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for Technical and Vocational
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Greening TVET / August 2017

Editorial

Dear Readers,

This issue of the Bulletin focuses on the theme of Greening TVET- one of UNESCO-UNEVOC's flagship programmes to support TVET institutions in their journey towards transformation. It highlights the importance of initiating reforms that meet the twin challenges of youth unemployment and low capacities in the field of sustainability across the TVET sector.

This was the amongst major concerns discussed at the recently concluded international conference in Tangshan, China that aimed to review the progress made since the Third International Congress on TVET, which produced Shanghai Consensus, in 2012. In addition to greening TVET; youth employment and entrepreneurship, ICT in TVET, gender equality, skills forecasting, and greater recognition of TVET qualifications were discussed. The policy consensus amongst the global TVET stakeholders on all these issues, and the potential of TVET to meet the Sustainable Development Goals, is highly encouraging.

On behalf of the entire UNESCO-UNEVOC team, I wish you a pleasant reading.

Shyamal Majumdar
Head of UNESCO-UNEVOC



UNESCO-UNEVOC launches a practical guide for whole institutional transformations in Greening TVET

Recognizing the need to translate the advocacy of promoting sustainable TVET into action, UNESCO-UNEVOC International Centre for TVET (UNESCO-UNEVOC) has released its newest publication that provides a guiding framework for the greening of TVET institutions. This Guide is designed to help leaders and practitioners of technical and vocational education and training (TVET) in improving their understanding of and implementing education for sustainable development (ESD) using a whole institutional approach for greening their institutions.

Technological and social developments, growing concerns about climate change, environmental degradation and scarcity of resources are changing the nature of work. These developments demand that TVET develop skills and provide knowledge to ease transitions to green economies and societies. In light of the Sustainable Development Goals (SDGs), TVET underpins many of the proposed goals and the achievement of sustainable development.

Greening TVET: a practical guide for institutions is designed to help leaders and practitioners of technical and vocational education and training (TVET) in improving their understanding of and implementing education for sustainable development (ESD). It is guided by a whole-institution transformation approach, and uses a step-by-step process that can be applied in an institutional setting. The process consists of four steps: understanding, planning, implementing, and monitoring and assessment. The Guide identifies several key elements to assist TVET leaders and their institutional teams in understanding

the scale, scope and crucial steps in greening their institutions and programmes. It explains the need for, and the institutional benefits of, greening.

As used in this Guide, a whole-institution approach situates the approach in different education and training settings and across different actors. In the context of TVET, it requires the setting up of an integrated learning development path that combines theory, practice and evidences of contributions to the process of change. It requires planning of responsibilities that can be performed by different actors within an institution-setting to create a holistic change within their domain; anticipation of the further roles that these actors take up in their personal and professional life to influence inputs, processes and outcomes; and the preparation to perform these roles in any workplace setting and in life situations. These actors need to be equipped with the knowledge, skills and competencies to effect the necessary change and perform their roles to the point that sustainability is embedded in everything they do. It also develops the work-related skills and competencies of those involved in teaching and learning.

TVET is crucial in reorienting social attitudes towards low-carbon footprints, which is essential to addressing climate change. As TVET is geared towards preparing learners for different occupational fields and increasing their participation in the world of work; incorporating a greening orientation and learning components that enable adjustment to the dynamism of green jobs, can be significant inputs towards the sustainable transitions.

To learn more about the various initiatives of Greening TVET undertaken by the UNEVOC Network, and to access the guide please visit the UNEVOC Greening TVET webpage. As part of our continuing commitment to support the process of greening TVET and institutional transformations, we would like to hear from you about your institutional actions. Contact the UNESCO-UNEVOC Greening TVET and ESD programme to learn more:

unevoc.greeningtvet@unesco.org

Perspectives from the field



Every Issue 'Perspective' gives the opportunity for those involved in UNESCO-UNEVOC's activities to voice their view on the programme. For this issue we have invited Mr. Alferdo Xavier Rello Rodarte, Coordinator of International Cooperation at CONALEP – A UNEVOC Centre in Mexico, to present his institution's view on greening TVET. CONALEP also hosted a workshop in June on the topic of Greening TVET: Towards a Sustainable Vocational Education convened representatives from four UNEVOC Centres from the region, BiBB and UNESCO-UNEVOC.

