

Take-aways from the 1st Webinar



Water and Environment Support
in the ENI Southern Neighbourhood region

- ✓ International organisations (UNESCO Paris, UNESCO Venice, UNECE, UNEP/MAP, UfM and LAS) all run important ESD initiatives.
- ✓ ESD needs further advancement in participants' countries.
- ✓ More Ministries/Agencies should come onboard & invest in ESD.
- ✓ Existing resources should be used more efficiently.
- ✓ Educators' competencies development continues to be top priority.
- ✓ **Focus** on young generations as change-makers is becoming urgent.
- ✓ **Synergies , synergies , synergies!!!**

Education rapidly changing

SDG4, SGD4.7, etc.

Not on rights but in operations

Harnessing experience

Openness in institutions and our minds

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Follow-up activity



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Trends on training of educators:

- ✓ Training of formal educators about 2030 Agenda/ SDGs.
- ✓ Incentives to educators (rewarding, participation in exchange/twinning and multilateral programs).
- ✓ Communication extending beyond the classroom.





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Follow-up activity

Trends on Public Awareness Raising:

- ✓ Involving influential people (opinion leaders, artists, athletes, etc.) to communicate SD messages;
- ✓ Holding ‘fun’ motivational workshops
- ✓ More engagement of the “traditional” media in combination with the social media campaigns

Comments:

Combating superficiality

Nothing essential is obtained exclusively with ‘light’ work. Investment of effort is imperative and one of the scopes of education

Avoiding the “tyranny of picture”, need of abstract thinking



Follow-up activity



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Trends on Learning Institutions:

- ✓ More efforts and work to develop stronger, more efficient impact monitoring & assessment of activities.
- ✓ ESD / Environmental Awareness to start from early childhood.
- ✓ Integration of SDGs in the curricula !!!
- ✓ More flexibility regarding a wider use of the non-formal education contribution.



Follow-up activity



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Trends on Youth:

- ✓ Engaging young people in small community based initiatives (supported by and supporting Local Authorities).
- ✓ Giving them more responsibilities but also monitoring and building upon their success or shortcomings.
- ✓ Capitalizing, to the extent possible, the vehicle of 'Public Private Partnerships' to involve also the private sector.
- ✓ *Essential elements of the CBL (Community Based Learning)*



Follow-up activity



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Trends on Policies:

- Make existing policies in the field of environment/SD/education more widely known and explain their purpose and expected results to educators, formal and non-formal and the public, in general.
- Provide stronger, more efficient monitoring of the impact of existing policies. This requires from educators to collect and report results of their programmes and projects, using even very simple indicators.

