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**ECONOMIC COMMISSION FOR EUROPE**

**COMMITTEE ON ENVIRONMENTAL POLICY**

UNECE Steering Committee on Education for Sustainable Development

Third meeting  
Geneva, 31 March–1 April 2007  
Item 5 of the provisional agenda

**HOW DO TEACHERS TEACH SUSTAINABLE DEVELOPMENT?  
A PANEL ON COMPETENCE IN EDUCATION FOR SUSTAINABLE  
DEVELOPMENT IN THE EDUCATION SECTOR**

Note by the secretariat<sup>1</sup>

**Introduction**

1. The joint session on ESD at the Sixth Ministerial Conference “Environment for Europe” (Belgrade, 10–12 October 2007) identified the issue of developing competence in Education for Sustainable Development (ESD) in the education sector as a milestone and a priority need for furthering the implementation of ESD in the UNECE region.
2. To address this issue within the framework of the UNECE Strategy on ESD, a two-hour<sup>2</sup> multi-stakeholder panel discussion was proposed for the next meeting of the Steering Committee, to be held on Thursday, 31 March 2008, from 4 to 6 p.m.

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<sup>1</sup> This document was submitted on the above date for technical reasons.

<sup>2</sup> At its fifth meeting, the Bureau decided that depending on the final number of panellists, the allocated time might be prolonged by half an hour so as to allow sufficient time for an interactive discussion with interventions from the floor.

## I. FORMAT

3. The panel will be composed of six-seven panellists<sup>3</sup> representing various stakeholders of the UNECE Strategy for ESD, such as one-two representatives of Governments (from the ministries of education and/or environment), a representative of non-governmental organizations, two representatives of teachers from school/higher education (representing the eastern and western parts<sup>4</sup> of the UNECE region), as well as two representatives of youth – a pupil from the secondary education level and a student from the higher education level. Each panellist will have up to 10 minutes for a presentation (1 hour).

4. The panel will be followed by an interactive discussion from the floor (1 hour).

## II. CONTENT

5. The panel discussion will aim to address existing problems as well as share good practices in integrating ESD into initial teacher training and using the “whole-institution approach” at all levels of education.

6. A discussion paper on competence in ESD with a focus on “What to teach?”, “Where to teach?” and “How to teach?” in the education sector was prepared by a small group of experts<sup>5</sup>, with a view to facilitating the discussion.

## III. OUTCOMES

7. Based on the panel discussion and its conclusions, the Steering Committee may wish to decide on the development of policy recommendations on competence in ESD to support member States in their development of ESD competence. The Steering Committee may also wish to establish an expert group to develop more detailed recommendations and guidelines.

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<sup>3</sup> At its fifth meeting, the Bureau decided to invite Steering Committee members and observers to submit to the secretariat possible candidates for panellists by 1 February 2008.

<sup>4</sup> Preferably representing a centralized and a decentralized education system.

<sup>5</sup> At its fifth meeting, the Bureau decided to establish a small group of experts (nominated by the interested Bureau members) to prepare the document with support from the secretariat.