SWIM and Horizon 2020 Support Mechanism

Working for a Sustainable Mediterranean, Caring for our Future

The Action Plan of the Mediterranean Strategy on ESD

Presented by:

Prof. Michael SCOULLOS, SWIM-H2020 Team Leader

SWIM and Horizon 2020 SM

Enabling educators to implement Education for Sustainable Development (ESD)

13-14 September 2017, Amman, Jordan

This Project is funded by the European Union

Contents

1. Evolution from Environmental Education (EE) to Education for Sustainable Development (ESD)
2. Competences for ESD for Learners & Educators
3. The Mediterranean Strategy on ESD (MSESD)
4. The Action Plan of the MSESD
5. The Whole Institution Approach (WIA)

1. Evolution from Environmental Education (EE) to Education for Sustainable Development (ESD)

Evolution from EE to ESD/ Milestones

1 **Tbilisi**
Emphasis on the need for knowledge transfer, skills development & decision making as well as for adoption of pro-environmental attitudes and values.

2 **Moscow**
Gender issue, peace, heath – Partial differentiation of EE

3 **Thessaloniki**
Education for Environment & Sustainability

Environmental Education (EE)
scope: the Protection of the Environment

Environment

Earth "Spaceship"

(limits to growth)

Human overstructure:

Society, Economy,
Institutions, etc.

Initial Key Principles & Methodologies of Environmental Education (EE)

Understanding “nature”

“Scientific knowledge”

Respecting nature “ethical” and society

Since its inauguration in Stockholm (1972) , Belgrade (1975), and Tbilissi (1977), EE insisted on three complementary approaches:

“**ABOUT**” (Knowledge),

“**IN**” (In direct contact with reality),

“**FOR**” (Commitment in favour of) the environment.

↓ progressively

- Combination of knowledge with action.
- The learners in the centre.
- Multidisciplinary approach.

The Rio UN Conference on Environment and Development 1992, Chapter 36, Agenda 21

The Thessaloniki International Conference (1997) result:

An attempt was made by the EU to define SD as the common place of the three components. This scheme implies that all three are satisfied in the same degree simultaneously!

Our vision through the evolution since Thessaloniki:

Sustainable Development is a tetrahedron and as its basis **Education** was originally proposed

Our vision through the evolution since Thessaloniki:

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.

Our vision through the evolution since Thessaloniki:

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

Our vision through the evolution since Thessaloniki:

Analysis of Governance for the implementation of SD

Our vision through the evolution since Thessaloniki:

Combining the previous figures we have **Sustainable Development** as a double pyramid. One of its facets is Education

To obtain Sustainable Development we need:

The contents of ESD

FROM: 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

TO: The ESD approach towards development

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

ESD Characteristics & Principles (1/2)

- By nature, an evolving and dynamic concept seeking to balance human and economic welfare for the present and future generations with cultural and ethical values and respect for the environment and the Earth's natural resources.

-Aims to empower and inspire people of all ages to develop the appropriate knowledge and skills; to adopt attitudes and values and shape behaviours towards sustainable development of their areas in order to assume responsibilities for creating a sustainable future.

- Recently ESD was recognised as an important valuable tool / prerequisite for achieving **SDGs**.

ESD Characteristics & Principles (2/2)

- A **cross-cutting** Education, embracing Environmental Education, Education for Development, Education for Peace and Human Rights, Global Citizenship Education (GCE), etc.

- **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, sustainable production and consumption patterns.

ESD requires multi and intra-disciplinary approaches

From:

Disciplines → **Multidisciplinarity (EE)**

↓

Intradisciplinarity

Transdisciplinarity

(central for ESD)

Challenges related to ESD: how to allow learners to overcome the tensions & find balance between:

Global	→	Local
Universal	→	Individual
Tradition	→	Modernity
Competition	→	Equality of opportunities
Rapid expansion of data & knowledge	→	Human brain capacity to assimilate information critically reflect
Spiritual	→	Material

A remark…

ESD implementation aims at changing the world from both "inside" and "outside":

From inside by changing the symbols of success strengthening ethical and cultural values, respect and understanding of others and social responsibility.

From outside: by stimulating institutional changes and by influencing/enhancing sustainable production and consumption patterns

Both processes are important in ESD for all involved.

2. Competences for ESD for Educators and Learners

ESD

(1) Educating verb

"Educate"
Learning
Accumulating knowledge & experiences

Knowing, behaving, acting

(2) for

The purpose

(3) Sustainable adjective

(4) Development noun

LDK CONSULTANTS

Aristotle, Education includes:

Επιστήμη + Τέχνη -> Φρόνηση

Epistemi + Techni -> Fronissis

Science + Technique -> Knowledge/ “Wisdom”

Still we have to consider Acrassia; the human quality not to follow easily what we do recognize as “correct”.