How is UNEVOC's Greening TVET Guide useful for an institution like CONALEP to implement education for sustainable development?

Greening TVET Guide is an excellent tool to comprehensively understand the concept of sustainable education, as it goes beyond actions aimed at simply improving the infrastructure of the institutions and reducing the level of waste generated. The concept of Greening TVET responds to the current needs of caring our environment from the economic, political and social point of view. It is a priority to conceive this idea as an institutional culture, to detect areas of opportunity, strengths and weaknesses, to draw up a plan that allows achieving objectives and goals of sustainability in one or more areas stipulated in this guide.

This guide enables an understanding of establishing an action plan, and knowing about activities carried out in different institutions around the world to systematically respond to the challenges of climate change in a bottom's up approach. As a guide, it also shows how to implement these programs, adapting them to the different contexts and realities.

What do you see as implications of having a strong TVET agenda to greening of economies and societies?

CONALEP is committed to training young people who can transform the society for good. Given the increased focus on sustainability, we recognize the need to train competent individuals with the right skills to deal with the economic, social and environmental problems that we face daily. A strong TVET agenda is needed for preparing learners for different occupational fields and increasing their participation in the world of work; incorporating a greening orientation and learning components that enable adjustment to the dynamism of green jobs, can be significant inputs towards the sustainable transitions.



Participants at the Southern Africa Regional Technical and Vocational Education and Training (TVET) Teacher Training and Greening TVET Forum

UNESCO-UNEVOC highlights the need to bridge skill gaps at the PAGE Ministerial Conference

Berlin, Germany. 27 - 28 March 2017

From the 27th-28th March, the Partnership for Action on Green Economy (PAGE) Ministerial Conference, a joint initiative of five UN agencies, was hosted in Berlin by the Government of Germany. The conference was attended by Ministers, Deputy Ministers and other government officials from over 30 countries, to discuss “Inclusive and Sustainable Economies: Powering the SDGs”. UNESCO-UNEVOC collaborated with key partners to highlight the catalysing role of education and training to supply requisite skills in shaping green economy, at this conference.

Mr Shyamal Majumdar, Head of UNESCO-UNEVOC, delivered a key note address explaining how investments in education and training can offset the challenges of skills gaps, especially in green jobs.

Greening of TVET as an important agenda of UNESCO-EU STEP project in SADC

Lilongwe, Malawi. 9 - 10 April 2017

UNESCO-UNEVOC’s flagship initiative on Greening TVET was presented at the Southern Africa Regional Technical and Vocational Education and Training (TVET) Teacher Training and Greening TVET Forum.

This forum was organized as part of an ongoing Skills and Technical Education Programme (STEP), coordinated by the UNESCO Regional Office for Southern Africa in Harare, and funded by the EU. It is aimed at promoting equitable and gender-balanced TVET, improved quality of TVET teachers, and Greening TVET programs.

The Greening TVET initiative supports the STEP project by enabling the identification of key elements to develop a robust framework for improving the quality and labour market relevance of TVET teacher education in Malawi, and the SADC region.

A total of 73 delegates representing government representatives, private sector, academics and TVET experts from the nine countries covered by the UNESCO Harare were in attendance. Experts from UNESCO Headquarters and UNESCO-UNEVOC and 6 UNEVOC Centres also participated at the Forum.

Virtual conference on Greening TVET in Latin America

05-11 June 2017

The increase in the demand for green jobs and skills in the region presents an opportunity to the TVET sector in Latin America, especially considering the indispensable role of vocational education and training to the acquisition of the skills and knowhow for the green sectors. A virtual conference focusing on how the countries in Latin America are responding to climate change through TVET, was organized by UNESCO-UNEVOC.

The virtual conference provided:

- An introduction to the Sustainable Development Goals (SDGs) and the link between societal, economic and environmental factors to sustainable development;
- A review of how countries in Latin America and responding the global climate-change policy agreements;
- A discussion of labour market changes in Latin America, and what the future skills requirements means for education and training institutions;
- A definition of greening TVET and shows why it is important.

Moderated by Ms Irene Alvarado, this virtual conference had 121 participants from 46 countries, from Latin America and beyond.

