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Eighth meeting

Geneva, 21 and 22 March 2013

Report of the United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development on its eighth meeting

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I. Introduction

A. Organizational matters

1. The eighth meeting of the Steering Committee on Education for Sustainable Development was held from 21 to 22 March 2013 in Geneva, Switzerland.
2. The meeting comprised two segments: (a) a general session of the Steering Committee for Education for Sustainable Development; and (b) a joint segment with the United Nations Educational, Scientific and Cultural Organization (UNESCO).
3. The general session of the Steering Committee focused on the progress made and the experiences of countries in implementing the United Nations Economic Commission for Europe (ECE) Strategy for Education for Sustainable Development since the seventh meeting. While member States stressed their dedication to continue working on implementing all aspects of the Strategy in the third phase of implementation, they concentrated on the following three priority action areas agreed at the last meeting:¹ (a) to ensure that there was an education for sustainable development (ESD) school plan in every school by 2015; (b) to promote the introduction of ESD into teacher education; and (c) to reorient technical and vocational education and training (TVET) in support of sustainable development and the transition to a green economy.
4. At its eighth meeting, the Steering Committee moreover considered activities to be implemented until the ninth Steering Committee meeting, as well as how to promote ESD on the regional level after the third phase of implementation.
5. To that end, regional consultations had been jointly organized by UNESCO and ECE with a view to a final assessment of the United Nations Decade of Education for Sustainable Development (DESD) (2005–2014) and in particular its follow-up. On the basis of the lessons learned during the implementation of the Decade, the consultations identified potential priority areas for activities in the post-2014 period and successful initiatives that could be scaled up in a post-2014 framework.

B. Attendance

6. Delegations from the following 28 ECE member States attended the meeting: Armenia, Austria, Azerbaijan, Belarus, Belgium, Canada, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, Georgia, Germany, Greece, Kyrgyzstan, Lithuania, Monaco, Netherlands, Norway, Poland, Republic of Moldova, Romania, Slovenia, Sweden, Switzerland, Ukraine and Uzbekistan.
7. From the United Nations system, representatives of UNESCO and the United Nations International Strategy for Disaster Reduction (UNISDR) participated.
8. Representatives of regional organizations and municipalities attending the meeting included: the Regional Environmental Centre for Central Asia; the Regional Environmental Centre for Central and Eastern Europe, Hungary; and the city of Nuremberg.
9. In addition, representatives of the following non-governmental organizations and educational institutions participated: École Polytechnique Fédérale de Lausanne; European

¹ ECE/CEP/AC.13/2012/2, para. 48.

ECO Forum; Environment and School Initiatives; the Foundation for Environmental Education; the International Federation of University Women; the International Union for Conservation of Nature (IUCN); the Irish Development Association; Learning for a Sustainable Future; Planet'ERE; the Regional Centre of Expertise on Education for Sustainable Development Rhine-Meuse; and the University of Gloucestershire.

II. General session

A. Organizational matters

10. The Chair of the Committee, Mr. G. Farthing (Canada), opened the meeting, appreciating the large number of participants and the preparation work carried out by the secretariat.

11. The Chief of the ECE "Environment for Europe" and Sustainable Development Section made opening remarks.

12. The Committee adopted its agenda (ECE/CEP/AC.13/2013/1),² which had been prepared by the secretariat in agreement with the Chair and the Bureau.

B. Member States' reporting on progress

13. The secretariat presented an overview of the informal country reports that had been submitted by 22 countries prior to the meeting.

14. The secretariat pointed out that half of the countries had reported they had policy frameworks in place that supported ESD school planning, although there appeared to be some lack of clarity about the definition of ESD school planning. With respect to teacher education, the reports indicated that in-service education received the most emphasis in these countries. As for TVET, countries reported that ESD was rarely integrated in a structured way. Most reports stressed the importance of increased cooperation with business to that end.

15. The secretariat mentioned that the annual informal country reporting was not part of the mandatory national implementation reporting. All informal reports submitted would be made available online.

