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Reorienting TVET Policy Towards Education for Sustainable Development: A Building Block for Education for All

TVET for the second half of the United Nations Decade of Education for Sustainable Development

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Bonn, UN Campus
Skills Development for Employability and Citizenship

- to renew TVET by:
  - articulating TVET with overall systems of education
  - adopting a range of modalities
- to take responsibility of bridging the gap between the educational system and the labor market
- to incorporate new subjects (issues) into TVET teaching and learning
- to build a pathway in achieving the MDGs, EFA and ESD
Key message

“**Quality TVET** has a very important role in achieving education for sustainable development.”
Presentation Focus

- UNESCO’s Action for DESD
- UNESCO and TVET
- The Role of UNESCO-UNEVOC
Aims of this presentation

- to provide an opportunity to re-examine the contribution of TVET to achieve **quality Education for sustainable development**;

- to provide a platform for international exchange on ESD related issues; and

- to review progress achieved and develop strategies to integrate ESD into TVET **for the second half of the Decade**;
Notions of Sustainable Development

- in the past mainly focused on the natural environment
- more recently there has also been a broadening in how this idea is interpreted, to include all aspects of development including economic, social and political aspects, and also notions such as peace building as a pathway for achieving harmonious, sustainable societies.
Global Crisis

the reasons why they have occurred, reminds us of the fact that sustainable development does not just depend on economic factors, but also upon the social and political environment in which we all live and work.
Sustainable development depends also on values and social factors

“The Planet has enough resources to meet people needs, but not their greeds” – Mahatma Gandhi
What is sustainable development?

According to the famous Bruntland Commission report of (1987):

“Sustainable development refers to development that meets the needs of the present without compromising the ability of future generations to meet their own needs”.

- Image: Hands holding a small plant
Education for Sustainable Development

- Individuals to have *sustainable livelihoods* to make an effective contribution to the economic and social development of their communities
In December 2002, the United Nations General Assembly (UNGA) adopted resolution 57/254 to put in place a United Nations Decade of Education for Sustainable Development (DESD), spanning from 2005 to 2014.
Overall Goal for DESD

- Integrate the principles, values and practices of sustainable development into all aspects of education and learning
UNESCO for DESD

UNESCO was requested:

- To lead the Decade;
- To develop a draft International Implementation Scheme (IIS) for the Decade.
Summary of the goals and objectives of the Decade Strategic Document


(UNESCO Education Sector, 2005)
Seven strategies

- vision-building and advocacy;
- consultation and ownership;
- partnership and networks;
- capacity-building and training;
- research and innovation;
- use of Information and Communication Technologies (ICTs);
- monitoring and evaluation.
UNESCO’s Action in 2008-2009

Five keys areas have been defined:

- Enhancing leadership and coordination
- Supporting Member States capacities for ESD policy formulation and M&E of the implementation
- Preparing the mid-term review conference for DESD in Bonn, Germany
- Supporting publications and disseminations of learning resources and good practices
- Promoting an intersectorial approach to ESD
the mid-Decade review reported on the DESD Monitoring and Evaluation Global Report, entitled


Key Findings and Ways Forward
The DESD Monitoring and Evaluation Process

It comprises three phases that span the Decade:

Phase I: 2007-2009, focusing on contexts and structures of work on ESD;
Phase II: 2009-2011, focusing on process and learning for ESD;
Phase III: 2011-2014, focusing on the impacts and outcomes of the DESD.
Reports will be published by UNESCO in 2009, 2011 and 2015 respectively.
UNESCO World Conference on Education for Sustainable Development – 31/03-02/04/2009

Strategic issues and challenges in ESD implementation have been grouped in 4 thematic clusters:

- Relevance of ESD for key sustainable development challenges
- Building partnership to promote ESD
- Capacity Development for ESD
- ESD and the teaching-learning process
The Bonn Declaration

resulted from the

“UNESCO World Conference on Education for Sustainable Development
– Moving into the Second Half of the Decade”
Bonn Declaration findings

- Progress of ESD unevenly distributed and requires different approaches in different contexts;
- Importance of education for the global development agenda;
- Essential contribution required to ESD to shaping the purpose, quality of all education;
What next for the 2nd half of the Decade?

