

SISTER Progress Report, 01/01/2018 – 31/12/2018

Supporting Documents for TVET, Jul-Dec 2018

BC: 9200123051

1. Concept Note and Agenda for World Teachers' Day Panel, "Where are the Women: Exploring the Gendered Distribution of Female Faculty and Students in TVET"
2. Green TVET Project Concept Note, Oman
3. Greening TVET Presentation



World Teachers' Day 2018

The Right to Education Means the Right to a Qualified Teacher

UNESCO Panel

"Where are the Women: Exploring the gendered distribution of female teachers and students in TVET"

2:00-3:30pm, October 7, 2018

College of the North Atlantic- Qatar, Building 5, Room 5.166

World Teachers' Day 2018 Theme

This year, the theme of WTD is "The right to education means the right to a qualified teacher." It has been chosen to remind the global community that the right to education cannot be achieved without the right to trained and qualified teachers. Education transforms lives: it is the driver of economic and social development; it promotes peace, tolerance, and social inclusion; and it is key to eradicating poverty and achieving personal fulfilment. Teachers are the means through which education is transmitted and without them, the goal of universal primary and secondary education, a fundamental right, cannot be met.

Panel Abstract

In Qatar, a complex picture is emerging in higher education. More females are enrolled in university courses than males, and they generally achieve higher results. However, those men who do attend university are more likely to major in fields that are most in demand for Qatar's future economy, and which attract higher salaries (civil, mechanical, electrical, and chemical engineering, other applied sciences). On the other hand, more males than females are enrolled in TVET, but females are still concentrated in health and social services, public administration and clerical fields. In other words, "many women attend higher education and receive degrees in fields which are not consistent with the economic ambitions of Qatar to grow technology and innovation-driven industries" (UNESCO 2015: 110).

Only nine per cent of Qatari women enrol in technical colleges, compared with 56 per cent of Qatari men. The result of having fewer girls and women pursuing TVET is, of course, that there are "very few female role models who have received TVET training and are employed in a technical industry who might positively influence female participation in TVET education and technical career paths" (UNESCO 2015: 137). Females are therefore also underrepresented at the faculty level. The high concentration of women at the lower levels of faculty ranks "suggests there may be a shortage of academically qualified female TVET instructors at Qatar's higher education TVET institutions" (UNESCO 2015: 138)

UNESCO Doha has convened a panel of esteemed experts and specialists to explore the reasons behind the gendered distribution of female teachers and students in technical and vocational fields in Qatar. Each panellist will present for 15 minutes, followed by a panel discussion, and Q&A with the audience. We look forward to seeing you there.

Panelists

- Panelist 1: Ms Effrosyni Parampota, Senior Officer, Qatar Career Development Center, Qatar Foundation
- Panelist 2: Ms Basma M. Hamdy, Associate Professor, Graphic Design, Virginia Commonwealth University in Qatar
- Panelist 3: Dr Noora Jabor Al-Thani, Team Leader of Al-Bairaq, Center for Advanced Materials, Qatar University
- Panelist 4 and Chair: Dr Caitlin Sparks, Education Programme Assistant, UNESCO Office for the Arab States of the Gulf and Yemen

Contact

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Dr Caitlin Sparks, Education Programme Assistant, UNESCO Doha Office

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RSVP

As seats will be limited, please confirm your attendance by Thursday 4 October by emailing Caitlin at

c.sparks@unesco.org

Creating Opportunities through ICT, Green Skills, and Entrepreneurship Training for Young Omani Women

Geographical scope/benefitting country(ies):	The Sultanate of Oman
Duration (in months):	24
Name, Unit and contact details of Project Officer(s) :	Maricel Fernandez, m.fernandez@unesco.org and Caitlin Sparks, c.sparks@unesco.org UNESCO Office for the Gulf States and Yemen, (UNESCO Doha), Education Team
Partner(s) institutions:	National Commission, Secondary Schools in the ASP Network, Ministry of Education, Ministry of Manpower, the Public Authority for Small and Medium Enterprises Development (Riyada), UNESCO UIL, UNESCO-UNEVOC.
Tentative budget inclusive of Programme Support costs:	USD 700,000

