



**Economic and Social
Council**

Working Paper No. SC-ESD/BUREAU-5/2007/3

5 December 2007

ENGLISH ONLY

ECONOMIC COMMISSION FOR EUROPE

UNECE Steering Committee on Education for Sustainable Development

Bureau

Fifth meeting

Geneva, 7 December 2007

Item 4 of the provisional agenda

**DRAFT WORK PLAN OF IMPLEMENTATION
FOR PHASE II OF THE UNECE STRATEGY FOR ESD (2008-2010)¹**

The Bureau is invited to consider this first draft of the Work Plan of Implementation for Phase II of the UNECE Strategy for Education for Sustainable Development (ESD). This first draft will be revised to reflect the comments made by the Bureau and submitted to the third meeting of the Steering Committee for consideration and adoption.

Introduction

1. The Ministers of Education and Environment confirmed their commitment to further the implementation of the Strategy in their joint Statement² on ESD adopted at the joint session on ESD held during the Sixth Ministerial Conference “Environment for Europe” (Belgrade, 10-12 October 2007). They also extended the mandate of the Steering Committee until 2015 and requested the Committee to prepare with the support of the UNECE secretariat, a Work Plan of Implementation for Phase II of the Strategy.

2. At the joint session on ESD³ speakers agreed that the Strategy’s implementation in the future should focus on further strengthening the initial measures and on developing competences, ESD teaching tools and materials and improving their content. A more integrative conceptualization of ESD needed to be developed to make the move from environmental education to true education for sustainable development. The implementation should be needs-driven and should respond to country-specific challenges and the common interests identified by subregions. ESD should be promoted through capacity-building and the dissemination of good

¹ This document was not formally edited.

² Joint Statement on ESD by Ministers of Education and of the Environment (ECE/BELGRADE.CONF/2007/4/Add.1).

³ Chair’s Summary of the Conference (ECE/BELGRADE.CONF/2007/9, paragraphs 17-26).

practices. Raising awareness of the potential contribution of indigenous and other local knowledge should be given attention.

3. The document was prepared by the UNECE secretariat on the basis of decisions by the joint session on ESD at the Belgrade Ministerial Conference, as well as taking into account the needs identified by the two subregional workshops for countries of South-East Europe (SEE) and of Eastern Europe, Caucasus and Central Asia (EECCA) and those addressed in the documents on “Needs for the implementation of the UNECE Strategy for ESD” (ECE/CEP/AC.13/2008/11) and on “Learning from each other: achievements, challenges and the way forward. Report on progress in implementation of the UNECE Strategy for ESD” (ECE/BELGRADE.CONF/2007/INF/3 and Addendum 1). The document reflects comments by the Bureau⁴.

4. The document proposes a set of activities to be undertaken during the three years of Phase II (2008-2010) to further the implementation of the Strategy, both at national and international levels. It outlines a number of concrete activities that are focussed on (a) coordination; (b) capacity building and sharing of experience, and (c) review of implementation. The draft work plan also contains an estimate of resources required to support the implementation activities.

5. It should be noted that this draft attempts to address the needs and challenges identified across the UNECE region in a comprehensive way. Given the resource constraints, it will be necessary to prioritise the proposed activities. Many of them will need additional resources to enable their implementation. As the implementation of the Strategy needs to happen at the national and local levels, the development of National Implementation Plans (NAPs) for ESD and the development of competence in ESD in the education sector should be considered as the two key priorities for Phase II.

6. The Work Plan will be implemented in close cooperation with UNESCO, the lead agency of the UN decade of ESD, to ensure synergies and mutual benefits.

7. The UNECE secretariat will, resources permitting, facilitate implementation of the adopted work plan. Member States and groups of member States jointly with relevant international organizations are encouraged to take a lead role in the implementation of particular activities of the work plan. Partnerships, involving national, subnational and local authorities, the business community, academia, media, non-governmental organizations (NGOs) and other interested stakeholders, are encouraged for the implementation of the activities.

