



**TRANSFORMING
PLANET**

The 9th Environment for Europe
Ministerial Conference



UNECE

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 MEDITERREANEAN REGION**
- IT WAS THE FIRST TME 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**



**More than
150
bilateral/trilat
eral meetings**

63 Countries

**The conference
reached 1 billion
people in 23
languages**

**40 side-
events**

426 volunteers

**6 High Level
Meetings**

**THE 9th MINISTERIAL
CONFERENCE IN NUMBERS**

**71 Ministers/
Deputy
Ministers**

**60 Youth
Organizations**

**150
Organizations**

**1150
Participants**

The profile of participants



- **Ministers of Education**
- **Ministers of Environment**
- **Public and private sector**
- **Youth**
- **International organizations**
- **Regional Organizations**
- **Non-Governmental 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 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



 <p>Diminuendo Director, Story, Animation Henrike Lendowski</p> <p>Duration 4 min. Animation, no dialogue</p> <p>Learn More</p>	 <p>La Bâche Directors Frederique Laffont Volker Köster</p> <p>Duration 4 min. Short film</p> <p>Learn More</p>	 <p>It's bean too hot Director, Camera, Editor Hedvika Michnova</p> <p>Duration 25 min. Documentary</p> <p>Learn More</p>
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Saturday 8th of October 2022 

Environmental Screenings Event
Awarded Animations & Documentaries

 The 9th Environment for Europe Ministerial Conference
Special screenings event

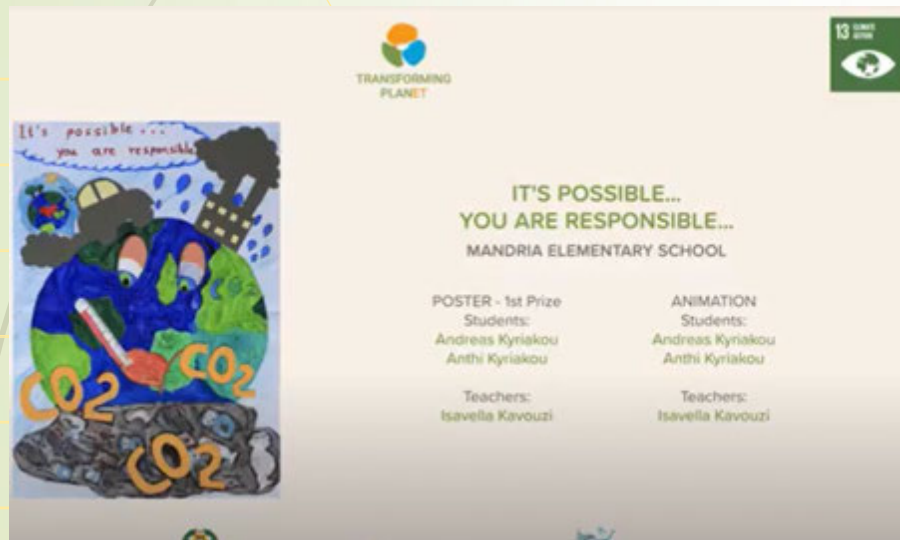
5-7 Oct. 2022
Filoxenia Conference Center

 <p>Diminuendo Germany 2020</p> <p>Director, Story, Animation Henrike Lendowski</p> <p>Sound Felix Waverley-Hudson</p> <p>Duration 4 min. Animation, no dialogue</p> <p>Technique Combination of ink on paper & digital 3D animation</p> <p>www.henrikehendowski.com</p> <p>Watch trailer</p>	<p>Diminuendo visualizes the detrimental effects plastic waste has on marine life and the environment from an emotional point of view. Through visual metaphors, the viewer is guided through scenarios that get more and more covered by plastic. To emphasize the contrast between the natural world and the plastic world, the animation is done entirely with ink on paper, except for the pulsing paper texture that shines through the semi-opaque yellow as a constant reminder of the underlying life it covers. But there is room for change. In the end, it is never too late for a helping hand.</p> <p>Henrike Lendowski DIRECTOR</p> <p>Henrike Lendowski is an award-winning animator and illustrator working between the realms of analog and digital art. She has an M.F.A. in Animation and Digital Arts from Pratt Institute, Brooklyn, NY. Her work addresses a variety of cultural, social and political issues, such as environmental pollution and protection of endangered species. Combining her love for illustration, filmmaking and music, her work shows a wide range of techniques and materials, closely intertwined with music to create an evocative, emotive, narrative currently resides in Berlin, where she uses her skills to create thought-provoking visual experiences.</p>
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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”

