



**International Consultation on
Education for Sustainable Development:
TVET Teacher Education towards Sustainability**

**Preliminary Consultation Report
(DRAFT)**

19-24 August 2007

Chiang Mai, Thailand

**UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training
(Bonn)**

**Supported by
the Office of the Vocational Education Commission (OVEC),
Ministry of Education, Thailand**

**In Partnership with
InWent (Bonn)**

**the UNESCO Asia-Pacific Programme of Educational Innovation for Development
(APEID) (Bangkok)**

and

**the UNESCO Chair on Reorienting Teacher Education to Address Sustainability,
York University, Toronto**



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2. INTRODUCTION:

The International Consultation on Education for Sustainable Development: TVET Teacher Education towards Sustainability was convened in Chiang Mai from the 19th to the 24th of August, 2007. It was directed to identifying ways in which sustainability can be integrated into TVET teacher Education (TE) and capacity building programmes, and through them, into national TVET systems in general; beginning in the Asia-Pacific Region. It was hosted by the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (Bonn), supported by the Office of the Vocational Education (OVEC) of the Ministry of Education in Thailand and in partnership with InWent (Bonn), The UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID, Bangkok) and the UNESCO Chair on Reorienting Teacher Education to Address Sustainability (York University).

In 2002, the United National General Assembly declared 2005 through 2014 an international decade to focus on the role of education, public awareness and training in creating a more sustainable future: The United Nations Decade of Education for Sustainable Development (DESD). At the United Nations Conference on Environment and Development (UNCED), a 40 chapter action plan, called Agenda 21, was endorsed in order to implement the concept of sustainable development. Four main thrusts were identified for Education for Sustainable Development (ESD): 1) Access to quality basic education; 2) Reorienting existing education; 3) Public awareness and understanding; and 4) Training.

The critical role of TVET in sustainable development is long standing. For example, the recommendations of the UNESCO Second International Congress on TVET (Seoul, 1999) sought a new orientation of 'TVET throughout life' in order to meet the new demands of achieving the objectives of a culture of peace, environmentally sound sustainable development, social cohesion and international citizenship of the world.' As part of the ongoing process of TVET for achieving sustainable development, the International experts meeting in Bonn (2004) formally adopted the Bonn Declaration, which argued that:

... since education is considered the key to effective development strategies, TVET must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development.

Within that framework, and the need to strengthen the contribution of TVET to sustainable development, there arises the imperative to design new approaches to pre-service and in-service TVET teacher education to address sustainability. Thus the international consultation served as a platform to identify and explore the role that TVET teacher education does and could play in the development of sustainable futures through ESD, identifying interventions and strategies for enhancing that role.

Forty participants¹ attended the International Consultation: 10 from Thailand, 20 from developing countries in the Asia Pacific Region (Lao P.D.R., Sri Lanka, Myanmar, China, Pakistan, Vietnam and Nepal); and 10 International TVET and ESD experts from Brunei Darussalam, Germany, Cyprus, India, Latvia, Australia, Hong Kong and the Netherlands. The meeting, which extended over a period of 5 days, was recognized as an important initiative and process for all participants and experts who attended the entirety of the proceedings and discussions despite their demanding schedules.

This consultation report is intended to act as a preliminary report of the proceedings of the consultation meeting. It documents the main proceedings. The recommendations and other outcomes of the meeting will be presented in the final report in September 2007, which will be distributed to all participants.

3. OBJECTIVES & INTENDED OUTCOMES

Objectives

- To map the scope and contribution of TVET TE to ESD.
- To identify the issues arising for TVET TE in strengthening the contribution of TVET to ESD.
- To identify ways of strengthening the contribution of TVET TE to ESD.
- To develop an agenda and action plans of research, programme profiling and development for strengthening the contribution of TEVT TE to ESD.
- To advise the UNESCO-UNEVOC International Office (Bonn) on how the Centre and

¹ For a full list of participants, please refer to the Annex I.

