

Engaging communities and civil society in climate action

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Contents



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- Climate change or climate crisis..? What about education and active citizenship?
- National Planning for ESD and brief description of EESD.
- Systemic framework for ESD
- National ESD Curricula
- National Network of Environmental Education Centers
- Indicative projects and actions/campaigns of EESD related to climate crisis and engagement of society to ESD and climate crisis issue
- Future developments





Google Books Ngram Viewer

climate change

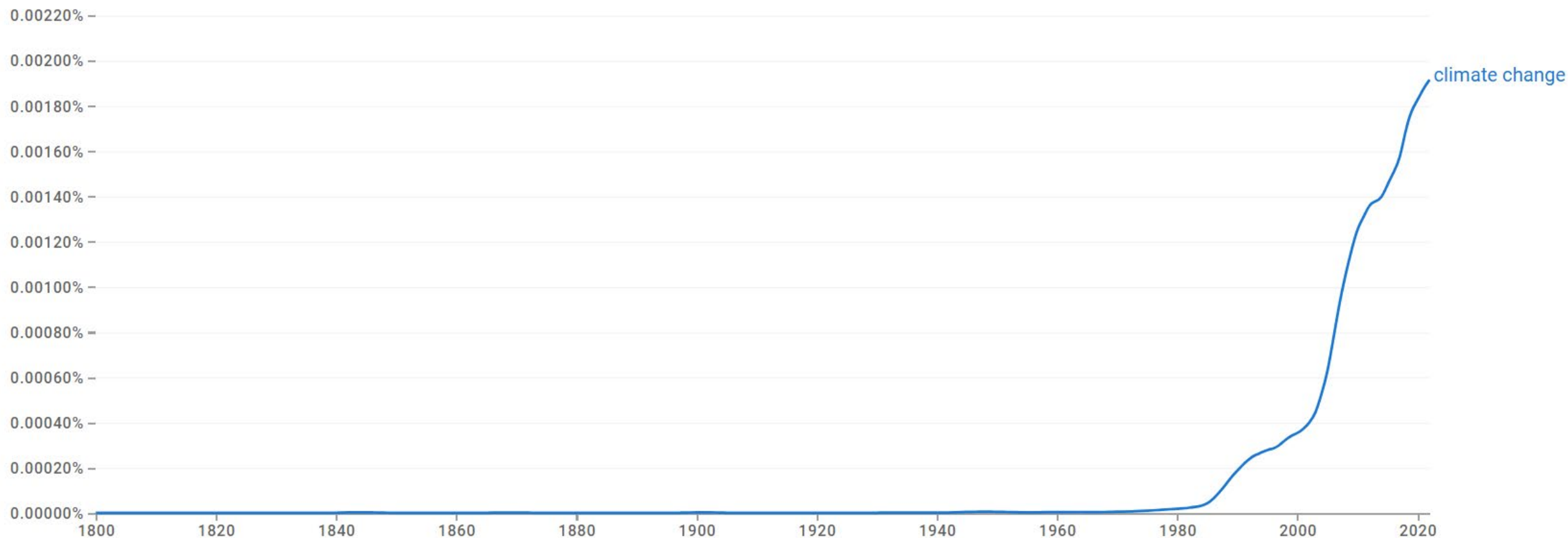


1800 - 2022

English

Case-Insensitive

Smoothing





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climate crisis

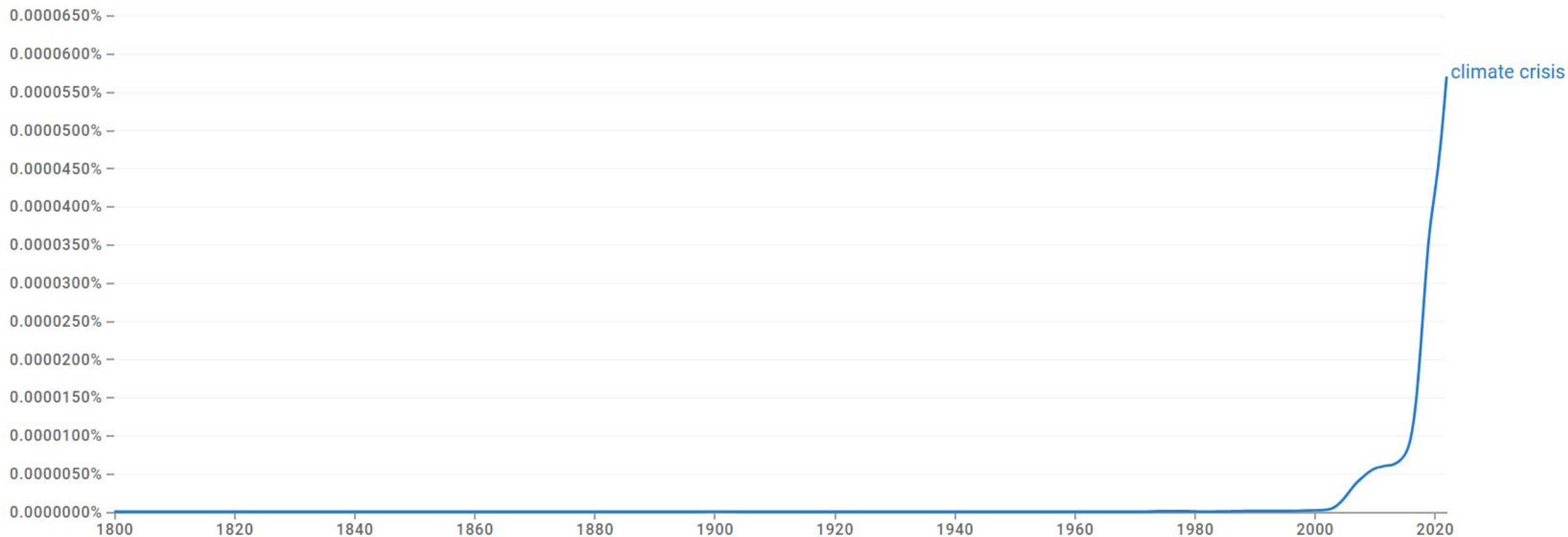


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climate change education



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Google Books Ngram Viewer

education for climate crisis



1800 - 2022 ▾

English ▾

Case-Insensitive

Smoothing ▾

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Google Books Ngram Viewer

climate change, climate crisis, climate change education

1800 - 2022

English

Case-Insensitive

Smoothing of 3





Google Books Ngram Viewer

active citizenship,climate change,climate crisis



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English ▼

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Smoothing ▼



Strategy for Education for Sustainable Development and the Green Transition 2030

- **Revision of the curricula for Education for Sustainable Development (ESD)** in Pre-primary and Primary Education, and introduction of ESD for the first time in Secondary General Education.
- Upgrading of the **National Network of Environmental Education Centres**.
- Strengthening teachers' **professional development**.
- Upgrading **school infrastructure** with **green specifications**.
- Strengthening **international cooperation** in ESD.
- Empowering **young people** with ESD competencies and **green transition skills**.
- Enhancing the **climate resilience of schools and school green spaces**.



Unit of Education for the Environment and Sustainable Development

Unit EESD:

- *play a decisive role in* **raising awareness and fostering understanding for climate crisis issue**  officially established in 2018
- **educating new generations in sustainable practices**  the responsible Unit of the Ministry of Education, promoting EE/ESD issues within formal and non-formal education
- **supporting changes in daily life and policy**  **main responsibility:** implementation of the National Strategic Planning for EE/ESD
- **through knowledge, participation and action, EE/ESD transforms scientific data into changes in the ways people can actively engage in protecting the planet.**  **strategic goal:** integration of EE/ESD across all educational levels in the country, through the simultaneous promotion of key educational actions as outlined in the National Strategic Planning

the responsible Unit

of the Ministry of Education

promoting EE/ESD issues within formal and non-formal education

main responsibility:
implementation of the National Strategic Planning for EE/ESD

through the

National Strategic Planning for Environmental Education with a focus on Sustainable Development

