

Educating for Sustainable Development (ESD) with focus on
Waste Water Treatment (WWT) for reuse, and
Non-Conventional Water Resources (NCWRs)
Training of Trainers

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

Webinar 1

**Implementing WWT and NCWRs, in
the framework of Whole Institute
Approach and ESD, 23 February 2022**

Education for Sustainable Development (ESD)
& the Whole of Institute Approach (WIA)

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Session A: Contents



**Water and
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- A. Education for Sustainable Development (ESD): principles, content, approaches, links with the SDGs
- B. ESD & the Whole Institution Approach (WIA)
- C. Provisions for the WIA in the current ESD frameworks
- D. Challenges related to the WIA





Time for a poll!



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How familiar do you feel with the concept of Education for Sustainable Development (ESD)? Rate each from 1 (minimum) to 4 (maximum)

How familiar do you feel with the concept of Whole Institution Approach (WIA)? Rate each from 1 (minimum) to 4 (maximum)





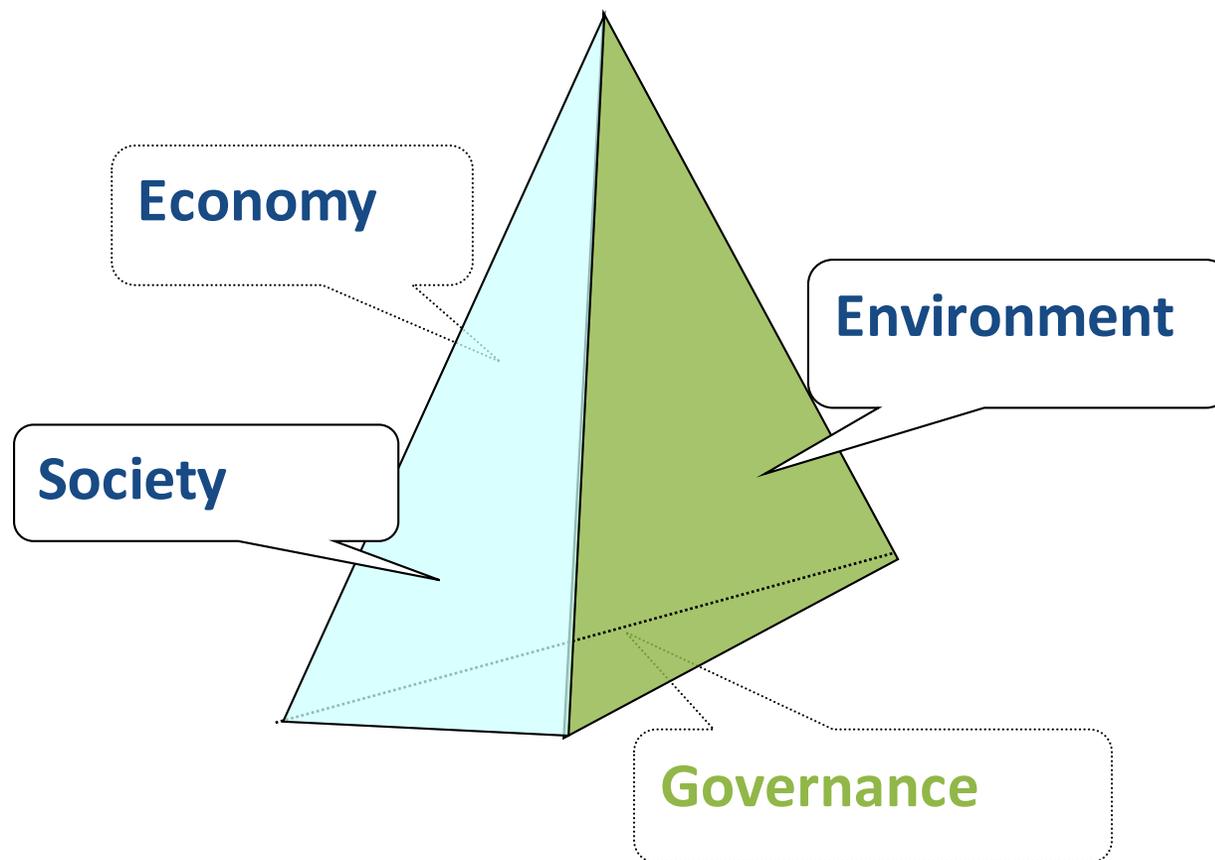
Part A.

