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UNECE Steering Committee on Education for Sustainable Development

Third meeting
Geneva, 31 March – 1 April 2007
Item 6 of the provisional agenda

**DRAFT WORK PLAN
OF IMPLEMENTATION FOR PHASE II OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT (2008–2010)**

Note by the secretariat¹

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¹ This document was submitted on the above date for technical reasons.

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Introduction

1. The Ministers of Education and Environment confirmed their commitment to the further implementation of the Strategy in their joint Statement² on Education for Sustainable Development (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. The joint session on ESD³ 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 on improving their content. A more integrative conceptualization of ESD needed to be developed to make the move from environmental education (EE) to true ESD. 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 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

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, paras. 17–26).

of Eastern Europe, Caucasus and Central Asia (EECCA) and those addressed in the documents ECE/CEP/AC.13/2008/11 and ECE/BELGRADE.CONF/2007/INF/3 and Add.1.⁴ The document reflects comments by the Bureau⁵.

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 the national and international levels. It outlines a number of concrete activities that are focused 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 the document 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 prioritize the proposed activities. Many of them will need additional resources to enable their implementation. The prerequisite for a successful implementation of ESD is the availability of a structured plan of actions at the national level and the possession of competence in ESD; hence the development of National Action 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 Workplan will be implemented in close cooperation with the United Nations Educational, Scientific and Cultural Organization (UNESCO), the lead agency of the United Nations Decade of ESD (DESD), 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.

8. The Steering Committee is invited to consider and adopt this draft Work Plan of Implementation.

I. PROPOSED ACTIVITIES

A. Coordination at the international and national/state levels

9. **At the international level**, annual meetings of the **Steering Committee** constitute an efficient mechanism for coordination and encouragement of the implementation. The Steering Committee, besides overseeing the implementation and reviewing the progress made during the three implementation phases of the Strategy, provides a forum for sharing knowledge, good

⁴ “Needs for the implementation of the UNECE Strategy for ESD” (ECE/CEP/AC.13/2008/11) and “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 Add.1).

⁵ The fifth meeting of the Bureau of the UNECE Steering Committee on ESD took place on 7 December 2007 in Geneva.

practices and experiences in ESD among the Strategy stakeholders, with a view to supporting and carrying out, inter alia, bilateral and multilateral activities, case studies, twinning projects, and workshops at the subregional, regional and national levels. In this connection, **the network of the ESD focal points**⁶ established during Phase I with the purpose of facilitating contacts and coordination between countries in the region and relevant stakeholders plays a crucial role in the implementation of the work plan and carrying out relevant activities. Thus, the network should be maintained and continuously updated. More synergies should be explored regarding the ongoing regional and international processes on sustainable development (SD), e.g. by including ESD in the statement of delegations participating at relevant SD events, as well as by ensuring that ESD is reflected in the key outcome documents. ESD activities should include the more direct involvement of youth. The successful outcome of the joint session on ESD at the Belgrade Ministerial Conference confirms that the “Environment for Europe” (EfE) 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 EfE Ministerial Conference, which is planned to take place in Astana, Kazakhstan, in 2011, with preparations commencing in 2009.

10. **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 **NAP for ESD** was not developed, nor was a **consultative mechanism for implementation**⁷ 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. Those countries that have in place a NAP for ESD should focus on implementing it, while those countries without such a plan should focus on developing one as well as on using the existing experience. As an important precondition for enhancing implementation, countries should work towards a **stronger partnership between authorities and stakeholders** (e.g. academia, NGOs) and among different departments, in particular **between education and environment ministries**. 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

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

(a) The **development of competence in ESD in the education sector**, which is a key milestone and a priority need for furthering the implementation of ESD in the UNECE region. In

⁶ The focal points are responsible for the follow-up to the implementation of the Strategy within their respective countries and organizations, as well as for dissemination of information to all the relevant stakeholders. The focal points should also ensure coordination of the positions of their respective countries and organizations in the Steering Committee. Governments and other stakeholders should inform the UNECE secretariat on any changes concerning their respective focal points.

