



**Learning for Work, Citizenship and Sustainability**

# UNITED NATIONS DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

## Suggestions to UNESCO for Action Planning in TVET for Sustainable Development

UNESCO International Experts Meeting  
Bonn, October 25-28, 2004

## Preamble

We, participants at an International Experts Meeting on Learning for Work, Citizenship and Sustainability, meeting in Bonn Germany, 25–28 October 2004, elaborated the following range of activities which we would like UNESCO to take into account when developing an Action Plan for TVET and Sustainable Development to guide its actions in the TVET sector during the United Nations Decade of Education for Sustainable Development (2005–2014).

It is recognised that all Member States have been invited by the General Assembly of the United Nations to develop their own Action Plans for the Decade. However, the varying levels of capacity, resources and physical infrastructure for undertaking this task around the world, especially related to the TVET where the relevance and significance of sustainability is a newly emerging priority, means that UNESCO, in partnership with other international agencies, has an important role to play in advocacy and vision building to catalyse understanding and action through knowledge sharing, capacity building, research and innovation and monitoring and evaluation.

Seven interlinked strategies that are similar to those in the draft International implementation Scheme for the Decade (October 2004) are proposed for TVET for Sustainable Development:

1. Advocacy and vision building
2. Support for the Review and Development of National TVET Policies
3. Guidelines for Planning and Implementation
4. Capacity Building and Training Programmes
5. Learning Support Materials, Resources and Equipment
6. Networking and Partnerships in TVET
7. Ongoing Monitoring, Evaluation and Research.

We recognise that we have suggested a very diverse range of activities and invite UNESCO to select from these, as relevant to EFA, MDG and TVET priorities in order to develop a manageable, focused and effective Action Plan for TVET and Sustainable Development.

We urge UNESCO to reinforce existing partnerships, and build new ones, with other UN agencies, Member States and concerned stakeholders for the implementation of an action plan for TVET in the UN Decade of Education for Sustainable Development.

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**Suggestions to UNESCO for Action Planning in TVET for Sustainable Development**

<i>Strategy</i>	<i>Short-term activities (1-3 years)</i>	<i>Medium-term activities (4-6years)</i>	<i>Long-term activities (7-10)</i>
<p><b>1. Advocacy and Vision-Building for TVET for SD</b></p>	<ul style="list-style-type: none"> <li>• Conduct high-level consultations with all relevant ministries of governments to encourage access and commitment to TVET and awareness of, the importance of integrating sustainable development as a core theme in TVET</li> <li>• Translate and disseminate relevant TVET for Sustainable Development documents in local languages</li> <li>• Recognise premier institutions as 'centres of excellence' in TVET and sustainable development to play a lead role in promoting the field</li> <li>• Develop a communication plan for the dissemination on TVET for Sustainable Development, including:               <ul style="list-style-type: none"> <li>• Disseminating regular briefing materials to UNESCO magazines, the educational press and mass media</li> <li>• Engaging National Commissions, UNESCO Clubs, ASP-Net schools and other relevant bodies affiliated with UNESCO in Member States</li> <li>• Engaging the Education, Youth and other relevant Caucuses at the CSD in advocacy of TVET for Sustainable Development</li> <li>• Maintaining a UNESCO website on</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review, revise and maintain the communication plan</li> <li>• Publish case studies that illustrate ways in which TVET is integrating sustainability principles at national, institutional and programme levels</li> <li>• Produce campaign materials (eg TV programmes, multi-media and documentaries) from activities implemented in the first 3 years for mass distribution</li> <li>• Hold interim consultations with member countries to gauge the extent of the awareness and recognition given to TVET and to take appropriate measures for its implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an end-of-Decade review of the impact of the Advocacy and Vision-Building programme</li> </ul>

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	TVET for Sustainable Development		
<p><b>2. Support for the Review and Development of National/Regional Policies Supporting TVET for SD</b></p>	<ul style="list-style-type: none"> <li>• Conduct regional consultation processes (2005-2008) on TVET for Sustainable Development) in preparation for a Seoul+10 international meeting in 2009</li> <li>• Prepare and trial flexible guidelines to inform the review of national/regional policies supporting TVET for Sustainable Development. The guidelines should include, among other elements, advice on policies for:               <ul style="list-style-type: none"> <li>▪ Strategies for multi-stakeholder dialogue as part of the policy review and development process</li> <li>▪ ways of relating TVET to national MDG and EFA goals</li> <li>▪ exit and entry to/from TVET and other educational systems</li> <li>▪ a system of credit for prior working experience, especially in the non-formal sector</li> <li>▪ enhancing values, as well as cognitive and skill, education through TVET, emphasising "education of the heart" by putting 'action' at the centre of TVET education e.g. skills PLUS values, attitudes, self esteem</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Make TVET for Sustainable Development a central theme of a Seoul+10 international meeting in 2009</li> <li>• Conduct capacity building programmes to facilitate the review of education policies to promote TVET for sustainable development</li> <li>• Establish a dynamic knowledge base that demonstrates detailed successful implementation of SD based TVET systems</li> <li>• Review the status of TVET for Sustainable Development in national/regional education policies</li> </ul>	<ul style="list-style-type: none"> <li>• Review the status of TVET for Sustainable Development in national/regional education policies</li> </ul>