Intended Outcomes

- A framework, grounded in illustrative case studies, identifying the scope of the contribution of TVET teacher education to ESD.
 - An articulation of the issues arising for TVET teacher education in strengthening the contribution of TVET to ESD.
 - A conceptualization and articulation of approaches to strengthening the contribution of TVET teacher education to ESD.
 - An agenda and action plans of research, program profiling and development for strengthening the contribution of TVET teacher education to ESD.
 - Recommendations to the UNESCO-UNEVOC International Centre in Bonn on how the Centre and its Network may contribute to that agenda and the action plans.
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4. WELCOME RECEPTION AND OPENING ADDRESSES

On the of the official opening of the consultation, The Office of the Vocational Education (OVEC) of the Ministry of education in Thailand graciously hosted a welcome dinner reception at the Chiang Mai Orchid Hotel, allowing participants and hosts to interact in an informal environment, prior to the official launching of the meeting. Chana Kasipar, Chairman of the Vocational Education Commission, welcomed participants to Thailand and to Chiang Mai, outlining key areas for deliberations within the proceedings scheduled to commence the following day, including TVET teacher education for the sufficient economy. The reception was relaxed and friendly, and the participants repeatedly voiced their appreciation and their thanks to OVEC.

The proceedings which commenced on the morning of the 20th of August was officially brought to order by Ms. Siripan Choomnoon, Deputy Secretary General of OVEC who chaired the session, officially welcomed all participants and briefly introduced the meeting hosts and partner representatives including: Mr. Chana Kasipar, Chairman of OVEC; Mr. Richard Bagnall and Ms. Naing Yee Mar of the UNESCO-UNEVOC International Center for Technical and Vocational Education and Training in Bonn, Germany; Mr. Harry Stolte of InWent Capacity Building International in Germany; Mr. Derek Elias of APEID, from UNESCO Bangkok; and Mr. Charles Hopkins, UNESCO Chair in ESD at York University in Toronto.

Following the introductions, the floor was opened to Mr. Rupert Maclean, Director of the UNESCO-UNEVOC International Centre in Bonn, Germany who made a brief welcoming address, welcoming and thanking all participants for their recognition of the importance of the consultation and their attendance. He then stressed the three fold concepts of the meeting: ESD, TVET and Teacher Education; stressing the need for sustainable development to permeate both TVET and general Teacher Education.

Mr. Chana Kasipar, Chairman of OVEC, also officially welcomed participants, highlighting some key concepts in TVET Teacher Education towards sustainability in the case of Thailand, stressing the 10th National Economic and Social Development Plan (2007-2011) and its guiding principle of the *Sufficiency Economy*. As outlined by Mr. Kasipar, the Sufficiency Economy is characterized by its objective of leading to the 'Green and Happiness Society' through people centered development and the balance between economic, social, and natural resources and the environment. Mr. Kasipar also highlighted the King's

philosophy of the 'Sufficiency Economy:' the middle path; which is briefly defines as moderation, reasonableness, and the 'immune' system applied through the Wisdom and the Moral Conditions for a balanced, stable and sustainable economic and social life.

5. KEY NOTE ADDRESSES²

Following the official opening, and chaired by Ms. Siripan Choomnoon, the session presented four key note addresses that helped highlight and stress the different aspects of ESD, TVET, initiatives in the Asia-Pacific Region, and TVET Teacher Education towards ESD.

"Since education is considered the key to effective development strategies, TVET must be the master key"
Mr. Rupert Maclean