I. PROPOSED ACTIVITIES

A. Coordination at the international and national/state levels

8. At the international level, annual meetings of **the UNECE Steering Committee on ESD** constitute an efficient mechanism for coordination of the implementation The Committee,

⁴ The fifth meeting of the Bureau of the UNECE Steering Committee on ESD took place on 7 December 2007 in Geneva.

besides overseeing the implementation and reviewing the progress made during the three implementation phases of the Strategy, provides a forum for sharing knowledge, good practices and experiences in ESD among the Strategy stakeholders. The successful outcome of the joint session on ESD at the Belgrade Ministerial Conference – one of the key sessions at the Conference – confirms that the “Environment for Europe” process can be used as a platform for regional high-level promotion of the implementation of the Strategy. The organization of another **high-level segment on ESD** might be envisaged for the next Conference that is planned to take place in 2011 in Astana (Kazakhstan) with preparations commencing in 2009. Another activity is the maintenance and continuous updating of **the network of the ESD focal points** established during Phase I with the purpose of facilitating contacts and coordination between countries in the region and relevant stakeholders involved.

9. At the national/state level, the activities should focus on implementing the initial measures established at the political level through concrete actions. The implementation process should move from a mere strategy to country and subregion specific action plans for ESD. For instance, in most countries a **National Action Plan for ESD** was not developed, nor was a **consultative mechanism for implementation**⁵ established during Phase I as planned. Thus, countries should make an effort to implement these as soon as possible as a basis for the Phase II activities. As an important precondition for enhancing implementation, countries should work towards a **stronger partnership between authorities and stakeholders** (e.g. Academia, NGOs, etc.) and among different departments, in particular between education and environment ministries. The Governments should enhance their commitment to fully engage in the implementation of the Strategy through **public budgets allocation** and/or **economic incentives to support ESD**.

B. Capacity-building and sharing of experience

10. The following issues that need to be addressed to further the implementation of the Strategy were identified across the UNECE region:

1. The joint session on ESD identified the **development of competence in ESD in the education sector** as a key milestone and a priority need for furthering the implementation of ESD in the UNECE region. In addition to integrating the content of ESD in curricula and training, ESD requires entirely new approaches to teaching and learning. **The lack of teachers’ trainers competent in ESD** is a bottleneck. The teachers’ trainers should be considered as key stakeholders in the ESD implementation process.
2. Special attention should be given to **developing ESD teaching tools and materials** and to improving their content with the active participation of pupils and teachers in this exercise.
3. A more **integrative conceptualisation of ESD** and move from environmental education to a true education for sustainable development should be undertaken (e.g.

⁵ A good example for a consultative mechanism at the subregional level is the Central Asian Working Group on ESD that includes representatives of Ministries of Education and of Environment as well as of Academia, NGOs. It coordinates the mechanism and programmes on Environmental Education (EE) and ESD, and is jointly working and carrying out the EE and ESD projects in the subregion.

by addressing this issue in the NAPs for ESD and through capacity building activities at the national, subnational and local levels).

4. **Capacity-building for decision makers** is necessary, including through informal and non-formal education.
5. The **conservation, use and promotion of indigenous knowledge** remains a weak point in the ESD implementation process. In part, this may be the result of a lack of awareness of the existence of this knowledge and of its potential contribution in moving towards a more sustainable world. Raising such awareness at all levels should be an essential component of a National Action Plan for ESD.
6. **Raising public awareness and disseminating ESD related information** is another bottleneck in the implementation of ESD.
7. **Research in the field of ESD** is lacking, and the outcomes of current and past research are scattered and remain underutilised.

11. The challenges and needs identified above could be addressed through the following activities in Phase II of the implementation of the Strategy:

(a) Developing competence in ESD

12. A panel discussion could be organized at the third meeting of the Steering Committee that would address existing problems, as well as sharing good practices on integrating ESD into the initial teacher training. Based on the panel discussion and its conclusions, policy recommendations on building competence in ESD could be developed to support member States' respective efforts. An Expert Group/Task Force could be established to develop more detailed recommendations and guidelines.

Lead country(ies): ... to be proposed

(b) Workshops and trainings

13. Sub-regional workshops on specific topics would address needs of a given subregion and would contribute to strengthening subregional cooperation.

14. Developing the competence of educators in ESD and ESD teaching tools and materials have been identified as two priority issues by most countries across the UNECE region. The first subregional workshop for countries of South-East Europe⁶ (Athens, 28 November 2005) proposed developing a programme with two interlinked key elements: (a) "creating a critical mass" - training of trainers and (b) developing teaching materials. The SEE subregion could implement this activity as a pilot programme, with a view to extend it to other UNECE subregions. The training of trainers could focus on defining the meanings of ESD, ESD learning and instruction processes and methods, and ESD curriculum integration strategies. It could be organised with the support of UNECE secretariat in close collaboration with UNESCO and other relevant partners and authorities. International experts with experience in this field could be invited to conduct the training.

