ALIGNING TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING WITH SUSTAINABLE DEVELOPMENT

Outcomes of an electronic consultation jointly organized by United Nations University – Institute for Advanced Studies of Sustainability (UNU-IAS) and UNECE

9th meeting of the UNECE Steering Committee on Education for Sustainable Development, 3 and 4 April 2014
reorienting TVET in support of sustainable development and the transition to a green economy is a priority action for phase III of UNECE Strategy (2010-2015) and beyond
ECE Secretariat initiated cooperation with the United Nations University – Institute for Advanced Studies of Sustainability (UNU-IAS) and the Regional Centres of Expertise for ESD (RCEs) that are supported by UNU-IAS.

4 weeks conversation with focus on 6 areas:
- Defining TVET;
- Strategic documents for TVET and beyond;
- Responsibilities and partnerships for TVET;
- TVET learning outcomes;
- ‘Non-traditional’ learners and
- Educators for the TVET system.
THE GLOBAL RCE NETWORK

Regional Centres of Expertise on Education for Sustainable Development

Close to 130 RCEs around the world

RCEs around the world

There are 116 acknowledged RCEs as of January 2013

For more information
The Global RCE Service Centre
Education for Sustainable Development Programme
United Nations University - Institute of Advanced Studies (UNU-IAS)
Yokohama, Japan
rceservicecentre@ias.unu.edu

www.iias.unu.edu/efsd
## Development of the RCE Network

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>2003</td>
<td>Establishment of ESD Programme at UNU-IAS</td>
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<td>2004</td>
<td>Development of the RCE Concept</td>
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<td>2003</td>
<td>DESD Launch</td>
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<td>2004</td>
<td>Framework for the UNDESD International Implementation Scheme</td>
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<td>2005</td>
<td>Mid-Decade Year</td>
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<td>2006</td>
<td>UNESCO World Conference on ESD (Bonn, Germany)</td>
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<td>2007</td>
<td>Annual Global RCE Conference since 2006</td>
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<td>2007</td>
<td>8th International RCE Conference (Nairobi, Kenya)</td>
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<td>2008</td>
<td>9th International RCE Conference (Okayama, Japan)</td>
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<tr>
<td>2008</td>
<td>2008 Emergence of thematic &amp; strategic networks</td>
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<tr>
<td>2009</td>
<td>2009 Emergence of continental networks</td>
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<tr>
<td>2011</td>
<td>Assessment of RCEs/ Engagement with International SD/ESD processes</td>
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<td>2013</td>
<td>Strong emphasis on capacity development</td>
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<td>2014</td>
<td>Launch of Global Action Programme on ESD (tbc)</td>
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Number in Red: Number of RCEs Acknowledged by UNU
Tongyeong Declaration on RCEs and ESD
24 September 2012

The global network of Regional Centres of Expertise on Education for Sustainable Development (RCEs), acknowledged by the United Nations University with the support of the Ubuntu Alliance, having met in Tongyeong, Republic of Korea, and reaffirming all previous declarations related to education for sustainable development (ESD), hereby declare their commitment to implementing strategic actions that build a global learning space on ESD.

As the world looks to 2014 and beyond, RCEs recognize their distinctive ability to respond to our global systems in crisis and their moral responsibility to act on these well beyond the end of the Decade on Education for Sustainable Development.

RCEs are dedicated to building their capacities to plan and implement collaborative ESD projects critical for establishing a global learning space. Capacity development will be viewed as a transformative learning process, generated from within the RCE network.

RCEs will put sustainable development issues into a scientific and social context, provide a constructive critique and help to develop new policies, programmes and projects. At the same time, RCEs will continue to dedicate themselves to advancing sustainable market opportunities and other sustainable livelihood strategies for all individuals—especially the most marginalized—to improve human well-being and ecosystem health.

RCEs recognize their unique position, as grassroots, multi-stakeholder networks, with distinctive capacities for research and innovation that can revitalize education at all levels through flagship projects. As regionally based yet globally connected networks, RCEs form a global learning space on ESD, working to ensure that all individuals have the opportunity to learn the values, behaviors and lifestyles required for a sustainable future and for positive social transformation.

Positioning RCEs:

Strategic Actions
- RCEs and the Global Learning Space
- RCEs and Capacity Development
- RCEs and Research and Development

Thematic Actions
- RCEs and Climate Change
- RCEs and Health
- RCEs and Higher Education
- RCEs, Traditional Knowledge and Biodiversity
- RCEs, Youth and School Assessment
RCE NETWORK ACTIVITIES

Africa:
- Project on co-engaged learning practices based on TK (led by RCE Makana with engagement of RCEs from Africa and Asia)
- RCEs Cairo and European RCEs co-implementing EduCamp Project (Education for Sustainable Development beyond the Campus)

Americas:
- Continental projects focused on: training/reorienting teachers in ESD; creating ESD living learning laboratories; connecting with business/private sector through innovation and entrepreneurship; and connecting with indigenous communities and youth

