



Ministerial Conference on the Action Plan for Education for Sustainable Development in the Mediterranean,
Nicosia, 8-9 December 2016

The Action Plan of the Mediterranean Strategy on Education for Sustainable Development

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ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ
ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ

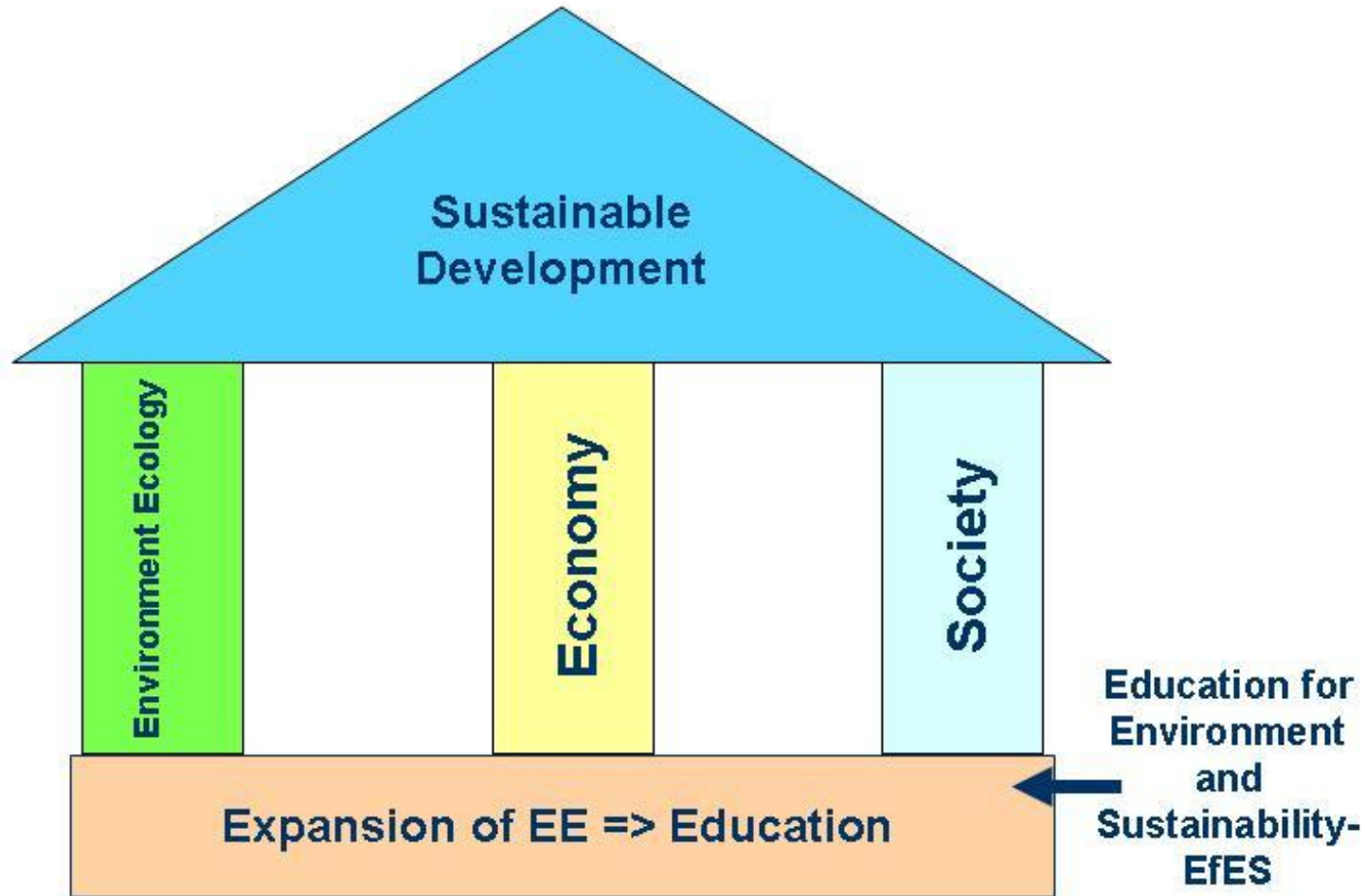


ΠΑΙΔΑΓΟΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ
ΚΥΠΡΟΥ

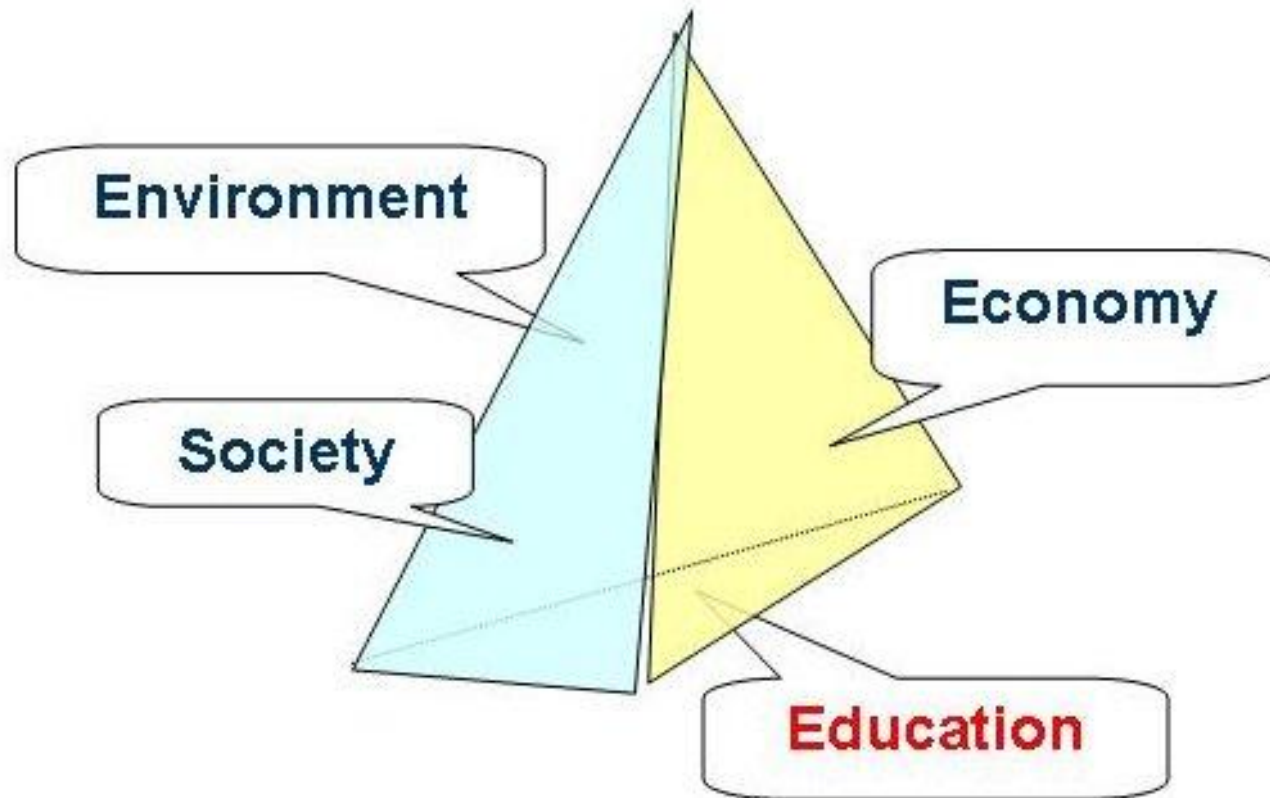


....Few Points on ESD...

