

▶ Information and Documentation

Not much information and documentation on TVET for sustainable development is currently available.

UNESCO-UNEVOC will gradually present such materials as well as sources of further information on a dedicated website:

www.unevoc.unesco.org/sustainable

The global TVET community is invited to provide relevant information and documentation that might enrich the resources available at that website, and to stimulate research, development and action worldwide.

▶ Monitoring

Currently there are no consistent, internationally comparable indicators and statistics on TVET that would facilitate the monitoring of progress made by countries with respect to sustainable development. UNESCO-UNEVOC will work with the UNESCO Institute for Statistics and other partners on such issues as:

- The development of international indicators for TVET which are relevant to national policies and global goals;
- The encouragement of national TVET monitoring.

▶ Local Partners

UNESCO and the German Federal Ministry of Education and Research will be the major hosts of the Expert Meeting to be held in Bonn in October 2004. Other local partners will include the German Federal Institute for Vocational Training (BIBB) and the German Commission for UNESCO.

UNESCO-UNEVOC

UNESCO-UNEVOC is UNESCO's specialised centre for technical and vocational education and training (TVET).

From its location in Bonn, Germany, it serves UNESCO Member States worldwide to develop and strengthen TVET.

It mainly focuses on:

- Promoting best and innovative practices in TVET,
- Developing TVET systems,
- Improving access to TVET, and
- Assuring quality of TVET.

UNESCO-UNEVOC focuses on meeting the needs of developing countries, countries in transition and those in a post-conflict situation, especially for youth, girls and women, and the disadvantaged.

UNESCO-UNEVOC uses tools such as:

- Networking,
- Knowledge sharing and publications,
- Interagency collaboration and partnerships,
- Advisory services, and
- Training and human resources development.

The most prominent of its networks is the UNEVOC Network, which consists of more than 270 specialised TVET institutions in more than 160 countries.



Further Information

UNESCO-UNEVOC	Phone: [+49] 228 8150-100
UN Campus	Fax: [+49] 228 8150-199
Hermann-Ehlers-Str. 10	info@unevoc.unesco.org
53113 Bonn	www.unevoc.unesco.org
Germany	

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**Learning for Work,
Citizenship and
Sustainability**

▶ The UN Decade from 2005

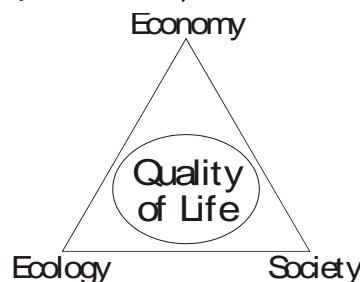
The General Assembly of the United Nations, on 20 December 2002, proclaimed the 10-year period beginning on 1 January 2005 as the **United Nations Decade of Education for Sustainable Development** (resolution 57/254). The Assembly designated the United Nations Educational, Scientific and Cultural Organization (UNESCO) as lead agency for promotion of the Decade, asking it to develop a draft international implementation scheme, clarifying the Decade's relationship with such existing educational processes as the Dakar Framework for Action adopted at the World Education Forum in 2000 and the United Nations Literacy Decade.

▶ What is Sustainable Development?

The concept of Sustainable Development combines three principal aspects:

- **Economic:** An economically sustainable system must be able to produce goods and services on a continuing basis, and to avoid sectoral imbalances between such areas as agricultural and industrial production.
- **Environmental:** An environmentally sustainable system must maintain a stable resource base, avoiding over-exploitation of renewable resource systems, and depleting non-renewable resources only to the extent to which adequate substitutes can be developed. The concept includes maintenance of ecosystem functions such as biodiversity and atmospheric stability, thus addressing resources that are traditionally not considered as economic resources.
- **Social:** A socially sustainable system must achieve distributional equity, adequate provision of social services including health and education, gender equity, as well as political accountability and participation to promote active citizenship.

The overriding objective is: **Quality of Life.**



▶ TVET for Sustainable Development

Technical and vocational education and training (TVET) is a most effective means for society to develop its members' potentials to respond to the challenges of the future. Schools and other institutions of the formal education system alone cannot achieve education and training for sustainable development. Learning for work, citizenship and a sustainable future is a joint responsibility of education, of the world of work, and of a variety of stakeholders in the formal and informal socio-economic environment.

At UNESCO's Second International Congress on Technical and Vocational Education, Seoul, Republic of Korea, 1999, participants unanimously stated that

"... social and economic trends predicate the need for a new development paradigm which holds a culture of peace and environmentally sound sustainable development as its central features. Accordingly the values, attitudes, policies and practices of TVE must have their foundations in this paradigm ..."

UNESCO is currently taking stock of the progress made in TVET since 1999. UNESCO will provide a forum for critical review and assessment. At an Expert Meeting in Bonn, Germany, from 25 to 28 October 2004, approaches and practices will be presented to illustrate the contribution that TVET can make towards a more sustainable future.

▶ Topics

In order to ensure a meaningful contribution of TVET to economically, environmentally and socially sustainable development and to the quality of life, the education and training components of relevant areas will be addressed, such as:

- Water management to ensure access to clean water;
- Waste management for the conservation of the environment,
- Agricultural and livestock production for rural development,
- Health and food standards for the prevention of illnesses and pandemics,
- Use of renewable energies to ensure continuous supply,
- Management of tourism to avoid its adverse effects,
- Transport systems to ensure mobility and access to goods,
- Teamwork of colleagues from various cultural backgrounds,

Applying ethical standards when interacting with market participants.

▶ Issues

The integration of sustainable development issues into TVET impacts on various levels such as:

- Policies and guidelines,
- Curricula,
- Training of trainers,
- Assessment and certification,
- Learning at the workplace,
- Delivery in the formal as well as in the informal sector.

▶ Mobilizing the Global TVET Community

A conceptualisation of TVET for Sustainable Development must not be narrow and mono-dimensional. This is also true for education for sustainable development (ESD) in a broader sense:

"... while there will be overall agreement on "What is ESD?"; there will be nuanced differences according to local contexts, priorities and approaches. This is a critical point. It means that there will be no single "right" definition of ESD ..."

Promoting Quality Education. UNESCO document 166 EX/INF.6

UNESCO-UNEVOC will mobilise the UNEVOC Network and the global TVET community, in order to come up with a broad range of ideas and concepts for the contribution that TVET can make to sustainable development.

▶ Global Knowledge Sharing

Facilitating **access to knowledge** is crucial for reducing the gaps between developing and industrialised countries. Therefore, UNESCO-UNEVOC will facilitate the development of an **international information system and network** on issues of TVET for sustainable development. This will be developed and maintained in close cooperation with national and international partners.

This international information system and network would constitute the resource base for the implementation of an **Action Plan** to contribute to the United Nations Decade on Education for Sustainable Development in the area of TVET.

Ultimately, barriers to transfer and application of knowledge on sustainable development will be removed. Within this framework, a **culture of global knowledge sharing** will be promoted, thus fostering the social dimension of sustainable development.