1. Introduction

The United Nations declared 2005-2014 as the Decade of Education for Sustainable Development (DESD) and recommended that all countries take progressive steps to integrate sustainable development into their educational policies and plans at all levels and in all education sectors. Education for Sustainable Development (ESD) therefore concerns all levels, settings and types of education and can be conceived as an integral part of any education system. It translates into daily decisions and actions to protect our future.
“The concept of ESD is therefore linked to key issues such as poverty reduction, sustainable livelihoods, climate change, human rights, gender equality, corporate social responsibility and protection of indigenous cultures. Its holistic nature makes it a tool for the achievement of the Millennium Development Goals (MDGs) and the Education for All goals” (UNESCO Draft Resolutions, 2010-2011)

Five years have passed since that historic moment and at mid-point, it is important to consider the progress made and obstacles encountered during the first five years to be able to establish policy directions, provisions, strategies, mechanisms and contexts that directly support the implementation of Education for Sustainable Development (ESD).

Education for Sustainable Development (ESD) is meant to set a new direction for education and learning for all. It promotes quality education, and is inclusive of all people. It is based on values, principles and practices necessary to respond effectively to current and future challenges. Through education and lifelong learning, lifestyles based on economic and social justice, ecological integrity, sustainable livelihoods and strong values towards social cohesion and collective action are targeted to be achieved.

Almost 10 years after Seoul (1999) and Dakar (2000), there are new opportunities to refocus on technical and vocational education and training (TVET) and skills development for the world of work. Technical and Vocational Education and Training (TVET), as an integral part of lifelong learning, has a crucial role to play in this new knowledge era. TVET is both a consumer and producer of resources. It is a sector involved in the transformation of resources. TVET can play an instrumental role in developing a new generation of individuals who will face the challenge of achieving sustainable socio-economic development. TVET is seen as an effective tool to realize the objectives of a culture of peace, environmentally sound sustainable development, social cohesion and international citizenship.

Problems relating to threats to the sustainability of the world impel that quality TVET must meet the needs of learners for them to cope with today's challenges and to find solutions. Thus, to satisfy this goal it is essential that TVET integrate the principles, values and practices of sustainable development. However, regional, national and local differences mean that reforming TVET for sustainable development may be interpreted in many different ways.

Thus, attaining excellence in ESD locally, nationally and globally as one of the building blocks for EFA is dependent on education and training leadership, teaching innovation and the promotion and replication of effective and sustainable TVET practices.

Building on the results of the March 2009 Bonn ESD World Conference, this international TVET experts meeting aims to be a catalyst to integrate sustainable development-focused objectives, themes, strategies and operating procedure into TVET policies, programmes and practices.
The discussions will focus on the following four-dimensional ESD concerns:

1. Creative methods to expand awareness, meaning and scope of ESD through multi-stakeholder dialogue;

2. Strategies for inclusion of non-formal and informal learning in the context of sustainable development;

3. Means for incorporating ESD in the TVET (including training of leaders in business and industry to form the values toward corporate social responsibility, etc)

4. Ways for creating greater synergy and networking among representatives of SD-related institutions of governance and learning.

This ESD review-responsive and future-oriented program on “Reorienting TVET Policy Towards Education for Sustainable Development” is being jointly organized by UNESCO-UNEVOC International Centre in Bonn, Germany, InWEnt – Capacity Building International, Germany and Colombo Plan Staff College for Technician Education in Manila, Philippines.

2. Organizers’ Brief Background

**UNESCO-UNEVOC International Centre** is UNESCO’s specialised centre for technical and vocational education and training (TVET). It concentrates on providing technical backstopping to strengthen and upgrade TVET. It focuses on meeting the needs of developing countries, countries in transition and those in a post-conflict situation, especially youth, girls and women, and the disadvantaged.

**InWEnt – Internationale Weiterbildung und Entwicklung (Capacity Building International, Germany)** stands for the development of human resources and organizations through international cooperation. InWEnt is active worldwide in human resource development, advanced training and dialogue. InWEnt works together with people in key positions, assisting them in shaping processes of change in their own countries.

**Colombo Plan Staff College for Technician Education (CPSC)** is an Inter-governmental International Organization for human resources development in Asia and the Pacific Region. CPSC’s programs and services are primarily intended to equip TVET personnel in the member countries with up-to-date knowledge and skills in various areas of interest. CPSC is the only regional institution established specifically to enhance the quality of TVET, CPSC provides leadership in this regard by designing and conducting various programs and courses in different levels.
3. Aims

The aims and expected outcomes of this special program are:

- Increased understanding of the importance of TVET for ESD in line with the goals of EFA
- A set of lessons from leading practices in ESD
- Plans for further advancing TVET for ESD
- Study visit of relevant institutions and industries in Germany

4. Participants’ Profile

The International Experts Meeting is specifically designed for senior level government officials, TVET policy makers, and Education officers of CPSC member countries.

5. Date and Venue

The special program will be held on 26th – 28th of August 2009 in Berlin, Germany.

6. Programme Contents

As globalization and the new knowledge era signal the need for a new-human centered development paradigm, the mechanism identified in this international experts program is the development of priority and importance to Education for Sustainable Development to cover issues such as:

- Challenges of Integrating Sustainable Development in TVET Curriculum
- Regional Profile of TVET for ESD in line with EFA: Sharing of Best Practices to Enhance ESD in TVET
- Innovative Practices in TVET for ESD: Germany Experience
- Reorienting TVET Policy for ESD for Creating Greater Synergy
- Best Practices in Networking for Resources Development for TVET within ESD
6. Resource Persons

International Experts and Resource Persons in the field of TVET and senior advocates for Education for All (EFA) and Education for Sustainable Development (ESD) shall act as resource persons during the two day meeting with one day study visit and industry immersion programme.

7. Instructional Strategies

To achieve the intended outcomes, the following strategies will be adopted.

- Special Lectures
- Country Presentations
- Group Discussion
- Interactive Presentations
- Study Visits and Field Visits
- Cultural Visits

8. Input-Process-Output Model of the Program

The input-process-output (I-P-O) Model for the International Experts Program is in the next page:
9. PROGRAM MANAGEMENT

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## 10. Tentative Program

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<tr>
<th>Day</th>
<th>Session 1 9:00 - 10:30</th>
<th>Session 2 11:00 - 12:30</th>
<th>Session 3 13:30 - 15:00</th>
<th>Session 4 15:30 - 17:00</th>
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<tr>
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<td>ARRIVAL AND RECEPTION</td>
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<tr>
<td>Day 1</td>
<td>Registration and Opening Ceremony</td>
<td>SL 1 Challenges of Integrating SD in TVET Curriculum Prof. Shyamal Majundar, Ph. D (CPSC)</td>
<td>SL 2 Innovative Practices n TVET for ESD: Germany Experience Dr. Harry Stolte (InWEnt)</td>
<td>Sharing of Best Practices to Enhance ESD in TVET</td>
<td>(Country Presentations) Facilitator: (UNESCO-UNEVOC/CPSC)</td>
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<td>Day 3</td>
<td>Study Visit Orientation</td>
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<td>Field Visit Best Practices in Networking for Resources Development for TVET within ESD for Policy Idea Generation</td>
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