



## Webinar 1

### Distilling the priorities and updating the ESD Action Plan for 2030 in the Mediterranean, 14 July 2021

ESD evolution - Key concept and methods – the Mediterranean Strategy on ESD (MSESD) and its Action Plan (AC)

Prof. Michael Scoullou, WES Team Leader



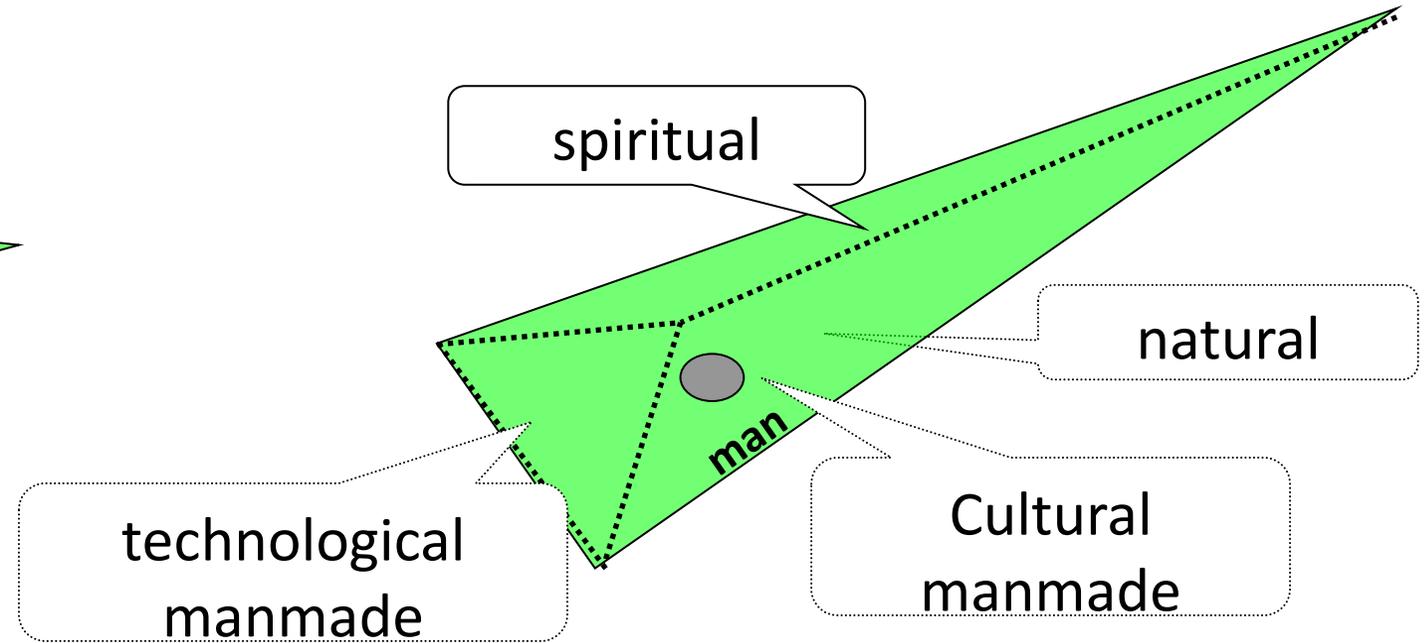
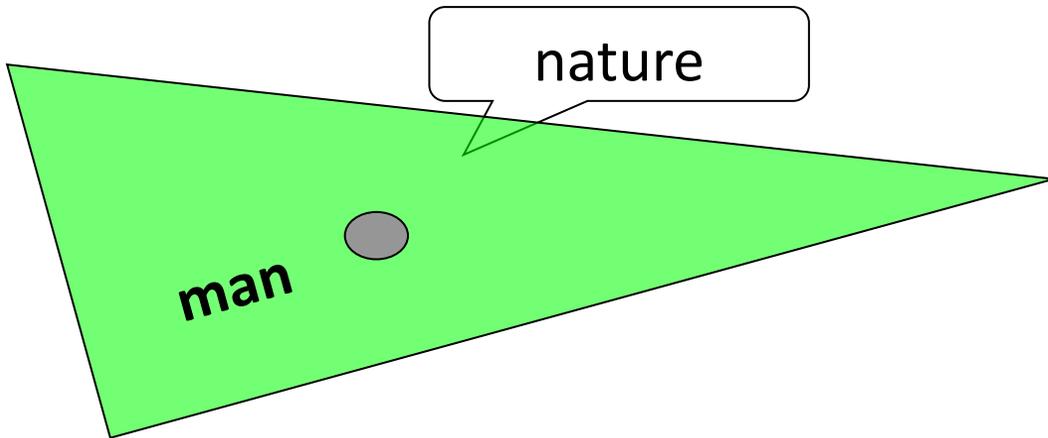
# Background of the relationship between Man & the Environment



ENVIRONMENT

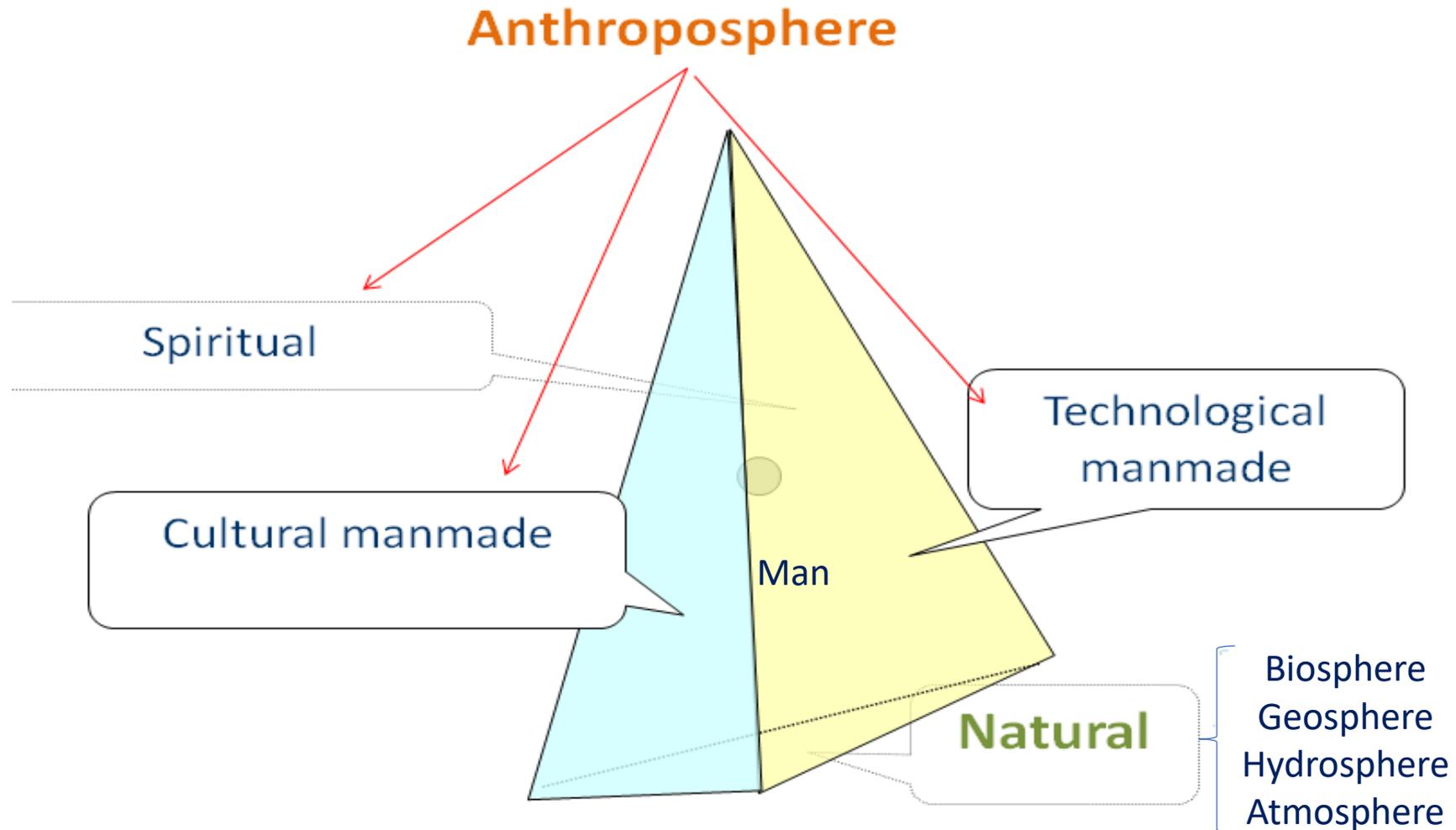


ENVIRONMENT





# Anthroposphere on the Natural Environment





# 3-levels of human involvement with Nature/Environment

People's attitudes and learning as well as environmental protection are based in three levels of involvement all of which are linked with "values" and "ethos" :

- **Self interest** – personal benefit from a clean environment (food, air, etc)
- **Social good** – altruistic, environment as a common good for social welfare
- **Intrinsic value of environment** – ecocentric approach

usefulness-functioning of anthropocentric approaches

based on "respect" and "admiration" of nature (or the "creation")

## 1960s & 1970s: Introduction of EE

### An alternative approach to address the environment but also education

- The explicit aims of introducing an alternative education were to stimulate a sense of both individual and collective responsibility for both the natural and manmade aesthetic/cultural environment, based on general ecological principles, knowledge of the scientific bio-geo-chemical cycles and addressing the visible impacts of human activities on the natural and cultural environment.
- A systematic approach to reduce the “tragedy of the commons”
- Innovative economic thinking by Kenneth Boulding (“circular” economy) and Jan Timbergen (replacement of GDP).



