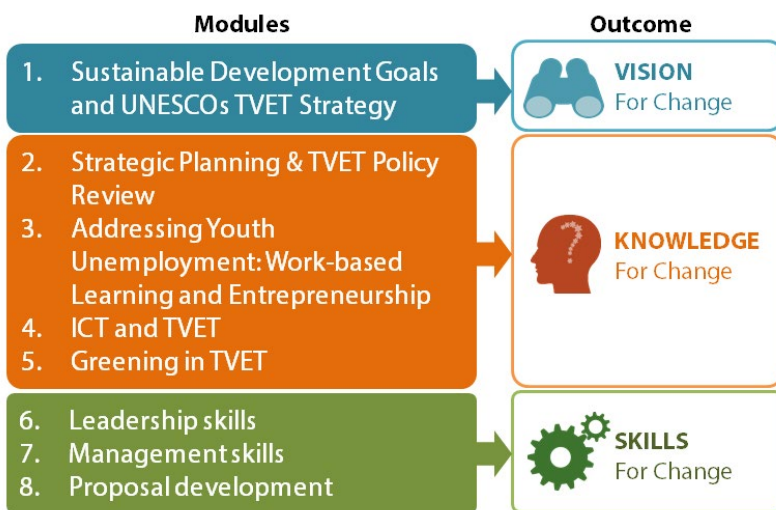


Figure 2. Programme modules and outcomes

A total of twenty-two participants from twenty countries attended the programme. UNEVOC Cluster Coordinators, UNEVOC Centre Coordinators and delegates of TVET institutions who function as “change agents” in transforming their institution represented Barbados, Belarus, Botswana, Brazil, Canada, China, Egypt, Fiji, Ghana, Jamaica, Kenya, Lebanon, Mexico, Nigeria, Paraguay, Philippines, South Korea, Russia, Senegal, and Sri Lanka.

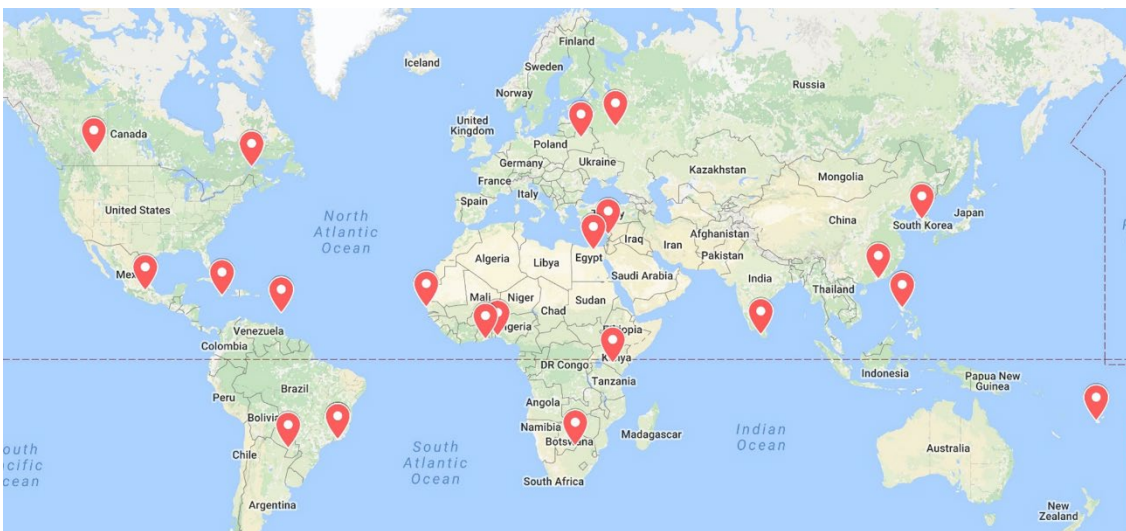


Figure 3. The first batch of a growing global community of TVET leaders



## Welcome and opening

### Special 1 – Inaugural keynote lecture:

#### International trends in vocational education and training

##### **Mr Joachim James Calleja, Director, European Centre for the Development of Vocational Training (Cedefop)**

Learning by doing is as old as humankind. TVET is that sector of education that provided an alternative way to an exclusively knowledge-based system of acquiring skills and competences required for immediate or long-term employment. Countries around the world institutionalized the value of TVET through schools and colleges that initially attracted the so-called future blue-collar workers. However, with the advent of technology and, in particular, information technology, the image and the relevance of TVET have changed in several countries.

Beginning with how technology is shaping the future of education and in particular the impact it has on TVET and its relevance to a challenging labour market, Joachim James Calleja introduced international challenges and trends in TVET. Referring to policies and practices at European and EU member states levels and the evolution of TVET in Europe in the context of the Copenhagen process (2002), the lecture discussed the impact of the economic crises, negative and positive cultural images of TVET and the emerging learning “cultures” in workplaces. Today’s trends in TVET point towards more focused approaches on innovation, permeability, social inclusion, employability and excellence, characteristics that can help participants establish a clear vision, a sound thematic knowledge-base and leadership skills needed to drive change in TVET. The further aim is attracting learners to education and training through campaigns, guidance and counselling services, innovation in the learning process, high quality infrastructure and a qualification culture based on relevancy to labour market realities, since the international trend today is to link the world of education and training with the world of employment.



| Participants of the 2016 UNEVOC TVET Leadership Programme





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

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

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

Awareness of the major international developments in TVET is a core value of effective TVET leaders. Thus a clear understanding of the 2030 Agenda for Sustainable Development, with a specific focus on SDG 4 and its TVET-related targets, is vital in their path to developing promising practices on TVET. Education and training are central to the achievement of the 2030 Agenda with Education 2030 fully captured by Sustainable Development Goal 4 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. As highlighted by Borhene Chakroun, Education 2030 devotes considerable attention to technical and vocational skills development. Specific interest is paid to access to affordable quality TVET, acquisition of technical and vocational skills for employment, decent work and entrepreneurship, elimination of gender disparity and ensuring access for vulnerable groups. In this context, TVET is expected to address multiple demands of an economic, social and environmental nature by helping youth and adults develop the skills they need for employment, decent work and entrepreneurship, promoting equitable, inclusive and sustainable economic growth, and supporting transitions to green economies and environmental sustainability.