Basic concepts about SD & ESD



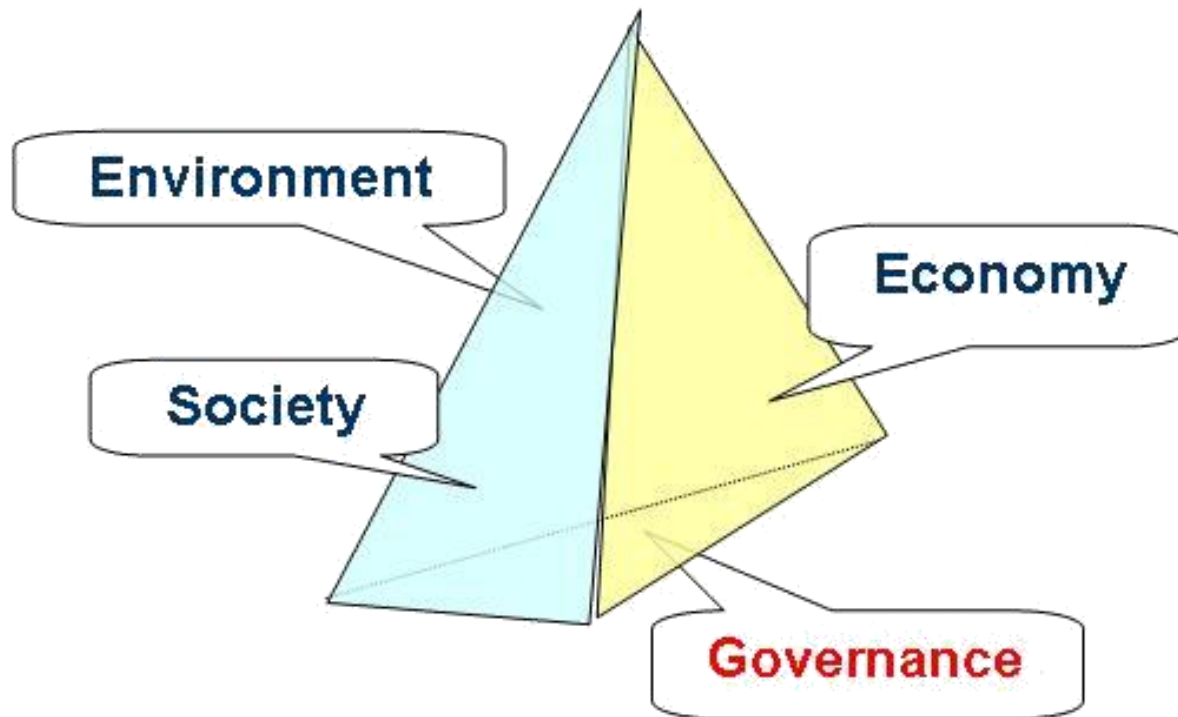
Basic concepts about SD & ESD



Sustainable Development as a tetrahedron and its basis is Education

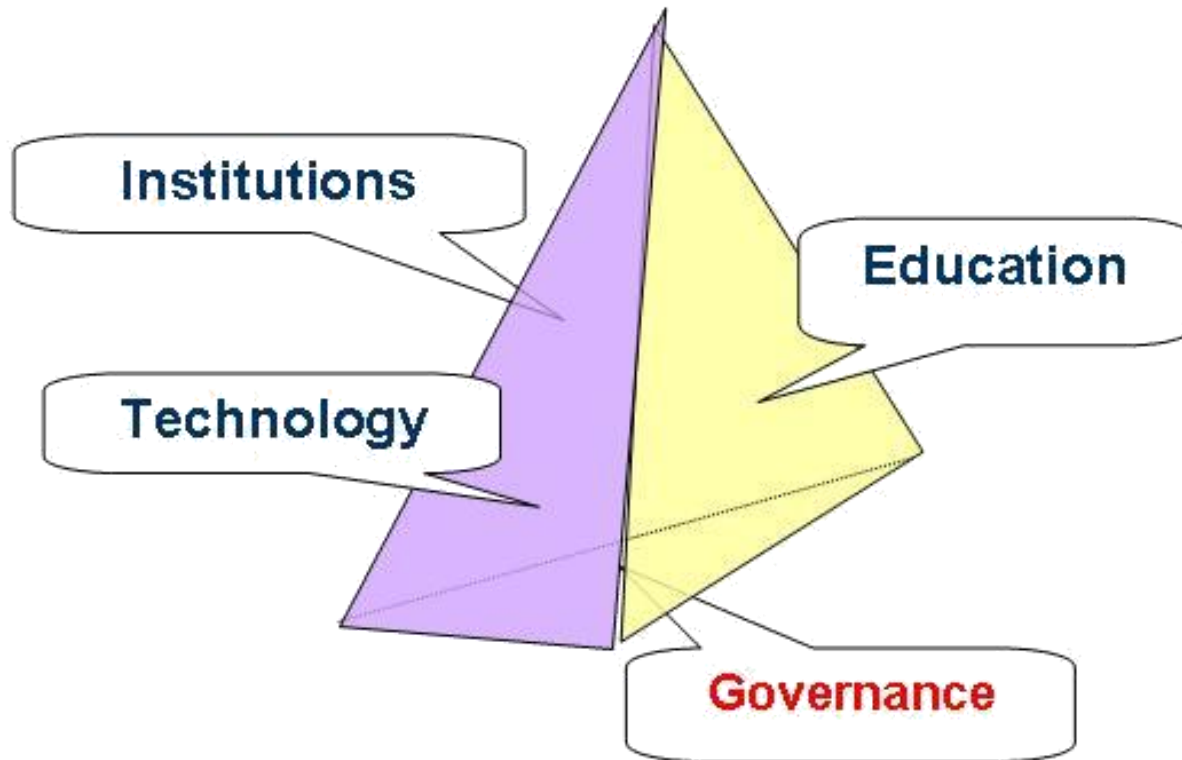
Basic concepts about SD & ESD

However, with Education alone we cannot transform all development into a sustainable one. Education is only one important component of the overall “Governance”. The basis here is Governance.