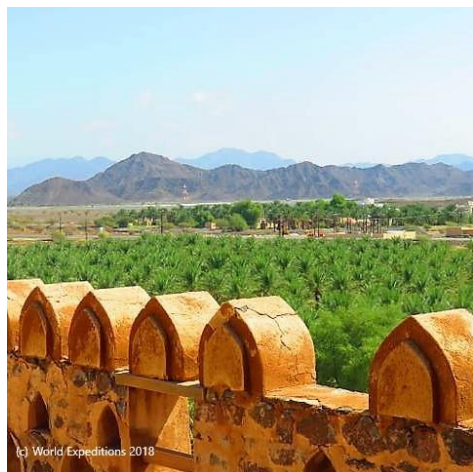
Rationale and overall purpose

This project combines and reflects two elements of Oman's National Vision 2040: preserving environmental sustainability (Pillar 2) and developing the national technical and entrepreneurial capabilities of the country's citizens (Pillar 1). The government aims to empower citizens by equipping them with scientific and practical capabilities that will allow them to take part in building a resilient and innovative society. At the same time, in 2017, the ILO estimated unemployment among young Omani women (15-24 years) at just over 85 per cent.

This project will support Oman's Vision 2040 by offering targeted educational opportunities to girls and young women in the areas of ICT, green technologies and industries, and entrepreneurship training, empowering them to join the labour force or start businesses of their own.

Training modalities would include long-term and condensed courses. Pending an assessment of beneficiary needs, training may cover areas such as mobile app creation and technologies, software and coding, social media and digital marketing, ecotourism, renewable energies, water and resource conservation, and general sustainable development practices. Basic business skills and financial literacy components would be offered, and the possibility of developing collaborative partnerships with industry and the private sector to offer internship to beneficiaries will be explored. Community outreach initiatives will also be incorporated.





Such a project is particularly relevant to the government's ongoing efforts to diversify the economy away from oil and gas, and respond more effectively to the so-called 'fourth industrial revolution'. Most important, however, is the project's focus on building the capacity of girls' and young women through education to engage more equally in the world of work.

Promoting inclusive, equitable, and lifelong learning opportunities for all people is the core mandate of the SDG 4 Education 2030 Agenda. In working towards this goal, the project also contributes to the achievement of SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth) and SDG 13 (Climate Action).

UNESCO Doha has built strong technical partnerships with government agencies in the country and has a history of collaboration on education for sustainable development initiatives. This project proposal aligns with UNESCO's Country Strategy for Oman, as well as Oman's Vision 2040.

Links with 2030 Agenda



The project corresponds to **SDG 4** Quality Education and the Education 2030 Agenda, **SDG 5** Gender Equality, **SDG 8** Decent Work and Economic Growth, and **SDG 13** Climate Action. The priorities of the Oman National Vision 2040 regarding the improvement of citizens' technical and scientific capacities are also reflected throughout.

Summary of outcomes, outputs and activities

Outcome/Outputs/Activities	Budget
Outcome 1: 500 Girls and Women Trained in ICT	300,000
Output 1.1: Increased employability and capacity of trainees	
Activity 1.11: Long course over 10 months Activity 1.12: Condensed course over 3 months (3 times per year)	
Outcome 2: 500 Girls and Women Trained in Green Industries and Skills	150,000
Output 2.1: Increased employability and capacity of trainees	
Activity 2.11: Long course (10 months) Activity 2.12: Condensed course over 3 months (3 times per year)	
Outcome 3: 1000 Girls and Women Trained in Business and Entrepreneurship	100,000
Output 3.1: Increased employability and capacity of trainees	
Activity 3.11: Long course (10 months) Activity 3.12: Condense course over 3 months (3 times per year)	
Outcome 4: 100 Internships and/or Mentorships	50,000
Output 4.1: Increased employability and capacity of trainees	
Activity 4.11: 50 x one month-long internships Activity 4.12: 50 x one month-long mentorships	
Outcome 5: 10 Green Projects Implemented at the Community Level	100,000
Output 5.1: 10 projects granted seed money	
Activity 5.11: Trainees develop and submit business ideas	
PSC at 9%	63,000
Total	700,000



