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## Economic Commission for Europe

### Committee on Environmental Policy

### United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development

#### Seventh meeting

Geneva, 1 and 2 March 2012

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

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## **I. Introduction**

1. The seventh meeting of the Steering Committee on Education for Sustainable Development was held from 1 to 2 March 2012 in Geneva, Switzerland.
2. The meeting focused on (a) progress made in implementing education for sustainable development (ESD) since the sixth meeting; (b) activities to be implemented in 2012 and beyond; (c) the role of technical-vocational education in greening the economy; (d) the promotion of educator competences for ESD; (e) ESD school plans as an implementation tool for putting ESD into practice; and (f) how to continue promoting ESD within the international sustainable development process. The Committee also addressed the resource requirements to support an efficient management and implementation process for the UNECE<sup>1</sup> Strategy for Education for Sustainable Development.

### **A. Attendance**

3. Delegations from the following 21 member States of the United Nations Economic Commission for Europe (ECE) attended the meeting: Armenia, Austria, Azerbaijan, Belarus, Belgium, Canada, Croatia, Cyprus, Estonia, Georgia, Germany, Greece, Kyrgyzstan, Netherlands, Norway, Poland, Republic of Moldova, Romania, Sweden, Switzerland and Uzbekistan.
4. From the United Nations system, representatives of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF) participated.
5. The Organization for Security and Cooperation in Europe (OSCE) Centre in Bishkek was represented at the meeting.
6. A representative of the European Training Foundation (ETF) also attended the meeting.
7. Representatives from the Regional Environmental Centre Turkey, as well as of the Regional Environmental Centre of the Republic of Moldova were present at the meeting.
8. In addition, representatives of the following associations participated: the European ECO Forum; Planet'ERE; and the Regional Environmental Center for Central Asia (CAREC).
9. With regard to follow-up actions to be taken, the Committee tasked the secretariat to enquire of those member States which did not attend the meeting, why they chose not to participate, with a view to encouraging as much participation as possible at future meetings.

### **B. Organizational matters**

10. The Director of the Environment Division of ECE opened the meeting, highlighting the progress achieved in implementing the UNECE Strategy for ESD since the sixth Steering Committee meeting.

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<sup>1</sup> UNECE is sometimes used as an informal acronym for the United Nations Economic Commission for Europe to avoid confusion with other regional bodies.

11. He emphasized the synergies created with the international sustainable development process in 2011, by the hosting of a side event and the delivery of a keynote speech at the Seventh “Environment for Europe” Ministerial Conference (Astana, 21–23 September 2011) on the theme of ESD, as well as organizing a round-table discussion on ESD at the Regional Preparatory Meeting for the United Nations Conference on Sustainable Development (Rio+20 Conference) (Geneva, 1–2 December 2011). In that connection, technical and vocational education and training had an important role to play in successfully transitioning to a green economy.

12. Countries were encouraged to continue promoting ESD within the Rio+20 process. To that end, the Director informed the Committee of a report that had only recently been published by the High-level Panel on Global Sustainability, which had been established by the United Nations Secretary-General in August 2010. The Panel’s final report, *Resilient People, Resilient Planet: A Future Worth Choosing*,<sup>2</sup> contained 56 recommendations to put sustainable development into practice and to mainstream it into economic policy as quickly as possible. A number of those recommendations focused on ESD, which was held to be of outstanding importance to achieve empowerment in the report.

13. The Director of the Environment Division also underscored the need for additional capacity-building activities in ESD within the ECE region. Moreover, certifications in ESD could be a possibility to advance the implementation of ESD.

14. The Steering Committee Chair, in a welcoming address, recalled the main objectives of the meeting: namely, to set action priorities for the third phase of implementation, to address how to promote ESD in the Rio+20 process and in what ways to continue implementing ESD beyond 2015.

15. The Chair highlighted the outcomes of the second annual Green Schools National Network Conference, held in Denver, United States of America (27–29 February 2012), as well as the core messages of the keynote speech by United States Secretary of Education Arne Duncan, who had strongly encouraged all schools to provide a sustainable education.

