



UNEVOC Global Forum

Advancing Greening TVET Policy and Approaches

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United Nations
Educational, Scientific and
Cultural Organization

UNEVOC 

International Centre
for Technical and Vocational
Education and Training

Presented at Global Forum on
14-16 October 2014
Organized by UNESCO-UNEVOC





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Context Setting: Trends and Challenges



As the DESD ends ...

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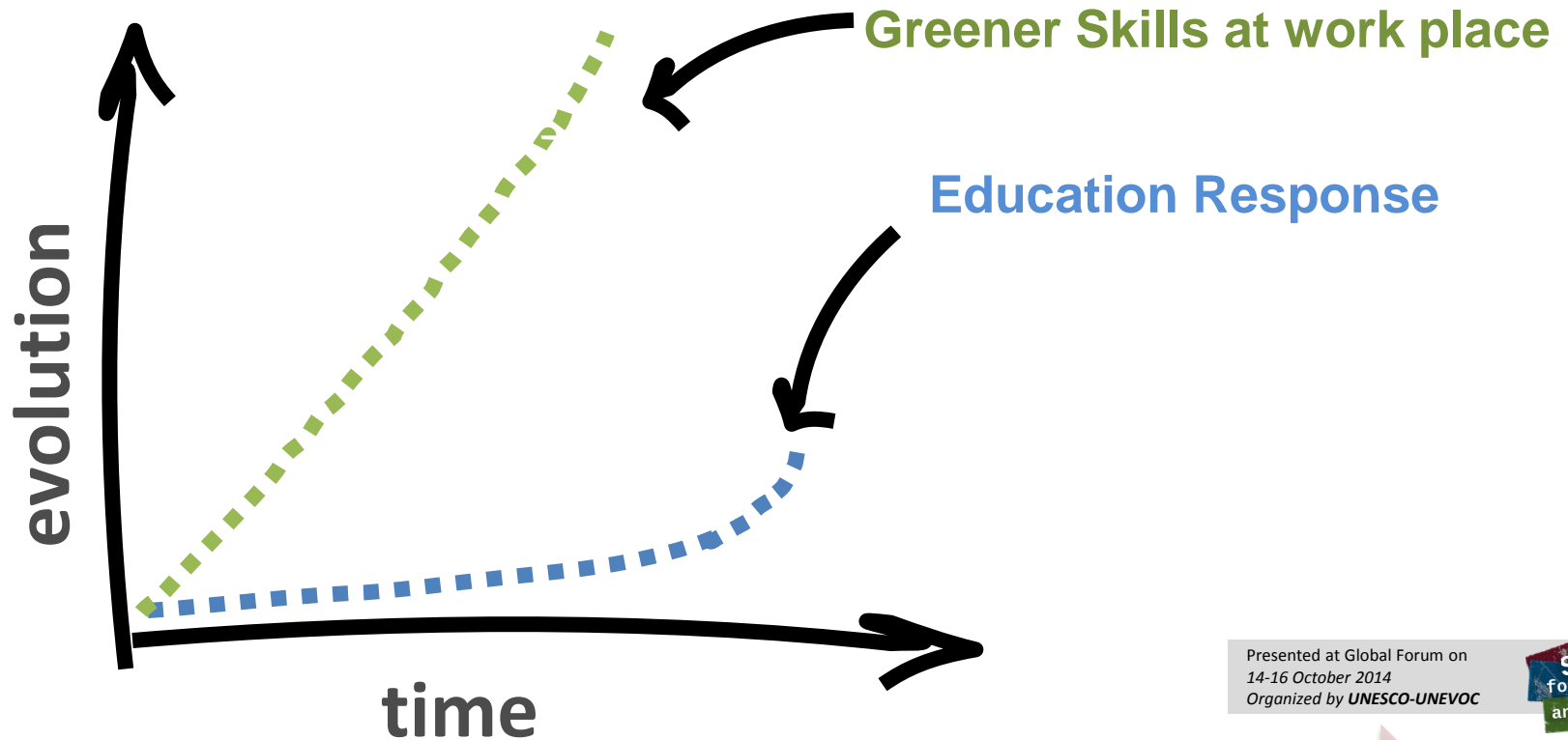


TREND 1

There is a broader understanding of ESD and a progressive trend across countries to make education more relevant to addressing the social, environmental and economic challenges.