Green Skills, Green Jobs: TVET for Sustainable Development

Presentation developed by the UNESCO-UNEVOC Greening TVET team, and the UNESCO-UNEVOC International Centre

Adapted and presented by Dr Caitlin Sparks, Education Programme Assistant, UNESCO Office for the GCC and Yemen, 3 December, Muscat, Oman (c.sparks@unesco.org)

Overview

1. Why do we need to “go green”?
2. Trends in the greening of occupations
3. Barriers to successful green economy transition
4. Rationale for greening TVET (curriculum, training, teacher devt)
5. Advancing ESD through greening of TVET
6. Greening TVET: A practical guide
7. Conclusion



1. Why do we need to “go green”?



ENVIRONMENTAL

Unsustainable practices causing irreversible damage to environment;
Air Pollution
Sea-level rise;
Natural disasters;
Health hazards;

SOCIAL

Decent jobs and Gender parity;
Sustainable practices has multiple social returns and poverty reduction;
Climatic migration leading to unemployment & conflict.

ECONOMIC

Huge skills shortages;
Jobs potential: New jobs could be generated globally in the transition to clean energy and green economy.

POLITICAL

178 countries have ratified the Paris Agreement on climate change;
All countries face the challenge of meeting the SDGs.

UNESCO Link: <https://www.unesco.org/en/greening17> (2018)

2. Trends in the greening of occupations

- Labour market re-structuring is changing jobs

- ✓ Some jobs will be **ELIMINATED**
- ✓ New jobs will be **CREATED**
- ✓ Existing jobs will be **ENHANCED**

- Green increased demand occupation (GIDO):** e.g. Energy Trading, Recycling and Waste Reduction, Transportation, Agriculture and Forestry, Regulatory Administration
- Green enhanced skills occupations (GESO):** e.g. Highly-skilled professions like scientists and engineers, as well as construction managers, waste removal workers, building trades, farmers
- Green new and emerging occupations (GNEO):** e.g. Air Quality Control Specialists, Biofuels Processing Technicians, Wind Turbine and Solar Thermal Technicians

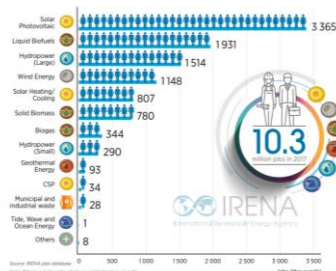
Sources: O*NET adapted in ILO (2011); Majumdar, S. (2011)

2. Trends in the greening of occupations

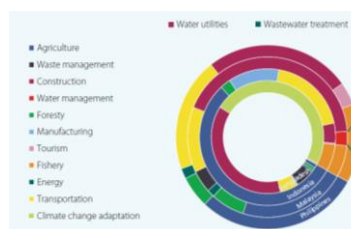
- Implications for both new and existing employment:

- 18 million Net jobs projected by 2030, as a result of implementing the Paris Agreement Source: ILO WESO 2018