Education for Sustainable Development (ESD): principles, content, approaches, links with the SDGs



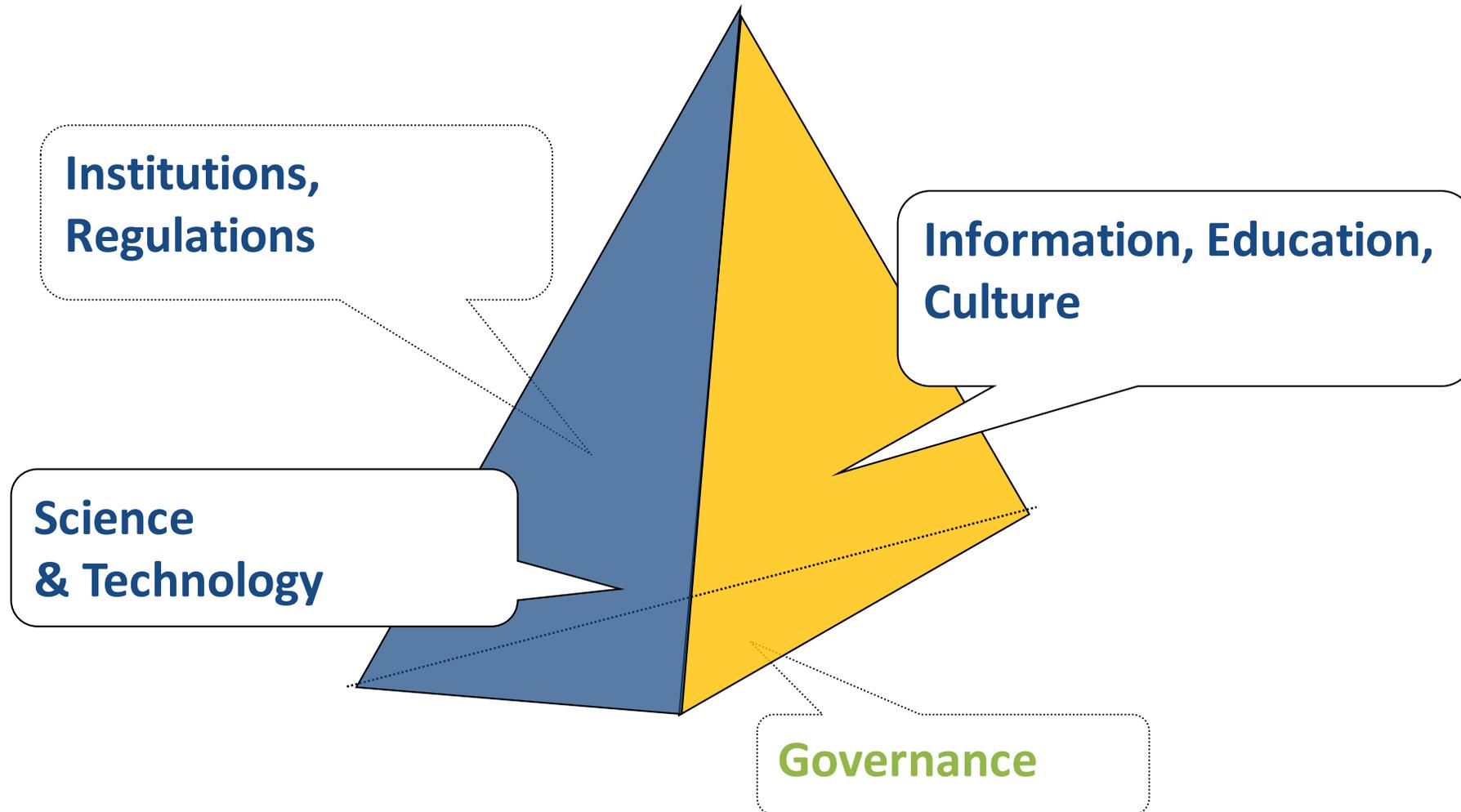


Sustainable Development as a tetrahedron



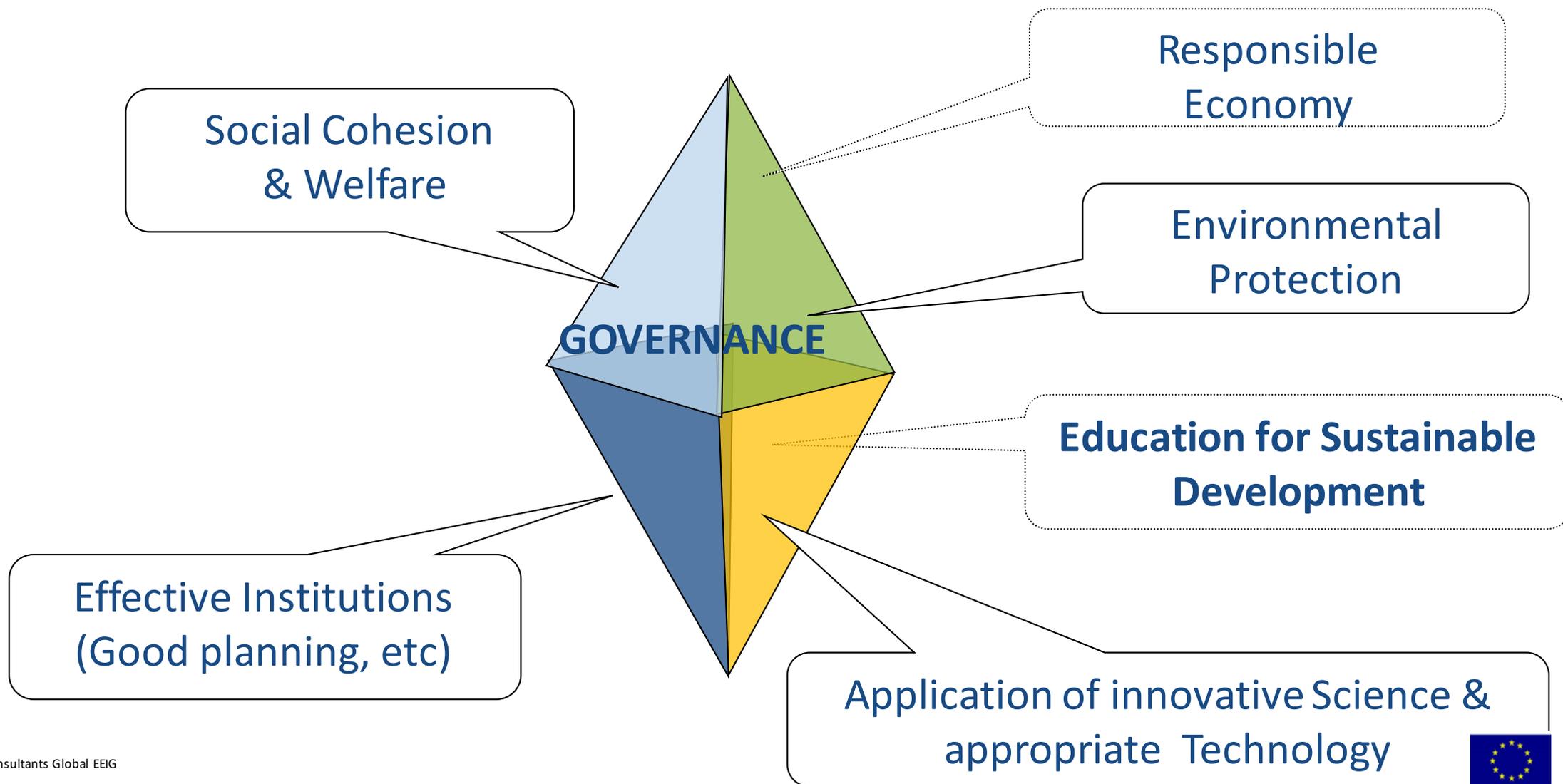
Sustainable Development as a tetrahedron with Governance as its basis

