

MAPPING THE MAINSTREAMING OF EDUCATION FOR SUSTAINABLE DEVELOPMENT ACROSS SDG4.7:

A Comparative Analysis Of The
Mainstreaming Of ESD In Cyprus,
Greece, Malta And Turkey



United Nations
Educational, Scientific and
Cultural Organization

Regional Bureau
for Science and Culture
in Europe



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MAPPING THE MAINSTREAMING OF ESD IN THE MEDITERRANEAN



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- UNECE NIRs were quantified, tallied and standardized across four countries.
- ESD in the Mediterranean has a considerable history and has been systematically promoted by the UNESCO Regional Bureau in Venice and MIO-ECSDE & others.
- Increased coordination and awareness of existing ESD initiatives, activities and best-practice examples



Figure 2. Map of countries assessed in the present report.

Kosovo* as defined by UN Security Council Resolution 1244/1999

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- 100% implementation for three of four countries across Issue 3 (equip educators) and Issue 6 (strengthen cooperation).
- Only one country reported 100% integration (each) across Issues 1, 3 and 4.
- Significant challenges remain for most countries with regards to Issues 4 and 5.

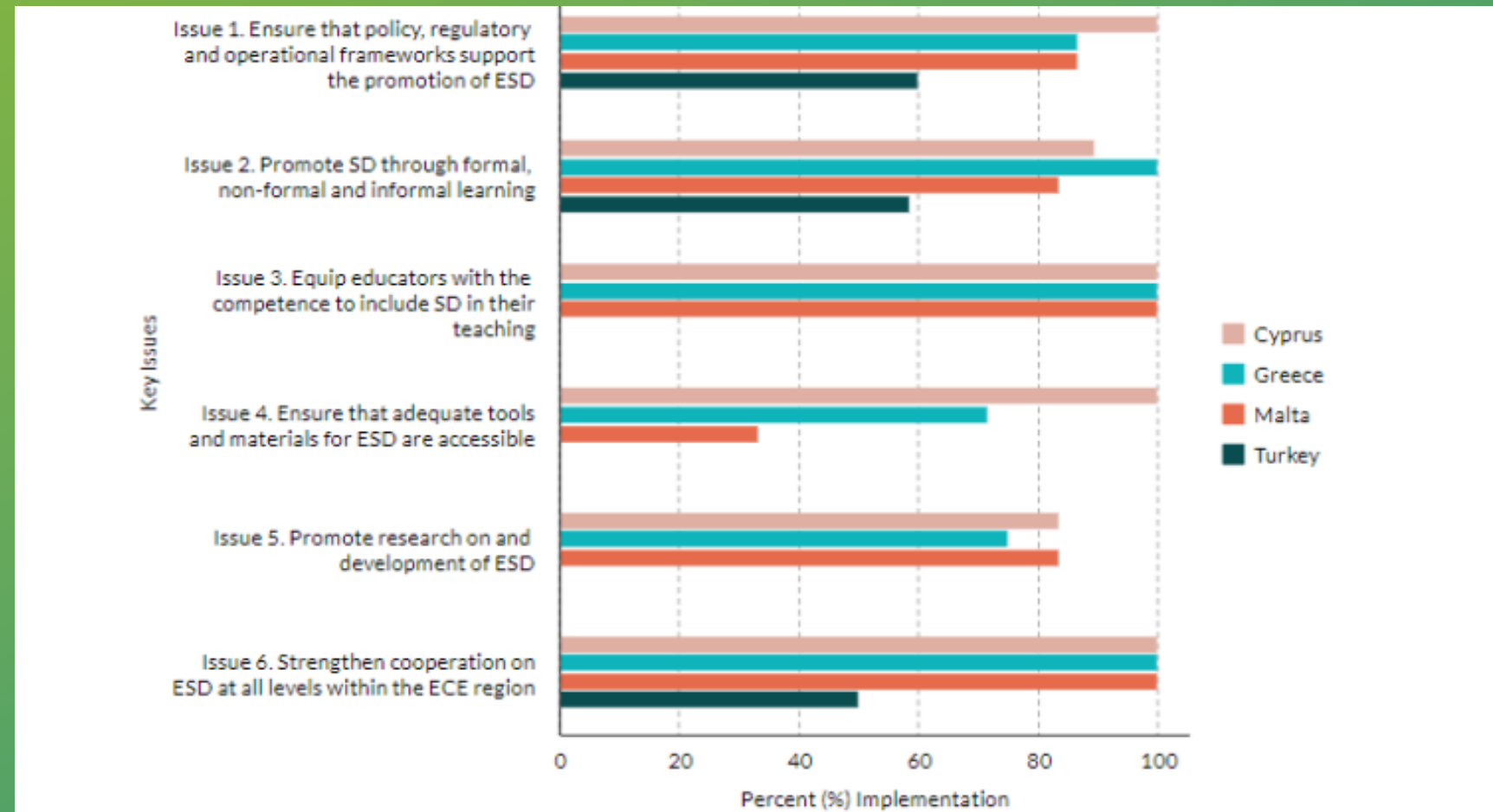


Figure 4. The overall percentage (%) of positive (“yes”) responses to sub-indicators as per the National Implementation Reports for Cyprus, Greece, Malta and Turkey, grouped according to Key Issues. Data from Turkey were unavailable for Issues 3, 4 and 5 and is therefore absent

MAPPING THE MAINSTREAMING OF ESD ACROSS ISCED LEVELS

- High rates of implementation across primary, lower and upper secondary (80-100%) in Cyprus, Greece and Malta. Turkey reported 42% implementation across primary and lower secondary and 37% across upper secondary education.
- ISCED 4 reported between 33%-63% and between 10%-40% for short-cycle tertiary education (ISCED 5).
- For three countries, implementation rates ranged from 32-47% across ISCED 6-8.

Overall percent (%) implementation of 19 ESD sub-indicators across ISCED levels, in the Mediterranean

