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Implementing the UNECE Strategy for Education for Sustainable Development: progress achieved in promoting educator competences for education for sustainable development

Empowering educators for a sustainable future: Tools for policy and practice workshops on education for sustainable development Competences

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I. Education for sustainable development: a holistic approach to envisioning change and thereby achieving transformation

“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.” – Helen Keller

1. Education is central to efforts to develop and promote sustainable solutions for the development needs of both people and the planet. Education can enable people to understand the nature and scope of sustainable development challenges; it can develop the questioning, innovation and creativity required to come up with new and better solutions to the world’s shared problems; it can enable people to recognize the powerful forces that drive unsustainable living practices; and it can help people develop the self-confidence, organizational skills and optimism that will enable them to work individually and collectively to promote sustainable futures. However, education can also play the opposite role: deadening curiosity and innovation; encouraging acceptance of unsustainable living as being normal; and teaching learners to passively wait for others to take action. From a sustainable development perspective, then, education is both a great hope and a great danger.

2. This recognition led, in the past decade, to the declaration by the United Nations General Assembly that 2005 to 2014 would be the Decade of Education for Sustainable Development. In the European region, a Strategy for Education for Sustainable Development was developed and agreed through the United Nations Economic Commission for Europe (ECE). Among other things, the Strategy highlighted the need to build the competences of educators in relation to education for sustainable development (ESD). This in turn led the ECE Steering Committee on Education for Sustainable Development to ask how the latter might be accomplished. In order to address the question, a group of experts from across the ECE region were brought together to develop advice on: (a) what competences educators needed in relation to sustainable development; and (b) what policy approaches and strategies were needed to help educators develop those competences. The experts, drawn from across Europe, North America, the Caucuses and Central Asia, came from governmental agencies, teacher education colleges, educational research, sustainable development non-governmental organizations and United Nations organizations. The group worked from 2009 to 2011 and produced a report called Learning for the Future: Competences in Education for Sustainable Development (ECE/CEP/AC.13/2011/6).¹

3. At the heart of the report was a new framework of educator competences for ESD. It argued that the story of ESD should be seen as one of adapting a *holistic approach to envisioning change* and thereby *achieving transformation*; each of these three elements was regarded as important and in need of being addressed. The report also argued that this required educators to have particular knowledge and pedagogical skills. However, it also went beyond knowledge and skills and, seeing both education and sustainable development as involving working with other people, it highlighted the need for particular abilities in working with and relating to others. Furthermore, it highlighted that ESD can be seen not just in the activity which an educator “does”, but also in their identity and dispositions — in what sort of person they are.

4. Crucially, the report argued that no set of competences which were general enough to be relevant across a vast geographical area could at the same be specific enough to speak

¹ Competences (when written with a capital C) specifically refers to the framework of core competences in ESD for educators set out in the aforementioned document.

to any given educator about their own life and work. Therefore, it proposed that a starting point for engaging with the Competences would be for people to translate them, not just into their own language, but into words and examples that made sense in their own circumstances. In that way, it was seen that the Competences were not intended to be a definitive statement on the capabilities required for educators, but instead were thought of as a contribution to a conversation and a debate that would take on a life of its own.

5. The Learning for the Future report was well received in many countries when it was released. It was translated into a number of different languages, became a point of reference for discussions on initial teacher education and on teacher accreditation, and provided the basis for international workshops and training events with policy makers and ESD advocates. At the same time, because it was written with policymakers as its principal audience, some argued that it was hard for to bring the competences “to life” and that some guidance in that regard would be welcome. That further guidance is the subject this document aims to address.

6. Empowering educators for a sustainable future, the present document, describes how someone might go about organizing a workshop which uses the Learning for the Future Competences framework to enable policymakers and ESD practitioners to explore how educator competences can be developed. Central to the argument of this resource is that learning about the Competences should not be an end in its own right: instead engagement with the Competences should be seen to be part of a process through which policy and practices are changed. The second half of this document does have a focus on what activities can be used when people are at a workshop in order to allow them come to grips with the Competences and what they mean for them. The first half, however, contains a wider focus on how to see the workshop as part of a broader change process, which involves inviting and attracting the participants, engaging with them in an ongoing way, using the workshop as a lever for change and following up after the workshop to support the continuing process of change.