Basic concepts about SD & ESD

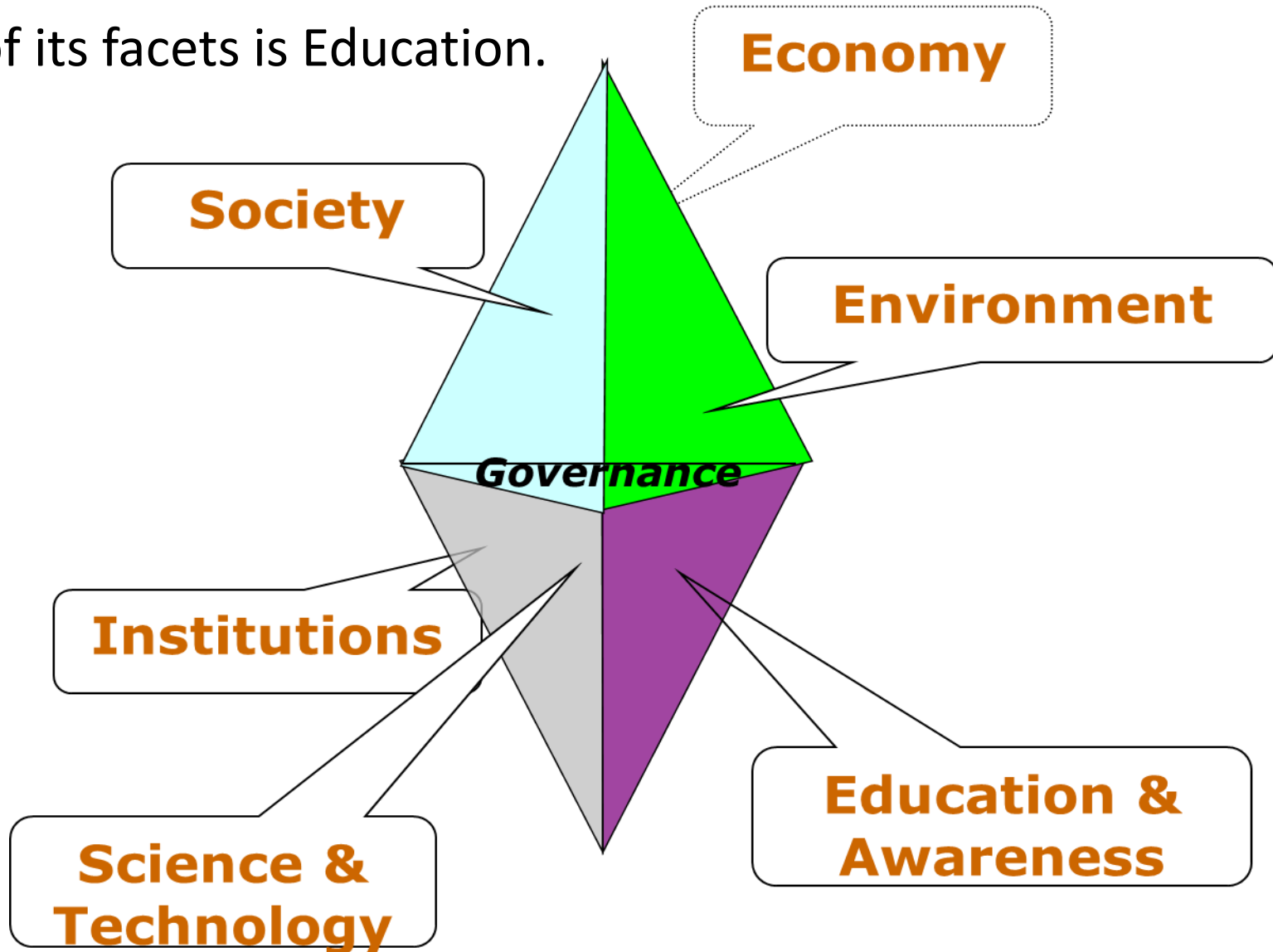
Analysis of Governance for the Implementation of SD



Basic concepts about SD & ESD

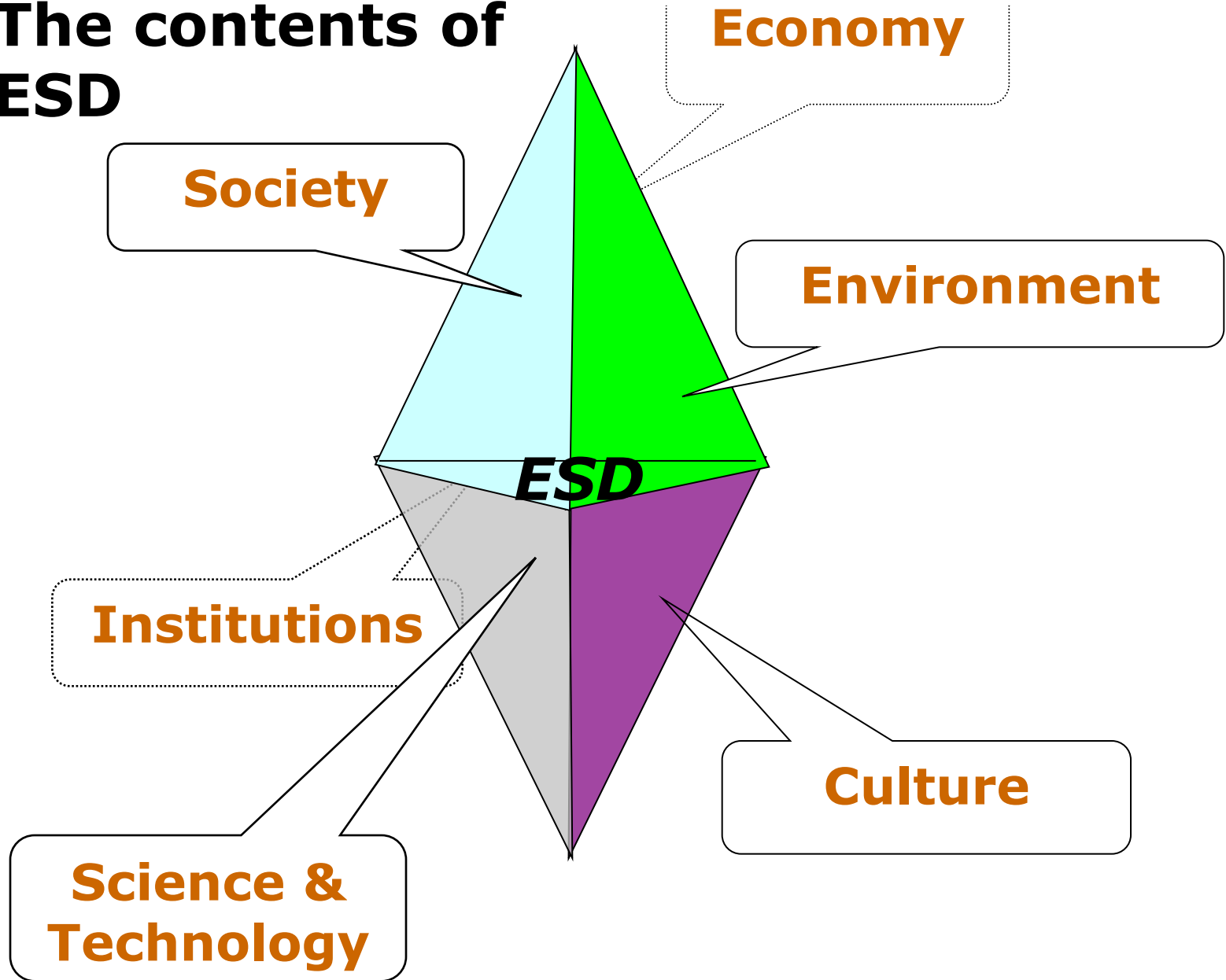
Combining the previous figures we have Sustainable Development and the tools to achieve it.