- UNESCO Strategy will be implemented in line with International Implementation Schemes (IIS).
- It will provide the global strategic framework for UNESCO and its partners for the 2nd half of the Decade.
- Its main goal will be the support of Member States and Stakeholders in addressing sustainable development challenges through ESD.
Implication for TVET

- New subjects (issues) need to be incorporated into TVET teaching and learning
- A need to renew TVET by articulating TVET with overall systems of education; and adopting a range of modalities
- Quality must meet the need of learners, integrating the values of sustainable development into TVET
- Need of taking into consideration local differences in reforming TVET systems toward sustainable development
Quality TVET for sustainable development

- education is the key to sustainable development, then TVET is the Master Key to such Development, since it opens the doors: to reduce poverty, to improve equity and greater justice and fairness, and to reduce marginalisation of disadvantaged groups.
Integrating ESD into TVET

Summary planning of the Thematic Programme 3 (2005-2014)
Programme activities focus on:

- Education for All and TVET
- Education for Sustainable Development and TVET
- Strengthening and upgrading the worldwide UNEVOC Network
The UNEVOC Network

163 Participating Countries
267 UNEVOC Centres
(193 Countries are UNESCO Member States)
Representatives of the UNEVOC Network

- TVET teaching institutions at the secondary and post-secondary school levels;
- TVET research groups within universities;
- TVET departments within Ministries of Education and
- National bodies dedicated to TVET developments.
Classification of UNEVOC Centres by Region

- Africa: 83 Centres
- Asia-Pacific: 78 Centres
- Latin-America / Caribbean: 31 Centres
- Arab States: 36 Centres
- Europe/North America: 68 Centres

Please note: The total number of Centres in this graph exceeds the actual number of UNEVOC Centres due to the fact that some countries belong to more than one UNESCO region.
Classification of UNEVOC Centres by Type of Institution

- 77 Schools / Training Centres: 28%
- 65 Univ. Training / Research Institutes: 23%
- 76 National TVET Bodies: 22%
- 61 Ministries of Education / Dept. TVET: 27%
Integrating ESD into TVET

- Teacher education and training and planning and management of TVET
- Capacity Building to UNEVOC Network members and Member States in learning contents and curricula development
- Partnership in support the Decade
- UNEVOC Network and UNEVOC Centres services and assistance in supporting the reorientation of TVET for sustainable development
- Plan for further advancing TVET for sustainable development over the remaining years of DESD
UNESCO- UNEVOC Programme Areas

- TVET Teacher education
- Private Public Partnership (PPP)
- Promotion and dissemination of research and innovative practices
- Capacity Building for skills improvement and enhanced employability
- Access to ESD information in relation to TVET
International Consultation on Education for Sustainable Development:

TVET Teacher Education towards Sustainability
Chiang Mai, Thailand
19-24 August 2007
International Expert Meeting

Corporate Social Responsibility and Education for Sustainable Development: Advancing the Partnership

Bonn, Germany
6-7 November 2007
ESD related issues in TVET Curriculum development

- China
- Mongolia
- South East Asia
- Asia Pacific Region
- Africa
- Etc.,
UNEVOC Publications
Always up-to-date on UNEVOC and TVET: News and Events and feature articles inform about current developments (RSS feed available)

Easy and direct subscription to UNEVOC services: e-Forum, UNEVOC Bulletin (print and/or digital)

Comprehensive search for UNEVOC Publications (most of them available for download)

UNEVOC Network Directory easily accessible via online database
UNESCO-UNEVOC e-Forum

- The e-Forum is a mailing list on TVET issues for TVET experts from around the world. It was started in 2000.
- Direct access via www.unevoc.unesco.org/e-Forum
- Easy sign-up via online form
- Online interface:
  - Threaded view
  - Search messages
- Examples of issues discussed:
  - Curriculum revision and redesign
  - Enhancing TVET in Liberia
  - Evaluation and assessment of work-based learning, etc.
UNESCO-UNEVOC e-Forum
A growing online community

- Interest and participation in the e-Forum is growing rapidly
- The e-Forum currently has more than 1100 members from more than 140 Countries. About 50% of members are from developing countries
- High participation rate
  2008: 330 different contributors
- 50 to 120 messages per month
- 462 messages so far in 2009 (20 April)
UNEVOC Online Conferences

- “Two pathways, one destination - TVET for a sustainable future”
- Moderated online conference from 22 October to 10 November 2007 (free of charge)
- more than 100 participating TVET experts from around the world
- Next online conference will take place this year
TVETipedia — An open TVET Portal

A quick glance at our future plans

- New online portal for the exchange of information on TVET
- Based on easy-to-use “wiki” technology (like Wikipedia)
- TVET experts worldwide can create accounts and add/edit content
- Quality is assured by UNEVOC editorial team
Achievement

- The publication of qualified case studies,
- Building synergies among public sector, private sector and international development agencies,
- Stimulating the active participation of policy makers, practitioners and researchers,
- Contributing not only to the achievement of the planned objectives, but also to the development and implementation of UNEVOC’s overall action plan on “Integrating ESD into TVET”.

Lessons

It is important

- to update with the latest ESD issues;
- to actively explore the circumstances under which companies might successfully become involved socially responsible behavior in TVET;
- to apply an effective management tool in meeting the objectives set down in UNEVOC to achieving ESD in TVET;
- To take initiatives and planning for different activities based on a more realistic, socially, culturally oriented;
- to increase capacity and resources through an international public-private learning networking.
- To identify the potential areas for collaboration with the private sector and set milestones for further development of the various ESD oriented activities for the second half of the United Nations Decade of Education for Sustainable Development
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