

# UNESCO/IESALC methodological model for capacity development

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## Abstract.

The world has changed a lot in recent decades and the current setting requires new tools and approaches to ways of working to evolve with them. The mobility and growth of humanistic, scientific and technological knowledge has led to differences in interactions and ways of working. It is for this reason that it is necessary to align efforts to manage and modify strategies to face these changes. Collaboration, discipline and dedication whilst making changes with an open mind to face the current environment must be prioritized.

UNESCO IESALC proposes a transformation approach that is generated from within, that is from the Higher Education Institutions themselves (IES), so that it is sustainable over time with the incorporation of a training approach focused on competencies with the following principles in the context of the 2030 sustainable development goals (SDGs): active teaching; student autonomy and independence; the use of technology, innovation and research as drivers of change management. The proposed UNESCO IESALC methodology has achieved its best results with the incorporation of agile methodologies and change management along with academic-pedagogical management strategies applied to the current changing context in a VUCAH environment.

**Keywords:** Training of trainers, Change management, Quality of education, Pedagogy

## 1 Introduction

UNESCO IESALC regards capacity development as the process by which individuals, organizations and societies obtain, strengthen and maintain the skills and competencies necessary to establish and achieve their own development goals over time. The essential ingredient of the UNESCO IESALC approach is the transformation that is generated from within, that is from the Higher Education Institutions themselves (IES), so that it is sustainable over time with the incorporation of a training approach focused on competencies guided by three principles: active teaching; student autonomy and independence; the use of technology, innovation and research as change management engines. This UNESCO IESALC methodology has achieved its best results with the incorporation of agile methodologies and change management together with academic-

pedagogical management strategies applied to the current changing context of a VUCAH environment. (Lawrence, 2013).

These agile change management methodologies promote the application of models, such as design thinking (e.g. the Wilber model), as new ways of working (NFTs). They put the emphasis on the differences between being and doing, whilst placing the focus on mindset (mentality) to achieve high performance.

With an openness to change, training processes are undertaken with content promoting academic-pedagogical management, quality, and teaching competencies.

## **2 Theoretical Framework**

Nowadays, the mobility and growth of humanistic, scientific and technological knowledge leads to a difference in interactions and ways of working. For this reason, it is necessary to align efforts to manage a change in the strategy to face the changes, aiming at collaborative work, generating discipline and dedication when making changes, and maintaining an open mind to face the current environment (Giones, Brem and Berger, 2018).

In this context the VUCAH acronym stands for:

Volatility: referring to continuous and constant change,

Uncertainty: referring to the lack of predictability and to the continuous uncertainty in which one is immersed.

Complexity: referring to the multiple relationships between cause and effect, making it very difficult for us to understand the relationships between them.

Ambiguity: referring to one's own understanding of reality and to the ambiguity involved in relationships and communication.

Hyperconnectivity: referring to the digitization and global impact of and access to technology, information and knowledge.

Each of the VUCAH concepts were introduced at the end of the Cold War in the US, in preparation for increasing change and to respond efficiently to the intelligence that technology enabled, and to address ambiguity (Millar, Groth, and Mahon, 2018).

## **3 Methods**

UNESCO ISALC includes UNESCO support strategies and technical advice related to innovative approaches that allow strengthening the development of HEIs through support for teacher training programs or academic-pedagogical management, aimed at developing and improving the quality of higher education in the context of the 2030 sustainable development goals (SDGs).

Within this framework, the UNESCO IESALC methodology is consolidated with the application of agile methodologies and change management together with academic-pedagogical management strategies sensitive to the current VUCAH context.

Agile methodologies and change management promote a vision of agility associated with new ways of working, focused on oneself and high performance. With regard to

pedagogical academic management, the bases of the model are based on: promoting active learning contents; synchronous and asynchronous learning contexts; an expert and tutored training model based on comprehensive methodological models that favor development by deepening and following an intelligent training route based on transversal modules and strategic seminars; collaborative learning; the basis of agile approaches and collective intelligence; the use of possible perspectives for change management facing uncertainty and concluding with an application in reality.

Relevant findings have been achieved from the application of the UNESCO IESALC methodology in each of the projects in which it has been implemented. For example, we incorporate the measurement of the difference/ progress in the pre and post evaluation score within the Strengthening Program for improvement plan projects in Peruvian public universities, shown in the following figures

Fig. 1. Test and Post Test Results



Fig. 2. Results of satisfaction levels

## 5 Discussion

As can be seen, the application of the UNESCO IESALC methodology results in the maintenance of a space for cooperation achieved between the participating leading teams of the universities, to strengthen ties and promote alliances, as well as provide a forum for dialogue and collaboration to promote lines of research and knowledge transfer.

## 6 Conclusions

It is evident that the UNESCO IESALC methodology responds to the need to increase the capacities of the HEIs that emerge from promoting a culture of quality and a change in being and doing. In fact, the growing tendency to implement processes of internal improvement, teaching development, technological development and exercising institutional leadership with commitment has been reinforced. In short, that the transformation is generated internally.

## 7 Limitations and Future Research

The model has been very appropriate in this context of transformation and evolution towards the continuous improvement of HEIs. Good results are predicted in administrative and teaching management. This methodology will therefore be applied in future HEI development projects and in support programs for the design of training offers, research and academic mobility.

## References

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