- Emerging | New green jobs



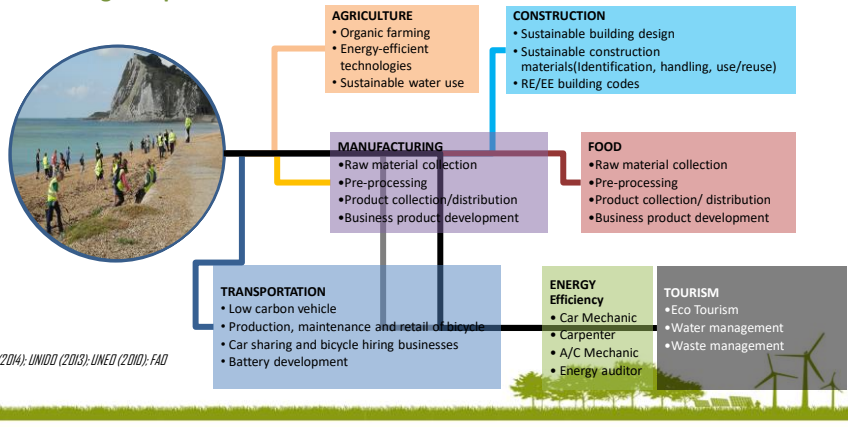
- Existing jobs



Source: UN WWAP (2016) adapted from UNESCAP based on (ILO 2013, 2014)

2. Trends in the greening of occupations

- Transitioning to green jobs/ economy requires anticipation and integrating green skills in existing occupations



3. Major Barriers to successful green economy transition

- **Skills mismatch:** 21 out of 27 countries surveyed (ILO 2018)
- **Lack of coordination** between skills and environmental policy
- **Outdated curricula**
- **Lack of Trained Teachers:** *RE, agriculture, construction, waste etc.*
- **Low institutional capacities**

Source: adapted from ILO/Reddy (2018); ILO/Inter-agency working group (2013)



4a. Some promising approaches

Quality & relevance

Alignment of curriculum and training with **local job demands**



Philippines

Embedding sustainability skills in training regulations through skills top-up (TESDA)

Source: Adapted from TESDA/Zurbano

4b. Some promising approaches

Quality & relevance

- Alignment of curriculum and training to **create skills foundation close to industry requirements**



Adapted from VTC/Lau

Hong Kong VTC - Enrichment Model

Adaptation model of curriculum to include environmental elements

4c. Some promising approaches

Quality & relevance

- Alignment of curriculum and training with **industry standards**



Germany

Development of **13 training modules** for skilled work in sustainable construction in 13 vocational competency centres

Source: Adapted from BIBB/Hanau



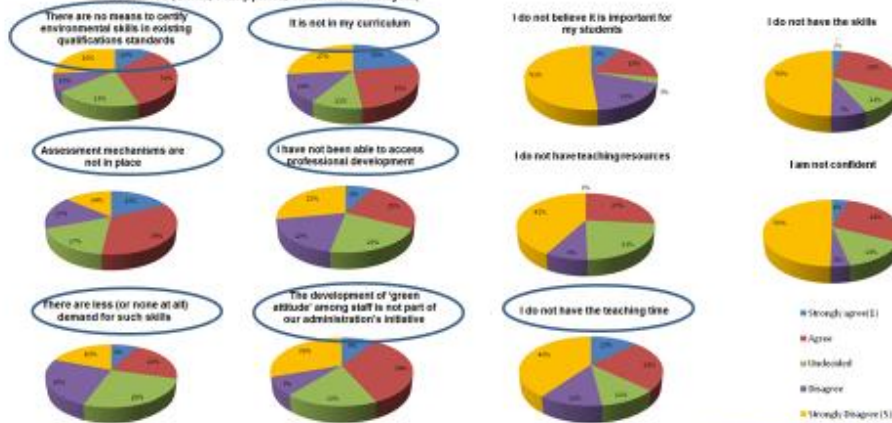
Quelle: Komzet/Hanau 2018, S. 12

4d. Rationale for teacher development

Quality & relevance

- Increasing teacher capacities to **effectively teach environmental/green skills**

BARRIERS TO TEACHING ENVIRONMENTAL SKILLS (greening of skills) - Combined construction responses from teachers in 4 countries (China, Philippines, Sri Lanka & Malaysia)



5. Advancing Global Action Program on ESD through Greening TVET initiatives

- **Advancing policy**
- **Transforming learning and training environments**
- **Building capacities of educators and trainers**
- **Empowering and mobilizing youth**
- **Accelerating sustainable solutions at the local level**