<https://mepaa.moec.gov.cy/index.php/el/>



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Systemic framework for ESD-related WIA

Flower form - WHY

Circular mode - REASONING

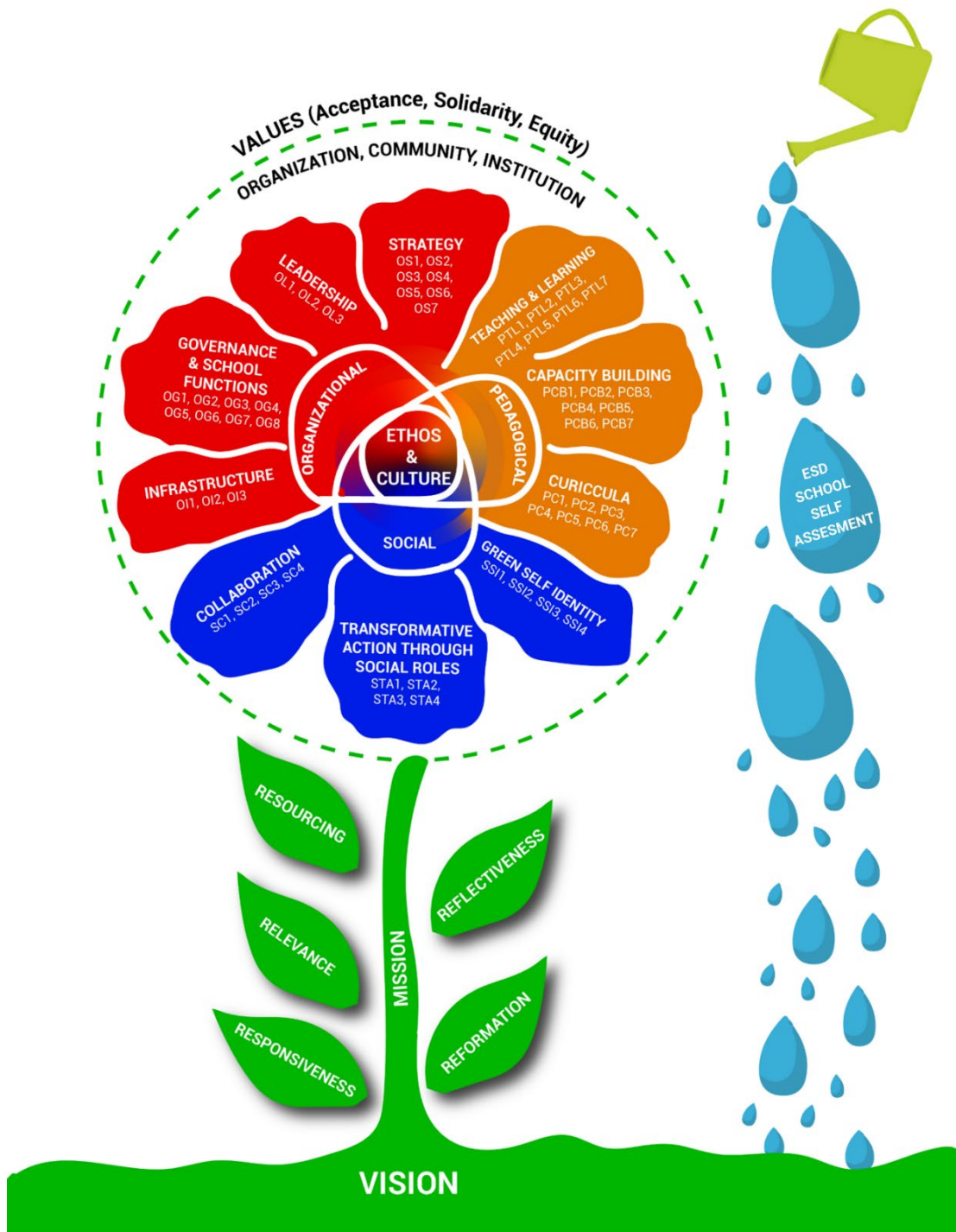
Overarching values

Roots/stem/leaves

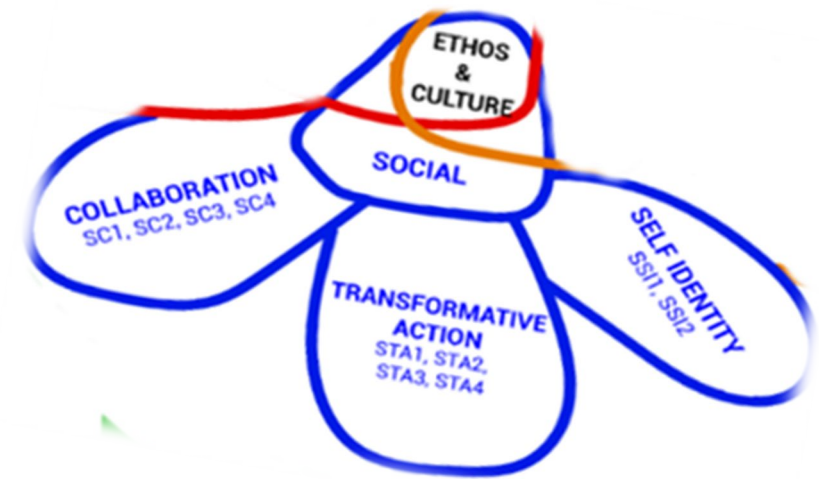
The 3 pillars

Petals

School ESD self-evaluation to nurture vision



3 pillars – (a) Social



S O C I A L (S)	SC	Collaboration	STA	Transformative action through social roles	SSI	Green self-identity
	SC1	Among school stakeholders	STA1	Responsibility for promoting sustainability in the community	SSI1	Developing strong sense of self-worth
	SC2	Among school and local community	STA2	Active role of students for school functioning	SSI2	Clear understanding of meaningful roles in society
