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

9th meeting, 3 and 4 April 2014

Information Paper 4

Working Group on 'ESD School Planning': Outcomes[*]

Prepared by the Secretariat and the Chair of the electronic working group

Executive summary

This report summarizes the discussion of the electronic working group on promoting ESD school plans, which is one of the priority action areas of the UNECE Strategy for Education for Sustainable Development (ESD) for implementation phase III (2011-2015). Members of the working group reflected on recommendations for policy makers on promoting ESD school plans and agreed on core dimensions of ESD school plans/planning.

Firstly, the working group underscored the importance of long-term support on policy making level for ESD school planning and highlighted in particular recommendations for policy makers that relate to ensuring (a) political support for ESD school planning; (b) policy, legislation, operational frameworks and curricula include and support ESD school planning; (c) promotion of educator competences for ESD; (d) continuous support and incentives for ESD school planning; (e) promote monitoring and assessment.

Secondly, the group agreed that ESD school planning is a means to move beyond sustainability awareness raising and to actively engage in a continuous cycle of planning, implementing and reviewing approaches to sustainability as part of every school operations. Embedding ESD into school plans help to ensure that there is a systemic approach of schools to education for sustainable development. The document outlines core dimensions to be reviewed and addressed in such a planning process, i.e.: governance and school community, curriculum, teaching and learning, facilities and operations, capacity building and development, partnerships and cooperation, self-assessment.

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1. Introduction

The UNECE Strategy for Education for Sustainable Development (ESD) states that "an educational institution, as a whole, (...), should follow principles of SD" (CEP/AC.13/2005/3/Rev.1; para. 29). The UNECE Steering Committee for ESD moreover committed "to ensure that there was an ESD school plan in every school by 2015"[2] – stressing the importance of ESD school plans for the implementation of whole school approaches to education for sustainable development (ESD).

The Rio+20 outcome document[3] endorsed the whole school approach and encouraged education institutions to implement "teaching sustainable development as an integrated component across all disciplines" together with "sustainability management" on the campus and with engagement of the local community.

Adopting whole school approaches means to move profoundly beyond simply integrating sustainability in school. A whole school approach encourages mainstreaming sustainability into all activities of the school, i.e. key local and global sustainable development challenges are reflected in the curriculum across all subjects; teaching and learning is learner-centred, exploratory and action-oriented; student-teacher-staff interactions are participatory; buildings and campuses are managed sustainably and provide a 'sustainable learning space' (e.g. resource efficiency, healthy food, green areas, etc.); the school interacts with the community in which it is located and with its efforts towards sustainable development. What is learned is put into action. The strategy of a school, and ultimately its culture, is oriented towards sustainable development; the concept of sustainable development becomes the structuring element of school development.

Since the adoption of the UNECE Strategy for ESD, there has been striking process in implementing whole institution approaches. In 2007, less than 30% of those countries who submitted a national implementation report on ESD[4] said that they had developed whole institution approaches in their countries. In 2010, the number had more than doubled ─ 63% of all countries participating in the reporting process stated that they were adopting whole institution approaches to implement ESD. The progress however was not equal throughout the UNECE region; the Eastern Europe, the Caucasus and Central Asia sub-region, did not advance in this respect: the number of countries in the sub-region that have adopted whole institution approaches remained unchanged between 2007 and 2010.

In 2013, the UNECE Secretariat requested the member states to informally report on the progress made in adopting the whole school approaches by ensuring that there was an ESD school plan in every school. From the 22 participating countries half of the countries had reported they had policy frameworks in place that supported ESD school planning. However at the 8th Steering Committee meeting of the UNECE Strategy for ESD it also became apparent that there appeared to be a lack of clarity about ESD school planning among Member States[5].

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[2] At its seventh meeting, the Steering Committee of the UNECE Strategy for ESD adopted three priority action areas for implementing ESD in the region. 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 on the following three priority action areas: (a) to ensure that there was an ESD school plan in every school by 2015; (b) to promote the introduction of ESD into teacher education; and (c) to reorient technical and vocational education and training (TVET) in support of sustainable development and the transition to a green economy.

[3] Rio+20 outcome document "The Future We Want", p.45. Available at: http://www.uncsd2012.org/thefuturewewant.html

[4] In 2007 and 2010, 36 out of the 55 member States of the UNECE Strategy for ESD submitted a national implementation report on the implementation of ESD.