# First initiatives for the protection of the environment & EE

**GOAL:** The protection of the environment (natural and cultural)

- “Limits to growth” Report / MIT Club of Rome
- Stockholm Conference on the Human Environment (1972)
- Belgrade Conference on EE (1975) → Scientific basis of EE
- Tbilisi (1977) “Intergovernmental Conference on Environmental Education”

**Introduction of Environmental Education as a tool for the protection of the environment**

Leading  
(as consequence)  
to:

**Development**

(economic, personal, social)

# Spaceship Earth (or Spacecraft Earth or Spaceship Planet Earth)

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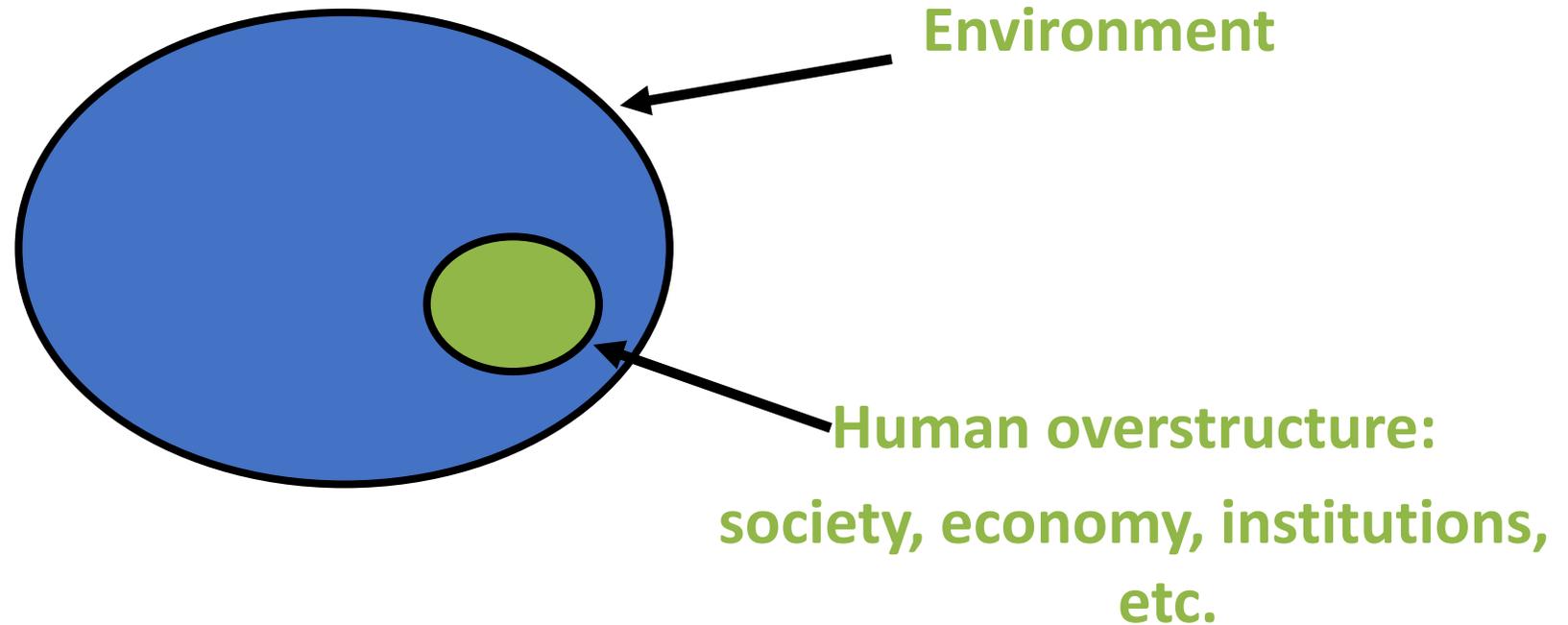


[Earthrise](#), 1968 photo taken by astronaut [Bill Anders](#) from the [Apollo 8 command module](#)

# Environmental Education (EE) scope: the protection of the Environment

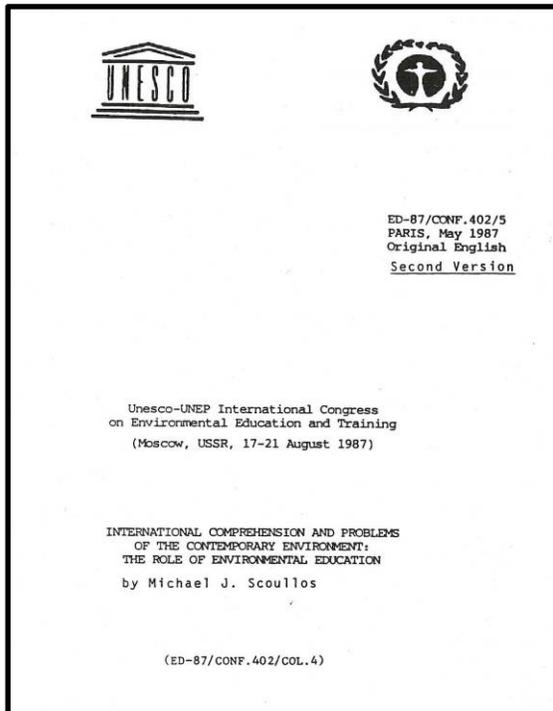


Earth “Spaceship”  
(limits to growth)





# Tbilisi+10: Moscow (1987) UNESCO-UNEP International Congress on Environmental Education & Training



Moscow 1987 report

Questions: *“How are we going with EE?”,  
“What else or more EE could bring with?”*

One of the background papers (ED-87/CONF, 402/5; 2<sup>nd</sup> version) by M. Scoullios: *“International Comprehension and Problems of the Contemporary Environment: the Role of Environmental Education”*

Recognition of the dynamism of EE and the need to combine it with other ‘hot’ issues



# Key Principles & Methodologies of EE

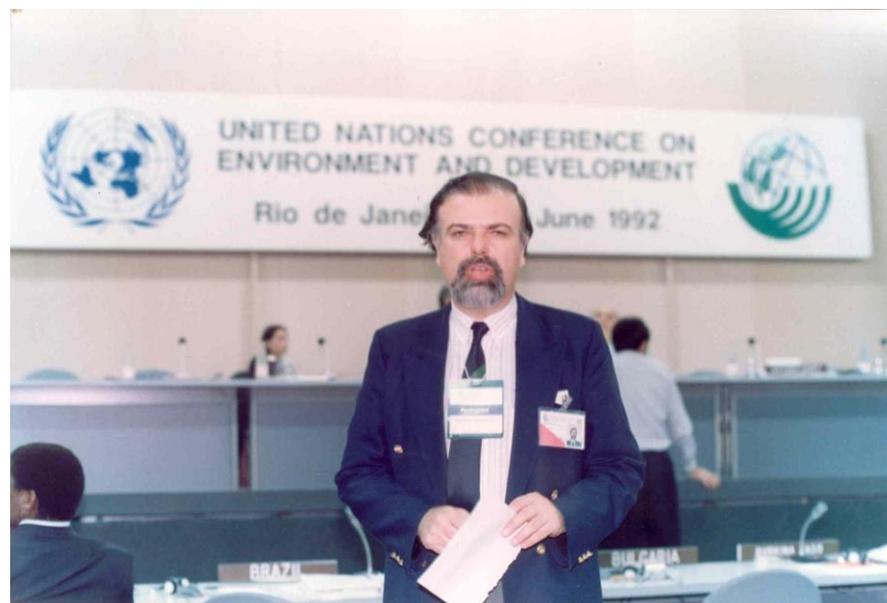
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- “About” (knowledge),
  - “In” (in direct contact with reality),
  - “For” (commitment in favour of) the environment.
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- Combination of knowledge with action.
  - The learners in the centre.
  - Multidisciplinary approach.