One of its facets is Education.



Basic concepts about SD & ESD

The contents of ESD



...few points on MSED...

... the contents of MSED..

- Vision
- Introduction
- Aim & Objectives
- Scope
- Principles
- Implications for Education
- Framework for Implementation: (1) National Implementation; (2) Areas for Actions; (3) International Cooperation; (4) Roles and Responsibilities; (5) Financial Matters; (6) Evaluation Timetable and Modalities

The Mediterranean Strategy for ESD

Objectives

- *Ensure that policy, legislation and other regulatory and operational frameworks support ESD;*
- *Promote SD through formal, non-formal and informal learning;*
- *Equip educators with the competence to include SD in their teaching;*
- *Ensure that adequate tools and materials for ESD are accessible;*
- *Promote research on and development of ESD;*
- *Strengthen cooperation on ESD at all levels, including exchange of experience and technologies within the Mediterranean region.*

The Mediterranean Strategy for ESD

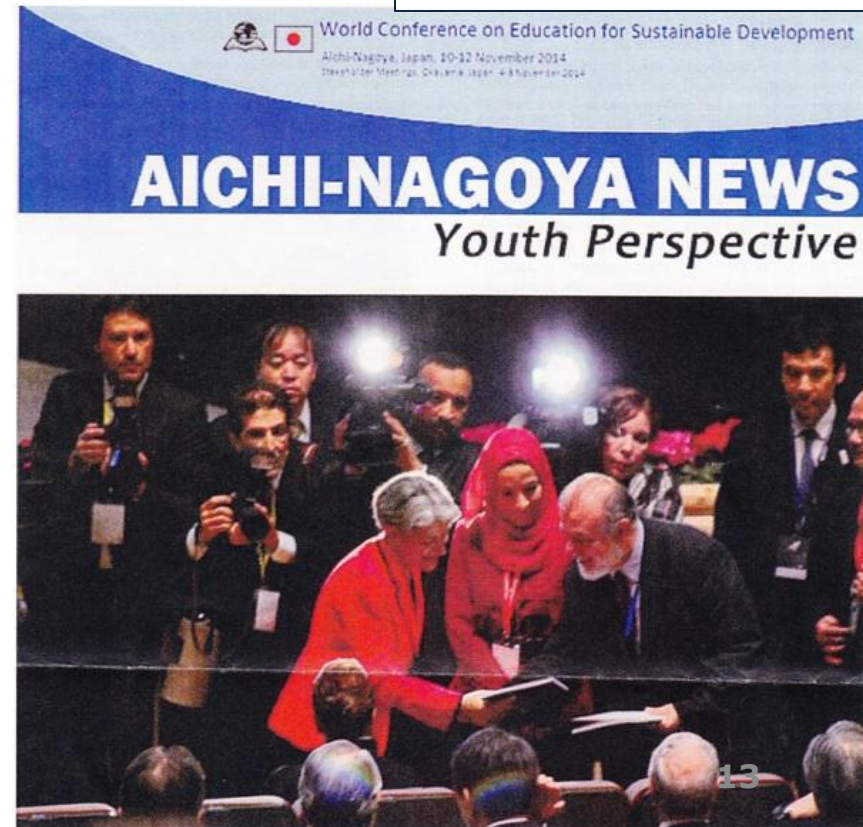
Unanimously endorsed on 13/05/2014 by the 43 Ministers of Environment of the Union for the Mediterranean (UfM).



Ministerial in Athens, May 2014

The Mediterranean Strategy for ESD

- **Aim**: to encourage countries to develop and incorporate ESD into formal, non-formal and informal education.
- **Scope**: to be a flexible framework for the countries of the region driven by their priorities addressing their specific needs and circumstances and encourage interdepartmental, multi-stakeholder cooperation and partnerships.



The Mediterranean Strategy for ESD & the Barcelona Convention

- MSED was accepted as an integral part of the “**Mediterranean Strategy for Sustainable Development**” (*MSSD II, 2016-2025*), in Athens, 9-11 February 2016, during the 19th Meeting of the Contracting Parties of the Barcelona Convention.
- **Athens Declaration** “...13. Mindful of the Mediterranean Strategy on Education for Sustainable Development, **resolve** to enhance public awareness and the role of education promoting sustainability and the implementation of the SDGs in the Mediterranean”



The Mediterranean Strategy for ESD in the Ministerial Statement on ESD of the UNECE “Environment for Europe” Conference, Batumi, 8-10 June 2016

“Supporting the efforts to strengthen synergies with other global and regional processes aimed at achieving education for sustainable development and sustainable development, including the Environment for Europe process, the Mediterranean Strategy on Education for Sustainable Development and its Action Plan,”

Mandate for the development of the Action Plan

PARTENARIAT EUROMED
DOC. DE SÉANCE N° : 28/14
EN DATE DU : 31.03.2014
ORIGINE : UfM co-presidency

MEDITERRANEAN STRATEGY ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (MSESD)

Phase II (2017 - 2020 and beyond): countries should have made considerable progress in implementing ESD.

80. The Secretariat of the UfM (UfMS), supported scientifically/technically by MEdIES²⁹ will facilitate its promotion, implementation, monitoring and reporting on progress. A 5-year Action Plan will be developed for the promotion of regional and subregional activities on ESD, including capacity building activities at national level, taking into account the Global Action Programme of ESD as a follow-up of DESD after 2014. The implementation of the Strategy at regional level will be financed by voluntary contribution of States, intergovernmental organisations, and any other source, public or private, with genuine interest in ESD (formal, non-formal and informal).

