

# Teacher's competencies in implementing education for sustainable development

## Indicator 06 Networks for actors in the field of ESD

### Objective defining the desired end state

Opportunities to exchange experiences and knowledge about the implementation of education for sustainable development are taken advantage of.

### Underlying assumptions and considerations for the operationalization

Exchange and the transmission of knowledge advance the implementation of education for sustainable development and the quality of its implementation. Networks enable and facilitate the access to experience and complementary knowledge, are an incentive to learning and thus generate collective learning effects in specific fields of application. They counter isolation, promote the diffusion of best-practice examples and support lobbying. Moreover they set standards, norms and rules and support innovative problem solving. Networks thus have a quality-assurance effect. State support in turn has a beneficial effect on the durability of networks and on the quality of how they moderate discourse. Institutionalised (i.e. established on a lasting basis and moderated) networks encourage in particular the exchange and transmission of knowledge. Networks serving the exchange and transmission of knowledge in the field of education for sustainable development can be targeted towards individuals or towards educational institutions.

### Criterion 1

Educational institutions cooperating in established education for sustainable development networks (including professional and academic associations).

Level: Primary, Secondary I+II, Tertiary

Location: Process

Characteristic: Quantitative

### Criterion 2

Organisation and structure of the education for sustainable development networks.

Level: Primary, Secondary I+II, Tertiary

Location: Process

Characteristic: Qualitative

### Functions of ESD

Education in specific competencies

Implementation in educational institutions

### In reference to the UNECE indicators

Theme of the indicator

3. Equip educators with the competence to include SD in their teaching

Indicator

3.2 Opportunities exist for educators to cooperate on ESD

### In analogy to the OECD indicators

Indicator 06 does not have an equivalent in the OECD indicators.