Dear readers,

The news headlines these days present some alarming facts & figures about the state of our planet and even more devastating is the course of global politics that seems to be turning a blind eye to the rise of global warming and the effects it will have on our planet in a very foreseeable future. US President Trump has recently denounced the findings of the U.N.'s scientific advisory board, according to which even 1.5 degrees, of increased warming would be disastrous. Many governments agree that keeping the level at 2 degrees is acceptable.

In these worrying times, the Learning Teacher Network is trying to provide a platform for theoreticians and practitioners where they can discuss and exchange best practices on how to tackle these challenges on grassroot level and in their immediate surrounding. We therefore cordially invite you to take part in the 13th LTN International Conference “From Theory to Action, A Creative Response to ESD”, where we will be tackling new and innovative approaches to Education for Sustainable Development, one of the most essential aspects of sustainable development.

The Conference will take place in April 2019 in the beautiful UNESCO protected city of Dubrovnik. Please see more information in Article 1.

You are all cordially invited and we hope to see many familiar, but also new faces in Dubrovnik!

Elma Mahmutović

Authors in this edition

Leonora Azzopardi, Charmaine Cassar, Kyle Cesare, Sherryanne Gauci, André de Hamer, Myriam Dilemans, Shirlene C. Dolce (Music), Martin Fitzgerald, Elma Mahmutović, Shimmi Sharma, Gerben de Vries, Paul Vare

Articles with no author mentioned are produced by the network's admin team.
ESD in action is all about citizen engagement. It is the collaborative energy generated by educational creativity, community action and ethical corporate participation. Transformation is possible only if the objectives are clear and shared by all the partners. How do we reconcile economic growth with sustainability? How does a democratic society encourage citizens to reduce consumption to allow effective climate change to take place? How do we ensure that international agreements on temperature reduction are implemented and supported by nations that are contributing to the problem significantly? There are no magic answers or instant solutions, only a commitment to real creative endeavour to find answers.

The Learning Teacher Network wants and is contributing creatively to the solution. Through its activities, projects, links to teacher education programmes and wide international membership, it has been consistently promoting and advocating for ESD for over a decade now. There is a need to find creative solutions and to bring together the substantial learning of the network on ESD from the last decade and redefine how it can be translated and harnessed into the future needs of society. The LTN is aware of some fantastic work/projects/educational programmes going on to address these concerns. Our conferences are the ideal platform to showcase and share all of these activities and creative ideas.

The Dubrovnik conference is the perfect opportunity to engage and contribute to this serious and potentially life changing issue. We do not have time to waste. We need a set of responses now that is immediate, has a high impact and is sustainable for the entire planet. Creativity is the key to this solution. If we keep doing the same thing, we will only get the same result. The recent UNESCO-GAP Position paper on the future of ESD (2018) is very clear on the challenge ahead, "The pedagogical implications of this understanding are not few. Opportunities to launch critical inquiry, exposure to realities, relevance to our own lives and the presence of influential peers, mentors or role models, as well as tipping moments, play an important role in empowering individuals to take decisive actions. Formal education alone is not enough. Non-formal and informal learning taking place in the community provides learners with the critical opportunities to relate them to realities that concern them and to be influenced to take the necessary actions".

Education, both formal and non-formal is the foundation stone to finding creative solutions that will make the difference. The LTN has a vital role to play in this process. We want as many people and networks as possible representing all aspects of education to come to Croatia in April 2019 and be part of the solution. Bring your ideas, your energy and most importantly your creativity and share your solutions, thinking and actions with likeminded colleagues and friends. This is the biggest crisis ever to face the human race and ESD has the solutions and the will to find the answers and look at our planet and resources in a new way. Do we have any other choice?

Martin Fitzgerald
LTN President
Simon’s work focuses on understanding and developing ecologically sustainable wellbeing i.e. facilitating sustainable living and behaviour while at the same time promoting and supporting individual wellbeing. He works with organizations, communities, individual leaders and citizens.

As valid knowledge about human behaviour, mindsets and emotions are central to developing sustainable wellbeing Simon’s point of departure is scientific, psychological and human centred.

He prefers working in teams within an integrative framework and working with multiple methods combining different theoretical, empirical and practical approaches in development of sustainable wellbeing.