Peer learning and mentoring workshop on greening curriculum

Hong Kong, China. 17 - 20 June 2017

UNESCO-UNEVOC and the Education University Hong Kong (a UNEVOC Centre) partnered to examine the conditions in TVET institutions that can enable and support TVET teachers in taking an active role in the greening TVET implementation process.

This workshop convened TVET teachers and experts from Fiji, Cambodia, Canada, Malaysia, Sri Lanka, Nepal, Mongolia, and P.R. China. The focus of the discussions was on successfully operationalizing green TVET implementation, particularly the delivery of sustainability-oriented skills and assessing outcomes in the TVET curriculum.

The workshop imparted knowledge and understanding of the institutional approaches for greening TVET, and the importance of curriculum and training methods. Key messages shared in the group discussions highlighted the need for greening TVET curriculum to increase quality provisions to make TVET relevant to meet the skills needs of green transitions in local industries and enterprises. This process is to be accompanied by adequate awareness-raising and professional development of TVET teachers to become effective in their role.

Selected news from UNEVOC

Centres around the world

Importance of Green Skills reaffirmed at the Annual CIGan Conference

Ottawa, Canada. 30 April-3 May 2017

Colleges and Institutes Canada (CIGan) is a pan-Canadian UNEVOC centre, which represents 135 public post-secondary institutes of applied learning and applied research in Canada organized an international conference on occasion of its 150th anniversary.

The conference witnessed the participation of UNEVOC Centres and other representatives from North America, Latin America, Africa and Asia. UNESCO-UNEVOC International Centre was represented by its Head, Dr. Shyamal Majumdar who participated as a keynote speaker at the opening ceremony, highlighting the importance of Greening TVET and UNESCO-UNEVOC's flagship Greening TVET programme.

Key stakeholders discuss Quality Assurance practices in South Asian Qualification Frameworks

Colombo, Sri Lanka. 20-22 February 2017

The Tertiary and Vocational Education Commission, Sri Lanka and the UNESCO-UNEVOC organized a workshop

titled 'TVET Systems for Sustainable Development: Innovations & Best Practices in Quality Assurance of TVET in South Asia' in Colombo. The workshop hosted key stakeholders and UNEVOC centres from the South Asian region, to discuss their qualification systems and their quality assurance against regional and international trends.

One of the key learnings from the workshop was that while all participating countries had existing National Qualification Frameworks with the Vocational Qualification Frameworks as their subset, the quality assurance systems and their evaluation mechanisms were still at early stages of development.

The workshop was attended by 48 participants including 5 UNEVOC centres from 5 Member States in the region as well as delegates from key partner organizations.

UNEVOC Network welcomes 4 new members

The UNEVOC Network continues to expand as four TVET institutions from the Africa, Arab States and the European Union join the network. These include:



Abu Dhabi Centre for Technical and Vocational Education and Training (ACTVET) from the United Arab Emirates

Center of Accreditation and Quality Assurance (CAQA) for TVET from Jordan



Fonds de Financement de la Formation Professionnelle (3FTP) from Senegal

The Basque Centre of Research and Applied Innovation in VET (TKINKA) from Spain





World Youth Skills Day 2017

UNESCO-UNEVOC, in collaboration with the UNEVOC Network and other partners that included CEDEFOP and the WorldSkills International observed the UN World Youth Skills Day (WYSD) this year. As part of the activities for the WYSD, a number of activities aimed at highlighting the importance of skills and TVET in the context of youth empowerment, employment, entrepreneurship and lifelong learning, were organized by UNEVOC network the world over.

On 18 July, UNESCO-UNEVOC and CEDEFOP co-organized a one day event in Bonn, that included a live streamed panel discussion. The event was participated by a diverse group of researchers, practitioners, and important stakeholders. The focus of the discussions was on enhancing the attractiveness of TVET and drawing conclusions for future action. The discussions included inputs from all five regions of UNESCO-UNEVOC Network.

The event also included thematic stakeholder consultations focusing on:

- Diversity of TVET and enhanced permeability across learning pathways
- Engagement of social partners in policy development and implementation

UNESCO-UNEVOC organized a photo competition as part of this year's WYSD celebrations. The competition called on amateur and professional photographers to capture young people using their skills 'in action'. More than 250 people from all around the world submitted pictures that showed how TVET contributed to youth employment and entrepreneurship, promoting equity and gender equality, and sustainable development.