- **TVET Teacher Education Towards Sustainability in the Asia Pacific Region: the context and key issues:** Mr. Rupert Maclean highlighted the importance of TVET within the world-wide job market; and reiterated TVET's status as the master key to development. He then highlighted 11 key issues concerning education for the world of work, including: access, decent work, formal and informal sectors, the vocationalization of secondary and higher education, values, ESD, networking, training, ICT, and qualifications frameworks. Mr. Maclean also highlighted a range of UNEVOC activities and programmes undertaken within the field, as well as a brief summary of the profile of the UNESCO-UNEVOC International Centre.
- **The Role of Education in Building a Sustainable Future:** In an environmentally, economically, socially and culturally changing world, Mr. Charles Hopkins helped stress and outline the concept of ESD, focusing on the four main thrusts of: public awareness, access to quality education, reorienting existing education, and training programmes for all sectors; and the strengths model – not all can do everything, but everyone can contribute, and some may want to take the lead. Mr. Hopkins also stressed in his presentation some issues and challenges on moving forward with ESD and including overcrowded curricula and the lack of: vision and awareness, policy and mandates, funding and resources, societal expectations, training programmes, and a research base
- **ESD Initiates in the Context of the Asia-Pacific Regions:** Mr. Derek Elias stressed the parallel concepts of EFA and ESD for both the access to and the quality of education, before moving to elaborate on the launching of ESD within the Asia-Pacific Region highlighting the UNESCO situational analysis and the working paper for ESD; as well as the upcoming 11th APEID International Conference on "Reinventing Higher Education: Toward Participatory and Sustainable Development," to be held in December, 2007. In light of the TVET components of the International Consultation, Mr. Elias referenced the recently held UNESCO/APEID *Roundtable Meeting on Technical and Vocational Education and Training* in Bangkok, and the three new themes that will guide UNESCO Bangkok's TVET programme within the next Medium Term Strategy (2008-2013), the Biennium Programme and Budget (2008-2009) and APEID's 8th Programme Cycle: 1) TVET to address poverty reduction and access of marginalized groups; 2) TVET at secondary and post-secondary education; 3) Regional Qualification Frameworks on TVET.

"Moving forward in positive steps with current resource levels is difficult but must not become impossible - too many count on too few of us."
Mr. Charles Hopkins

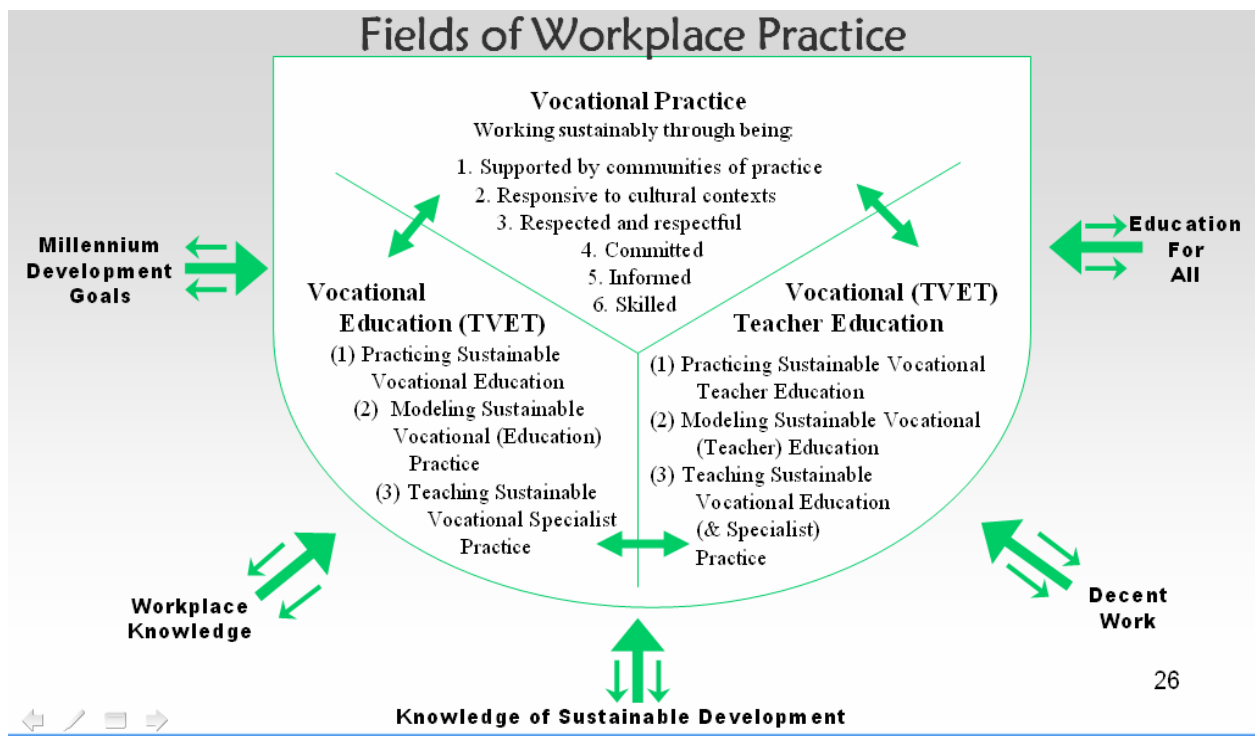
² Please refer to attached CD for key note presentations.