Keynote Speakers

Simon Elsborg Nygaard
University of Aarhus

Ann Finlayson has worked in the environmental and education field for over 30 years. After a stint as a countryside ranger in Scotland, she began travelling the world teaching, facilitating and consulting in places such as Papua New Guinea, Australia and Canada. Between 2005 and 2010, Ann was Head of Education/Social Change at WWF-UK and the Commissioner for Education and Capability Building for the Sustainable Development Commission. In 2008, she took on the job of revamping CEE, now SEEd, and has enjoyed seeing it grow back to national significance. Ann is passionate about the role of learning in sustainability and for it to be about real people, real opportunities and real responsibilities.

Ann Finlayson’s focus is on: Education for Sustainability, Transformational pedagogies, Whole School Approaches, Impact analysis of learning for sustainability outcomes, Teacher training Facilitating groups for learning for sustainability, Youth engagement in the UN Sustainable Development Goals

Charles Hopkins holds the UNESCO Chair on Reorienting Teacher Education to Address Sustainability, focusing upon the development of an international network of teacher preparation institutions collaboratively working on the reorientation of teacher education to address sustainable development. Hopkins is also a senior advisor to UNESCO’s Transdisciplinary Project, Educating for a Sustainable Future and the Chair of the Education for Sustainable Development Working Group of UNESCO Canada’s Man and the Biosphere Committee (MAB). In addition, he is the executive director of the John Dearness Environmental Society and an advisor to Environment Canada’s Ecological Monitoring and Assessment Network (EMAN).

Dubrovnik 11 - 13 April 2019

Thursday 11 April

07:00 - 18:00 Study visit to Mostar
Visit to the United World College in Mostar
Tour of the old town
Lunch
15:00 - 18:45 Registration
19:00 - 20:00 Welcome
Keynote 1
Charles Hopkins
UNESCO
20:15 Conference dinner (World cafe)

Friday 12 April

8.30 – 09:45 Keynote 2
Simon Elsborg Nygaard, University of Aarhus
09:45 – 10:15 World café meeting
10:15 – 10:45 Coffee break
10:45 – 12:30 Panel discussion
12.30 - 13.30 Lunch
13.30 - 14.30 Keynote 3
Ann Finnlayson, Sustainability and Environmental Education Consultant
14.30 - 15:00 Coffee break
15:00 - 16:00 Workshops session A
16:00 - 17:00 Workshop sessions B
17.15 - 17.30 World cafe after workshop sessions
20:00 - 22:00 Dinner

Saturday 13th April

08:45 - 09:45 Keynote # 4
10:00 - 11:00 Workshops Session C
11.00 - 12:00 Workshop sessions D
12:00 - 13:00 Workshop sessions C
13:00 - 14:00 Lunch
14:00 - 15:00 Workshop Sessions E
15.00 - 15:30 World cafe meeting around feedback on workshops and key-note speakers
15:30 - 16:00 Plenary - harvesting ideas from world cafe meetings
16:00 - 17:00 Cultural program
Climate change concerns everyone. It can cause disasters all over the world and it can intensify extreme events like heat waves, forest fires, floods and droughts, just to mention a few.

Climate change also leads to the melting of ice, which impacts people in the Arctic and flora and fauna at both poles. But if we dare, we can fight climate change! To do this we must change our habits and save energy! And it is easy. It takes starting with simple actions that can be taken by every single one of us, for the sake of our climate. One step in that direction is becoming an “Sea Ice Ambassador”.

The interactive website www.contespedagogiques.be offers a learning platform for students of different age groups, explaining what climate change is and motivating students to take an active role in preventing its devastating consequences.

The platform has been developed in collaboration with scientists and validated by Claude Lorius, a glaciologist, CNRS Gold Medal winner, pioneer in Antarctic research, discoverer of the link between climate history and the composition of our atmosphere thanks to air bubbles in the ice. The platform can be used free of charge.

Myriam Dielemans
Teacher and volunteer at the International Polar Foundation
Celebrating Diversity at Zabbar Primary B, St. Margaret College, Malta

As part of the school’s commitment to celebrate diversity, the PSCD, Art, Music and PE teachers at Zabbar Primary B organised a week-long event with Year 3, 4, 5 and 6 pupils promoting tolerance and respect within a diverse culture. Different aspects of diversity were also discussed during the PSCD lessons as a run up to the event.