Key Resource

Greening TVET: A Practical Guide for Institutions

It is a practical tool for TVET institutional leaders, administrators, managers and teaching personnel

- Whole-institutional approach
- Five approaches to sustainability
- Helpful tools, links, examples and resources
- Monitoring and assessment framework

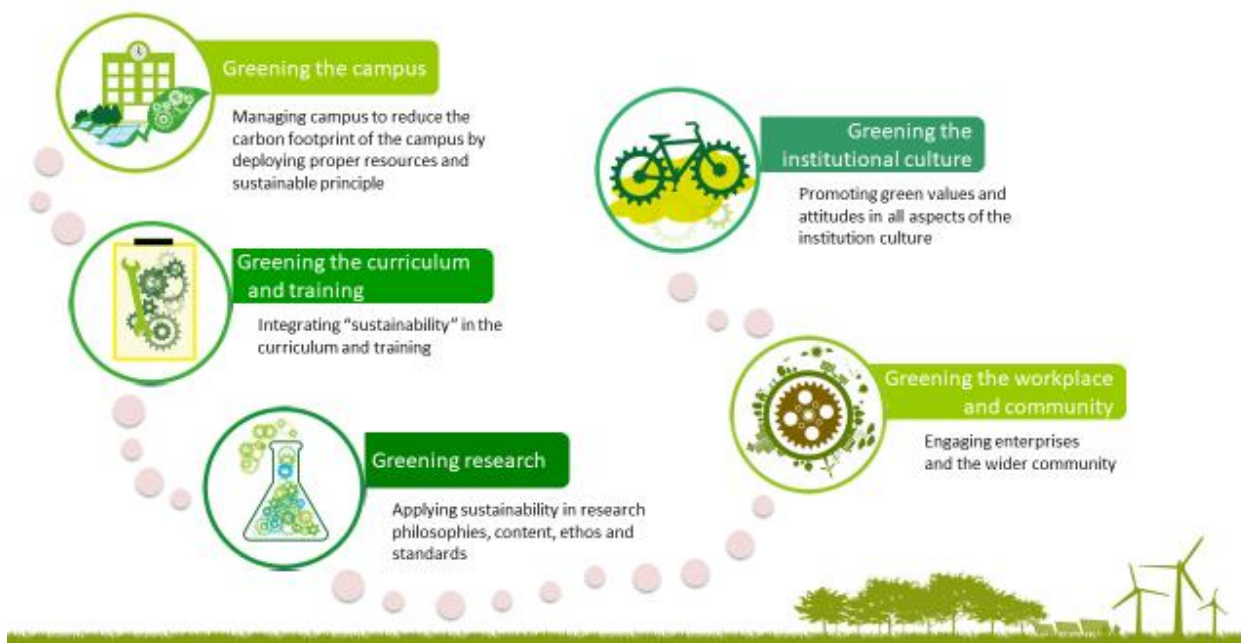


<https://goo.gl/o7FR2b>



Four steps to greening institutions





Conclusion

- Greening TVET is an integrated approach
- Different entry points and national contexts
- Greening of TVET and skills is a **Process** not destination
- Not in isolation; needs to be aligned with national Policy directions
- The key is '*Whole-institutional transformation*'
- The movement needs 'Champion Leaders of transformation'



Thank you

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Video resources

- Melbourne Polytechnic – Green Skills Centre
(former Northern Melbourne Institute of TAFE)
https://www.youtube.com/watch?v=vZ_iiscQjDk
 - Fleming College
<http://flemingcollege.ca/services/office-of-sustainability>.
 - McDaniel College – Investing in Greening
<https://www.youtube.com/watch?v=OEzjdWRE63U>
- Others
- Skills Challenges in the Water & Waste Water Sector (UNEVOC)
<https://www.youtube.com/watch?v=YrZ8XN9pFy4>
 - Green Entrepreneurship (ILO)
<https://www.youtube.com/watch?v=M-EDC7urqx0&index=2&list=PL635910AB8F27F3A0>