16. Subsequently, a number of countries gave presentations on particularly relevant activities. Cyprus and Switzerland spoke on introducing ESD into teacher education; the Netherlands provided an overview of an information system for ESD materials; Norway and Monaco presented a range of good practices; and Lithuania gave a presentation on a national project concerned with landscapes and ESD.

17. The presentations were followed by an interactive discussion. The assessment of the impact of introducing ESD in teacher education received particular attention. The secretariat was asked to circulate more information on the work carried out on that topic in Canada and Sweden. The importance of further stressing ESD school planning was highlighted, also as a vehicle for engaging school leadership. In addition, the need to make available resources more easily accessible was underscored.

² Documents for the meeting and other relevant information materials, including country presentations, are available from <http://www.unece.org/index.php?id=31914>

C. Progress achieved in promoting educator competences

18. The Chair informed participants that the *Learning for the Future* report (ECE/CEP/AC.13/2011/6) was now available as a publication (print and electronic) thanks to the support of the Netherlands.³

19. Some members of the Committee underlined that efforts should be made by the Steering Committee to produce more translations of the *Learning for the Future* report and to use the readily available layout of the publication to publish the report in multiple languages.

20. The Chair recalled that, at its seventh meeting, the Steering Committee had mandated the Expert Group on Competences for ESD to work on a resource for workshops on the adaptation of educator competences.

21. The co-Chair of the Expert Group informed the Committee that the Group had met from 26 to 28 March in Utrecht, the Netherlands. At the meeting, the Expert Group had reviewed national and local experiences gained in 2011 and 2012 with regard to the adaptation of the Competences to local contexts. Following the mandate provided by the Steering Committee, the Expert Group had, moreover, developed a tool-kit to facilitate subregional workshops on competences in ESD. Following the Expert Group meeting, the co-Chair and the secretariat held a follow-up meeting to compile and edit the tool-kit, which had been made available as an official document for the eighth Steering Committee meeting (ECE/CEP/AC.13/2013/4).

22. The secretariat stated that the tool-kit was in the process of being published in electronic and print format by ECE. The workshop tool-kit had successfully been piloted at a subregional workshop in Central Asia, and the secretariat thanked Switzerland for funding the workshop.

23. The representative of the Regional Environmental Centre for Central Asia briefed participants on the outcomes of the subregional workshop held from 28 to 30 June 2012 in Almaty, Kazakhstan. The workshop had been hosted by ECE together with the Regional Centre and the Organization for Security and Cooperation in Europe Centres in Bishkek and Astana. The workshop had built capacity among countries of the region to ensure educator competences for ESD and strengthen coordination on ESD.⁴

24. The secretariat noted that, following the subregional workshop in Central Asia, the focal points of Kyrgyzstan and Uzbekistan had requested the secretariat's support to continue capacity-building activities on the national level.

D. Status of the trust fund

25. Reporting on the status of the ESD trust fund, the secretariat noted that it had made successful efforts to raise funds, pursuant to the request of the Steering Committee at its seventh meeting.

26. The secretariat recalled that, for the period October 2010 to October 2013, Germany was generously financing a Junior Professional Officer (JPO) to support the servicing of the Strategy for ESD. The Chair thanked Germany for its generous support. He underscored

³ Utrecht: Programma Leren voor Duurzame Ontwikkeling (2012). Available online from <http://www.unece.org/index.php?id=31922>.

⁴ The workshop report, as well as materials, are available from <http://www.carecnet.org/programmes-and-activities/education-for-sustainable-development-esd/pr-project/?lang=en>.

that the ECE ESD process was funded by extrabudgetary resources; therefore, continued financial support by member States was essential to the work of the secretariat, in particular after the JPO assignment came to an end.

27. The Steering committee took note of the status of the trust fund and resource requirements for 2013–2014 and requested the secretariat to send out letters asking for financial contributions in 2013.

28. Canada and Norway announced that, while not yet listed in the financial overview, their respective financial contributions had been approved and would be transferred to the ESD trust fund shortly.

29. Croatia and Kyrgyzstan, for their part, affirmed that their financial contributions were in the process of being approved.