Asia-Pacific:
- International conference and training workshop on traditional knowledge and community health, Penang
- RCE Yogyakarta and Penang partnership on sharing experiences and best practices of traditional knowledge in Asia

Europe:
- RCEs Oldenburger Münsterland, Rhine-Meuse, Munich proposal on integration of ESD into the curricula of vocational schools.
- RCE Graz-Styria and RCE Candidate Usti nad Labern - MOSUR Student excursion to Styria (Sept. 2012)
## Facilitators:

Dr. Zinaida Fadeeva, UNU-IAS;  
Dr. Laima Galkute, Vilnius University, RCE Lithuania; and  
Ms. Simone Hofner, UNECE.

## Participants from 11 ECE countries:

Finland,  
Germany,  
Ireland, Kyrgyzstan,  
Lithuania,  
the Republic of Moldova,  
Montenegro,  
the Netherlands,  
Sweden,  
Switzerland and  
the USA
FOCAL AREAS OF DISCUSSION

- Defining TVET;
- Strategic documents for TVET and beyond;
- Responsibilities and partnerships for TVET;
- TVET learning outcomes;
- ‘Non-traditional’ learners and
- Educators for the TVET system
Secondary and upper secondary level;
Professional higher education (professional bachelor, professional master);
Adult education including non-formal (on-job-training, improving qualification, community-based training, etc.) and
Adapted professional education for socially sensitive groups: Early dropouts and people with special needs, long-term unemployed, etc.

Critical question is combination of learning paths/frames

Policy considerations:
Diversity of possibilities to acquire profession is necessary including different levels of education and flexible learning paths as well as relevant forms for adult education.
STRATEGIC ALLIANCE OF TVET WITH OTHER PROCESSES (REFLECTION IN NATIONAL DOCUMENTS)

Policy considerations:

National developmental goals shall be explicitly reflected in the TVET policy documents, providing a long-term vision for TVET and ensuring forward-looking competences, including ‘green skills’ and SD competences in particular.

Conversely, the national development processes would have to keep in mind TVET as a key strategic element for implementation of short and long-term national objectives. Defining competencies of TVET graduates and relevant support system for their development, professional practices and employment need to be considered in a more systematic manner.

TVET development has to be perceived not only as relevant for today’s market requirement but, more importantly, for the whole livelihood development strategies beyond market.

It is important to recognize and reflect international tendencies in TVET development aligning national and international policies. Among such policies could be European Qualifications Framework, European Credit System for Vocational Education and Training.
Policy considerations:

The governance and coordination of TVET has to be stronger aligned with other national and international development processes. The system of TVET has to be further systematically understood and, where necessary, optimized (as it is the case of Ireland).

Systemic cooperation for the TVET shall be established including cross-sectoral partnerships as well as links with higher education for different inter-related purposes: aligning sectoral goals, defining learning outcomes/competences of graduates, creating models for professional practices, pre-service in-service training as well as internship of the TVET teachers, etc.

Planning and implementation of the TVET requires synergy of educational and developmental strategies; permanent cross-sectoral coordination body could be helpful in achieving future-oriented decisions and financial efficiency at the national level.

The UNECE Working group might consider establishing long-term process to acquire knowledge and develop strategies in this area at the national and international level.
Policy considerations:

TVET competencies have to be defined beyond the ones attributed to the immediate requirements of today’s markets or even beyond narrowly understood “green skills” (would livelihood skills be an option?). Definition of these competencies has to become part of the consultative process where stakeholders from educational and development community come together.
Policy considerations:

Accessibility of TVET should be a component of the TVET strategies leading to the involvement of under-represented, socially sensitive and vulnerable groups.

Diversity of learning paths should be encouraged and supported including both ‘vertical mobility’ (between educational levels) and ‘horizontal (cross-sectoral) mobility’ by recognition of non-formal and work-based competences, bridging courses, etc.

TVET for the marginalized communities would have to be stronger aligned with the social services, potential employers, investors and developers securing maximum flexibility and required tailor-made solutions. Inclusion of the indicators specifically related to the learners with special requirements into the quality assessment system of TVET could help to “mainstream” the concern into the TVET system.

‘NON-TRADITIONAL’ LEARNERS
Policy considerations:

Rethinking of education and in-service training of the TVET teachers is necessary in order to develop clear requirements and schemes in provision of corresponding competences. Particularly, cooperation of higher education institutions of technological/ engineering and pedagogical profiles will be important.

Systems of mentorship within professional practices have to be, where necessary, strengthen
PRIORITIES AND WAYS FORWARD

- Defining TVET;
- Strategic documents for TVET and beyond;
- Responsibilities and partnerships for TVET;
- TVET learning outcomes;
- ‘Non-traditional’ learners and
- Educators for the TVET system
Results of the E-consultation:
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FURTHER INFORMATION AND CONTACTS