During their Art sessions, the pupils explored cultural diversity through different art forms. They were shown works of art from around the globe from Egypt to China and Japan, back to North America and Hawaii. They discussed how people’s different lifestyle and beliefs are recorded and shown in their artwork. Following these observations, the pupils explored particular cultures and produced their own creative works. These included Chinese lanterns and Ming vases, Japanese koi fish kites, Hawaiian Tiki masks, North American totem poles and Egyptian mummy cases. Another art session focused on the uniqueness of individuals by creating pop art handprints and colourful portraits. At the end of the celebration week, the students could enjoy their own artwork set up around the school premises.

The pupils also enjoyed creating a pleasant tune using plastic cups to create one tune following rhythmical patterns during their music session.

As part of the PE sessions, the pupils participated in games originating from different countries, including the English Quoits, the Limbo from Trinidad and our local Maltese Passju. As a concluding exercise, each year the group gathers in the school hall for a PSCD presentation summarising what happened during the past days. The children learn what diversity is all about and dance together to a dance-along song about the positivity of being different.

Leonora Azzopardi (PSCD), Charmaine Cassar (PSCD), Sherryanne Gauci (Art), Shirlene C. Dolce (Music), Kyle Cesare (PE)

Teachers at Zabbar Primary B, St Margaret College, Malta
Email: smc.zabbar.prb@ilearn.edu.mt
Activity Description
While taking a class of English language the teacher has to connect various aspects of the poem in a strong string of comprehension and understanding. Through innovative and varied ways a teacher tries to connect the dots of poetic excellence of a great poet. In the Asian sub regions where English is taught as a second language, taking the poet's essence in the class is a bit challenging. Through this activity The Road by Robert Frost was analyzed in the class. Besides the poet's biography, this activity deals with poetic presentation and poetic devices and their usage in the particular context.

This activity presents the whole knowledge of Robert Frost’s work:
• The first objective is to introduce the students to the special and distinctive poetic features of this great exemplary poet of the era. It deals with the concerns, themes, poetic style and connection to humanity.
• The next objective is to interpret the poem both personally and socially, that is, to show how the activities reflect not only the learner's life and thought but also the spirit of the age and the ideals of the poet himself.
• The next aim is to show that the ambiguity springs from the question of free will versus determinism, whether the speaker in the poem consciously decides to take the road that is off the beaten track or only does so because he doesn't fancy the road with the bend in it. External factors therefore make up his mind for him.

To study these aims the poem is being analyzed in the following ways:
• Summarizing the biography of the poet and the connection to the poem.
• Understanding the poet and his writing style and to analyze the prosperity and fame that the poem has enjoyed since then.
• Establishing independent critical opinions and perspectives on the poem.
• Analyzing of Robert Frost as a metaphysical poet.
• Gaining a detailed analysis of Frost's ability to find the ordinary a matrix for the extraordinary.
• Studying the poem and its implications in real life.
• Understanding the concept of choices and the peripheral dilemmas we face.
• Interactive session on this reflective, thoughtful poem, as the speaker is caught in two minds. He's encountered a turning point.
• Usage of symbolism in the poem.
• The striking feature of Frosts' poems is the presentation of conflicts. Here conflict is between the right choice and wrong choice. We should always have the courage to choose the right way even if it is rough and thorny.

THE ROAD OF LEARNING
The focus was on facilitating easy comprehension of facts with the aid of a lively, colorful layout. Each of the activities has been provided with a large number of amazing and unusual facts to make reading and comprehension interesting. A conscious effort has also been made to include topics that help to inculcate a spirit of inquiry in the learners.

Learners were encouraged to study the complex situation faced by the poet and the difficulty faced while making choices in life. The whole class was divided into small groups and they were assigned with a particular topic related to the poem.
After the study of the poem, we understand the message the poet tells the world, namely that we are free to choose, but we do not really know beforehand what we are choosing between. Our route is, thus, determined by an accretion of choice and chance, and it is impossible to separate the two.

This activity fosters creativity in the learners. It means inventing high utility, miracle, mirth, philosophy and principles by the learners themselves. In this age of information technology, the art of creative activities caters not only to the mental thirst and spiritual vacuum but also provides an attractive platform for lucrative understanding of literature in depth.

