### The Competences for educators in education for sustainable development (UNECE 2011)

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<td><strong>Past, present and future</strong></td>
<td><strong>People, pedagogy and education systems</strong></td>
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#### Learning to know

**The educator understands...**

- 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 we think, live and work
- their own thinking and action in relation to sustainable development
- the root causes of unsustainable development
- that sustainable development is an evolving concept
- the urgent need for change from unsustainable practices towards 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
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- the importance of preparedness for the unforeseen and a precautionary approach
- the importance of scientific evidence in supporting sustainable development
- 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

**The educator is able to...**

- 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
- 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
- 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
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**Learning to live together**

*The educator works with others in ways that*...

- actively engage different groups across generations, cultures, places and disciplines
- facilitate the emergence of new worldviews that address sustainable development
- encourage negotiation of alternative futures
- challenge unsustainable practices across educational systems, including at the institutional level
- help learners clarify their own and others' worldviews through dialogue, and recognize that alternative frameworks exist

**Learning to be**

*The educator is someone who*...

- is inclusive of different disciplines, cultures and perspectives, including indigenous knowledge and worldviews
- 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
- 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