7. Empowering educators for a sustainable future takes the idea of organizing a two-day international workshop on educator competences as its framework, and provides support on how to organize and run such an event. However, it is envisaged that the ideas which underpin the approach described here would be equally relevant and useful for those who are organizing a workshop at the national, local or even institutional level.

II. Facilitating change: workshops as a catalyst for the change process

A. Introduction

8. Sustainable development requires that education change. This change can be supported through a process of engagement designed to give key decision makers and other stakeholders of education systems an opportunity to reflect on the knowledge, skills and attitudes required of educators whose task it is to prepare learners, young and old, for a fulfilling, productive and environmentally sustainable life in the twenty-first century. In this document we describe how a workshop on Learning for the Future: Competences in Education for Sustainable Development can be used to encourage such a process of engagement. The workshop itself — what these decision makers do when they get together — is obviously important. But, when the workshop is seen as a part of a long-term engagement, this can assist organizers in thinking of different ways to approach the planning, facilitation and follow-up.

9. The next section describes some workshop activities that can be used. However, in this section we describe the various stages of embedding that workshop in a change process as follows:

- (a) Engagement with stakeholders;
- (b) Running the workshop(s);
- (c) Follow-up.

10. This change process itself is underpinned by a number of important principles that reflect the ethos of the Competences in education for sustainable development. These are:

- (a) Start with where the stakeholders are: identify what motivates them and, as far as possible, ensure that their concerns are addressed;
- (b) Understand and build on the context: respect and utilize existing structures and make use of ongoing processes/initiatives;
- (c) Distribute responsibility throughout the process — this will create a sense of ownership and enhance learning among participants, which ensures continuity of the process;
- (d) Use pioneering examples that can demonstrate the feasibility and potential impact of adopting the Competences; if possible, find these examples among groups that are respected and seen as role models for the persons and groups that they are intended to inspire
- (e) Ensure effective project planning throughout the process — remain focused on the long-term goals while attending to current priorities;
- (f) Exemplify the Competences through this process (walk the talk) — look at what the Competences are calling for and be sure these qualities are demonstrated in the way the process is conducted;
- (g) Spread resources appropriately across the change process — it is suggested 50 per cent of the time and effort go to the preparatory stage, 20 per cent on the workshop itself and 30 per cent on follow-up after the workshop.

B. The first stage — the process of engagement

11. Although the first stage in the process is defined as the process of engagement, in reality engaging and working with those who participate in the process and/or support it is an iterative process; sometimes the tasks can take place simultaneously or the sequence given here may be reversed and/or repeated. Still, whatever order the different tasks take, this process can be thought of as having two components: (a) defining goals; and (b) strategic positioning.

Defining goals

12. It is important to formulate realistic goals and priorities for the process and to review the extent to which it is possible to negotiate these in order to align them with the priorities of major stakeholders (a stakeholder is any person or organization that has or might have an interest in or influence on a given issue). There may in fact be different goals relating to the policy process and the Competences themselves. Should a particular policy or practice that could be changed be targeted? Are there others interested in changing that practice (or indeed, in keeping it unchanged)? Who should be consulted before it is possible to set down a clear goal for the workshop that others can agree to?

Strategic positioning

13. In order to fully define the goals, it is also necessary to identify other strategic processes and the priorities and motivations of major stakeholders. Analysis of the stakeholders and potential stakeholder engagement (box 3) is a part of the strategic positioning process. Essentially, the aim is to find out what potential participants want or would be able to support. This is not to suggest that ESD will always align neatly with other policy developments (if it did there would not be much need for a change process). However, building a coalition of different groups and people who are made aware of their common interests makes the chances of achieving the workshop goals much greater. The overall goal at this stage of the process is to negotiate the specific outcomes of the workshop with key stakeholders so that the process can accommodate their priorities as well as achieving those of the organizers.