16. Finally, the Chair drew attention to the third stakeholder coordination meeting and the tenth Bureau meeting, which would take place back to back to the Steering Committee meeting.

## **II. Progress achieved by member States since the sixth meeting of the Steering Committee on Education for Sustainable Development**

17. The Chair recalled that the Steering Committee had adopted the decision to change the format of progress reporting at its sixth meeting. Countries therefore had been asked to submit their interventions in writing to the secretariat previous to the meeting. The secretariat had subsequently reviewed all the submitted interventions and prepared a synthesis presentation.

18. Presenting a summary of the interventions, the secretariat identified both major themes and challenging areas. Good progress had been made by a range of countries in promoting educator competences for ESD. A number of large-scale training efforts had been carried out, and a range of training modules, including materials, had been developed in different member States. All in all, competences as defined by the ECE Expert Group on Competences in Education for Sustainable Development had been successfully

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<sup>2</sup> United Nations publication, Sales No. E.12.I.2.

disseminated in many countries of the region. That progress stood in contrast to those countries who had either not reported on educator competences or had reported that “no activity was delivered” to promote educator competences.

19. ESD had been rather sporadically implemented in technical and vocational education and training (TVET). However, a number of good practice examples, materials and courses were available in the region. Countries had emphasized that they expect the topic to receive more attention in the future, the secretariat said.

20. Finally, the country reports had revealed that while governmental ESD activities had for the most part not been impacted by the financial crisis, many non-governmental organizations in the field of ESD faced critical financial issues, because funding had been drastically cut.

21. The presentation was followed by an interactive discussion. The Steering Committee tasked the secretariat to update the presentation according to the interventions made during the meeting and to upload it onto the ECE website for ESD. Moreover, all interventions provided to the secretariat in written form were to be made available online.<sup>3</sup> In addition, the Steering Committee meeting adopted the decision to keep the new reporting format until the end of implementation of phase III of the Strategy.

### **III. Progress achieved in creating synergies with the international sustainable development process and future activities**

22. The Chair recalled that, in 2011 following the mandate provided by the Steering Committee at its sixth meeting, the secretariat had hosted a side event at the Seventh “Environment for Europe” Ministerial Conference in Astana, as well as a round-table discussion at the Regional Preparatory Meeting for the Rio+20 Conference. The Chair drew the Committee’s attention to document ECE/CEP/AC.13/2012/5, which presented a comprehensive account of the relevant discussions and outcomes of both activities.

23. The ECE focal point for the Rio+20 process reported on the most recent developments with regard to Rio+20 and on opportunities to contribute to the process. The secretariat gave an overview of the chapter on education from the zero draft of the outcome document for Rio+20, entitled “The Future We Want”.<sup>4</sup> Furthermore, the Chair drew the attention of the Steering Committee to information paper No. 5, which provided further background information in that area.

24. The Chair briefed the Committee about the discussions that had taken place during the tenth Bureau meeting on the content of the zero draft. Specific proposals to the zero draft had been put forward by the Bureau to the Steering Committee. The Committee expressed its consensus with those proposals.

25. With regard to follow-up actions, the Chair requested the secretariat to send out a letter to the focal points for ESD. The letter would underscore the agreed-upon proposals to the zero draft. Moreover, each focal point for ESD was encouraged to present that letter to their country’s national coordinator for the Rio+20 preparatory process, as a possible input to further discussions on the next draft of the Rio + 20 outcome document.

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<sup>3</sup> All the written interventions are accessible online from <http://www.unece.org/env/esd.html>.

<sup>4</sup> Available online from <http://www.unccd2012.org/rio20/index.php?page=view&type=12&nr=324&menu=20>.

#### **IV. Greening the economy: the role of technical and vocational education and training**

26. The Chair emphasized the vital role education, in particular TVET, had to play in successfully transitioning to a green economy. First, students in TVET needed to be taught about the importance of moving to a green economy. Second, educators and policymakers needed to be aware of what kinds of skills were required now and were likely to be required in the future in a green economy. Third, policymakers would have to make sure they were working with educators to ensure the best possible support was in place for educators to be able to provide the knowledge and skills students, as future employees and entrepreneurs, would need in a green economy. And, fourth, it was important to continue to impress upon all, particularly parents and students, the value of a vocational and skills-based education.