Figure 4. UNESCO Strategy for TVET (2016-2021), support the efforts of Member States

Working towards achieving these targets implies a consistent framework serving as a point of reference and guidance. In addition to Education 2030 Framework for Action, UNESCO has recently launched its new Strategy for TVET 2016-2021, defining objectives and priority areas that effective leaders need to familiarize with as part of the vision for the 2030 Agenda for Sustainable Development.

Prioritizing youth employment and skills development, Greening TVET, ICT in TVET and the crosscutting themes of gender equality and teacher training, strategic planning supports knowledge management and sharing, knowledge development and production, as well as institutional and professional capacity building. Strategic planning further aims at rising the impact of UNEVOCT centers on the country level.

Developing cross-sectoral policies for vocational skills development, as well as strengthening links between science and policy development are among the strategies suggested. Linking TVET both with formal and informal labor sectors along with developing effective partnerships, in particular between the public and private sectors are also promoted. Moreover, importance is raised on transparency and efficiency

of TVET quality assurance systems and on the development of qualifications frameworks. In addition, facilitating the transition from school to the workplace and increasing diversified learning opportunities by using a wide range of education and training modalities are indicative strategies of improving TVET.

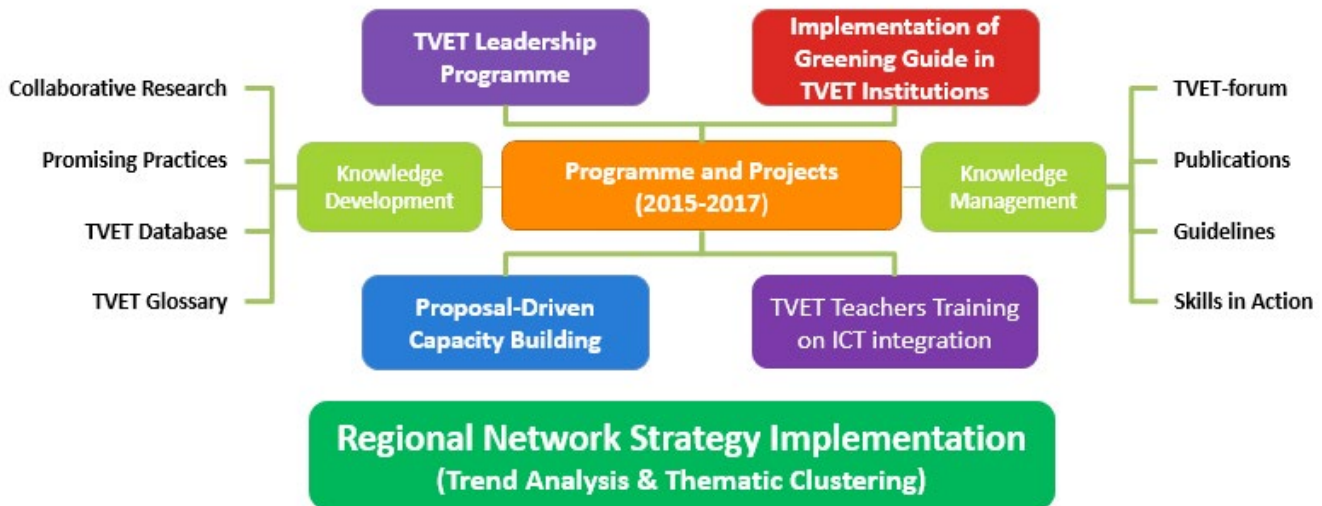


Figure 5. Project outlines of UNEVOC activities

## Module 2: TVET policy review and strategic institutional planning

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

Discussion on TVET has become very important for Member States' following the adoption of the Education 2030 Agenda. In particular, a careful consideration is given to the role that TVET can play in addressing youth unemployment. Taking into account the diversity of country contexts, it is remarkable how much consensus exists around the idea that TVET is a crucial vehicle for sustainable development and employment. Yet whilst TVET occupies an important place on policy agendas, the capacity of TVET systems to respond to multiple and elevated demands and to strategically plan its development is often limited.

Undergoing a series of tasks, participants were gradually introduced to the strategic framework that underpins and

guides strategic development of TVET systems, taking into account the economic growth, social equity and sustainability dimensions. In particular, through analyzing policies, focusing on key areas of their country's TVET strategy and comparing it with other TVET systems, participants identified the key building blocks for TVET systems' development. The strategic framework, supported by country cases, served as a tool for participants to assess the relative strengths and weaknesses of their TVET and skills development systems and decide upon the most appropriate and relevant policy activities to address identified shortcomings. The strategic framework is characterized as flexible and adaptive, enabling participants to focus on their own priority areas given their countries' specific situation.