E. Progress of working groups under the Strategy

30. The ECE secretariat and the delegations of Canada and Cyprus presented the outcomes of the electronic working groups on teacher education and ESD school plans, based on information paper 5 on priority action areas.

31. The Committee expressed its support for the work carried out in the electronic working groups, and mandated the secretariat to continue supporting the work of a joint working group on advancing the three priority action areas for the third phase of implementation.

32. The secretariat was requested to resend an invitation to the Committee members and observers to invite them to participate in the group's work. It was decided that, in addition to teacher education and ESD school planning, the group should also address TVET.

33. With regard to ESD school planning, the Committee underscored that the work that had been started by the group on developing an ECE school-planning framework should continue. The Netherlands offered its support to host a working group meeting to that end.

34. The Committee decided that any materials developed until the end of the third phase of implementation (2007–2015) of the ECE Strategy for ESD should be published by the secretariat, preferably in print and electronic format. In particular, the Steering Committee requested the secretariat to develop and publish, in print and electronic format, a publication on "Ten Years of the ECE Strategy for ESD", in English French and Russian by 2015.

F. Strengthening synergies with other organizations and processes

35. Stakeholders informed the Steering Committee of national and international activities related to the Strategy's implementation that were currently being carried out or that had been planned. UNESCO presented its work as lead agency for the DESD. Other organizations that presented their activities included UNISDR, Learning for a Sustainable Future, the Regional Environmental Centre for Central Asia, the Regional Environmental Centre Hungary, the Mediterranean Education Initiative for Environment and Sustainability and Planet'ERE.

36. Upcoming relevant events mentioned by the presenters included the Global Platform for Disaster Risk Reduction; an international conference on ESD organized by the Russian National Commission for UNESCO from 22 to 24 May 2013, in Khanty-Mansiysk (Russian Federation); the adoption of the Mediterranean Strategy for ESD, which had been drafted based on the ECE Strategy for ESD; national workshops in Central Asia on ESD;

and the Leadership Programme, co-organized by the Regional Environmental Centre for Central Asia.

G. Promoting education for sustainable development on the regional level beyond implementation phase III

37. Noting that the third phase of implementation would come to an end in 2015, the Committee reaffirmed its decision to continue implementing the Strategy beyond 2015 and decided to develop a future implementation framework for it following the third phase.

38. In addition, the Committee agreed that a high-level segment of education and environment ministries should be held at the next "Environment for Europe" (EfE) Ministerial Conference. To that end, the secretariat should take all necessary steps to inform the ECE Committee on Environmental Policy (CEP) and its Bureau about the wish of the Steering Committee to hold such a segment. A formal presentation should be held at the next CEP meeting in October 2013. It was underscored that education and environment ministries needed to be informed as early as possible about the high-level ESD segment.

39. The Committee moreover mandated the secretariat to serve the Strategy until the next EfE Ministerial Conference took place, and requested it to start fundraising activities to ensure the management of the Strategy until then.

40. Concerning the further work process, the Committee decided that the Bureau of the Committee would undertake the work and assume the responsibility for the development of a proposed framework of implementation that would allow continuing the implementation of the Strategy for ESD beyond 2015. On an invitational basis additional experts would be asked to contribute to the Bureau's drafting work.

41. The Committee agreed that the proposed implementation framework should include the following topics: (a) a common vision; (b) a governance body; (c) priorities; (d) financing; and (e) a time frame. It was underscored that the priority action areas of implementation phase III should continue to be at the core of ECE ESD work. The implementation framework should be closely linked to the post-DESD programme framework UNESCO was currently developing. In particular, the reporting requirements should be closely aligned.

42. The Committee decided that a first draft of the implementation framework should be developed in time for the next meeting of the CEP, which was scheduled to take place in October 2013. The draft would then be further developed and refined as relevant information became available, such as the outcomes of the UNESCO World Conference on ESD and of the mandatory national implementation reporting to be carried out at the end of phase III.