The components of governance



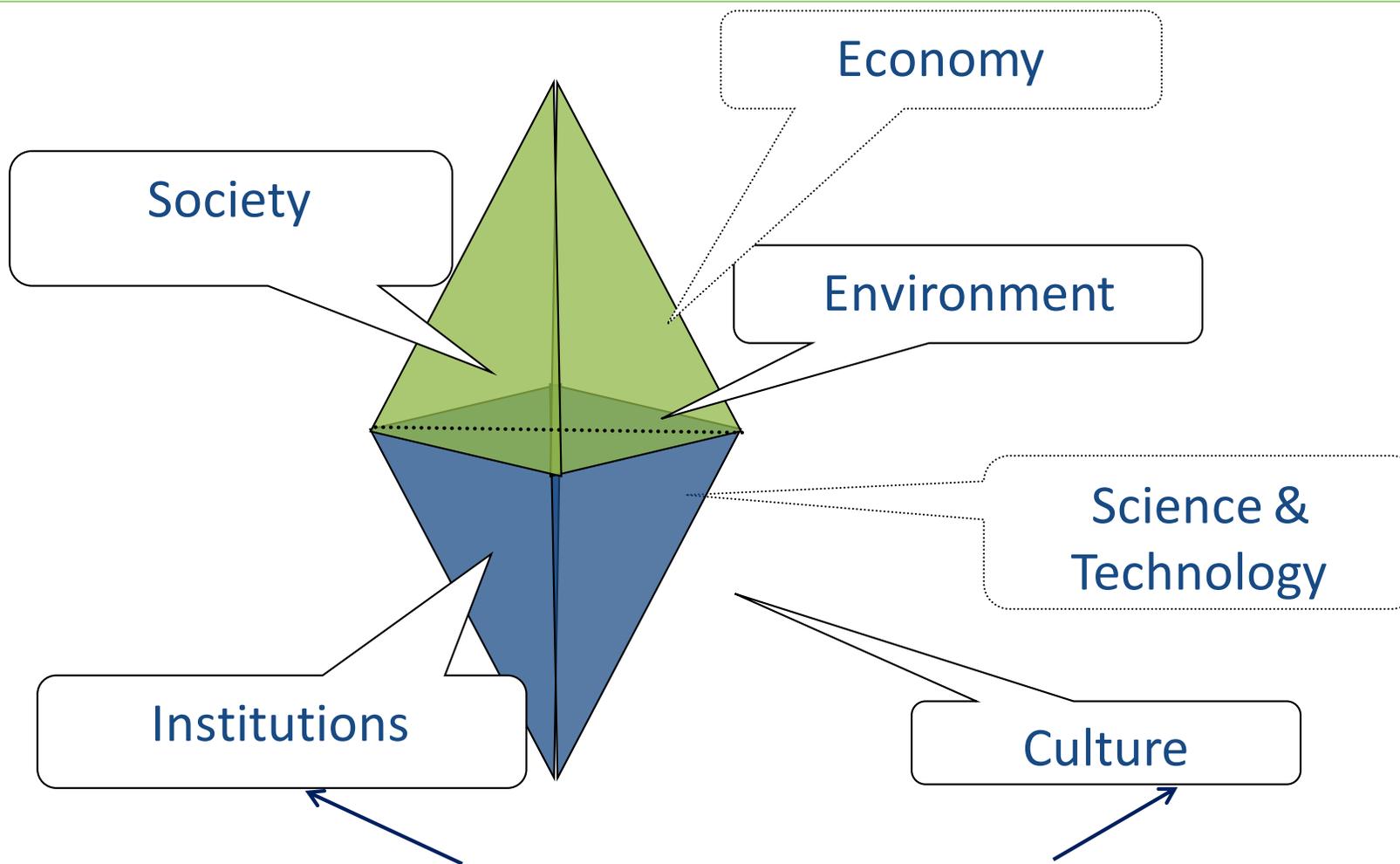


To obtain sustainable development we need:



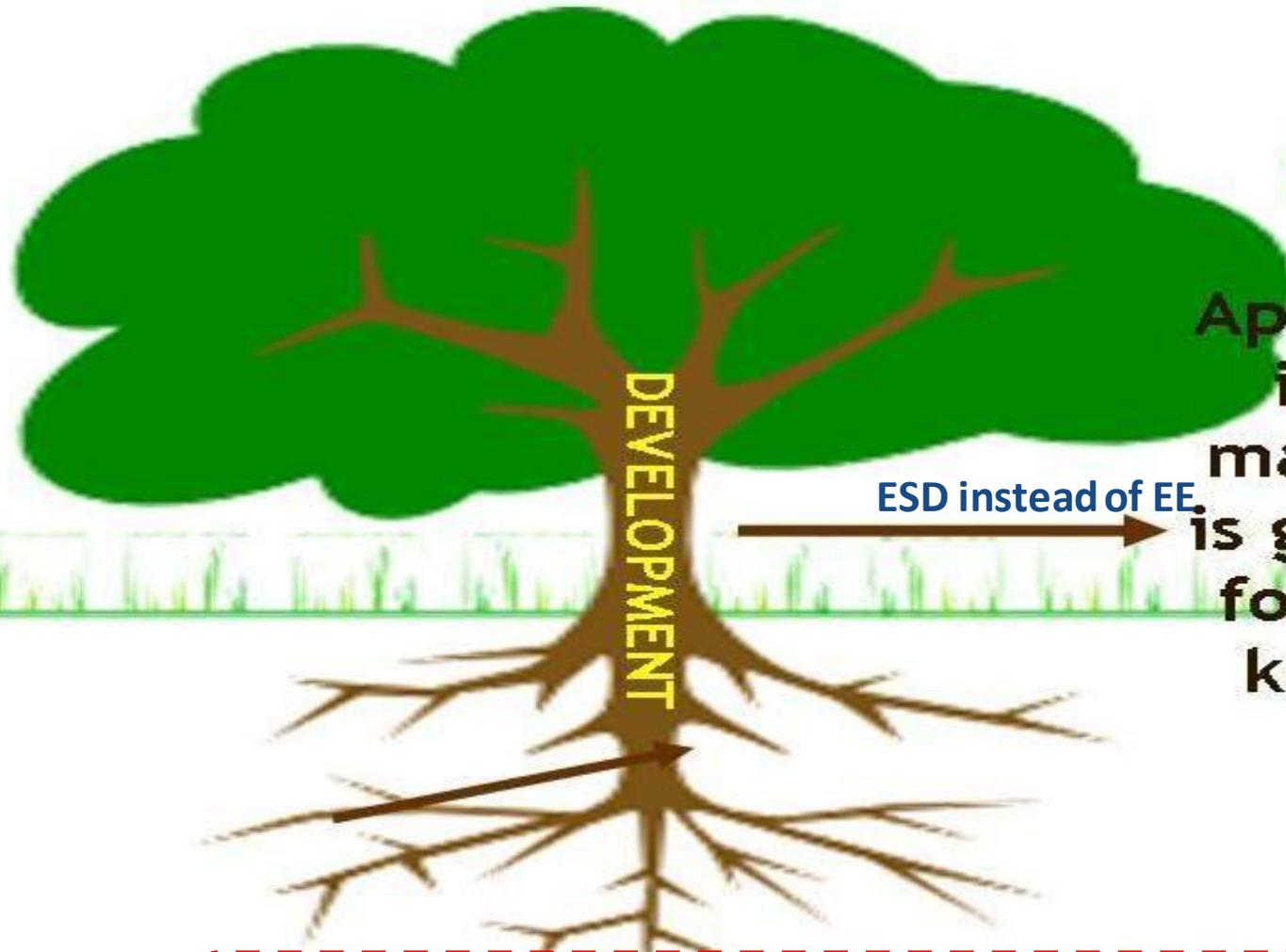


The components of ESD



Areas that need “change” or
reconsideration in order to achieve SD

The typical approach of EE



EE: Attention to the Environment:
Appropriate environment is the prerequisite to maintain the tree; and if is giving fruits that's good for all, and the tree will keep giving fruits, etc.