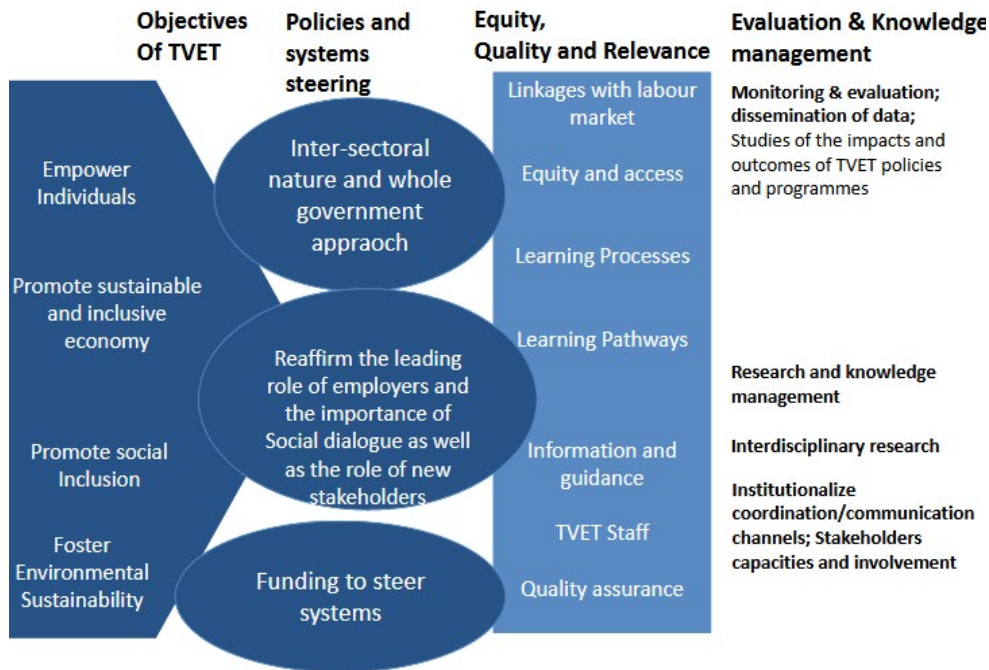


Figure 6. UNESCO's TVET Recommendation

Participants understood that there is no “better” way of implementing strategic institutional planning, as long as it corresponds to the needs and helps achieve the goals of the stakeholders and beneficiaries in a given area. International organizations provide mainly recommendations and no solutions. Moreover, “good grasp” of the labor market, economic growth, social equity and sustainability dimensions in TVET constitute the keys to strategic planning, which cannot be implemented unless up-to-date and accurate data are available.

## Special 2 – Lecture: Policy rationales for qualifications frameworks and how they tend to evolve: new developments and implications for TVET

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

Building on the premise that some National Qualification Frameworks (NQFs) are simply hierarchical classifications for levels of formal learning programmes and their associated qualifications and certificates, this lecture introduced new thinking of qualification frameworks specifically in TVET policy. With the help of James Keevy, participants understood the importance of more advanced NQFs and the role they can play 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. Moreover, the fact that NQFs are able to make national qualifications systems more transparent to foreigners was acknowledged as beneficial.

Across the world, there has been a rapid take-up of NQFs and there has been associated development of regional frameworks that coordinate NQFs across wide geographical regions. However, the evidence for the success and reliability of NQFs is weak and this raises the question about what is driving the expansion of NQFs. Living in the era of “policy learning” and “policy borrowing”, where the first is defined as simple implication of an already existing policy, whereas the latter is the development a new policy, through reviewing and adjusting another policy, quality assurance and standards remain fundamental elements with regards to QF. Reflecting on the lecture, participants concluded that the starting point of NQF is to gather the stakeholders and initiate discussion. Although NQF is very often associated with TVET, other aspects of education should be included.



## Module 3: Fostering youth employment and entrepreneurship

### 3.1. Apprenticeship and work-based learning in action

**Ms Christiane Eberhardt, Ms Verena Schneider, Ms Noelle Diegel, Ms Isabelle Bonnaire, Ms Claudia Hamann, Ms Isabelle Le Mouillour, Federal Institute for Vocational Education and Training (BIBB), Germany**

With the aim to have an insight into work-based learning and apprenticeships schemes in Europe, a team of experts from the Federal Institute for Vocational Education and Training (BIBB) designed and delivered the current module, focusing on the main challenges for work-based learning and apprenticeship systems. Two most important challenges were identified: (i) ensuring the relevance of WBL both to the needs of the labour market and to the requirements of education and training systems, and (ii) ensuring the involvement and co-ownership of all relevant actors.

Participants compared different apprenticeship systems and learnt about how these systems are implemented. They identified key factors leading to competitive and qualitative

work-based learning arrangements, assessed the relevance of alternative models of work-based learning and apprenticeship and understood various models, practical examples and templates for the management, development, delivery and promotion of work-based learning. Participants could also reflect on potential innovations in their own TVET systems.

A useful tool in this effort is the Work-based Learning TOOLKIT (<http://www.wbl-toolkit.eu/>), developed with the support of the Erasmus+ Programme in the frame of the European Alliance for Apprenticeship. It is the first web platform providing extensive materials and transferable tools that can be used by policy makers, social partners, TVET actors and higher education institutions to effectively deliver work-based learning opportunities. The platform itself represents a new method of networking among the WBL online community and it consists of three core elements: the introduction to WBL, the tools and the resources.

### 3.2. Building partnerships to promote entrepreneurship in education and training

**Mr Anthony Gribben, Senior Expert, European Training Foundation (ETF)**

The lack of growth and worrying levels of joblessness are core concerns for governments and social partners worldwide as they grapple with the effects of a global economic turndown. While questions arise as to the short-term effectiveness and high cost of quick-fix responses (e.g. self-employment training) more sustainable policy solutions are necessary to provide growth and jobs.