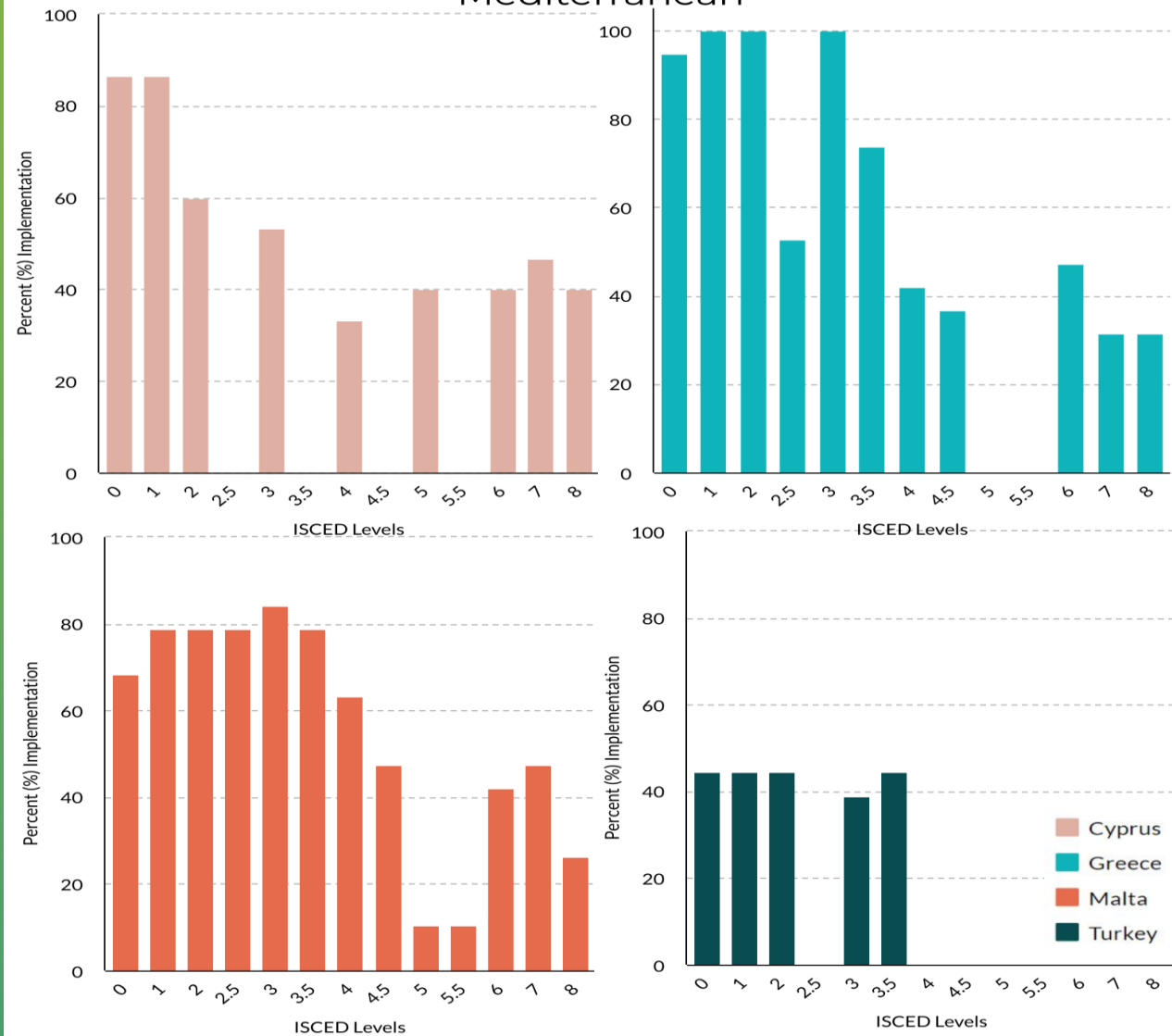


Figure 6. Overall percent (%) implementation of 19 ESD sub-indicators, averaged per ISCED level in Cyprus, Greece, Malta and Turkey. Data for Greece, Malta and Turkey is extracted from the 2018 NIR. Cypriot data are from 2018, but was completed using the 2015 template, and therefore percentages were calculated across the 15 sub-indicators assessed in the 2015 reporting template across 9 rather than 13 ISCED levels.

MAIN FINDINGS AND RECOMMENDATIONS:



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Issue 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD

- All countries reported significant success with regards to Issue 1:
 - All countries assessed have appointed national focal points, have coordinating bodies for ESD in place and have included ESD in relevant national legislation and national curricula in primary and secondary education
- ESD in national education legislation across post-secondary non tertiary and tertiary (including vocational) levels of education was lacking
- National Charter of Universities

MAIN FINDINGS AND RECOMMENDATIONS:



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Issue 2. Promote SD through formal, non-formal and informal learning

- Cross-curricular approach or as a stand alone subject
- WIA implemented in all four countries in pre-primary, primary and secondary education but only in half of the countries across tertiary education.
 - *partnership management training.*
- Development of SD/ESD indicators for both formal and non-formal institutions.
- Opportunities for work-based learning

MAIN FINDINGS AND RECOMMENDATIONS:



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Issue 3. Equip educators with the competence to include SD in their teaching

- In-service training has proven beneficial for the generation of ideas and practical solutions on how to effectively integrate ESD into school.
- Limited time availability of teachers, overcrowded curricula, directorate resistance to apply ESD, and funding issues
- Teachers, trainers, leaders and administrators

MAIN FINDINGS:

Issue 4. Ensure that adequate tools and materials for ESD are accessible

