Outcomes of the 9th EfE Ministerial Conference,
5-7 of October Nicosia Cyprus

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https://nicosiaefe.gov.cy/
9th Ministerial Conference key Themes
Some things happen for first time in 9th EfE:

• **IT WAS THE FIRST TIME THAT SUCH A HIGH LEVEL CONFERENCE IS ORGANIZED IN THE MEDITERRANEAN REGION**

• **IT WAS THE FIRST TIME THAT INVITED COUNTRIES THAT ARE NOT MEMBERS IN THE UNECE REGION (Mediterranean and MIDDLE EAST COUNTRIES).**

• **A FIRST TIME THAT SUCH A HIGH LEVEL CONFERENCE IS ORGANIZED EXCLUSIVELY ON SUSTAINABLE PRINCIPLES**

• **A FIRST TIME THAT SUCH A HIGH POLITICAL FORUM COMBINES POLICIES WITH ARTS AND CULTURE**

• **THE FIRST TIME WHERE EDUCATION HAS A CENTRAL ROLE IN SUCH A HIGH LEVEL CONFERENCE**

• **THE FIRST TIME WHERE YOUTH IS PARTICIPATING SO ACTIVELY**
THE 9th MINISTERIAL CONFERENCE IN NUMBERS

- 63 Countries
- 71 Ministers/Deputy Ministers
- 1150 Participants
- 150 Organizations
- 60 Youth Organizations
- 6 High Level Meetings
- 426 volunteers
- 40 side-events
- More than 150 bilateral/trilateral meetings
- The conference reached 1 billion people in 23 languages
- 6 High Level Meetings
The profile of participants

- Ministers of Education
- Ministers of Environment
- Public and private sector
- Youth
- International organizations
- Regional Organizations
- Non-Govermental Institutions
- Business
- Academia
OUTPUTS OF THE CONFERENCE

• Adoption of 4 Strategic Policies for the 2030
  1. Sustainable Infrastructure,
  2. Sustainable Tourism,
  3. Education for Sustainable Development,
  4. MED ESD Action

• Ministerial Declaration for the Environment
• Ministerial Statement on ESD
• Chair’s Summary
• Statements, initiatives,
• Agreements, pledges by interested ministers and stakeholders on specific subjects and/or for specific subregions
• Enactment of Networkigs
What was the outcomes of the UNECE 9th EfE Ministerial Conference

SIDE-EVENTS

40 side events on the three key themes organized by:

1. Countries
2. International Organizations
3. NGOs
4. Youth

What discussed

Policy tools, Regional strategies, action plans, Initiatives Guidelines, Best practices, and lessons learned
What was the outcome of the 9th EfE Ministerial Conference

150 Bilateral and trilateral meetings
Organized by Countries
Regional and International Organizations

• Discussions on themes of joint interest
• Networking-collaboration
• Launching of joint initiatives
• Agreements
What presented during the 9th EfE Ministerial Conference

8 awarded environmental documentaries/animations

5-7 October 2022
Special Screenings Event
View schedule and trailers

Saturday 8th of October 2022
Environmental Screenings Event
Awarded Animations & Documentaries

Diminuendo
Director, Story, Animation
Henriëtte Lendovski
Duration 4 mins. Animation, no dialogue

La Bâche
Directors
Fredderique Laffont
Volker Höster
Duration 4 min. Short film

It’s been too hot
Director, Camera, Editor
Hedvika Míchnová
Duration 26 mins. Documentary

The 9th Environment for Europe Ministerial Conference  
Special screenings event

Diminuendo visualizes the detrimental effects plastic waste has on marine life and the environment from an emotional point of view. Through vivid illustrations, the viewer is guided through scenarios that get more and more stressed by plastics. It emphasizes the split between the natural world and the plastic world, the animation is done entirely with no spoken word apart from the plastic, which should speak from the screen. Life is lit by light sticks. The two parts are united through the pulsing paper because that shines through the semi-transparent place as a constant reminder of the underlying life it covers. But there is room for change. In the end, it is meant that life is reclaiming bond.
What presented during in the 9th EfE Ministerial Conference

28 awarded animations on 17 Sustainable Development Goals created exclusively by students of public and private schools under the project “Creating for the SDGs”

A wake up call from young people to the civil society for ACTION NOW

https://www.youtube.com/channel/UCMYmbKH_uhcRhqkXYOfrH1Q/videos
https://www.youtube.com/watch?v=0za5jlyoGXc
18 exhibitors from the UNECE region presenting:
• Innovative educational tools
• Environmental Technologies
• Programs
• Educational materials
What other things we did at the 9th EfE Ministerial Conference

Interactive Workshops with local artists – intangible heritage

Interactive activities
This conference designed with the principles of sustainability;

Small changes can make a big difference

1. Catering, food & beverage
2. Communication & Marketing
3. Energy Conservation
4. Sustainable Transport
5. Waste Management /Reuse/Recycle
6. Local & Social Responsibility

has been designed and planned on sustainability principles focused on 6 key areas
Outcomes of the 3rd Joint High Level Meeting of Ministers of Education and Environment on ESD