EE: Caring for the Environment in order to maintain the tree

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)

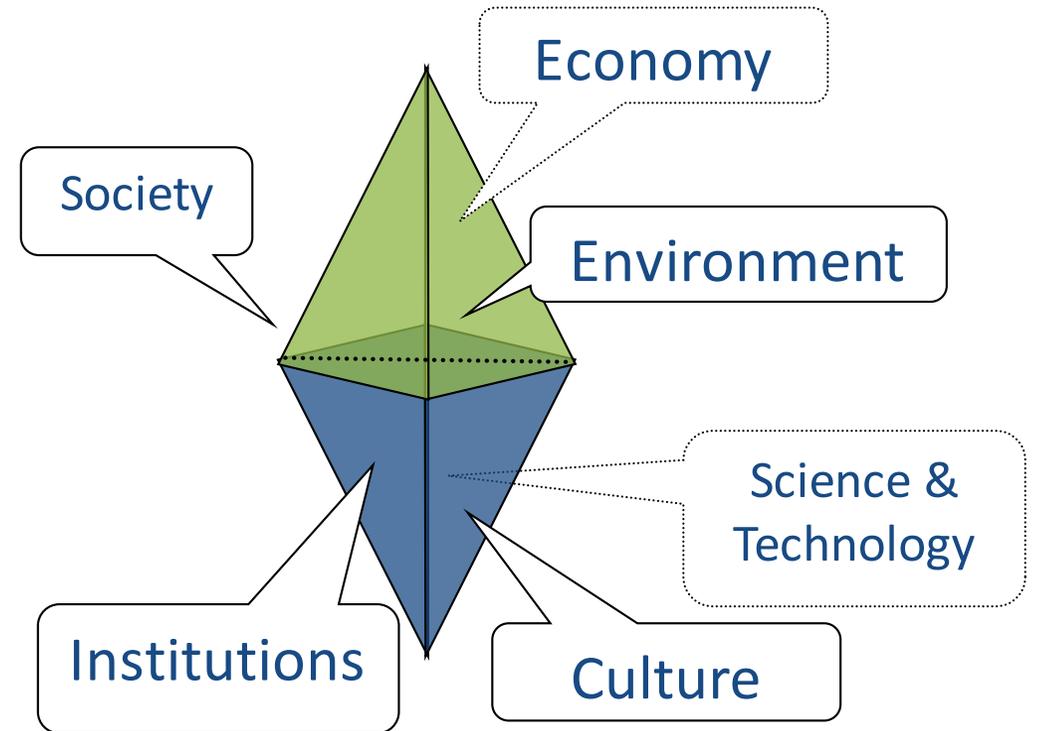
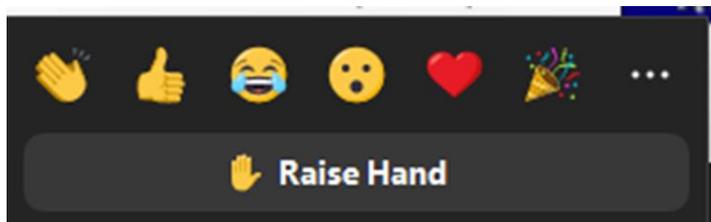
ESD: Caring for the tree in order to have the tree & sustainable production of fruits; attention to the Environment, Society & Economy



ORAL REFLECTIONS

In your country/case, which of the components of ESD are critical for its implementation?

Raise your hand, take the floor and briefly explain based on your experience



Time for a poll!



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In the Mediterranean, what are the most urgent topics for ESD? Choose up to three
Climate Change Adaptation and Mitigation

- Clean Energy Sources
- Integrated Water Resources Management
- Biodiversity; Management of Protected Areas; Ecosystem services
- Land erosion and desertification
- Blue/Green and Circular Economy
- Sustainable Consumption and Production
- Migration and Refugees; Inclusion
- Empowerment of Women and Youth
- Health





ESD contents

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 including gender, Education for Sustainable Consumption.

Key Themes: poverty, citizenship, peace, democracy, security, human rights, gender equity, social and economic development, health, cultural diversity, functioning and protection of the environment and natural resources (food securing).



ESD Characteristics & Principles

- 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.