Is entrepreneurship education only confined to self-employment promotion and business start-ups? Who takes policy responsibility for bringing forward entrepreneurship education? What support instruments can TVET Leaders promote to ensure a more effective entrepreneurship education and training? These questions defined the discussion and tasks addressed in the module. Particular attention was given to entrepreneurship as a 'key competence', which is essential not only for those who start a business. It also applies to the wider workforce that can contribute to business performance, economic growth and sustainable employment.

The module aimed to familiarize participants with EU policy developments on entrepreneurship education. It focused on the role of different actors in ensuring that entrepreneurship is effectively addressed in education and training. Policy partnership for entrepreneurship education and training, within the wider TVET eco-system, is an important instrument for TVET Leaders working on entrepreneurship education.

Finally, TVET leaders had the opportunity to learn why a partnership approach to entrepreneurship education is important and through individual and group exercises determine how to build a sustainable partnership. Participants were encouraged to draw on their own experience on wider cross-stakeholder approaches to promote vocational education and training.



## Module 4: Greening TVET

**Mr Shyamal Majumdar, Head of Office, UNESCO-UNEVOC**  
**Mr Charles Hopkins, UNESCO Chair in Reorienting Teacher Education to Address Sustainability**  
**Ms Gabriela Prata Dias, Chief Executive Officer, ADENE**

TVET plays an important role in the transition to green economies and societies and mitigation of climate change. A growing number of jobs are shifting their processes to reduce their carbon footprint and reduce environmental impact, and a lot of them emerge from the exponential expansion of green technologies. TVET has a vital role to play in developing young people and adults' knowledge, skills and competencies that can facilitate them to take full advantage of the job opportunities, co-create sustainable solutions and entrepreneurial learning, and therefore contribute to the creation of sustainable societies.

TVET institutions need to be oriented to these developments in order to respond to current changes. This Module aimed to increase the capacities of institutional leaders in different perspectives on 'what', 'why', 'how' of greening TVET.

With the help of Shyamal Majumdar, participants reflected on the overall global sustainable development agenda, where UNEVOC has contributed with the 1st and 2nd Bonn Declaration in 2004 and 2009 respectively.

*"If education is the key to any successful development strategy, TVET is the master key that can alleviate poverty, improve the quality of life for all and help achieve sustainable development."*

*Shyamal Majumdar*

Greening TVET was redefined as a process rather than an outcome or destination, as an incremental and systematic process of supporting education and training systems towards greening societies and economies in an ecologically-sound, participatory and sustainable manner. Therefore, an important objective of this process is to guide institutions towards incremental changes and progress, and provide tools for self-monitoring and self-assessment.

Greening TVET was redefined as a process rather than an outcome or destination, as an incremental and systematic process of supporting education and training systems towards greening societies and economies in an ecologically-sound, participatory and sustainable manner. Therefore, an important

objective of this process is to guide institutions towards incremental changes and progress, and provide tools for self-monitoring and self-assessment.

Under the guidance of Charles Hopkins, participants went through the four steps towards institutional progress: (i) understanding the process, (ii) planning, (iii) developing strategy and implementation, (iv) monitoring progress and assessing results, which constitute an ongoing circular procedure. For a more holistic and systematic approach updating curricula was suggested. Participants also discussed capacity building of educators and trainers, engaging youth and involving enterprises and wider community. Managing campus to strengthen sustainability aspects and applying sustainability in research philosophies, contents, and standards is also an important part of embedding sustainability in all aspects of the institution.

With the example of solar energy, Gabriela Prata Dias highlighted the role of TVET in coping with a growing market demand on green skills, improving workforce's knowledge and smoothing transition to greener occupations.

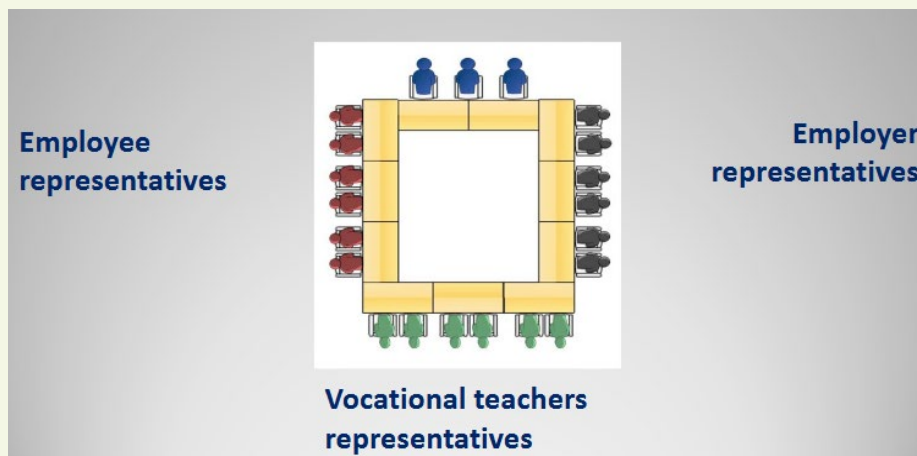
Special 3 – Private sector engagement

**Mr Dejene Tezera, Chief of Unit in Agribusiness Development Branch, United Nations Industrial Development Organization (UNIDO) and Team Leader of the Partnership Country Programme of Ethiopia**  
**Mr Jürgen Hindenberg, Director of Vocational Education and Training, and Securing Skills Personnel, Chamber of Industry and Commerce in Bonn/Rhein-Sieg**

Transforming TVET institutions and their training outcomes entails a strategic participation of stakeholders, social partners and the private sector. Stakeholders can bring in valuable experiences through dialogue, expertise, resources and other types of support which may include collaboration, the provision of work-based learning (e.g., apprenticeship), and design of skills training models that are mutually beneficial for institutions and companies to achieve their

common goal of meeting the skills needs of the labour market.

