

## Partnerships/Initiatives to strengthen the implementation of Agenda 21

*DRAFT*

### **Name of the Partnership/Initiative**

#### ***MEDIES***

**Mediterranean Education Initiative for Environment & Sustainability**

With an emphasis on water and waste

**Expected date of initiation:** June 2002

**Expected date of completion:** June 2007

### **Partners Involved: (to be confirmed)**

Governments: Algeria, Cyprus, Egypt, Greece, Morocco, Tunisia, Jordan, Slovenia, Albania, Turkey (DAC countries) with prospects of expanding in the entire Mediterranean region.

Intergovernmental organizations: UNESCO, EU Commission, GWP-Med, UNEP/MAP

Major groups: NGOs (MIO-ECSDE, AOYE, LHAP, many MIO-ECSDE members in each country).

Other: Educational Community, MCSDE, UNIVERSITY OF ATHENS, Private donors

***Leading Partners: Greece, Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE), UNESCO***

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### **Background of the Partnership/Initiative:**

The implementation of the concept of Sustainable Development seems to be a "sine qua non" condition for the survival and further progress of the Mediterranean region due to its special natural and socio-economic characteristics. The former include the scarcity of its natural resources (water in particular), vulnerability to erosion and desertification of land and the semi-closed character of the basin which makes it vulnerable to pollution from all kinds of waste. The latter include rapid development in coastal areas, mass tourism, and intensive agriculture. Both tourism and irrigated agriculture are vital economic sectors for the region. The sustainable development of the Mediterranean region should address all the aforementioned issues in an integrated and balanced way. Even the wisest policies cannot be implemented if citizens are not aware and prepared, through appropriate education, to contribute and adjust their lifestyles in innovative and efficient ways to the new conditions.

Education is undoubtedly the key to sustainable development and also to peace and stability within and among countries. This has been recognised in various Documents (Agenda 21, Education for All, United Nations Millennium Declaration and Conferences (Jomtien, 1990; Rio, 1992; Cairo, 1994; Thessaloniki, 1997; Dakar, 2000). Without accelerated progress in Education national and internationally agreed targets for sustainable development and poverty reduction will be missed and inequalities between countries and within societies will widen.

As stated in Chapter 36 of Agenda 21, “Education is critical for promoting Sustainable Development and improving the capacity of the people to address environment and development issues.” Youth comprise nearly 30% of the world's population. The involvement of today's youth in environment and development decision-making and in the implementation of programmes is critical to the long-term success of Agenda 21. It is generally accepted that in parallel to a good Education for All a more targeted component of *Education for Environment and Sustainability (EfES)* enables students to develop knowledge, values and skills to participate, *inter alia*, in decisions about their livelihoods, change their consumption patterns, deal with globalization, and contribute to the eradication of poverty, and improvement of their health.

The main chapters of Agenda 21 that are being addressed through this Partnership/initiative are the following:

4. Changing consumption patterns\*
8. Integrating environment and development in decision-making
9. Protection of the atmosphere\*
12. Managing fragile ecosystems: combating desertification and drought.\*
14. Promoting sustainable agriculture and rural Development.\*
- 18 Protection of the quality and supply of freshwater resources: application of integrated approaches to the development, management and use of water resources.\*
21. Environmentally sound management of solid wastes and sewage-related issues.\*
25. Children and youth in sustainable development.
27. Strengthening the role of non-governmental organizations: partners for sustainable development
36. Promoting education, public awareness and training.

Furthermore, the initiative will greatly contribute in the implementation of the *Decade for Education for Sustainable Development* (agreed in Bali). There are already several educational networks around the world (mostly in the form of school networks), as well as a variety of Environmental Educational Materials (books, CD-ROMS, etc.). A critical review of the situation was carried out during the Thessaloniki Conference (Dec 1997). It is clear that many attempts have been made up to date to coordinate and mutually support these initiatives, but the results until now are not very spectacular.

MIO-ECSDE with the collaboration of the University of Athens and educators from various Mediterranean countries and the support of the Greek Government, the Commission of the EU and the Global Water Partnership–Mediterranean has produced an educational kit on water (originally produced in English). This should be produced in the coming years in large numbers in many Mediterranean languages and used in secondary schools throughout the region. More important perhaps is the development, in parallel, of an Educators’ network, not only for water or related issues, such as waste management, etc., but more general for EfES. This network in the future will be supported to both coordinated common and individual innovative initiatives undertaken at national and local level.