ESD Characteristics (EC, 2021*)

- Starts from **early childhood** education.
- Takes a **lifelong** learning approach.
- Creates supportive learning environments **where the institution as a whole** is active on sustainability
- Is **learner-centred**, engaging, positive and based on real-life experiences.
- **Supports educators** & leadership teams, to teach and act for sustainability.
- Fosters collaboration & **partnerships** in local (and wider) communities.
- Involves young people in **meaningful** ways
- Builds sustainability **competences**.
- Is founded on strong **policies**.



Time for a poll!



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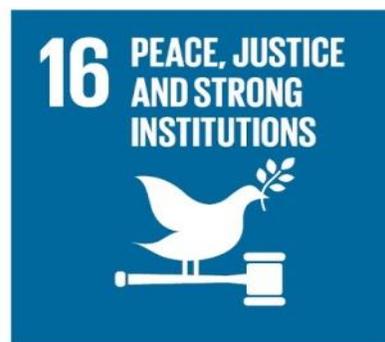
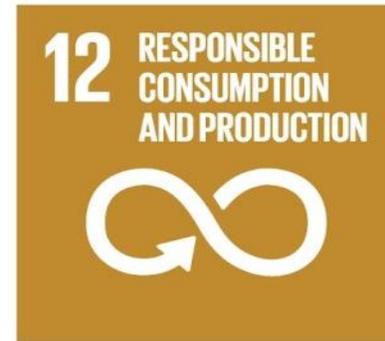
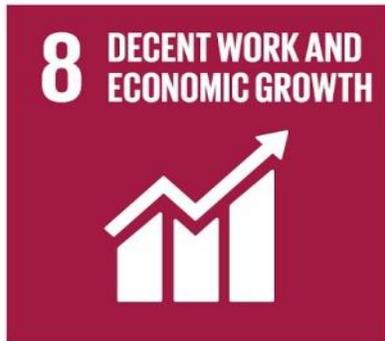


How advanced do you consider the ESD implementation and initiatives in your country?

Rate from 1 (minimum) to 5 (maximum)



ESD : a key enabler for all SDGs (4.7)





ESD as a key enabler of all SDGs (UN level)

- **ESD enhances the understanding of learners and the public** on what the SDGs are and how these goals connect with individual and collective lives.
- **ESD promotes critical and contextualized understanding of the SDGs:** Sustainable development often requires a balancing act among diverse views and priorities. ESD raises questions on the inter-linkages and tensions between different SDGs and provides learners with the opportunity to navigate the required balancing acts with its holistic and transformational approaches.
- **ESD mobilizes action towards the achievement of the SDGs:** ESD efforts address SD issues & SDGs. These efforts continue to mobilize action for SDGs in education settings, in particular in communities, through **whole-institution approaches** to ESD.

Approaches/Competencies in ESD (UNECE)

LEARNERS' COMPETENCES

- Learning to learn (understands...)
- Learning to live together (works with others in order to...)
- Learning to do (is able to...)
- Learning to be (is someone who...)

EDUCATORS' COMPETENCES

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

#ESDfor2030



- Builds upon the lessons learned from the **Global Action Programme on ESD (GAP, 2015-2019)**.
- Launched in the UNESCO Hybrid World Conference on ESD, 17-19 May 2021
- **Aims to fully integrate ESD** into policies, learning environments, capacity-building of educators, the empowerment and mobilization of young people, and local level action.
- It places emphasis on **education's contribution to the achievement of the SDGs**
- **Five priority Areas:** (1) Advancing Policy **(2) Transforming Learning Environments/WIA** (3) Training Educators (4) Empowering Youth (5) Accelerating Local Actions

Time for a poll !



What do you consider as a priority area that needs improvement in order to advance ESD in your country? Choose from the following:

- Policy/institutional frameworks.
- Educators' professional development.
- Youth empowerment & engagement.
- Local ESD Actions.



Part B.

ESD & the Whole Institution Approach (WIA)



Let's interact through the CHAT!



What do you think about when you think of the phrase
“Whole Institution Approach” ?

Write in the CHAT in key words

Whole Institution Approach



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The Whole Institution Approach (WIA) involves more than integrating sustainability in the curricula. It is a cohesive, collective and collaborative approach, implying that the whole educational institution including: curriculum and teaching/learning, campus management and “institution” culture (administration-leadership-teachers-students) recognizes diversity and promotes shared commitment to quality teaching and improving student achievements, as well as that the educational institution interacts with the local society (UNESCO 2014).



Whole Institution Approach



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Whole Institution Approach refers to every Institution at all levels of formal education, organization of non-formal and informal education & to every Organization from the public and private sector that pursues to become sustainable“

(UNECE 2021).