[5] Report of the United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development on its eighth meeting (ECE/CEP/AC.13/2013/2 para. 14)

Against this background, the Steering Committee for ESD mandated the electronic working group on priority action areas to work on the development of a UNECE school planning framework. (ECE/CEP/AC.13/2013/2 paras 32 and 33)

Such a framework can contribute to clarify the core dimensions and characteristics of a ESD school plan and can serve as a guidance for developing national and local approaches to ESD school planning. The Group included members and observers of the Steering Committee that had declared their interest in developing a UNECE ESD school planning framework. The Group was chaired by the UNECE Secretariat together with the national focal point for ESD from Cyprus.

The UNECE school planning framework was drafted by the UNECE Secretariat in consultation with the working group, based on two comprehensive electronic discussion sessions and a telephone conference held for the electronic working group on priority action areas/sub-group on ESD school planning.

2. ESD School Planning – core of whole school approach

The working group strongly endorsed ESD school planning as a crucial component of a whole school approach which goes beyond simply teaching sustainability in school. The Group underscored that ESD good practice means the whole learning environment must correspond to the principles of sustainable development.

The group also agreed that ESD school planning is needed to ensure the long-term implementation of ESD based on a progressive, coherent and adaptative approach. Literature from the region indicates that without having sustainable school plans/policies in place to establish the responsibility of and provide guidelines for schools to act upon, long-term and systemic ESD change might not be sustained. The Planning a Sustainable School Guide by the UK government for example reinforces this by stating that a plan on sustainable development "can build coherence among a range of initiatives and school practices. It offers schools a bigger picture in which to join-up their work on a range of policies and initiatives, such as Every Child Matters, school travel planning, healthy living, school food, extended services, citizenship and learning outside the classroom." Also, the national curriculum of ESD in Cyprus states that "ESD highlights all the principles, pedagogical and methodological process, the content and the organizational and social structures which are prerequisites for the establishment of whole school approaches and can transform the school to a learning organization; a dynamic system which is self-organized, interacts with the community, evolves, and further develops."

3. Recommendations for policy makers

While this document focuses on clarifying the concept of ESD school planning by outlining its core dimensions, the working group under the UNECE Strategy for ESD underscored the importance of long-term support on policy making level for ESD school planning and highlighted in particular the following recommendations for policy makers, which draw on the UNECE Strategy for ESD:

(a) <u>Political support for ESD school planning</u>

Leadership of all relevant State bodies is crucial for the successful long-term implementation of ESD school planning. It is vital that Ministries of Education and Environment and other relevant state bodies recognize the importance of ESD school planning for setting the structures of quality education and link ESD school planning with relevant national priorities. It is also important to invite school administrations to initiate and support ESD school plans.

(b) <u>Policy, legislation, operational frameworks and curricula should include and support ESD school planning</u>

The UNECE Strategy for ESD requests that policy, legislation, operational frameworks and curricula include and support ESD, including key actions such as adopting frameworks for ESD for all levels of education; integrating ESD in initial teacher education and in-service training and improving the provision and management of education facilities towards sustainable Development. In this context, regulatory frameworks and curricula at the school level should specifically support whole school approaches to ESD, i.e. to ensure that ESD school planning is an integrative element of schools' priority initiatives and commitments.

(c) <u>Promotion of educator competences for ESD</u>

Educators are the most important agents for change within education systems. Effective educational transformation is dependent upon educators being motivated to bring about change, as well as being capable of and supported in doing so. Therefore, the promotion of Educator Competences, as outlined in the Report of the UNECE Expert Group on Competences (Learning for the future: Competences in Education for Sustainable Development; ECE/CEP/AC.13/2011/6), are key to the successful and long-term implementation of whole school approaches and the improvement of education quality.

(d) <u>Continuous support and incentives for ESD school planning</u>

Ensuring adequate financial means and technical support (e.g. guidelines, resources, networking platforms for experience and information sharing, training for leadership and administration) as well as incentives (e.g. partnerships, award and certification schemes) play an important role for allowing whole school approaches to unfold.

(e) <u>Monitoring and assessment</u>

Monitoring and assessment systems (i.e. audits and inspections) for educational institutions should include the implementation of whole school approaches to ESD and aim at supporting schools' self-development and improvement.

4. Core dimensions of ESD school planning

ESD school planning is a means to move beyond sustainability awareness raising to actively engage in a continuous cycle of planning, implementing and reviewing approaches to sustainability as part of

every school operations. Embedding ESD into school plans helps to ensure that there is a systemic approach of schools to education for sustainable development. The document outlines core dimensions to be reviewed and addressed in such a planning process, i.e.:

- Governance and school community
- Curriculum, teaching and learning methods
- Facilities and operations
- Capacity building and development
- Partnerships and cooperation
- Self-assessment

The elaboration of those core dimensions can be a helpful resource for making existing school plans more ESD compatible. Should no school plan be existent, those core dimensions may also serve as a basis for developing a standalone ESD school plan. The school planning framework thus does not aspire to be a restrictive or directive blueprint or instrument, but rather a flexible and evolving guidance for development, applicable in diverse local, national and regional circumstances.

To reflect this characteristic the framework uses the term ESD school planning[6] as a process, rather than the term "ESD school plan" which might suggest a more static understanding. The term ESD school planning embraces the notion that at ESD's core lies within the process of acquiring the knowledge, skills, attitudes and values necessary to shape a sustainable future.

The framework aims at inspiring discussion and engagement at local and national level with a view to ensure that locally relevant and appropriate policy measures and school planning processes are designed and implemented.

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[6] The group noted countries might adopt different names for ESD school planning, according to national and local perspectives and requirements.

DIMENSION	A . GOVERNANCE AND SCHOOL COMMUNITY
Description	Leadership at the school level from principals and other school administrators is essential for the success of ESD school planning. Equally, it must be supported by teachers, students, and staff. To this end, it is advisable to establish a governing body in the school for ESD school planning, which acts as an umbrella for this topic and which brings together representatives of school leadership, administration, student body and other staff. The governing body considers the review, revision, and future actions concerning of all aspects of the school's internal operations and external relationships in the light of ESD principles. That is, it takes stock and assess what activities were/are carried out, links activities as well as area of activities (e.g. waste management on school grounds and the topic of waste reduction in curricula), identifies challenges and needs and develops future activities. By doing so, it serves as a platform for discussion and negotiation when developing the school's specific vision and policy for a sustainable school and its own SD/ESD indicators. Optimally, it is a platform for involvement and commitment that can foster the enthusiasm that is necessary to inherently change the school culture. Particular attention should be paid by the governing body to the process that is rolled out for ESD school planning, which is just as important as the plan itself. *Sustainable school planning undertakes a process of change that is at its core:* *(a) Participative, i.e. involving the whole school and local community* *(b) Holistic, i.e. employing an integrated approach to school management involving the whole site, all activities, the whole school community and all aspects of the curriculum* *(c) Sustainable, i.e. becomes an on-going part of school management with continuous improvement.*[7]
Relevant passage(s) from the Strategy	"ESD involves initiatives for developing a culture of mutual respect in communication and decision-making, shifting the focus away from solely transmitting information towards facilitating participatory learning[15]. ESD should therefore be recognized for its contribution to interactive and integrated policy- and decision-making. The role of ESD in developing and enhancing participatory democracy[16] should also be considered [...]" (para. 25) "An educational institution, as a whole, including pupils and students, teachers, managers and other staff as well as parents, should follow principles of SD" (para. 29)

DIMENSION	B. CURRICULUM DESIGN, TEACHING AND LEARNING METHODS
Description	A core aspect of ESD school planning is to consider which **key sustainable development themes** are of critical importance for the school, how learners can engage with those themes through curricula, courses and projects, and if/how those activities can be linked to activities carried out in the school or local community.

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[7] Guide for Sustainable Schools in Manitoba (Canada), p.14; available at:
http://www.iisd.org/pdf/2011/guide_to_sustainable_schools_manitoba.pdf

	Equally, the development **of sustainable development competences** by learners is a prerequisite for action for sustainable development. ESD school planning should foster a discussion about what competences are particularly important in the local and regional context of the school and how learners will be supported in acquiring SD competences. ESD school planning should support teaching and learning methods that promote the development of SD competences. ESD school planning moreover is vital for adopting an inter-disciplinary approach for ESD, which includes cross-curricula activities and the cooperation of teachers of different subjects and school staff on different themes of internal and external. school operations. For an overview of key themes, learning methods and learner's competences please refer to annex 1.
Relevant passage(s) from the Strategy	"The development of a sustainable society should, be seen as a continuous learning process, exploring issues and dilemmas, where appropriate answers and solutions may change as our experience increases. Learning targets for ESD should include knowledge, skills, understanding, attitude and values" (UNECE Strategy for ESD, para. 13). "To be effective, ESD should: …. [u]se a wide range of participatory, process- and solution-oriented educational methods tailored to the learner. Apart from the traditional ones, these should include among other things discussions, conceptual and perceptual mapping, philosophical inquiry, value clarification, simulations, scenarios, modeling, role playing, games, information and communication technology (ICT), surveys, case studies, excursions and outdoor learning, learner-driven projects, good practice analyses, workplace experience and problem solving" (para. 33)

DIMENSION	C. FACILITIES AND OPERATIONS
Description	A core task of ESD school planning is to support the re-orientation of all internal and external school operations and facilities towards sustainable development. By doing so, ESD school planning ensures that the school puts into practice what it teaches. It is a teaching tool not only on how buildings, grounds, and operations can, in the local context, contribute to sustainable development, but also how they can be operated as a pedagogical means for promoting place-based learning, interactive and experiential, as well as for learning that is connected with their real life situations Re-orienting facilities and operations towards SD is a continuous and long term process and kicks off with review/audit of all internal/ external operations and facilities from a sustainability perspective. Through ESD school planning jointly with staff, students, teachers and other members of the school and local community, specific actions to revise operations and facilities according to sustainability principles are identified,. Progress monitoring has an important role to play in ensuring that the sustainability of school facilities and operations continuously improves. Facilities, operations and budgets for ESD school planning differ significantly

within the UNECE region. Therefore, each school will have to carefully consider itself what measures can be implemented to make school operations and facilities more sustainable, according to their contexts.

For that process, it will be helpful to consider the following aspects of school operations under a sustainability perspective:

- Energy and water
- Transport
- Recycling and waste management
- Food and Drinks (e.g. does the school canteen offer healthy, locally produced food that takes into account student and staff diets? Is healthy tap water available and promoted?)
- Procurement
- Safety (e.g. are students safe on their way to school and in school, is bullying addressed)
- Design, construction and/or renewal of school buildings and grounds, (e.g. energy efficiency of buildings, planning space for outdoor learning)
- Management, maintenance of school grounds (e.g. are products and means used to maintain school grounds sustainable?)
- Diversity and Internationality (e.g. is the cultural diversity of the local population represented among staff and school partners)
- Equity
- …

Relevant passage(s) from the Strategy	Formal education institutions play an important role in developing capacities from an early age, providing knowledge and influencing attitudes and behaviour. It is important to ensure that all pupils and students acquire appropriate knowledge of SD and are aware of the impact of decisions that do not support sustainable development. An educational institution, as a whole, including pupils and students, teachers, managers and other staff as well as parents, should follow principles of SD. (para. 29) 33. To be effective ESD should: [...] (b) Focus on enabling meaningful learning experiences that foster sustainable behaviour, including in educational institutions, the workplace, families and communities; [...]

DIMENSION	D. CAPACITY BUILDING AND DEVELOPMENT
Description	The sustained implementation of ESD in any school will rely on the leadership and management of that institution. Leadership, administrative and other staff of educational institutions need to develop appropriate competences for implementing ESD according to their responsibilities. While all staff have an important role to play in ESD school planning and implementation, teachers are key for effective educational transformation, which is dependent upon teachers being motivated to bring about change, as well as being capable of and supported in doing so. Therefore teachers should be supported in developing appropriate competences for implementing ESD. Within this training, the content of SD (key themes) and methodology should be equally important.

	Even experienced teachers may benefit from in-service programmes so that they can revise/update their knowledge and practice in this area. In order to support the promotion of educator competences, the UNECE Expert Group on competences has outlines a range of concrete recommendations of how to support teacher competences for ESD, also addressing the school level. It is important for capacity building to be a process and have a clear strategy. To anchor ESD capacity building in HR development, professional development goals and targets of all staff could reflect capacity building for SD.
Relevant passage(s) from the Strategy	"Appropriate initial training and re-training of educators and opportunities for them to share experiences are extremely important for the success of ESD. With heightened awareness and knowledge on sustainable development and, in particular, SD aspects in the areas where they work, educators can be more effective and lead by example. Training should also be closely linked to the relevant research findings on SD." (para. 31) " Educators, leaders and decision makers at all levels of education need to increase their knowledge about education for sustainable development in order to provide appropriate guidance and support. Therefore, competence-building efforts are necessary at all levels of both formal and non-formal education" (para. 54) " Key actions to achieve this [develop the competence within the education sector to engage in ESD] could be to: stimulate competence development for staff in the education system, including actions for the leaders to increase their awareness of SD issues; develop criteria for validating professional competence in ESD; introduce and develop management systems for SD in formal educational institutions and non-formal education settings; include SD-related issues in training and re-training programmes for educators for all levels of education; and encourage educators, including those involved in non-formal and informal education, to share experiences." (para. 55)

DIMENSION	E. PARTNERSHIPS AND COOPERATION
Description	ESD school planning should be carried out in cooperation with a range of stakeholders, including parents/caregivers, civil society groups, local authorities and other schools (incl. cross regional and cross-country school partnerships). ESD school planning should carefully address jointly with different partners, what contribution they could make in the school's SD work and what contribution the school can make to the local community. Partnerships and cooperation also can inform the ESD school planning process about socio-cultural and economic living realities of students and the environmental, economic and social situation of the community. Potential partners may include: • Parents and other caregivers, e.g participating in school projects • Local authorities, e.g. • Civil Society Organisations • Associations

	• Local Populations • Professionals • Universities • Public Services
Relevant passage(s) from the Strategy	" An educational institution, as a whole, including pupils and students, teachers, managers and other staff as well as parents, should follow principles of SD" (para. 29) "(…) the cooperation among the different actors involved in all forms of ESD should be recognized and encouraged" (para. 33) " To be effective ESD should: (…) Focus on enabling meaningful learning experiences that foster sustainable behaviour, including in educational institutions, the workplace, families and communities; (…)"(para. 33)

DIMENSION	F. SELF-ASSESSMENT
Description	It is important that ESD school planning is assessed through formative means. Assessment in ESD school planning is an on-going process and is not based on a ranking system but aims to ensure for continuous qualitative improvement of the ESD school planning process. For this reason, a regular self-assessment process should be foreseen, which may be carried out for different dimensions of whole school planning and at different levels, e.g. class level, school level. The self-assessment is a learning tool to identify progress, problems, achievements and future activities. It is an essential means to establish a continuous and effective ESD school planning process, which supports continuous enhancement of implementation quality. The self-assessment is a tool only for the school itself, its improvement and development in ESD and not connected or linked to an external reporting mechanism.

ANNEX I: Key themes for sustainable development, learning methods and learners' competences

Key themes for sustainable development, include:	Teaching and learning methods	Learners SD Competences: Does education at each level enhance learners' capacity for: [8]
- Peace studies, e.g. International relations security and conflict resolution, partnerships - Local and global citizenship - Ethics and philosophy - Democracy and governance - Human rights, e.g. Gender and racial and intergenerational equity - Poverty alleviation - Cultural diversity - Biological and landscape diversity - Environmental protection, e.g. Waste management, etc. - Ecological principles/ecosystem approach Natural resource management, e.g. Water, soil, mineral, fossil fuels - Climate change - Personal and family health, e.g. HIV/AIDS, drug abuse - Environmental health, e.g. Food and drinking; water quality; pollution - Corporate social responsibility - Production and/or consumption patterns - Economics Rural/urban development. [9] …	- Value clarification, - Simulations, - Real life examples - Scenarios, - Modelling, - Role playing, - Games, 21st century information technologies - Surveys, - Case studies, - Outdoor learning in environment around and beyond the school - Learner-driven projects - Good practice analyses, - Workplace experience - Problem solving - Conceptual and perceptual mapping, - Philosophical inquiry, …	- Posing analytical questions/critical thinking? - Understanding complexity/systemic thinking? - Overcoming obstacles/problem-solving? - Managing change/problem-setting? - Creative thinking/future-oriented thinking? - Understanding interrelationships across disciplines/holistic approach? - Applying learning in a variety of life-wide contexts? - Decision-making, including in situations of uncertainty? Dealing with crises and risks? - Acting responsibly? - Acting with self-respect? - Acting with determination? - Self-confidence? - Self-expression and communication? - Coping under stress? - Ability to identify and clarify values? - Acting with responsibility (locally and globally)? - acting with respect for others? - Identifying stakeholders and their interests? - Collaboration/team working? - Participation in democratic decision-making? - negotiation and consensus-building? - Distributing responsibilities (subsidiarity)? …

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[8] This table has slightly been adapted from the table provided in the UNECE national implementation reporting template, developed by the UNECE Expert Group on Indicators. The table draws on dolores framework.

[9] According to the set of indicators developed for national implementation reporting under the UNECE Strategy for ESD, UNECE Expert Group on Indicators.

ANNEX II: Relevant resources

Selection of good Practices and local approaches

Country	Resource
Cyprus	Presentation: ESD Plans in Cyprus (Sustainable Environmental Educational Policy) Template: Planning Schools' sustainable environmental education policy (SEEP) Template: Planning school classes SEEP Matrix: Key players and roles for putting the whole school approach into practice
Netherlands	Project Description: RCE Rhine-Meuse - for Open Educational Regional Areas
United Kingdom	Poster: National Framework for Sustainable Schools Self-evaluation form for schools: Driving school improvement through sustainable development
Finland	Approach to certification: sustainable criteria and certification for educational establishments
Manitoba, Canada	Draft Sustainability School Plan Strategy Manitoba Sustainable Schools Guide: http://www.edu.gov.mb.ca/k12/esd/pdfs/sustainable_guide.pdf
France	Comité 21: information on school agenda 21s including examples of school plans
Beyond the UNECE Region	Implementing the whole school approach in Kenya Implementing the whole school approach in Australia ESD Good practices in UNESCO associated schools The Council of the European Union introduced the Education and Training ET 2020 Framework in 2009 (2009/C 119/02), in which it states that a whole school approach to ESD is actively promoted and supported, including by removing barriers to institutions which are pursuing the sustainable use of their resources

Policy papers and other relevant materials

Country/ Organisation	Resource
UNESCO	Education for Sustainable Development Lens: A Policy and Practice Review Tool (Module 4 includes a review question and tool on How does ESD help to create sustainable schools) ESD Sourcebook includes a brief for policy makers on Whole-School Approach to Sustainability Education for Sustainable Development and Life Skills – a thematic think peace by UNESCO on Education and skills for inclusive and sustainable development beyond 2015 Exploring Sustainable Development: A multi-perspective approach – a tool helping secondary and other teachers to meet new expectations Education for Sustainable Development Toolkit – effective toolkit for a number of different audiences ESD Teacher Sourcebook – targeted at primary and secondary teachers and mid-level decision-makers UNESCO Teaching and Learning for a Sustainable Future
Australian Government, Department of Environment	Whole-school approaches to sustainability: An international review of whole school sustainability programs

and Heritage	
German Government, Federal Ministry of Economic Cooperation and Development	A Cross-Curricular Framework for Global Development Education in the Context of Education for Sustainable Development
Environment and Schools Initiatives (ENSI)	Quality Criteria for ESD-Schools (developed together with SEED; available in more than 18 languages) Model: Sustainable School House
Sustainability and Education Academy (SEdA)	Domain Framework for Whole System Approach to ESD
Learning for a Sustainable Future (LSF)	ESD Theme Documents available at: http://www.lsf-lst.ca/en/projects/key-themes-in-sustainability-education/canadian-sustainability-curriculum-review-initiative/esd-theme-documents

ANNEX III: Membership of Group

Members of the electronic working group on the introduction of ESD into teacher education:

Bell, David	Learning for a Sustainable Future (Canada)
Bonelli, Patrizia	The Mediterranean Information Office for Environment, Culture and Sustainable Development (Italy)
Combes, Bernard / Buckler, Carolee	UNESCO DESD Secretariat
Eussen, Jos	Regional Centre for Expertise for ESD Rhine Meusse (Netherlands)
Galkute, Laima	Vilnius University (Lithuania)
Hofner, Simone	UNECE ESD Secretariat
Mathar, Rainer	Environment and School Initiatives and German focal point for ESD at the Conference of Ministers of Education (KMK)
Semko, Irina	ESD Focal Point Belarus
Sund, Per	Mälardalen University (Sweden)
Vare, Paul	University of Gloucestershire (United Kingdom)
Zachariou, Aravella	ESD Focal Point Cyprus (Chair)