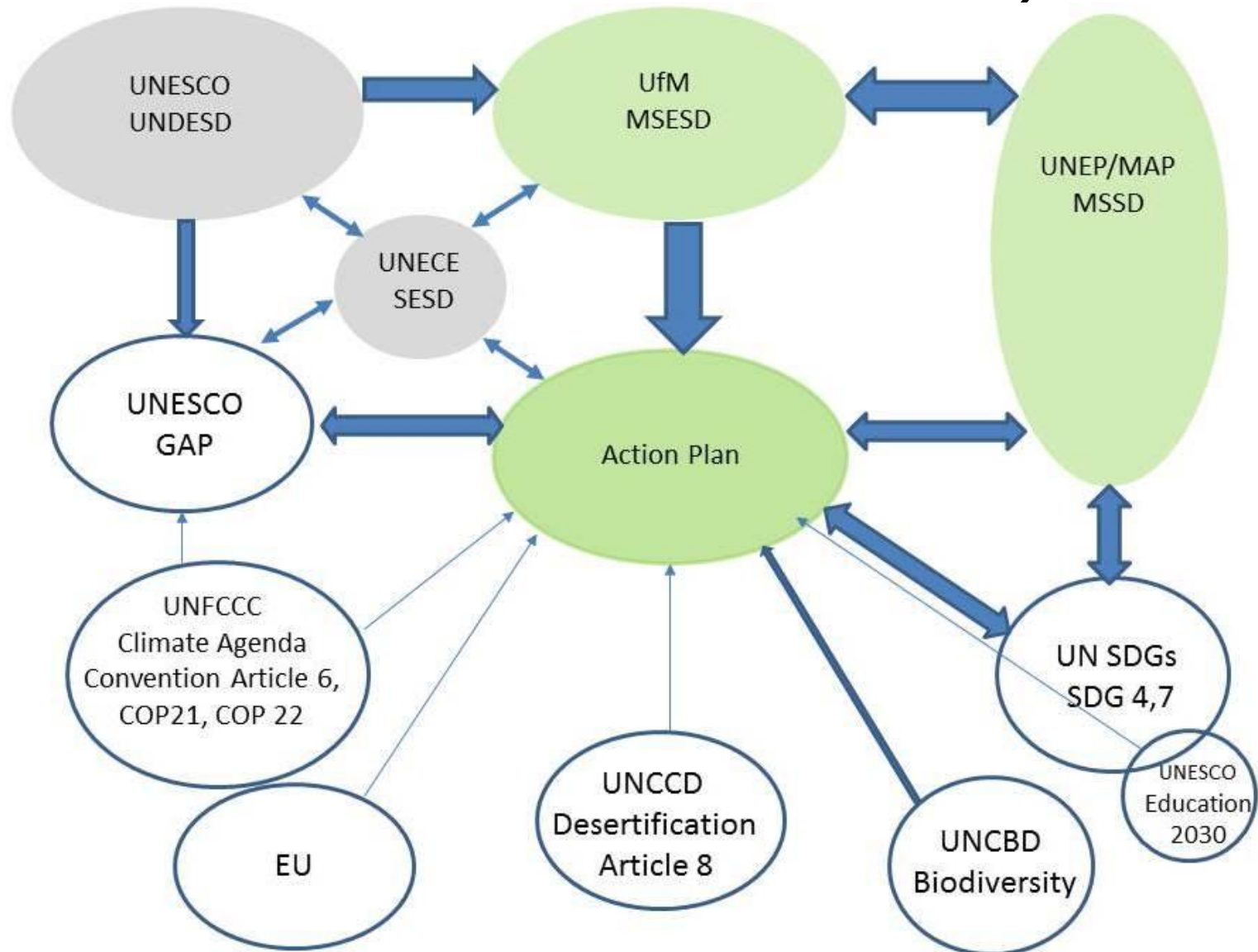
81. The Mediterranean Strategy on Education for Sustainable Development is endorsed at the UfM Ministerial Conference on Environment and Climate Change. The Strategy will be formally presented at the UNESCO World Conference on Education for Sustainable Development to be held in Japan in November 2014 on the occasion of the end of the UN Decade of ESD as a concrete contribution of the Mediterranean eco-region to the UNDESD, to the post-2014 Global Action Programme and the sustainable development of the region.

The Action Plan

Is a “new generation” tool to respond simultaneously to all relevant to ESD requests and provisions of international Conventions and Bodies, including:

- The MSES /UfM
- The MSSD /UNEP-MAP
- The GAP/UNESCO (follow up to the UN DESD)
- The Education 2030 Framework for Action
- The 17 Sustainable Development Goals (SDGs) and more specifically, SDG4
- The UNFCCC (COP21 , COP22).
- The UN Biodiversity & Desertification Conventions
- The Framework for the future Implementation of the UNECE Strategy on ESD
- The Paris Declaration on “Promoting citizenship and the common values of freedom, tolerance and non-discrimination through Education” .

dynamic relations and initiatives in drafting of the Action Plan and “serviced” by it



STRUCTURE OF THE ACTION PLAN

- I. Justification
- II. Preamble
- III. Goal and Objectives
- IV. Background
- V. Recommendations & proposed Strategic Directions for Activities and Programmes
- VI. Roles, Responsibilities, Financing

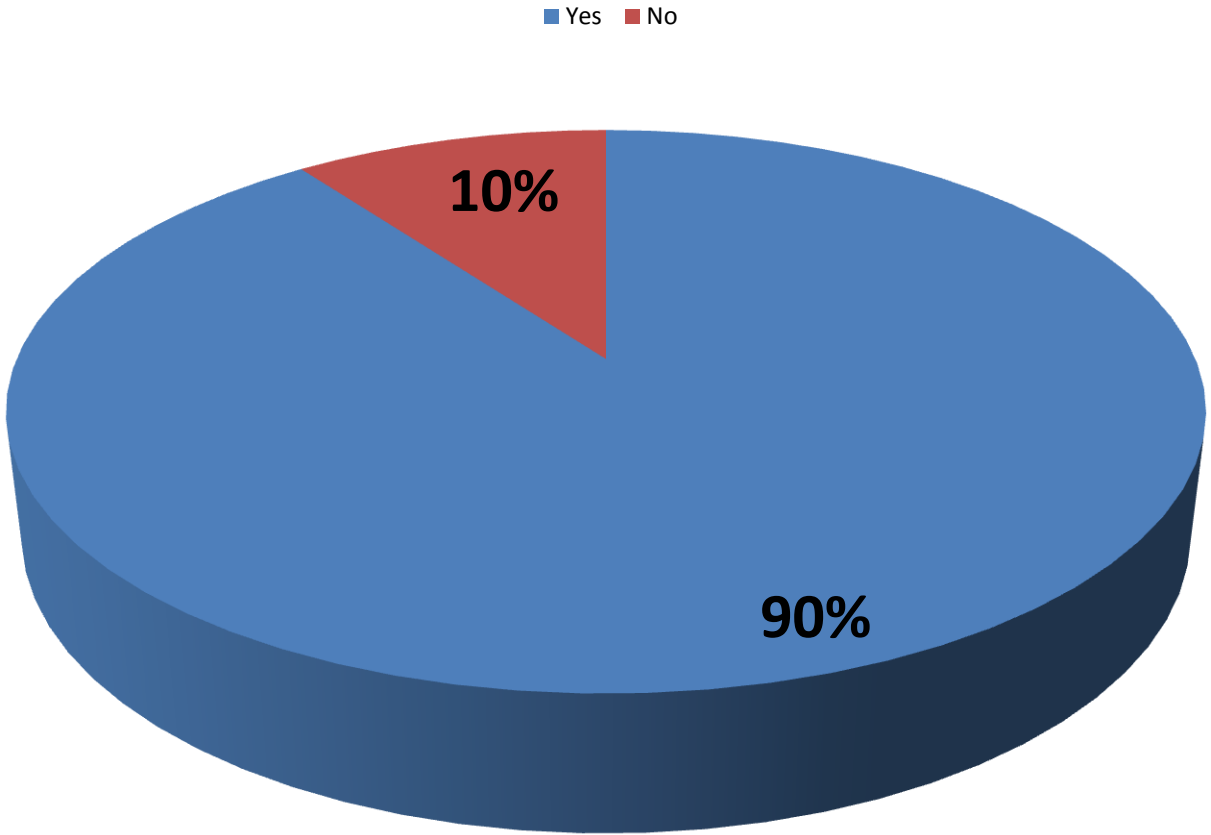
THE ACTION PLAN PREPARATION

The Action Plan was developed according to the provisions of the MSES D in a participatory way by *MIO-EC SDE / MEdIES* and the *UNESCO Chair and Network on SD Management and ESD of the UoA* taking into account all recent developments as well as the results of the *online Survey “Mediterranean Youth Responses towards SD and the current crisis”*

The new phase of SWIM-Horizon2020 SM will continue supporting the implementation of the MSES D.

