The Introduction to ESD into Teacher Education
Background

UNECE Strategy

- emphasizes the need for appropriate pre-service and in-service training of educators
- calls specifically for the development of educators’ competences to engage in ESD

Phase II and III

- Learning for the Future - Competences in ESD
- Training materials on educator competences
Challenges

- lack of coordination and dialogue
- ESD still seen as a standalone project
- lack of capacity to integrate ESD in an interdisciplinary
- overcrowded curricula
- limited course time
- certification requirements
Promoting Existing Resources

The working group reinforced the need to:

- continue to promote educator competences for ESD
- continue to introduce ESD in pre-service and in-service educator training
Promoting Existing Resources

The working group highlighted the need to:

- to make known existing resources and guidelines
- embed capacity building activities in existing learning and cooperation structures/networks and to contribute to extending those.
Next Steps

• Include teacher education at the core of a UNECE post 2015 framework

• **Key Considerations:**
  o Focus on a system-wide change
  o Define targets for teacher education
  o Identify and scale up of successful projects
  o Strengthen dialogue
  o Combine Sustainable School Plan development with Teacher Education
Group of Expertise

- Carolee Buckler, Manitoba Education/ Canada
- Jos Eussen, RCE Rhine - Meuse
- Diana Achimescu, Ministry of Environment and Forests/Romania
- Tatyana Shakirova, CAREC/Kazakhstan
- Michael Scoullos, mio-ecsde/Greece
- Michel Ricard / Jean-Marc Langem, Planet ERE
- Aravella Zachariou, Cyprus
- Rainer Mathar, ENSI
- Irina Semko, Belarus
- Manana Ratiani, Georgia