

SUSTAINABLE MEDITERRANEAN

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THE MEDITERRANEAN AND ESD: A FIRST RESPONSE TO THE UN DECADE OF ESD (2005-2014)

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LA MÉDITERRANÉE ET L'EDD: UNE PREMIÈRE RÉPONSE À LA DÉCENNIE DES NATIONS UNIES POUR L'EDD (2005-2014)

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EDITORIAL

Sustainable development, from its first global recognition as a guiding principle and target (Rio de Janeiro, 1992), has been understood as based equally on environmental protection, social welfare and stability, and economic viability and prosperity. To change from the current unsustainable models of production, consumption and governance to new sustainable ones, fundamental changes are needed. A special type of Education is needed to prepare people, and in particular the youth, for sustainable changes. This Education during its first years was considered by many as synonymous with Environmental Education; economic and social development has been seen as included indirectly as a pre-condition of ecological sustainability. However, in the recent years the need for systematic and focused inputs on the social (including cultural) dimension has, even within Environmental Education, received more attention. To this end, Education for Sustainable Development (ESD) emerged, which faces the challenge of teaching people not only to be environmentally aware, but also to adopt a sustainable lifestyle and develop their capacity to build a future based on ecologically, economically, socially and culturally sustainable solutions. ESD aims at providing learners with the appropriate opportunities and enabling environments to develop knowledge and “life” skills (i.e. decision-making, problem-solving and creative/critical thinking), to stimulate interest and motivation to behave in a responsible way in order to achieve positive changes in their societies, starting with their daily activities.

The UN General Assembly “... recalling Chapter 36 of Agenda 21, on promoting education, public awareness and training, (Rio de Janeiro, 1992) and the Millennium Development Goal of achieving universal primary education, in particular that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling, ... welcoming the Plan of Implementation of the Johannesburg Summit (2002) that confirmed the importance of ESD and recommended that the UN General Assembly consider adopting a Decade of ESD starting in 2005... emphasizing that education is an indispensable element for achieving sustainable development” (Resolution 57/254, December 2002), established the Decade of Education for Sustainable Development (DESD) for the period 2005-2014. The DESD has as basic aim to promote Education as the basis of a sustainable human society and to strengthen international cooperation toward the development of innovative policies, programmes and practices of ESD. UNESCO as the lead agency of the DESD, in consultation with a great number of relevant governmental and non-governmental organizations, international, regional and national, developed the International Implementation Scheme (IIS) of the Decade that was

finalized in September 2005. IIS provides a broad framework for all partners to contribute to the Decade. It summarizes the goals and objectives of the Decade, and its relationship to other key education movements. Furthermore, it emphasizes greatly the importance of partnerships and networks in the success of the Decade.*

According to the International Implementation Scheme: “the DESD promotes a set of underlying values, relational processes and behavioural outcomes, which should characterize learning in all circumstances. The overall goal is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This educational effort will encourage changes in behaviour that will create a more sustainable future...for present and future generations”.

MIO-ECSDE, in close cooperation with its member organizations, was instrumental in preparing the international community with its ERA-21 Campaign for accepting the Decade, and was deeply involved from the very first endeavors, at regional and international level, to secure the viability and added value of the Decade (Bali and Johannesburg, 2002) and later on, in the drafting of the Decade’s IIS. In parallel, MIO-ECSDE in cooperation with the ECO-FORUM promoted the drafting and adoption of a progressive and concise Strategy for ESD in the UNECE region to be used as a “blue print” for other regions within the DESD, as well. In the same line, MIO-ECSDE worked intensively and systematically in order to stimulate awareness and to mobilize Governments and all relevant stakeholders to cooperate and act accordingly for the Launching of the Decade in the Mediterranean region. The Conference for the Launching became reality on 26-27 November 2005 in Athens and linked all relevant political and scientific initiatives together. It was organised by the Hellenic Ministry of National Education & Religious Affairs with the support of the Italian Ministry for Environment & Territory, UNEP/MAP and MIO-ECSDE and under the auspices of the Greek Parliament, UNESCO and UNECE. The Conference was attended by 240 participants from 26 Mediterranean countries, EU and non-EU, among them representatives of Ministries of Education, Ministries of Environment, International Organisations, Universities, NGOs, the private sector and many educators.

The Conference offered an ideal opportunity to link DESD with the two major regional initiatives: the UNECE Strategy of ESD and the Mediterranean Strategy for Sustainable Development - MSSD (see “*Scope and Political Background*”). Furthermore, the *state-of-the-art of ESD in the formal educational systems* of various countries from the South and the North of the region were presented, as well as *formal and non-formal initiatives on ESD* at regional, sub-regional

and national level. In general, the meeting provided the opportunity to discuss ESD issues of particular importance in the Mediterranean region. Also, an attempt was made to raise political will to support the institutional and operational framework for ESD. To this end, in the second day participants discussed and unanimously agreed upon the *Resolution* of the Conference that calls for the development of a Mediterranean Strategy on ESD, "...using the *UNECE Strategy for ESD as a prototype*".

This special edition of "Sustainable Mediterranean" presents the main and characteristic inputs made during the Conference, concerning initiatives at national and international, formal and non-formal level. The *Background Document* and the agreed *Resolution* are also included.

(*) IIS is accessible at UNESCO website: <http://portal.unesco.org/education/> as well as at MEDIES website: www.medies.net



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The Scope and Political Background of the Athens Conference for the Official Launching of the UN Decade of Education for Sustainable Development in the Mediterranean Region

Education for Sustainable Development (ESD) has roots back to the first UN Conference on the Human Environment (1972). It is known that Chapter 36 of the Rio Declaration (1992) recognized Education as the prerequisite for Sustainable Development and described the needed provisions for such education.

In 1995 a major UNESCO International Workshop was held in Athens on “Reorienting of Environmental Education (EE) to Sustainable Development” which recommended the organization of an International Conference to examine the issue on the occasion of the 20 years of Tbilisi (1977), which had formally introduced EE, and 5 years after the Rio Earth Summit (1992). Indeed the Conference “Environment and Society: Education and Public Awareness for Sustainability” took place in Thessaloniki in 1997 attended by 1,400 participants from 84 countries, the Director General of UNESCO and many ministers. The “Thessaloniki Declaration” is an important document cited frequently and to a large extent constitutes the basis of the recent developments.

In view of the Johannesburg World Summit (2002) several initiatives among which the Campaign ERA 21 (Education Re-affirmation for the 21st Century) led by MIO-ECSDE requested a new effort for appropriate education in order to promote sustainable development and reach the Millennium Development Goals (MDGs). In Johannesburg, the UN Decade for Education for Sustainable Development (UN DESD) was decided to run from 2005 to 2014 and UNESCO was entrusted with its coordination and leadership.

Simultaneously, a major Type II Initiative to promote such education in the Mediterranean Region, MEDIES (Mediterranean Educational Initiative for Environment and Sustainability) was launched by Greece, UNESCO, UNEP/MAP, GWP-MED and MIO-ECSDE. Since then Italy has joined its Core Group while most other Mediterranean countries and stakeholders participate in its Task Group.

During the Greek Presidency of the EU, the UNECE Environment Ministries at their “Environment for Europe” Conference in Kiev (May 2003) asked a Drafting Group to prepare a Strategy for Education for Sustainable Development (SESD). The Strategy was finally adopted by the Ministries of Education and Ministries for Environment of the 55 Countries of the region (including all European countries, Turkey, Israel, the Central Asian countries and also Canada and USA) in Vilnius, on March 2005.

Fifteen of the UNECE countries are Mediterranean. In the Mediterranean “eco-Region” which does not correspond to a single UN-region, the only operational UN body existing is UNEP-MAP (UN Environment Programme-Mediterranean Action Plan), the Secretariat of the Barcelona Convention, which celebrated this year its 30th anniversary.

The Mediterranean Commission for Sustainable Development (MCSDD) operates under the Barcelona Convention. It has recommended to all the Mediterranean countries to agree on a Mediterranean Strategy of Sustainable Development (MSSD) which was finally adopted in Portoroz, Slovenia in November 2005, together with a Declaration and recommendations for 2006-2007. In all these texts ESD is recognized as very important and action is recommended to be taken in the framework of the UN DESD.

In the MSSD, under Objective 4, it is explicitly stated that “*Education and training particularly Education for Sustainable Development (ESD) are recognized as a prerequisite for improved Governance. In view of the adoption by 13 Contracting Parties of the Strategy for Education for Sustainable Development (Vilnius 2005) this could be used as a blueprint for concerted action.*”

Furthermore, under 3.2. “Strengthening capacities, involve actors and mobilize financial resources (orientation and actions)” para. 3 reads:

“Introduce sustainable development into educational curricula, from primary school right up to universities and graduate schools and contribute to the implementation at Mediterranean level of the Thessaloniki UNESCO Conference Declaration (1997), the United Nations resolution on the Decade for Education for Sustainable Development (2005-2014) and the Strategy for Education for Sustainable Development (Vilnius 2005).”

The present (Athens 2005) meeting is invited to formally launch the UN DESD in the Mediterranean Region raising the awareness and political will for the recognition and promotion of Education for Sustainable Development in the relevant countries and examine the possible ways in which the UNECE Strategy for ESD could best be utilized as a blueprint for a MEDITERRANEAN STRATEGY ON EDUCATION FOR SUSTAINABLE DEVELOPMENT for the entire Mediterranean region.