	SC3	Among school and labour market	STA3	Students as leaders in school operations		
	SC4	Established networking mechanisms	STA4	Educating to manage socio-environmental issues and transform society		

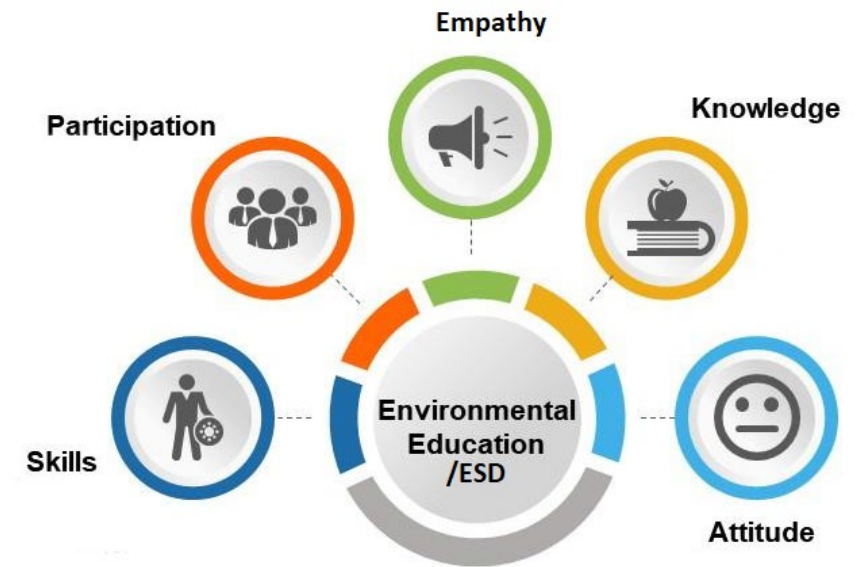
Update and extension of National ESD Curricula



<https://susedi.projectsgallery.eu/wp-content/uploads/2023/12/20231201SystemicFrameworkV3.pdf>



<https://it.freepik.com/vettori/sdgs>



Environmental educational showing awareness knowledge and attitude.
<https://www.slideteam.net/environmental-educational-showing-awareness-knowledge-and-attitude.html>

National Network of Environmental Education Centers



How climate crisis integrated in non-formal education?