More than 50 UNEVOC Centres from 40 countries held events that brought together different stakeholders to raise awareness about the benefits of skills development for young people. Ministries, national bodies, training institutions organized skills competitions, exhibitions, lectures and workshops, and training courses that engaged students, teachers, decision-makers and the local community.

To watch the panel discussions and read the comprehensive report of the activities of UNESCO-UNEVOC and the UNEVOC Network, please visit www.unevoc.unesco.org/wysd



SkillsinAction Photo Competition 1st place

Photographer: Eyitayo Oyelowo
Country: Nigeria



SkillsinAction Photo Competition 2nd place

Photographer: Bishoka Mulmi
Country: Nepal



SkillsinAction Photo Competition social media prize

Photographer: Nduwayezu Emmanuel
Country: Rwanda

TVET at the core of Sustainable Regional Development agenda in the Caribbean

Montego Bay, Jamaica. 10-12 February 2017

14 Member institutions of UNESCO-UNEVOC Network from 11 countries in the Caribbean, with UNESCO-UNEVOC support participated at the Third International Conference on TVET in the Caribbean. The Conference was organized under leadership of the University of the West Indies, and the support of the Government of Jamaica; the University of Technology and the HEART Trust/NTA Jamaica, UNESCO, and other key partners. This conference provided a forum for sharing innovative practices from a diverse set of stakeholders in the Caribbean including governments, academia, industry, and development partners.

The Caribbean TVET sector is geared towards countering diverse challenges that include a shortage of skilled workforce, skills mismatch in the labor markets, high youth unemployment, emigration of skilled labor, and climate and environmental vulnerability. A consultation meeting of the UNEVOC Caribbean Network was also held prior to the Conference, attended by 19 representatives from 14 UNEVOC Centres and representatives of interested partner organizations, to explore ways to further enhance the engagement of UNEVOC Centres in the Caribbean.

UNEVOC participation at the ‘Skills on the move: Global trends, local resonances’ Conference

The UNESCO Third International Congress on TVET, held in May 2012 in Shanghai, China, marked a

turning point in the international TVET discourse, as it highlighted the transformational role of TVET. It envisaged a role of TVET that transcends responsiveness to labour market needs, but also contributes to inclusive education and sustainable development.

To take stock of the progress made since the Shanghai Consensus and the adoption of the Sustainable Development Goals, more than 500 participants from 70 countries came together at the ‘Skills on the move: global trends, local resonances’ / Shanghai +5 conference at Tangshan, China. This conference was co-organized by the Government of P.R. China, German Federal Ministry of Education and Research (BMBF), and UNESCO. Participants included representatives of international organizations; high officials from relevant ministries and TVET institutions, including 40 representatives of UNEVOC Centres, employers, private sector, and youth representatives.

The discussions focused on TVET for youth employment and entrepreneurship; gender equality and access to lifelong learning; systems to anticipate skills demand anticipation to better match work and training; recognition of qualifications to provide mobility for learners and workers; skills for green economies and an increasingly digitized world.

A number of representatives from the UNEVOC Centres contributed to the discussions at the conference in their roles as Session Chairs and Speakers. Ms. Marie-Josée Fortin, Director of International partnerships at Colleges and Institutes Canada (CICAN), served as the General Rapporteur at the conference.

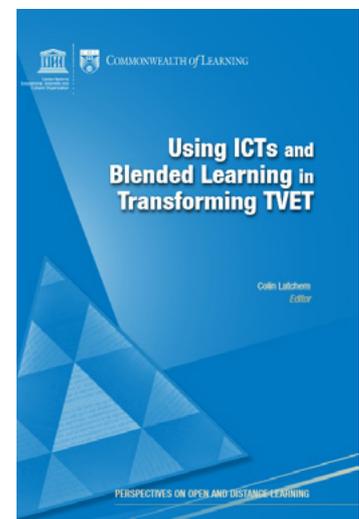
Further details of the conference and the outcome documents can be accessed here: <http://en.unesco.org/international-conference-tvet-2017>

News from the Knowledge

Management team

UNESCO & COL publish a resource on ICTs and Blended Learning in Transforming TVET

The Commonwealth of Learning (COL), UNESCO Section of Youth, Literacy and Skills Development, and the UNESCO-UNEVOC have launched a joint publication ‘Using ICTs and Blended Learning in Transforming TVET’.