Supporting statement from Mr Koïchiro Matsuura, Director-General of UNESCO, for national launch events pertaining to the UN Decade of Education for Sustainable Development (DESD) under the auspices of UNESCO National Commissions

The United Nations Decade of Education for Sustainable Development (2005-2014) is a far-reaching and complex undertaking. Its conceptual basis, socio-economic implications, and environmental and cultural connections make it an enterprise which potentially touches on every aspect of life. The overall goal of the Decade is to integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behaviour that allow for a more sustainable and just society for all. Its basic vision is a world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.

Launch events at national and regional levels are important events in this international endeavour for mobilizing policy-makers, educators, experts, civil society, youth, children, community leaders and the general public in favour of the five objectives of the Decade, which are to:

- ◆ Give an enhanced profile to the central role of education and learning in the common pursuit of sustainable development;

- ◆ Facilitate links and networking, exchange and interaction among stakeholders in education for sustainable development;
- ◆ Provide a space and opportunity for refining and promoting the vision of and transition to sustainable development – through all forms of learning and public awareness;
- ◆ Foster increased quality of teaching and learning in education for sustainable development;
- ◆ Develop strategies at every level to strengthen capacity in education for sustainable development.

Education for Sustainable Development concerns us all. Given its role as the lead agency for the Decade, UNESCO must mobilize itself fully to ensure that this important responsibility is fulfilled; in this regard, the UNESCO National Commissions have much to contribute. We therefore congratulate you for this initiative to facilitate the introduction and promotion of education for sustainable development, and to raise awareness among various stakeholders, private citizens and institutions that they also are actors in the implementation of the United Nations Decade of Education for Sustainable Development.

THE UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

Ella Behlyarova, Secretary to the UNECE Steering Committee on ESD, Environment and Human Settlements Division, United Nations Economic Commission for Europe • esd@unece.org

Taking up the call of the World Summit on Sustainable Development, Ministers at their Fifth “Environment for Europe” Conference (Kiev, 2003) gave the green light to draw up a regional Strategy for Education for Sustainable Development (ESD). Due to a complex and dynamic nature of ESD, it was crucially important to develop the Strategy through a participatory process involving governments, UNESCO, NGOs and other stakeholders. Noting the diversity in the region, the Strategy had to be made flexible enough, so that its implementation can be adapted to each country’s priorities and circumstances.

The cooperation between environment and education ministries in the negotiating process has been very encouraging, but after the adoption of the Strategy its application constitutes the real litmus test of countries’ readiness to cooperate.

In the Lithuanian capital Vilnius, in March of 2005, less than two years after the Kiev Conference, Ministers and high-level officials from Education and Environment

Ministries from across the ECE region adopted the Strategy at their joint High-Level meeting. Various stakeholders took part in the meeting and provided valuable contributions. The Meeting also launched the UN Decade of ESD in the UNECE region. It is noteworthy to mention the strong and continuous support that UNECE member States from the Mediterranean sub-region provide to this process.

The aim of the Strategy is rather ambitious: encouraging countries to incorporate ESD into their formal education systems and in non-formal and informal education. It suggests establishing a partnership mechanism between different ministries and agencies to coordinate the implementation and supports multi-stakeholder participation.

The UNECE region has a good basis for implementing ESD. Most countries have established well-functioning education systems, ensured access to basic education and equal rights to education for all. However, there are serious challenges ahead. The key one is that the education

systems are not flexible enough for the integrative nature of ESD.

A Steering Committee that includes representatives of environment and education sectors has been set up to oversee the implementation process. The Committee will hold its first meeting in December 2005 to discuss a number of activities to facilitate the implementation process, including organization of workshops, the compilation of good practices in ESD and establishing a reporting mechanism and indicators to assess the implementation. The first workshop for the sub-region of South-East Europe will take place in Athens back to back with this Conference.

Indicators for ESD

Following a decision of the Vilnius Meeting, an Expert Group has been established to *develop indicators to measure the effectiveness of the implementation of the Strategy*. A number of the governments and organizations designated their experts, including several countries of the Mediterranean sub-region and UNESCO.

The Group held two meetings and identified various issues relating to the development of indicators. With regard to the scope, they agreed that the indicators should be determined by the objectives of the Strategy and confirmed that they should reflect both aspects of the mandate: “the implementation” as a process, and “the effectiveness of the implementation”, as a qualitative feature of the process and of the outcome. Another important statement was that indicators should be considered within a comprehensive implementation review framework. In this context, experts addressed the following key issues:

- Some proposals for a new data collection policy should be adopted due to the complexity and innovative nature of ESD.
- To monitor the progress of the implementation of the Strategy made by each country, there is a need to describe the current situation per country. The experts suggested using data of 1 January 2005, as baseline data.

- With regard to the Concept of use of indicators, they agreed that it is important to measure the effectiveness of the implementation of the Strategy throughout the whole implementation process, starting from the initial measures on governance up to the possible effects in society. In this context the experts identified four types of indicators:

- ◆ “Checklist indicators” that would provide information on initial policy, legislation, regulatory and governance measures taken by a government in order to implement the Strategy.
- ◆ “Input indicators” that will provide information on a broader spectrum of activities taking place in terms of the implementation of the Strategy.
- ◆ “Output indicators” that will provide information on the results of these activities.
- ◆ “Outcome indicators” that will provide information on the possible impact due to the implementation of the Strategy, in particular its qualitative aspect.

Most of the indicators of the first and second groups could already be used by countries in Phase I (by 2007) and, in some cases, in Phase II (by 2010). The third and fourth groups could require long-term research and, therefore, they will be relevant over a longer period, in Phase II or III (by 2015), but the activities that they determine would need to start earlier, in Phase I or II.

In consideration of the comments by the Steering Committee, the final outcome of the group’s work will be presented for endorsement to the Committee’s second meeting in 2006.

The experts voiced an expectation that other relevant fora might use the results of their work to evaluate implementation of ESD. At a later stage there is a plan to translate indicators into all official languages of the United Nations.

“From citizenship towards sustainability: linking vision and action”

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Let me start by quoting Nelson Mandela. He said: “*Vision without action is just a dream. Action without vision is a waste of time. Vision with action can change the world*”. In the following few minutes, I shall share with you some ideas about the Council of Europe’s vision of the future of our continent. I shall of course refer to the actions we have identified to achieve our objectives, in particular within the fields of education and sustainable development.

What’s the Council of Europe’s vision

As you know, the Council of Europe was founded in 1949, in the aftermath of the Second World War. Its statutory aim is to “achieve a greater unity between its members” and it counts today 46 member States. Since 1949, the Council of Europe has been building that united Europe upon three fundamental pillars, which are our shared values: Human Rights, Democracy and the Rule of Law. Our ambition is to build a space of democratic security in which 800 million people can feel safe, happy and at home. We of course share UNECE’s vision of the region:

“A region that embraces common values of solidarity, equality and mutual respect between people, countries and generations. A region characterised by sustainable development, including economic vitality, justice, social cohesion, environmental protection and the sustainable management of natural resources”.

I am convinced that those who signed the statute of the Council of Europe back in 1949 were already laying the very foundations of sustainable development. Within the Council of Europe, we find indeed commitment to achieve social cohesion and social justice, protection of the environment, conservation and promotion of cultural diversity, equality between women and men... Through our work in the fields of human rights, education, youth, culture and North-South Dialogue, we create the necessary conditions to turn our vision into reality.

In our vision for Europe, we also see education as:

- ◆ a human right,
- ◆ a prerequisite for achieving sustainable development, and
- ◆ an essential tool for good governance, informed decision making and the promotion of democracy.

But, remember: vision without action is just a dream.

What about the Council of Europe’s action?

At the Council of Europe, we have been working over the last 55 years on education as a right and as a policy: following the adage “Quality education for all” both in formal and non-formal education.

Given the importance we attach to education, you should not be surprised to note that we have also sought to “use” education as a means to transmit values. I shall just name the four main programmes that deserve to be mentioned within this framework:

1. Human Rights education

Over the last few years, a particular effort has been made to organise training activities on the European Convention on Human Rights (ECHR) and other European human rights standards for members of legal professions. As concerns human rights, a good example of our active role is the teacher training on human rights education in Bosnia and Herzegovina since 1996, where Council of Europe experts have developed a manual on human rights education for teachers. The experience gained by the Council of Europe and its teacher trainers in Bosnia and Herzegovina, the “Brcko Model”, has been taken up in the development of the Education for Democratic Citizenship Pack, a collection of practical instruments for policy makers and education leaders, which has been pro-

moted, tested and revised all over Europe throughout 2005.

2. Global education

The North-South Centre is an important instrument of the Council of Europe to raise public awareness on global interdependence issues and policies of solidarity. Its “Global Education” programme fosters the promotion and development of a comprehensive education that includes education for sustainable development, peace education, conflict prevention and intercultural education. The North-South Centre plays an important role in promoting intercultural understanding and respect as well as prevention of racism and xenophobia. In line with this, the North-South Centre organizes the annual Lisbon Forum Meeting on human rights protection dialogue and the annual award of the North-South Prize. This programme is of particular relevance for this conference, as it provides a framework for co-operation between all Mediterranean countries.

