



United Nations Economic Commission for Europe Strategy for Education for Sustainable Development

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UNECE Strategy for ESD

- Adopted by Education and Environment Ministries of the UNECE region in 2005
- Provides clear guidance on how to develop and incorporate ESD in all forms of education
- International Expert Group on Educator Competences for ESD → Learning for the Future Report on Competency Framework adopted by UNECE Steering Committee for ESD

1.6 The Competences table

HOLISTIC APPROACH

Integrative thinking and practice

ENVISIONING CHANGE

Past, present and future

ACHIEVING TRANSFORMATION

People, pedagogy and education systems

Learning to know

The educator understands...

- ▶ The basics of systems thinking
- ▶ Ways in which natural, social and economic systems function and how they may be interrelated
- ▶ The interdependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature
- ▶ Their personal world-view and cultural assumptions and seek to understand those of others
- ▶ The connection between sustainable futures and the way people think, live and work
- ▶ Their own thinking and action in relation to sustainable development

- ▶ The root causes of unsustainable development
- ▶ That sustainable development is an evolving concept
- ▶ The urgent need for change from unsustainable practices towards an advancing quality of life, equity, solidarity and environmental sustainability
- ▶ The importance of problem setting, critical reflection, visioning and creative thinking in planning the future and effecting change
- ▶ The importance of preparedness for the unforeseen and a precautionary approach
- ▶ The importance of scientific evidence in supporting sustainable development

- ▶ Why there is a need to transform the education systems that support learning
- ▶ Why there is a need to transform the way we educate/learn
- ▶ Why it is important to prepare learners to meet new challenges
- ▶ The importance of building on the experience of learners as a basis for transformation
- ▶ How engagement in real-world issues enhances learning outcomes and helps learners to make a difference in practice

Learning to do

The educator is able to...

- ▶ Create opportunities for sharing ideas and experiences from different disciplines/places/ cultures/generations without prejudice and preconceptions
- ▶ Work with different perspectives on dilemmas, issues, tensions and conflicts
- ▶ Connect the learner to their local and global spheres of influence

- ▶ Critically assess processes of change in society and envision sustainable futures
- ▶ Communicate a sense of urgency for change and inspire hope
- ▶ Facilitate the evaluation of potential consequences of different decisions and actions
- ▶ Use the natural, social and built environment, including their own institution, as a context and source of learning

- ▶ Facilitate participatory and learner-centred education that develops critical thinking and active citizenship
- ▶ Assess learning outcomes in terms of changes and achievements in relation to sustainable development

Learning to be

The educator is someone who...

- ▶ Is inclusive of different disciplines, cultures and perspectives, including indigenous knowledge and world-views

- ▶ Is motivated to make a positive contribution to other people and their social and natural environment, locally and globally
- ▶ Is willing to take considered action even in situations of uncertainty

- ▶ Is willing to challenge assumptions underlying unsustainable practice
- ▶ Is a facilitator and participant in the learning process
- ▶ Is a critically reflective practitioner
- ▶ Inspires creativity and innovation
- ▶ Engages with learners in ways that build positive relationships

Learning to live together

The educator works with others in ways that...

- ▶ Actively engage different groups across generations, cultures, places and disciplines

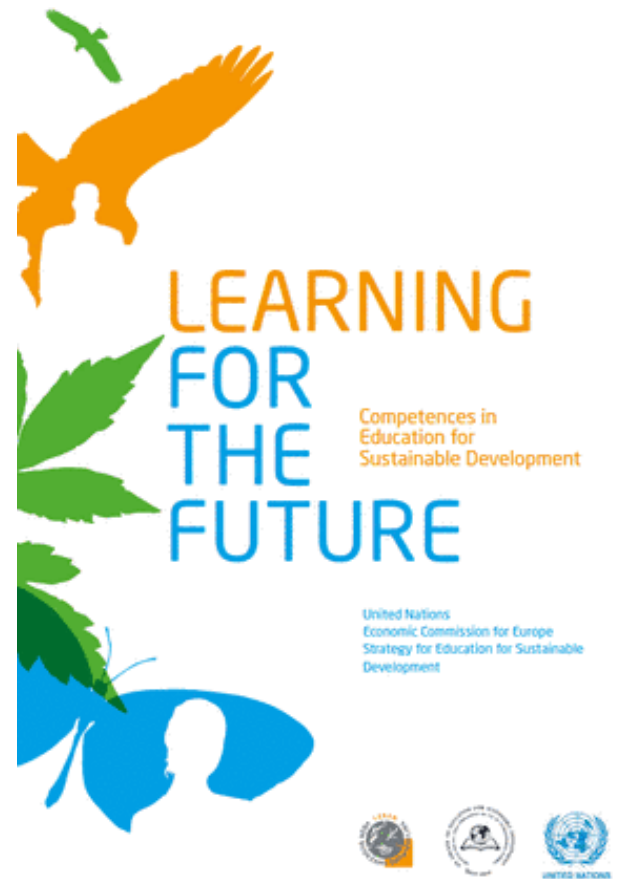
- ▶ Facilitate the emergence of new world-views that address sustainable development
- ▶ Encourage negotiation of alternative futures

- ▶ Challenge unsustainable practices across educational systems, including at the institutional level
- ▶ Help learners clarify their own and others world-views through dialogue, and recognize that alternative frameworks exist

UNECE Publications: Educator Competences for ESD



(2013) Available in Russian,
French, and English.



(2012) Available in Russian,
French, German and English.

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