⁶ In this context the reference to SEE subregion also includes the Mediterranean subregion.

15. In addition, to address these and other identified needs, and following the development of recommendations/guidelines by the Task Force on competence in ESD, workshops for countries of EECCA, SEE, Western Europe and North America could be organized. For instance, the second subregional workshop for countries of EECCA (Moscow, 8-9 November 2006) proposed holding annual seminars/trainings for national focal points (NFPs) and other decision-makers, as well as stakeholders. Such workshops and trainings could be organized for EECCA subregion under the leadership of country(ies) from this subregion.

16. At the national level, options should be explored for conducting trainings of trainers and developing of teaching materials. Trainings at the national and local levels could be organized as a follow-up to the subregional trainings and workshops.

Tentative schedule of workshops

Target subregion	Date	Title
Countries of SEE	2008	Training of trainers in ESD
Countries of EECCA	2008 / 2009 / 2010	Annual seminars & capacity-building trainings on specific topics (tbd ⁷)
Western European countries	2009	tbd
North America	2010	tbd

Lead country(ies): ... to be proposed

(c) Good practices

17. At the international level, following the impressive pilot collection of good practices in ESD during Phase I, as a joint exercise between UNESCO and UNECE, a follow-up collection could be undertaken. The Internet based collection of good practices is on-going via a dedicated UNECE website (<http://www.unece.org/env/esd/GoodPractices/index.html>). Nevertheless, during Phase II a more specific collection could be organised focussed on:

- (a) a more integrative conceptualisation of ESD (i.e. moving from EE to ESD);
- (b) competence of educators in ESD and developing ESD tools and materials; and
- (c) fostering conservation, use and promotion of knowledge of indigenous people.

This collection could be then published to facilitate a wider dissemination.

18. At the national level, the translation into the national languages could be envisaged with a view to distribute it to educational institutions across the country.

(d) Case studies

19. Case studies are a valuable tool for illustrating in a practical way achievements and challenges in the implementation of ESD. Case studies could be undertaken by interested

⁷ To be determined.

countries and stakeholders to try in practice the developed concepts, tools and materials with a view to share the positive results and experience. Case studies could be carried out by a country or a group of countries in cooperation with relevant stakeholders with the focus on:

- (a) building competence of educators by developing of a learning module/programme for one of the ISCED⁸ levels as a pilot exercise;
- (b) capacity-building of decision makers, including through informal and non-formal education by developing and testing a pilot training programme.
- (c) promoting ESD research, on the one hand by articulating questions from policy and practice with regards to ESD implementation, and on the other, by synthesizing and sharing ESD research in a way that is accessible and useful for policymakers and practitioners. Joint research and exchange programmes were proposed by the Moscow subregional workshop on ESD and could be done in close cooperation with UNESCO and other relevant organizations and institutions.

Lead country(ies): ... to be proposed

(e) Use of electronic tools

20. The use of electronic tools and ICT –based methods are seen as promising in the delivery of ESD. They are playing a key role in promoting the ESD activities, dissemination of information and awareness raising, thereby facilitating the exchange of information and cooperation in ESD at all levels.

21. At the global level, UNESCO web portal on DESD (<http://www.unesco.org/education/desd>) has a dedicated website to the ESD in Europe and North America and is interlinked with the UNECE website. ESD Focal Points are encouraged to make use of this web portal and provide comments to UNESCO, as appropriate.

22. At the regional level, the UNECE website dedicated to the UNECE Strategy for ESD (<http://www.unece.org/env/esd>) has been developed to provide information on the past, on-going and planned implementation activities, on ESD focal points, on ESD key events, as well as make available the ESD-related documents and materials. The website is being maintained, continuously updated and further developed. ESD Focal Points are encouraged to keep the secretariat informed about relevant ESD initiatives, events and activities in their region/subregion/country.

23. Subject to availability of resources, additional electronic features and tools could be integrated on the UNECE ESD website to upgrade it with a view to increasing its potential as ESD information broker and making it more user-friendly. To start with, these upgrades could include the improving its overall structure and features, as well as its part on good practices (<http://www.unece.org/env/esd/GoodPractices/index.html>) and on national implementation reports (<http://www.unece.org/env/esd/Implement.Gov.htm>). For reference please see annex III.

⁸ International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).

24. The Moscow subregional workshop on ESD proposed to develop a digital catalogue on ESD resources, as well as creation of a discussion forum on the UNECE website. The development of these additional features and services could be also explored.