27. In the following discussion, a representative of ETF presented a pilot project which aimed at developing and testing self-assessment indicators for introducing ESD in TVET. The pilot project had been implemented in Belarus, Ukraine and Kyrgyzstan, in close cooperation with the respective national focal points for ESD.

28. The project had promoted indicators as a tool for the documentation and promotion of policies on learning for sustainable development in TVET. It had focused on developments at the governmental level and at the level of individual TVET schools with respect to learning for sustainable development.

29. ETF worked with national stakeholders and experts to design baseline indicators to use in the identification of objectives and feasible steps towards the whole-school approach to learning for sustainable development in TVET.

30. The representative of ETF explained that the indicators produced would be tested, adjusted and presented to stakeholders outside the pilot project later in 2012, with a view to making them available as a policy tool in all partner countries.

31. The Committee underlined the importance of intensifying the work on introducing ESD to TVET and decided that reorienting TVET to be in support of sustainable development and transitioning to green economies would be one of the priority action areas in phase III.

32. The Chair tasked the secretariat to draft a short concept paper about areas of emphasis and areas of priority actions. The paper was to be circulated to the member States, inviting comments and feedback.

#### **V. From policy to practice: strengthening the coordination between stakeholders and promoting educator competences**

33. On behalf of the Chair, the secretariat presented the concept note on capacity-building for competences in ESD, "From policy to practice: strengthening the coordination between stakeholders and promoting educator competences" (ECE/CEP/AC.13/2012/4).

34. The secretariat recalled that the Committee at its sixth meeting had encouraged countries to use the outcome document of the Expert Group on Competences in ESD, "Learning for the future: Competences in Education for Sustainable Development" (ECE/CEP/AC.13/2011/6) and to work on the implementation and adaptation of those recommendations at the national level during 2011. Experiences on the localization process would be collected in early 2012. The secretariat had been requested to send e-mails to the countries, enquiring about localization experiences.

35. Moreover, the Steering Committee had mandated the Expert Group to convene again for one meeting in early 2012, in order to work on the analysis and compilation of the national practices and experiences. The Netherlands had offered to provide financial support to cover the costs of the Expert Group meeting.

36. The secretariat gave an account of the feedback provided by the member States in early 2012. The outcome document had been disseminated within as well as beyond the ECE region to a wide range of ESD stakeholders and networks. In some countries, the document was already being used in professional education development.

37. Moreover, subregional workshops had been organized in the ECE region, aiming at promoting the competences for ESD. For instance, Slovenia and Croatia, together with the ECE secretariat, had organized a workshop on ESD, providing a platform for exchange between different ESD stakeholders in the region on how to strengthen educator competences in the subregion.

38. The secretariat, moreover, underlined, that a number of ESD stakeholders had pointed out the need for more such workshops to be held in the ECE region, in order to support the localization efforts of Expert Group outcomes.

39. It had become apparent that there were two main challenges to implementing a series of workshops on educator competences under the UNECE Strategy for ESD, i.e., the lack of a standard workshop concept and very limited financial resources.

40. In order to tackle those challenges, the secretariat together with the co-Chair of the Expert Group on Competences in ESD and the Chair of the Steering Committee had developed the proposal to design a standard workshop concept that could be used throughout the region to promote educator competences and to organize workshops back to back to major, relevant conferences and meetings in order to minimize workshop costs. The workshop concept would outline a basic workshop agenda, learning objectives, potential learning experiences and support materials (e.g., presentation templates). That basic workshop concept could then be adapted to the specific subregional or national contexts.

41. Given the developments since the sixth Steering Committee meeting, the proposal furthermore suggested that, at its upcoming meeting, the Expert Group should additionally take on the task of developing a standard workshop concept. The finalized workshop concept would be translated into French and Russian and published together with the Expert's Group outcome document, so as to ensure that it could be widely used. It was also proposed to make the toolkit available on the ECE ESD website together with the outcome document.

42. The secretariat mentioned that a number of countries had reported that there were no financial resources available to fully or partially fund a subregional workshop due to the financial crisis. Increasingly, ESD focal points had reported that they faced cuts in travel budgets, which impacted on their ability to participate in workshops and meetings.