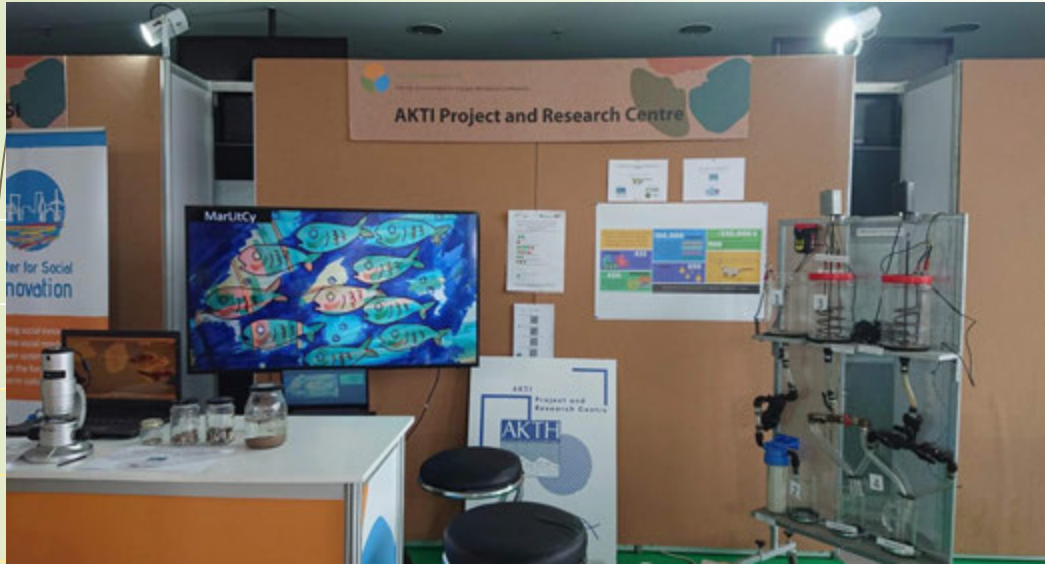
A wake up call from young people to the civil society for ACTION NOW



https://www.youtube.com/channel/UCMYmbKH_uhcRhqkXYOfrH1Q/videos

<https://www.youtube.com/watch?v=0za5jllyoGXc>

18 exhibitors presented their work at the 9th EfE Ministerial Conference



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 activities

Interactive Workshops with local artists – intangible heritage



This conference designed with the principles of sustainability;

Small changes can make a big difference



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**

Outcomes

- 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.**

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

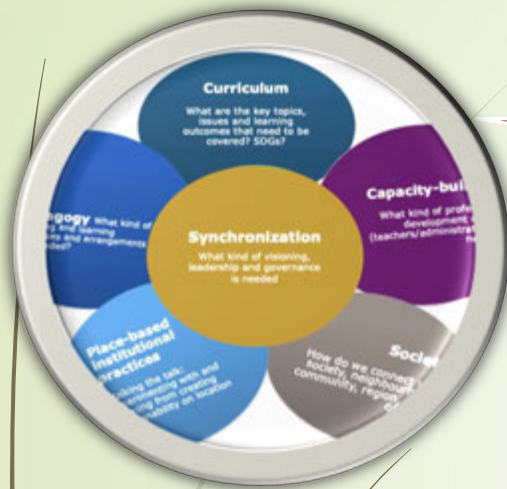
QUESTIONS

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?

Whole School Approach/Whole Institution Approach



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

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?

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



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.

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)?



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THANK YOU!!!

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