### **Brief Description of the Partnership/Initiative**

This initiative/partnership on EfES, facilitates the educational community and students to contribute in a systematic and concrete way for the implementation of Agenda 21 and the Millennium Declaration goals, through the successful application of innovative Educational Programmes in countries around the Mediterranean basin. These Educational Programmes will be based on cross-cutting themes in the existing school-curricula. During the first years of

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\* these chapters are addressed according to the programme implemented (water, solid waste, etc.) each time within the school network

implementation will focus on **freshwater** including all its aspects (sanitation, health, floods, agriculture, etc.), followed by **wastes**.

According to this inter-sectoral approach the partners involved will be Ministries (of Education and/or Environment), Intergovernmental Organisations (UNESCO, UNEP), NGOs such as IUCN and national members of MIO-ECSDE, the Educational Community and of course students from the collaborating countries.

The Core of this initiative will be a **network of Educators and Schools** implementing the integrated educational programmes on water, waste, etc. as a vehicle to sustainable development.

Special emphasis will be also given to the role of students as “messengers for sustainability” to their families and local communities. The exchange of experiences and “know how” in Educational matters of all partners involved. This exchange and close collaboration of countries of the Northern and Southern Mediterranean will allow the development of a methodological framework, to be evaluated and further implemented in other regions.

### **Main objectives of the Partnership/Initiative, relationship with the objectives of Agenda 21 and the UN Millennium Declaration.**

The initiative will have a first term of 5 years. The main objectives of the initiative compatible with the principles of sustainable development are:

- **Wise management of freshwater resources**
- **Wise management of wastes**
- **Facilitation of Educators’ networks**

Apart from the main objectives emphasis will be given to curricular educational objectives and methodological approaches such as the:

- Promotion of the collaboration (information and “Know how” exchange) of all involved partners, at all levels. This way the links between formal, non formal and informal educators and institutions will be further strengthened.
- Exploitation of the existing knowledge and experience in educational matters as well as of national needs, policies, methodologies and evaluations. The differences and similarities of the Northern-Southern countries of the Mediterranean will be fully exploited so as to achieve the best possible results.
- Training of trainers, (Educators) through capacity building programmes in teaching, designing and producing innovative educational material, before and during the implementation of the projects
- Support of the schools of the region with relevant high quality educational material on crucial issues for the region such as the management of freshwater and solid wastes.

The overall goals of the partnership/initiative and their relationship with Agenda 21 and the UN Millennium Declaration are presented in the attached Annex I.

### **Expected results:**

- Close collaboration among involved education partners (Ministries, international organisations, schools and NGOs) and promotion of coordinated activities on EfES.
- Establishment of a widespread network of Educators working on EfES, that will facilitate the constant exchange of school activities experiences and information, to further enrich their scheme of work.

- Training of Educators on EfES.
- Production of educational materials on a set of issues.
- Awareness raising (production of informative material, organisation of local or regional campaigns and exhibitions for the general public).
- Development of a Mediterranean Methodological framework to be used by other regions, based on the evaluation of the initiative.

**Specific targets of the Partnership/Initiative and timeframe for their achievement:**

Specific targets-activities that are planned to be implemented during the MEDIES initiative- are listed below:

1. Task Group formation. This body will be comprised by representatives from the major collaborating partners, having as main task to elaborate in detail the content and plan of activities in the initiative. After the initiation of the partnership it will be transformed into a Steering Committee.
2. Translation and production of the Water Kit. The initial English version of the Educational Package “Water in the Mediterranean” will be translated in 5 Mediterranean languages and 2,000 copies will be produced for each language.
3. There will be a launching communication campaign informing the Educators and Schools in the participating countries about the initiative. Through this communication the leaders (to be used as trainers) will be identified from each country. During this phase there will also be contacts with local and national authorities (to secure permissions etc.).
4. Four regional Educators training seminars will be organised with a participation of selected educators from the participating countries. Each seminar will be addressed to 60 Educators (leaders-trainers) and will last 4 days.  
The regional seminars of the leaders-trainers will be followed by the organisation of a series of national or local training seminars, which will be organised by the “leader-trainers” accordingly. One person from the steering committee will supervise the first series (3-4 per country) of these seminars.
5. Application in schools. Prior to the implementation, the dissemination of the translated educational materials and relevant equipment in each country is required.
6. Webpage set up. An internet site will be set, that will be regularly updated with all current projects in each country. Educators participating in the network will be able to send comments, or have on-line discussions during and after the process of implementation. A part-time technician will be assigned to support the internet site, enter and formulate all necessary information.
7. The comments collected after the evaluation meetings (both national and regional) will be used for amendments of the educational processes used, before moving next to the 2<sup>nd</sup> phase of implementation. During this phase the Educational Package on Waste will be implemented throughout the schools network.
8. Student Award. This award will be granted to those students who facilitate leadership in Environmental Sustainable Development matters. Leading students (3-4 per country) identified by their trainers during the implementation phases will be invited to participate in an Educational Camp organised in Greece or another selected Mediterranean country. These students will have the opportunity to exchange experiences and attend outdoor-field training. This way they will be further educated on environmental matters.
9. Campaigns and Exhibitions. Schools NGOs participating in the network will exhibit their work, annually, on a local or national basis. Posters and accompanying printed material will be compiled, translated, and in various languages.  
During these exhibitions the students themselves will be used as “educators” for the local

communities. These activities will be supported also by local NGOs in an attempt to inform and sensitise the public on environmental matters, and ways of adopting a responsible behaviour.

10. Educational materials, such as books, newsletters and CD-ROMs will be produced from the partners involved in the initiative, and disseminated to the entire network.
11. Evaluation meetings. There will be 2 regional evaluation meetings (half-way and upon completion of the initiative), with the participation of the Steering Committee, the Partners Forum and invited experts. There will also be evaluation meetings of a local or national character (depending on the size of the network in each country), after the end of each school year.
12. The input from all previous evaluation meetings will contribute to the creation of a Mediterranean Methodology Framework on EfES. This framework will be presented in international conferences etc. so that it can be further replicated, adjusted and adopted by other regions.

The specific timetable of the abovementioned activities that will take place during the implementation of the programme is as follows:

ACTIVITIES	2002	2003	2004	2005	2006	2007
1. Task Group Formation	*					
2. Translation of the Water Kit	→					
3. School network and educators preparation	→					
4. Educators training Seminars (regional, national, local)		*	*	*	*	
5. Implementation I Application in schools		→				
6. Internet site with current projects	←-----→					
7. Implementation II			→			
8. Students camp			*			
9. Campaigns and Exhibitions	←-----→					
10. Educational materials						
11. Evaluation meetings				*		*
				Regional		Regional
12. METHODOLOGY Outcome				*		*
					Draft	*

### **Coordination and Implementation mechanism**

A Task Group will be set up comprised by representatives from the major collaborating partners, having as main task to elaborate in detail the content and plan of activities in the initiative. This body will consist of a maximum of 20 members and it will be later transformed into a Partners Forum. After its first-launching meeting it will meet once every two years.

As soon as the MEDIES is launched, a smaller Steering Committee, consisting of up to 10 members, will be formed with balanced representation between partners. The Steering Committee will have an initial meeting in 2002 and then twice a year.

Furthermore, the supervision and overall management of the initiative will require the assignment of one executive and one support staff. This small team will work closely with all partners and may include staff seconded from them.

### **Arrangements for funding**

There are on going contacts with bilateral and multilateral donors (e.g. EU Commission, UNESCO, UNEP, Governments), Private Sector and other partners who have expressed interest for the MEDIES Initiative.

Start-up funds have been secured by MIO-ECSDE, GWP-Med, Greece, and UNESCO (?).

### **Arrangements for capacity building and technology transfer**

One of the main targets of this initiative is the exchange of knowledge, experience and know how in all matters relevant to Education for Sustainable Development. This target will be fulfilled through targeted activities such as training courses, seminars, publications of properly interpreted relevant statistical data from Mediterranean countries, etc.

The involvement and close collaboration of international organisations, Ministries, NGOs and schools will contribute to the creation of a new spirit in Education and a Mediterranean Methodological framework on EfES based on a holistic, interdisciplinary approach, bearing in mind the special character of the Mediterranean region. Such a framework might be then replicated and amended accordingly for other regions.