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<p><b>3. Guidelines for Planning and Implementation of TVET for SD</b></p>	<ul style="list-style-type: none"> <li>• Develop and pilot sample guidelines for integrating sustainability principles into the operating procedures and programmes of TVET institutions, especially emphasising the importance of comparable profiles and standards</li> <li>• Conduct regional workshops to adapt the guidelines</li> <li>• Conduct regional training workshops for key personnel from Member States, including UNEVOC Centres, on using the guidelines for planning and implementation strategies</li> <li>• Develop and trial sample guidelines on assessment processes that facilitate the achievement of quality TVET standards</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct regional workshops to report on the use of the guidelines in different national contexts and industry sectors.</li> <li>• Conduct inter-country benchmarking of TVET for Sustainable Development</li> <li>• Develop and trial guidelines for evaluating the success of planning and implementation strategies for TVET for Sustainable Development</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat benchmarking</li> <li>• Evaluate the impact of the planning implementation guidelines</li> </ul>

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<p><b>4. Capacity Building and Training Programmes for TVET for SD</b></p>	<ul style="list-style-type: none"> <li>• Adapt relevant modules in the UNESCO multimedia programme, <i>Teaching and Learning for a Sustainable Future</i> to suit the pre-service and continuous in-service professional development needs of TVET educators, policy makers, curriculum developers, etc.</li> <li>• In partnership with UNESCO field offices and UNEVOC centres conduct regional training workshops on how to integrate <i>Teaching and Learning for a Sustainable Future in TVET</i> into relevant pre-service and continuous in-service courses</li> <li>• Prioritise development of sample guidelines and training materials to support capacity building and training for TVET in rural transformation, the non-formal sector and for women, unemployed youth, indigenous people and persons with disabilities</li> <li>• Prioritise professional development materials on values education in TVET</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate, revise and maintain a programme to support the pre-service and continuous in-service professional development needs of TVET educators, policy makers, curriculum developers, etc. in relation to TVET for Sustainable Development</li> <li>• Develop and trial demonstration projects on e-learning for professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate, revise and maintain a programme to support the pre-service and continuous in-service professional</li> <li>• Evaluate the outcomes and impacts of these professional development support activities</li> </ul>

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<p><b>5. Learning Support Materials, Resources and Equipment for TVET for SD</b></p>	<ul style="list-style-type: none"> <li>• Develop exemplar learning support materials on environmental and values education for use in different TVET programmes, e.g. in relation to industry skills, work values, lifelong learning, developing personal and lifelong goals, and entrepreneurship</li> <li>• Develop guidelines and training packages in partnership with WHO for health competence and HIV/AIDS and values-driven TVET</li> <li>• Develop guidelines for instilling a culture of routine and preventative maintenance in the world of work</li> <li>• Provide staff training for using guidelines and training packages for TVET</li> <li>• Develop a virtual library with support materials for use in different TVET programmes</li> <li>• Collaborate with IITE to establish and maintain open courseware to support TVET for Sustainable Development</li> </ul>	<ul style="list-style-type: none"> <li>• Review curriculum and learning materials on learning for work, citizenship and sustainability, and evaluate achievements in consultations with employers and community leaders</li> <li>• Monitor and evaluate the use of guidelines and training packages</li> <li>• Develop regional and international networking for the use of support materials, including ICTs</li> <li>• Review, revise and maintain the virtual library</li> </ul>	<ul style="list-style-type: none"> <li>• Revise the guidelines and training packages to keep up-to-date</li> <li>• Review, revise and maintain the virtual library</li> </ul>

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<p><b>6. Networking and Partnerships in TVET for SD</b></p>	<ul style="list-style-type: none"> <li>• Request UNEVOC centres and other relevant networks to prepare action plans for TVET in the UN Decade of Education for Sustainable Development</li> <li>• Sharing research results, case studies, best practices via publications and web-sites</li> <li>• Support regional and national training programme networks and TVET professional associations</li> </ul>	<ul style="list-style-type: none"> <li>• Support networks in the conduct of their Decade activities</li> <li>• Organise meetings, conferences, events, etc. particularly in places where UNEVOC centres are strong</li> <li>• Joint research and publications</li> </ul>	<ul style="list-style-type: none"> <li>• Support networks in the conduct of their Decade activities</li> <li>• Joint research and publications</li> </ul>
<p><b>7. Ongoing Monitoring, Evaluation and Research on TVET for SD</b></p>	<ul style="list-style-type: none"> <li>• Develop agreed indicators and processes for monitoring the quality of outcomes and impacts of integrating sustainability into TVET programmes, institutions and systems</li> <li>• Develop agreed instruments for monitoring the knowledge, beliefs and behaviour of TVET students re sustainable development in all regions</li> <li>• Research and trial skill profiles appropriate to TVET for sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and evaluate outcomes for Sustainable Development</li> <li>• Conduct benchmarking studies of the knowledge, beliefs and behaviour of TVET students re sustainable development in all regions</li> <li>• Validate and adapt skill profiles appropriate to TVET for sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and evaluate outcomes for Sustainable Development</li> <li>• Repeat benchmarking studies of youth knowledge, beliefs and behaviour re sustainable development in all regions to assess the success of TVET for sustainable development during the UN Decade of Education for Sustainable Development</li> </ul>