

The Introduction to ESD into Teacher Education

UNECE – Results from on-line working group

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

Group of Expertise

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