### **Links of Partnership/Initiative with on-going sustainable development activities at the international and/or regional level (if any)**

Few fragmented initiatives exist in the Mediterranean, at the national and local level (in the form of specific school networks). The initiative will attempt to provide the basis for coordination and dissemination of experiences. Furthermore, links will be established with activities and programmes of UNESCO, UNEP and IUCN as well as the initiatives of the MIO-ECSDE wide network of NGOs. Strong links will be established with Ministries and Academia in general in order to make the initiative mutually beneficial for educators working in more theoretical issues and practitioners.

**Monitoring Arrangements**

Progress towards meeting the targets of MEDIES initiative needs to be assessed regularly and systematically to allow for the necessary adjustments, if needed, as well as for meaningful comparative analyses.

The Steering Committee will meet 2 times a year. The Partners Forum will be organised at least once every 2 years to assess progress.

Annual activity and administrative reports will be delivered from the “management team” to all partners involved. Progress will be reported regularly through the web-site as well as through electronic and brief hardcopy newsletters. All partners will host special annexes and articles in their respective newsletters and web-sites.

**Other relevant information:**

[www.mio-ecsde.org](http://www.mio-ecsde.org)

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## ANNEX I

### ***OVERALL OBJECTIVES OF THE PARTNERSHIP***

- To ensure that girls and boys alike will have equal access to secondary education. (see relevant United Nations Millennium Declaration, §19)
- To involve NGOs and international organisations in national mechanisms or procedures established to carry out Agenda 21, making the best use of their particular capacities, especially in the fields of education, poverty alleviation and environmental protection and rehabilitation. Also to review government education systems to identify ways to include and expand the involvement of international organizations and NGOs in the field of formal and informal education and of public awareness. (see relevant Agenda 21, §27.10)
- To improve education and technical training, (particularly for women and girls) by including interdisciplinary approaches, as appropriate, in technical, vocational, university and other curricula. (see relevant Agenda 21, §8.10)
- To promote integration of environment and development concepts, including freshwater, energy, solid wastes, human health, demographics, oceans and seas, land resources, etc. in all educational programmes, in particular the analysis of the causes of major environment and development issues in a local context, drawing on the best available scientific evidence and other appropriate sources of knowledge, and giving special emphasis to the further training of decision makers at all levels. (see relevant Agenda 21, §36.4)
- To promote public awareness in the public at large, as well as in specialized circles of the importance of considering environment and development in an integrated manner (see relevant Agenda 21, §25.4)
- To introduce public participatory techniques, including enhancement of the role of women, youth, indigenous people and local communities (see relevant Agenda 21, §18.19)
- To improve or restructure the decision making process so that consideration of socio-economic and environmental issues is fully integrated and a broader range of public participation assured, especially from youth communities. (see relevant Agenda 21, §8.3)

ANNEX II

**PROVISIONAL- INDICATIVE BUDGET**

**Specific targets-activities of the Partnership/Initiative and Provisional-Indicative Budget:**

The provisional-Indicative Budget of the activities planed to take place during the implementation of the MEDIES Initiative are as follows:

<i>ACTIVITIES</i>	Analysis	Provisional Budget (EURO)
<i>Task Group- Partners Forum and Steering Committee</i>	Travel, accommodation, subsistence expenses related to the regular meetings of the Task Group-Partners Forum and the Steering Committee Meetings. <u>Task Group – Partners Forum</u> : Consists of up to 20 members and will meet up to 4 times (launching meeting and then once every two years)	116,000
	<u>Steering Committee</u> : Consists of up to 10 members and will meet up to 10 times (twice a year)	160,000
<i>Translation and reproduction of the Educational Package</i>	The existing English version of the educational package will be: <u>Translated</u> into five (5) selected Mediterranean languages and	25,000
	<u>Reproduced</u> in 10,000 copies (2,000 per language)	120,000
<i>Educators’ and Schools’ networks and Preparation of trainers</i>	Information and communication with schools and educators in the participating countries about the initiative. Identification of the interested educators. Selection of the leaders (to be used as trainers). Permissions etc. from local and national authorities	50,000
<i>Educators training Seminars: Regional, National , Local</i>	<u>4 Regional training seminars</u> (for the training of the identified “leaders-trainers”). Number of participants (Educators): 60 Duration: 4 days.	150,000
	Travel, accommodation, subsistence and organisational expenses will be covered. <u>National or local training seminars</u> (3-4 per country) for educators organised by the “leaders-trainers.	180,000
<i>Implementation I Water Package</i>	Implementation-application of the educational package on Water to a number of schools (50-100) per country. Transportation –Dissemination of the package. Consumables, photocopies and other material needed.	150,000
<i>Internet site with current projects- Interactive facilities</i>	Internet provider for 5 years Part time technician to support the internet site, enter and formulate all necessary information.	55,000
<i>Evaluation meetings: Local, National Regional</i>	Organisation of <u>two regional evaluation meetings</u> , half-way and upon the completion of the project with the participation of the Steering Committee and the Partners Forum, invited experts and the leaders-trainers from each country. (The evaluation meetings will be combined with the regular meeting of the Steering Committee and the Partners Forum to minimize costs).	60.000
<i>Implementation II Solid Waste Package</i>	Implementation-application of the educational material on Waste to a number of schools (50-100) per country. Transportation –Dissemination of the material. Consumables, photocopies and other material needed.	150,000