# The Rio 1992 World Summit on Environment & Development



**Water and Environment Support**  
in the ENI Southern Neighbourhood region



World Summit Rio 1992



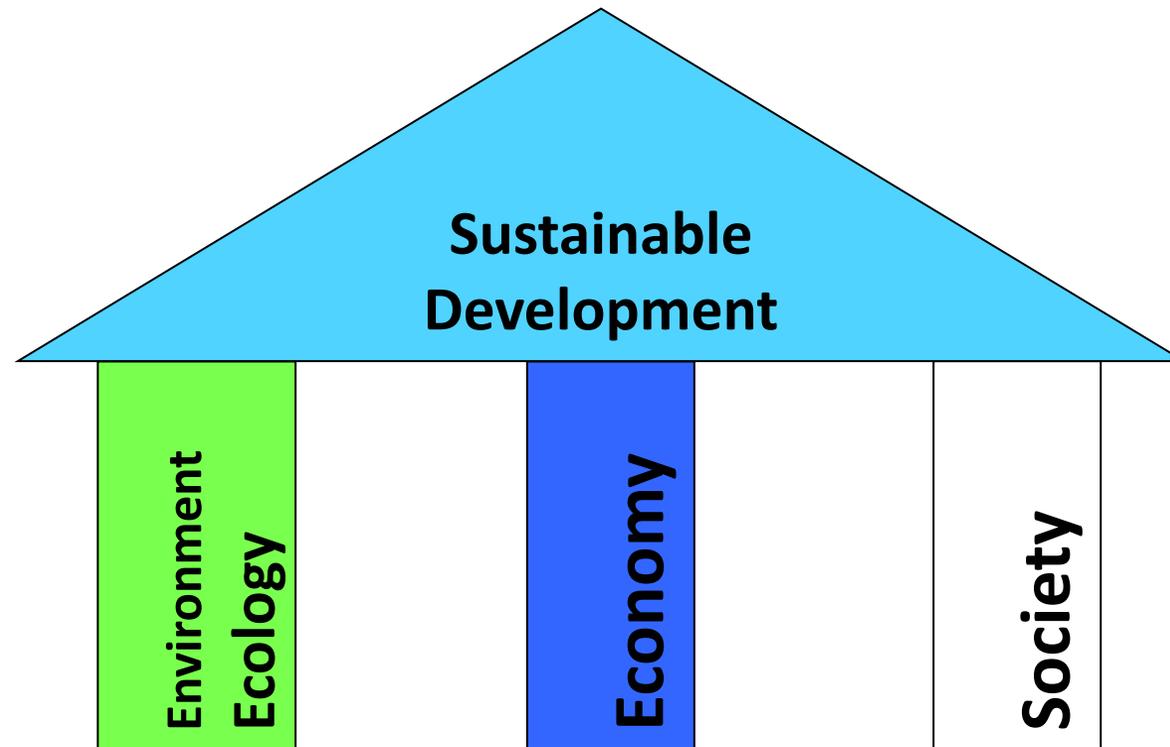
Gro Harlem Brundtland





# The Rio UN Conference on Environment and Development 1992

## Chapter 36, Agenda 21

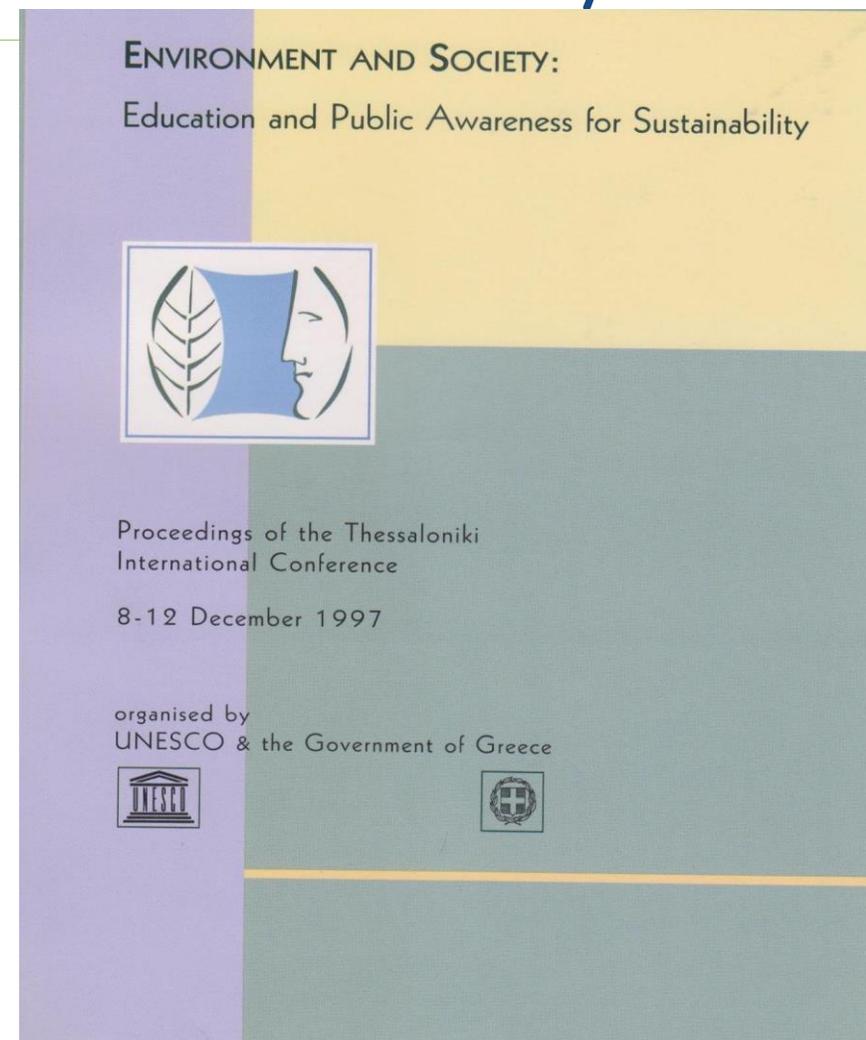




# Tbilisi+20: The Thessaloniki 1997 Conference on Environment & Society: Education & Public Awareness for Sustainability

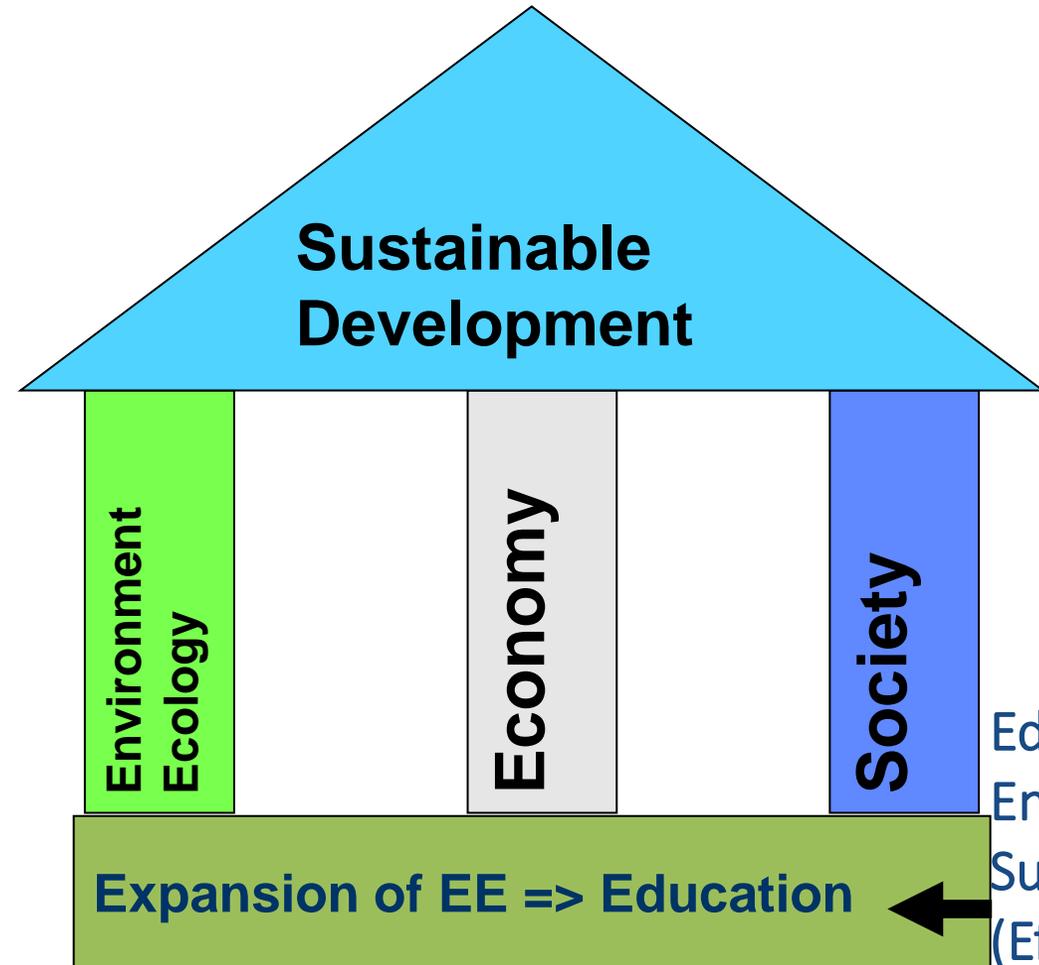
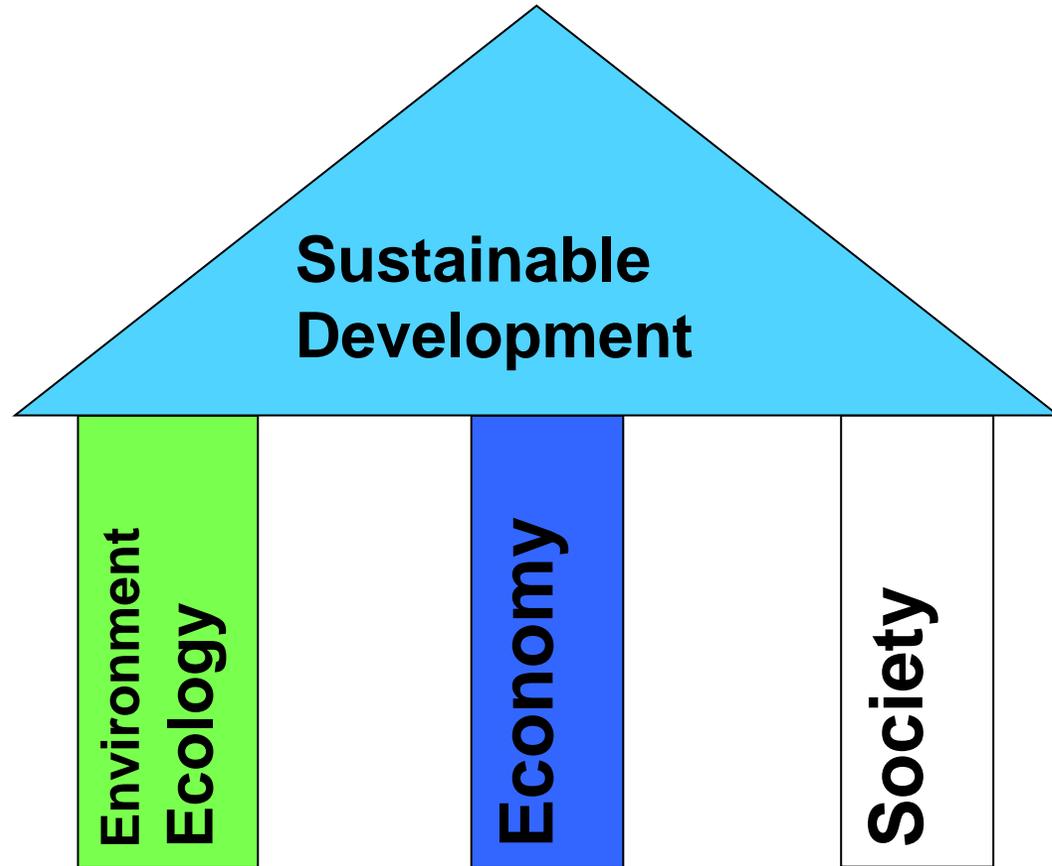


A major Conference of 1300 registered participants from 87 countries and all International inter-and non-governmental organisations producing 862 pages of proceedings and the historic Declaration which actually opened formally the way to ESD & elaborated on its connection to EE. The Thessaloniki Declaration makes clear reference to **Education as one of the tools achieving sustainability, together with legislation, technology and economy** (meaning “economic tools”, rather)





# The Thessaloniki International Conference (1997): EE only to support environmental protection or having a broader role?



# ESD (Johannesburg WSSD 2002)



- The ERA-21 campaign by MIO-ECSDE and other initiatives