43. It was therefore suggested to organize such workshops back to back with major relevant conferences and meetings. In that way travel costs would be significantly reduced. The main costs would be to finance one to two workshop facilitators who would adapt the standard workshop concept to the relevant context and who would hold the workshops. ESD focal points were invited to inform the secretariat of major conferences and events in their countries which offered an opportunity for implementing such a workshop.

44. The Chair underscored the potential of broadcasting workshop sessions online and/or staging "web-inars", i.e. seminars that were completely carried out virtually, using the Internet. In addition, such taped sessions could be shared via social networks and on national ESD websites.

45. The Steering Committee adopted the proposal to develop a standard workshop concept as elaborated above and mandated the Expert Group on Competences in ESD to work on developing such a concept at the sixth meeting of the Expert Group in March 2012. Moreover, the Committee adopted the proposal as presented by the Chair and the secretariat to host workshops on Competences in ESD back to back to major conferences and to explore the possibility of hosting online seminars and sharing videotaped workshop sessions online.

46. In addition to developing a standard workshop concept, the Committee tasked the secretariat to work on developing a twinning concept for capacity-building. The main objective of such a twinning concept would be to facilitate the bilateral sharing of experiences in implementing ESD.

## **VI. Setting priority action areas for implementation of phase III and promoting education for sustainable development beyond 2015**

47. The Chair underscored that the overall objective of implementation phase III was to make considerable progress in implementing ESD, i.e., putting the Strategy into action.

48. While member States stressed their dedication to continue working on implementing all aspects of the Strategy for ESD in the third phase of implementation, they decided to adopt three priority action areas: (a) ensuring there was an ESD school plan in every school by 2015; (b) promoting the introduction of ESD into teacher education; and (c) reorienting TVET in support of sustainable development and the transition to a green economy.

49. It was underlined that the three major priority action areas were not intended to replace other additional actions supportive of and consistent with the expectations of phase III.

50. With a view to promoting the three adopted priority action areas, the following means of implementation were emphasized: promotion of cooperation between relevant governmental departments; promotion of capacity-building activities; and strengthening of cooperation between the formal and informal sectors.

51. Moreover, the Committee discussed how to promote ESD after the completion of the Strategy's third implementation phase. The Chair highlighted that already in 2007, at the "Environment for Europe" Ministerial Conference in Belgrade, education and environment ministers had reaffirmed their commitment to the further implementation of the Strategy throughout its implementation phases and beyond the year 2015.

52. The focal point of Germany updated the Committee on the results of the international expert workshop on developing follow-up activities to the United Nations Decade of Education for Sustainable Development (2005–2014), which was hosted by the German Commission for UNESCO on 28 and 29 February 2012. The UNESCO Liaison Office in Geneva also informed participants about the most recent developments with regard to potential follow-up to the Decade.

53. Regarding follow-up actions, the Committee:

(a) Mandated the secretariat to draw on the expertise of Steering Committee members and observers by forming small groups of expertise on the three priority action areas;

(b) Requested the secretariat to draft a short concept paper about areas of emphasis and areas of priority actions;

(c) Mandated the Bureau, with the support of the secretariat, to develop a concept paper for developing ESD beyond 2015 in the ECE region.

## **VII. Panel discussion on education for sustainable development school plans**

54. At the Steering Committee's sixth meeting, member States adopted the priorities for implementation of phase III of the Strategy for ESD. One of the priorities adopted was to better connect policy to school activities.

55. To that end, member States committed to install ESD plans in every school by 2015, in order to focus on practical implementation and to foster coherence between policy and practice. As a follow-up to that decision, a two-hour panel discussion was held at the seventh Steering Committee meeting, including three presentations on ESD school plans by the representative of Environment and School Initiatives (ENSI) and the focal points of Cyprus and Canada.

56. The representative of ENSI spoke on how the whole school approach and ESD school plans were promoted internationally by an international network of experts from India, Mexico, South Africa and Germany. The network had been launched in 2008 with a view to promoting the implementation of ESD until 2018.

