



ADVANCED INTERNATIONAL TRAINING PROGRAMME 2010

257

# Education for Sustainable Development in Formal Education

Stockholm, Sweden, September 27 – October 15, 2010

and in South Africa for African Participants and

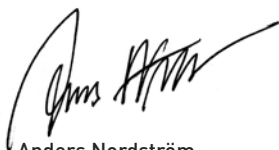
in India for Asian Participants, in November/December, 2010

## Invitation

The Swedish International Development Cooperation Agency (Sida) offers, as part of its bilateral development assistance, Advanced International Training Programmes of strategic importance to the social and economic development in the participants' countries. The International Training Programmes are specially designed for persons qualified to participate in reform processes of strategic importance on different levels and hold a position in their home organisations with mandate to run processes of change. This methodology is based on the assumption that your country wish to carry out changes and are willing to invest own resources to achieve these changes. In the long-term perspective the programmes shall contribute to institutional strengthening and capacity development in the participants' countries.

Training is focused on support to individual or team plans for change. The plan shall be well established in the participant's organisation and is a basic part of the programme concept.

In this brochure you will find information on the specific objectives for this particular programme, its content and structure, and how and when to apply. You will also find an application form.



Anders Nordström  
Director General  
Sida

## Education for Sustainable Development (ESD)

ESD is recognised internationally as an important contribute to a more equitable and sustainable society. Based on the Plan of implementation agreed on at the World Summit on Sustainable Development held in Johannesburg 2002 the United Nations has declared the period 2005–2014 as the Decade of Education for Sustainable Development. UNESCO has been given the responsibility to coordinate and advocate education reforms where the linkages between environmental, social and economical dimensions of life are given special attention and where democracy and equity are mainstreamed throughout the education system. In most countries there are ongoing processes of developing or implementing national strategies for sustainable development. Many countries are developing locally education programmes based on broad national framework documents. These processes include most dimensions of the formal education system such as policy, strategy, curricula, teacher training and material development. They often involve several sectors of society and links government authorities to non-government organisations.

This training programme provides a meeting place for professionals involved in ESD in the formal education sector, coming from southern Africa and southern and eastern Asia.



Stina Mossberg  
Ramboll Natura

## Programme Objectives

The main objective of the programme is to provide an opportunity to exchange knowledge and experiences in ESD in the formal education sector. The programme aims at increasing understanding of the different dimensions of Sustainable Development (environmental, social-cultural and economical) and the educational responses needed. The training programme has a rights perspective including issues such as human and child rights, democracy, equity and poverty reduction.

### The Specific Objectives

The long-term specific objectives of the programme are to contribute to:

- poverty reduction and sustainable development;
- capacity development and change processes in participants' parent institutions and home countries;
- strengthening of methods, processes and monitoring to enable effective education;
- improved institutional infrastructure for ESD.

Further the programme aim at

- increasing awareness of the importance of effective ESD in the formal education sector; and
- stimulating development and sustainability of networks in the field of formal education.

## Contents

### Change Project

The training programme is built around the participants Change Project. Its purpose is to enable participants to link the learning from the programme to their own work context. The participants have to define, design and develop their project based on needs, tasks and responsibilities in their ordinary work. In a dialogue between the participants, their home institution and the programme coordinators, participants will deepen their understanding of the different dimensions of ESD and adapt recent experiences to the specific conditions in the home organisation.

### Modules

The programme is divided into four interlinked modules:

### 1. Change Processes in Institutional Settings

Goal: To enable participants to better understand, engage with, drive and monitor change processes in their institutions.

### 2. Understanding Sustainable Development

Goal: To enable participants to better understand the ecological, sociopolitical and economic dimensions of sustainable development and their interlinkages.

### 3. Education Responses for Sustainable Development

Goal: To enable participants to understand and implement education processes supporting sustainable development.

### 4. Institutional Frameworks in Formal Education

Goal: To enable participants to identify the needs for institutional support and the opportunities for change within the formal education system.

## Programme Structure

### Phase 1 – Preparation and organisational commitment

During this phase the organisation/institution of each participant will nominate a fellow participant. The

two colleagues will work together as an Institutional Team during the whole programme, although the fellow participant will not take part in phase 2 in Sweden. The Institutional Teams will be engaged in an internet based dialogue with the programme coordinators. This will include exposure to key documents and processes within the field of ESD. A national workshop will be convened in order to improve cooperation between the Institutional Teams, their respective organisations and the regional network. The Institutional Teams will be asked to complete two assignments namely an institutional audit and a draft plan for a Change Project.

#### *Phase 2 – Programme in Sweden, 3 weeks*

During this phase the participants will be exposed to current ESD processes in Sweden and meet people representing leading Swedish actors in the field of ESD. Lectures will be mixed with group work and presentation, excursions and school visits. Participants work with the institutional Change Project will be supported by mentoring and peer reviews, as well as introductions to tools for change processes. By the end of this phase each participant will have developed a plan for the development and implementation of their Change Project.

#### *Phase 3 – Intermediate Consolidation Phase*

While at home participants will continue anchoring their Change Project in their home organisation. Dialogue with colleagues and stakeholders consultations will be important. The success and impact of the Change Project is very much dependent on the support the Institutional Teams receive from their own organisation before, during and especially after the training.

#### *Phase 4 – Scheduled Programme in India/ South Africa, 2 weeks*

During this component of the training programme the Institutional Teams will further develop and refine their Change Projects. The process will include mentoring support and peer reviewing. This phase is hosted by two Regional Centres of Expertise on ESD, the CEE in India and the WESSA/SADC-REEP in South Africa. At the end of this phase the participants will have their Change Projects printed to-

gether with a plan for implementation, evaluation and reporting.

