



**2<sup>nd</sup> MEDITERRANEAN WATER FORUM**  
Victor Villegas Auditorium and Conference Centre  
Murcia, Spain  
25-27 November 2014



# Enhancing Water Education and Capacity Building *Working Group 5*

**Moderator: Prof. Michael Scoullos,**  
UNESCO Chair on Sustainable Development Management and Education  
in the Mediterranean/University of Athens  
MIO-ECSDE Chairman,  
MEdIES Coordinator,  
GWP-Med Chairman  
[scoullos@chem.uoa.gr](mailto:scoullos@chem.uoa.gr)

# Water related Education as part of Education for Sustainable Development (ESD)

- Water is not only one of the areas of concern of ESD in the heart of the Mediterranean hot issues but a means and a tool for a large variety of themes of ESD from the most scientific and technical (water cycle) to the most socio-political (poverty, human right to water) and economic (water in agriculture, water pricing, etc).

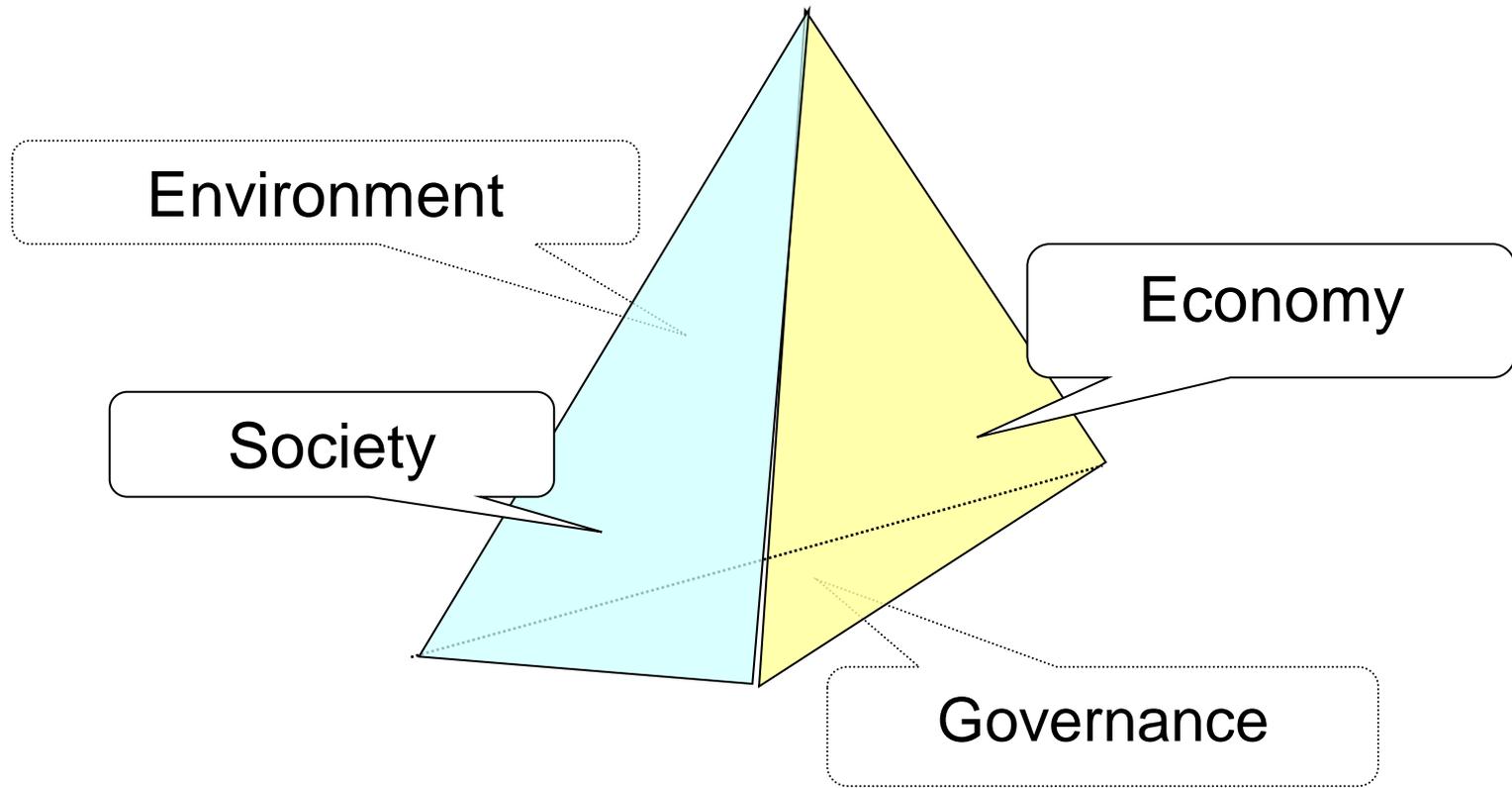
# Water related Education and Capacity Building cover a wide spectrum of activities

- Education is one of the critical factors for achieving SD and could shape not only people's behavior on water issues but also build and/or enhance the ability of water professionals and administrations at all levels to deal with water in an efficient and sustainable way.

