Greening Technical and Vocational Education & Training
Implementing ESD in TVET Institutions

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More than 250 UNEVOC Centres in 167 countries
Who are UNEVOC Centres?
Multi-stakeholder representation

- Ministry: 23.2%
- University/Research: 27.6%
- National Coordinating Body: 23.6%
- Training Centre: 25.6%
Strategic Plan: Three areas of Support

- Institutional and professional capacity building
- Knowledge development and production
- Knowledge management and sharing
What Guides our Work: UNESCO’s Strategy for TVET (2016-2021)

3 Main Priority Areas

- Fostering Youth Employment and Entrepreneurship
- Promoting Equity and Gender Equality
- Facilitating transition to Green economies and Sustainable Societies
Transforming TVET in light of global frameworks for action

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning
**What are the drivers for Greening TVET Institution?**

**ENVIRONMENTAL**
- Sustainable Future
- Reduce all forms of pollutions: Air, Water, Land.
- Ensure sustainable practice, reduce health risks.
- Combat Global warming & climatic change.

**SOCIAL**
- Decent jobs and youth employment
- Poverty reduction.
- Ensuring inclusive growth, reduce conflict, and help in building peace in the mind.

**ECONOMIC**
- Huge Skill Shortage
- 15-60 Million new jobs could be generated globally in the transition to clean and green economy.
- More and more existing occupations will be transformed.

**POLITICAL**
- 136 out of 197 Parties have ratified the Paris Agreement on climate change.
- All countries face the challenge of meeting the SDGs.
Steps to Greening TVET: A Practical Guide

Download your pre-print copy now:  unevoc.unesco.org/up/gtg.pdf
Greening TVET is seen as process

- IT IS NOT a one-time makeover for the institution or programme but a process to be mainstreamed;
- IT IS NOT a ‘destination’, but an ongoing and evolving process;
- IT IS NOT an add-on accomplishment, but a sense of purpose.
- It is a whole-institutional approach
Step-by-step guide for implementing ESD in TVET Institutions

**STEP 1: Understanding the process**
- Clarifying the greening concept
- Making an institutional alignment and assessment
- Adapting a whole-institution approach
- Engaging teams

**STEP 2: Planning for the Greening TVET**
- Raising awareness and formulating the rationale
- Developing a vision
- Promoting broader engagement
- Assessing current realities
- Developing an institutional greening plan of action
- Commitment and advisory mechanism

**STEP 3: Implementing the Institutional Greening Plan**
- Delegation of what needs to be done
- Consolidating and embedding in the core systems
- Deployment of resources
- Institutionalizing change and celebrating ???

**STEP 4: Monitoring Progress and Assessing Results**
- Delegation of what needs to be done
- Consolidating and embedding in the core systems
- Deployment of resources
- Institutionalizing change and celebrating ???
Approaches to Sustainability in TVET institutions

**Greening the Campus**
Aims to promote an integrated management of the campus to strengthen operational sustainability mechanisms.

**Greening the Curriculum and Training**
Aims to integrate sustainability into the existing curriculum and training.

**Greening Research**
Aims to promote and apply sustainability in research philosophies, content, ethos, and standards.
Greening the workplace and community

Aims to co-develop and implement with enterprises and communities the institution’s sustainability plans and programmes in which shared goals can be pursued.

Greening the institutional culture

Aims to embed sustainability into all aspects of the institution.

Approaches to Sustainability in TVET institutions
Greening TVET in the UNEVOC Network

• **NIGERIA (YCT), GHANA (COTVET), TUNISIA (ENSTB)**
  Scoping conceptual understanding of “greening” and sustainability approaches in TVET

• **KENYA (RVTTI)**
  Awareness-raising; scoping of initiatives

• **PHILIPPINES (ISAT-U/ CHMSC)**
  Testing whole-institutional model in institutional strategic plan

• **CANADA (CICan; Bow Valley College)**
  Monitoring of greening projects and implementation/impact in the different aspects of institutional operations & curriculum.

• **UNEVOC Int.l Centre and EduHK; UTHM Malaysia**
  Developing a Teachers’ Mentoring and Training module for green skills development

• **MEXICO (CONALEP)**
  Plan on developing an institutional diagnosis tool to pre-assess institutional greening potential; planning approaches for greening curriculum and training; greening campus

• **PARAGUAY, BRAZIL (Fundacion Paraguaya, CONIF)**
  Peer learning from Mexico’s experience
Education and Training for Sustainable Development

Sustainable Production & Consumption

Institutional Approach

Community & Industry Engagement

Lifelong Learning

Change in mindset

“Change mind, not the climate.”

- Irina Bokova
  Director General, UNESCO