⁷ A good example for a consultative mechanism at the subregional level is the Central Asian Working Group on ESD, which includes representatives of education and environment ministries as well as academia and NGOs. It coordinates the mechanism and programmes on EE and ESD, and is jointly working and carrying out the EE and ESD projects in the subregion.

addition to integrating the content of ESD in curricula and training, ESD requires entirely new approaches to teaching and learning. **The lack of teacher trainers competent in ESD** is a bottleneck. The teacher trainers should be considered as key stakeholders in the ESD implementation process. In this context, **the lack of financial resources** for supporting the training of ESD trainers and building competence in ESD, as well as for research, is another challenge to be addressed;

(b) 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;

(c) A more **integrative conceptualization of ESD** and move from environmental education to a true education for sustainable development should be undertaken (e.g. by addressing this issue in the NAPs for ESD and through capacity-building activities at the national, subnational and local levels);

(d) **Capacity-building for decision makers** is necessary, including through informal and non-formal education;

(e) 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. Ways to use and promote traditional and indigenous knowledge need to be explored, as these could make a valuable contribution to mitigating environmental concerns, e.g. combating desertification. Raising such awareness at all levels should be an essential component of a NAP for ESD;

(f) **Raising public awareness and disseminating ESD related information** is another bottleneck in the implementation of ESD;

(g) **Research in the field of ESD** is lacking, and the outcomes of current and past research are scattered and remain underutilized.

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

1. Developing competence in ESD

13. A panel discussion would 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' efforts. An Expert Group could be established to develop more detailed recommendations and guidelines.

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

2. Workshops and trainings

14. Subregional workshops on specific topics would address needs of a given subregion and would contribute to strengthening subregional cooperation.

15. 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 Europe⁸ (Athens, 28 November 2005) proposed developing a programme with two interlinked key elements: (a) “creating a critical mass” for the training of trainers; and (b) developing teaching materials. The SEE subregion could implement this activity as a pilot programme, with a view to extending 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 organized 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(s).

16. In addition, to address these and other identified needs workshops for the countries of EECCA, SEE, Western Europe and North America could be organized. For instance, the second subregional workshop for the EECCA countries (Moscow, 8-9 November 2006) proposed holding annual subregional seminars for national focal points (NFPs) and other decision makers, as well as stakeholders (e.g. to coordinate activities at the subregional level and to build capacity and share experience with regard to the development of the NAPs and the reporting exercise). Such workshops and seminars could be organized for the EECCA subregion under the leadership of country (or countries) from this subregion.

17. 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 follow-up to the subregional trainings and workshops.

Tentative schedule of workshops

Target subregion	Date	Title
SEE countries	2008	Training of trainers in ESD
EECCA countries	2008 / 2009 / 2010	Annual seminars and capacity-building trainings on specific topics (tbd ⁹)
Western European countries	2009	tbd
North America	2010	tbd

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

3. Good practices

18. 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 ongoing via a dedicated UNECE website (<http://www.unece.org/env/esd/GoodPractices/index.html>). Nevertheless, during Phase II a more specific collection could be organized focused on:

⁸ In this context the reference to SEE subregion also includes the Mediterranean subregion.

⁹ To be determined.

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

This collection could be then published to facilitate wider dissemination.

19. At the national level, the translation into the national languages could be envisaged, with a view to distributing it to educational institutions in each participating country.

4. Case studies

20. 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 countries and stakeholders to try in practice the developed concepts, tools and materials, with a view to sharing the positive results and experience. Case studies could be carried out by a country or 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 ISCED¹⁰ 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 regarding 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 implemented in close cooperation with UNESCO and other relevant organizations and institutions.

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

5. Use of electronic tools

21. The use of electronic tools and ICT¹¹-based methods is seen as promising development in the delivery of ESD. They are playing a key role in promoting ESD activities, disseminating information and awareness-raising, thereby facilitating the exchange of information and cooperation with respect to ESD at all levels. Special consideration should be given to the development of electronic tools to promote ESD among youth.

22. At the global level, the UNESCO web portal on the United Nations Decade of ESD (<http://www.unesco.org/education/desd>) is a dedicated website for ESD in Europe and North America and is linked with the UNECE website. ESD focal points are encouraged to make use of

¹⁰ International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).