- Bali 2002 Preparation meeting of WSSD
- WSSD Johannesburg 2002, MEdIES launch (UN Type-II Initiative for the entire Mediterranean)

MEdIES



ESD & the Decade for ESD (DESD, 2005-2014) with UNESCO as the lead UN Agency



# ESD (Johannesburg WSSD 2002)



Johannesburg 2002; MEdIES Launching

**ERA-21 Campaign**  
“The Commitment for  
Education Re-Affirmation  
for the 21st Century”



# The Mediterranean Strategy of ESD (MSESD)

- Launched in Athens in 2005, following a participatory processes.
- It was presented with political support at Rio+20 Conference (2012).



Rio, 2012

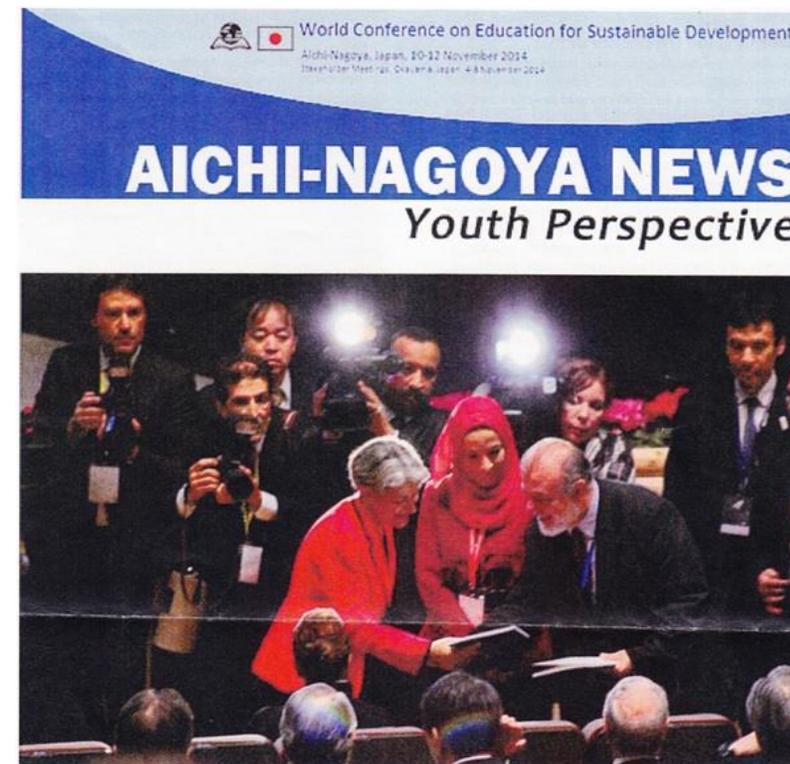


# The Mediterranean Strategy of ESD (MSESD)

- Promoted at the Athens UfM Ministerial of Environment and Climate Change (2014)
- Presented in World ESD Conference of UNESCO in Nagoya Japan (2014).



Athens, 2014



Nagoya, 2014



# The Mediterranean Strategy of ESD (MSESD)

- Incorporated in the MCSD of the Barcelona Convention/UNEP-MAP (2016).
- Adopted Action Plan, by the Mediterranean Ministers of Education (2016).



Athens Barcelona Convention  
(COP19), 2016

## Adoption of the Action Plan of MSESD



Nicosia ESD Ministerial Dec. 2016



# The Mediterranean Strategy of ESD (MSESD)

- Being a flagship project of the GAP/UNESCO (2015-2019).