43. During the discussion, the following issues were found to be particularly important to the drafting process of the future implementation framework:

- (a) Social, economic and political changes during the past decade and their impact on ESD;
- (b) A reaffirmed, shared vision on ESD;
- (c) The outcomes of all major relevant events;
- (d) Whether to invite additional ministries to take part in the ESD process;
- (e) The role of information and communications technology (ICT);
- (f) Effectively addressing non-formal and informal learning;

- (g) Cooperation with the European Union.

44. The Committee requested that the 2015 national implementation reporting be carried out in early 2014 so that the results would be available for feeding into a post-2015 framework.

H. Dates of the next session and closure of the general session

45. The Chair proposed that the next Steering Committee be held in early April 2014. Following the confirmation of the availability of a meeting room with interpretation, the exact date of the Steering Committee meeting would be confirmed by the secretariat.

46. The Bureau and the secretariat were requested to follow up on the Committee's decisions. The secretariat was asked to finalize the report after the meeting. The Chair thanked the Committee as well as the secretariat for its constructive and efficient work. He then closed the general session.

III. Joint segment with the United Nations Educational, Scientific and Cultural Organization

A. Organizational matters

47. The Chair opened the joint segment of the Steering Committee, expressing his appreciation for the close cooperation between UNESCO and ECE. The joint meeting was particularly appropriate and timely as a contribution to the UNESCO-led process of defining the future global agenda for ESD, to follow on the DESD, which would end in 2014. Moreover, the initiatives related to the Millennium Development Goals, including those on Education for All, would come to an end in 2015. It was therefore a good moment not only to define the future of ESD, but also to make sure that future work in the field of ESD was fully compatible and in line with the post-2015 development agenda.

48. In that connection, the Chair highlighted the vital contribution the ECE region was making to the implementation of the DESD.

49. The Chiefs of the ECE EFe and Sustainable Development Section and the UNESCO Education for Sustainable Development section welcomed participants and made opening remarks.

50. The Committee adopted the detailed agenda for the regional consultation on the follow-up to the DESD (ECE/CEP/AC.13/2013/8), which had been prepared by the UNESCO and UNECE secretariats in agreement with the Chair of the Committee.

B. Towards a post-United Nations Decade of Education for Sustainable Development framework

51. The Chief of the UNESCO ESD Section recalled that in the United Nations Conference on Sustainable Development (Rio+20 Conference) outcome document, *The Future We Want*, countries resolved "to promote education for sustainable development and to integrate sustainable development more actively into education beyond the United Nations Decade of Education for Sustainable Development".

52. He moreover explained that, at its 190th session, the Executive Board of UNESCO had expressed "its preference for a programme framework as follow-up to the United

Nations Decade of Education for Sustainable Development after 2014". The Board had requested the Director-General "to develop, in consultation with member States, and in collaboration with relevant stakeholders, the proposal for a programme framework". Against that background, UNESCO, as the lead agency for the Decade, had launched a process to define priorities and action areas for future work in ESD.

53. To that end, UNESCO was organizing consultation meetings in all five United Nations regions, the UNESCO representative added. The outcomes of those consultations would inform the drafting of a post-Decade programme framework. That framework, which was expected to highlight key priority action areas, was expected to be submitted to the Executive Board of UNESCO and to the UNESCO General Conference at its thirty-seventh session in autumn 2013 for its consideration and subsequent transmission to the United Nations General Assembly. In that connection, he reminded participants of the questionnaire that UNESCO had sent out to all Member States in that regard.

54. The Chair said that UNECE member States would be invited to discuss and comment in an interactive manner on each of the following questions:

(a) What were the particular challenges that member States had encountered in the implementation of the DESD that needed to be addressed post 2014?;

(b) Which ESD initiatives had been particularly successful and should be considered for scaling-up in a post-2014 ESD framework?;

(c) What were the key priority areas for ESD activities after 2014?

55. He moreover introduced Ms. D. Tilbury, Chair of the expert group that advised UNESCO on monitoring and evaluation of the DESD, who was serving as a rapporteur for the meeting. The Chair thanked Ms. Tilbury for her support and opened the floor for discussion.