57. The ENSI network had developed a model to explain the whole-school approach. The model included the different terms and conditions within which a school was located, including the legal and political framework, the school building, the social background and the living situation of students, the local and social surrounding of the school, and, at the centre of the model, teaching and learning.

58. The ENSI representative pointed out that, although the global component of ESD was of outstanding importance, it had not yet been implemented in most schools. There was a need to help students to develop diverse perspectives on problems and developments. International partnerships could cater to that need.

59. Moreover, he mentioned that school inspections were a core element for successfully changing schools. School inspectors needed to be trained in ESD. Also, developing school goals and strategies had a vital role to play in putting the whole-school approach into practice, as did school leadership and management.

60. Moreover, it was necessary to address what contribution every single person in the school and every subject could make to sustainable development. Every subject could significantly contribute to ESD.

61. There was a need to thoroughly look at the development of the region where the concerned school was located. Indigenous knowledge was fundamental to implementing ESD, and regional knowledge and experiences also needed to be used to advance sustainable development. To arrive at a locally relevant approach to ESD, schools needed to be supported in developing their own integrated model of the whole-school approach.

62. All those different aspects needed to be brought together in an ESD school plan in order to coherently implement the whole-school approach, the ENSI representative underscored.

63. ENSI could offer support when it came to self-evaluation and self-assessment of schools. In 2004, ENSI, together with 30 organizations from 16 countries, had developed a set of quality criteria for ESD schools. Those criteria proposed a vision of what ESD was about, focusing on the issue of evaluation as a significant means of "quality enhancement".

Moreover, ENSI aimed at fostering debate about ESD and how to put it into practice. The quality criteria were available in 17 languages on the ENSI website.<sup>5</sup>

64. The focal point of Cyprus explained the policy that Cyprus followed so that ESD was applied nationwide. That had been done by introducing EE and ESD into the school timetable; the creation of thematic units of the EE and ESD curriculum; the establishment of basic steps for planning sustainable and environmental education policy in schools; the evaluation of the implementation of such policies; and the identification of new issues to be included in sustainable and environmental education school policies.

65. In Cyprus, EE and ESD had been introduced to the school timetable for primary education. While ESD was phased into the curriculum as a cross-cutting issue, the additional lessons on EE and ESD allowed for a more in-depth engagement.

66. The philosophy of the national curriculum was the creation of sustainable schools and its main aim was that each school, in the long term, systematically created a culture to establish a new way of thinking, to reframe the school in the context of sustainable development. The curriculum was based on 12 thematic units, addressing different scales — local, community, national and global. The main vocabulary, concepts and learning outcomes had been developed for each unit and interrelations between the units had been identified.

67. A core element of implementing the national curriculum was the sustainable and environmental education policies of schools. Those school policies were ESD plans to be prepared by the schools themselves, on the basis of templates and guidance provided by the Ministry of Education and Culture. The Ministry provided comprehensive information online on how to organize, implement and evaluate such school policies. Among the information provided were detailed templates of school policies that might also be of use for other countries interested in promoting ESD school plans. In Cyprus, schools were obliged to develop their own policy on the basis of those templates and to implement it. The aim of that approach was to ensure that EE and ESD were implemented in a holistic and not a fragmented manner.

68. In addition to developing a school policy, the individual classes of a school also created their own class plan, which showed how the class would contribute to implement the sustainable and environmental education policy of the school. That included, among others, the identification of thematic units, aims, learning outcomes, possible activities, fields of study and institutions and organizations with which to work together to that end.

69. The focal point of Canada provided information on promoting ESD school plans in Manitoba, Canada.

70. In Manitoba, schools were requested to have ESD school plans, which meant they were encouraged but not obliged to do so. In order to support schools in implementing that request, a guide on ESD school plans had been developed together with schools, taking into account international experiences.