Climate Crisis through the **Governmental Network of EECcs** based on:

- the interaction of students with **space** and with **local populations**
- the **intergenerational communication**
- the **experimental investigation**
- The **first-hand experiences** on how the climate change, through the years, **impacted on landscape** and **local communities' life**.



How society is engaged in non-formal education and to climate crisis issue?



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Local Products and Sustainability – Salmiou EEC

The Bioclimatic House: The Bioclimatic Architecture of the Houses in the Community of Pedoulas

Urban Sustainability: Taking Action to Improve the Quality of Life in the Environment Where I Live – Athalassa EEC

The Vineyard: An Important Cultivation of Our Land – Salmiou EEC

Traditional Crops in Salmiou

My Broad-Leaved Vineyard:

Getting to Know the Traditional Profession of the Vintner – Koilani EEC

Climate change and desertification – Athalassa EEC

Wisdom of the Past – Solutions for the Future: A Bioclimatic Approach to Traditional Building – Panagia EEC

Riding a Bicycle Against Climate Change! – Salmiou EEC

Basket Weaving in the Community of Akrotiri

Local Crops of the “Kokkinohoria” and Sustainability - Kavro Greko EEC

Traditional Architecture and Principles of Bioclimatic Design: The Case of the Community of Salmiou

The Life of the Fisherman – Kavro Greko EEC

City and peri-urban forest – Athalassa EEC



How society is engaged in non-formal education and to climate crisis issue?