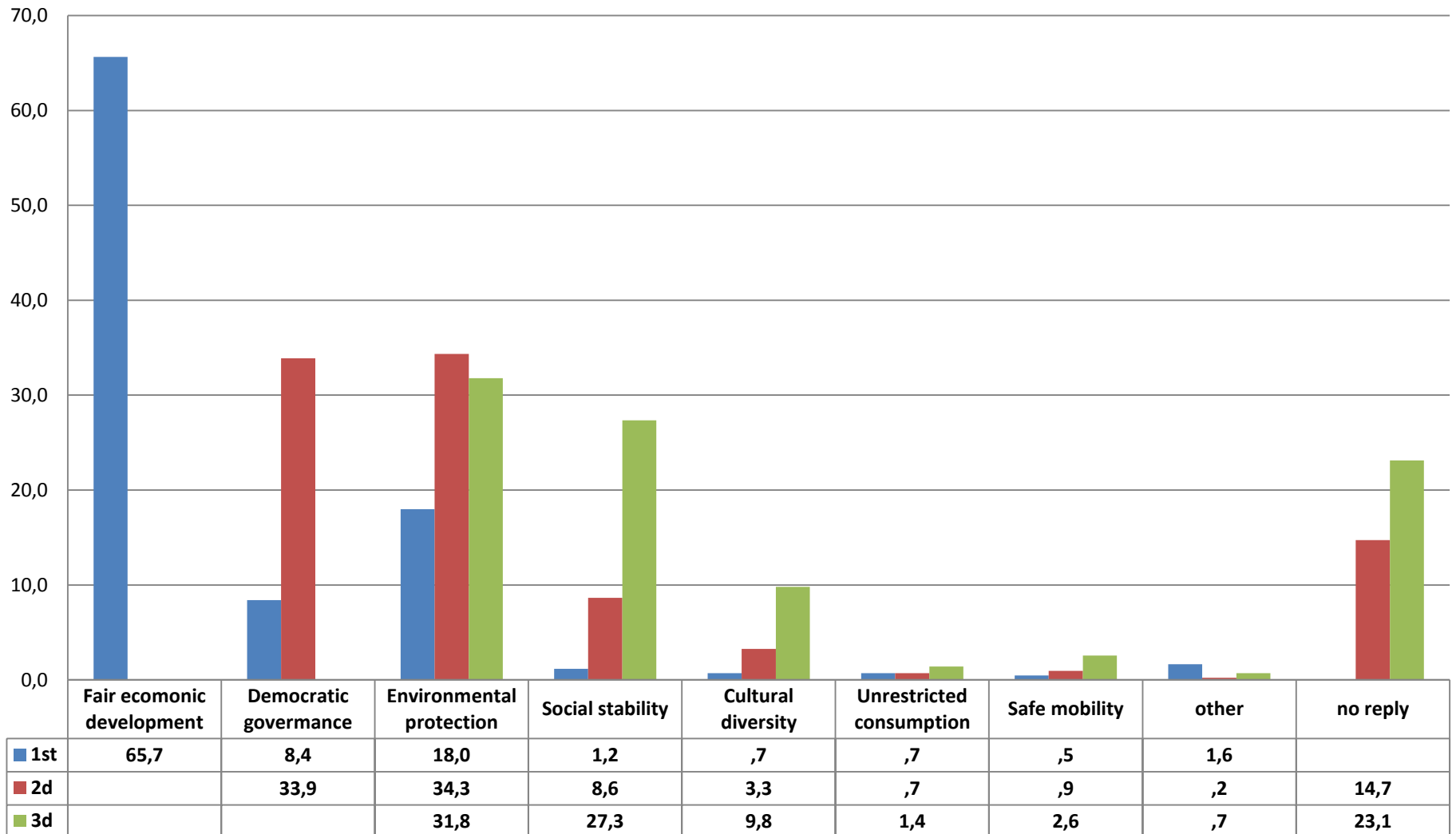
Responses of the Mediterranean Youth (15-35 years old)

Sample: 428 from 25 Countries (Mediterranean +)