Competences for all learners*

Educating

Learning to learn

Learning to live with others

Learning to act

Learning to be

** Based on: Delors J. (ed) (1996) "Learning: The Treasure Within" International Commission on Education for the 21st Century, Report to UNESCO, UNESCO.*

Competences for Educators

(2008, UNECE)

- State of the art thinking
- Linking competences of educators to competences of learners
- Taking into account the educational/administrative realities of the region
- Being workable in diverse regions such as the Mediterranean
- “Codifying” in a form of a matrix.

Vertical Axis of the matrix

Learning to know contributes to achieving the key SD principle of "recognition of the challenge" (WSSD). It covers competences such as critical thinking, problem solving and decision-making skills for developing reasoning.

The educator understands…

Learning to be contributes to achieving the key SD principle of "the indivisibility of human dignity" (WSSD). It covers the concept of developing "agency" with intra-personal competences for clarifying values, forming goals, and maintaining commitments.

The educator is someone who…

Learning to live together contributes to achieving the key SD principle of "collective responsibility and constructive partnership" (WSSD). It refers to building potential through social capital and inter-personal competences for communication, negotiation, co-operation, and empathy.

The educator works with others in ways that….

Learning to do contributes to achieving the key SD principle of "determined action" (WSSD). It refers to expressing basic and refined functionings through practical skills and action competences.

The educator is able to …

Horizontal Axis of the matrix

“Holistic Approach”

“Envisioning change”

“Transformation”.

“A Holistic Approach Envisioning Change (for) Transformation”

ESD Competences for Educators-Matrix (1/4)

	HOLISTIC APPROACH *Towards integrative thinking and practice*	***ENVISIONING CHANGE*** *Past, present and future*	***TRANSFORMATION*** *People, pedagogy and education systems*
Learning to know ***The educator understands…***	• The basics of systems thinking • Interrelationships between economic, social, cultural and environmental issues • The interdependence within the present generation and between generations, as well as relationships between rich and poor and between humans and nature • Their own world view and cultural assumptions and those of others • The connection between sustainable futures and the way we think, live and work • Understands one's own thinking and action in relation to sustainable development	• The root causes of unsustainable development • The evolving nature of sustainable development • The urgent need for change from unsustainable practices towards advancing the quality of livelihood, solidarity, and environmental sustainability • The importance of problem setting, critical reflection, and visioning in planning the future and effecting change, • The importance of preparedness for the unforeseen and a precautionary approach.	• Why there is a need to transform the education systems that support learning • Why there is a need to transform the way we educate/learn • Why it is important to prepare learners to meet new challenges • The importance of building on the experience of learners as a basis for transformation • How engagement in real world issues enhances learning outcomes and helps learners to make a difference in practice

ESD Competences for Educators-Matrix (2/4)

	HOLISTIC APPROACH *Towards integrative thinking and practice*	***ENVISIONING CHANGE*** *Past, present and future*	***TRANSFORMATION*** *People, pedagogy and education systems*
Learning to do ***The educator is able to …***	• Create opportunities for sharing ideas and experiences from different disciplines/places/cultures/generations without prejudice and preconceptions • Work with different perspectives on dilemmas, issues, tensions and conflicts	• Critically assess processes of change in society • Communicate a sense of urgency for change and inspire hope • Facilitate the evaluation of potential consequences of different decisions and actions • Use the natural, social and built environment, including their own institution as a context for learning	• Facilitate participatory and learner-centered education that develops critical thinking and active citizenship • Assess learning outcomes in terms of changes and achievements in relation to sustainable development

ESD Competences for Educators-Matrix (3/4)

	HOLISTIC APPROACH *Towards integrative thinking and practice*	***ENVISIONING CHANGE*** *Past, present and future*	***TRANSFORMATION*** *People, pedagogy and education systems*
Learning to be ***The educator is someone who…***	• Is inclusive of different cultures, perspectives and disciplines (importance of transparently communicating own values…)	• Is motivated to make a positive contribution to other people and their social and natural environment, locally and globally • Is willing to take considered action even in situations of uncertainty	• Is willing to challenge assumptions underlying unsustainable practice • Is a guide, facilitator and participant in the learning process • Is a critically reflective practitioner inspires creativity and innovation

ESD Competences for Educators-Matrix (4/4)

	HOLISTIC APPROACH *Towards integrative thinking and practice*	***ENVISIONING CHANGE*** *Past, present and future*	***TRANSFORMATION*** *People, pedagogy and education systems*
Learning to live together ***The educator works with others in ways that…***	• Actively engage different groups across generations, cultures, places and disciplines	• Facilitate the emergence of new worldviews that address sustainable development • Encourage negotiation of alternative futures	• Challenge unsustainable practices across educational systems, including at the institutional level • Helps learners clarify their own and others worldviews through dialogue, and recognize that alternative frameworks exist

Important note:

- ✓Engage other actors to promote ESD.
- ✓Help learners to understand their own perspective and appreciate perspectives of others.
- ✓Avoid transferring risks from one group or community to another across time, space or cultures.