25. At the national level, ESD dedicated websites/portals could be developed to provide relevant information to the national stakeholders. The information could range from the international and national legislative and policy measures to ESD tools and materials, good practices and case-studies. If feasible, in addition to the national language such websites should have a version in at least one of the three official languages of the UNECE (English, French and Russian). Such websites could be then linked to the UNECE website on ESD (serve as national nodes) to allow a wider use and sharing of information.

(f) Awareness raising

26. At the international level, the awareness raising on the UNECE Strategy for ESD is done through participation in relevant events (e.g. conferences, workshops, seminars) by the UNECE secretariat and, preferably, by country and stakeholders representatives. The NFPs are encouraged to promote and disseminate information on the Strategy at various relevant forums.

27. At the national level, a support base needs to be created among the general public with regard to ESD in general and principles and objectives of the Strategy in particular. These goals and objectives have not yet sufficiently been transferred from the national to the local level and could be achieved through integrating them in the National Implementation Plans. To improve the accessibility of ESD related information, efficient measures could be the establishment of centres and channels through which practitioners in the field of ESD, such as educators and government officials, can easily get hold of ESD material and advice, as well as through international platforms and use of “new” media (e.g. movies, musical festivals).

C. Assessment of implementation process

28. At the international level, a region-wide comprehensive reporting mechanism was established as an innovative tool that helped countries to evaluate progress in the implementation of the Strategy during the Phase I (pilot reporting exercise). The mechanism includes a reporting format comprised of a set of 18 indicators that provides countries with a universal template to report on the implementation of the strategy in a uniform way and on the same ESD components and issues, as well as an established reporting procedure. It was developed in a close and effective collaboration between UNECE and UNESCO to also serve as a report on the implementation of the UN Decade on ESD. An important achievement was the feedback of 36 national implementation reports for the Phase I, even if the details of information varied.

29. Following the first reporting exercise, the set of indicators has been revised by the UNECE Expert Group on Indicators *[to complete this part in accordance with the results of the sixth meeting of the Expert Group, Amsterdam, 12-14 December 2007]*.

30. The first mandatory reporting exercise will take place at the end of Phase II (during 2010) with a view to assess progress in furthering the implementation of the Strategy. Countries are

strongly encouraged to prepare the NIRs in accordance with the agreed procedure and through an interactive, consultative process involving multi-stakeholder participation. NIRs⁹ should be submitted to the secretariat by 1 October 2010 to allow the preparation of the regional assessment report in time for a possible ESD high-level segment at the Seventh Ministerial Conference “Environment for Europe” in 2011.

31. At the national level, countries are encouraged to use the set of indicators to enhance learning by increasing awareness, by triggering debate about ESD, and by involving multiple stakeholders in the reporting exercise. Countries may also adapt it to address specific needs by developing more localized benchmarks and sets of indicators into a National *Set of Indicators for ESD*.

32. In addition, to support countries to assess the quality of the implementation of the Strategy, a set of *Quality Criteria to assess successful implementation of the UNECE Strategy for ESD* was developed by the Expert Group.

33. One important gap that has been identified is the lack of a quality control mechanism for ESD teaching tools and materials. A seminar could be organised (in 2010) with the aim to transfer the knowledge and experience between countries that have such mechanism in place and those that are lacking it.

II. FINANCIAL ARRANGEMENTS

34. The Ministers of Education and of Environment in their joint Statement on ESD invited stakeholders as well as bilateral and multilateral donors to contribute to and support the implementation process. The Vilnius High-level Meeting agreed that a sound financial basis is needed for an effective implementation of the Strategy. It will rely mainly on voluntary contributions from UNECE member States, international organizations, private sector and international financial institutions. An agreed voluntary scheme of contributions (for “big” donors contributing EUR 20,000 or more, for “medium” donors contributing EUR 2’000 or more, and for “small donors” contributing EUR 200 or more), in cash or in kind, by countries and other interested donors, could provide an effective and workable solution in the short and medium term (see annex II for the estimated recourse requirements). For a long-term implementation, more stable and predictable funding should be considered. To ensure stable and effective implementation of the programme, the Belgrade joint session on ESD requested that allocation of the United Nations regular budget resources for the implementation of ESD be considered.

⁹ Countries with a federal structure will submit one consolidated report based on the sub-national inputs.