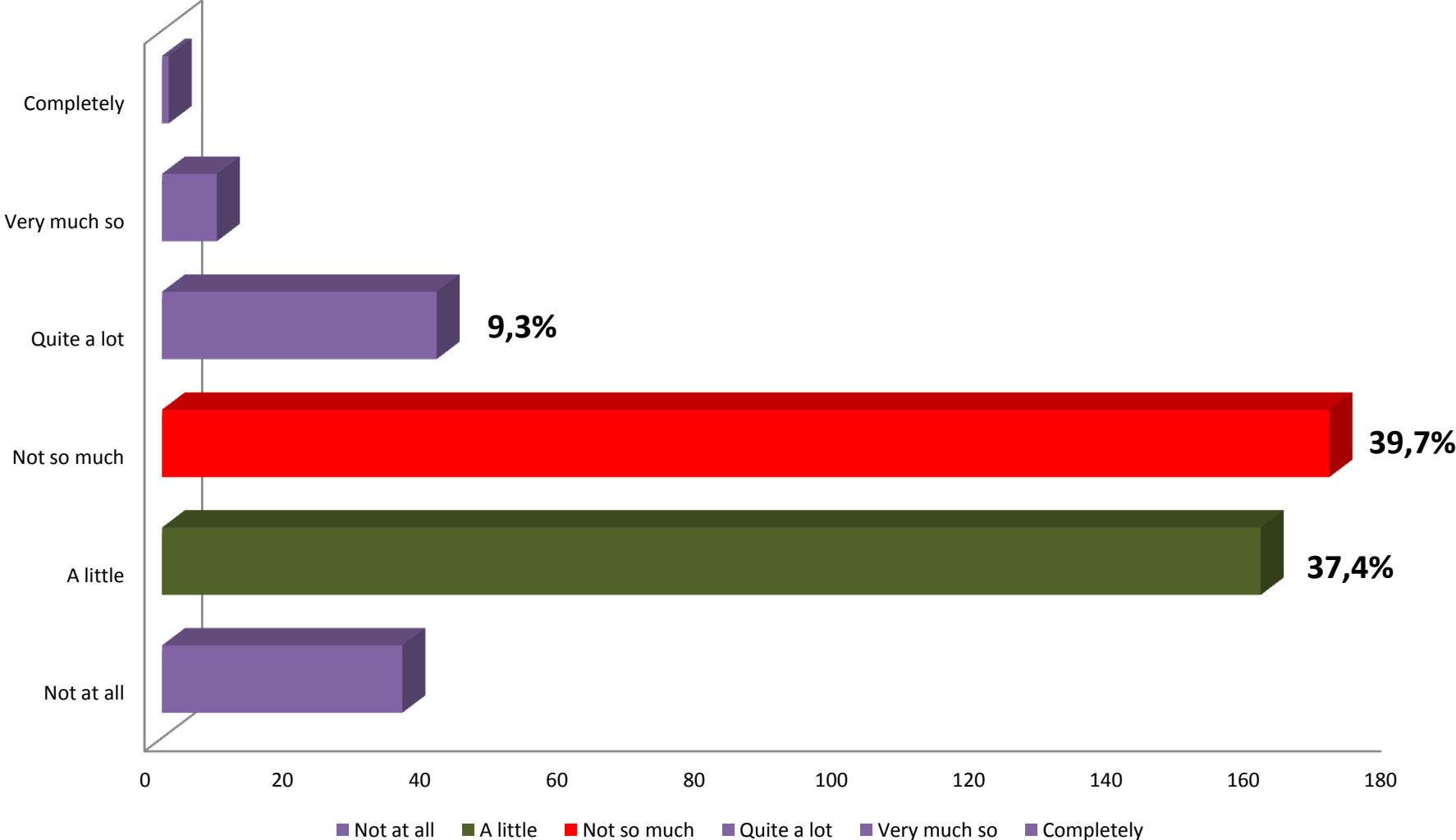


More than 90% of the youth is acquainted with the notion of sustainable development.

It is encouraging that the vast majority understand correctly the components of SD



However the youth consider that the majority of them know “not so much” (39,7%) or only “a little” (37,4%) about SD. Only 9,3% state that they know “very much so”.

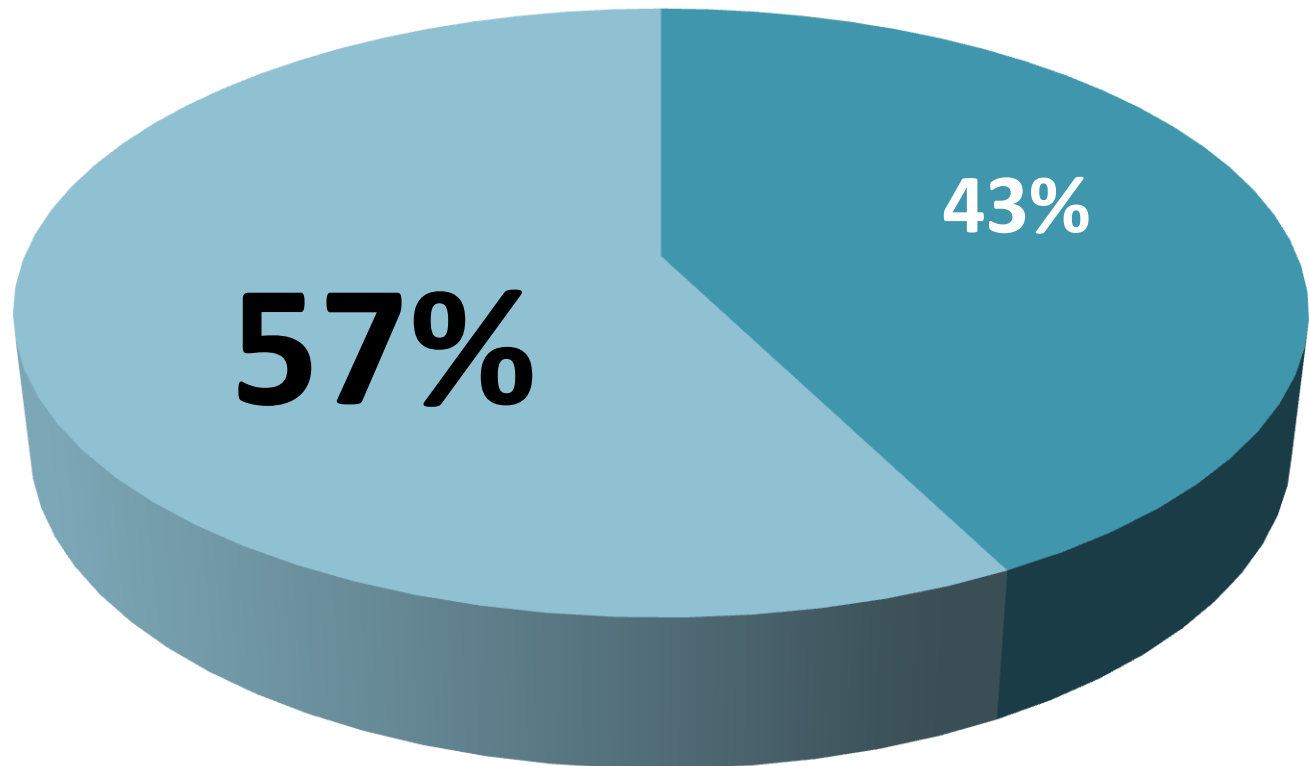


Responses of the Mediterranean Youth

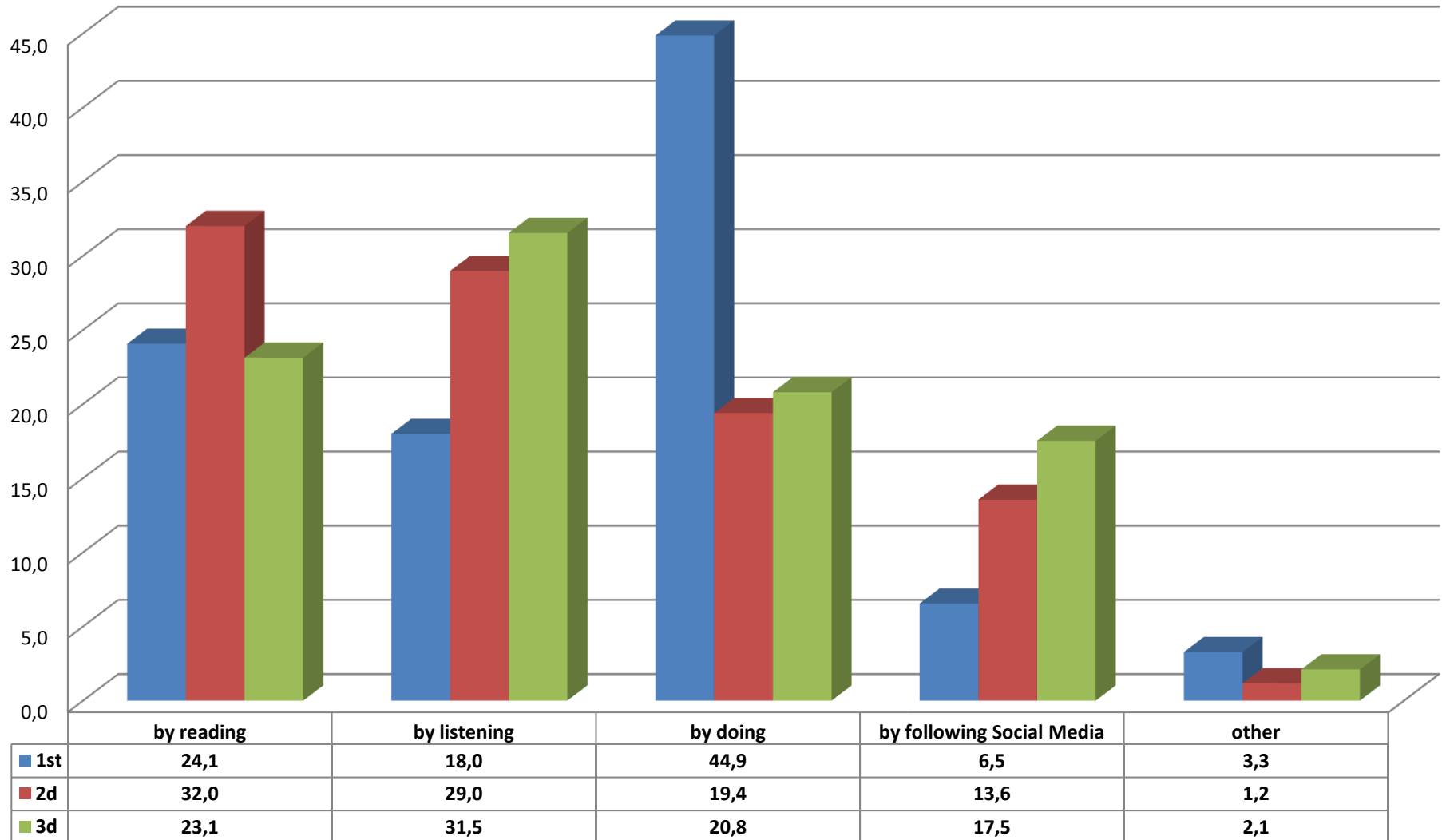
On a given list the following were considered as top priorities, to be eventually tackled by ESD :