14. Central to doing the foregoing will be to identify:

- (a) The changes in policies or practices that are planned or are happening now;
- (b) The unmet hopes or goals of those involved.

15. This information will help to:

- (a) Focus the goals and strategies of the workshop so that it has a reasonable chance of being consistent with other policies and practices that are under development;
- (b) Engage individuals so that they buy in to the process and possibly assist in its design and implementation;
- (c) Secure continuity of the process beyond the workshop;
- (d) Achieve coherence with other processes;
- (e) Build partnerships for the efficient use of resources (including material and moral support).

Box 1 Example

A current of reform in higher education would merit engagement with the responsible ministries, quality assessment bodies or leading universities. If, on the other hand, the goal of the process was to address technical education, then a strong emphasis on vocational training schools, qualification bodies, industry bodies and ministries responsible for industry or innovation would be the focus of attention.

16. Identify the levers of change within the different education systems in the area. This will involve investigating the way in which learning outcomes such as competences are defined for different levels of education (i.e., the terminology used to describe learning outcomes will vary between primary, secondary, technical and vocational education and higher education).

Box 2 Example

In Russia, the responsibility for curriculum development in higher education mostly resides with central Government agencies, so it would be critical that they are invited to the workshop. In Sweden, in contrast, these responsibilities are devolved to individual educators and programme leaders within institutions. In that case, the organizers should be sure to invite those responsible for the professional development of educators within universities.

17. At this point it may be decided to run the workshop back to back with another event, or to link it to another process in the area. Such piggy-backing may allow for a more effective use of available resources and a wider engagement on the change process.

18. Some key things to remember include:

(a) The stakeholders in this process may fall into two broad categories: those for whom the policy recommendations are most important and those with a particular interest in the practical implementation of the Competences for ESD educators and their adaptation to serve the international, national and local needs;

(b) In addition to talking to people, strategic documents should be consulted in order to understand the development priorities, social and environmental issues, educational developments and industrial trends;

(c) It may not be possible to engage with every group; it is therefore important to identify the groups that are most strategically significant. Stakeholder analysis can be used to identify concerns and priorities from different perspectives, ideally engaging in stakeholder dialogue if resources allow (see box 3 for a short description of stakeholder analysis and stakeholder dialogue). Ongoing dialogue can be important in all the stages of the change process and will enable the identification of issues, threats and opportunities as they emerge. For example, stakeholders can be engaged at the stage of refining the goal of the process and associated issues, defining the main leveraging processes, identifying major stakeholders and formulating follow-up actions. Alternatively, there could be a consultation process at the initial stage rather than as an ongoing feature;

(d) A crucial element of the workshop preparation is to achieve engagement in the workshop process. In the light of the learning gained through the stakeholder analysis, individual, customized invitations can be extended to key participants reflecting their interest in the process, and these can be followed up as appropriate by phone, e-mail, etc.;

(e) Participants can be asked to take on specific tasks according to the analysis carried out as a way of deepening their engagement and sense of ownership in the process.

Box 3

Stakeholder analysis and stakeholder dialogue

The process of stakeholder analysis will involve identifying and categorizing stakeholder groups. This involves identifying potential stakeholder groups and exploring how each group is actually or potentially related to the change process. One way of doing this would be to categorize the stakeholders according to the following qualities:

(a) *Responsibility* — Those stakeholders that have legal, strategic, operational and financial responsibility for defining/developing learning outcomes;

(b) *Representation* — Not just political leaders but those who represent a constituency such as networks and other multipliers who represent those who will be implementing the competence framework;

(c) *Influence* — Those with actual or potential influence on decision makers and/or the structures and processes that support the implementation of the competence framework (e.g., experts, non-governmental organizations, corporations, media and lobby groups);

(d) *Dependency* — Those who are directly and indirectly impacted by the Competences framework (e.g., learners, teachers, employers);

(e) *Empowerment* — Those who could be positively impacted if included in the process.