3. Environmental education

The Council of Europe played a pioneer role in the promotion of environmental education. The organisation of the European year of Nature Conservation (1970) was followed by the setting-up of one of the first intergovernmental experts group in this field. The Centre Natur-opa has been a key instrument in the promotion of informal environmental education, training and communication. We are currently preparing a Manual on Human Rights and Environment, the aim being to increase the understanding of the interrelation between the protection of human rights and the environment, thereby contributing to strengthening environment protection at national level.

4. Citizenship education

Citizenship is a key issue within the Council of Europe’s programme. It is not by chance that we have declared 2005 European Year of Citizenship through Education. As I mentioned earlier, citizenship education has a close relationship with ESD. The notion of citizenship is indeed amongst the primary objectives of sustainability. The project Education for Democratic Citizenship (EDC) focuses on the need to promote citizens’ awareness of their rights and responsibilities in democratic sustainable societies. As an umbrella concept, EDC includes human rights, civic, peace and intercultural education, which are key concepts for the promotion of sustainable societies. EDC is fundamental to ESD for its contribution to defending the values and principles of freedom, pluralism, human rights and the rule of law.

All these programmes have ambitious goals. To achieve them, we make use of all available resources. Over the

years, the Council of Europe has designed highly sophisticated tools which have proved to be very useful and complement each other.

These tools are:

- ◆ Standard setting activities such as adoption of legal texts, guidelines and policy recommendations.
- ◆ Monitoring activities and notably through policy reviews and clearing house mechanisms. Noteworthy is the European Heritage Network -HEREIN-, which has become the reference for administrations, professionals, researchers and NGOs working in this field.
- ◆ Technical assistance: We accompany and advise countries in institution building, policy-making, project development and training of professionals. In particular, within our EUROPA Major Hazards Agreement, a priority action plan has been identified in FORM-OSE (Training in Western Europe, the Southern Mediterranean and Eastern Europe), a programme which deals with a range of initiatives in the field of education, training and information, and safety plans for school buildings. It provides and stimulates training in risk sciences at European level within schools, universities and professionals. The Agreement has also contributed to the creation in Kosovo of a school of civil protection, which led also to a manual that could be used as a base for future implementation of similar projects.
- ◆ Awareness raising activities and education materials and particularly:
 - Campaigns: “All equal, all different” (1994), the European Years of Nature Conservation (1970 and 1995), the European Year of Citizenship through Education (2005).
 - Events: European Heritage Days that are a driving force in promoting awareness of the European identities, not just in cultural terms but also socially, politically, environmentally and economically. This initiative has a strong potential for ESD since it could prove to be a lever in fostering mutual recognition, understanding and acceptance of diversity.
 - Pedagogic material: The Council of Europe has produced four educational manuals for Human Rights Education to support the ESD strategy: “Alien ’93”, “All different – all Equal” Education Pack, “Domino” and “COMPASS”. In particular, this last one has proved to be a key tool for Human Rights Education amongst young people by indicating and suggesting different ways and directions for HRE in formal and non-formal educational settings.
 - Awards i.e. “Young active citizens”, “North-South Prize”.

Let me use our current campaign, the European Year for Citizenship through Education, to illustrate our “modus operandi”. I indeed believe that our methodology and the

results achieved can be inspiring for our further work on education for sustainable development.

This year’s objectives are:

- ◆ Promoting the implementation of standards on education for democratic citizenship,
- ◆ Bridging policy and practice by empowering policy-makers and practitioners at all levels to set up and develop sustainable programmes for EDC and Human Rights Education,
- ◆ Raising awareness, strengthen the commitment of member states,
- ◆ Providing member states with a framework and tools,
- ◆ Encouraging the development of initiatives and partnerships to promote EDC and HRE,
- ◆ Sharing the wealth of knowledge.

To achieve the necessary synergy between the different sectors concerned and to obtain the essential dialogue between all stakeholders, different fora have been either created or used:

- ◆ An *ad hoc* Committee of experts,
- ◆ Three Council of Europe Steering Committees (Education, Higher Education and Research and Human Rights),
- ◆ A newly created Steering Group on EDC,
- ◆ A network composed by EDC national coordinators,
- ◆ The Joint Council on Youth.

Our main partners are:

- ◆ Different sectors of the Council of Europe,
- ◆ Governments, parliamentarians and local authorities (notably through the Committee of Ministers, the Parliamentary Assembly and the Congress of Local and Regional Authorities of the Council of Europe),
- ◆ International and intergovernmental institutions (European Commission, UNESCO, OSCE, OHCHR), NGOs
- ◆ Education and youth networks and institutions (such as the Youth Council).

While the end of this very hectic but rewarding year approaches, we are already planning the next steps. We are of course very proud of the results and, in particular, of the many activities and programmes it has succeeded in prompting. We also know that much remains to be done.

I am convinced that, since 1949, the Council of Europe is paving the way towards sustainability. It is important to note that, at their Summit in Warsaw this year, the Heads of State and Government of the Council of Europe’s 46 countries have renewed their commitment to sustainable development.

At the Council of Europe, we are currently exploring how our mandate and the lessons learnt throughout our various experiences could better shape our specific contri-

bution to the promotion of sustainable development. As from 2006, we wish to focus on this issue and join efforts with other international organisations (in particular from the UN family) and the European Commission.

We are convinced that our experience and expertise and, above all, our commitment to values, can really help to

get much closer to our common vision. I wish all the best to the Decade we are launching. May this “Mare Nostrum”, the Mediterranean, become a reference for the world: a natural place for cultures to meet, dialogue and enjoy life, a place where societies develop in a sustainable way, in peace and solidarity.

(More information on the Council of Europe activities can be found at <http://www.coe.int>)

THE CONCEPTUAL FRAMEWORK OF EDUCATION FOR SUSTAINABLE DEVELOPMENT: EVOLUTION AND DEVELOPMENT UP TO ATHENS 2005

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Starting from the Stockholm UN Conference on the Human Environment (1972) and continuing with its follow up for Environmental Education (EE) in Belgrade (1975) and Tbilisi (1977), throughout the process of setting the foundations of EE, most of the critical issues of today were already recognised as “route causes” of the environmental problems necessary to be addressed. However, the political context was different then than today. Similarly our knowledge and understanding of the environmental issues and their interconnections with social, cultural, ethical and economic issues were considerably less developed than now.

EE had as its main scope to raise awareness and protect the environment and natural resources as prerequisites for economic development. The latter was considered as having inherent “limits” imposed by scarcity of natural resources and population trends. The implementation of EE was suggested as “in”, “about” and “for” the Environment. However, due mainly to political, ideological and practical obstacles in many countries EE was treated as a “marginal” or “luxury” issue or was reduced to cover only few aspects such as “outdoor” or “nature” education.

During the 1980’s the prevailing trends for EE were:

- ◆ the “unbalanced” evolution of EE status in the various countries
- ◆ ideological and other constraints in its implementation
- ◆ endeavours to effectively tackle the environmental problems were based on reliable scientific research, and
- ◆ the precautionary principle

The Moscow Congress on EE & Training (1987) introduced the gender issue, health, poverty and peace. Since then a series of “targeted” forms of education i.e. Education for Development, Global Education, Education for Peace and Human Rights, Education for Women, Education for Citizenship appeared.

Developing the concept of Sustainable Development (SD) (see the Brundtland report “Our Common Future”-1987) and moving to the Rio UN Conference on Environment and Development (1992) and the adoption of Agenda 21 and Chapter 36, an appropriate kind of Education was needed, able to contribute substantially to sustainable development. The “famous” module of SD is based on three pillars: Environment - Ecology, Economy and Society (fig.1). Nevertheless, one could wonder on the role and place of education in the above figure. Is EE the kind of Education which could satisfy our new needs and contribute to the achievement of SD?

Here we have two opposite views in the extremes and a wide spectrum in between: The one extreme suggests that EE serves only the one pillar (Environment) and therefore we need similar “balancing” educational components for Economy and Society. The other extreme claims that EE already from the beginning covered fully the economic and social concerns through the recognition of the complex relations between “socioeconomic development and the improvement of the environment” and the analysis of the route causes of global problems and their interdependence in which decisions and actions can have international repercussions.

Moving to the Thessaloniki Conference approach (1997) where the three pillars of SD remained independent and separate, EE was acknowledged as including in many cases many more elements of socioeconomic character and it was accepted as the extended basis of SD, expressed as “Education for Environment and Sustainability” (EfES) (see fig.3). Figure 3 still does not present the interdependence and interrelationships between the three pillars of SD while it recognises appropriate Education as the cross-cutting basis of it. To this end the representation of a three-dimensional shape of a pyramid was proposed for sustainable development which is much closer to reality (fig.4). This pyramid has as its facets Environment, Society and Economy and is based on Education that is Education for Sustainable Development (ESD), an education which should combine specific components

to enhance the learning about Environment, Society and Economy, while permeating and changing Education for All towards sustainability.

Though for simplicity reasons the pyramid representation could be sufficient for most educators a further elaboration is needed in order to attribute to Education its true dimensions and responsibilities in approaching SD. This is necessary because, unfortunately, it is obvious that with Education alone it is impossible to transform the current development patterns into sustainable development. In fact in Thessaloniki we attempted to address this problem by proposing three other components together with Education, namely Legislation, Economy and Technology. In other words, Education is one of the components of the overall "Governance" needed. To this end, the basis of the SD pyramid has become now Governance instead of Education (fig.5). If we simply flip this pyramid we produce figure 6 where environment is the "natural basis" while the other three facets are "human over-structures". In this respect this scheme is very close to the original starting point of EE, though it is still different indicating both the proximity and the natural evolution of the relevant ideas and concepts.