The poem makes us think about choice we must make in life. All of us reach a crucial point in life when we must make a right choice. That choice determines our destiny. The poem inspires us to face the challenging realities in life. The chief theme of his poetry is an ambiguous relationship with nature.

*Shimmi Sharma* with her ambitious aim inspires young minds to love learning and helps them become free thinkers.

She currently teaches English at Sunbeam School Lahartara Varanasi (India). Academically, she holds an MA in English, Education and Psychology; Post Graduate Diploma in Higher Education; Bachelor in Education and Certificate in teaching Functional English.

She is a die-hard literature fan with special tint of writing.

*Shimmi Sharma*  
Sunbeam School Lahartara  
Varanasi Uttar Pradesh  
shimmisharma@yahoo.co.in
In the Fall of 2017, the Regional Youth Cooperation Office (RYCO), with its seat in Tirana, published its first call for proposals, which was open to schools and CSOs from the Western Balkans (Albania, Bosnia and Herzegovina, Kosovo, Macedonia, Montenegro and Serbia). RYCO is an inter-governmental organization, established by the governments of the above mentioned countries. It is the first official inter-state mechanism that facilitates cooperation, exchange and mobility between young people from the Western Balkans. If we take into account the turbulent history of the Western Balkans, very disputed historical and cultural narratives, it certainly is not insignificant.

The Foundation Education in Action applied, together with Gimnazija Mostar (Bosnia and Herzegovina), Gimnazija 25.maj Tuzi (Montenegro) and United World College (Bosnia and Herzegovina) with a project called “Culture Fusion – Learning About our Neighbors”. Both Gimnazija Mostar and the school from Montenegro are operating in a multiethnic environment, students attending different curricula based on their ethnic and national affiliation (in Mostar) or language in Tuzi. The project foresees a cultural exchange, where students would visit each other's cities, get to know each other, discover the cultural heritage sites of both Podgorica and Mostar, common traditions and cultures, with a focus on arts. The aim is to show that we have more in common than we think and that the prevailing political narratives that fuel misunderstanding and often hatred, should be taken with skepticism.

The first meeting was held in Podgorica in October 2018. The 30 students and 6 teachers spent a week exploring the natural sites in Montenegro, taking photography classes, learning about Montenegrin history, but also questioning issues such as identity, respect for diversity and learning about others. The first exchange ended with a public performance for the citizens of Tuzi where the students, danced, sang, performed a play and demonstrated that despite 4 languages (Albanian, Bosnian, Croatian and Montenegrin) the language of love is one all understand.

The team is looking forward to the second visit, which will take place in early 2019 in Mostar and is truly thankful to RYCO for their financial support.

**Elma Mahmutović**
Development director at UWC Mostar
Education for sustainable development (ESD) is becoming more important in school curricula globally. To work effectively on ESD, teachers need appropriate skills, knowledge, and experiences. Existing competence frameworks for ESD (e.g., UNECE 2011) have proved to be too complex to put into practice. A revised, accessible set of competences is presented in this article.

Introduction – our rationale

In 2015 UNESCO launched the Global Action Program (GAP) on ESD linked to the 17 Sustainable Development Goals (https://en.unesco.org/gap). The ‘Education for All’ and the ‘Education for Sustainable Development’ agendas came together in Sustainable Development Goal 4, ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’. Under SDG 4, there is, of course, a specific reference to ESD in target 4.7: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development”. As stated by the International Network of Teacher Education Institutions (INTEI), ESD is essential for achieving not only SDG 4, but also all of the other 16 SDGs. All work related to education, public awareness, understanding, and training should contribute to making progress towards all of the SDG’s (INTEI 2018).

Developing teacher competences in ESD

Models for teacher competences that supported ESD had been published several years before launching the GAP. Probably the best known is that of the United Nations Economic Commission for Europe (UNECE 2011). This model presents 39 competences in a 3x4 matrix with the three columns headed: Holistic Approach, Envisioning Change and Achieving Transformation. The four rows are based on the Delors publication, Learning the Treasure Within (UNESCO 1996) and are entitled: Learning to know, Learning to do, Learning to be and Learning to live together.