## The MSESD Flagship

**Regional Education for Sustainable  
Development Networks**

*Learning together, acting together*

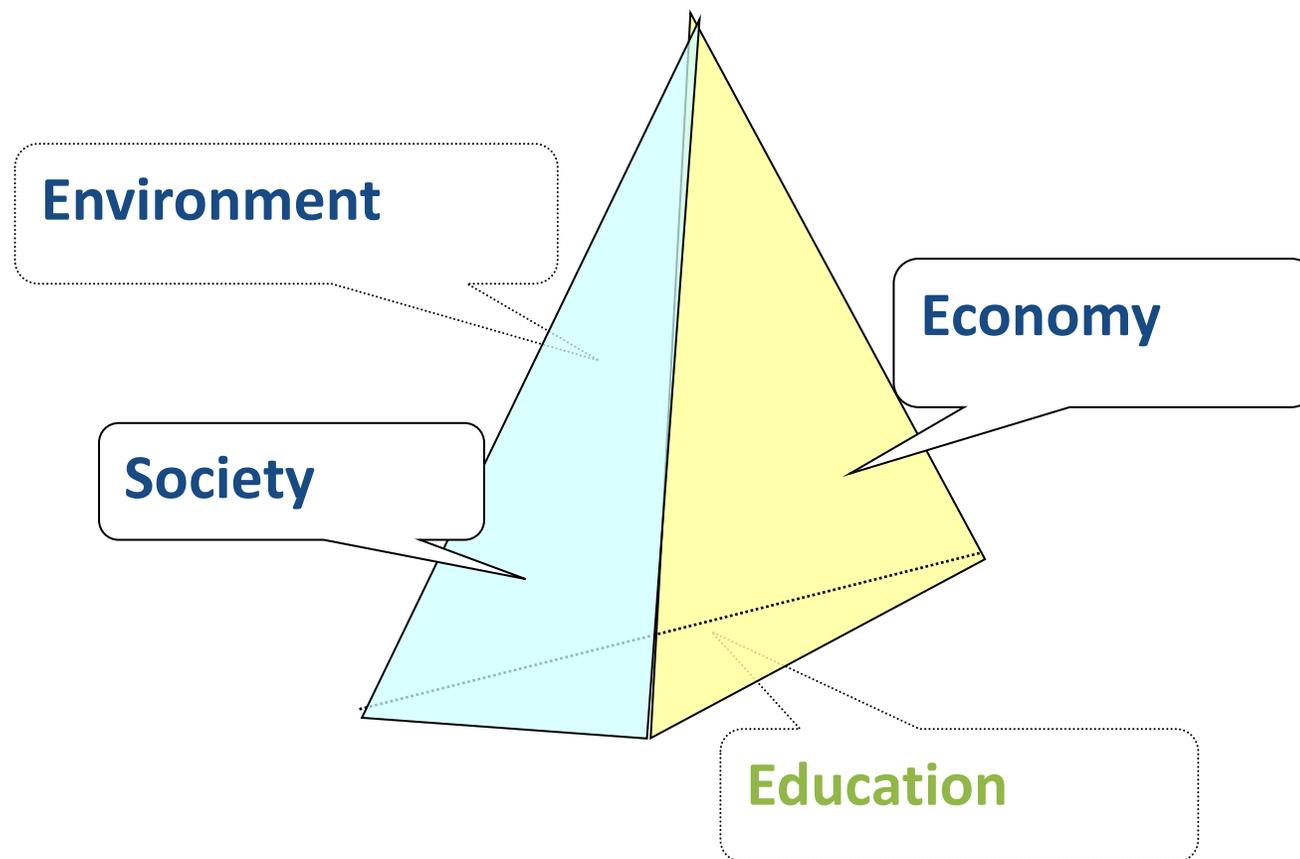
Policy brief

**Advancing ESD policy**

Co-Chairing PN1 on Policies GAP/UNESCO



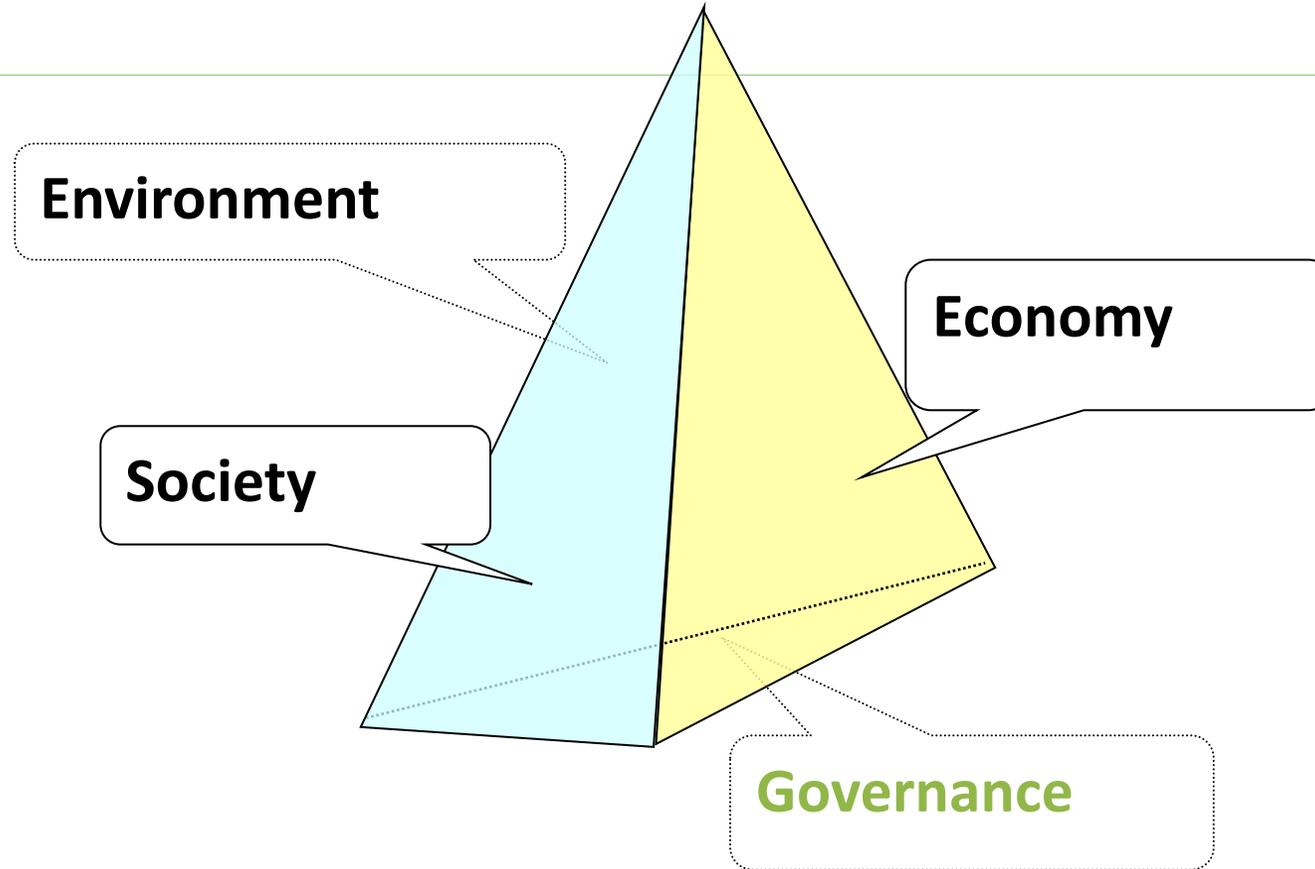
# The ESD evolution: Sustainable Development



Sustainable Development as a tetrahedron having Education as its basis



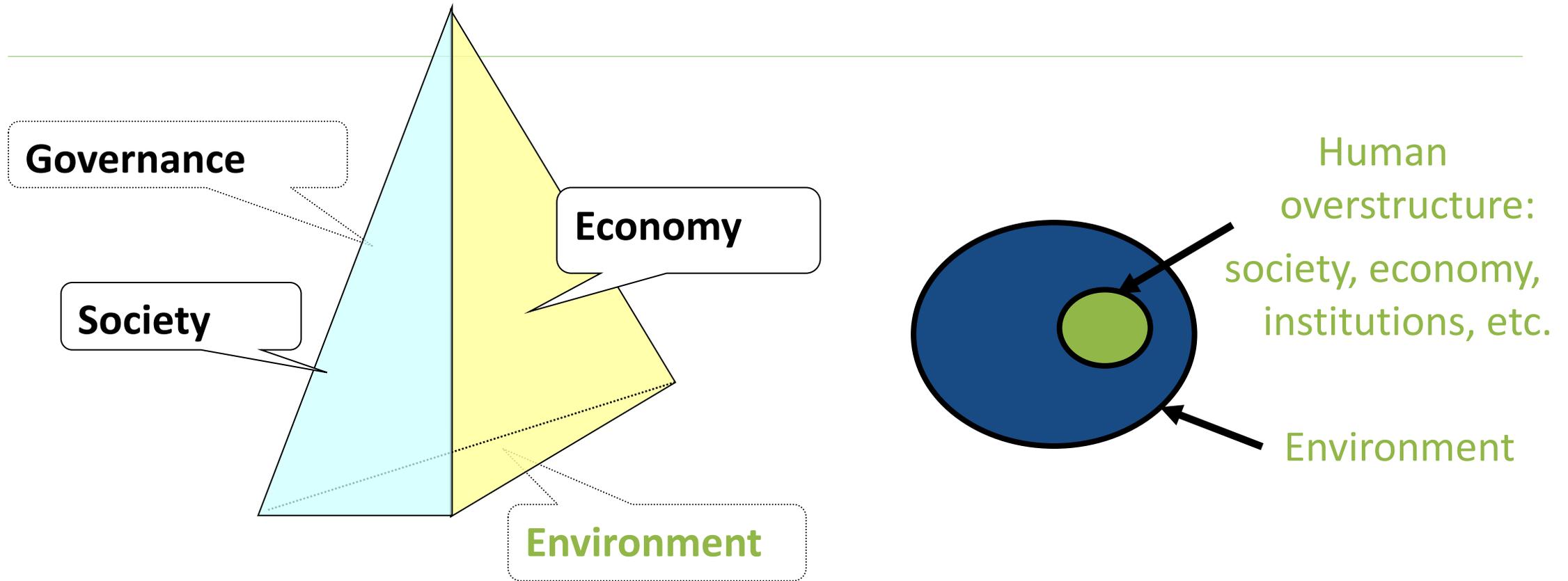
# The ESD evolution: Sustainable Development