Annex II

UNECE ESD PROGRAMME

Contributions, incurred expenses and estimated resource requirements

(in USD; calculations are based on the United Nations scale of assessments¹⁷)**I. Report on the use of funds:****1.1. Contributions received in 2006 - 2007 as of 30 November 2007**

Country	Date	Amount in USD	
A.	Starting balance as at 1 January 2006	245 209	
B.	Received in 2006		
	Belgium, State Secretary for Sustainable Development	March	2 369
	Netherlands, Ministry of Environment	April	22 974
	Hungary, Ministry of Environment	May	2 000
	Germany, Ministry of Education	June	25 706
	France, Ministry of Foreign Affairs	June	6 428
	Georgia, Ministry of Foreign Affairs	July	1 028
	Canada, Council of Ministers of Education	November	8 790
	Sweden, Ministry of Sustainable Development	December	29 018
	Austria, Ministry of Education, Arts and Culture	December	2 635
	Lithuania, Ministry of Education and Science	December	1 976
	Greece, Ministry of Education and Religious Affairs	December	9 208
	France, Ministry of Agriculture, Food, Fisheries and Rural Affairs	December	6 588
	Estonia, Ministry of Education	December	1 200
	Received in 2007		
	France, Ministry of Education	January	13 158
	Croatia, Ministry of Environmental Protection, Physical Planning and Construction	January	2 632
	Romania, Ministry of Education, Research and Youth	February	9 079
	Netherlands, Ministry of Housing, Spatial Planning and Environment	February	24 643
	Estonia, Ministry of Education	February	1 297
	Italy, Ministry of Environment, Land and Sea	March	39 735
	Netherlands, Ministry of Housing, Spatial Planning and Environment (remaining payment of the previous contributions)	May	2 049

¹⁷ Figures are rounded up. They might change in accordance with the UN administrative regulation.

	Netherlands, Ministry of Housing, Spatial Planning and Environment (remaining payment of the previous contributions)	July	1 351
<i>Subtotal contributions (A+B)</i>			<i>459 073</i>
C.	Interest income ¹⁸		17 603
D.	<u>Contributions in kind:</u> Germany (support of UNECE secretariat and of representatives from eligible countries to participate in the EU Conference on ESD); Netherlands (meetings of the Expert Group; consultant to prepare the progress report on the implementation of the Strategy; Ministry of Agriculture and Nature Management), Russian Federation (workshop for EECCA subregion, Moscow State University, Faculty of Geography); and OSCE (support of participation of representatives from Education sector at the Belgrade Ministerial Conference).		
Total income (A + B + C)			476 676

1.2 Estimated expenditures in 2006-2007¹⁹

Activity		Costs
A.	Participation of eligible delegates in: one meeting of the Steering Committee, two meetings of the Bureau and four meetings of the Expert Group on Indicators (2006-2007)	30 000
B.	Participation of eligible delegates in the Belgrade Ministerial Conference (2007)	15 000
C.	Staff travel to the relevant meetings	5 000
D.	1 P3 staff salary (full time: August 2005-August 2006; part-time: September-December 2006, inclusive; part-time: January -May 2007, inclusive; full-time: June-November 2007, inclusive)	227 689
E.	Consultancy (translation of Good Practices from English and French into Russian)	1 616
<i>Subtotal (A+B+C+D+E):</i>		<i>279 305</i>
F.	Programme support costs: 13% of US\$ 279 305	36 310
Total expenditures (A + B + C + D + E + F)		315 615

1.3. Balance (estimated balance to be brought forward, as at 31 December 2007) +161 061

II. Estimated expenditures for the Phase II (January 2008 - December 2010):

Activity		Costs
A.	Participation of eligible delegates in: three meetings of the Steering Committee (2008; 2009; 2010)	90 000
	three meetings of the Bureau (2008; 2009; 2010)	25 000
	three meetings of the Expert Group/Task Force on Developing Competence in ESD (2008-2009)	90 000
B.	Workshops and trainings (EECCA and SEE)	100 000
	Consultancy for specific documentation for the ESD process, e.g. the progress report for implementation of Phase II	35 000

¹⁸ This is an estimated figure. The final figure will be include in the revised document.

¹⁹ The figures included under the subheading 1.2 present estimated expenditures. The final figures will be presented to the Steering Committee following the updated information from the UNECE Administrative Unit.