Prioritizing

Identify primary and secondary stakeholder groups according to who would be most important to involve in the process — this may be adjusted at any time in the light of the following steps.

1. Mapping concerns

Talk to stakeholders in person, by telephone or using web-based social media. Identify and record the concerns of different stakeholders.

<i>Type of stakeholder</i>	<i>Stakeholders</i>	<i>Primary/secondary</i>	<i>Concerns</i>
Responsibility			
Representation			
Influence			
Dependency			
Empowerment			

2. Review concerns

Review and prioritize these concerns in relation to their relevance to the workshop goals. Respond to each stakeholder appropriately, e.g., the workshop could be adjusted to accommodate their concerns or a note could be sent to thank them for their input.

C. The second stage — running the workshop

19. The nature of the workshop(s) will depend upon the goals, the participants and at which point the workshop is positioned in the change process. The workshop may, for example, involve participants from a similar background or involve a more mixed group. An outline and some tools which can be used in creating opportunities for learning in a workshop are provided in the Annex. The activities presented here are designed for use as part of a two-day workshop which would bring together people from different countries in a region to explore how the Competences might be integrated into their national education systems. At the same time, many of these activities might be equally useful in a workshop with a different length and a different — perhaps more specific or narrowly defined — set of goals.

20. Some key ideas to keep in mind when setting up the timetable for the workshop include:

(a) Allow time early on for people to build relationships — these are likely to be key to successful outcomes;

(b) There should be lots of opportunities for people to talk about their own experiences in relation to the Competences — one key goal for the workshop should be to allow people to make sense of or translate the Competences into their own terms and into examples which make sense in their own situation;

(c) The Competences describe an active and participatory educational process rather than one which is didactic or lecture-based — try to model the Competences in the design of the workshop;

(d) Since the workshop is intended to be part of a process of changing people's activities, remember to allow time for people to decide what actions they will take arising from their participation in the workshop — this will help them to mentally adjust to the idea that the workshop is not just an isolated event but is part of a change in what they do.

Box 4

Working backwards from goals to activities

It is useful to think of workshop planning as involving a process of thinking backwards from a desired future to the current situation and looking at ways of getting from the point of departure to the objective. This involves:

- (a) Envisioning a desirable outcome;
- (b) Looking at the present situation and analysing the gap between current reality and the objective;
- (c) Working backwards, considering the steps that would be needed in order to achieve the desired outcome;

In planning a two-day international workshop the process set out below can serve as a model.

Goal: National level decision makers in the region are working with the ESD Competencies because:

The relevant national and subregional development processes have been identified as a result of interactions during the subregional workshop, as well as in the follow-up and preparatory processes around this event.

The workshop participants were inspired by the workshop because:

It enabled them to make the link between their own situation and the potential of the ESD Competencies to address their concerns. It also gave them the opportunity to develop and/or revise their own action plans.

The workshop was well-attended by relevant participants because:

The preparatory process engaged the relevant individual decision makers, educators and key networks through a thorough stakeholder analysis and consultations with many of them. This included aligning the goals of the workshop process with other relevant processes such as the Green Bridge Initiative in Kazakhstan.

The relevant stakeholders were identified because:

The organizers drew on their knowledge of the subregional context and made enquiries among known actors across the subregion for further suggestions on whom to engage.

F. The Third Stage - Follow up

21. Straight after the workshop, each participant should be sent a message of thanks and a brief summary of the key outcomes. A similar positive message should be sent to all key decision makers that did not attend the workshop. A fuller report should be sent to all participants and other key stakeholders within two weeks of the workshop.

22. Linking stakeholders to other people and processes after the workshop will broaden the impact of the event. Depending on the capacity of the organizers, information about related national and subregional events, funding and other capacity development opportunities should be shared with participants and other stakeholders. It may be that further capacity-building or follow-up workshops can be organized by the stakeholders themselves in cooperation with local and subregional partners.