Over all educational response is slower



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Adaptation

HOWEVER, the DESD campaign penetrated media faster than in education sector/schools (that are notoriously slow to incorporate scientific, social and environmental problems into mainstream curriculum and pedagogy)

Sahlberg, P et al. Pedagogy for Competitiveness and SD, 2010, European Journal of Ed. Vol. 45 No 2



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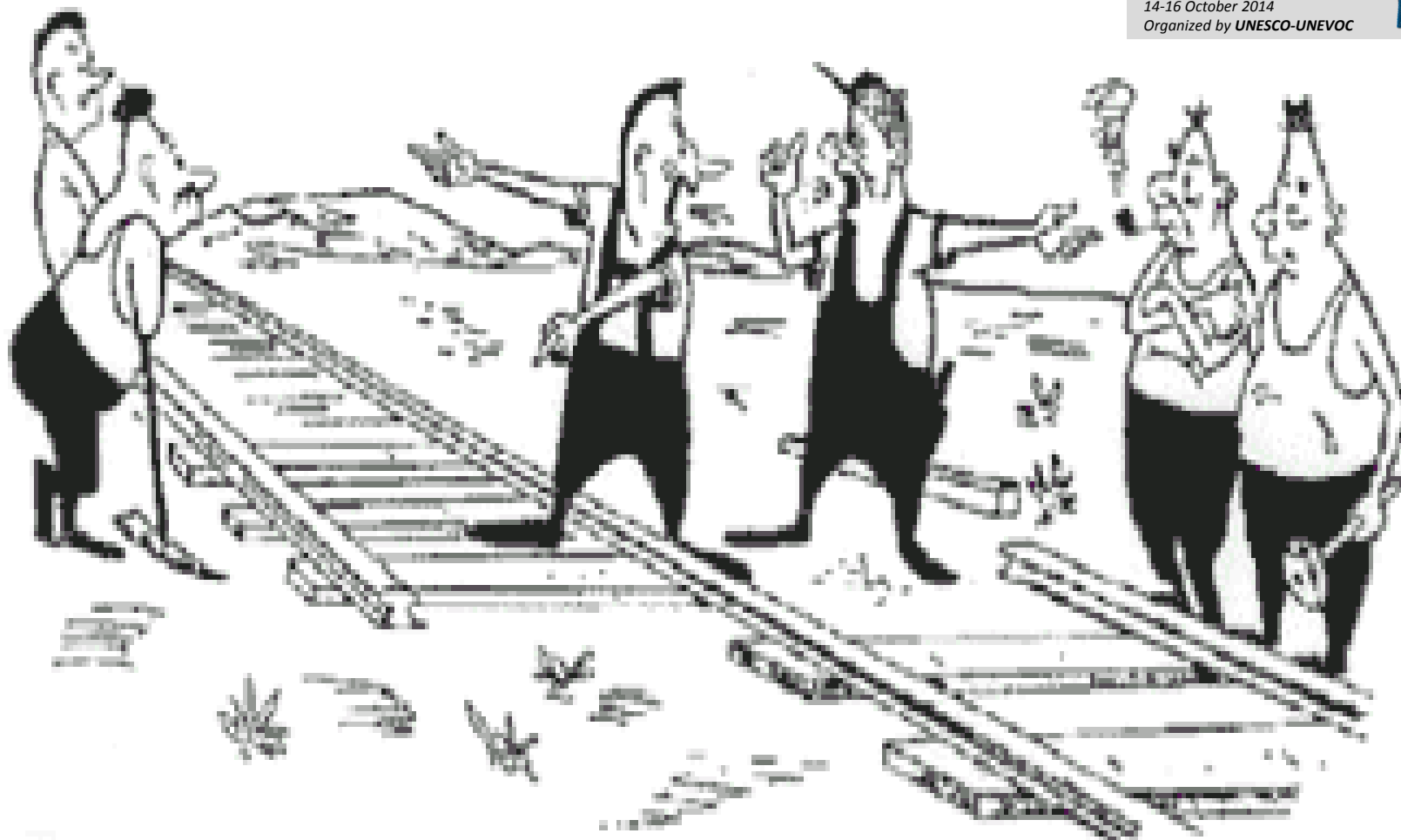
TREND 2

Multi-stakeholder partnership and networks within and across borders have been effective in advancing ESD in policy and implementation.