The UNECE competences, although clearly defined and well underpinned, are not easily put into practice. Three reasons for this being: there are so many of them; some are rather abstract; they are not all applicable to every teaching context. One reason for this may be that there was no opportunity test the competences in practice before they were published; as a result, they cannot be readily implemented. Similarly, another well-articulated model, (Sleurs 2008), is simply too complex for application in most settings. For teachers already facing a heavy workload, time for additional experimentation and translation into practice is simply not available. Since 2012 several attempts have been made, for example under the UE4SD project (https://platform.ue4sd.eu/).

The challenges listed above were faced in practice by lecturers of ESD, coordinators of sustainable development at teacher education institutions (TEIs) and promoters of ESD, e.g., the Dutch NGO, ‘Duurzame PABO’ (‘Sustainable TEI’). Attempts to overcome these challenges were met with frequent requests from colleagues and students for simplification such as, “Please can you summarize and simplify this on one side of A4?” So, it was that the competences were debated in many meetings with TEI colleagues (e.g., Toronto 2011, Nagoya 2015); and several meetings of the Learning Teacher Network (e.g., Lissabon 2012 and Istanbul 2014).

In the Netherlands, Duurzame PABO published a translation of the UNECE competences for primary school teachers and teacher education students (De Hamer & Leussink, 2012). The translations were specific to the teaching profession and were provided with relevant practical examples. Still, the teacher comments remained: ‘too complex, too many competences’.

Towards a revised set of ESD competences: the RSP project

In the Erasmus+ project ‘A Rounder Sense of Purpose’, six partner organisations (The University of Gloucestershire (UK), Frederick University (Cyprus), The Hungarian Research Teachers’ Association (Hungary), The Italian Association for Sustainability Science (Italy), Duurzame PABO (The Netherlands) and Tallinn University (Estonia)) have been cooperating to seek solutions for the challenges mentioned above. The three-year project comes to an end in 2018.

The starting point of the project team was the UNECE (2011) competence framework. Niko Roorda, who developed the RES-FIA+D competence model (Roorda 2012), shared his expertise at several early meetings and other competence models were dis-
discussed such as that developed at Arizona State University (Weik et al 2011) as the project team worked its way towards the final outcome of twelve draft competences. Once agreement on the framework was achieved, the project moved to the testing phase. This article covers just one of the approaches taken by the Dutch partner, Duurzame PABO.

Delphi research among peers
In The Netherlands the testing was done using a Delphi-research procedure (Van Aken e.a., 2011), in which individual contributions are shared among participants in order to evaluate the results and formulate next steps. This was done until the diverse participant’s results lead to a level of consensus.

In the first stage of this Delphi research project partners discussed the concept of the twelve competences with experts in the field, mostly lecturers, managers and coordinators. This was done on several occasions and content, comprehensibility and applicability were all major issues.

An added complication was that the competences were originally drafted in English so they had to be translated, which can lead to subtle differences in interpretation and meaning. This was unavoidable and was considered acceptable provided the result reflected the spirit of the original text and that the competencies remained usable. The results were discussed over two rounds of engagement leading to adjustments in the competence statements, guidelines, levels and assessments.

Delphi research among students
In the second stage of testing the draft RSP competences were used with students in the final year of their TEI study. After presenting the competences and discussing it, students worked on activities to improve specific competences by themselves with the support of their peers. During these lectures the competences were discussed again. The results of these sessions were discussed among the project team. The Delphi research lead to improvement of the text (clarification), adjustments to make the text easier to understand (simplification) and highlighted the very important notion that schools, institutes and nations differ. Therefore, the procedures, guidelines and assessment strategies had to avoid being too context specific.

The final draft
The resulting framework (Fig. 1) is further sub-divided into learning outcomes (available on the project website) but it was decided not to break this down further into skills, values, knowledge, etc. for two reasons. Firstly, this would atomise learning into discreet components that appear meaningless in the context of sustainable development and undermines the notion of holistic thinking that underpins ESD. Secondly, there is no Europe-wide agreed format for such qualifications, rather each national qualification framework uses its own template for itemising assessable learning outcomes, therefore defining the award at this level of detail would make it more difficult to apply across Europe. Rather than giving a detailed breakdown of attributes, this framework provides twelve sets of underpinning components linked to the learning outcomes of each competence. The RSP website (aroundersenseofpurpose.eu) also provides a growing number of suggested and tested training activities that will help to develop the underpinning components and learning outcomes of each competence. Many of these activities have been developed by teacher education students.