Key challenges

56. The following key challenges in implementing ESD in the ECE region during the DESD were identified by member States and observers:

(a) *Strategizing ESD*: It was pointed out that ESD was not always sufficiently understood or connected to wider discourses in education or economic development and that its place in international affairs needed to be further clarified. Connecting ESD advocacy to the language of other stakeholders could be challenging. One example given was that ESD had not properly reacted to the trend towards large-scale assessments, such as the Programme for International Student Assessment (PISA). The need for solid longitudinal impact assessment on ESD was also mentioned in that regard;

(b) *Structural integration of ESD*: While a multitude of activities were implemented, the structural integration of ESD remained a challenge. The need for overarching frameworks to complement and support the many bottom-up activities was highlighted. Moreover, it was pointed out that in some countries there was little cooperation between grass-roots organizations and policymakers and that grassroots organizations were not always sufficiently visible;

(c) *National coordination*: It was observed that, in many cases, ESD was being implemented through one ministry. Some countries felt there was a need to extend the remit of that agenda and connect it with multiple ministries. It was recognized, however, that coordinating across ministries was a challenge. In addition, countries with a decentralized education system found it difficult to develop a national ESD vision and coordinate efforts to support it. Lack of coordination also made it difficult to report on the implementation of ESD;

(d) *Resourcing*: The lack of dedicated resources (financial, staffing, etc.) remained an obstacle to ESD implementation according to many participants. Steps taken to increase awareness of the relevance of ESD to national and regional priorities might address that situation.

Successful initiatives

57. The following types of initiatives were identified as particularly successful and proposed for scaling-up in a post-2014 ESD framework:

(a) Work at the policy level, such as the recently adopted Tbilisi Communiqué - Educate Today for A Sustainable Future;

(b) ESD school plans, e.g., in Estonia, Finland and Cyprus;

(c) Programmes linking ESD and economic development, such as the European Union-funded programme "Challenging the Crisis in Ireland" implemented by the Irish Development Education Association;

(d) Formal commitments and actions of higher education institutions, e.g., the Higher Education Sustainability Initiative launched at Rio+20 and the Copernicus Alliance's People's Sustainability Treaty on Higher Education, which brings together Universities across Europe to embed ESD into the core of the Higher Education system;

(e) Facilitating ESD implementation through international networks, such as Environment and School Initiatives, subregional organizations, like the Central Asian Working Group for ESD, or at the local level through Regional Centres of Expertise on ESD;

(f) Establishing interdepartmental working groups on ESD and mainstreaming ESD across all governmental departments, e.g., in Canada;

(g) Creating UNESCO Chairs on ESD, e.g., in Greece, Germany, and Armenia;

(h) Capacity-building programmes for educators and policymakers, e.g., carried out by the Mediterranean Information Office for Environment, Culture and Sustainable Development Sustainable Futures Leadership Academy or through the Sustainability and Education Academy in partnership with York University and Learning for a Sustainable Future in Canada;

(i) Using ICT tools to make materials and resources easily available, e.g., in the Netherlands, via the Young Masters Programme in Sweden and in the Quality Assurance in ESD Project, funded by the Government of the United Kingdom of Great Britain and Northern Ireland;

(j) Efforts of the vocational education sector to infuse ESD, which had made successful inroads in that area, especially in Spain and France;

(k) Strengthening Educator Competences for ESD, e.g., the ECE ESD Competences framework, which had been well received and had already been adopted by institutions across Europe.

Key priority areas for ESD post 2014

58. Participants underscored that ESD implementation post 2014 had to be strategic, but also tangible and focus on action on the ground. Consequently, there was strong support for identifying a limited set of priority action areas, while at the same time providing a platform for all stakeholders active in ESD. Further general comments included the need to properly reflect non-formal education.