#### *Phase 5 – Continued Support Phase*

During this phase the Change Projects will be implemented, evaluated, improved and finally reported on. Through internet there will be ongoing interaction between participants, their institutions and the programme management. A final national workshop will conclude the training programme.

#### **Date and place**

The total duration of the programme is 9 months out of which 5 weeks are scheduled. The Swedish component will take place between September 27 and October 15, 2010 in Stockholm and Uppsala. The two regional follow-up sessions will be in South Africa and India. Both regional sessions will be held in November/December 2010. The timing and location of the national workshops in Phases 1 and 5 are still to be decided.

#### **Learning processes**

The training programme includes a diversity of teaching and learning methods of relevance for ESD including participatory methods and group work, as well as traditional lectures and study visits. Phases 1, 3 and 5 of the programme depend on 'self motivation' and cooperative learning.

The focus is on the Change Project that will create a red thread throughout the programme.

#### **Management and staff**

Ramboll Natura has the overall responsibility and cooperates with WESSA/SADC REEP in South Africa and CEE India for planning and implementation. Marie Neeser is the Programme Director supported by Shivani Jain, CEE India and Jim Taylor, WESSA/SADC REEP as Regional Programme Coordinators. The Regional parts of the Programme will be hosted at SADC REEP in Howick, KwaZulu Natal, South Africa and at CEE, Ahmedabad, India.

#### **Participation**

##### **Target Region:**

The Training Programme caters for

southern Africa (with a current focus on Angola, Botswana, D.R. Congo, Mozambique, Tanzania, Zambia and Zimbabwe) and southern and eastern Asia (with a current focus on Bangladesh, Bhutan, Cambodia, P.R. China, the Philippines and Thailand).

#### **Target Group:**

The programme is intended for decision makers, planners, specialists, trainers and managers involved in formulation and implementation of ESD at all levels of the formal education system – from primary education to University education. The selection process aims at creating a group of participants representing the different roles and functions in the education sector, i.e. policy makers, curricula developers, teacher trainers, material developers and inspectors.

Applicants shall have an appropriate tertiary qualification and substantial experience from the education sector with high multiplying potential.

The selection of participants will to a large extent be based on the commitment of the participant's own organisation.

To achieve good gender balance, women are encouraged to apply. Family members are not allowed to accompany participants to the programme.

#### **Language Requirements**

The training will be conducted in English. Participants shall have proven proficiency in the English language in writing, reading and speaking. An English language test should be made with an official body in the home country of the applicant, unless the applicant can provide other documentation to support her/his ability.

The Swedish Embassy/Consulate does not carry out language tests but may be able to recommend appropriate language institutes for conducting tests.

#### **Application Process**

**Closing date for application is  
March 1, 2010.**

Applications submitted after closing-date will not be considered. Application should be made on the special

form attached and include a recent photograph and all required information and documents. The applicant must be nominated by her/his organisation or institution. When necessary, the application should be approved by the official nominating authority in the country. The application should be submitted to the nearest Swedish Embassy/Consulate. Selected applicants will be notified by e-mail or telefax.

### Cost of Participation

The programme will cover all training cost such as lectures, literature, documentation, study tours and certain social activities as well as accommodation and food. International travel cost to and from Sweden and India or South Africa will be covered by Sida.

The participant or her/his parent institution carries the cost of travelling to participate in national workshops (phase 1 and 5) and to the nearest international airport when travelling to Sweden and India/South Africa. The Programme will not cover personal expenses.

### Accommodation

Accommodation is arranged for the full duration of the scheduled phases in Sweden, South Africa and India. The accommodation will not be luxury and may involve sharing of rooms during Phase 4. The accommodation does not necessarily include daily cleaning and 24 hours reception services.

### Visa

Participants are responsible for obtaining all visas necessary during all phases of the programme. The visa should be valid for the whole period of the programme and the passport should be valid for three months longer than the entry visa. The costs for obtaining visas are carried by the participant.

For more information, this website offers Swedish visa information: <http://www.migrationsverket.se/english.html>

### Insurance

All participants are covered by a group insurance while on scheduled phases of the programme.

### Contact information

The address for all communication is:

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### WESSA/SADC Regional Environmental Centre

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## ADVANCED INTERNATIONAL TRAINING PROGRAMME 2010

### Presentation of Programme Secretariat

 **Ramboll Natura AB** is an international consulting company in the field of sustainable development, with focus on environment and natural resources management including forest, land and water. Ramboll Natura is part of the Ramboll Group, the largest Nordic provider of knowledge service within the field of engineering, management, IT and international development projects. The Ramboll Group employs more than 8,000 people. Ramboll Natura is also offering international training programmes in Transboundary Water Management and Integrated Water Resources Management.



**The SADC Regional Environmental Education Programme** was established in 1997 with a vision of supporting environmental education processes in the region through increased networking, resource materials development, development of training capacity and enhanced policy processes. The programme is implemented by the Wildlife and Environment Society of South Africa through the SADC Regional Environmental Education Centre located at the Umgeni Valley project in Howick, South Africa.



### CEE Centre for Environment Education

**The Centre for Environment Education (CEE)** was established in August 1984 as a Centre of Excellence supported by the Ministry of Environment and Forests, Government of India. CEE, a national institute with its headquarters in Ahmedabad, India, has a mandate to promote Environmental Education nationwide. The Centre is also the secretariat of the South and South East Asia Network for Environmental Education (SASEANEE).

SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY

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