The panel discussion aimed to broaden participant’s understanding and invited representatives from companies and development partners working closely with industries to discuss the main factors that make social partnership and other forms of private sector engagements work in the context of TVET. An example of successful social partnership modes, implemented through the German dual training system and in-company training, was shared to stimulate discussions and create opportunities for policy and practice learning. The evolving institutional set-ups and arrangements were discussed, as well as the skills focus that could attract the private sector and industries to work with TVET institutions.



**Module 5: Inspiring learning with technology in TVET**

**Mr Shyamal Majumdar, Head of Office, UNESCO-UNEVOC**  
**Ms Ken Barrientos, Programme Officer ,UNESCO-UNEVOC**  
**Mr Max Ehlers, Associate IT Officer, UNESCO-UNEVOC**  
**Mr Aldrich Mejia, Multimedia Developer and IT specialist, UNESCO-UNEVOC**  
**Mr Zubair Shahid, Programme Assistant, UNESCO-UNEVOC**

Information and Communication Technologies (ICTs) have transformed many aspects of our lives and offer unprecedented opportunities, as well as challenges for education and training. It is openly accepted that ICT can be

a powerful tool to provide equity, quality and sustainable means for learning. Education and training institutions, at all levels, need to provide every citizen with the knowledge, skills and attitudes, as well as with the lifelong learning opportunities required for living and working in an increasingly technology-rich environment. These institutions should also ensure that they are able to exploit the potential benefits of ICT to expand access to lifelong learning and enhance its quality and relevance.

However, introducing ICT in teaching and learning only started to develop. ICT is promoting new approaches to

working and learning and new ways of interacting. Consequently, the introduction of ICT in institutions has provoked a large number of questions about the framework of integrating ICT in teaching and learning, and about the nature of pedagogy. While literature provides some evidence of the effectiveness of using ICT in education, little is known about how to integrate ICT in the teaching system and more particularly in TVET. What is an appropriate framework for integrating ICT in formal teaching and learning systems? What are the common and special features of TVET that distinguish different approaches and methods from general education? Harnessing ICTs in TVET is of great importance for TVET leaders to improve the quality and expand access and relevance of TVET Institutions. This will also contribute to making TVET systems in their respective countries more dynamic and adaptive to the fast technological changes in the workplace, community and society.

Reflecting on the above-mentioned issues, participants discussed the characteristics of ICT in education, and more particularly in TVET, and were introduced to a framework for integrating ICT in teaching and learning from the functional, learning, adaptive and collaborative perspectives. As highlighted one of participants, 'today, the power and promises of ICT in transforming learning make it a 'change maker'.

### Special 4 – Field trip to Lucas-Nülle

To complement theory with practice, the module included a visit to Lucas-Nülle Company, which supports institutions and projects with the aim of developing technical-industrial education and training.

Vocational training should lead to the technical qualifications required by trade associations and industry. In a world characterized by changes in the labour market and the emergence of new technologies, TVET students need the technical skills and competences to adapt and master sophisticated technologies. Performing experiments with didactically optimized equipment and systems combines theory with practice and thus empowers students to learn new technologies more effectively.

For more than 40 years, Lucas-Nülle has been developing, manufacturing and marketing high-quality, state-of-the-art training systems and education equipment for further and advanced technical, engineering and vocational education. Lucas-Nülle also offers courses covering a wide range of basic theoretical material, project-oriented and didactic training.



## Module 6: Leadership

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

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

**Mr Sebastian Paust, Strategic Adviser European Representative Office, Asian Development Bank**

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.

Effective TVET leaders need to have a clear vision, a sound thematic knowledge base to support and defend their vision, and the skills to drive change. Whether or not they are successful in achieving their vision depends on their ability to exercise effective leadership and the ability to identify and manage the required processes. As emphasized Jens Liebe, 'It's not the circumstances, it's what you make of them.'

Leadership has many facets and numerous definitions, many of them overlapping with the domain of management. A unifying characteristic of leadership is that it has to do with interacting with people, while management focuses predominantly on processes. Guided by this rough characterization, the focus of this module was put on the people dimension of leadership. As highlighted one of participants, 'Leaders should value people they work with.'

Following an overview of leadership styles, and the differentiation between leadership and management skills, the module discussed issues such as creating a compelling vision, building support for a vision, understanding and appreciating different personalities, and the importance of creating and maintaining 'momentum'. Framed in the context of transformational leadership in TVET and building on the leadership experience the participants already had, this module contributed to the better understanding of diversity and cultural difference.

In conclusion, participants agreed with the fact that 'Leadership is continuous learning, it is a journey for your life' (Shyamal Majumdar).

## Special 5 – Promoting gender equality in and through TVET

### **Ms Katerina Ananiadou, Programme Specialist, UNESCO**

Gender equality for UNESCO refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. It means that the interests, needs and priorities of both women and men are taken into consideration in planning and decision-making processes, while recognizing the diversity of different groups of women and men.

Focused on how gender equality can be achieved in the context of TVET, this lecture examined factors implicated in the endeavour to promote gender equality in TVET. Challenges related to gender equality in and through TVET are wide-ranging, both formal (institutional practices) and informal (linked with attitudes and beliefs about women and men's roles and capabilities). Decision makers need

support in defining the specific challenges in their own contexts and developing strategies that can help to address them, drawing on successful international experiences and evidence.