Keeping in mind the results of Thessaloniki and in order to clearly indicate the place of Education in the system, it is necessary to take a closer look into the analysis of the Governance concept. Analysing the main components of Governance in the implementation of SD we need to use appropriate Institutions, Technology and Education. If we combine figures 6 and 7 we come up with a double pyramid as a model for SD (fig.8). The upper part of the double pyramid represents the three interlinked components of sustainable development (Economy, Environment, Society) while the lower part represents the prerequisites and tools for its implementation (Institutions, Education, Technology). If we wish now to explore more the facets of the double pyramid one could say that in order to obtain SD we need: social cohesion and welfare, responsible economy, environmental protection, effective institutions, application of innovative and appropriate technology, and Education for Sustainable Development.

On the other hand, the Delors Report (1996) and the International Implementation Scheme of the current UN Decade on Education for Sustainable Development (DESD) (2005-2014) emphasise the importance of culture as a "fourth" pillar of sustainable development. This was not accepted by many as they felt that it was "re-opening" the discussion about SD itself. Therefore, if we wish to best combine all the aforementioned elements to a concise whole where consensus could be reached we may propose that the components of Education for Sustainable Development (ESD) could be represented with the double pyramid of figure 9 where the naming (position) of its facets is random and therefore all interlinkages are possible, real and important. ESD seeks to balance hu-

man and economic welfare for the present and future generations with cultural values and respect for the environment and the earth's natural resources. In order to achieve such objectives ESD addresses key topics and namely: poverty, citizenship, peace, democracy, security, human rights, social and economic development, health, gender equity, cultural diversity, protection of the environment and natural resources, sustainable production and consumption patterns. Such a type of education should have the following main characteristics:

- ◆ implying interdisciplinary and holistic approaches,
- ◆ learner centred,
- ◆ value – driven,
- ◆ developing critical thinking and problem-solving skills,
- ◆ employing a variety of educational methods,
- ◆ promoting participatory decision-making,
- ◆ forward looking, promoting medium and long-term planning,
- ◆ locally relevant.

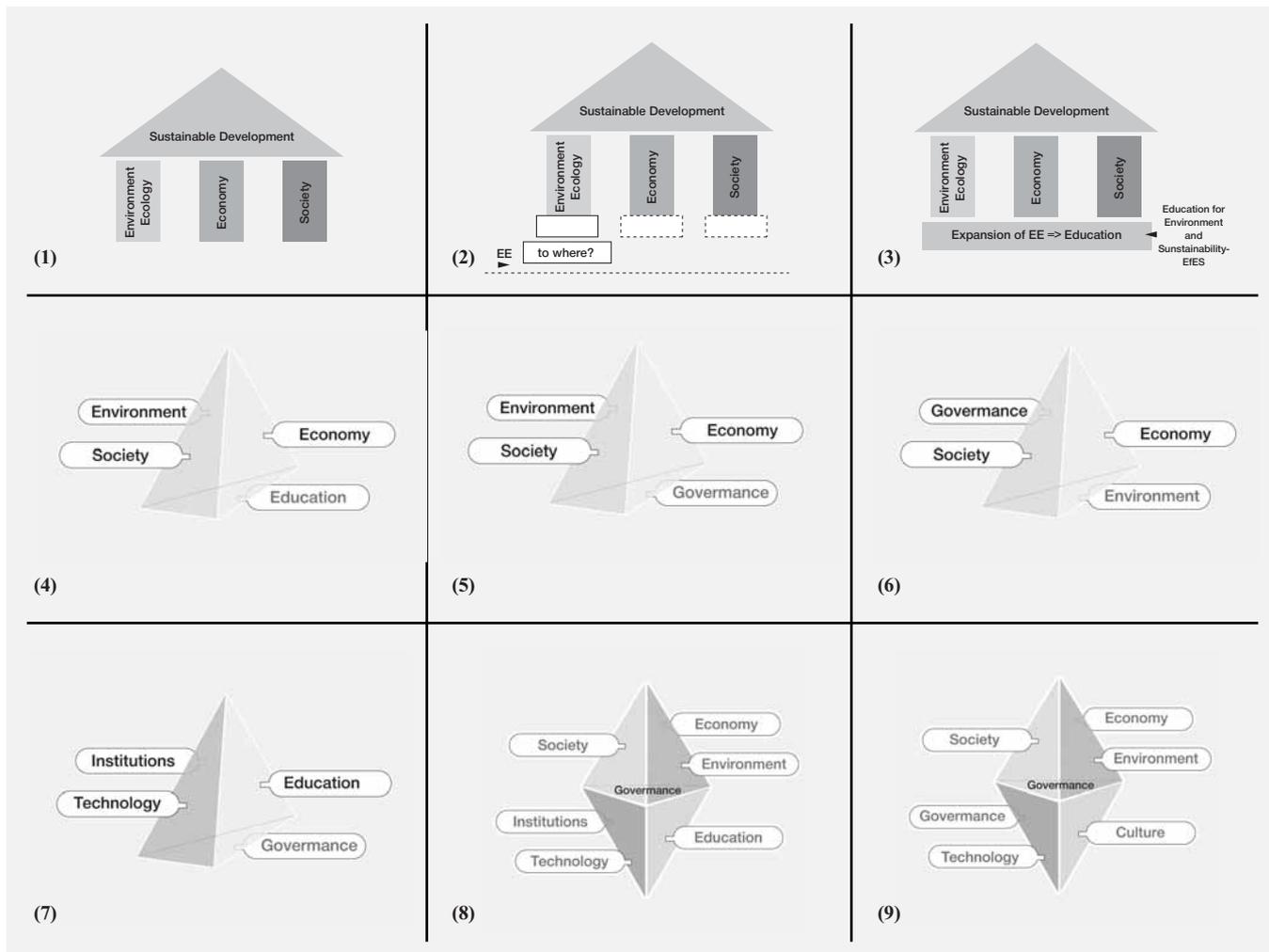
ESD fosters respect for and understanding of different cultures, taking into account diverse local, national and regional circumstances as well as the global context, seeking a balance between global and local interests. To this end, it seeks to provide the opportunity for education to overcome its isolation *vis-à-vis* society: involving civil society, local community and authorities and underlining the role of educators for facilitating such a process. For these reasons is evident that it requires multi-stakeholder cooperation and partnership.

Closing this presentation I would like to direct your attention to the challenges that such a type of education faces and the need to support learners to overcome the tensions and find balance between:

- ◆ the global and local elements;
- ◆ the universal and individual perspective;
- ◆ tradition and modernity;
- ◆ the need for competition and the equality of opportunity;
- ◆ the extraordinary expression of knowledge and information particularly nowadays; and human beings capacity to assimilate, and
- ◆ the spiritual and the material.

Nevertheless, these challenges could be confronted if there is sincere will and joint and coordinated action toward ESD keeping always in mind that ESD views the world with respect for natural laws, understanding of diversity and with affection and determination to do whatever possible to secure a better future for people, the environment and the natural resources upon they rely.

The evolution of EE to ESD



THE LESSONS OF THE 3rd WORLD ENVIRONMENTAL EDUCATION CONGRESS 2-6 OCTOBER 2005, TORINO, ITALY

Silvia Zaccaria, 3rd WEEC Organizing Committee • zaccaria@schole.it

The first lesson learned at the Torino Congress was that Environmental Education is no more restricted to a circle of experts. If scientific and academic institutions represented 20% of the participants, the congress attracted the interest of different actors: UN experts, foreign and local government representatives, international trade unions, the private sector, grassroots movements, the civil society, the mass-media.

Secondly, we discovered that Environmental Education is a practise spread worldwide, enriched by local contribution. From Norway to Niger, located respectively at the top and the bottom of the UNDP Human Development Index 2005, from countries with their economies in transition: Kyrgyzstan, Uzbekistan and Kazakhstan, or that have recently come out of war: Angola, Burundi, Kosovo, and representatives of Indigenous people, etc., we learned what it means to practise Environmental Educa-

tion in such contexts, and how it appreciates and enhances cultural diversity, in terms of different languages, traditions, historical, socio-economic and religious situations. Africa was the “guest of honour” of the Congress, due to the fact that environmental sensibility is tremendously increasing in the continent, especially thanks to the implementation of guidelines and programs at national level (such as the Eco-schools or the SADC REEP programme) and the spontaneous blooming of environmental organizations and grassroots movements, such as the “Green Belt”, founded by the Kenyan ecologist Prof. Wangari Maathai, awarded with the Nobel Peace Prize in 2004. In fact, the link between peace and environmental justice was the underlying theme of the congress. In this respect, the presence of organizations such as Environmental Rights Action (ERA) from Nigeria, representing Oilwatch-Africa or the “Environmentally Con-

cerned Citizens of Ghana” was significant.