71. The guide included a template for a school sustainability plan and offered essential tools and resources to assist schools in developing, implementing and monitoring their sustainability plan. It included the following sections: (a) Becoming a sustainable school: key background information about sustainability and the need for school sustainability plans; (b) School Sustainability Plans: a step-by-step guide to help schools through the stages of sustainability planning; and (c) Toolbox: essential materials to assist schools throughout the

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<sup>5</sup> <http://www.ensi.org/Projects/QCESD/Publications/?limit=1>.

stages of sustainability planning. The Guide, including the template for a School Sustainability Plan, was available online.<sup>6</sup>

72. Some funding was provided to schools for developing ESD school plans. In addition, the Ministry would follow up on the development of ESD school plans by meeting with schools on a periodic basis to underscore the long-term commitment of the Ministry to ESD school plans, to support schools and to learn about the implementation process.

73. In the ensuing discussion, the following main themes and questions emerged:

(a) Thorough planning was of vital importance for implementing the whole school approach;

(b) Careful consideration should be given as to whether to encourage or to mandate that schools introduce ESD school plans;

(c) Care should also be taken in deciding when incentives and recognition would be helpful, and in which cases they would be distortive;

(d) Local knowledge was highly relevant to developing ESD school plans;

(e) The use of resources, both financial and with regard to the amount of time educators had at their disposal, was an issue when developing and implementing ESD school plans.

74. The Committee requested the secretariat to circulate additional information on the three presentations and tasked the secretariat to explore possibilities for holding subregional workshops on promoting ESD school plans in implementation phase III.

## **VIII. Relevant activities of international and regional organizations**

75. The representative of Planet'ERE said that Planet'ERE was an international, francophone non-governmental organization, which brought together 75 States and Governments, and worked on promoting education on environmental issues and sustainable development. Among its main activities was the creation of an international network of Planet'ERE schools, encompassing mainly schools from Africa, the Middle East and Asia. It had recently facilitated a large meeting of francophone stakeholders aimed at developing proposals for Rio+20. Moreover, the organization was among others working on developing digital tools in cooperation with the French virtual universities, and in particular with the Virtual University for Environment and Sustainable Development. Particular focus was put on developing tools and materials for people with disabilities, something that had not yet been done sufficiently in the field of EE and ESD.

76. The representative of CAREC briefed the Committee about its efforts to transform environmental education into ESD in Central Asia. CAREC, among others, assisted Central Asian countries in bringing ESD good practices and knowledge, as well as materials, to the subregion and to adapt them to national contexts. A major achievement had been the adaptation of the Green Pack to the Central Asian context; now there was an urgent need to translate the Green Pack into the Central Asian languages. The Green Pack was a set of educational material for EE and ESD, addressing 25 topics. The Green Pack paid special

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<sup>6</sup> International Institute for Sustainable Development and Manitoba Education, *Guide for Sustainable Schools in Manitoba*. Available from [http://www.edu.gov.mb.ca/k12/esd/pdfs/sustainable\\_guide.pdf](http://www.edu.gov.mb.ca/k12/esd/pdfs/sustainable_guide.pdf).

attention to water and water management. CAREC was also working on the implementation of a project on health and environment that was supported by the Italian Government and implemented in Kazakhstan and Tajikistan. There was a need, however, for further capacity development activities in ESD. To that end, subregional workshops would be of outstanding importance. It was also worth noting that in the region there were many national action plans for ESD that had been drafted, but which had not yet been finalized and adopted.

77. The representative of the OSCE Centre in Bishkek noted that water management and resource management were key issues in Central Asia. In Kyrgyzstan, the first training manual on integrated water resources management had just been finished. It was written in the Kyrgyz language and currently was in the final approval process with the education department. It would be recommended to all universities that trained water experts; there was an active network of schools and higher education institutions on water quality.

78. The representative of Greece updated the Committee about the activities of Mediterranean Education Initiative for Environment and Sustainability (MEDIES), an initiative on ESD launched in Johannesburg during the World Summit on Sustainable Development. MEDIES produced a wide range of educational materials on cross-cutting interdisciplinary themes, including materials on the issue of water shortage around the Mediterranean, which had been translated and made available in print as well as online in seven languages. Several other materials had been produced to support the educational community on issues such as waste and food, as well as on methods used in EE and ESD. All of those materials were available in several languages. The network was quite large, with 4,000 active educators, and provided opportunities to strengthen synergies between the work done on the regional and subregional levels.