Competences of Learners

LEARNING….

ESD approaches need to be

Pragmatic in the analysis and inspiring, optimistic and constructive reactions.

3. The Mediterranean Strategy on ESD

The Mediterranean Strategy on ESD

A process that while taking into account the realities of the region tries to bring together all competent components to help Governments and the Education Community of the Region to create solid foundations for ESD and enhance a peaceful, environmentally sound and prosperous society in the region and beyond.

MSESD Milestones -
A long process utilizing also EE as a background

1972: Stockholm Conference on the Human Environment EE as a tool

1977: Tbilisi UNESCO International Conference on Environmental Education (EE) formal introduction of EE

1987: Moscow UNESCO International Conference on Environmental Education (EE) EE also as a "carrier" for other important issues

1992: Rio Summit Chapter 36 on Education appropriate for SD

1996: Athens, Interregional Conference on Re-Orienting Environmental Education for Sustainable Development

1997: Thessaloniki UNESCO International Conference: from Environmental Education to Education for Environment & Sustainability

2002: The ERA-21 (*Education Reaffirmation for the 21st century)* campaign by MIO-ECSDE/MEdIES for ESD in view of the WSSD

MSESD Milestones-
A long process utilizing also EE as a background

2002, May: Preparatory meeting of WSSD in Bali

2005, Conference for the Official Launching DESD in the Mediterranean, Athens November 2005 ***mandate***

2006-7 1st drafts developed by the University of Athens/UNESCO Chair on Management and Education for Sustainable Development and MEdIES.

2011 Consultation meetings Athens

2012 UN Conference on Sustainable Development, Rio, 2012 *further consultations about the MSESD*.

2013: Consultation meetings under Horizon 2020 CB/MEP in Rabat and Zagreb

The Mediterranean Strategy for ESD

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

Scope

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.

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.

UNESCO Conference on ESD,
Nagoya, Japan, 2014

Since 2014 ……

The MSESD 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 (COP19). In the Athens Ministerial Declaration (Article 13) the Ministers stress the role of education and the Strategy in promoting sustainability and the implementation of the SDGs in the Mediterranean.

4. The Action Plan of the Mediterranean Strategy on ESD

The Action Plan of the Mediterranean Strategy on ESD

✓Endorsement of the Action Plan of MSESD at the Ministerial Conference for ESD in the Mediterranean, Nicosia, December 2016 organised by the Ministry of Education of Cyprus and MIO-ECSDE/MEdIES and the UNESCO Chair on ESD in the Mediterranean.

✓The Focal Points are scheduled to meet again in Nicosia (at the end of 2017) to review the progress in their countries.

The Action Plan of the MSESD

- Developed in a participatory way and informed by a Survey among Mediterranean youth on their understanding of and expectations from SD/ESD (2015).

- A developed to serve as a “new generation” tool responding simultaneously to all relevant to Education/ESD requests and provisions of international Conventions and Bodies.

Dynamic relations and initiatives considered in drafting the Action Plan and 'serviced' by it

Objectives of the Action Plan

1. Facilitate through regional cooperation the Education Ministries in planning and implementing MSESD.
2. Promote the fundamental role of Education & ESD as quality education.
3. Ensure further mobilization 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 all 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.

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

Recommendations and proposed Strategic Directions for activities & programmes

The Action Plan directly derives from and reflects the "Framework of Implementation" of the MSESD (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 MSESD.
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 to 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.
- 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 Twinnings 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
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)
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)
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. to the UNECE Indicators)

The MSESD Action Plan is included among the Flagship Projects of the UNESCO Global Action Programme (GAP) on ESD (2015-2019).

5. The Whole Institution Approach

Sustainable educational institution (school, university…) / A long-lasting process

Which can be addressed and analysed:

a) Historically, accepting and responding “external” messages and the evolution of Environmental and Sustainable Development issues;

b) As an alternative to the global “university crisis”;

c) As a result of “integration” to the introduction of a variety of new “themes”;

d) As a dynamically evolving “internal” process of successive stages of awareness of educational institutions-teachers- students and their interaction with the social (economic-cultural) environment at various levels (from local to international).