The third lesson is that Environmental Education is now open to a variety of fields. Sessions on Environment and Health, Sustainable Agriculture, Economy & Ecology, Sustainable Tourism, Peace and conflict resolution, governance and participation, expressing the contamination between environmental education and other “good educations” were crowded, like the sessions dedicated to the discussion on the big socio-ecological issues considered traditionally of interest to Environmental Education such as: climate change, energy, water, waste management, etc. Curricular issues had, of course, a central role in the discussion. Seven out of ten papers presented in the session were about “curriculum greening”, i.e. the inclusion of environmental and sustainability perspectives in formal higher education. Examples were provided by Kyrgyzstan and Uzbekistan (pilot courses in Central Asia), Venezuela, Spain, etc. Curriculum greening implies the application of Agenda 21 for the University, while at the same time developing a local Agenda 21, not only in the training process, but also in the university life and in the university participation in the actions towards sustainability conducted by the local and global community where the university is located.

The session on “Education for Peace and conflict resolution” attracted the attention of many participants. The debate was around one of the core-concepts of ESD: there is no peace without sustainable development and no sustainable development without peace. Only when learning how to manage and share the earth’s resources equitably, will conflicts be avoided. An example in this direction came from South Africa, where the process of reconciliation facilitated the change in the policy and practice of ESD and, at the same time, the common concern for sustainable development is now facilitating rec-

onciliation. For this reason, the ‘iJonis’ (a Xhosa word), a group of anti-Apartheid political activists, have now become ‘Eco-Warriors’, environmental activists.

At the same time, the session dedicated to local/traditional/indigenous knowledge, appeared to be of particular interest. In the session, the survival strategies of Indigenous People in the Amazon, the resilience of local communities to “natural” disasters in Sri Lanka and the traditional systems of Education worldwide were discussed. For example, in the case of India, the Gurukul system, based on ancient Indian philosophy could be revitalized to meet contemporary needs: i.e. guaranteeing a sustainable life to the human beings and the planet.

Also the indigenous strategies for food supply elaborated by the Basatho people of Lesotho and enrooted in the strong respect for the Earth should be taken into account, when dealing with food security and the World Food Program strategies.

Representatives from all over the world stressed on the importance and uniqueness of technologies and practices developed over the centuries in accordance with the local characteristics. This means that the efforts towards sustainable development in developing countries should not be paternalistic (or worse) simply intended as transfer of know how from “the rich” to “the poor”, but equally as exchange of “good practises” and reciprocal empowering. In general, using Grazia Borrini Feyerabend’s words “ESD should be rather intended as ‘social communication’, more than ‘education’ imposed by someone on the other”. Cultural diversity emerged as the central value of current EE and ESD and one of the core-issues to be examined closely in the further congresses.

The place chosen for the next congress (4th WEEC, 2007), Durban, South Africa, appears to be the best location.

SEMEP PROJECT OF UNESCO “Discover the biodiversity and cultural diversity of our Mediterranean cities”

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It is a whole decade since the Greek Organization for Vocational Education requested UNESCO to establish in Eastern Mediterranean a new interdisciplinary and holistic environmental education project for interested elementary, secondary and vocational schools: SEMEP (South-Eastern Mediterranean Environmental Project). UNESCO established SEMEP in the Basic Education Section, and the following countries joined the Greek initiative: Albania, Bulgaria, Croatia, Cyprus, Egypt, Greece, Israel, Italy, Jordan, Malta, Palestinian Authority, Romania, Slovenia and Turkey.

SEMEP is a holistic, interdisciplinary, environmental education project directed at school children and teachers

and reaching out of the school to the surrounding community. The overall goal of SEMEP is to foster knowledge, awareness and understanding of the common heritage: historical, social, cultural, ecological, ethical, etc. of the Mediterranean region and thereby to promote a culture of peace and tolerance between countries. SEMEP operates through a school network coordinated by a team of National Coordinators (NCs), who are designated by the Ministry of Education of each participating country. National Coordinators are expected to invite schools, motivate and stimulate teachers and coordinate the SEMEP activities within the country and communicate internationally with UNESCO Headquarters in steering the

SEMPEP Project in its educational contents, methods, approaches and priorities.

In the second part of the last decade the international SEMPEP coordination was transferred in UNESCO to the Section for Science, Technology and Environmental Education (STE), where it has received full support from Mr. Orlando Hall Rose, the Chief, and Mr. Diileep Bhagwut, the Editor of *Connect*, the UNESCO International Science, Technology & Environmental Education Newsletter, serving «Science and Technology Education for All» (<http://www.unesco.org/education/ste>).

Since the NCs' 2004 Meeting held at the Department of Physics, University of Genova, the central theme is: «Discover Our City». It was proposed by Professor Tunçay Neyisci, Akdeniz University, Turkey, in the belief that the local realities in our immediate urban environment are the most stimulating for our students and teachers, and encourage their efforts to comprehend the issues and problems related to sustainable development under the pressure of dominant Mediterranean driving forces like urbanization and coastal degradation.

This educational strategy was received very well in most schools. So for the present academic year 2005-2006, the meeting of the SEMPEP NCs held in the Environmental School of Istanbul, decided that the common theme will be again: «Discover Our City», but more focused: «From History and Culture to Sustainable Development». Professor Neyisci provided the basic text for the Worksheet which offers a broad brush scene, the ideas and the wide scope, which SEMPEP teachers and students are invited to choose from and address in their educational discovery pro-

jects. The Worksheet is fortified further with Supporting Material from Genova, Athens and Zagreb.

We were also very happy to receive approval from MIO-ECSDE and Professor Michael Scoullou to include, and widely spread in the SEMPEP network a text on Cultural Diversity and Biodiversity, as it appeared in the MIO-ECSDE Newsletter «Sustainable Mediterranean» (No 36, December 2004), which describes their new effort in researching and identifying the local wealth of biological diversity of our ecosystems, and the unparalleled cultural diversity of our historical cities, as the prerequisite for sustainable development. Croatian translation was offered to our teachers and students at our Autumn SEMPEP Days 2005 in Gimnazia Dinka Simunovica, Sinj. We addressed there the issue of the precious freshwater resources of the river Cetina, the sustainable development of the river basin and the dependent Adriatic coastal area: «Cetina River: From the Well to the Mouth».

Undoubtedly, we are going to discover ourselves, as well as our teachers and students in our many schools, in our small educational research projects and hence acquire the awareness that the Mediterranean Basin is really the «Natural and Cultural Treasure Chest of Europe». It offers a much brighter future for them, for our future generations, provided we acquire during the UN DESD 2005-2014 in the Mediterranean, the full awareness that sustainable development is *conditio sine qua non*. All because the story of sustainable development is really the story of our children and our grandchildren, as Dr. Gro Harlem Brundtland concluded nicely in «Our Common Future» many years ago.

THE TOPICS OF THE NATIONAL CASE OF SEMPEP IN GREECE

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SEMPEP is implemented in Greece since 1995 covering a great variety of topics relevant to sustainable development. The themes of the SEMPEP projects by the Greek schools so far were the following:

“**The sea and Us**” (1995-1996, 1996-1997 & 2001-2002) which includes the study of:

1. A beach area and the examination of various environmental factors affecting it, such as accessibility, facilities, use of the beach, maintenance and improvement of the beach, cleanliness (of the seawater, of the land area and of the seabed) and attractiveness of this beach for its visitors.
2. A man-made structure on the seashore (port, marina, industry, hotel, aquaculture, etc.) to study the benefit of the construction for the people (necessity for the area, increase of the employment, prosperity, etc.) in relation

to the environmental, social and aesthetic impact of it.

“**Water and life**” (1997-1998): This theme gives the opportunity to the pupils to estimate and calculate the water they use and, further, to study some environmental, scientific, social and political issues that arise from its overuse. The theme is planned in order to help pupils study and learn about the way that humans use the water: home usage (water for drinking, for washing, for flushing the toilet, etc.), water for irrigation and water for the industry.

“**Water in our environment**” (1998-1999 & 1999-2000):

This theme provides the opportunity to study different types of ecosystems related to the water in our environment in relation to environmental, scientific, social and other factors. Sub-titles of the theme are: Sources of wa-

ter; River water and its ecosystem; River estuary and its ecosystem; The sea and its ecosystem; Lake / Reservoir water and its ecosystem; The fresh water ecosystem and us; Ownership of the water in our environment; The ecosystems through the ages.

“Go Green Quiz” (2000-2001, 2001-2002 & 2002-2003): The activities of this theme were planned to simplify the SEMEP worksheets for younger pupils as well as to make them more attractive for them. Pupils find answers to certain questions and gather points. From the total points they have achieved they make a conclusion for the characterization of how “Green” they are. From that period and further on, worksheets only put forward suggestions on various aspects of the theme studied in each scholastic year. Teachers and students were free to produce their own activities and implement their own ideas based only on brief worksheets, decided during the national coordinators meeting.

“Mediterranean environment & culture” (2001-2002, implemented only in Greek schools): Suggested subtitles are: Sea and civilization; Environment in ancient religion; Environment in literature; Environment in painting and sculpture; Environment, constructions and architecture; En-

vironment in popular art; Environment and dancing.

“Mediterranean Diet” (2002-2003 & 2003-2004) with suggested subtitles: Mediterranean food recipes; Mediterranean medicinal plants; Mediterranean, mythology and plants; Mediterranean, game and game animals; Mediterranean marine biodiversity and food; Farming around the Mediterranean; Strangers in the Mediterranean; How much food we consume in one year; The food pyramid; Anecdotes on diet.

