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HOW DO TEACHERS TEACH SUSTAINABLE DEVELOPMENT?

A Panel on competence in education for sustainable development in the education sector

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“The role of the Ministry of Environment in developing competence in ESD in the education sector”

“We are all learners as well as teachers. Education for sustainable development encourages a shift from viewing education as a delivery mechanism to a lifelong, holistic and inclusive process. We pledge to build partnerships and share our diverse experiences and collective knowledge to refine the vision of sustainability while continually expanding its practice”

(Ahmedabad Declaration, A Call to Action)
“ESD competences cannot be taught, they need to be learnt”

ESD is more than a knowledge base related to environment, economy and society. It also addresses:

• Knowledge
• Skills
• Perspectives
• Values
• Issues
Key actions to promote ESD competences in the education sector
(considering education in a life long learning perspective)

- Strengthen the inter-ministerial cooperation, in particular, between Ministry for the Environment and Ministry of Education
- Reorienting environmental education to address sustainability
- Structuring and placing ESD in school curricula
- Include ESD competences also in informal and non formal education sectors
National Forum on environmental education and sustainability
Torino, 4-6 June 2007

- Create competence on ESD gathering all different stakeholders involved in education for ESD (formal, non formal and informal)

- Analyse the multi-sectoral aspects of ESD in thematic workshops on different issues

- Involve the Ministry of Education, the Ministry of University and Research and the Ministry of Welfare and the other central and local institutions to enhance synergies on ESD

- Presentation of the document Ecological Alphabets as a contribution to reorient education towards sustainability
The Inter-ministerial Agreement
(Ministries of Environment, Education, University and Research)

- The agreement has been signed on 31° January 2008
- It aims at re-orienting formal, non formal and informal education towards SD values and priorities
- It promotes training programs for school directors and teachers to create knowledge and skills
- It aims at increasing awareness among families and school community
- It strengthens the academic curricula to develop professional skills on SD
- It promotes specific projects to improve eco-efficiency in school buildings
ESD competences to face new challenges

The importance of Education in achieving sustainable consumption and production patterns

“Develop awareness-raising programmes on the importance of sustainable production and consumption patterns, particularly among youth and the relevant segments in all countries, especially in developed countries, through, inter alia, education, public and consumer information, advertising and other media, taking into account local, national and regional cultural values…”

Chapter III, Johannesburg Plan of Implementation
Task Force on Education for Sustainable Consumption

Italy launched MTF on ESC during the 14th session of the UN Commission on Sustainable Development (New York, May 2006)

Develop and strengthen SCP patterns focusing on education as a tool of implementation in both a long and short term perspective

Objective

To achieve progress in introducing SCP issues into formal learning processes
The Task force on Education for sustainable consumption

Sharing experiences...Here and Now. Guidelines on Education for sustainable consumption

In collaboration with UNEP, UNESCO and the Consumer Citizenship Network, the Task force on ESC is preparing Guidelines

a) to provide policy makers with an instrument to understand the importance of Education for Sustainable Consumption in supporting other policy goals such as citizenship and democratic participation, environmental protection or energy and climate policies.
b) to give policy makers guidance on how to integrate ESC into existing educational and sustainable development strategies
c) to provide educators with tools and instruments in order to include ESC in curricula.
The contribution of the Panel on ESD competence

• Provide information and in-depth tool to assist policy makers, teacher trainers and teachers to build competences on ESD
• Provide a comprehensive and multi-stakeholder vision on ESD competences highlighting gaps to be filled and successes to be replicated
• More than concentrating on defining ESD competence we should focus more on viable ways forward for the implementation of the Second Phase of the UNECE Strategy.
**Thank you for your kind attention!**

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