23. This is another point where a webinar among key stakeholders would be useful so that next steps can be agreed.

III. Competences table

	<i>Holistic approach</i> <i>Integrative thinking and practice</i>	<i>Envisioning change</i> <i>Past, present and future</i>	<i>Achieving transformation</i> <i>People, pedagogy and education systems</i>
Learning to know <i>The educator understands....</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 <i>The educator is able to....</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<i>Holistic approach</i> <i>Integrative thinking and practice</i>	<i>Envisioning change</i> <i>Past, present and future</i>	<i>Achieving transformation</i> <i>People, pedagogy and education systems</i>
<p>Learning to live together</p> <p><i>The educator works with others in ways that....</i></p>	<ul style="list-style-type: none"> Actively engage different groups across generations, cultures, places and disciplines 	<ul style="list-style-type: none"> Facilitate the emergence of new world-views that address sustainable development Encourage negotiation of alternative futures 	<ul style="list-style-type: none"> 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
<p>Learning to be</p> <p><i>The educator is someone who....</i></p>	<ul style="list-style-type: none"> Is inclusive of different disciplines, cultures and perspectives, including indigenous knowledge and world-views 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

IV. The workshop

24. This chapter provides an example of workshop activities on educator competences for ESD. It contains a workshop structure and sample activities, which can serve as a basis for developing workshops and trainings adapted to particular contexts and circumstances.

25. The workshop as described here is a two-day international workshop which aims to draw together a diverse group of policymakers, educators and non-governmental organization activists in order to explore how the Competences might be integrated into each of their education systems. As such, it has a focus on allowing participants to discuss and share their diverse settings. However, even if this is quite different to the context in which a different workshop would be planned, some of the key ideas and activities as outlined here could be used.

26. When developing an educator competences workshop, it is important to remember to:

- (a) Understand the workshop as part of a long-term engagement;
- (b) Start with where the stakeholders are;
- (c) Understand and build on the context;
- (d) Distribute responsibility throughout the process;
- (e) Use pioneering examples;
- (f) Ensure effective project planning throughout the process;
- (g) Walk the talk by exemplifying the Competences through the process;
- (h) Spread resources appropriately across the change process.

27. The goals of this sample workshop are to:

- (a) Introduce stakeholders as well as their expectations;
- (b) Clarify the role of ESD and the Competences for transforming societies;
- (c) Reflect and envision a future perspective by strategically positioning ESD in the national education system and identify a potential space for the Competences;
- (d) Identify drivers of and barriers to the promotion of the Competences within the professional field through a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and discussion of the national context based on the analysis;
- (e) Plan the future.

Box 5

The workshop agenda

Day 1

Session 1: Introducing stakeholders and their expectations

Participants will form groups, e.g., there will a group of policymakers and a group of practitioners. Participants will introduce themselves and their expectations in the group and present a summary to the plenary.

Session 2: Clarification of the role of ESD and the Competences for societal transformation

The participants will discuss and clarify their understandings of core concepts, i.e., sustainable development (SD), ESD and educator competences. Moreover, the group will explore the role of ESD for societal transformation and the set of SD competences for learners in particular. Finally, the differences and interrelationships between SD competences for learners and the Competences for educators will be identified.

Day 2

Session 3: Strategic positioning of ESD in the national education system

After engaging with the underlying concepts of the Competences, the participants will carry out a gap analysis, comparing the actual and desired situations concerning the implementation of the Competences. Moreover, the workshop group will be invited to look at the relevance of the individual competences in the context that the participants work in.

Session 4: Identification of drivers and barriers in promoting the Competences

This session will focus on identifying strengths and opportunities as well as weaknesses and threats to promoting the Competences.

Session 5: Planning for the future

The findings of the SWOT analysis carried out in session 4 will serve as a basis for drawing up a plan for future steps in promoting Competences for ESD.

Workshop sessions and activities

Session 1: Introduction of stakeholders and their expectations

28. The objectives of this session are:

- (a) To provide space for self-introduction of participants as well as encourage participants to reflect on their motives and expectations;
- (b) Since individual self-introduction is usually time-consuming, an alternative approach is to do self-introduction in the interest groups (e.g., policymakers, practitioners) or in national groups. The main characteristics or a summary of each of the groups could then be presented to the plenary.