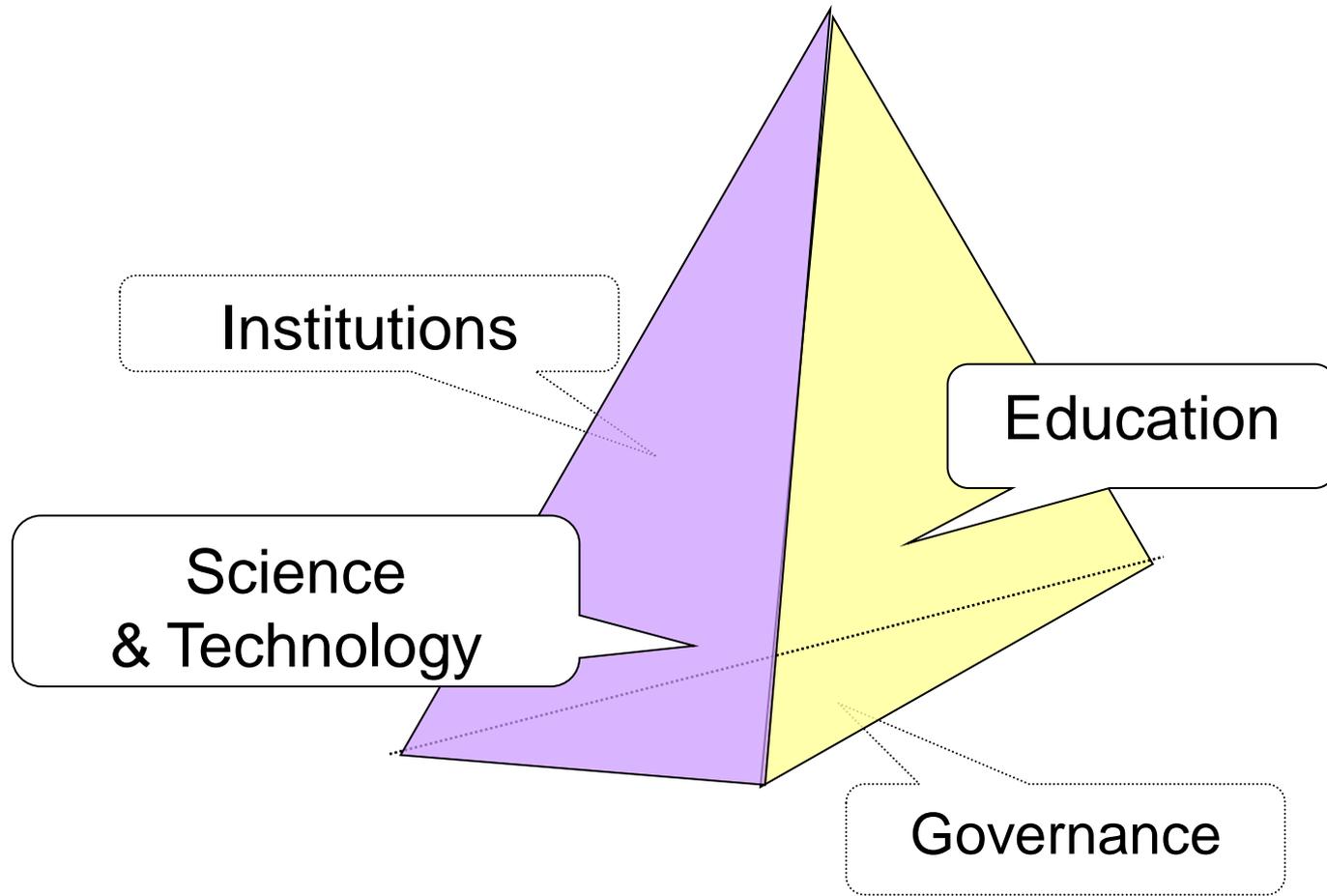
# The types of Water Related Education

- Formal
- Non formal
- Informal/ Awareness
- Vocational

Sustainable Management of water follows the overall SD dynamics:  
**Sustainable Development as a tetrahedron / a non-pillar approach**

