



Carpathian Convention Seminar on Education for Sustainable Development (16-18 April 2019, Budapest)

10th Carpathian Convention Implementation Committee
11-13 December 2019, Budapest





Mission

*Facilitate the launch of **cooperation** or expand the scope of existing collaboration **among the communities of stakeholder groups in ESD in the Carpathian region**, and thus contribute to the implementation of ESD policies promoted by prominent international organisations, such as UNECE.*



Aims and objectives

- establish a new and enduring tradition of transdisciplinary networking and cross-country exchange of experience;
- initiate networking and exchange ideas in ESD;
- special focus on:
 - whole-institution approach in ESD and
 - ESD competences of educators
- sharing local traditions and approaches and learning from each other;
- exploring ways of facilitating and raising awareness of future generations to recognize the importance of joint actions.

Target groups (50 participants)

- practicing educators at ISCED 0-3 levels;
- teacher educators;
- professionals working in the field of nature conservation and education;
- representatives (leaders and officers) of decision-making bodies in the field of sustainability, environmental protection, environmental education, ESD and public education (including relevant ministries);
- representatives of educational maintenance and governance bodies (state and clerical);
- educational counsellors and experts.

Structure of the seminar

- Plenary session - lectures
 - The whole-institutional approach of ESD
(Prof Mariona Espinet, Autonomous University of Barcelona),
 - The Rounder Sense of Purpose project: Developing educator competences in ESD
(Dr Paul Vare, University of Gloucestershire),
 - Reflection and thoughts on the whole-institution approach and teachers' ESD competences
(Dr Aravella Zachariou, UNECE Steering Committee for ESD)
- 9 interactive workshops run by participating countries
- On-site visits (2 Green Kindergartens, 3 Eco-schools)
- World Cafe to plan further steps for regional cooperation

Results, lessons learned

- first time that ESD was the main focus of a Carpathian Convention event;
- transdisciplinarity and science-policy-practice interface in the centre of the event;
- ESD as a cross-cutting topic of sustainability must build on teachers (quality of education);
- several valuable practices in the Carpathian countries (Hungarian examples: green kindergartens and eco-schools)
- specific needs and strengths of the Carpathian countries (different from those in Western Europe), culturally embedded practices
- common challenges and shared problems – regional collaboration (joint research, practice-oriented projects, peer learning activities)
- establishing a Working Group on ESD;
- value of regional opportunities for learning and development in the field of ESD;
- better disseminating research and practice coming from the region in the international community - more active professional connections needed.

Recommendations (scienc-policy interface)

- Continuing to **integrate discussions and regional exchange on ESD into the COPs** of the Carpathian Convention, as well as the Science for the Carpathians events;
- Involving **ministerial officials from the ministries of education and environment in research and development** - facilitate integration of the best practices on the policy level;
- Accompanying the ESD process in the Carpathians with **continuous research**, encouraging researchers to work on **evaluating ESD initiatives** in the Carpathian countries and to **co-create recommendations with practitioners and policy-makers** - facilitate sustainability transformations in the region;
- Approaching funding programs and donors - elaboration of **specific funding programs and calls** focused on ESD and transdisciplinary learning for sustainability transformations in the Carpathian region;
- Linking **science closer to the classroom**, including via:
 - Involving **teachers and students in research**;
 - Supporting **citizen science initiatives**, with a focus on developing scientific inquiry competences among the teachers and students;
 - Reporting **scientific findings back to the teachers and students**, and communicating with them better.