## **IX. Status of the trust fund**

79. 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 sixth meeting. The secretariat gave an overview of the report on the operations of the trust fund in 2011–2012 (information paper No. 1), and stressed the need to continue fundraising throughout the third phase of implementation in order to ensure the implementation of the scheduled activities.

80. The secretariat also informed the Committee that it had submitted a project proposal to the United Nations Development Account, applying for funding for capacity-building in ESD for educators.

81. The secretariat recalled that, for the period October 2010 to October 2012, Germany was generously financing a Junior Professional Officer (JPO) to support the servicing of the UNECE Strategy for ESD. Germany could consider funding the JPO for a third year (October 2013–October 2014), provided that the ECE secretariat could ensure funding for at least a fourth year (October 2014–October 2015). The absolute minimum amount needed to fund a fourth year was USD 120,000.

82. The Chair of the Steering Committee underscored the need to prolong the contract of the JPO servicing the Strategy for ESD beyond October 2012.

83. The Committee adopted the decision to set aside from the already collected funds the amount needed to finance a fourth JPO year.

84. The Committee requested the secretariat to send out letters asking for financial contributions in May/June and November/December 2012.

## **X. Dates of the next session and closure of the meeting**

85. The Steering Committee decided that its next meeting would be held in April 2013. 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.

86. 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 for its constructive and efficient work. He then closed the meeting.

## Annex

### UNECE Strategy for Education for Sustainable Development: contributions and incurred expenses in 2010–2011 and estimated resource requirements for 2012

As of 29 February 2012 (in United States dollars; calculations are based on the United Nations scale of assessments)<sup>a</sup>

#### I. Contributions received in 2010 and 2011

##### A. Financial contributions

<i>Date received</i>	<i>Donor</i>	<i>Amount</i>
14.01.2010	Portugal	2 886.00
10.02.2010	United Kingdom of Great Britain and Northern Ireland	27 200.00
18.02.2010	Belgium	9 804.00
22.06.2010	Slovakia	2 442.00
23.09.2010	Denmark	12 706.00
30.09.2010	Austria	2 541.00
25.10.2010	Canada	14 489.00
30.11.2010	Malta	262.00
16.12.2010	Estonia	1 339.00
23.12.2010	Sweden	22 275.00
27.12.2010	Norway	34 091.00
31.12.2010	Georgia	263.00
31.12.2010	Estonia	1 314.00
31.12.2010	Serbia	2 008.00
24.03.2011	Croatia	2 747.25
25.03.2011	Malta	277.78
20.09.2011	Georgia	274.35
06.10.2011	Belgium	9 549.80
11.10.2011	Malta	613.92
04.11.2011	Slovakia	2 828.85

<sup>a</sup> Figures are rounded up. This might change in accordance with the United Nations administrative regulation.

<i>Date received</i>	<i>Donor</i>	<i>Amount</i>
21.11.2011	Armenia	280.00
20.12.2011	Switzerland	21 715.53
22.12.2011	Estonia	1 333.33
22.12.2011	Austria	2 666.67
29.12.2011	Sweden	21 475.00
<b>Total contributions received in 2010–2011</b>		<b>197 382.48</b>
Interest income in 2010–2011		5 396.82
Other/miscellaneous in 2010–2011 (e.g., changes in currency)		352.24
<b>Total contributions/income (2010–2011)</b>		<b>203 131.54</b>
<b>Beginning balance 01.01.2010</b>		<b>248 949.00</b>
<b>Subtotal funds available in 2010–2011</b>		<b>452 080.54</b>
<i>Other adjustments</i>		
Adjustments 2010 (contribution Norway 2009)		35 850.00
Loss in exchange rates		0.00
Transfer to/from other funds		0.00
Savings on prior period obligations		3 018.00
<b>Subtotal, other adjustments</b>		<b>38 868.00</b>
<b>Grand total funds available in 2010–2011</b>		<b>490 948.54</b>