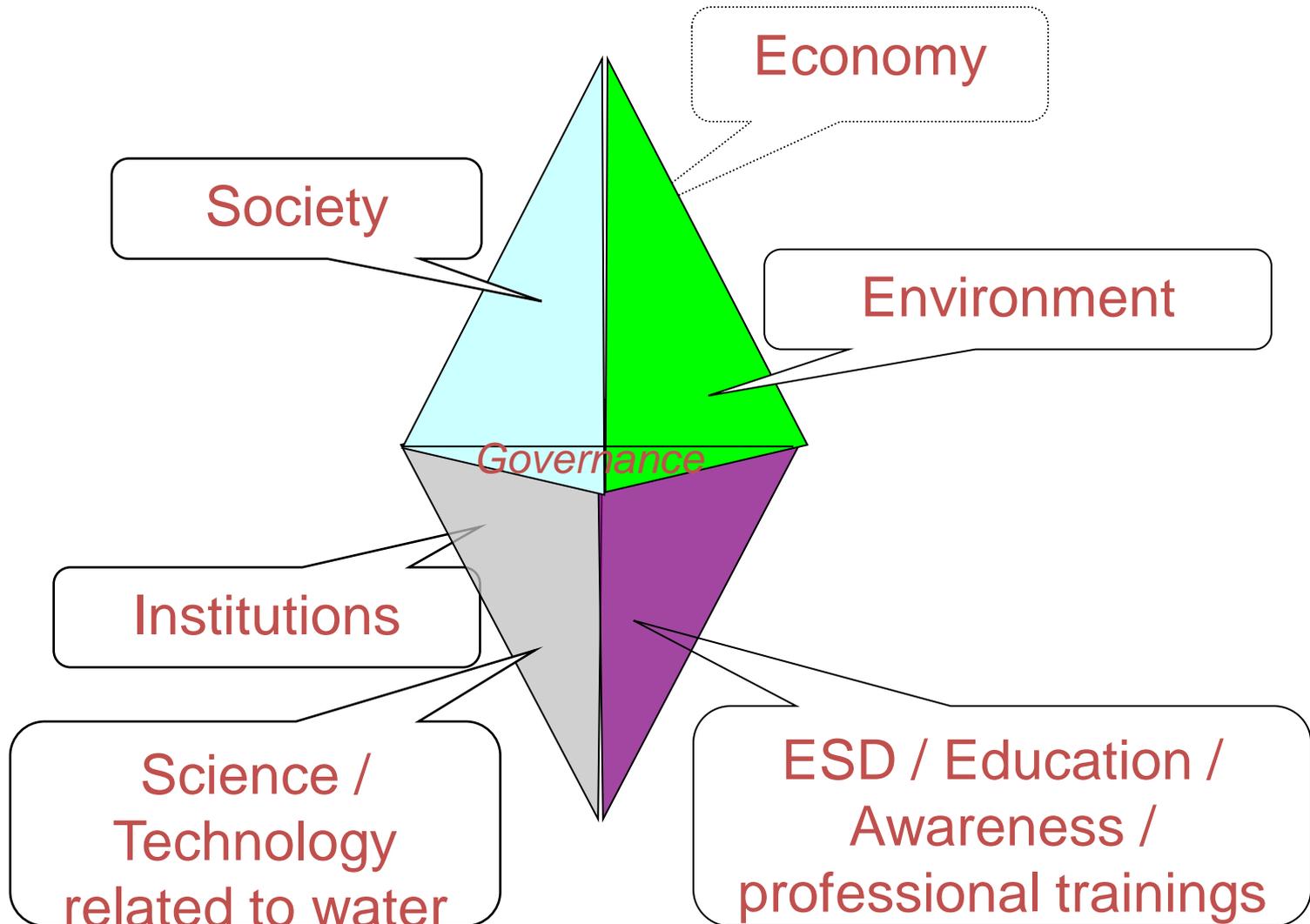


An important component of Governance is Education /Awareness  
**Analysis of Governance as a tetrahedron**