¹¹ Information and communications technology.

this web portal and provide comments to UNESCO, as appropriate.

23. 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, ongoing and planned implementation activities, on ESD focal points, on ESD key events, as well as to 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, or country.

24. Subject to the 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 an ESD information broker and making it more user-friendly. To start with, these upgrades could include improving its overall structure and features as well as its sections on good practices (<http://www.unece.org/env/esd/GoodPractices/index.html>) and national implementation reports (<http://www.unece.org/env/esd/Implement.Gov.htm>). For reference, please see annex IV.

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

26. At the national level, websites/portals dedicated to ESD could be developed to provide relevant information to the national stakeholders. The information could range from international and national legislative and policy measures to ESD tools and materials, good practices and case studies. If feasible, in addition to materials in the national language, such websites should have a version in at least one of the three official languages of the UNECE (English, French or 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.

6. Awareness-raising

27. At the international level, awareness-raising on the UNECE Strategy for ESD is accomplished 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.

28. 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 NAPs. 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). Activities should be undertaken to raise awareness among those working in the advertising sector, given the important role that advertising plays in modern society, to ensure that advertisements reflect the principles of SD.

C. Review of implementation

29. At the international level, a region-wide comprehensive reporting mechanism was established as an innovative tool helping 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 with an established reporting procedure. It was developed in a close collaboration between UNECE and UNESCO to also serve as a reporting mechanism on the implementation of the United Nations Decade of ESD. An important achievement was the feedback of 36 national implementation reports for Phase I, even if the details of information varied.

30. Following the first reporting exercise, the set of indicators has been revised¹² by the UNECE Expert Group on Indicators. This revised set will be submitted to the Steering Committee for consideration and approval. Thereafter it will serve to prepare the National Implementation Reports (NIRs). A guidance for reporting was developed, with the aim of facilitating the understanding of methodology behind the indicators and subsequently support the reporting exercise. In addition, the Expert Group developed a first proposal for a set of descriptors, including to support the set of indicators.

31. The first mandatory reporting exercise will take place at the end of Phase II (during 2010) with a view to assessing progress in furthering the implementation of the Strategy. Countries will be requested to prepare the NIRs in accordance with the agreed procedure and through an interactive, consultative process involving multi-stakeholder participation. NIRs¹³ should be submitted to the secretariat by **1 October 2010** to allow the regional assessment report to be prepared in time for a possible ESD high-level segment at the Seventh Ministerial Conference “Environment for Europe” in 2011. A proposed timeline for the reporting exercise is provided in annex II.

32. At the national level, countries are encouraged to use the set of indicators to enhance learning by: (a) increasing awareness; (b) triggering debate about ESD; and (c) 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*.

33. 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.

34. One important weakness that has been identified is the lack of a quality control mechanism for ESD teaching tools and materials. A seminar could be organized (in 2010) with the aim of transferring the knowledge and experience between countries that have such a mechanism in place and those that are lacking one.

¹² The revision includes a few modifications primarily for sub-indicators under issue for reporting 2 and their respective annexed tables.

¹³ Countries with a federal structure will submit one consolidated report based on the subnational inputs.

II. FINANCIAL ARRANGEMENTS

35. In their joint Statement on ESD, the Ministers of Education and of Environment invited stakeholders as well as bilateral and multilateral donors to contribute to and support the implementation process. The implementation of the process could rely on voluntary contributions from UNECE member States, international organizations, the private sector and international financial institutions as agreed by the Vilnius High-level Meeting (17–18 March 2005). An agreed voluntary scheme of contributions (with “big” donors contributing €20,000 or more, “medium” donors contributing €2,000 or more, and “small donors” contributing €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 implementation in the long term, more stable and predictable funding is required. In this regard, the Belgrade joint session on ESD requested allocation of United Nations regular budget resources for further work on the Strategy within UNECE.