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



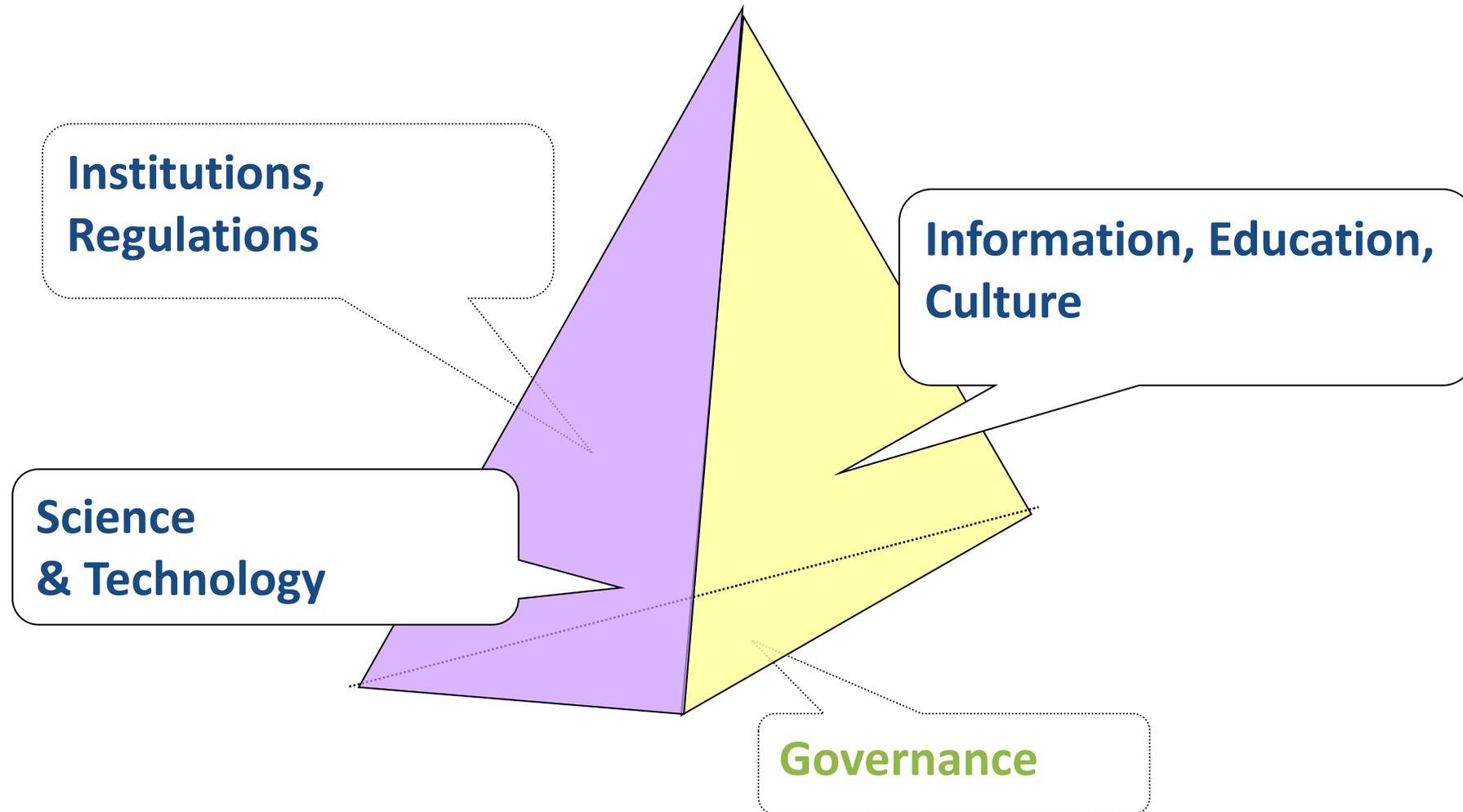
# The ESD evolution: Sustainable Development



In fact, this scheme where environment is the natural basis and all other three are human overstructures is very close, but still different representation of the original starting point of EE.