59. The following action areas emerged as priorities for ESD activities after 2014:

(a) *Policy-level work*: ESD had to be integrated into education and sustainable development policies and the link had to be made between ESD and other relevant processes, such as with the ECE environmental conventions, processes related to disaster risk reduction and biodiversity, as well as the post-2015 Development Agenda. At the national level, policy links with economic and wider social policy were also important;

(b) *ESD whole-institution approaches*: Whole-institution approaches (integration of ESD into the content and methodology of education, campus/building management, the organization of school life and the facilitation of school-community interaction) were recognized as a vehicle to achieve holistic and structural implementation of ESD in formal, vocational and higher education and to facilitate a link between formal and non-formal education;

(c) *Teacher education*: Teachers, or, more broadly, educators, were key drivers of change in the process towards integrating ESD into education. Their capacities had to be strengthened through ESD in pre-service and in-service teacher education and other forms that support teacher development of non-formal and informal educators;

(d) *Networks*: Considerable potential remained in strengthening cooperation and creating synergies by means of networks at various levels. Multi-stakeholder networks were particularly promising in that regard. Networks were important in promoting social innovation for ESD;

(e) *Effective monitoring and evaluation*: Developing capacity for reflective monitoring as well as long term evaluation of ESD was critical. In particular, impact assessment was found to be crucial to sustain support and drive ESD implementation. A sound evidence base was also important for making the case for ESD.

C. Preparations for the World Conference on Education for Sustainable Development

60. The Chief of the UNESCO Education for Sustainable Development Section discussed the preparation process for the World Conference on ED to be held from 10 to 12 November 2014, in Aichi-Nagoya, Japan, with associated stakeholder meetings from 4 to 8 November in Okayama, Japan. That Conference marked the end of the DESD, but would also set the stage for the future of ESD.

61. According to the current, still tentative, plans, the main expected result of the Conference was the launch of a global ESD programme framework and an agreement on its implementation. The Conference would feature a high-level segment and parallel workshops, as well as side events and exhibitions. Opportunities for input included high-level representation from member States, and tentatively, the organization of side events, applications for exhibition space and an interactive function on the website.

D. Reporting frameworks and final assessment of the United Nations Decade of Education for Sustainable Development

62. The Chief of the UNESCO Education for Sustainable Development Section provided an overview of the reporting that UNESCO was undertaking on the DESD. The third and final report, which would give an overall assessment of DESD implementation, would be presented at the ESD World Conference in 2014. UNESCO was being advised on the reporting by a monitoring and evaluation expert group.

63. UNESCO was currently seeking input to the final report through consultation meetings, a questionnaire that had been sent to all member States and a large number of stakeholders (with responses due by 31 October 2013) and additional research activities. There were, moreover, specific needs regarding the final report on the Decade and therefore it had not been possible to fully align the collection of input for that report with the ECE reporting process.

64. The UNESCO report could, however, easily be used by countries to provide ECE with information as well and fill out the ECE national implementation reporting template. Furthermore, when designing the post-Decade reporting scheme, full alignment would be sought with regional reporting processes.

65. The ECE secretariat recalled the national implementation reporting carried out under the ECE Strategy for ESD at the end of each of the implementation phases. The national implementation reporting was carried out on the basis of the reporting format (ECE/CEP/AC.13/2009/10) and the guidance for reporting (ECE/CEP/AC.13/2009/5).

66. Following the request of the Steering Committee to carry out the next national implementation reporting early enough to be able to present the results to the next Efe Ministerial Conference (expected to take place in 2015), the secretariat proposed the following preliminary timeline for the next national implementation reporting:

- (a) Call for reporting: April 2014;
- (b) Deadline for submitting reports: September 2014;
- (c) Synthesis report finalized: spring 2015.

67. The Steering Committee took note and welcomed the proposed time schedule for the next reporting cycle.

E. Closure of the meeting

68. The Chair thanked the participants for their active participation as well as UNESCO and ECE for preparing the regional consultation meeting. The close cooperation of the two organizations was vital to the effective implementation of the DESD in the region.