- Quality criteria and/or quality guidelines for ESD-related teaching tools and materials.
- Support and approval from public authorities
- ESD materials across all ISCED levels, in national languages

MAIN FINDINGS:



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Issue 5. *Promote research on and development of ESD*

- While generating research and knowledge on ESD has been reported as successful, challenges remain in translating research into policy.
- No research that evaluates the outcome of the implementation of the Strategy for ESD.
- Only one third of countries have reported that there is public authority support for mechanisms which support the sharing of results, research and examples of good practices in ESD among authorities and stakeholders.

MAIN FINDINGS AND RECOMMENDATIONS:



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Issue 6. Strengthen cooperation on ESD at all levels within the European region

- Regional cooperation amongst countries and bilateral partnerships must be enhanced and strengthened.
- The Mediterranean ESD Action Plan
 - Mediterranean Education Initiative on Environment and Sustainability (MedIES)
 - The Global Education Network for Europe (GENE)
 - Union for the Mediterranean (UfM)
 - UNESCO Associated Schools Project Network (ASPNet), among others

CONCLUSIONS



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- Cyprus, Greece, Malta and Turkey have reported significant results with regards to the implementation of ESD across primary and secondary education
- Further implementation of ESD into post-secondary and tertiary (including vocational) levels of education is needed
 - 21st century skills and competences



*Thank you for your
attention! 😊*



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In Memoriam of Dr. Igor Kitaev (2020)



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In Memoriam of Dr. Igor Kitaev (2020)

An inspiring lead on Education and ESD. He authored several books and research studies on economics, the finance, development and management of education. Igor was committed to the value of ESD to society, and was actively planning additional projects to support “building back better” through ESD under the Bureau.