

Submission to the Intermediate review of the progress made in the implementation of the Doha work programme on Article 6 of the Convention

Education and Training

Progress made, lessons learned and promising practices

In the context of its Global Action Programme, UNESCO through its UNEVOC International Centre for Technical and Vocational Education and Training (TVET) advocated the Greening of TVET. It responds to the interest of Member States to mainstream “green skills” in the workforce development, as they seek to implement green growth strategies, striving for a resource efficient and circular economy with sustainable consumption and production patterns and a diminishing carbon footprint. However, many institutions struggle with the implementation of actions towards green growth transition and seek guidance for the institutional transformation of TVET through the capacity building of leaders, education managers and teachers to implement systemic reforms and to embed sustainability concepts in education and training.

Through UNEVOC’s advocacies and the creation of a TVET Institutions Network for green-oriented TVET transformations, Greening TVET is now effectively placed in the agenda¹ of at least 46 TVET institutions worldwide. Their efforts are underpinned by the intent to meet the emerging training and employment needs, the mainstreaming of TVET in national or regional sustainable development policies and strategies and public awareness. In China, a systematic identification of green skills has been carried out by TVET institutions with support from a network of UNEVOC-affiliated centres. A whole-institutional drive for the Greening of TVET has started in 2014 in African and Caribbean countries.

In 2015, a “Greening TVET Guide” has been developed by UNESCO-UNEVOC and will be rolled out in 2016 as a reference guide for the implementation of Education for Sustainable Development (ESD) in TVET institutions. It provides a systematic process of planning, implementing and monitoring progress in ESD in TVET at the institutional level in incremental steps. The role of TVET is vital in re-orienting society to adapt a mindset of a low-carbon economy, which is essential to address climate change. Therefore, it is envisaged to increase the uptake of climate change mitigation and adaptation actions in the TVET sector.

Needs, Gaps and barriers

Member States are prioritizing the transition to green economies and towards societies that are resilient to climate change, also with a view that it could lead to improved consumption and production patterns, new jobs and increased employment. However, the demand for training of

¹ Based on Biennial Workplan (2016-2017) submitted by UNEVOC Centres

skills that support green transitions often exceed the capacities and expertise that are available in the TVET sector, which leads to a mismatch in supply and demand. This also entails cross-disciplinary engagement and capitalizing on synergies from collaboration.

Short-sighted goals of solely focusing on the current labour market requirements rather than a holistic need to develop sustainable societies, economies and jobs also threaten a green growth transition. To address this, there is a need to scale up the number of TVET institutions engaged in “greening”. UNESCO’s work on Greening TVET targets whole-institutional transformations in at least 20 countries worldwide by 2021. Approaches to building institutional capacities to reorient curricula and workplace training, improving teachers’ pedagogical competencies in transferring green skills, offering training programmes based on systematic skills anticipation models, and supporting community-based and workplace-based initiatives need to be scaled up and financed.

For more information:

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