- **General Methodological Approaches and/or Strategies to Introduce Change/Innovations in TVET Teacher Education towards ESD:** Mr. Harry Stolte focused on Teacher Education and the need to reorient TVET teacher training, enabling the latter to reflect the different dimensions of sustainable development (environmental, economic and social), act as service providers for individuals, the economy and society as a whole, and to link closely with the world of work and society (local and regional communities) to identify needs and develop appropriate programmes for youth, adolescents and adults. Mr. Stolte also provided strategic and methodological aspects of the process including challenges and priorities within the field.

The above described key note addresses helped lay down the framework of the International Consultation: linking ESD, TVET, and TVET Teacher Education in the context of the Asia-Pacific Region. Having established the framework, Mr. Charles Hopkins, chaired the next session allowing first for participant introductions and asking the latter to highlight key areas of interest for discussions both within the meeting framework and the more informal gathering including; hosted lunches, dinners and field trips that provide for good networking opportunities.

6. MAPPING AND ENHANCING THE CONTRIBUTION OF TVET TEACHER EDUCATION TO ESD³

Chaired by Mr. Hopkins, this session saw Mr. Richard Bagnall reiterating the objectives and expected outcomes of the consultations, whilst also providing key areas of concern within the upcoming deliberations which included: the field of vocational practice, the field of TVET or vocational education, and the field of TVET/TE or vocational teacher education. In addition the following were identified as providing key inputs into the discussions including: EFA goals, MDGs, the concept of decent work, and the knowledge of sustainable development. The following conceptual framework was envisioned for TVET teacher education towards sustainable development:



³ Please refer to attached CD for Mr. Bagnall's key note address and presentation.

Mr. Bagnall concluded his presentation by outlining the programme activities and highlighting the importance of the various components of the programme towards the desired outcomes of the consultation process.

The proceedings of the first day continued with the commencement of three country presentations by LAO P.D.R., Sri Lanka, and Myanmar (see below section 7).

The end of the first day of presentation and deliberations was followed by a UNESCO-UNEVOC hosted welcome dinner at the Khoom Khun-Toke Restaurant which again presented a chance for participant networking and exchanges; also allowing all to enjoy traditional Thai cuisine, and an introduction to various Thai cultural dances. Following the dinner, the participants voiced their gratitude and their enjoyment of the hosted dinner.

7. PAPER PRESENTATIONS:

Country Presentations⁴

Mr. Sithipong – on behalf of Ms Siripan Choomnoon – from Thailand, Ms. Nivone Mounghounsavath from Lao P.D.R., Mr. Dayantha Wijeyesekara from Sri Lanka, Mr. Htun Kyaw Myint from Myanmar, Mr. He Zhen from China, Mr. Liu Peijun from China, Mr. Abdul Majid from Pakistan, Mr. Phan Minh Hien from Vietnam, and Mr. Bhawani Shanker Subedi from Nepal presented country case studies of the contribution of TVET to Education for Sustainable Development. Within their case studies and presentations, the following Issues among others, were identified:

- **Access to TVET:** distribution imbalance of vocational institutions among localities and districts; participation of marginalized groups, with a focus on women;
- **Quality of TVET:** matching TVET with national educational reform; integrating vocational subjects into general education; poor physical facilities of TVET institutions; supply vs. demand driven TVET; improving systems of training for skill workers;
- **Curriculum Development:** competency based curriculum; integrate knowledge on sustainability into educational curricula and practices at all levels (secondary and higher education) and sectors (formal and non-formal); curricula appropriate to labor market; demand driven curricula;
- **Balance between TVET and General Education:** status of TVET;
- **Teacher Education and Training:** Teaching staff insufficient to needs; decreasing retention of qualified staff; training unqualified teachers; streamlining teacher learning material including curriculum, upgrading training centers, textbooks, supplementary materials; establishing more training institutions or the use of innovative instruments for training – Mobile Teacher Training (MTT), open and distance learning, online and experiential learning;
- **Awareness Raising:** in general public, decision makers, and policy makers in order for sustainable development to be reflected in national development planning and implementation;
- **TVET administrations and directors:** training needs of TVET administrations, directors, decision makers and policy makers.

<p>“If the rate of population growth remains the same as present, particularly in Asia, then the natural resources will deplete to extinction soon. Poverty cannot be reduced until population growth is controlled. If we have to put an end to poverty and hunger then its only solution is to promote TVET” (Abdul Majid, Pakistan)</p>
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⁴ For country case studies and presentations, please refer to attached CD

TVET and ESD Expert Presentations⁵

Seven expert presentations followed, presented by Ms. Milagros Campos Valles of SEAMEO-VOCTECH (Brunei Darussalam); Mr. Frank Bunning of the University of Magdeburg (Germany); Mr. Joachim Wagner of InWent (Cyprus); Ms. Kiran Chokkar of CEE Delhi (India); Ms. Ilga Salite of Daugavpils University (Latvia); Mr. Peter Woods of the Australian Government Department of the Environment and Water Resources (Australia); and Mr. Rob de Vrind of the Koning William I College (Netherlands).

Each presentation helped draw attention to and highlight a number of TVET initiatives, programmes and projects in its respective country and organizations spanning a wide range of activities from NGO projects and programmes to policy considerations. The respective case studies and presentations (attached in CD) provide a good learning source of successful initiatives, lessons learned, and future considerations and needs.

Discussion: following the presentations, Mr. Hopkins, Chair of the Session, posed the following question to participants for discussion:

- A) *What are the major issues and concerns facing TVET educators in attempting to work with the concept of sustainability – i.e. diffusing ESD through TVET.*
- B) *What are the possible solutions?*

Breaking up into small groups of 4-6 participants each, discussions and deliberations were held for approximately 20 minutes; after which, group representatives presented their main points in answer to the questions.

Below are some of the key issues that emerged:

- Limited awareness of sustainable development among TVET practitioners, TVET educators and administrators.
- Lack of a clear framework, indicators and guidelines which outline the concept of Sustainable Development.
- Lack of support and commitment at some levels (governments, heads of institutions, etc).
- Distribution imbalance of vocational institutions (poor representation in rural areas).
- Limited information on how best to intervene in different TVET fields or domains to achieve sustainability.
- Limited view of TVET as skill imparting – lack of a larger context for TVET within society, national, regional and global).
- Low status/image of TVET.
- Lack of linkage between TVET and mainstream/formal education.
- Lack of financial (funding and subsidies) and human resources.
- Lack of ESD capabilities among teacher educators.
- Lack of information and understanding among educators of sustainable development.
- Lack of information on methods of teaching sustainable development.
- Lack of teacher recognition (certificates) compatible with formal and university education certificates.
- Lack of teacher motivation and commitment.
- Lack of attention to ecological and environmental sustainability by educators.
- Overwhelming cultural pressure for productivity at any cost.
- Discrepancy between societal needs and quality of TVET.
- Lack of information sharing between training providers and labor market needs.

⁵ For program and ESD papers and presentations, please refer to attached CD.