After setting the context, the lecture used as examples a set of real practices that have been documented by Member States, partners and UNESCO itself and that illustrate particular aspects of gender equality programmes and activities in TVET. Participants were invited to discuss these practices following a particular template of analysis in small groups. The outcomes of these analyses were further discussed, while participants were encouraged to provide promising practices or case studies drawing on their own context and experience.



## Module 7: Management

### **Mr Jan Ebben, University lecturer and independent consultant**

TVET management facilitates institutional development and the creation of enabling learning environments for vocational students or trainees. Process management and project management are primary tools for TVET management. While the management of processes addresses the need for stability and efficiency, project management is more concerned with the planning and implementation of change.

The module aimed to familiarize participants with techniques to manage processes and projects in TVET, while taking into account institutional contexts and stakeholder demands, and introduced some examples of good practice in the field. The morning session was dedicated to process management, with participants learning and practicing how to model processes as well as to critically evaluate them. The afternoon session was reserved for practicing the use of work breakdown structures, Gantt charts and budgets for project management. Participants designed a project using these elements and then worked together to evaluate and improve their designs.

At the end of the module, participants engaged in the discussion on managerial principles, styles and behaviors, as they relate to process and project management. In particular, Management by Results and Management by Objectives were considered by participants as powerful principles to underpin TVET management.



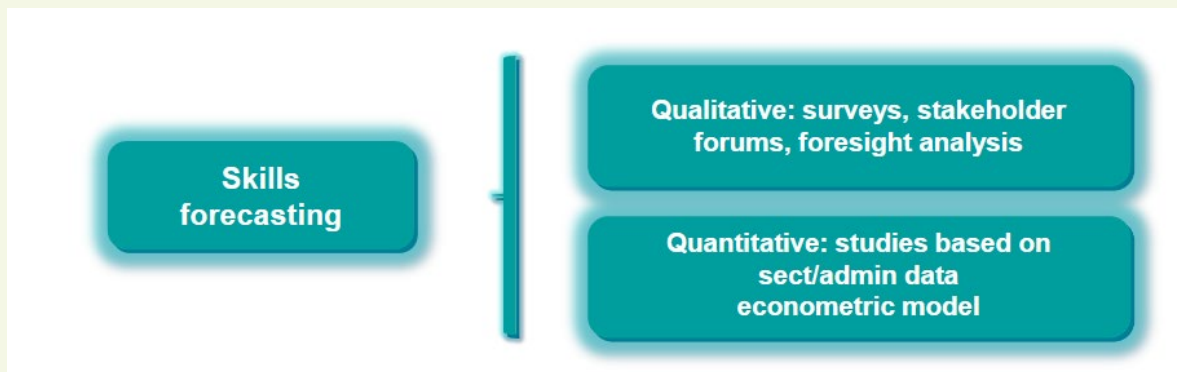
## Special 6 – Skills forecasting

### **Ms Ana Rosa Gonzalez-Martinez, Consultant in social affairs, Ecorys**

When designing policies to promote TVET, it is important to understand the supply and demand of skills needs in the labour market in the coming years. But how does 'skills forecasting' relate to TVET?

The TVET sector seeks to teach courses that will meet future demands from employers in terms of the quantity and types of skills required. The question is how does the VET sector anticipate what these future demands might be in the context of a rapidly evolving economy (Richardson and Tan, 2007).

Skills forecasting is one of possible answers to this question. Thus, this special lecture provided an overview of the different methodologies that can be used to anticipate the future skills needs of a particular country. Understanding the concept of skills demand and supply forecasting was followed by a review of the existing literature on the topic, along with examples of skills demand and supply forecasting exercises. Subsequently, the lecture concentrated on the limitations and strengths of the different approaches with aim to help the participants clearly identify what the requirements are and analyze the steps that they need to follow in order to build a model. The outcome of the session was a conceptual framework that summarized the building of the model, taking in account participants' interactions.



## Module 8: Proposal development

An important element of the UNEVOCTVET Leadership Programme is the focus on moving to action.

**“The world is not hungry for words; the world is hungry for action!”**

*Shyamal Majumdar*

Building on the vision and knowledge covered in the other modules, Module 8 aimed to allow participants to put their learning into practice and develop proposals. The module contained two elements, one with an individual/institutional focus, and one with a regionals focus, each covered on a dedicated day.

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

#### **Mr Oliver Haas, Sector project for TVET in Germany, GIZ**

Participants were introduced to effective proposal writing and discussed essential elements of convincing and successful proposals. Aspects such as clear formulation of objectives, definition of SMART indicators (Specific, Measurable, Achievable, Realistic, Time-bound), and monitoring and evaluation of outcomes were explained.

Following the theoretical aspects of proposal development, participants applied the theory through the development of a proposal with an individual/institutional focus. Each participant was encouraged to develop an “individual proposal” targeting an activity within their institution. The thematic areas covered tackling youth unemployment, implementation of the Greening TVET guide, ICT, gender in TVET, or any other relevant activity from which the institution might benefit.

The participants refined their individual proposal over the remainder of the UNEVOC TVET Leadership Programme and shared it in a brief presentation on the last day of the programme. An expert panel provided feedback to the proposal presentations and offered suggestions and recommendations for further improvement.

## 8.2. Proposal development - regional focus

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

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

**Mr Max Ehlers Associate, IT Officer, UNESCO-UNEVOC**

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

Building on the principles of proposal development covered in the previous module, this module was practically oriented and geared towards the development of regional proposals. Participants were requested to identify regional challenges for which they perceive a need for capacity development and conceptualize a regional proposal to address this challenge through a capacity development programme. They could identify capacities that are available within the participating institutes or other members of the UNEVOC Network to capitalize on each other’s institutional competitive advantage and expertise. At the end of the module, the groups presented their respective ideas and concepts to each other and benefited from the group’s feedback.