Precursor educational movements & initiatives

I

Educational institutions with programmes with emphasis on social/moral and educational dimensions consistent with the concept of "sustainability“ or with certain ‘ingredients’ of it. Antiauthoritarian education, Anti-racist, Peace, Gender, Citizen (citizenship), etc.

II

Educational institutions focusing on practical interventions & improvements of human life conditions: Health education, Consumer education, etc.

III

Green and Eco-Institutions: Environmentally advanced with "improved" programmes and/or, focusing on improvements in infrastructure and/or pro-environmental projects and/or learning from nature

IV

Educational institutions following the **whole institution approach.** Emphasis on institute development through internal consistency. It includes many of the previous items as well as governance, natural resource management at institute level, active relationship with the local society, etc.

… & current educational schemes

V

Educational Institutions for ESD :

Promotes all aspects of the ESD, with emphasis on the “strategic” combination of space, content, software, learning processes and a shift of paradigm (it reflects to various degrees the principles of SD)

VI

Sustainable Educational Institutions

Change towards Sustainable Development from within

The evolution from I to VI

I
Institutions emphasizing to social and pedagogical dimensions/elements of SD, etc.

II
Institutions emphasizing practical interventions & outcomes coherent with SD.

III
Green (emphasis to Institutions' Environmental paradigm) & Ecological schools (emphasis to attitudes developed from the experience in the environment)

the example within the institutions

- Emphasis on institutes' development through internal consistency

(IV) WHOLE INSTITUTION APPROACH

(V) Institution for ESD

- Promoting all dimensions of ESD

- *Change from within (governance) towards SD*
- *«infrastructure»*

(VI) Sustainable Institution

Evolution from I to VI is a continuous process, but not a linear one...

SD as a tetrahedron based to Education

Sustainable Educ.Institution is located in the internal, covering adequately the internal space.

… in analogy, sustainable institution as a tetrahedron including the 4 basic 'components'

Sustainable institution components (1/4)

1. Content & message of ESD - Curriculum

   - Balanced approach of the content of SD: Economy - Society - Environment though the tools & mechanisms: Culture, Institutions, Innovation, Science-Technology.

   - Official Syllabus and Curriculum as well as 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 institution components (2/4)

2. Educational Culture & Practice, Methodology

- Teachers/Professors/Educators' 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

- Experience to be developed within the Institution. Research and experimentation as part of its educational paradigm.

- Wider culture that generally integrates the principles and methods of ESD.

Sustainable institution components (3/4)

3. <u>Governance, internal processes & external relationships with the society</u>

- Composition and operation of the educational community at the subject/course level or even lower, which bring democratic processes, accountability both individually and collectively, recognize and reward effort.
- Operation & Administration model followed.
- The role of the Leadership and Administration and other stakeholders in creating and maintaining the vision and prerequisites of SD.
- Educators' relationships: based on cooperation, understanding and solidarity; Transparent and fair procedures.
- Development and implementation of internal quality criteria (internal progress monitoring/bench markings).
- The aspects and functions as a technical and "economic" unit. Finance options in line with sustainability.
- Opening to the society and interactions with local community and culture.

Sustainable institution components (4/4)

4. Applied environmental /SD paradigm, Infrastructures, premises, etc.

- Energy efficiency; passive solar architecture of buildings.
- Environmentally friendly use of material, recycled materials, etc.
- Ecological footprint.
- Economy of water; rainwater harvesting.
- Use of non toxic paints and products.
- Care for environmentally sound healthy food in canteens, etc.
- Green spaces.

Epilogue…

Try to capitalize:

1. On existing experiences in necessary adapting, progressively previous attempts to approach SD.

See Adaptive Management Approach

Adaptive Management

The Common Approach

Adaptive Management

The Usual Result…

Very rarely…

The new management distorted due to inherent conditions

or

Distorted due to resilience of the old system

Adaptive Management

Adaptive management

Epilogue…

Try to capitalize:

2. On “hands on” projects of various of various types of SD approaches…

Refining, enhancing the outputs / results of initiatives that try to address sustainability problem in the ground

Examples: NCWRM in the Mediterranean

YouthXchange in the Mediterranean

…

For further information

Website

www.swim-h2020.eu E: info@swim-h2020.eu

LinkedIn Page

https://www.linkedin.com/company-beta/15245649/?pathWildcard=15245649

Facebook Page

https://www.facebook.com/Swim-H2020-SM-Project-517590438434444/

SWIM and Horizon 2020 Support Mechanism

Working for a Sustainable Mediterranean, Caring for our Future

Thank you for your attention.

This Project is funded by the European Union