C.	Staff travel to the relevant meetings	40 000
D.	1 P3 staff salary ²⁰ (part-time: January - December 2008, inclusive)	110 000
	1 P3 staff salary ¹² (full time: January - December 2009, inclusive)	136 800
	1 P3 staff salary ¹² (full time: January - December 2010, inclusive)	136 800
E.	1 P2 IT staff salary (full time: September 2008-June 2009, inclusive)	102 000
<i>Subtotal (A+B+C+D+E):</i>		<i>865 600</i>
F.	Programme support costs: 13% of US\$ 865 600	112 528
Total expenditures (A + B + C + D + E + F)		978 128

Note: (a) Expenditures for the case studies would be estimated by the interested governments and organizations involved in the exercise; (b) expenditures for the workshops can alternatively be covered directly by host governments and/or interested organizations; (c) expenditures for consultancy can be provided in kind by governments and/or interested organizations.

Estimated resources required (978 128 – 161 061)

817 067

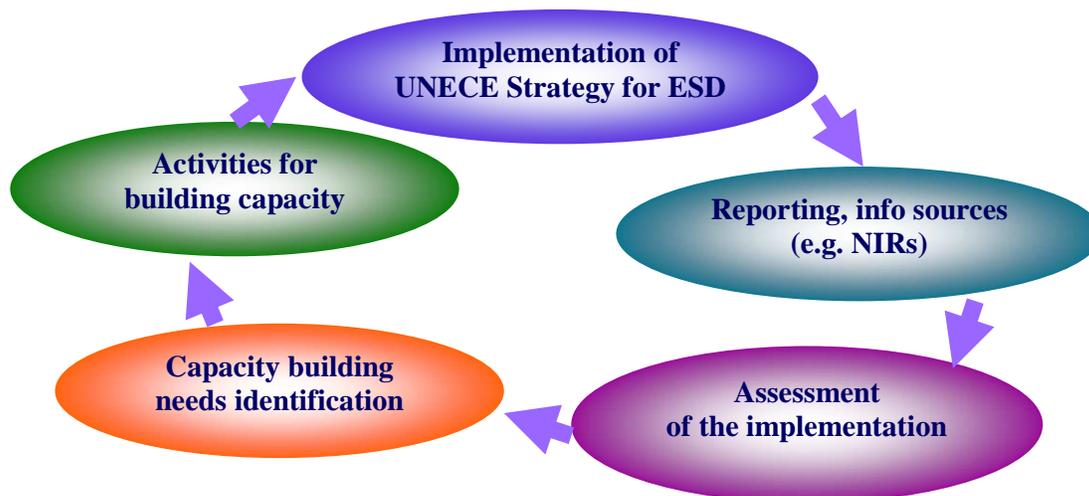
²⁰ Including separation costs.

Annex III

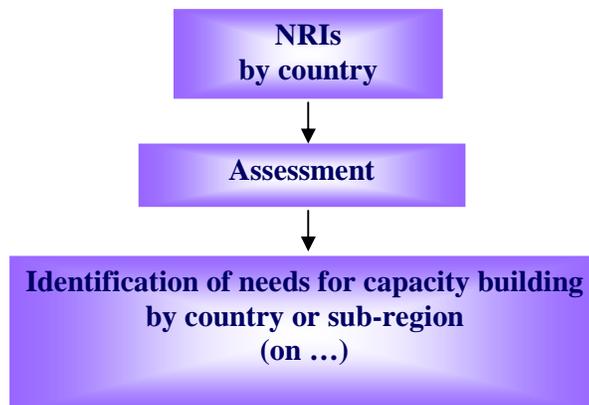
The proposed additional features of the UNECE website dedicate to ESD:

- (a) the dedicated website on collection and provision of good practices in ESD by e.g. adding features to enable the organization and search of good practices both, according to the objectives/issues for reporting of the Strategy and by country/author, as well as providing an on-line version of the template for good practices for filling in and submitting it on-line; and,
- (b) the website that provides the national implementation reports (NIRs) to allow for an interactive and user-friendly access to the information contained in the NIRs. NIRs together with other sources of information (e.g. specifically developed surveys, relevant reports and information from other ESD stakeholders) and via a user-friendly on-line interface can serve as a valuable source for the identification of capacity building activities (see annex III). The Aarhus Convention NIRs dedicated website can serve as an example (http://unece.unog.ch/enhs/pp/nir/query.asp?Quer_ID=NIR&LngIDg=EN). Please also refer to the schemes below.

► **Capacity building needs identified through reporting and other sources:**



► **NIRs as tool to support capacity building:**



► **Provision of interactive and user-friendly access to NIRs:**