Weak alignment with Environmental and Skills policies hampering the advancement

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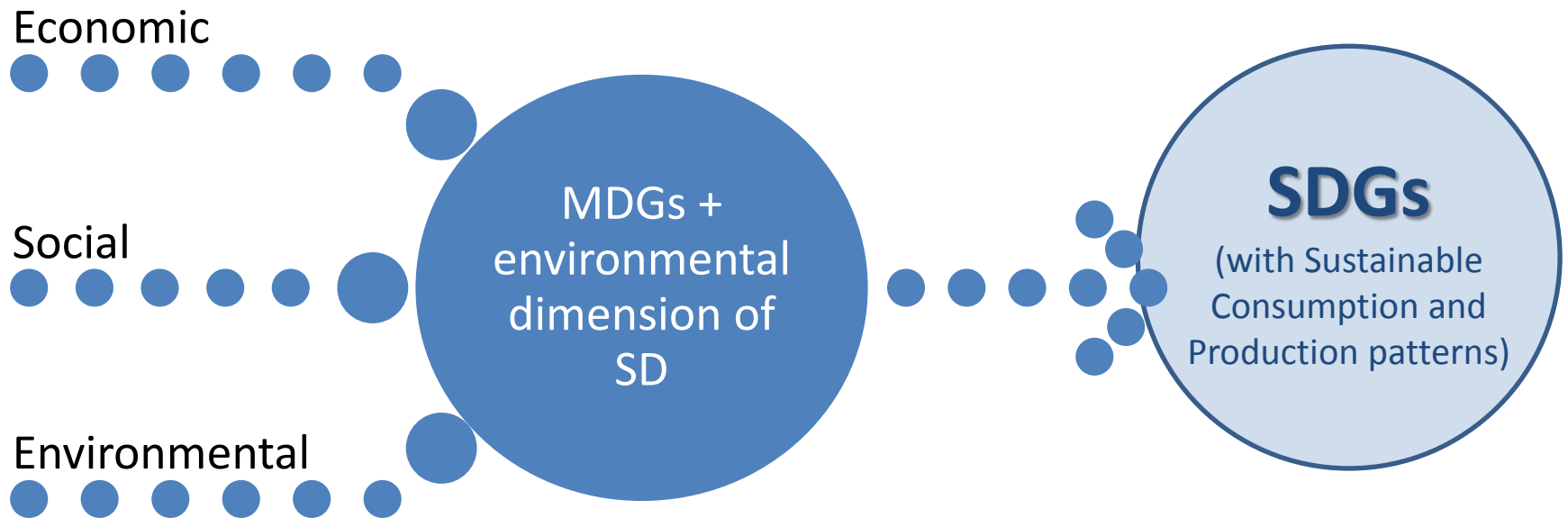
TREND 3

While there have been substantial progress with meeting the objectives/targets of ESD and EFA, there is a disjoint in the implementation mechanisms that needs increased coordination and integration.



