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COMMITTEE ON ENVIRONMENTAL POLICY

UNECE Steering Committee on Education for Sustainable Development

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**LEARNING FROM EACH OTHER –
UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT**

Compilation of materials and tools

Summary

This publication aims at providing a user friendly access to various materials and tool related to the implementation and monitoring of the UNECE Strategy for Education for Sustainable Development (ESD). The publication will also serve as a contribution to the UNESCO World Conference on ESD (Bonn, 31 March – 2 April 2009).

The table of contents was considered by the eighth meeting of the UNECE Expert Group on Indicators for ESD (Paris, 15-18 September 2008). In addition to the available materials related to the implementation of the Strategy, the Expert Group proposed to write a reflective chapter on learning through developing indicators for ESD. This chapter would address issues such as the process of developing indicators and their complimentary tools by the Expert Group, as well as the working approach and methodology, challenges and lessons learned.

The table of contents was revised in light of comments by the Bureau, i.e. the tile was revised and two new chapters were added, as follows: (i) the Belgrade Joint Statement on ESD; and (ii) the report on progress in implementing the phase I of the Strategy.

The publication will be prepared by the UNECE secretariat. Chapter IX will be prepared by Mr. Paul Vare, ESD expert and member of the Expert Group on ESD, in cooperation with the Chairperson of the Expert Group and with input by its members. The financial support for writing this chapter is provided by the University of Gloucestershire, United Kingdom.

The hard copy of the English version of the publication is expected to be ready in time for the Bonn Conference. French and Russian versions will be ready by summer 2009. The electronic version of the publication will be disseminated through the website. The hard copy will be mailed to the Steering Committee members and observers, and upon request to other interested stakeholders.

TABLE OF CONTENTS

(the length of the publication would be some 180 pages)

I. Foreword (1 page)

To include the introductory text, including the purpose of the publication.

II. UNECE Strategy for ESD (15 pages)

To include the text of the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1).

III. Joint statement on ESD by Ministers of Education and of the Environment (3 pages)

To include the text of the Joint statement on ESD by Ministers of Education and of the Environment (ECE/BELGRADE.CONF/2007/4/Add.1).

IV. Progress in implementation of the UNECE Strategy for ESD, 2005-2007 (18 pages)

To include the main part of the document "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 - ECE/CEP/AC.13/2007/2)

V. Reporting Format (22 pages)

To include the reporting format, as it was revised by the Expert Group on Indicators for ESD and approved by the third meeting of the Steering Committee (ECE/CEP/AC.13./2009/10).

VI. Guidance for reporting (90 pages)

To include the guidance for reporting, except the glossary that will be included as a separate chapter VIII (ECE/CEP/AC.13/2009/5).

VII. Good Practices in ESD (4 pages)

To include the revised template for collection of good practices in ESD (ECE/CEP/AC.13/2009/6).

VIII. Glossary (12 pages)

To include the glossary providing terminology related to ESD. The glossary was revised by the UNECE Expert Group on Indicators for ESD jointly with UNESCO to reflect the recent developments in ESD. The glossary is largely based on the UNECE document with explanatory notes to the UNECE Strategy for ESD (CEP/AC.13/2004/8/Add.2) developed in 2004, with minor corrections and amendments. This revised glossary also includes terms of the UNESCO glossary of the global monitoring and evaluation of implementation of the United Nations Decade of ESD, developed in 2008 (ECE/CEP/AC.13/2009/5, annex III).

IX. Learning through developing indicators for ESD (15 pages)

This chapter would address issues such as the process of developing indicators and their complimentary tools by the UNECE Expert Group on Indicators for ESD. It will also reflect on the working approach and methodology, challenges and lessons learned. It is proposed to organise this chapter in three parts: (1) providing the background of the work of the Expert Group (e.g. the mandate, the selection of experts; the working arrangements, etc.); (2) the pilot testing of the feasibility and workability of the reporting format and indicators and lessons learned (revising the reporting format and developing additional tools to facilitate the understanding and use of indicators); and (3) the Expert Group as a learning arena (e.g. the way in which the group dynamics and composition contributed – or not – to the success of the work). The learning from these three sections will be summarised in the form of suggested guidelines/recommendations for subsequent expert/working groups.
