Vare, Paul ORCID logoORCID: https://orcid.org/0000-0003-3182-9105 (2019) A Rounder Sense of Purpose: Educator Competences for ESD. In: United Nations Economic Commission for Europe Regional Forum on Sustainable Development, 21-22 March 2019, Geneva, Switzerland. (Submitted)

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Template for Case Studies
Regional Forum on Sustainable Development (21-22 March 2019, Geneva)

Why?

The Regional Forum on Sustainable Development (21-22 March 2019, Geneva) creates a regional space for peer learning and sharing of practical solutions in implementing the SDGs. Governments and other stakeholders will mutually learn from sharing concrete experiences, best practices and challenges. Case studies will form the basis of the peer learning segment.

How?

Governments and other stakeholders are kindly asked to provide concrete case studies and examples of practical solutions from their experience in SDG implementation. The case studies will be compiled in a document and shared with participants in advance of the Forum (please see last year's case study compilation). A selection of case studies will be presented during the peer learning segment.

When?

Please submit the case study by 31 January 2019 to regionalforumunece@un.org.

Please fill in the template *below.*

SDG addressed
The case study must address one of the themes discussed at the round tables (see below). Please tick the relevant box.

☐ **Learning without Limits:** Lifelong Learning and Inclusive Education
☒ **The Power of Knowledge for Change:** Education and Learning as Drivers of Sustainable Development

☐ **The Growth We Want:** Solutions for Sustained, Inclusive and Sustainable Economic Growth
☐ **The Future of Work:** Productive Employment and Decent Work for All

☐ **Bridging the Gap:** Achieving Greater Income and Economic Equality
☐ **Towards a World of Equal Opportunity:** Tackling inequality caused by exclusion and discrimination

☐ **Acting for Climate:** Stepping Up Climate Change Policies, Action and Awareness in the Region
☐ **Coping with Climate Change:** Strengthening Resilience and Adaptation

☐ **Strengthening Institutions for Change:** Fostering Effective and Inclusive Governance for Sustainable Development
☐ **Empowering People to Protect the Planet:** The Environmental Dimension of SDG 16

Title
Please provide a title that reflects the core issues addressed in your case study.
Title: A Rounder Sense of Purpose: Educator Competences for ESD

Summary
Please briefly summarise the objective of the case study/ practical solution (max 100 words).
This international project set out to 'distil' the UNECE educator competences for ESD to create a more concise framework of assessable learning outcomes that can form the basis of ESD qualifications for in-service and student educators across Europe.

Situation
Please elaborate on the specific situation/ context. Where possible, draw on statistics and data (max 150 words).
A lack of awareness among educators on how to tackle ESD remains a 'bottleneck' as noted at the UNECE meeting in Belgrade in 2007. Members of the project had each attempted to operationalise the UNECE ESD educator competences in some way but had encountered difficulties because of the large number of competence statements (39) as well as a lack of measurability. Some repetition and ambiguity was also noted. It was agreed that a more concise and actionable set of competences lay at the heart of the UNECE framework but this needed to be made explicit.

Strategy
Please describe the approach chosen (max 100 words).
The process involved a careful review of the UNECE framework, matching statements that covered similar learning outcomes and reformulating them so that statements could be combined and the outcomes could be assessed. Gaps were also identified particularly in light of other recently published frameworks and related literature. The opinions of over 500 teachers, students and experts were sought within the six partner countries through delphi research procedures and closely monitored training programmes.

Results and lessons learned
Please elaborate on the specific results, challenges encountered and lessons learned. If possible, briefly elaborate whether the concrete experience could be replicated in other contexts. Preferably, summarise your answer in bullet points (max 100 words).
The resulting twelve competences can be arranged in a 3x4 matrix using the original UNECE headings that reflect essential ESD characteristics: *holistic approach*, *envisioning change* and *achieving transformation*. The four rows suggest a reflective practice cycle: *integration – involvement – practice – reflection;* however, this cycle applies to all competences. Furthermore, as one student noted: "As soon as you start to teach one of the competences, you inevitably touch on the other eleven." Therefore, the framework is also displayed as an artist's palette thus demonstrating how the competences might be combined in creative ways by an educator depending on their context.

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☐ *Please tick this box if you do <u>not</u> wish your contact details to be published in the compiled document. The document will be published on our [website](). Please bear in mind that other stakeholders might wish to contact you in regard to the case study.*