Ideally, the proposals should identify one or more collaborating institutions to implement the programme in the future.



### Asia and the Pacific

The Asia-Pacific region set the focus on enhancing the capacity of UNEVOC Center Coordinators, in order to become pro-active agents of positive change in TVET. More specifically, the project proposed to train a total of 20 UNEVOC Center Coordinators on TVET Leadership, identify and address the issues, concerns and gaps that affect the performance of the UNEVOC Centers, enhance collaboration of the UNEVOC Centers in the Asia-Pacific region and foster Centres’ engagement in UNEVOC activities.



### Africa

Africa regional proposal had focus on greening TVET. Aiming to promote Sustainable Development in TVET by raising awareness towards it, Funmlayo Doherty and Diop Dame developed a set of activities starting with detecting regional needs, continuing with developing greening policy, capacity building and content development. The final stage consisted of the creation of a platform for sharing knowledge.



### **Arab States**

Arab states regional proposal aimed at life skills for sustainable work. The presented project proposed a need assessment analysis in the five selected countries, training of trainers for 24 TVET non-formal trainers on life skills and preparing a teacher guide and a student book on life skills. Through facilitating the successful completion of the training for 25 trainers and the development of a Teacher's guide and a Student book on life skills by September 2017, the regional proposal's final goal was to introduce a framework for integrating life skills in curricula of non-formal TVET Education.



### **Commonwealth of independent states**

CIS regional proposal developed by Oksana Popova and Evgenia Alekseenko proposed to stimulate effective interaction and learning through CIS cooperation and inspire self-development of each member of CIS. Project activities included observing and monitoring TVET systems in CIS, forming clusters within CIS region, assessing capacity needs of each cluster of CIS and sharing promising practices of CIS clusters. The project aimed to create an interior TVET network, in order to enhance interaction and collaboration among CIS.



### **Caribbean**

The proposed project formulated by Henderson Eastmond and Marcia Rowe Amonde set the objectives of strengthening sustainability through TVET, preparing TVET graduates for jobs in the greening in hospitality sector, building capacity of teachers and instructors in integrating greening TVET and finally aligning TVET to international standards. The impact should include increase in the number of active UNEVOC centers in the cluster, integration of greening TVET and advocacy for offering a general contribution to the Agenda for Sustainable Development.

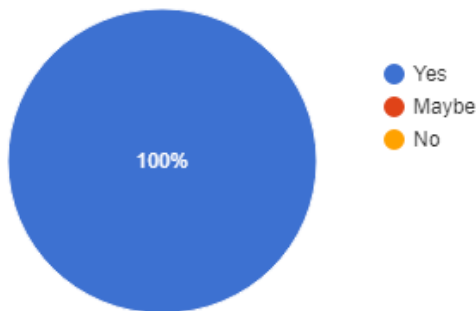


### **Latin America**

Greening TVET lies in the center of attention for The Latin America regional proposal. Ana Carolina, Jefferson Azevedo, Luis Cateura and Xavier Rello suggested a reform of several TVET aspects including campus, research, curriculum and workplace. The objectives of the proposal included developing and implementing greening TVET guide and identifying the needs of in each country, in order to turn the region in an excellence green center. Through organizing local forums, workshops and surveys and through implementing the TVET Leadership Programme, the project aimed to create material for further training including e-learning training (MOOCs), a data base on greening TVET in each country, trainers' guide, a handbook for local workshops and an online platform for sharing knowledge.

# Programme evaluation and feedback

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



Evaluation of the programme took place twice, at the end of the first week and at the end of the programme. Participants stated that they felt welcomed and satisfied by the programme in general. All modules and specials were evaluated as relevant to participants' leadership needs. The quality of delivery of the modules was also highly rated.

The size of the participating group as well as the duration of the programme were considered just right, while participants were satisfied with the various forms of engagement in the learning process. More specifically, individual tasks, group exercises, panel discussions, plenary discussions and proposal feedback panel were rated as excellent.

The overall programme evaluation reached 5 out of 5, while 62 per cent of the participants stated that the programme exceeded their expectations. The rest 38 per cent mentioned that the programme met their expectations. All of the participants would recommend the programme to their colleagues.

## Outlook

Taking into consideration its evaluation by participants, the TVET Leadership Programme, can be regarded as a promising activity, with considerable impact on the participants. By updating knowledge on TVET policies and developments and offering tools and skills for their implementation, participants honed their leadership skills, becoming 'drivers of change'. Furthermore, the expansion of the professional network and exchange of experiences have been a valuable asset for the TVET leaders and their future activities.

Further programmes focused on leadership ought to be delivered within the UNEVOC Network, which constitutes an environment for exchange and mutual assistance among TVET experts worldwide. Aiming at capacity development, the UNEVOC TVET Leadership Programme is expected to be organized annually in Bonn, promoting and fostering international collaboration, partnerships and cooperation among various TVET stakeholders.

Moreover, recognizing and addressing needs on the regional level, the focus is also set on regions. In addition to the UNEVOC TVET Leadership Programme in Bonn we are in the process of developing regional UNEVOC TVET Leadership Programmes. Leveraging knowledge and skills related to leadership, regions would create more opportunities to lead cluster activities and to help shape action on regions' specific TVET needs.

