

UNECE Expert Group on Indicators for Education for Sustainable Development  
Eighth meeting  
Paris (France), 15-18 September 2008

**PROPOSAL FOR TERMS OF REFERENCE  
FOR THE ESTABLISHMENT OF A UNECE EXPERT GROUP ON COMPETENCES IN  
EDUCATION FOR SUSTAINABLE DEVELOPMENT**

The Steering Committee requested the UNECE Expert Group on Indicators for ESD to prepare, for consideration by the next meeting of the Committee, a proposal for a mandate, including the terms of reference and human and financial resources required, for a possible expert group on competences in ESD.

Draft template

**I. Mandate**

*(To include the mandate to address the issue of competences in ESD within the work of the Steering Committee i.e. the establishment of the expert group on Competence in ESD by the Steering Committee with the specific objectives and outcomes. With respect to the outcomes to consider whether the expert work should focus on the education sector and the teacher's initial-training; whether the handbook developed by the CSCT project is appropriate to be used as a practical guidance for the education systems across the UNECE region; etc..)*

Pursuant to the outcomes of the high-level session on Education for Sustainable Development (ESD) organized at the Sixth Ministerial Conference "Environment for Europe" (Belgrade, 10–12 October 2007), the Steering Committee decides to establish an Expert group on Competences in ESD with the following mandate:

- (a) ...
- (b) ...
- (c) Other tasks agreed by the Steering Committee.

**II. Reporting**

*(To include to whom and how frequent the expert group will report)*

The outcome of the Expert Group's work will be reported to the Steering Committee at the Steering Committee's future meetings.

**III. Composition**

*(To include the recommended composition for an expert group, e.g. the required expertise, whether it should be an open-ended or otherwise)*

The Expert Group will be composed of members with an extensive experience related to: (a) national and international ESD policies; (b) competences in teaching environmental education and in ESD; and (c) the management of institutions that are implementing the "whole-institution approach". Its composition should ensure a balanced geographical representation of the UNECE member States.

The members of the Expert Group will be designated by Governments; international organizations, in particular UNESCO; and non-governmental organizations. Candidatures should be submitted to the UNECE secretariat by ... 2009.

*This part is to be revised and further developed in accordance with the identified objectives and outcomes.*

#### IV. Working arrangements and timeframe

*(To include the recommended arrangements for the work, e.g. the lead country, hosting of meetings, being serviced by the UNECE secretariat; and the expected number of meetings to fulfil the mandate, as well as the deadline for completion of the work)*

The organization of work will depend on the availability of a lead country and funds for this activity. The working arrangements will be agreed among the members of the Expert Group. UNECE will provide secretariat support to the Expert Group in accordance with UNECE rules and practices.

*This part is to be further developed in accordance with the identified objectives and outcomes.*

#### V. Resources

*(To include the expected human (if there is need for additional expertise, besides being serviced by the UNECE secretariat) and financial resources to accomplish the work)*

*This part is to be further developed in accordance with the identified objectives and outcomes.*

**Annex****Extract from the report of the third meeting of the Steering Committee (ECE/CEP/AC.13/2008/2)**

[...]

**How do teachers teach sustainable development? – a panel on competence in education for sustainable development in the education sector**

The issue of competences in ESD was identified by the Joint Session at the Belgrade Ministerial Conference as a key challenge to the further ESD implementation. To address this challenge, a panel discussion was organized featuring representatives of ministries, teachers and students from both higher- and secondary-level educational institutions, and NGOs (ECE/CEP/AC.13/2008/6). To support the discussion, a paper on competence in ESD in the education sector had been prepared by the secretariat in consultation with selected experts and members of the Bureau (ECE/CEP/AC.13/2008/7).

The panellists reflected on existing problems and also shared experience and good practices in integrating ESD into teacher training. The panel discussion provided a useful contribution to the dialogue on competences in ESD, and revealed a great variety of approaches in addressing the development of competences, which depend on perspectives of the actors involved and the specific needs and framework conditions in different subregions. Different views were expressed on what kind of competences need to be developed, e.g. competences of educators vis-à-vis competences of the learners.

The representative of UNESCO stressed the importance of developing competences in ESD and welcomed the initiative by the UNECE region to play a leading role in tackling this issue, with a view to serving as a blueprint for other regions.

As a follow-up to the discussion, the Steering Committee asked the Expert Group on Indicators for ESD to prepare, for consideration by the next meeting of the Steering Committee, a proposal for a mandate, including the terms of reference and human and financial resources required, for a possible expert group on competences in ESD. The Expert Group on Indicators, together with additionally invited experts in ESD competences, would meet at the UNESCO premises in Paris in mid-September of this year to develop the proposal. Countries were invited to express their interest and submit candidatures of experts with specific expertise in ESD competences to the secretariat by 1 June 2008.

[...]

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