WIA and ESD

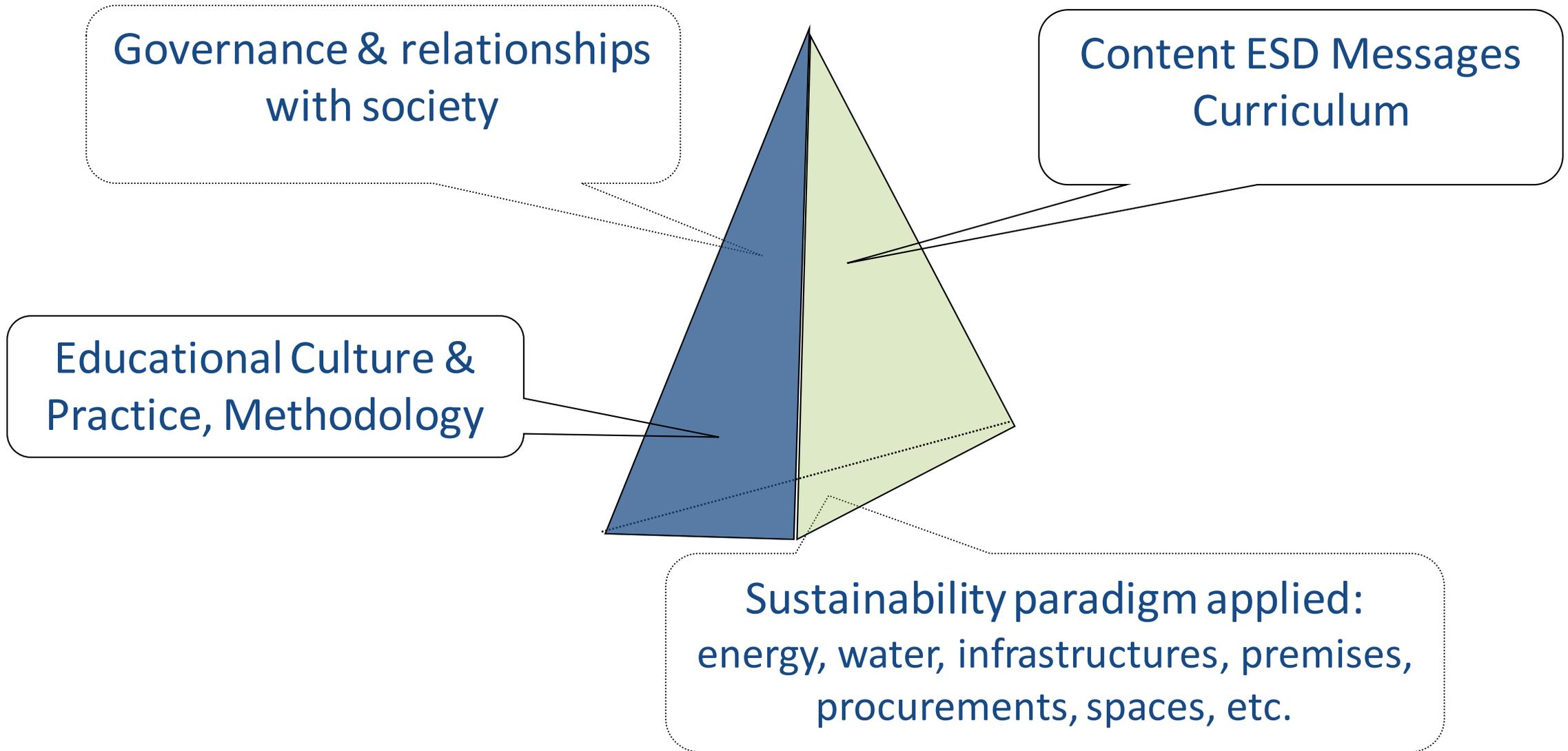
The Whole Institution Approach (WIA) addressing:

- 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



Sustainable educational institution

Sustainable educational institution as a tetrahedron



Sustainable Educational Institution Components (1/4)

Content & message of ESD, Curriculum

- Balanced approach of the content of SD: Economy - Society - Environment through the tools/mechanisms: Culture, Institutions, Innovation, Science-Technology.
- Official curriculum and the "secret" program and "hidden" educational practices.
- Developing competences of students overall and balanced in order to learn to experiment and adopt critical attitudes towards quality of life, patterns of production and consumption, management approaches, in the present and especially, for the future.

Sustainable Educational Institution Components (2/4)

Educational Culture & Practice, Methodology

- Teachers' competences, training and lifelong learning.
- Variety in educational techniques and methods-experiential and participatory methods, development of critical thinking, tolerance, respect of cultural diversity, building on experiences from the natural and urban environment and behavioral models
- Research and experimentation as part of the educational paradigm of the institution itself.
- Wider culture that generally integrates the principles and methods of ESD.

Sustainable Educational Institution Components (3/4)

Governance, internal processes & external relationships with the society

- Composition and operation of the school community at the course level or even lower, which bring democratic processes, gender equity, accountability both individually and collectively, recognize and reward effort.
- The role of the direction and other stakeholders in creating and maintaining the vision and prerequisites of SD. Teaching staff relationships: cooperation, understanding and solidarity; Transparent and fair procedures.
- Development and implementation of internal quality criteria (progress monitoring/bench markings).
- Aspects and functions as a technical and economic unit; Finance options in line with sustainability.
- Openness to the society; Cooperation with NGOs/CSOs; Interactions with the wider local community and culture.