“Water, the essence of life” (2003-2004) with suggested subtitles: Water as an architect of our planet Earth; Water and health; Water and diet; Water and sport; Water and law; Water and culture; Water and energy; Water in the environment; How much water we consume; Water and life.

“Discover your city” (2004-2005 & 2005-2006): Suggested activities are: Surveys; Statistics; Interviews; Catalogues; Collections; Maps; Utopias; Contests; Awards; Excursions; Historical and cultural study from a sustainable perspective; History writing (my family, my school, my habitat); Debates on sustainability at local level; Visual and auditory performances.

COMMENT LA FRANCE INSCRIT-ELLE L'ÉDUCATION DANS SA POLITIQUE DE DÉVELOPPEMENT DURABLE

Pr. Michel RICARD, Président du Comité national français de la Décennie des Nations Unies pour l'éducation vers un développement durable • michel.ricard@wanadoo.fr

La France a développé une politique volontariste dans le domaine du développement durable avec la mise en œuvre d'une Stratégie nationale du développement durable (SNDD) en juin 2003, mais également en adossant à la Constitution française, en mars 2005, une loi organique relative à la Charte de l'environnement souligne l'importance du droit à l'éducation pour un développement durable. En réservant une place privilégiée à l'éducation à l'environnement et au développement durable en milieu scolaire et en faisant en sorte qu'elle corresponde aux besoins actuels de la Société, cette politique entend former, dès le plus jeune âge, des citoyens avertis et responsables tout en développant parallèlement la formation et l'information des citoyens.

L'on peut retenir quatre grandes étapes visant à généraliser l'Éducation à l'Environnement pour un Développement Durable (EEDD) en milieu scolaire et en dehors de celui-ci :

- Une première étape qui, au travers *rapport de deux inspecteurs généraux* de l'éducation nationale publié en 2003, faisait le bilan actualisé de l'éducation à l'environnement en milieu scolaire.

- Une deuxième étape correspondant à l'élaboration de nouveaux dispositifs pédagogiques ayant pour objectif d'assurer à une classe d'âge une éducation à l'environnement pour un développement durable conçue comme un domaine clairement défini et non comme une “nouvelle discipline”.
- Une troisième étape correspondant à la généralisation de l'EEDD à tous les établissements scolaires à partir de septembre 2004, accompagnée d'un renforcement des partenariats en milieu périscolaire, d'un renforcement des dispositifs de formation continue à l'adresse des enseignants ainsi que de la création d'un *Observatoire national pour l'éducation à l'environnement pour un développement durable*.

Cette EEDD en milieu scolaire est :

- *généralisée* car reflétant une politique nationale d'éducation précisant des objectifs en termes de contenus et de méthodes et permettant de fixer de façon cohérente l'acquisition progressive d'une « culture de l'environnement, pour un développement durable » ;
- *ancrée dans les territoires* : en s'appuyant à la fois sur les problématiques et les compétences locales;

- *transversale et interdisciplinaire* : avec des liens étroits avec l'éducation à la citoyenneté, à la santé, aux risques, à la sécurité;
- *progressive et cohérente* : à chaque niveau d'enseignement comme sur l'ensemble de la scolarité primaire et secondaire;
- *accompagnée d'une validation* : des contenus, des connaissances, des comportements et des savoir-faire.

Une quatrième étape correspond à l'installation du comité national français de la Décennie en octobre 2005. Depuis le lancement de la Décennie à Vilnius en mars 2005, la France s'est résolument inscrite dans la démarche de mise en œuvre un ensemble de dispositifs réglementaire et opérationnels visant à introduire l'éducation vers un développement durable à tous les échelons de la Société. Ainsi, la France a-t-elle constitué un comité national qui a été officiellement installé le 11 octobre 2005 à Paris, par le ministre de l'éducation nationale et par la ministre de l'écologie et du développement durable.

Ce comité national se veut représentatif de l'ensemble des composantes de la Société et réunit donc, selon une participation équilibrée, des représentants de l'État, du monde de l'entreprise, des collectivités locales, des associations et ONG ainsi que des chambres consulaires. Le secrétariat général du comité est assuré par la commission française pour l'UNESCO et les agences des Nations Unies, au premier rang desquelles l'UNESCO, participent également à ce comité.

Le calendrier national de la Décennie est calqué sur le calendrier international avec trois étapes: une première étape de bilan des actions entreprises, une deuxième étape de proposition et de réalisation et une troisième étape d'évaluation.

Le colloque international organisé les 14, 15 et 16 juin 2006 à Paris, dans les locaux de l'UNESCO, a pour but de présenter un premier bilan, en France, dans les pays Francophones ainsi que dans tout autre pays adhérant à la stratégie de la Décennie, mais également de réfléchir à la mise en œuvre de démarches communes.

STATE-OF-THE-ART OF ESD IN THE ITALIAN FORMAL EDUCATIONAL SYSTEM

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The Italian Ministry of Environment and Territory, as required by its institutive law (law 349/1986), is actively engaged in the field of education for environment and sustainable development (SD), especially focusing on promoting public awareness. Education is considered a crucial tool to support environmental and sustainable development policies, aiming at promoting public consciousness of environmental matters and behaviours in harmony with nature and human beings. The institutive law also stated the need of special and close cooperation between the Ministry of Environment and the Ministry of Education which was realized by a bipartisan Agreement, recently renewed with the aim to organise training courses for educators on education for sustainable development.

Since its institution, the Ministry promoted and supported Environmental Education on the basis of laws that allowed funds for local institutions, such as Regions. These financial resources were allocated not only to realize activities on environmental education, such as awareness campaigns or initiatives in schools, but also to create special structures, such as Environmental Education Centres, Regional Coordination Centres and Territorial Laboratories. These structures, which have differentiated functions, have been able to guarantee the promotion of

research in this sector and have represented reference points for schools, local administrations, citizens and joint structures to disseminate in local territory information and awareness to build a common and harmonious environmental conscience.

Next year will be the twentieth anniversary from the institution of the Ministry for the Environment. Let me consider that its engagement in the Environmental Education (EE) sector, as far as in the transition from EE to Education for Sustainable Development, has produced substantial progress and was aimed to build a common framework of reference for different subjects operating in this sector. During the UN Decade on ESD the Italian Ministry of Environment wants to strength its role of focal point to coordinate process and promote cooperation at national and international level.

The document "Guidelines for a new planning process devised between State and Regions on Information, Training and Environmental Education", issued in 2000, represents the reference framework for the role of Environmental Education in Italy. This document was drafted following two events: a seminar held in Fiuggi (a town close to Rome) in 1997, at the end of which a "Charter of principles" was drawn up, representing a very advanced document. I invite you to read it (<http://www2.mi->

nambiente.it/SVS/biblioteca/biblioteca.htm).

On the basis of the principles of the Fiuggi Charter, the Inter-Ministerial Committee organised in Genoa the first national conference on Environmental Education, in 2000. The "Guidelines" regulate the relations among Ministries and regions and define roles and specific ways of collaboration.

In accordance with the international commitments, on the other hand, the Italian Inter-Ministerial Committee for Economic Planning approved, after a consultation process that involved a wide range of stakeholders, in August 2002, an action strategy for Sustainable Development.

The Italian Environmental Action Strategy for Sustainable Development identifies the priorities enclosed in the European Union VI Environmental Action Plan: Climate, Nature and Biodiversity, Environmental Quality and Quality of Life in Urban Areas, Sustainable Use and Management of Natural Resources and Waste. The national and international commitments that Italy subscribes to, in accordance with the reference framework stated in both the Lisbon and Göteborg Strategies, identify objectives and actions for each four key areas and a number of sustainable development indicators to monitor the achievements. In this document Environmental Education is considered as a tool to reinforce the effectiveness of sectoral policies identified by the Strategy.

The role of Education (in particular Environmental Education) is to promote a wider awareness and an active participation of all citizens and young people to the implementation of the Strategy.

The Italian model of developing policies in this field, characterised by a close cooperation among the two Ministries for Environment and for Education, Regions and other local institutions led, in 2000, to the formalisation of the Italian National System on Environmental Information, Training and Education (INFEA), structured by a network of approximately 150 Environmental Education Centres spread in the Italian regional territory.

The Ministerial programme was aimed to reinforce specific knowledge and awareness on environmental issues, to create or increase individual and social consciousness for environmental problems, to stimulate needs and to address solutions towards a healthier environment and improve quality of life by acting on behavioural aspects and, finally, promoting active participation in policy making processes.

Ministerial ESD vision and its coordination activities, in accordance with the EU recommendation to introduce environment as a crosscutting issue into all sectoral policies, have the aim to inspire the use of EE and moreover of ESD as a tool of implementation for supporting poli-

cies. Substantially the Italian recommendation, referred to other local institutions, is to introduce, at all levels, Education for Sustainable Development into each sectoral action plan. For example, as to energy management, or waste or water management, ESD is crucial as a tool aimed at initiating a real process of communication that considers targets of policies as active subjects. In other words ESD contributes in creating the awareness that at every propulsion-rule corresponds an appropriate reaction. This is decisive to create a relationship between governance and citizens based on faith and dialogue to achieve positive outcomes of policies throughout changing behaviours. These considerations shall lead us towards the drafting of a National Implementation Plan, focused on Education for Sustainable Development, as a contribution to both the UNECE Strategy and the UNESCO Decade on Education for Sustainable Development.