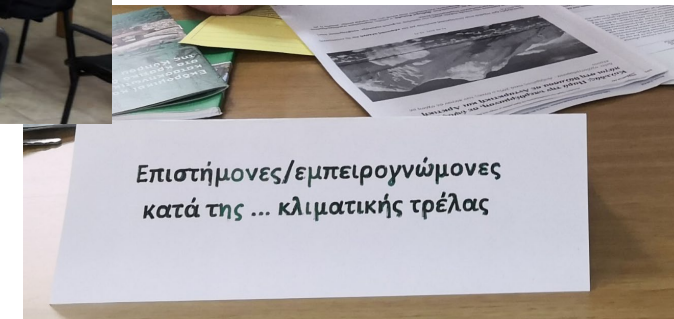
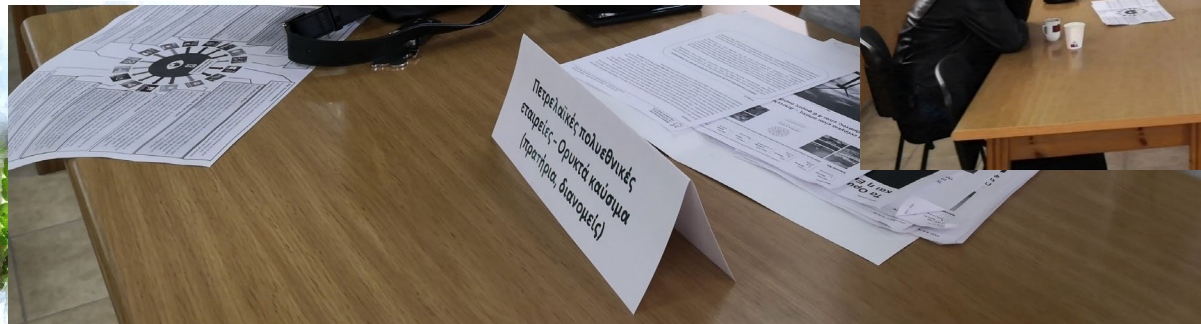
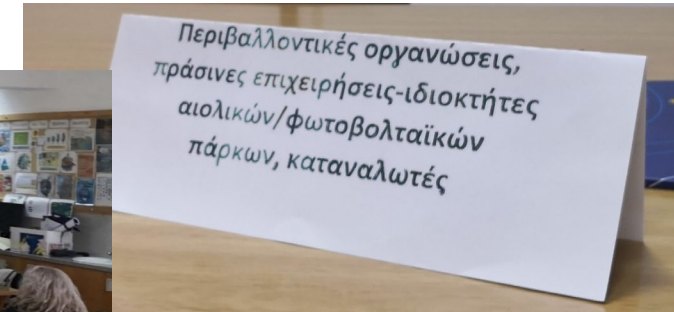
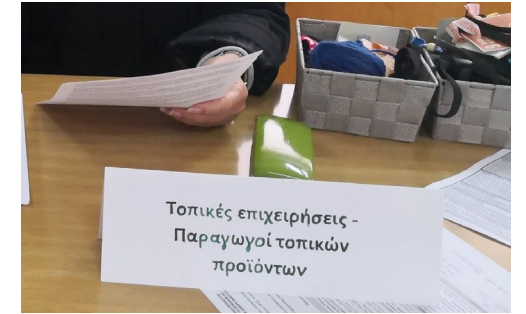
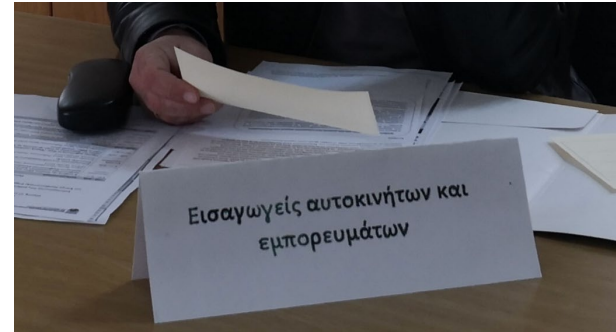
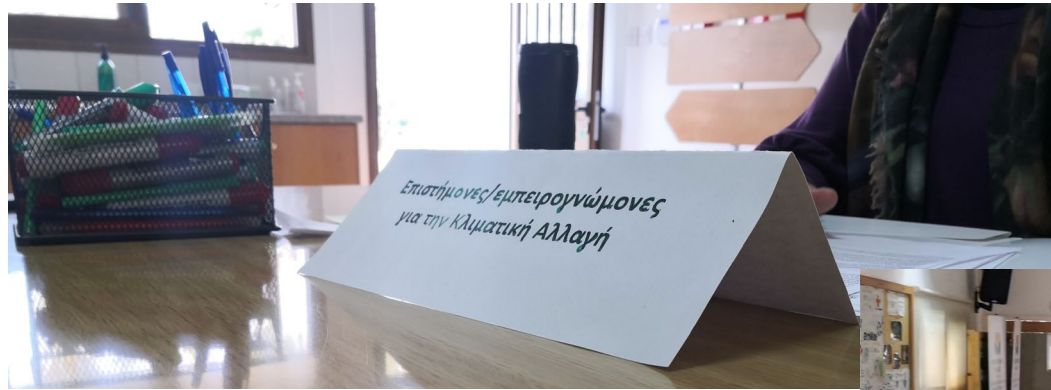
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**Study of history,
environment and
culture through the
eyes of local
populations**



Professional development Competence based

Optional Professional Development Courses experiential workshops, **school based seminars and interactive activities in schools, outdoor learning Environments** for example Governmental Network of EECs .



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Greening my school, greening my neighborhood



Schools as GREEN development
“nurseries”

Launched: 2024



Transformation of school yards

Annual budget:150000-200000



Adoption and Care of the GREEN SPACE and NOT
JUST tree planting

Three-year participation for
each school



Participatory and Collective Effort (School, Home,
Community, Social Partners)

Funding amount for each
school depending on the type
of interventions



RESHAPING of Community Spaces

30-35 schools each year



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Greening my school, greening my neighborhood



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← → ↻ prasinizo.com/el en ☆

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ
ΑΝΑΤΙΤΕΜΟΥ ΚΑΙ ΝΕΟΛΟΓΙΑΣ

ΜΟΝΑΔΑ ΕΚΠΑΙΔΕΥΣΗΣ
ΓΙΑ ΤΟ ΠΕΡΙΒΑΛΛΟΝ ΚΑΙ
ΤΗΝ ΑΕΙΦΟΡΟ ΑΝΑΠΤΥΞΗ

Home Schools on a map Actions Program Communication

Submission Of Application

I'm greening the school. I'm greening my neighbor.