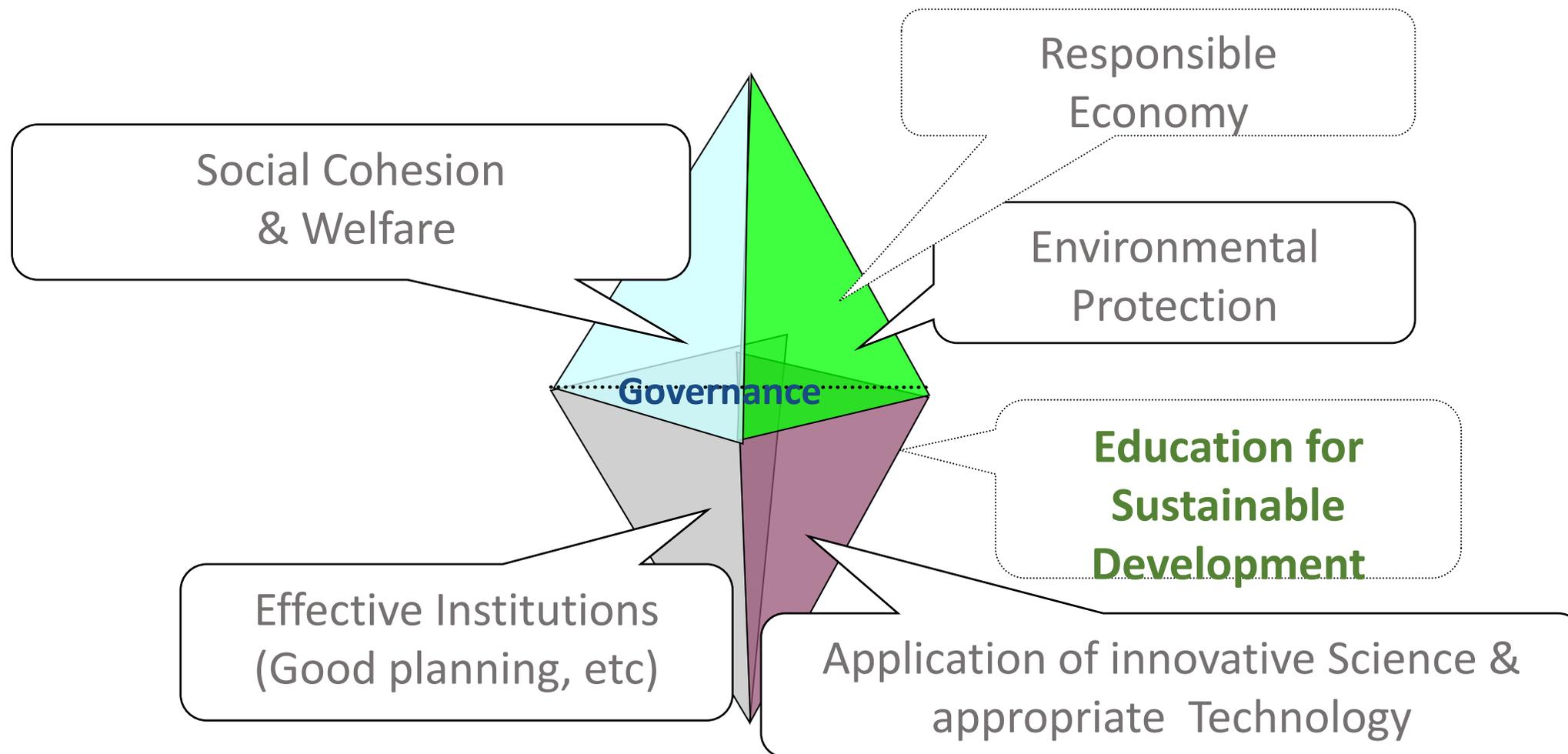


# The ESD evolution: Sustainable Development



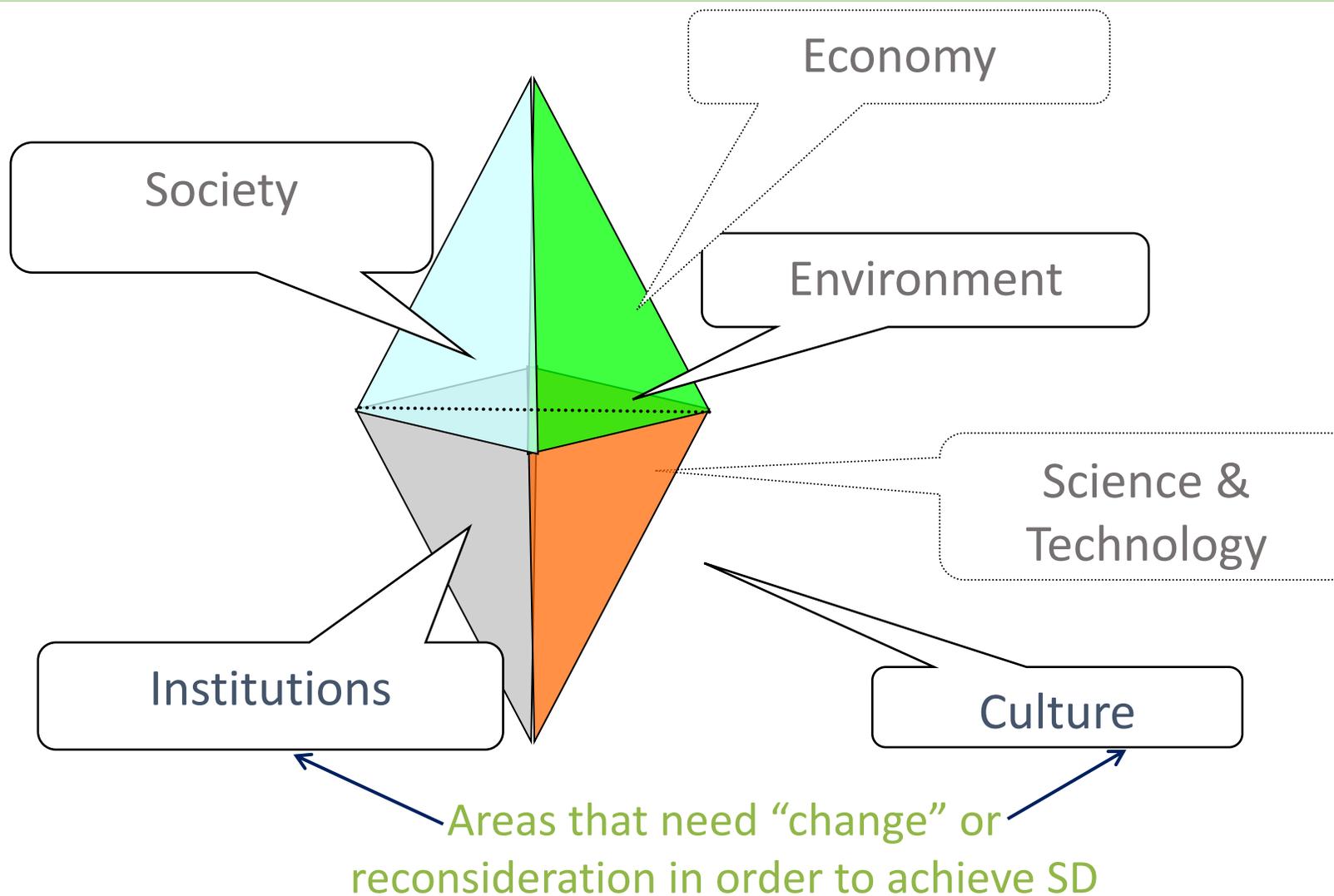


# To obtain Sustainable Development we need:

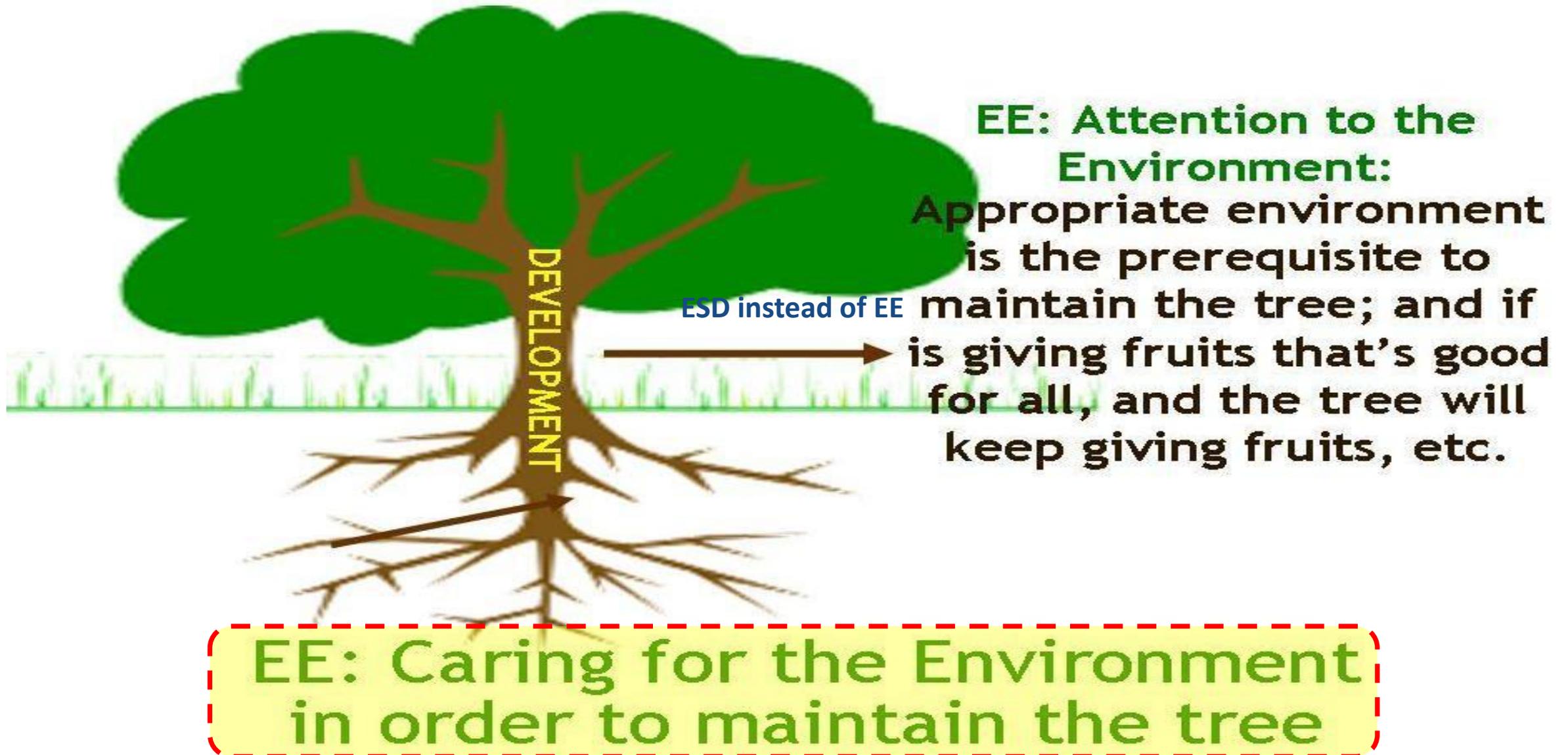




# The contents of ESD



# The typical approach of EE



# The ESD approach (towards development)

ESD: Attention is given to the fruit: pruning, etc. (economy component)

ESD: Attention to the Environment !  
Emphasis on the EcAp

ESD: Attention to the use & distribution of the fruit (society component)

ESD: Caring for the tree in order to have the tree & sustainable production of fruits; attention to the Environment, Society & Economy



# ESD characteristics & principles

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- A cross-cutting field, embracing **different targeted types** of education such as: Environmental Education, Education for Development, Global Citizenship Education (GCE), Global Education, Education for Peace and Human Rights), Education for Sustainable Consumption (and Production).
- **Key Themes** : poverty, citizenship, peace, democracy, security, human rights, social and economic development, health, gender equity, cultural diversity, functioning and protection of the environment and natural resources (food securing).