Session 2: Clarification of the role of ESD and the Competences for societal transformation

29. The objectives of session 2 are to:

- (a) Clarify/achieve common understanding on basic concepts: SD, ESD and the Competences for educators;
- (b) Discuss to what extent ongoing strategic processes are relevant to SD;
- (c) Explore the role of ESD for societal transformation and the set of SD competences for learners in particular;
- (d) Identify differences and interrelationships between SD competences for learners and the ESD Competences for educators.

Session 3: Strategic positioning of ESD in the national education system

30. The objectives of session 3 are to:

- (a) Clarify what the position of ESD is/could be in the existing legislation (education strategies, regulatory frameworks, curricula, etc.);
- (b) Identify an entry point for the Competences within the existing legislation;
- (c) Discuss potential policy measures and other preconditions in order to strengthen ESD and implement the Competences.

Session 4: Identification of drivers and barriers in promotion of the Competences

31. The objective of session 4 is to identify drivers and barriers (SWOT analysis) in promoting the Competences in the following areas:

- (a) Within professional field of the policymakers of different levels;
- (b) In the existing educational practices.

Session 5: Planning for the future

32. The objectives of session 5 are to:

- (a) Discuss the potential of the Competences within professional field, including long-term and short-term objectives;
- (b) Decide on priority measures, the timescale and individual responsibilities;
- (c) Plan further collaboration/networking among stakeholders.

V. Members of the Expert Group on Competences

<i>Name</i>	<i>Country/institution/organization</i>
Aline Bory-Adams	UNESCO
Inka Bormann	Germany
Katalin Czippán	Hungary
Zinaida Fadeeva	United Nations University (UNU)
Laima Galkute	Lithuania
Anna Maria Hoffmann	United Nations Children's Fund (UNICEF)
Yuri Mazurov	Russian Federation
Manana Ratiani	Georgia
Léonard P. Rivard	Canada
Michael Scoullos	Greece
Tatiana Shakirova	Central Asian Working Group on Environmental Education and Education for Sustainable Development
Willy Sleurs	Belgium
Magdalena Svanström	Sweden
Daniella Tilbury	United Kingdom of Great Britain and Northern Ireland
Roland Tormey	Ireland
Roel van Raaij/Antoine Heideveld	Netherlands
Paul Vare	The Pan-European Coalition of Environmental Citizens Organizations (European ECO Forum)

VI. The Expert Group's mandate and work

33. The UNECE Strategy for ESD specifically calls for the development of educators' competences in order for them to engage in ESD. The Joint Ministerial Session on ESD held at the Belgrade "Environment for Europe" Ministerial Conference in 2007 recognized the lack of competence of educators as a frequent bottleneck in achieving ESD and agreed that one priority for future implementation of the Strategy should be developing competences in ESD for educators. In response to this concern, the Steering Committee on Education for Sustainable Development, at its meeting on 19 and 20 February 2009, established the Expert Group on Competences in Education for Sustainable Development with the mandate to prepare:

(a) General recommendations for policymakers, so as to provide them with a tool to integrate ESD into relevant policy documents with a view to creating an enabling

environment for the development of competences across all sectors of education, with particular emphasis on formal education;

(b) A range of core competences in ESD for educators, including defining these, as feasible, to serve as a tool to facilitate the integration of ESD into all educational programmes at all levels, as well as guidelines for the development of these competences among educators.

34. The Expert Group comprised representatives appointed by member States and partners from across the ECE region. They included academics, Government officials and experts from international and non-governmental organizations. The Group held five meetings during the period 2009–2010 to develop the Competences. At its seventh meeting, the Steering Committee mandated the Group to develop tools for policy and practice workshops on ESD Competences. To that end, the Expert Group held a sixth meeting in March 2012. The meetings were generously hosted by the Government of Sweden/the University of Lund; the University of Limerick; the Government of the Netherlands; and by the ECE secretariat for ESD.