The RSP competences can be applied to various International Standard Classification of Education (ISCED) levels. RSP partners have already tested programmes from Levels 4 (first year undergraduate) to 7 (Masters). At any given level there are three stages, which might be defined as ‘degrees of engagement and development’. The first of these stages is simply an acceptable level of participation in any given training programme related to the framework, the second stage requires a demonstration of some practical application of the competences while the third stage calls for an effort to facilitate change in others or within one’s work setting.

In order to make the set understandable at a glance, a ‘simplified’ set has been drafted in English and Dutch (Fig 2) based on the final concept in which acceptability, comprehensibility and applicability are seen as critical. In this version, getting the process of ESD started, or moved to a higher level within individuals and institutes is given priority over precise scientific terminology.

The final result (Figs. 1 and 2) are shown below together with the broad assessment criteria (Fig. 3) that may well be used as a self-assessment instrument in many settings.

Ways forward
Now that the competences have been proven to be useful and workable, the next challenge is dissemination, i.e. integrating the framework into the curricula of as many TEI’s as possible around Europe and beyond. To this end the RSP partners are attending conferences, school meetings, national level meetings and international gatherings including the OECD and a return to UNESCO. Partners and supporters are also preparing publications, websites and taking every opportunity to have the competences discussed and considered seriously in as many contexts as possible. We hope you will share in this vital work.
### Thinking Holistically

**Systems**
The educator conveys an understanding of the world as an interconnected whole; they help learners look for connections across human and natural worlds and consider the consequences of our actions.

**Futures**
The educator uses a range of techniques to help learners explore alternative possibilities for the future and go on to consider how our behaviours might need to change.

**Participation**
The educator contributes towards changes in education that will help sustainable development.

### Envisioning Change

**Integration:**
- **Systems**
  - The educator conveys an understanding of the world as an interconnected whole; they help learners look for connections across human and natural worlds and consider the consequences of our actions.

**Futures**
- The educator uses a range of techniques to help learners explore alternative possibilities for the future and go on to consider how our behaviours might need to change.

**Participation**
- The educator contributes towards changes in education that will help sustainable development.

### Achieving Transformation

**Integration:**
- **Systems**
  - The educator conveys an understanding of the world as an interconnected whole; they help learners look for connections across human and natural worlds and consider the consequences of our actions.

**Futures**
- The educator uses a range of techniques to help learners explore alternative possibilities for the future and go on to consider how our behaviours might need to change.

**Participation**
- The educator contributes towards changes in education that will help sustainable development.

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### Table: RSP Competences

<table>
<thead>
<tr>
<th><strong>Integration:</strong></th>
<th><strong>Envisioning Change</strong></th>
<th><strong>Achieving Transformation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems</strong></td>
<td></td>
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<tr>
<td><strong>Futures</strong></td>
<td></td>
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<tr>
<td><strong>Participation</strong></td>
<td></td>
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</tbody>
</table>

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### Diagram: RSP Competences

**Fig. 1: RSP Competences: Standard version**

- **Understanding connections**
  - **Integration:** Systems... I understand and help learners to see that everything is connected, that in some way, everything we do has a result somewhere, which in turn has an impact on how we live together.
  - **Futures:** Futures... I can describe, and can help learners imagine, different possibilities for the future; I help learners describe the consequences of these futures for different people.
  - **Participation:** Participate... I collaborate with others in my work to improve opportunities for people to live and learn together in different ways; I encourage learners to do likewise.

- **Involvement:** Awareness... I can discuss and encourage learners to research real life issues that affect us all and discover ways in which they can be improved; I share the importance of the need for such improvements.

- **Practice:** Together... I work together with people from different backgrounds and walks of life to help us learn to live together and I encourage learners to do the same.

- **Reflection:** Check... I think critically and encourage learners to do the same, ask why things are as they are, to check sources, statements etc. and recognise that there is more than one side to every story.