This resource aims to address gaps and examples from around the world in the use of ICTs and novel forms of open, flexible and technology-enhanced learning in TVET. The main focus of the publication is to present and discuss ways in which use of ICTs and open and flexible means of delivery help learning in different settings and enhance learning opportunities, highlighting the need for relevant policy reforms. It comprises of inputs from leading experts around the world, including case studies developed by experts from four UNEVOC Centres.

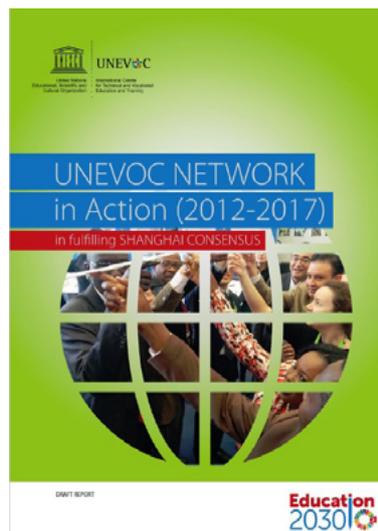
As part of its ongoing projects, UNESCO-UNEVOC is also developing a resource material on 'Improving Quality of TVET Teaching and Learning using ICT'. This resource will be available later this year.

You can find the publication here: <http://unesdoc.unesco.org/images/0024/002474/247495E.pdf>

Shanghai +5: UNEVOC Network in Action (2012-2017)

The Shanghai Consensus frames the scope for UNESCO's action to transform TVET. As UNESCO's specialized agency in the realm of TVET, UNESCO-UNEVOC through the UNEVOC Network has achieved a number of milestones in supporting Member States to transform their TVET systems. The report presents how UNESCO-UNEVOC and the UNEVOC Network have endeavoured to address the seven recommendations outlined in the Consensus as part of UNESCO-wide response to strengthen TVET. From capacity development and knowledge development, management to regional and international cooperation, the UNEVOC Network has been at the forefront of UNESCO and UNESCO-UNEVOC's work. The Network has been effectively mobilized to usher developments in their TVET systems and engaged in projects and activities intended to draw impact at the country and institutional levels.

To learn more about the UNEVOC Network in action and its contribution to realizing the Shanghai Consensus, please access the draft report here: http://www.unevoc.unesco.org/up/Draft_UNEVOC-Network-in-Action.pdf



Shanghai Update 7

On the occasion of 5 years since the Third International Congress on TVET, a special edition of the Shanghai Update has been developed. It includes inputs from selected experts representing important stakeholders of the TVET community, that present views on addressing important challenges to TVET transformation.

These inputs were used to inform and guide the discussions during the Shanghai + 5 Conference, and covered issues related to qualification frameworks and mobility across learning pathways; enhancing TVET's relevance; enhancing access, equity and quality; governance and partnerships; financing; and improving the evidence base to present a stronger case for TVET globally.

This edition can be accessed here: <http://unesdoc.unesco.org/images/0025/002509/250988E.pdf>

New Promising Practices published

Three new Promising Practices have been published online. These include:

- Ammachi Labs, India
- Australian Apprenticeship Ambassador's Programme
- SSACI, South Africa

To learn more about them and for more information on the Promising Practices; including how to share your practices, please visit: <http://www.unevoc.unesco.org/go.php?q=Promising+Practices+List>

Upcoming Events

September 2017

11-22

UNEVOC TVET Leadership Programme
Bonn, Germany

October 2017

14-18

WorldSkills Competition
Abu Dhabi, United Arab Emirates

30-3 Nov

UNEVOC Africa Regional TVET Leadership Programme
Harare, Zimbabwe

November 2017

27-30

**Enhancing TVET capacity for youth employment,
entrepreneurship and sustainable development
through developing active TVET agents in Asia**
UNEVOC Capacity Development Programme
Bangkok, Thailand

Stay in touch

The Bulletin aims to inform the wider public on activities undertaken by the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training on a certain thematic issue. It also presents selected news from UNEVOC Centres, and readers can find out more about these and other activities on our website.

The Bulletin is published twice a year and is available in all six UNESCO languages: Arabic, Chinese, English, French, Russian and Spanish.

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