

Reflections from Day 2: “TVET as the Master Key for Sustainable Development” Going from Policy to Practice

General Questions

- What does Sustainable Development mean in different contexts?
- How can we exploit the employment potential of the “green economy”?
- How can TVET contribute to inclusive green growth?
- What are the strategies to facilitate school-to-work transitions for youth?
- How can the UNEVOC Network be harnessed to identify and replicate promising practices and innovations of greening TVET and school-to-work transitions?

Plenary Sessions

1. Beyond the ESD Decade: Response from the Inter-Agency Working group on Greening TVET and Skills Development
2. Promising practices in TVET
 - Youth & Skills
 - Greening TVET

Parallel Sessions

1. Greening TVET – Policies and approaches for meeting skills for sustainability
2. Teaching, learning and training for Green TVET
3. Skills for inclusive societies

'The world is hungry not for words but actions'

- From policy development to policy implementation
- Bottom-up processes of change – starting at the operational level
- Looking for evidence at the practice level

Dealing with scenarios

Economic crises

Low carbon economies

Demographic changes

**Emerging job
profiles**

**Disappearing
professions**

New job profiles

Challenges


- Education systems, including TVET & skills development, are slow to respond to changes
- Multiple agendas (SGD, ESD, EFA, etc.) and multiple stakeholders need to be coordinated
- Communication must be clear: sustainable development, green economy, green growth, etc.
- Policy cohesion (at different levels, and across different sectors)
- Policy implementation
- Limited evidence base to inform policies
- Green jobs must be inclusive jobs - green TVET must be inclusive
- Need for curriculum adaptation and adequate training of teachers/trainers

What can/should/is being done?

- Advocacy
- Inter-agency coordination
- Policy and indicator development
- Conceptual discussions & knowledge sharing
- Foresight exercises to identify trends and skills needs
- Whole institution approach models
- Identification of promising practices
- “Participation – participation – participation”

Reflections

- Dealing with uncertainties and using opportunities
- TVET as transformative of economy?
- Use TVET & skills development to involve youth and local communities in finding solutions to SD challenges at local level
- Need for balance – greening TVET should not be only about (green) growth, but about inclusiveness and prosperity



*When the wind of change blows,
some build walls and others build
windmills.*