# ESD Characteristics & Principles

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- By nature, an evolving and dynamic concept seeking to balance human and economic welfare for the present and future generations with cultural values and respect for the environment and the earth's natural resources.
- Aims to empower all people of all ages to develop the appropriate knowledge and skills; to adopt attitudes and **VALUES** and shape behaviours towards sustainable development in order to assume responsibilities for creating a sustainable future.



# Learners Competencies for ESD

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- Learning to learn
- Learning to be
- Learning to work with others
- Learning to act



# Educators Competencies for ESD

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- Being transformative
- Envisioning future/change
- Applying holistic approaches



# Key Approaches for ESD

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The Whole Institution Approach (WIA) addressing:

- The educational content/curriculum
- The educational methodologies and culture
- The relationship of the institution with the society
- The institution as a showcase of Sustainable Development

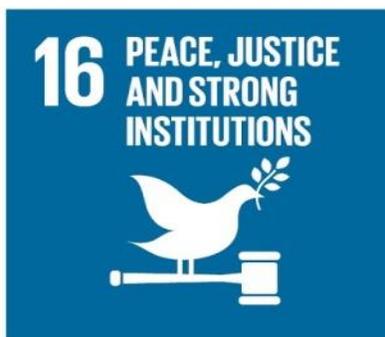
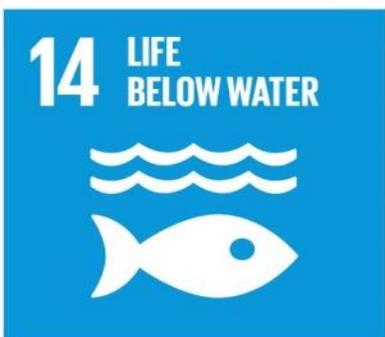
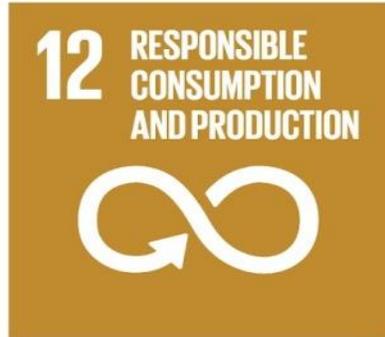
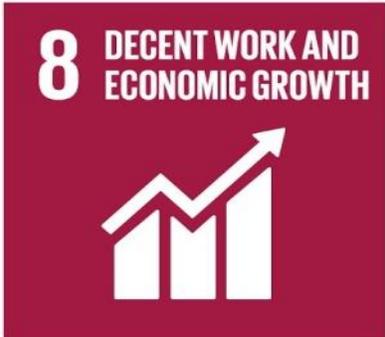


# ESD is recognized as a key enabler of all SDGs (2015)

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- ESD is a lifelong learning process and an integral part of quality education that enhances cognitive, social & emotional and behavioural dimensions of learning.
- It is holistic and transformational and encompasses learning content and outcomes, pedagogy and the learning environment itself.
- Education for Sustainable Development: Towards achieving the SDGs (*ESD for 2030*) is the global framework for implementation of ESD from 2020-2030.

# ESD is recognized as a key enabler of all SDGs





# #ESDfor2030

- It builds upon the lessons learned from the Global Action Programme on ESD (GAP, 2015-2019).
- It was approved by the UNESCO (40th Session General Conference) and acknowledged by the UN General Assembly at its (74th Session) in 2019.
- It places emphasis on education's contribution to the achievement of the SDGs. Given the fact there is very little time left to achieve the SDGs, it is crucial to accelerate ESD in the decade of action4 to deliver the Goals.
- **Aims to** fully integrate ESD and the 17 SDGs into policies, learning environments, capacity- building of educators, the empowerment and mobilization of young people, and local level action.



# Five Priority Action Areas for ESD (#ESDfor2030)

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1. Advancing Policy
2. Learning Institutions (WIA)
3. Training Educators
4. Empowering Youth
5. Accelerating Local Actions



# The Mediterranean Policy Tools in ESD

Mediterranean Strategy on ESD  
(2014), and its

Action Plan (2016)

*Tools supporting countries to launch  
and document progress in ESD*



**ESD: prerequisite  
for a Mediterranean  
with a future**

# The Mediterranean Committee on ESD

- The MCESD in cooperation with state and non-state actors systematically promotes the Strategy and its Action Plan through publications, digital means (e-bulletins, webpage, social media) and participation in related *fora* and conferences.
- Its members are international organizations and countries (Ministry representatives: Cyprus (Chair), Croatia, Greece, Jordan, Malta, Portugal).



Union pour la Méditerranée  
Union for the Mediterranean  
الإتحاد من أجل المتوسط



Venice Office  
Regional Bureau for Science  
and Culture in Europe

Scientific & Technical  
Secretariat



United Nations  
Environment Programme



Mediterranean Action Plan  
Barcelona Convention



UNECE



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Chair on  
Sustainable Development Management  
and Education in the Mediterranean  
HELLENIC REPUBLIC  
National and Kapodistrian University of Athens



MEIES  
The Mediterranean Education Initiative  
for Environment & Sustainability



# Activities: Trainings-of-Trainers 2017-today

- **7 National** - Egypt, Jordan, Palestine, Tunisia, Algeria
- **2 Regional** (Cyprus and Greece) with the support of the EU SWIM-H2020 SM Project) engaging **600** experts, administrators & educators in interactive workshops and dialogue.



Nikosia, 2016



Crete, 2019

# Activities: 2021



## MED Preparatory Webinar for #ESDfor2030, 20 April 2021

- ✓ More than **60 participants** (Ministries, Organizations, NGOs, schools, academia).
- ✓ Shared ESD good practices & plans, and **re-confirmed their commitment** in advancing ESD.
- ✓ Recognized that **ESD needs further advancement in Med countries.**
- ✓ The great value of **regional cooperation/initiatives** was highlighted.
- ✓ Other issues: close connection of **Environmental & Cultural aspects** in addressing challenges; the role of ESD within in SD/SDGs **Policies**; the need of **non-state actors** in the #ESDfor2030 national plans.
- ✓ **Mediterranean ESD Statement**
- ✓ **Participation/presentation in the Europe Regional Day of ESDfor2030, 25 May 2021**

**#ESDfor2030**





# Work ahead

- contribution in drafting the new UNECE Strategic Document;
- update of the MSED Action Plan for the period 2022-2030
- Planned plenary for the MCESD in Cyprus (2022)
- Preparation of the 5 Assessment Reports on the 5 UNESCO Priority areas
- 2 regional series of trainings within WES

1. Advancing Policy
2. Learning Institutions (WIA)
3. Training Educators
4. Empowering Youth
5. Accelerating Local Actions



ESD Action Plan for  
2030 in the  
Mediterranean /  
Plan d'action EDD à  
l'horizon 2030 en  
Méditerranée

14 JULY



Sustainable  
Consumption & Food  
/ Consommation  
durable liée à  
l'alimentation

14 SEPTEMBER



Sustainable  
Consumption &  
Packaging /  
Consommation et  
emballage durables

25 OCTOBER

# Thematic Priorities & Actions for the updated AP



UNESCO	Action Plan of the Med. Strategy on ESD (clustered)	Actions
Climate Change	Climate Change Adaptation and Mitigation   Alternative Energy Sources   Land erosion and desertification   Integrated Water Resources Management	<i>Printed &amp; online (digital resources): Publications, Material &amp; Campaigns</i>
Biodiversity	Biodiversity; Sustainable management of Protected Areas; Ecosystem services.	<i>MAB BR Summer Universities</i>
Green Economies and Sustainable production /consumption	Blue/Green Economy   Marine Resources   Sustainable Consumption and Production   Sustainable cities   Sustainable Tourism	<i>Waste / SUPs Capacity Building &amp; Trainings, Awareness Raising, School Projects</i>
Poverty & Inequalities	Peace & Inequalities   Empowerment of Women and Youth   Migration and Refugees	<i>Empowerment &amp; Awareness Raising Projects</i>
Health & Resilience	<i>Some aspects are covered under pathogens in water pollution, food and diet</i>	<i>Mediterranean Food Project</i>



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*Thank you for your attention!*

[scoullos@wes-med.eu](mailto:scoullos@wes-med.eu)