- 34,8% human rights,
- 20,2% environmental protection,
- 16,1% reduction of unemployment,
- 13,6% access to high quality of water

Many (but still in the minority - 43%) who have participated in civil society / voluntary work, have better understanding of SD issues and undertake more readily activities for the protection of the environment and the social welfare



Ways of learning; indicate as most efficient/preferable the approach “by doing”



OBJECTIVES OF THE ACTION PLAN

1. Facilitate through regional cooperation the Education Ministries in planning and implementing MSED.
2. Promote the fundamental role of Education & ESD as quality education.
3. Ensure further mobilisation of resources as regards ESD mainstreaming.
4. Support the educational community in content development for ESD and for increasing human and material resources, etc.
5. Assist related Ministries (Environment, Water, Energy, etc.) in mainstreaming their awareness and education campaigns in line with the SDGs.
6. Provide priority areas to donors and supporters in regard to ESD key themes.
7. Help countries to fulfill their international commitments related to ESD (UNESCO and others).
8. Promote regional research projects.
9. Enhance international cooperation among Educational Institutions and other stakeholders.
10. Contribute in addressing, through education, the economic & humanitarian crises and peace.
11. Facilitate better synergy between educational initiatives and the private sector.

RECOMMENDATIONS AND PROPOSED STRATEGIC DIRECTIONS FOR ACTIVITIES & PROGRAMMES

The Action Plan directly derives from and reflects the “Framework of Implementation” of the MSES (articles 42-70) and as a consequence, it elaborates and interprets the Framework’s components in a more detailed and concrete way suggesting an indicative roadmap, in order to assist towards:

- A. Enhancing the **enabling conditions** for the proper implementation of the MSES.
- B. Proposing a set of identified **common regional programmes/projects** of institutional/non-thematic nature.
- C. Highlighting **priority thematic issues** for region-wide programmes
- D. Proposing **indicators** of progress and monitoring

A. Enhancing the enabling conditions for the proper implementation of the MSESD

indicative recommendations

- Translate the MSESD into the national language.
- Distribute it to the relevant authorities.
- Designate a focal point for regular contact and coordination.
- Draft/review/revise/amend, if needed, the National Plan on ESD. (till the end of 2018)
- Promote “Whole Institution Approach”
- Support community-based SD awareness raising activities, involving local authorities, media, CSOs/NGOs, as well as formal educational institutions.
- Familiarize educators with the pedagogical approaches of ESD
- Synergise with international and regional processes (e.g. UNESCO/GAP, MSSD, SDGs), that could enhance the implementation of the MSESD.
- Involve the Mediterranean region in contributing to the ESD agenda at global level.

B. Proposing a set of identified common regional programmes/projects of institutional/non-thematic nature.

indicative recommendations

- Common regional ‘institutional’ (non-thematic) programmes
- Whole Institution Approach in at least 50% of the schools
- School Twinning Programmes
- Joint projects among Schools, Local Authorities, Private Sector and NGOs (CSOs)
- Outdoor education in designated areas (e.g. Biosphere Reserves, Protected Areas)
- “Peer-to-peer” Capacity Building for educators
- Programme for ESD inclusion in Higher Education
- Exchanges on ESD among Educational Institutions
- Common e-learning courses
- ESD Charters for Higher Education Institutions
- Post-graduate programmes on ESD
- Regional Research on ESD
- Strengthening and expanding regional ESD Networks
- Regional cooperation for adult education
- Association of Mediterranean Training Centres
- Refugee and migration issues incorporated in ESD

C. Priority thematic issues for region-wide programmes

indicative recommendations

- Climate Change Adaptation and Mitigation
- Alternative Energy Sources
- Biodiversity
- Land erosion and desertification
- Cultural Diversity and Heritage
- Empowerment of Women and Youth
- Integrated Water Resources Management; Non Conventional Water Resources (NCWRs)
- Marine Resources; Fisheries; Marine litter; Integrated Coastal Zone Management
- Migration and Refugees Crisis
- Peace / Conflict resolution
- Public Participation
- Sustainable cities, Urban environment
- Sustainable Consumption and Production patterns
- Waste Management, Life Cycle of Products; Recycling
- Sustainable Tourism
- Private Sector and Public Private Synergies

D. Indicators of progress and monitoring *indicative recommendations*

1. Number of countries that have launched national strategies on ESD. (Ref: "Mediterranean Sustainability Dashboard" / MSSD, under development)
2. Extent to which (i) Global Citizenship Education and (ii) ESD, including gender equality and human rights, are mainstreamed in (a) national education policies (b) curricula (c) teacher education (d) student assessment (Ref. SDG 4.7, under development)
3. Percentage of students by age group (or level of education) showing adequate understanding of issues relating to global citizenship and sustainability. (Ref SDG 4.7, under development)
4. Extent to which regional/international cooperation on ESD is strengthened within the Mediterranean region, (a) The public authorities that cooperate in or support international networks on ESD; (b) The educational institutions/organisations (formal and non-formal) in the countries that participate in international networks related to ESD; (c) Existence of State, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component; (d) Steps taken by the Government to promote ESD in international forums outside the region (Ref. UNECE Indicators)