**Fig. 2: RSP Competences: Simplified version**

<table>
<thead>
<tr>
<th><strong>Understanding connections</strong></th>
<th><strong>Making change positive</strong></th>
<th><strong>Making change happen</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integration:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Systems</strong></td>
<td>Futures... I can describe, and can help learners imagine, different possibilities for the future; I help learners describe the consequences of these futures for different people.</td>
<td>Participate... I collaborate with others in my work to improve opportunities for people to live and learn together in different ways; I encourage learners to do likewise.</td>
</tr>
</tbody>
</table>

| **Involvement:**              |                            |                         |
| **Awareness**                 | Empathy... I can see situations as others see them and can help learners to put themselves ‘in other people’s shoes’; I understand that learning is affected by our emotion and share this understanding with others. | Engaged... I work from ‘who I am, as an authentic person’ and recognise my values; I encourage others to do the same and recognise the values held by others. |

| **Practice:**                 |                            |                         |
| **Together**                 | Change... I consider new ideas carefully while learning from the past and I help learners to do the same when considering ways of improving their society, the environment and the economy. | Action... I am, and help learners to be, active in society; I help learners to learn and grow in confidence by getting involved in meaningful, real world issues in our community. |

| **Reflection:**               |                            |                         |
| **Check**                    | Responsible... I work in a way that everybody can see and understand what I am doing; I feel personally responsible for my work and help learners to be the same. | Decisive... I act and encourage learners to act decisively and in good time, even when faced with dilemmas or other situations of uncertainty. |
I don't do anything with this

1 Classroom teacher: I work as much as possible with these competences in my own classroom

2 Inspiring colleague: 1 + I work on these competences in a team, with colleagues

3 School innovator: 1 + 2 + I am the initiator and stimulator of school/educational change; I bring in new plans and ideas based on the competences and I take care of implementation of these throughout the school and —if possible— beyond

Stages used in The Netherlands

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Participation in a given programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2</td>
<td>Demonstrate engagement with each of the competences in practice</td>
</tr>
</tbody>
</table>
| Stage 3            | Show either:  
a) How you have brought about change in others and/or in a place of work  
b) A series of critical reflections on the ESD competence framework. |

Stages used in England

Fig. 3: RSP Stages of (self)assessment

List of references:

- INTEI, New Year's Mail 2018
- UE4SD University Educators for Sustainable Development
  Available at: https://platform.ue4sd.eu/
  Available at: https://en.unesco.org/gap
- UNECE (2011), Learning for the future, competences in ESD, Paris: UN
  Available at: https://doi.org/10.1007/s11625-011-0132-6

Gerben de Vries, Paul Vare, André de Hamer

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Duurzame Pabo,
Netherlands (andredehamer@duurzampabo.nl)


Keynotes
Margret Rasfeld

Margret Rasfeld is founding headteacher of Evangelische Schule Berlin Zentrum (school carried by the Protestant church in Berlin). She is co-founder of the Germany-wide initiative "Schule im Aufbruch" (School heading for new horizons) and also of the newly formed initiative "Global Goals Curriculum 2030".

Links to websites:
Margret Rasfeld (in German): https://esbtog.wordpress.com/
Schule im Aufbruch (in German): https://www.schule-im-aufbruch.de/wer-wir-sind/
Global Goals Curriculum 2030 (in German): https://www.ggc2030.org
(contain more information about current activities)

Charles Hopkins

UNESCO

Charles Hopkins holds the UNESCO Chair on Reorienting Teacher Education to Address Sustainability, focusing upon the development of an international network of teacher preparation institutions collaboratively working on the reorientation of teacher education to address sustainable development.

Hopkins is also a senior advisor to UNESCO’s Transdisciplinary Project, Educating for a Sustainable Future and the Chair of the Education for Sustainable Development Working Group of UNESCO Canada’s Man and the Biosphere Committee (MAB).

In addition, he is the executive director of the, John Deermess Environmental Society and an advisor to Environment Canada’s Ecological Monitoring and Assessment Network (EMAN).

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A core purpose of education is to prepare young people for life after school; to get them ready, ‘not just for a life of tests, but for the tests of life’ (Prof. Art Costa).

Young people need subject knowledge, but they also need inspiration, creativity and the ability to apply it all to thrive in a sustainable way and promote a sustainable world. Creative and innovative thinking is essential if this is to happen.

Education for sustainable development (ESD) is therefore a mandatory requirement at all levels of education and society, both nationally and internationally. Within every community and culture, education and training is pivotal to define, expand and build knowledge, understanding and action for a sustainable future.

Therefore, we invite teachers, educational staff and practitioners to save the date and stay tuned as we announce program and conference details in the coming months.