## B. In-kind contributions

In-kind contributions were received in 2010–2011 from the following countries: Austria (support for expert to participate in subregional workshop in 2011); Canada (support for expert to participate in Expert Group); Croatia (co-hosting subregional workshop and support of experts to participate workshop, 2011); Cyprus (support of experts to participate in subregional workshop in 2011); Germany (support for JPO and support for expert to participate in Expert Group); Greece (support for expert to participate in Expert Group); Hungary (support for expert to participate in Expert Group); Ireland (hosting meeting of Expert Group in 2010 and support for expert to participate in Expert Group); Lithuania (support for expert to participate in Expert Group); the Netherlands (hosting meetings of the Expert Group in 2010 and 2011; support of expert for subregional workshop in Central Asia in 2010; and support of expert to participate in Expert Group); Slovenia (hosting subregional workshop 2011); and the United Kingdom (support for expert to participate in Expert Group).

## II. Expenditures in 2010–2011

<i>Expenditures</i>	<i>Amount</i>
General Temporary Assistance	95 096.00
• P-3 staff costs 80%; January–September 2010	
Consultants fees and travel	25 280.00
• Compilation of second evaluation report, 3.01.2011–31.03.2011	
Travel of experts	27 284.00
Expert missions carried out for the following meetings/events:	
• Expert Group on Competences	
• ESD Side Events at the Commission on Sustainable Development meeting in New York 2010	
• ESD Side Event at Astana Ministerial Conference 2011	
• CAREC workshop in Almaty 2010	
• Subregional workshop Slovenia/Croatia 2011	
• Sixth Steering Committee meeting for ESD 2011	
Other official travel of staff	9 649.00
• Servicing Expert Group meetings in Netherlands and Ireland	
• Servicing subregional workshop in Almaty	
• Participating in United Nations Inter-Agency Committee on ESD in Paris (2x)	
• Servicing subregional workshop in Slovenia	
Staff training	0.00
Hospitality	0.00
General operating expenses	380.00
Acquisition of information technology equipment	0.00
Participants in seminars/workshops	22 259.00
• Fifth and sixth Steering Committee meetings	
• Two presenters for Side Event in Astana	
Grants	19 420.00
• Workshop Central Asia (CAREC)	
<b>Total expenditures (01.01.2010–31.12.2011)</b>	<b>199 368.00</b>
Programme support costs (13%)	25 918.00
<b>Grand total expenditures (01.01.2010–31.12.2011)</b>	<b>225 286.00</b>
<b>Grand total funds available in 2010–2011</b>	<b>490 948.54</b>
<b>Total unencumbered funds as of 31.12.2011</b>	<b>265 662.54</b>

### III. Estimated expenditures and fund requirements in 2012

<i>Areas of expenditure</i>	<i>Minimum estimated cost</i>
General Temporary Assistance <sup>a</sup>	0.00
Consultants' fees and travel <sup>b</sup>	15 000.00
<ul style="list-style-type: none"> <li>• Finalizing workshop materials/e-learning component for educator training on the ECE website</li> </ul>	
Travel of experts	18 000.00
<ul style="list-style-type: none"> <li>• Holding workshops back to back to major subregional conferences/meetings throughout the ECE region</li> </ul>	
Other official travel of staff to relevant meetings	5 000.00
Staff training	0.00
Hospitality	0.00
General operating expenses	300.00
Acquisition of information technology equipment	0.00
Participants in meetings	
<ul style="list-style-type: none"> <li>• 1 Steering Committee meeting (approximately \$15,000)</li> <li>• 1 Bureau meeting (approximately 5,000)</li> </ul>	20 000.00
Workshops/seminars	25 000.00
<ul style="list-style-type: none"> <li>• 1 subregional workshop in Central Asia</li> <li>• Funding participants of other workshops/seminars</li> </ul>	
<b>Total estimated expenditures 2012</b>	<b>83 300.00</b>
Programme Support Costs (13%)	10 829.00
<b>Grand total estimated expenditures 2012</b>	<b>94 129.00</b>
<b>Total unencumbered funds as of 31.12.2011</b>	<b>265 662.54</b>
<b>Total estimated fund balance 31.12.2012</b>	<b>171 533.54</b>

<sup>a</sup> But see paragraph 81 for details of the funding of the JPO post in future years.

<sup>b</sup> Provided that the Steering Committee adopts the decision to develop a workshop concept on educator competences for ESD.