<i>Students Camp</i>	3-4 students per country will participate in an educational <u>Student Camp</u> organised in Greece (or another Mediterranean country) to attend outdoor-field training. The Camp will be combined and interact with one of the Educators regional meeting	150,000
<i>Campaigns and Exhibitions</i>	Organisation of Campaigns and Exhibitions in each Mediterranean country.	50,000
	<u>Compilation and Production of Exhibition-Posters</u> and accompanying printed material Presentation of the Initiative.	75,000
<i>Educational materials (books, newsletters, CD-ROMs...) on water and wastes</i>	Development and production of selected material on solid wastes and production of complementary material on the Water Educational Kit (e.g CD-ROM).	87.000
	<u>Translation and Production of material</u> on Solid Wastes in English, French and Arabic (6,000 copies in total)	20.000
	<u>Preparation of a CD-ROM</u>	25.000
	<u>Various other publication</u> related to the project <u>Expert fees</u>	20.000
<i>Management of the Project</i>	<u>One executive and one support staff.</u>	50,000
	<u>Durable equipment</u> (1 complete computer system – photocopy machine)	192.00
	<u>Consumables-Post</u> (for 5 and a half years)	10.000
	<u>Running expenses</u> (rent, telephone, electricity, heating)	35.000
	<u>Participation in International</u> meetings for the presentation of the Initiative	100.000
	Ad-hoc expert fees	50,000
		30,000
<i>METHODOLOGY Outcome</i>	Organisation of an overall evaluation meeting with the participation of the Task Group, the Steering Committee, the leaders-trainers and invited experts.	40.000
<b>TOTAL INDICATIVE BUDGET</b>		<b>2,150,000</b>

**ANNEX III**

**INTRODUCTORY PHASE OF MEDIES (July 2002-December 2002)  
PROVISIONAL- INDICATIVE BUDGET**

**Specific activities of the Partnership/Initiative and Provisional-Indicative Budget:**

The provisional-Indicative Budget of the activities planned to take place during introductory phase of the implementation of the MEDIES Initiative are as follows:

<i>ACTIVITIES</i>	Analysis	Provisional Budget (EURO)
<i>Task Group Formation and first meeting</i>	Travel, accommodation, subsistence expenses related to the 1 <sup>st</sup> meeting of the Task Group (up to 20 members)	29,000
<i>Steering Committee Formation and first meeting</i>	Travel, accommodation, subsistence expenses related to the 1 <sup>st</sup> meeting of the Steering Committee (up to 10 members)	16,000
<i>Translation and reproduction of the Educational Package</i>	The existing English version of the educational package will be <u>translated</u> into one (1) selected Mediterranean language  and the translated version will be <u>Reproduced</u> in 2,000 copies	5,000  24,000
<i>Educators' and Schools' networks and Preparation of trainers</i>	Initial communication with schools and educators in the participating countries about the initiative. Identification of existing networks and of the interested educators.	3,000
<i>Internet site with current projects-</i>	Internet provider for 6 months years Creation and maintenance of the web-site Part time technician to support the internet site, enter and formulate all necessary information.	10,000
<b>TOTAL BUDGET OF THE INTRODUCTORY PHASE</b>		<b>87,000</b>