One of the main challenges of the integration of sustainable development in educational processes is actually represented by the involvement of all relevant institutions and stakeholders in joint or collaborative actions. This is a basic principle, clearly stated in the UNESCO Implementation Scheme and in the UNECE Strategy and Italy is working to organise a participatory process to elaborate an Action Plan to implement the UNECE Strategy.

In order to bring together the various actors involved in activities of environmental education, the National System for Environmental Education, Information and Training (INFEA) has been established in Italy. It represents an innovative, integrated system directly involving State and Regions in the programming and financing of initiatives. Institutional relations among State and Regions are played by a Technical board, supported by a group of experts of other institutions engaged on ESD (such as Environmental Associations, NGOs, Agenda 21 National coordination and so on). The Ministry encourages the reproduction at local level of the same cooperative approach in making policies, with the aim to realize a wide participation at the decision making process and a capillary and homogeneous dissemination of shared objectives and best practices. Furthermore a flourishing cooperation between different subjects and the integration among sectoral policies can optimize synergies among ESD activities and interlinked sectors, such as tourism, or protected areas, or cultural heritage.

Consequently, the Italian Ministry for Environment wants to play its role of focal point for the implementation of the UNECE Strategy for ESD by stimulating and coordinating other institutions which have to be engaged in supporting Sustainable Development: the Ministry of Education first of all, the Ministry for Health, the Ministry for Productive Activities, the Ministry of Tourism and so on.

EDUCATION À L'ENVIRONNEMENT ET À LA DURABILITÉ EN TUNISIE ET DANS LA RÉGION EURO-MÉDITERRANÉENNE

Mohsen Khamari, Chargé de Mission, Ministère de l'Environnement et du Développement

L'éducation durable exige de nos pays et des Organisations Internationales d'appui un éveil constant. Il est important de noter à ce sujet que le problème n'est pas de voir comment mettre en place une stratégie euro méditerranéenne globale qui, avec l'entendement et l'accord supranational, sera mise à exécution. Il s'agit, plutôt de voir comment proposer un cadre général pour la réalisation d'objectifs qui ne peuvent être les mêmes partout, tout autant que nous rêvons tous d'atteindre une conscientisation environnementale la plus large possible.

Mais acceptons, dès maintenant, qu'elle sera différente d'un pays à un autre. Nous pouvons nous inspirer, à ce sujet, de la stratégie européenne qui a mis du temps avant de proposer des schémas tenant compte des spécificités culturelles des pays. L'expérience de la Tunisie en matière d'éducation pour la durabilité est, sur plusieurs de ses aspects, plus que concluante, et pourrait davantage être mieux valorisée si l'apport de la coopération régionale et internationale est plus concluant.

Le Développement durable et la protection de l'environnement sont parmi les composantes majeures du projet de société préconisé en Tunisie et mis à exécution au cours des 20 dernières années. Il s'agit d'un projet ambitieux et volontaire, basé sur la consécration des droits de l'homme et, notamment, celui de jouir d'une qualité de vie meilleure et de ressources naturelles suffisantes et pérennes. Ce projet moderniste est concrétisé à travers une démocratie, fondée, de plus en plus, sur l'approche participative dans la réalisation de l'œuvre du développement depuis le local jusqu'au national.

C'est d'ailleurs dans cet esprit que la Tunisie se prépare à élaborer son plan de développement et qui sera celui du développement durable. Pour la Tunisie moderne, l'engagement sur la voie de la durabilité ne peut se faire que sur la base d'un certain nombre de conditions, à savoir:

1. L'élargissement du champ des libertés, des droits de l'homme, de la démocratie, et de la gouvernance avec, surtout, la consolidation d'un tissu associatif et, notamment, dans le domaine de la protection de l'environnement sur le double plan de la sensibilisation de proximité et la concrétisation de projets d'éducation à l'environnement, le plus souvent financés par le Ministère de l'Environnement et du Développement Durable et ses Organismes sous tutelle. Certaines actions des ONG sont aussi réalisées grâce à l'aide d'Organismes et d'ONG de pays amis. A noter, dans ce sens, qu'un cadre de partenariat avec les ONG est en cours d'élaboration, dans le cadre de mise en œuvre du Programme électoral du Président de la République pour les cinq années à venir.

2. L'intégration des dimensions humaines et sociale dans les stratégies de développement économique sur la base de la solidarité comme un facteur de développement, ce qui fait de la performance économique un atout à mettre au service du développement humain et de l'accès des citoyens au bien-être. Tout cela, bien sûr, en fonction de ce que permettent les richesses du pays, il est vrai, limitées. Ajouté à cela le fait que le mécanisme de solidarité initié par le Président de la République depuis 1992 et qui a permis, non seulement d'intégrer les anciennes zones d'ombre dans la dynamique de développement, mais aussi de réunir les conditions favorisant la durabilité du développement en adoptant des systèmes de production ruraux et semi ruraux qui sont viables écologiquement.
3. L'adhésion totale aux principes sages de sauvegarde de l'environnement pour la viabilité : Depuis une vingtaine d'années, notre pays avait esquissé et mis en œuvre les principales composantes d'une politique de développement durable fondée sur l'intégration de l'environnement dans les politiques et programmes sectoriels de développement, fidèle en cela à l'esprit des différentes résolutions internationales et régionales et soucieuse de favoriser un dialogue efficace pour une coopération fructueuse et durable dans le monde.

S'agissant de la double question de la sensibilisation et de l'éducation à l'environnement et à la durabilité, la Tunisie a mené une politique active émanant de différentes stratégies, avec l'apport très bénéfique du tissu associatif et des organes de l'éducation nationale et soutenue par les sphères de la coopération internationale.

Ces différents programmes, comme bien d'autres, nécessitent la participation de toutes les parties concernées. La Tunisie a la chance de disposer d'un tissu associatif qui milite depuis longtemps pour un environnement sain et des ressources naturelles préservées. Les associations environnementales, qui bénéficient de tout temps du soutien des autorités, ont soulevé des montagnes pour propager les idées et principes environnementaux. Leur rôle s'avère crucial aujourd'hui pour la réussite des programmes d'éducation à l'environnement et à la durabilité, et elles y sont déjà très présentes.

Mais si la réponse aux différentes préoccupations liées à la propagation de l'éducation pour la durabilité suppose l'engagement des différents acteurs du développement durable (autorités gouvernementales, société civile, secteur privé, collectivités locales) afin de créer les synergies nécessaires à la réalisation des ces objectifs ambitieux,

elle exige, d'autre part, d'élargir les champs de la coopération sous-régionale, régionale et internationale. En effet, les difficultés d'assurer l'adaptabilité de l'enfant et de l'écologiste aux changements climatiques, son adhésion à la lutte contre la désertification, son rôle dans la préservation de la biodiversité et du patrimoine génétique, toutes ces difficultés représentent des préoccupations communes à tous les pays de la région et, même au-delà.

A cet effet, il est à espérer que les différentes formes de coopération bilatérale et multilatérale puissent se conjuguer afin de contribuer à apporter une réponse satisfaisante à l'ensemble des problèmes présentés et réunir,

ainsi, les conditions minimums pour un développement durable et profitable à tous, en Tunisie et ailleurs.

En conclusion, je dirai notre souhait de voir la décennie dédiée par l'UNESCO à l'éducation à l'environnement et à la durabilité, embrasser – non seulement les systèmes d'éducation connus – mais aussi tous ceux qui, d'une manière ou d'une autre, prennent part à la décision en matière de développement, à commencer par les organes locaux en passant par les chefs d'entreprises. C'est d'une éducation à l'environnement et à la durabilité pour tous qu'il s'agit et à laquelle nous appelons de tous nos souhaits.

Resolution of the Conference for the Official Launching of the UN Decade of Education for Sustainable Development in the Mediterranean Region

Athens, 26-27 November 2005

We the participants of the Conference for the Official Launching of the UN Decade of Education for Sustainable Development in the Mediterranean region, invited by the Government of Greece, in collaboration with UNESCO, UNEP/MAP, UNECE and MIO-ECSDE, in Athens, 26 and 27 November 2005, Recognizing the crucial importance of Education for Sustainable Development (ESD) for the promotion of Sustainable Development in the Mediterranean Region;

Considering the UN Resolution 57/254 declaring the Decade of 2005-2014 as the UN Decade of ESD;

Considering the UNESCO Draft International Implementation Scheme for DESD;

Considering the UNECE Strategy for ESD (Vilnius, 18 March 2005) and its scope to encourage also countries outside its region to follow it;

Recalling the Portoroz Declaration (11 November 2005, Slovenia) requesting the commitment of Mediterranean countries in promoting ESD in their Educational Programmes;

Recalling the Mediterranean Strategy for Sustainable Development (MSSD) which recognizes the importance and relevance of the UNECE Strategy for ESD to be used as a blueprint for the Mediterranean Region;

Appreciating the considerable work carried out by Governments, NGOs, local authorities and other stakeholders in the field of ESD as well as of Environmental Education (EE) and other relevant targeted forms of formal, non-formal and informal education in the Mediterranean region,

We express our firm belief that a **Mediterranean Strategy for ESD** will be of particular importance for the Peoples and Governments of Mediterranean countries to guide and stimulate the initiatives of Governments and relevant stakeholders active in the region in promoting ESD.