Annex I
Tentative timeline for implementation of the Work Plan

Year	2008											2009												2010											
	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	
Steering Committee meetings	x												x												x										
Expert Group meetings				x*				x*							x*																				
Workshops / trainings / seminars									x*						x*				x*		x*							x*					x*		
Good practices ¹															x ²						x ³														
Case studies ⁴																												x							
Reporting (mandatory)																										x ⁵									
Upgrading of UNECE website														x ⁶																					
High-level segment on ESD ⁷																					x							x				x			

¹ Ongoing collection of good practices.

² Invitation with explanatory note is sent out to Governments.

³ Deadline for submission of good practices to the secretariat.

⁴ Subject to confirmation by the interested countries and stakeholders.

* Tentative dates.

⁵ Deadline for submission of reports to the secretariat.

⁶ Pilot launching of the new IT (information technology) mechanisms and features.

⁷ Preparation process for the high-level segment.

Annex II**Proposed timeline for reporting**

This proposed timeline for the preparation and submission of the National Implementation Reports (NIRs) aims at facilitating the reporting exercise at the national level. The deadline of 1 October 2010 is to ensure sufficient time for preparation of the reports on progress in implementation of the Phase II of the Strategy at the regional level.

Process in a country	Time required	Tentative timing
First draft of the report	1 month	May 2010
Multi-stakeholder consultation on the draft	1–3 months	June–August 2010
Final report preparation (including translation, where required)	1 months	September 2010
Deadline for submission of NIRs to UNECE	6 months in advance of a meeting to consider the review of implementation of Phase II	1 October 2010

Annex III

UNECE EDUCATION FOR SUSTAINABLE DEVELOPMENT PROGRAMME

Contributions, incurred expenses and estimated resource requirements

*(in U.S. dollars; calculations are based on the United Nations scale of assessments²¹)***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	2,370
	Netherlands, Ministry of Environment	April	22,975
	Hungary, Ministry of Environment	May	2,000
	Germany, Ministry of Education	June	25,707
	France, Ministry of Foreign Affairs	June	6,427
	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

²¹ Figures are rounded up. They might change in accordance with the United Nations administrative regulation.

	Netherlands, Ministry of Housing, Spatial Planning and Environment (remaining payment of the previous contributions)	May	2,049
	Netherlands, Ministry of Housing, Spatial Planning and Environment (remaining payment of the previous contributions)	July	1,351
	Savings on prior period obligations and miscellaneous		3,356
<i>Subtotal contributions (A + B)</i>			<i>462,431</i>
C.	Interest income		17,603
D.	<u>Contributions in kind:</u> Austria (Meetings of the Expert Group; support of UNECE secretariat and of eligible experts to participate in the European Union Conference on ESD; Federal Ministry of Agriculture, Forestry Environment and Water Management and Federal Ministry of Education, Science and Culture); Germany (support of UNECE secretariat and of representatives from eligible countries to participate in the EU Conference on ESD); the 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 the EECCA subregion, Moscow State University, Faculty of Geography); and the Organization of Security and Co-operation in Europe (OSCE) (support of participation of representatives from Education sector at the Belgrade Ministerial Conference).		
Total income (A + B + C)			480,034

1.2 Expenditures in 2006–2007

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)	27,691
B.	Participation of eligible delegates in the Belgrade Ministerial Conference (2007)	15,000
C.	Staff travel to the relevant meetings	6,759
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 <i>Good Practices</i> from English and French into Russian)	1,616
F.	General operating expenses	109
<i>Subtotal (A + B + C + D + E + F):</i>		<i>278,864</i>
G.	Programme support costs: 13% of US\$ 279 305	36,252
Total expenditures (A + B + C + D + E + F + G)		315,116

1.3. Balance (balance to be brought forward, as at 31 December 2007) +164,918

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. progress report for implementation of Phase II	35,000
C.	Staff travel to the relevant meetings	40,000
D.	1 P3 staff salary ²² (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 \$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 could be alternatively covered directly by host Governments and/or interested organizations; (c) expenditures for consultancy could be provided in kind by Governments and/or interested organizations.

Estimated resources required (\$978,128 – \$164,918)

\$813,210

²² Including separation costs.