SDGs for a sustainable future for all

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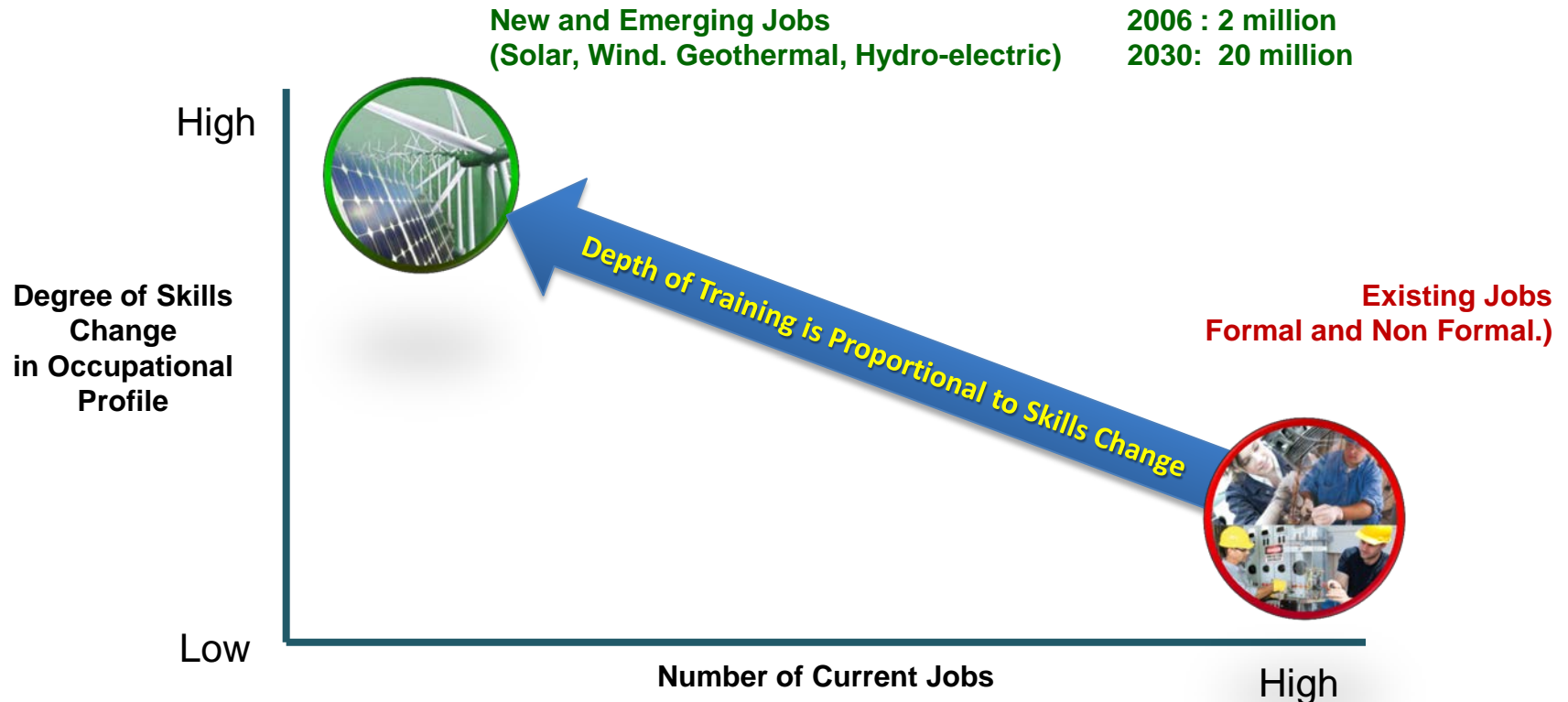
TREND 4

Advances have been evident not only in formal education but also in the non formal, informal education; investments on ESD within community, schools, business, complementing efforts at the national level.



Shortage of skill manpower is severe in greening industry

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Adapted from the ILO Policy Brief (2011)



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TREND 5

Whole-institutional approaches to ESD are increasingly seen to advance sustainable agenda.



Institutional Level

Transforming TVET: A Whole Institute Approach A Five Pillar of Transformations

Green Campus

Managing Campus

- Resource Mg
- Technology deployment
- Monitoring

Green Curriculum

Promoting SD

- Cleaner technology
- Defining learning outcome
- Integrating ESD
- Teacher PD

Green Community

Adapting Community

- Capacity Building
- Renewable Tech
- Resource Support
- Unique Practices

Green Research

Fostering Research

- Renewable Energy
- Water Treatment
- Green Innovations
- Waste Recycling

Green Culture

Promoting Culture

- Green Values
- Green Attitude
- Green Ethics
- Green Practices



Examples of whole-institutional approach to Greening TVET



UNIVERSITY OF TECHNOLOGY, JAMAICA/UNESCO-UNEVOC
Centre for Research & Sustainable Development



Creating a Sustainable Green Campus Through a Solution-Based TVET Agenda in the University of Technology Jamaica



THE FOUR DNA STRANDS



GOVERNANCE:

Does your college have personnel, policies, plans, resources, and practices in place that reflect a commitment to sustainability and green-focused education and training?



PROGRAM DESIGN AND DELIVERY:

Is your college preparing a qualified, green-skilled workforce by facilitating the delivery of high-quality programs based on industry needs?



STRATEGIC PARTNERSHIPS:

Has your college formed the necessary partnerships to advance campus sustainability goals and green workforce development programs?



COMMUNITY ENGAGEMENT:

Does your college serve as a catalyst in moving the community toward building a sustainable region and an economically vibrant green economy?

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Connecting the dots

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- Many still view to apply as a temporary solution, but lacking in an integrated approach
- The strategic connection with key national policies is still not evident
- There is a tendency of over-emphasis on one pillar
- Full-fledged program conceptualization is still missing



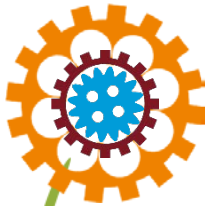


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A proposed reference for establishing an Integrated Framework

Strategic Strands to Greening TVET

Three-Tier Approach plus one

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Institutional Level

- Whole Institutional Approach
- Education & Training for SD framework
- Capacity development

National Level

- Coherent and Coordinated Policies for green growth
- Integration of Greening TVET
- Enhancing the profile of TVET

Global Level

- Sharing evidence based policy & practices
- Facilitating multi-directional dialogue
- Forging new partnerships towards supporting capacity building and research

+Industry

- Integrating S.D components in all occupations
- Training for greening workplace practices and processes
- Sectorial greening skills development strategies

Strategic Strands for Actions



Strategic Strands to Greening TVET

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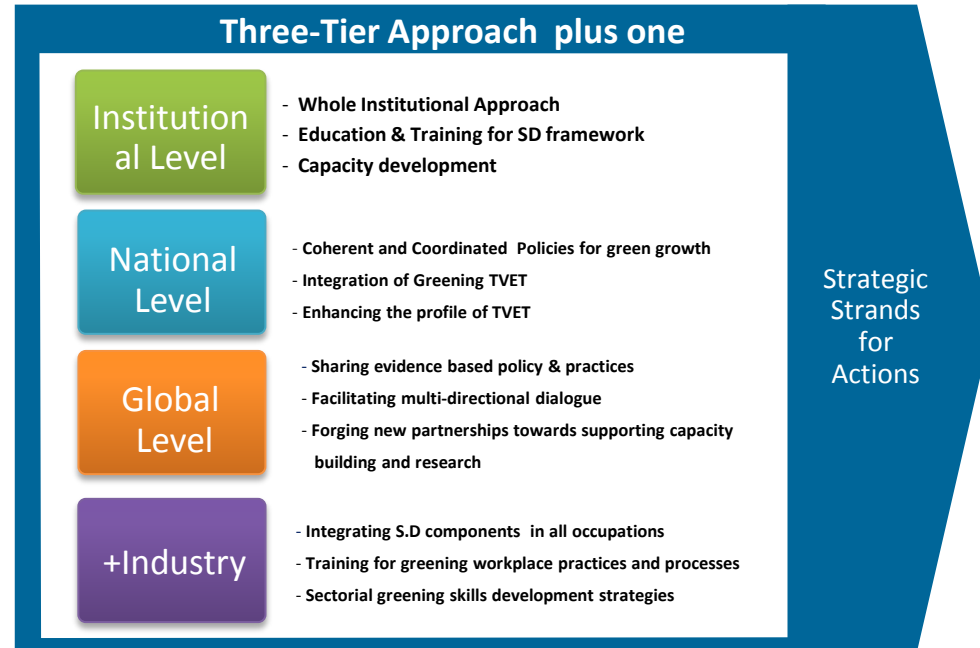


What it is?

- A guide at the national and institutional level that further needs self-assessment tools developed
- A reinforcing agent to promote sustainability in TVET
- A foundation for global action
- A common point for synergy with the private sector/industry

What it is NOT?

- A one-size fits all solution
- A conclusive paradigm



Greening TVET: A Journey

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- Extends ESD in TVET with skills for work and employment integration
 - (Apart from social and environmental dimension TVET is crucial for making a transition from energy and emission intensive economies to cleaner and greener production and service pattern)
- Not only for supplying skills for emerging occupations but also for existing occupation
- More systemic approach both in content & Intervention to TVET transformation rather than mere economic approach



Greening TVET: A Journey (cont'd)

- Aligns with local economy covering both non formal and informal
- It symbolizes a continuous process to attain low carbon green growth
- Guides in the framing of skills development according to available occupational requirements
 - *what skills and workforce education programmes?*
 - *what proficiency levels for what jobs and methods?*
 - *what qualification needs and training?)*
- Lays the basis for investing in what kinds of skills



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Without **Education**,
there can be
NO Sustainable Development