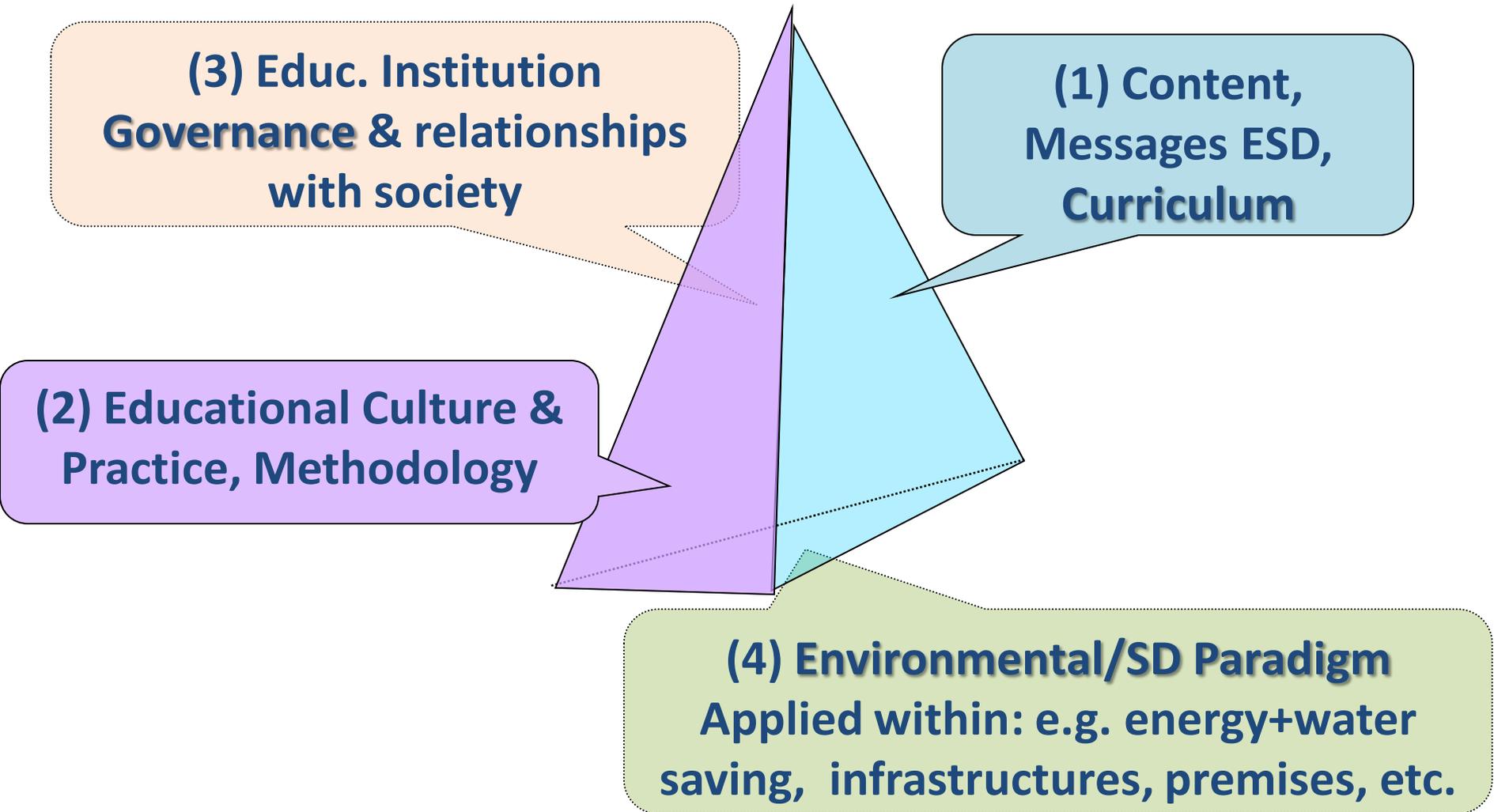


# Sustainable Development as a double pyramid

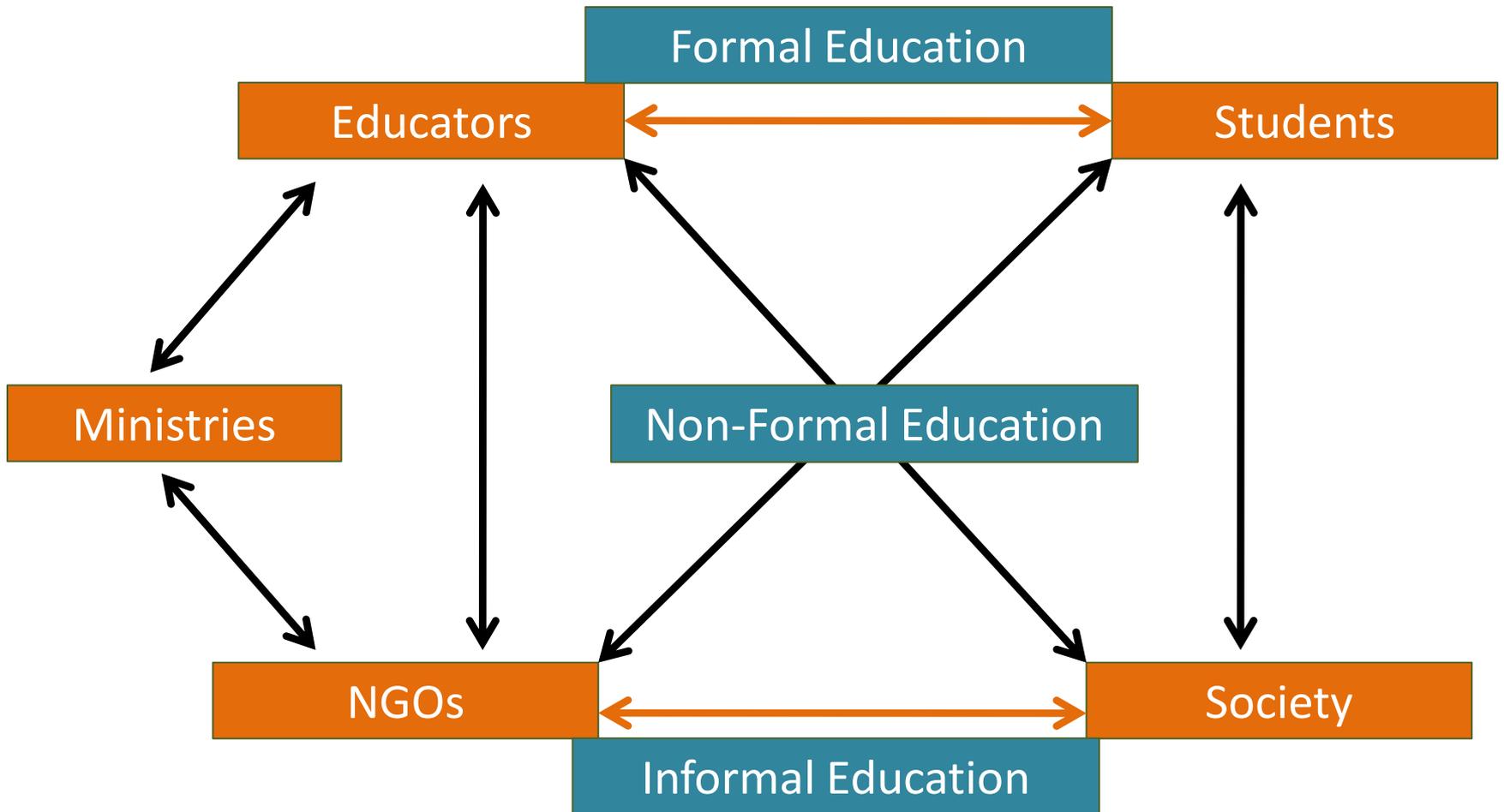
In our case emphasis is on “Water Education” as an integral part of ESD with inputs and activities



# the **whole institute approach** as a tetrahedron with four facets / components



# Clarifying the roles



Education at all levels

**Primary & Secondary / Tertiary / Vocational / informal**

Specific tasks for Primary and Secondary Educational levels:

- 1) “Water Literacy” / Basics on water
- 2) Water cycling as an entry point to all major SD issues and themes: Technical/ Environmental / Social / Economic / Culture / Political aspects

Education at all levels

**Primary & Secondary / Tertiary / Vocational / informal**

For Tertiary Education:

For water related disciplines and for water professionals (graduates and post-graduate studies): Water Education shall be multi- and trans-disciplinary

## Education at all levels

**Primary & Secondary / Tertiary / Vocational / informal**

### For Vocational Education

- Water demand management, water efficiency, etc.
- Non Conventional Water Resources (*e.g. Alter Aqua project*)
- Water in protected and other designated areas
- Water and culture (*e.g. Hydria project*)

Education at all levels

**Primary & Secondary / Tertiary / Vocational / informal**

For Informal Education

- Technical Training for Water Technicians
- Water Governance issues for a large variety of people involved in water management