Annex IV

The proposed additional features for the UNECE website dedicated to Education For Sustainable Development

(a) Collection and provision of good practices in ESD

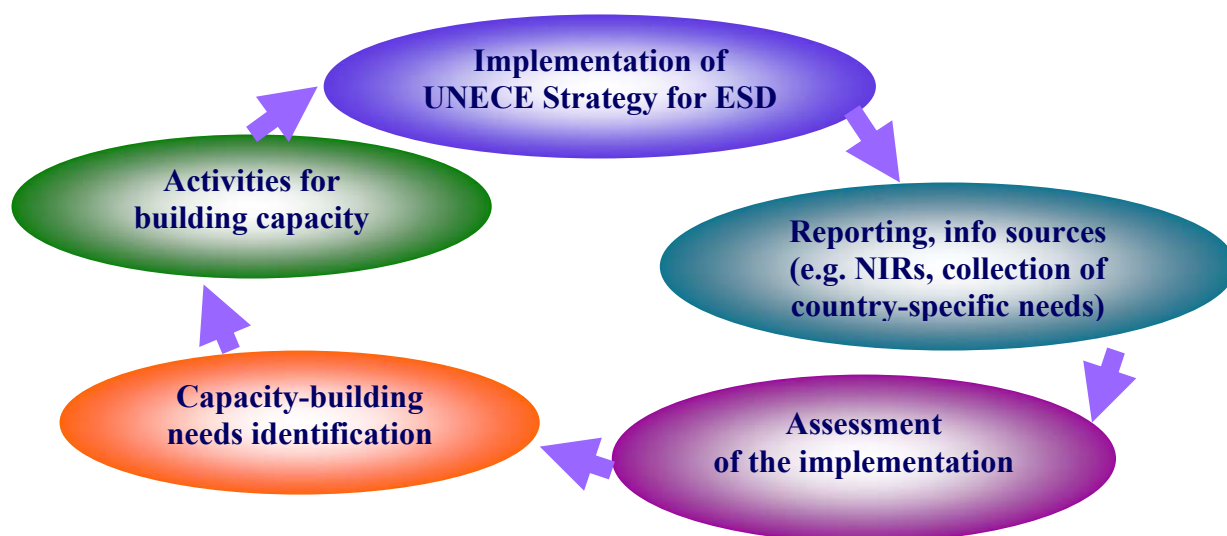
The reorganization and further development of the dedicated website on collection and provision of good practices in ESD by e.g. adding IT features to enable the organization and search of good practices both, according to the objectives/issues for reporting of the Strategy and by country/author, as well as providing an on-line version of the template for good practices for filling in and submitting it on-line.

(b) National implementation reports

The reorganization and further development of the website that allows the NIRs to provide for an interactive and user-friendly access to the information contained in the reports. 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 online interface, can serve as a valuable source for the identification of capacity-building activities. The Aarhus Convention²³ NIRs-dedicated website can serve as an example

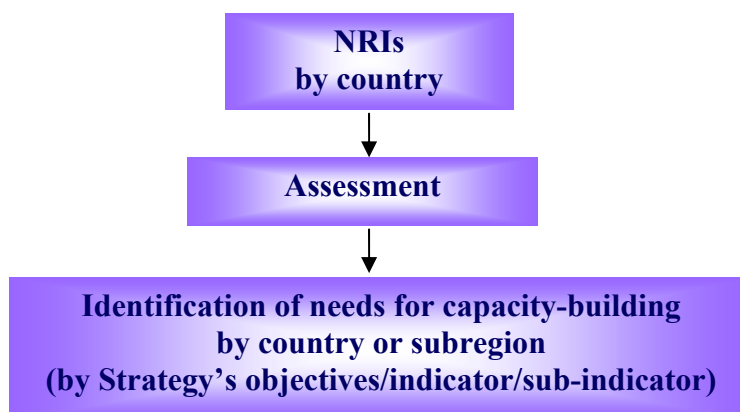
(http://unece.unog.ch/enhs/pp/nir/query.asp?Quer_ID=NIR&LngIDg=EN). Please also refer to the schemes below.

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



²³ The Convention on Access to Information on Public Participation in Decision-making and Access to Justice in Environmental Matters.

► NIRs as a tool to support capacity-building:



► Provision on the website of interactive and user-friendly access to NIRs:

