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ENSI's work:

1. **ENSI's Annual Report 2010** is published. You find the document at:
- www.ensi.org/About_ENSI/Constitution/Annual_report
2. **Changes on ENSI's homepage** have been undertaken. A prominent place for your news is reserved at www.ensi.org now. Please send your national and/or international news for uploading to the ENSI secretariat (secretariat@ensi.org)!
3. **A new start for the ENSI project Engaging people in Research on ESD:**
The ENSI JR group, set up in 2008 and involved in the Leuven Conference in 2009, will participate in the coming days to two important International meetings addressing research in ESD.
 - GRESD International ESD Research Conference in Uppsala, from 17^{en} to 19^{en} of May, on invitation of Per Sund (Uppsala University). Three ENSI Junior Researchers - Mari U. Andresen, Helen Hasslöf and Natalia Ernstman - will present their research papers. Representative of ENSI is Christine Affolter. Link to program, keynote speakers and abstracts of the PhD Students:
- www.did.uu.se/gresd/conf_eng_82_prog.lasso
 - On May 19th Daniella Tilbury (Gloucestershire University and UNESCO chair for the monitoring of DESD) organises together with the ENSI and the PRISM networks, a Marie Curie Conference to support innovative interdisciplinary sustainability research in Cheltenham. ENSI will be represented by Michela Mayer and will offer an "extra-day seminar" the 20th of May, with the contribution of Merce Junyent of the Autonomous University of Barcelona, and Monika Reti of the ENSI JR group. For more information see:
- www.glos.ac.uk/research/iris/prism/Pages/default.aspxThe whole group will stay in contact after the conferences and will compare during the year research styles and innovative ideas on ESD.

Networking over the globe:

4. **OECD CELE**, 29th of September in Paris:
Launch event and seminar. **Celebrating 50 years of educational Facilities: Designing for Education**. Launch of the CELE flagship publication: *Designing for Education: Compendium of Exemplary Educational Facilities*.
- www.oecd.org/edu/facilities/compendium
5. **6th World Environmental Education Congress in Brisbane** 19. – 23. July 2011.
Earlybird registration deadline 21. March! Congress website:
- www.weec2011.org

Publications and reports:

6. **Drivers and Barriers to Implementing ESD**
with Focus on UNESCO's Action and Strategy Goals for the Second Half of the Decade.
By Dieter Gross and Shuichi Nakayama You will find the whole text here:
- [Drivers and Barriers UNESCO.pdf](#)
7. **OECD CELE Exchange:**
The journal of the OECD Centre for Effective Learning Environments
- www.oecd.org/edu/facilities/journal
8. **European Environment Agency**
Report on The European environment – state and outlook 2010
- www.eea.europa.eu/soer
9. **ESD – Flag and Cargo**
Key principles of the dynamic concept of ESD for teachers, educators, lecturers, youth workers...Katrien Van Poeck and Jürgen Loones, Flemish Government; Environment, Nature and Energy Department. Download:
- [ESD Flag and Cargo.pdf](#)

Final word:

10. **The Role of ESD in Shifting to a Green Economy**
By Majda Naji, National Education Institute Slovenia/NEIS

Green economy has been one of the main themes on the Sixth meeting of UNECE Steering Committee on ESD (Geneva, 7 and 8 April, 2011). Panel discussion on this topic was very interesting and controversial in certain moments. ESD is not just limited to education sector. It should be used for forming a strong partnership with the economy to ensure that SD is constantly included in the business sector (new green economy). In this terms ESD is also understood as, "To equip current and future leaders and employees – and those from other sectors such as government and civil society – with the ability to manage sustainability issues as part of core business" (Accenture, 2010).

Reorienting economy towards SD demands a close cooperation between the business and the education sector especially in terms of mental changes, such as integrative and value-oriented thinking and acting. Green economy means a direct focus on meeting human and environmental needs although green economy is not just about the environment. Social and ecological transformations go hand-in-hand and humanity must harmonize economy with natural systems which requires a great human creativity, tremendous knowledge and the widespread participation of every member of society.

School Curricula should aim at a shift in student's thinking and knowledge, but only concentration on knowledge will not fulfilled the requirements needed for ESD. Knowledge must be added on the one hand by promoting understanding and teaching practical skills in order to impart ESD competence, and be completed on the other hand by stressing values. These requirements for curricula will still be incomplete in the majority of the national school systems in EU - they are not based on values (Lucerne Declaration, 2007).

Curricula should furthermore be developed from within individual disciplines apart from cross-curricular dimensions because a trans-disciplinary view will be more appropriate for ESD than interdisciplinary approach. A closer look at the majority of the current EU curricula shows that ESD is still perceived as EE and predominantly taught only by social aspects and methods of teaching and learning are not really suited to promoting values and holistic approach.

The transition to a green economy will be one of the main themes at the Seventh United Nations Economic Commission for Europe (UNECE) "Environment for Europe" Ministerial Conference, to be held in Astana from 21 to 23 September 2011 and, will be also a key theme at the United Nations Conference on Sustainable Development to be held in Rio de Janeiro in 2012 (Rio+20).

Phase III of the UNECE Strategy on ESD aims to create links between ESD and processes for greening the economy. Since both the concepts of ESD and green economy have very complex nature and still developing Phase III of the UNECE Strategy in this moment just offers a basis for further linking this areas. In the same time it shows that ESD and green economy are two sides of the same coin: green economy concepts focus mainly on top-down policies while ESD can contribute to greening the economy from the bottom up because it has the ability to equip people with ESD competencies which are necessary to put the green economy concept into school practice.

Number of challenges for ESD are identified in way of transition to a green economy, predominantly, the needs for green skills in context of lifelong learning. The concepts of green economy and ESD are rooted in the same school of thought and serve the same goal; while they are conceptualized as different approaches for achieving sustainability, they are inherently interlinked.

The demand for green skills is prevalent in discussions how to achieve the transition to a green economy. In 2010, the UNEP Report on Skills for Green Jobs concluded that every job is going to have to contribute to making the economy more greening. The most important challenge will be to improve existing skills and to introduce SD in existing school system of training and learning in EU and wider.

Instead of the conclusion:

- Is ESD in the UNECE region well equipped to contribute to greening the economy?
- How can the visibility of ESD and of its importance for greening the economy be promoted in the relevant international policy processes?

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