While some of the possible solutions identified included:

- Develop a graspable framework which outlines the concept of sustainable development, indicators, and framework.
- Identification of target groups (Who does what?).
- A clear policy for TVET at all levels, starting with the government.
- Provide information and knowledge to policy makers.
- Incorporate ESD notion in education philosophy.
- Providing resources (financial and human).
- Build vocational institutions to ensure that everyone has an equal opportunity for learning in TVET.
- Evaluate quality of TVET then update it.
- Improve image of TVET.
- Establish linkages between formal, informal and non-formal education and training.
- Identify new skills requirements through ESD perspective.
- Revise and develop curriculum with sustainability concepts and match with societal needs to improve quality of TVET.
- Service orientation of TVET – demand driven curriculum.
- Involve industries and businesses in all aspects of programs.
- Recognition of equivalence of TVET certificates.
- Retrain teachers and research and staff development.
- Develop TVET and TVET TE responsiveness to workplace needs.

The end of the proceedings on the second day saw Mr. Charles Hopkins briefly introduce the three identified working groups; after which participants were given a chance to sign up for the WG of their choice for further deliberations and discussion.

8. FIELD TRIP (Wednesday August 23)

As part of the consultation programme, a trip to Huai Hong Khrai Royal Development Study Centre was organized by OVEC on Wednesday. Established in 1982, the centre is one of 6 such cultural centres in different regions of Thailand, each of which focuses on a different, but locally significant set of land use patterns. The Huai Hong Khrai Study Centre focuses on the problem of severe winter droughts and the associated deforestation and low rural productivity. It has two arms: 1) research and experimentation; and 2) extension and demonstration; and seeks to operate within the King's concept of the sufficiency economy philosophy. On the visit, the extension and demonstration arm of the centre clearly demonstrated the value of the study center as a contributor to TVET through non-formal TVET for land farmers. The trip included a visit to a land farm that had been transformed through the research and educational work of the centre from a degraded, unproductive, and unsustainable enterprise into a productive, self sufficient, integrated, essentially organic, sustainable and profitable family farm. Mr. Patana, one of the new successful farmers who have benefited from the work of the centre said: "I never stop learning." In fact, he both continues to learn and to teach others about his success.

<p>"I never stop learning." (Mr. Patana)</p>

9. WORKING GROUPS:

The fourth day of the consultation meeting commenced with an introductory session chaired by Mr. Hopkins, who briefly outlined the tasks to be accomplished within the three working groups, after which the participants split into their respective groups and began deliberations and discussions.

WG (1) How TVET and ESD can make education more useful to learners and communities:

Chaired by Mr. Peter Woods and Ms. Kirran Chhokar, the participants in this group looked at the task of the consultation meeting from the perspective of how TVET and ESD could make education more useful to learners and communities.

WG (2) TVET and ESD teacher education reform:

Chaired by Ms. Melagros Campos Valles and Mr. Harry Stolte, this group looked at the task of the consultation meeting from the perspective of TVET and ESD teacher education reform.

WG (3) Decent Work: workplace and workforce reform from the worker up:

Chaired by Mr. Joachim Wagner and Mr. Frank Bünning, the participants in this group looked at the task of the consultation meeting from the perspective of workplace and workforce reform.

The working groups were asked to identify what might be done to strengthen the contribution of TVET TE to sustainability in work from the perspective of their group. The meeting groups reconvened after lunch in a plenary reporting session, chaired by Mr. Hopkins, to present and share their respective deliberations and outcomes:

WG (1) identified the important developmental tasks to be undertaken to advance the contributions of TVET TE to sustainable workplace practice.

WG (2) identified the operational levels (policy, institutional, and individual) at which those tasks should be undertaken and key components of action plans to follow through on the overall agenda of advancing the contribution of TVET TE to sustainable workplace practice.

WG (3) identified the key reforms needed to enhance the responsiveness of TVET TE to workplace contexts and workforce agendas and to carry the responsiveness into the overall task of advancing the contribution of TVET TE to sustainable workplace practice.