Annex

Contributions and expenditures in 2012–2013 and estimated resource requirements for 2013 for the Strategy for Education for Sustainable Development (as of 15 February 2013)^a

I. Contributions received in 2012 and 2013

A. In-kind contributions

1. With regard to in-kind contributions for the biennium 2012–2013, the Netherlands generously hosted the sixth meeting of the Expert Group on Competences and financed the design and printing of the publication, *Learning for the Future*, on educator competences for ESD.
2. The subregional workshop on ESD in Central Asia was supported by the Regional Environmental Centre for Central Asia, OSCE Centres in Astana and Bishkek and the United Nations University (UNU).
3. The Regional Environmental Centre for Central Asia supported the organization of an ECE round table at the seventh biannual meeting of the international network for reorienting teacher education to address sustainability.

B. Financial contributions (2012–2013)

(in United States dollars)

<i>Date received</i>	<i>Donor</i>	<i>Amount</i>
	Beginning balance 01.01.2012	255 850
06.03.2012	Belarus	268
22.05.2012	Croatia	2 649
29.02.2012	Republic of Moldova	262
29.10.2012	Estonia	1 287
27.12.2012	Switzerland	21 598
12.12.2012	Denmark	12 987
27.12.2012	Lithuania	7 792
28.12.2012	Estonia	3 636
12.12.2012	Austria	2 597
21.12.2012	Slovakia	2 597
27.12.2012	Georgia	260
27.02.2013	Serbia	2 035

^a Calculations are based on the United Nations scale of assessments. Figures are rounded up.

<i>Date received</i>	<i>Donor</i>	<i>Amount</i>
Total contributions received in 2012–2013		57 968
Plus: Interest income in 2012–2013		278
Plus: Other sums accrued in 2012–2013 (i.e., changes in currency values)		132
Total contributions/income (2012–2013)		58 378
Total funds available in 2012–2013 (beginning balance + total contributions / income)		314 228
<i>Other adjustments</i>		
Prior year adjustments		5 302
Loss in exchange rates		–
Transfer to/from other funds		–
Savings on prior period obligations		5 019
Total net funds available in 2012–2013		324 549

II. Expenditures in 2012

(in United States dollars)

<i>Expenditures</i>	<i>Amount</i>
General temporary assistance	–
Consultants' fees and travel	–
Travel of experts to participate in meetings/events	7 591
<ul style="list-style-type: none"> • Seventh Steering Committee meeting on ESD, Geneva, Switzerland • Tenth International Journal Conference of Teacher Education for Sustainability/Baltic and Black Sea Circle Consortium in Educational Research, Savonlinna, Finland • Subregional workshop on ESD for Central Asia, Almaty, Kazakhstan 	
Other official travel of staff	2 813
<ul style="list-style-type: none"> • Subregional workshop for Central Asia, Almaty, Kazakhstan • Tbilisi+35, Georgia 	
Staff training	–
Hospitality	–
General operating expenses	–
Acquisition of information technology equipment	–

<i>Expenditures</i>	<i>Amount</i>
Participants in seminars/workshops	10 554
• Seventh Steering Committee meeting (participant financed according to CEP eligibility criteria)	
Grants	29 300
• Workshop Central Asia (Regional Environmental Centre for Central Asia)	
Total expenditures (01.01.2012–15.02.2013)	50 258
13% programme support costs	6 533
Grand total expenditures	56 791
Total unencumbered funds as of 15 February 2013	267 758

III. Estimated expenditures and fund requirements in 2013

(in United States dollars)

<i>Estimated minimum expenditures</i>	<i>Amount</i>
General temporary assistance (October–December 2013)	30 000
Consultants' fees and travel	–
Travel of experts	10 000
• For capacity-building activities held at or back to back to major subregional conferences/meetings throughout the ECE region	
Other official travel of staff	5 000
Staff training	–
Hospitality	–
General operating expenses	300
Acquisition of information technology equipment	–
Participants in meetings/seminars/workshops	15 000
• One Steering Committee meeting	
Grants	20 000
• National workshops in Central Asia ^a	
Total estimated expenditures in 2013	80 300
13 % programme support costs	10 439
Grand total estimated expenditures in 2013	90 739
Total estimated fund balance on 01.01.2014	177 021

^a Following the request by some of the Central Asian countries and funded by a generous donation from Switzerland.