To this end:

- We urge the Governments of the Mediterranean countries to adopt a Mediterranean Strategy for ESD.
- We mandate the Government of Greece to facilitate the establishment and operation of an open ended Task Force to prepare the draft Mediterranean Strategy for ESD, using the UNECE Strategy for ESD as a prototype, considering also other relevant inputs, and submit the final draft to the next (2007) meeting of the Contracting Parties to the Barcelona Convention for the Protection of the Mediterranean Sea (in a joint meeting of Ministries for Environment and Education) for adoption, in view of incorporating this Strategy as an integral part of the MSSD.
- We invite the Governments of the Mediterranean countries to create the necessary conditions for proper introduction and implementation of ESD in their educational curricula and include it as an integral part of their National Sustainable Development Strategies. To this end they are encouraged to set up National Committees for ESD and launch the UN DESD in their respective countries involving all relevant stakeholders.
- We call upon the Euro-Mediterranean Partnership (EMP) to support ESD Programmes and the implementation of the proposed Mediterranean Strategy for ESD.
- We invite UNESCO and other competent bodies to facilitate the establishment and operation of a network of Mediterranean Universities and other Academic Institutions working on ESD.
- We invite International Organizations (including IFI's, the WB) and other donors (public and private) to support the implementation of ESD in the region.

Résolution de la Conférence pour le Lancement Officiel de la Décennie des Nations Unies en faveur de l'Éducation pour le Développement Durable dans la Région Méditerranéenne

Athènes, les 26 et 27 novembre 2005

Nous, participants à la Conférence pour le Lancement Officiel de la Décennie des Nations Unies en faveur de l'Éducation pour le Développement Durable dans la Région Méditerranéenne, invités par le gouvernement grec, en collaboration avec l'UNESCO, UNEP/MAP, UNECE et MIO-ECSDE, à Athènes les 26 et 27 novembre 2005,

Reconnaissant l'importance cruciale de l'Éducation pour le Développement Durable (EDD) pour la promotion du Développement Durable dans le bassin méditerranéen;

Considérant la Résolution 57/254 des Nations Unies déclarant la Décennie 2005-2014 Décennie des Nations Unies en faveur de l'EDD dans la Région Méditerranéenne;

Considérant le projet de l'UNESCO pour une mise en œuvre internationale d'une Décennie de l'EDD;

Considérant la Stratégie de l'UNECE en faveur de l'EDD (Vilnius, 18 mars 2005) et ses perspectives d'aider également des pays en dehors de sa région géographique;

Rappelant la Déclaration de Portoroz (Slovénie, 11 novembre 2005) demandant aux pays méditerranéens de s'engager à promouvoir l'EDD dans leurs programmes éducatifs;

Rappelant la Stratégie Méditerranéenne pour le Développement Durable (SMDD) qui reconnaît l'importance et la pertinence de la stratégie de l'UNECE pour que l'EDD soit utilisée comme projet officiel pour la Région Méditerranéenne;

Appréciant le travail considérable accompli par les gouvernements, les ONGs, les autorités locales et d'autres parties intéressées au domaine de l'EDD ainsi qu'à l'Éducation à l'Environnement (EE) et à d'autres formes pertinentes identifiées d'éducation académique, ou non académique dans la Région Méditerranéenne,

Nous exprimons notre conviction profonde qu'une Stratégie Méditerranéenne pour l'EDD sera d'une grande importance pour que les Peuples et les Gouvernements des pays du bassin méditerranéen guident et stimulent les initiatives des gouvernements et des parties prenantes intéressées et actives dans la région par la promotion de l'EDD.

C'est pourquoi :

■ Nous recommandons avec instance aux Gouvernements des pays méditerranéens d'adopter **une Stratégie Méditerranéenne pour l'EDD**.

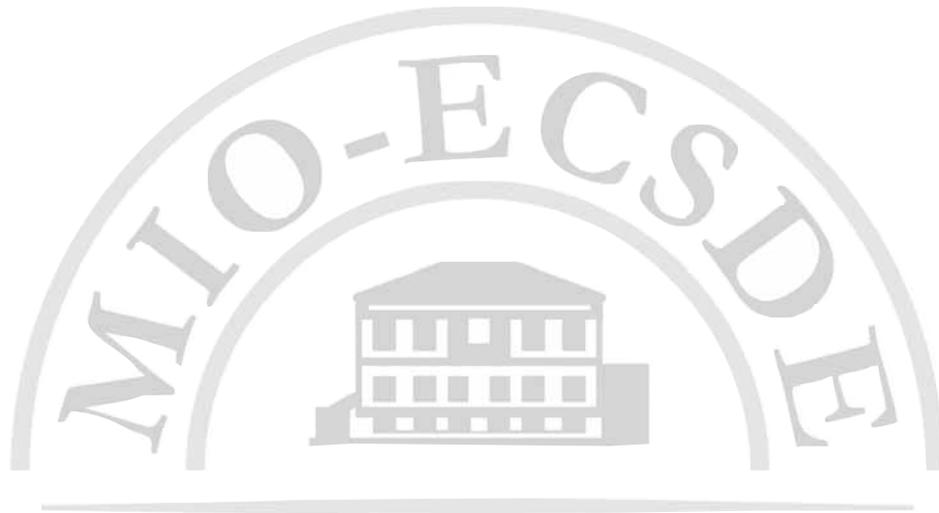
■ Nous confions au Gouvernement grec le soin de faciliter la mise en place et l'organisation d'un groupe de travail chargé de préparer le projet de Stratégie Méditerranéenne pour l'EDD, en utilisant les axes de la stratégie pour l'EDD de l'UNECE, tout en prenant également en considération toutes les autres contributions utiles, afin de soumettre la version finale de ce projet pour son adoption lors de la prochaine Conférence des Parties (2007) de la Convention de Barcelone relative à la protection de la Méditerranée (avec une réunion conjointe des Ministres de l'Environnement et des Ministres de l'Éducation en vue de l'adoption) en vue d'intégrer cette Stratégie dans la SMDD.

■ Nous invitons les Gouvernements des pays méditerranéens à créer les conditions nécessaires pour une introduction adéquate et une mise en œuvre de l'EDD dans les programmes scolaires officiels et d'inclure celle-ci dans leur Stratégie Nationale de Développement Durable. Dans cette perspective, ils sont invités à créer des Comités Nationaux pour l'EDD et à lancer la Décennie des Nations Unies en faveur de l'Éducation pour le Développement Durable dans leurs pays respectifs en impliquant toutes les parties prenantes intéressées.

■ Nous demandons au Partenariat Euro-Méditerranéen (PEM) de soutenir les programmes d'EDD et la mise en œuvre de la stratégie méditerranéenne proposée en matière d'EDD.

■ Nous invitons l'UNESCO et les autres instances compétentes à faciliter la mise en place et le fonctionnement d'un réseau d'universités méditerranéennes et d'autres institutions académiques qui travaillent sur l'EDD.

■ Nous invitons les Organisations Internationales et les financeurs (publics et privés) à apporter leur soutien à la mise en œuvre de l'EDD dans la région.



MIO-ECSDE Profile

The Mediterranean Information Office for Environment, Culture and Sustainable Development, is a Federation of Mediterranean Non-Governmental Organizations (NGOs) for the Environment and Development. MIO-ECSDE acts as a technical and political platform for the intervention of NGOs in the Mediterranean scene. In cooperation with Governments, International Organizations and other socio-economic partners, MIO-ECSDE plays an active role for the protection of the environment and the sustainable development of the Mediterranean Region.

Background

MIO-ECSDE became a federation of Mediterranean NGOs in March 1996. Its roots go back to the early 80s, when the expanding Mediterranean membership of the European Community encouraged the European Environmental Bureau (EEB) to form its Mediterranean Committee supported by Elliniki Etairia (The Hellenic Society for the Protection of the Environment and the Cultural Heritage). The Mediterranean Information Office (MIO) was established in 1990 as a network of NGOs, under a joint project of EEB and Elliniki Etairia and in close collaboration with the Arab Network of Environment and Development (RAED). The continuous expansion of MIO-ECSDE's Mediterranean NGO network and the increasing request for their representation in Mediterranean and International Fora, led to the transformation of MIO-ECSDE to its current NGO Federation status. Today it has a membership of 101 NGOs from 24 Mediterranean countries.

Our Mission

Our mission is to protect the Natural Environment (flora and fauna, biotopes, forests, coasts, natural resources, climate) and the Cultural Heritage (archaeological monuments, and traditional settlements, cities, etc.) of the Mediterranean Region. The ultimate goal of MIO-ECSDE is to promote Sustainable Development in a peaceful Mediterranean.

Major tools and methods

Major tools and methods used by MIO-ECSDE in order to achieve its objectives are the following:

- Promotion of the understanding and collaboration among the people of the Mediterranean, especially through their NGOs, between NGOs and Governments, Parliaments, Local Authorities, International Organizations and socio-economic actors of the Mediterranean Region.
- Assistance for the establishment, strengthening, co-operation and co-ordination of Mediterranean NGOs and facilitation of their efforts by ensuring the flow of information among relevant bodies.
- Promotion of education, research and study on Mediterranean issues, by facilitating collaboration between NGOs and Scientific and Academic Institutions.
- Raising of public awareness on crucial Mediterranean environmental issues, through campaigns, publications, exhibitions, public presentations, etc.

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