What included:

Message statements from international organizations

ESD implementation in the UNECE Region: Progress Report and the framework for the implementation of the UNECE Strategy for ESD from 2021 to 2030

Plenary discussion: statements regarding the new framework for the implementation of the UNECE Strategy for ESD from 2021 to 2030

Adoption of the new framework for the implementation of the UNECE Strategy for ESD from 2021 to 2030

Panel discussions along the four strands of the new framework for the implementation of the UNECE Strategy for ESD from 2021 to 2030

THE FIRST TIME THAT ESD WAS AT THE HEART OF THE BIGGEST MINISTERIAL CONFERENCE IN THE UNECE REGION
1. The triple planetary crisis of climate change, biodiversity loss and pollution puts the current and future generations in risk. It is our duty to take decisions that would safeguard the well-being of the future generations, as well as to educate young people, the future leaders, to respect the planetary boundaries and protect the environment and the planet.

2. The new implementation framework of the UNECE Strategy for Education for Sustainable Development 2021-2030 focused on the essence and the content of education and education for sustainable development and provide to Member States the opportunity to discuss, commit and work together in the direction of transforming our education plans and making ESD an intrinsic part of our policies.

3. Countries committed to support the work of the UNECE ESD SC in kind and financially for integrating the new implementation Framework for the UNECE ESD Strategy 2021-2030.

4. Stressed the need for close collaboration between regional processes and mechanisms. The UNECE Strategy for ESD as a regional Strategy made an important contribution to the global framework on ESD for 2030 and its accompanying roadmap, to the Transforming Education Summit, to the European Green Deal and to the EU Policy Recommendation on learning for the green transition and sustainable development.

5. Highlighted the importance of the continuation of the UNECE ESD SC work as critical and valuable for countries, because through its work facilitate and guide countries to design, plan, develop and implemented cross-sectoral policies for sustainable future.

6. Countries noted that Ministerial Declaration on ESD is a holistic document with clear vision and strategic goals, leading to the concrete and feasible tasks and based on the principles of inclusivity, equity, democracy, solidarity and dignity.

7. Welcome the establishment of the UNECE ESD Youth Platform and the central role of youth in the new implementation framework.
QUESTIONS

How do you guarantee that ESD is embedded in national policies?

In what way do you support capacity building for learning for sustainability in organisations (educational organisations, professional organisations, institutions, ministries)?

How do you involve professionals (public, private, local authorities, and institutions) in quality enhancement programs for learning for sustainability?

QUALITY EDUCATION

Outcomes
1. Raise awareness by all stakeholders in the education system
2. Position of SDG4 as a leverage for all other SDGs
3. Central role of teachers in the process as well as their training
4. Teachers competences developed and supported
5. Multi-stakeholder platforms strengthen
6. Monitoring and evaluation
Whole School Approach/Whole Institution Approach

QUESTIONS
1. How do you support WIA (whole institutional approach) in your national framework (schools, organisations, local authorities, and ministries)?

2. Based on your national experiences, how can policies ensure the collaboration of stakeholders for integrating WIA/WSA regarding ESD?

3 (a) What advantages of the WSA (whole school approach)/WIA (whole institutional approach) do you experience? (b) What challenges are you facing in your national context?

Outcomes
1. WSA/WIA is a multi-angle concept, embracing aspects such as school plan, pedagogy, content, actors/teachers, infrastructure and must be seen together
2. Complexity of the term which must be more understandable and meaningful by the educational community.
3. Use the good examples of WSA/WIA and “build” on them.
4. WSA needs schools autonomy and decentralized systems
ICT AND ESD

OUTCOMES

1. Pandemic speed up digitalization of education that requires for all to have access and also corresponding knowledge, skills and competences.
2. Need for ensuring the 3 ‘C’s: connectivity (including equipment), content (requires also open sources, platforms) and capacity (skills, competencies).
3. ICT and digital education is a useful tool, but it should not replace all education.

QUESTIONS

What does a balanced use of digital tools for ESD programmes mean in your national context?

From your experience, how did the transition to digital education due to the pandemic impacted (positively or negatively) ESD implementation in your national context?

In which ways digital tools can contribute in a meaningful way to learning for sustainability? Do you have national experiences to share?
Entrepreneurship, Employment, Innovation and ESD

Questions
1. How can ESD-oriented entrepreneurship and employment programs support vulnerable groups, marginalized groups, and youth?
2. Do you expect increased youth employability as a result of ESD-oriented entrepreneurship or employment programs? If yes, how? If not, why?
3. Which needs and opportunities education oriented to sustainable innovation and entrepreneurship can provide for accelerating transformation towards more sustainable economies (green jobs, circular economy, and bio-economy)?

Outcomes
1) Identify qualifications and skills in the field of sustainable development, green and circular economy and green technologies in order to integrate them into professional profiles.
2) Networking of ESD with other stakeholders and local communities
3. Open companies up to take action in sustainable development.
4. Linking curricula with the business-interdisciplinary courses based on green and transversal skills, ESD and Digital Competences.
THANK YOU!!!

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