# Mediterranean Strategy for ESD: the process followed

- **2005:** Athens, Conference for the Official Launching of the UNDES in the Mediterranean: **Mandates** the development of the Mediterranean Strategy on ESD.
- The Strategy was developed through a **long participatory process**, which was started in **2006**, involving university professors, ministries officials, international experts and NGOs from the North and the South of the Mediterranean in several meetings.
- The **first draft** was developed by the University of Athens/UNESCO Chair on Management and Education for Sustainable Development and MEdIES.
- The **second draft** was formulated in Athens in December **2011**
- The progress of drafting the MSES (second draft) presented in **2012** in the Med event of RIO+20



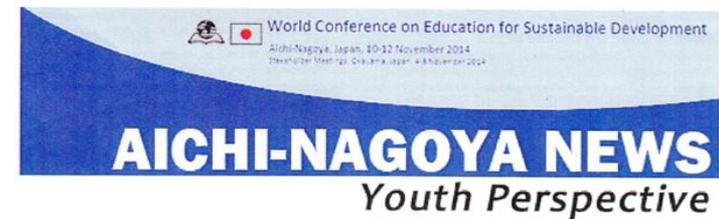
# Mediterranean Strategy for ESD: the process followed

- Series of consultations and drafts under H2020 CB/MEP
  - Rabat, 2013
  - Zagreb, 2013



# Mediterranean Strategy for ESD: the process followed

- The Strategy has been formally and unanimously endorsed by the 43 Ministers of Environment of the UfM including the EU and the Mediterranean non-EU countries
- The Strategy has been presented on the occasion of the Nagoya Conference to celebrate the end of the Decade on ESD and the post 2014-era



## NEXT STEPS: The drafting and finalisation of the **ACTION PLAN** of the Strategy

A **5-year Action Plan** will be developed for the implementation of the MSES and the promotion of regional and subregional activities on ESD, including capacity building activities at national level, taking into account the Global Action Programme of ESD as a follow-up of DESD after 2014.

The **Action Plan** will be prepared under the formal framework of the **Secretariat of the Union for the Mediterranean** by **MIO-ECSDE** together with the **UoA UNESCO Chair on Management and Education for Sustainable Development in the Mediterranean** and in full collaboration with UNESCO, UNECE and UNEP/MAP and other competent bodies.

# **key themes** of Sustainable Development in the Mediterranean Strategy on ESD

The Mediterranean Strategy on ESD provides for important key themes of Sustainable Development such as poverty alleviation, peace, ethics, democracy, justice, security, human rights, health, social equity, cultural diversity, economy, environmental protection, natural resource management to be incorporated in education systems and levels.

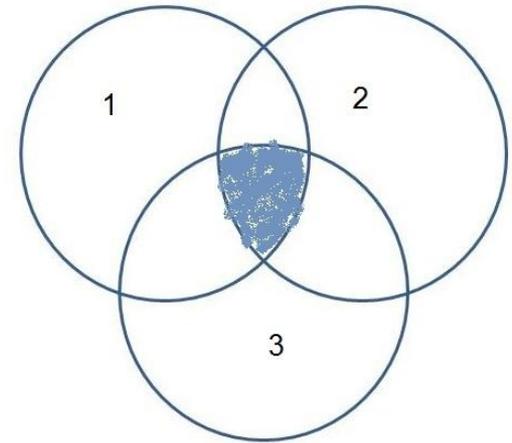
# Indicative directions for such an **Action Plan** include:

- Promotion of ESD programmes at schools as well as the concept of the “Whole Institute Approach”.
- enhancing teachers competences on ESD (trainings)
- application of indicators to monitor progress
- sharing of experience and good practices between Med countries
- promotion of ESD at University level (eg Network of Med Universities on ESD; UE4SD, etc)
- further utilisation of ESD informal networks in the Med region (eg MEdIES)

# Indicative **mediterranean-specific themes** for such an **Action Plan** include:

Having considered the following:

- 1) The overview of the MSES
- 2) GAP Input (UNESCO)
- 3) UNECE Input (UNECE) (*March 2015*)



## **Priority themes for the region are :**

- Water
- Gender
- Solid waste (particularly marine litter)
- Teachers training (capacity building/competences development)
- Enhancement of links between formal and non-formal education in the post Arabic spring era
- Networking
- Higher Education

# Water related issues in the Action Plan

???

*Brainstorming on issues of content ...*

*Means ...*

*Methodologies ...*

*in school and out of school approaches ...*

*etc.*