These outcomes were seen as laying the foundation for an agenda and action plans, of research, programs profiling and development for strengthening the contribution of TVET TE to ESD.

While the consultation meeting was adjourned early, it allowed participants to hold their individual meetings to continue deliberation and discussions; while some participants also provided interviews to The Nation: a national English language Thai newspaper – printed daily. On the eve of the fourth day, UNESCO-UNEVOC and UNESCO Bangkok jointly hosted a dinner.

10. CONCLUDING THE CONSULTATION:

The final day of the conference saw a change in venue location, with the ChiangMai Vocational College graciously inviting and hosting the final proceedings. On route to the college, participants visited and learned of the work of the Chiangmai Technical College. Mr. Paiboon Wongyimyong, Director of Chiangmai Technical College, welcomed participants and presented Mr. Charles Hopkins and Mr. Derek Elias, as well as all participants with a token of welcome and appreciation.

A plenary working session was held and chaired by Mr. Hopkins to identify the tasks to be undertaken to integrate the outputs from the foregoing activities into an appropriately integrated agenda and recommendations to carry forward the task of the consultation meeting. Derek Elias chaired a discussion of the development plans and commitments being

drawn by individual participants. These plans included a wide range of collaborative and individual projects at institutional, local, regional and international levels.

During lunch, an exhibition of students work at the ChiangMai Vocational College was held, including a fashion parade. Following was a plenary discussion focused on the actions to be followed up in cooperation with the organizing and partner agencies, under three headings: 1) research and information exchanges (chaired by Mr. Hopkins) 1) technical exchange and capacity building (chaired by Mr. Stolte) and 3) cooperation and networking (chaired by Mr. Elias).

During the final plenary session, chaired by Mr. Derek Elias, Mr. Richard Bagnall presented a number of key points that arose from the meeting and presented a revised conceptual framework of the contribution of TVET TE to ESD and priorities for development, based on the recommendations identified in the consultation.⁶

Mr. Charles Hopkins then outlined the more specific further developments arising from the meeting. Those included the following:

- 1) The drafting by the organizing committee of a comprehensive report of the consultation meeting, to include the outcomes.
- 2) The circulation of that draft to all participants in the Consultation Meeting for feedback, recommendations and amendments.
- 3) The finalization of the report and its submission to the Consultation Meeting organizers, partner organizations, participants and other interested agencies (by late September)
- 4) Follow up activities to carry forward the agenda and recommendation in the final report – involving participants, partner agencies, the UNESCO-UNEVOC International Office and other interested agencies.

The official closing of the Consultative Meeting followed, chaired by Ms. Siripan Choomnoom, in which participant certificates were presented to participants by Mr. Chana Kasipar, Chairman of the Vocational Education Commission. On behalf of UNESCO-UNEVOC, Ms. Naing Yee Mar brought the conference to an official end, by thanking all participants for their attendance and their contributions to the success of the consultative process; whilst also thanking the meeting hosts and organizers: the Office of the Vocational Education (OVEC) of the Ministry of Education in Thailand, InWent (Bonn), The UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID, Bangkok) and the UNESCO Chair on Reorienting Teacher Education to Address Sustainability (York University, Toronto) and Mr. Richard Bagnall from the Hong Kong Institute of Education.

11. RELATED INFORMATION CAN BE FOUND AT:

www.unescobkk.org
www.unevoc.unesco.org
www.ilo.org
www.unep.org
www.esdtoolkit.org
www.InWEnt.org
www.vec.go.th
www.cmvc.ac.th

⁶ Please refer to Annex II for the Revised Conceptual Framework

12. TABLE OF CONTENTS FOR ATTACHED CD

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 2. Final List of Participants
 3. Final Programme
 4. Power Point Presentations
 5. Key Note Address – Mr. Bagnall
 6. Country Case Studies
 7. Program and ESD Initiatives
 8. ESD Tool Kit
 9. Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability
 10. Basic Module in Thai
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ANNEX I FINAL LIST OF PARTICIPANTS

