

Workshop 22: Developing Skills and Labour Force Competencies Including TVET in Support of Sustainable Development

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Conference Objective 1: To Highlight the Essential Contribution of Education for Sustainable Development (ESD) to All of Education and to Achieving Quality Education

Why is ESD relevant?

Technical and Vocational Education and Training (TVET) is an important educational sector that – through its graduates – directly influences the sustainability of society, economy and environment, and therefore is a critical contributor to sustainable development. The TVET sector is becoming more influential as its population is growing. ESD – through TVET – aims at developing values, work ethics, lifelong learning skills, occupational knowledge and skills to conduct sustainable practices in the workplace. Additionally, TVET exerts a strong influence in increasing sustainability of communities by increasing employability and by developing entrepreneurial skills that lead to self-employment and job creation.

Conference Objective 2: To Promote International Exchange on ESD

What can we learn from each other?

Good practices that occur in different regions such as the model of ‘broad competencies’ (South Africa); inclusion of values (China); and teacher education for ESD models (Australia and Hong Kong) need to be known to TVET practitioners internationally. UNESCO-UNEVOC can be considered as an appropriate organisational structure to facilitate the process. The results of research projects need to be shared also with a particular emphasis being placed on differences in cultural contexts. However, common challenges need to be identified and these provide a basis for the development of strategic approaches. More intensive exchanges at regional and international levels are required in the following areas: what ESD means for TVET; what are the effective ways to change TVET curricula and training regulations towards ESD; how to include ESD in TVET teacher education and how to qualify trainers in ESD.

Conference Objective 3: To Carry out a Stock-taking of DESD Implementation

What have we achieved so far, what are the lessons learnt?

There is a shared understanding of the role of TVET in ESD and some public awareness and common understanding of the concepts and issues in the area. Several printed materials have been published and a community of practice in TVET and ESD is developing. There are a number of intersectoral and interregional initiatives. However, it is difficult to evaluate their effectiveness. While there is a need to monitor, evaluate and report, there is also a need to develop indicators of success.

Participants underlined that we should move faster and on a larger scale. Strategies and practices should be adapted to the local context, teacher training should be improved, access to existing materials, case studies, pilot projects and papers need to be facilitated. There is a need to improve marketing of ESD in TVET and undertake evaluation and dissemination of good practices.

Conference Objective 4: To Develop Strategies for the Way Ahead

Where do we want to go from here?

Workshop participants emphasised the need to encourage governments to put more effort into developing ESD in TVET and to develop country policies that support this initiative. ESD must be integrated into curricula on a larger scale. It was underlined that a range of stakeholders should be organised to work together to achieve ESD goals in TVET. Partnerships for more action-based activities in TVET should be established. The cooperation with industry, trade and crafts (large-scale industry as well as small and medium-sized enterprises) should be further strengthened. Pilot projects, centres of excellence and capacity development workshops for teachers and trainers should be developed. Participants underlined that more emphasis



must be placed on capacity-building and training of TVET staff. Further teaching materials, e.g. interactive multimedia software in ESD, are strongly needed.

Workshop participants stated that the importance of values in TVET, including ethical and responsible entrepreneurship, should be further emphasised. Moreover, key messages must be identified that can be applied in various cultural contexts through adaptation and interpretation. Lastly, it is important to adjust assessment in TVET to incorporate ESD capabilities.

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