## Selected resources

### UNESCO-UNEVO

UNESCO website on Leading the Global Education 2030 Agenda. <http://en.unesco.org/education2030-sdg4>

UNESCO website on UNESCO and Sustainable Development Goals. <http://en.unesco.org/sdgs>

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UNESCO (2016). UNESCO Strategy for TVET. [http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=245239&set=0057E255AD\\_1\\_424&gp=1&lin=1&ll=1](http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=245239&set=0057E255AD_1_424&gp=1&lin=1&ll=1)

United Nations (2015). Transforming our World: The 2030 Agenda for Sustainable Development. <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

UNEVO Network manual of operating procedures. <http://www.unevoc.unesco.org/go.php?q=UNEVO+Network+manual+of+operating+procedures>

Know your UNEVO Network (in brief): [http://www.unevoc.unesco.org/fileadmin/user\\_upload/pubs/UNEVO-Network.pdf](http://www.unevoc.unesco.org/fileadmin/user_upload/pubs/UNEVO-Network.pdf)

A guide for UNEVO Cluster Coordinators (in brief): [http://www.unevoc.unesco.org/fileadmin/user\\_upload/pubs/UNEVO-Cluster-Coordinator.pdf](http://www.unevoc.unesco.org/fileadmin/user_upload/pubs/UNEVO-Cluster-Coordinator.pdf)

A guide for UNEVO Centre Coordinators (in brief): [http://www.unevoc.unesco.org/fileadmin/user\\_upload/pubs/UNEVO-Centre-Coordinator.pdf](http://www.unevoc.unesco.org/fileadmin/user_upload/pubs/UNEVO-Centre-Coordinator.pdf)

### Policy rationales for qualifications frameworks and how they tend to evolve

Coles, M., J. Keevy, A. Bateman, and J. Keating. (2014). Flying blind: Policy rationales for national qualifications frameworks and how they tend to evolve. In *International Journal of Continuing Education and Lifelong Learning*, 7(1). [http://www.eucis-III.eu/eucis-III/wp-content/uploads/2012/06/Mike\\_Coles\\_et\\_al\\_eng\\_71.pdf](http://www.eucis-III.eu/eucis-III/wp-content/uploads/2012/06/Mike_Coles_et_al_eng_71.pdf)

Keevy, J. and Chakroun, B.. (2015). Level-setting and recognition of learning outcomes. The use of level descriptors in the twenty-first century. Paris: UNESCO. <http://unesdoc.unesco.org/images/0024/002428/242887e.pdf>

Keevy, J., Chakroun B. and Deij, A.. Transnational Qualifications Frameworks. Draft 2016. [http://www.nki-latvija.lv/content/files/Transnational\\_Qualifications\\_Frameworks.pdf](http://www.nki-latvija.lv/content/files/Transnational_Qualifications_Frameworks.pdf)

### Apprenticeship and work-based learning

Apprenticeship toolbox: <http://apprenticeship-toolbox.eu/>

Eberhardt, E. and Poulsen, S., B.. (2016). Approaching Apprenticeship Systems from a European Perspective. Bonn: Federal Institute for Vocational Education and Training. <https://www.bibb.de/veroeffentlichungen/de/publication/show/id/7987>

NetWBL: <http://www.wbl-toolkit.eu/>

## ICT in TVET

Dual Vet Systems. (2017). Vimeo. Retrieved 24 April 2017, from <https://vimeo.com/172399342/235236b37b>

Enhancing the use of data and NQF for better skills' policies in Central Asia Session on Strengthening data - informed education and training policy development. (2016). Central Asia Symposium on ICT in Education 2016, Astana.

Järvinen, S. (2016). omnia.fi Employing practical digital approaches to develop an institutional pedagogical strategy for teachers. Presentation, Central Asia Symposium on ICT in Education 2016.

Jayalath, J. (2014). ICT Enabled Career Guidance and Job Matching Solution to Enhance Youth Transition in Sri Lanka. Presentation, Bonn, Germany , 15 Oct 2014.

Junghyun, A. Korean TVET Case: Interactive and Differentiated E -Learning Using Emerging Technologies. Presentation.

Mead Richardson, A., & Herd, G. (2015). World Report on TVET The Promise and Potential of ICT in TVET. Commonwealth of Learning. Retrieved from <http://oasis.col.org/handle/11599/824>

Sukhbaatar, J. (2016). Developing a labor market information system in Mongolia: Do the TVET institutions benefit from it ?. Presentation, Astana, Kazakhstan.

UNESCO ICT Competency Framework for Teachers | United Nations Educational, Scientific and Cultural Organization. (2017). Unesco.org. Retrieved 24 April 2017, from <http://www.unesco.org/new/en/unesco/themes/icts/teacher-education/unesco-ict-competency-framework-for-teachers/>

UNESCO Office in Bangkok: CASIE2016. (2017). Unescobkk.org. Retrieved 24 April 2017, from <http://www.unescobkk.org/education/ict/current-projects/casie2016/>

UNESCO-UNEVOCTVET. (2017). Unevoc.unesco.org. Retrieved 24 April 2017, from <http://www.unevoc.unesco.org/go.php?q=eLearning%20Africa%20comes%20to%20Addis%20Ababa>

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**Programme management**

Jens Liebe

**Website, design and multimedia**

Max Ehlers, Aldrich Mejia

**Procurement and other administrative requirements**

Caro Bajer, Ulrike Krämer, Aliaksandra Liakh

**Travel and logistics**

Caro Bajer, Aliaksandra Liakh, Ulrike Krämer

**Study visit**

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**Publications and programme materials**

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**Technical arrangements**

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**Programme implementation support**

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Cultural Organization

UNEVOC

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**TVET LEADERSHIP**  
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