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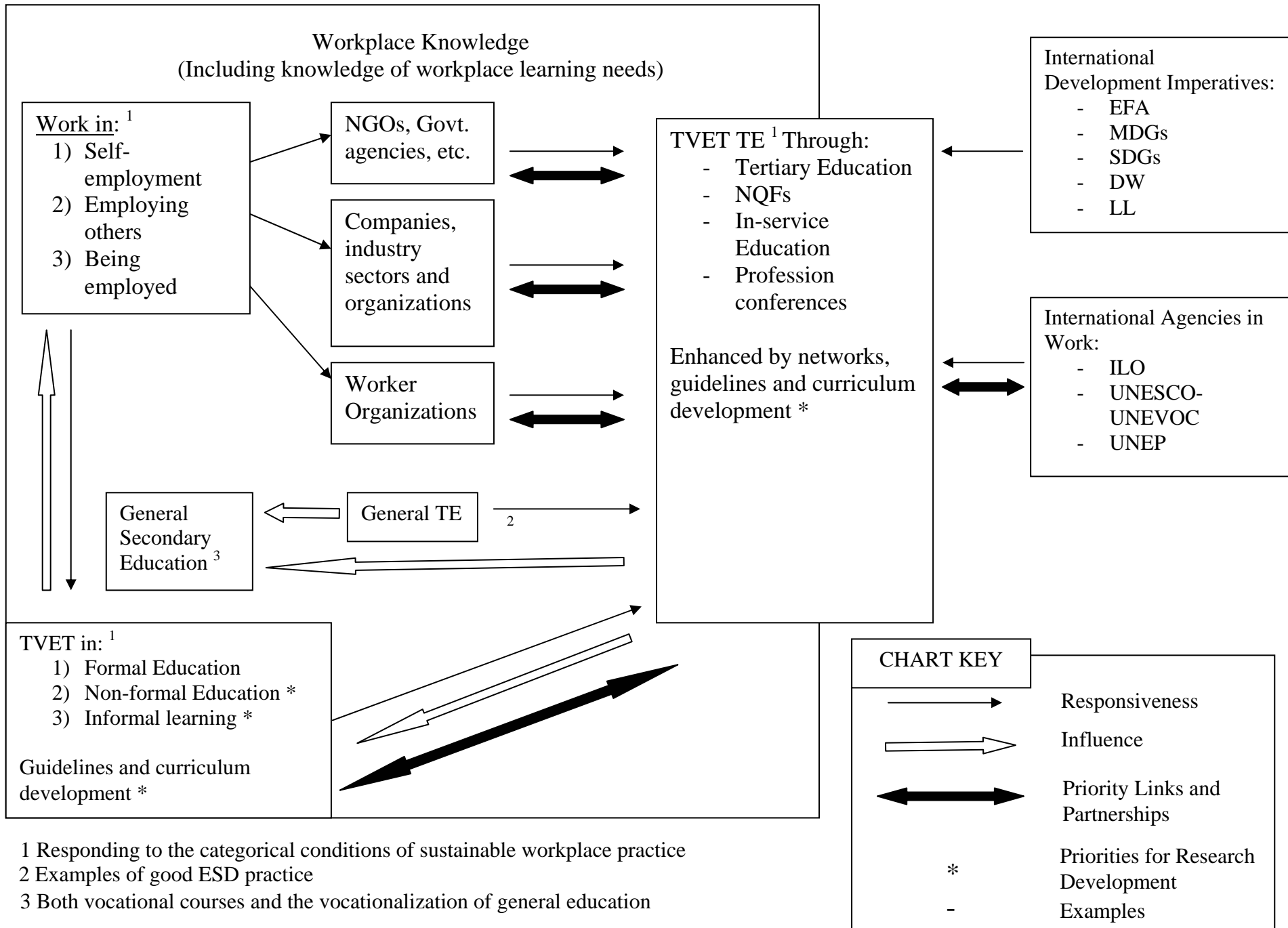
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Conceptual Framework of the Contribution of TVET TE to ESD and Priorities for Development