Sustainable Educational Institution Components (4/4)

4. Applied environmental /SD paradigm

- Energy efficiency; passive solar architecture of buildings.
- Environmentally friendly use of material, recycled materials, etc.
- Ecological footprint.
- Economy of water; NCWRs
- Use of non toxic paints and products.
- Collection and treatment of toxic substances from Laboratories, etc.
- Care for environmentally sound healthy food in canteens, etc.
- Green procurements.
- Green spaces.
- Environmentally friendly vehicles.

Let's interact through the CHAT!



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Does your Organisation/School/University/ Institution follow a whole institution approach? Write in the CHAT

- No
- To some degree
- Yes





Part C.

Provisions for the WIA in the current ESD frameworks



Learning environments where learners learn what they live & live what they learn

- Learning **content & pedagogies** in line with SDGs.
- **Governance & culture** are aligned with SD: democratic bottom-up decision-making, collaboration, solidarity, inclusion.
- **Facilities & operations** embody sustainability principles e.g. passive energy buildings, sustainable transportation, procurement of locally produced sustainable products, audits.
- **Cooperation with community**, families, NGOs, private sector , etc.
- **Education policy-makers** (in public administration, evaluators, inspectors, etc.) prioritizing ESD, allowing more flexibility, facilitating partnerships, reflecting the WIA in the performance assessment of the institution



- ESD should **‘walk the talk’** in management and operations of learning institutions.
- WIA prepares learners for a **“whole system”** view, opening their minds for systemic thinking, willingness & ability to conduct policies for addressing problems and act.
- Opportunities, tools and resources that facilitate **stakeholders** to participate in a WIA transformation.
- Mobilization and opportunities for the **youth** to participate in WIA plans in their institutions.



WIA in the EC proposal for a Council Recommendation on learning for environmental sustainability

- Support education and training institutions to integrate sustainability across all their activities and operations....
... in teaching and learning, vision, planning and governance, management of buildings and resources, partnerships/relationships.
- Encourage and support all learning institutions to take part in **eco-certification programmes**
- Provide **professional development** mentoring and guidance of educators / inspectors / trainers in whole-institution approaches.



The Mediterranean Context

- Mediterranean Strategy on ESD (adopted by UfM Ministers of Environment and CC, 2014) and its
- Action Plan (Mediterranean Ministers of Education, 2016)
- Tools supporting countries to launch and document progress in ESD
- Both are supervised by the Med. Committee on ESD (MCESD)

MCESD Synthesis: Ministry representatives: Cyprus (Chair), Croatia, Greece, Jordan, Malta, Portugal
& the International/regional Organisations:

Scientific & Technical Secretariat



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



United Nations
Educational, Scientific and
Cultural Organization

Venice Office
Regional Bureau for Science
and Culture in Europe



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



MedIES
The Mediterranean Education Initiative
for Environment & Sustainability



WIA in the MSES/DP

Proposed measures/actions under Priority Areas 3, 5,

- Improve the provision and management of education facilities towards SD.
- Familiarize educators and stakeholders with the theory and praxis of the Whole Institution Approach.
- Promote WIA in schools based on ESD School Plans involving all classes and available means :

E.g. energy efficiency, NCWRs, waste management, school gardens,, healthy nutrition, governance, active relationship with the school neighborhood and local society ...



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Part D.

Challenges related to the Whole Institution Approach



Time for a poll!



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Choose which of the following do you consider as key challenges related to the WIA (choose up to 3)

- To formulate/agree on a shared vision/SD plan and how to achieve it.
- To identify the appropriate stakeholders (internal and external) to take part;
- To change prevailing practices: e.g. emphasis on knowledge ‘transmission’, silos, competition VS collaboration.
- To apply quality criteria.
- To integrate and motivate youth as part of the participatory processes
- To mobilise staff development.
- To incorporate innovation – being open to change and collaboration.



ORAL REFLECTIONS



What is the greatest challenge in the way towards the “Whole Institution Approach?”

Raise your hand, take the floor and briefly explain based on your experience



- “WIA is understood as a way to move towards sustainability in a holistic way, encompassing **teaching content** and **methodology**, influencing the learning process whilst embedding **sustainability** in all aspects of the institution Including **facilities**, operations and creating interaction with stakeholders in the **community**, **governance** and **capacity-building**”

UNESCO 2014



Suggestions - tips - good practices

1. Try to design your approach: A roadmap for gradual transformation of your institution.
2. Produce a brief and practical guide tool to WIA implementation.
3. Use a checklist/matrix for monitoring/reflection purposes on your WIA plan.
4. Develop key competences of educators, students & stakeholders using local experts
5. Capitalize/scale up knowledge/experience gained from related projects, trainings, etc.
6. Create an accreditation scheme/a set of quality criteria for formal, non-formal and informal sectors.
7. Engage the non-formal and informal stakeholders in WIA plans and efforts -more flexible, experienced, etc
8. Ensure that policies in place support WIA changes e.g. what about old structures/institutions?





Thank you for your attention!

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