The aim of the program is to strengthen green at local level, starting from school and expanding in the community.

See the schools on the map Program presentation

Latakia
اللاذقية
Jableh
جبله
Baniyas
بانياس
Masyaf
مصياف
Tartus
طرطوس

<https://prasinizo.com/>

The program in numbers

Follow schools' progress live

618

Educators

6103

Students

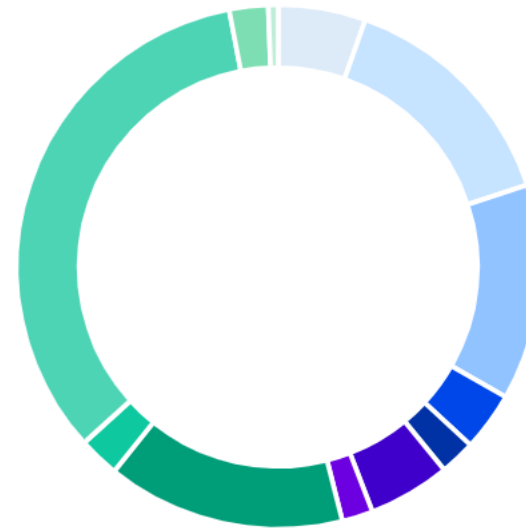
268

Cooperation Bodies

11189

Plants were planted

Number of plants planted per category



- Succulents
- Ornamental shrubs
- Aromatics
- Forest trees
- Ornamental trees
- Climbing plants
- Fruit bearing
- Ground cover that is not trampled on
- Perennial
- Ground cover that is walked on
- Seasonal
- Bulbs

<https://prasinizo.com/>



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ΠΡΑΣΙΝΙΖΩ ΤΟ ΣΧΟΛΕΙΟ

Ένα πρόγραμμα επανασύνδεσης με τη γη,



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΠΟΛΙΤΙΣΜΟΥ
ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ



ΜΟΝΑΔΑ ΕΚΠΑΙΔΕΥΣΗΣ
ΓΙΑ ΤΟ ΠΕΡΙΒΑΛΛΟΝ ΚΑΙ
ΤΗΝ ΑΕΙΦΟΡΟ ΑΝΑΠΤΥΞΗ



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Γραφείο
Επιτρόπου
Περιβάλλοντος



ANIMA
FEST
CYPRUS

Views of the World

Σύνδεσμος Κυπρίων Γεωιογράφων



ACTION AGAINST CLIMATE CHANGE: THE CLIMATE CALLS “S.O.S”



87 schools
2000 students
18 animation spots
for climate change

LEARNING OBJECTIVES

Updating Climate Change and understanding the **complexity of the issue**.

Awareness of the **systemic nature and the chain effects of Climate Change** at the **environmental, social, economic and political level**.

Information on **actions** promoted in the fight against climate change at the scientific and technological level.

Getting familiar with **policies** that promoted in EU against climate change.

Awareness of the **role and responsibility** that each of us has in the deterioration, but also in addressing the issue of Climate Change.

Awareness of the fact that Climate Change is a **global problem** and therefore requires a **common approach** by all and **collective action**.

Acquaintance with **actions and campaigns** to enlighten and inform the public on the issue of Climate Change at local and global level.

Introduction to **information and awareness techniques**, such as TV spots, cartoons, caricatures, informative posters.

Introduction to **procedures for collecting data, investigating, analyzing and critically** illustrating informative and enlightening actions.

Awareness of the **role and power** that everyone has as a catalyst for change in the issue of Climate Change.

<https://elearning.schools.ac.cy/index.php/el/monada-perivallontikis-ekpaidefsis/video/8-keep-the-planet-alive>

Environmental Education Program for Parents and Children

“I protect the environment through learning and
creation with my child in and through this”

An innovative program for Parents with their Children

- ✓ Launching of the program: March 2023
- ✓ Through all the centers **24 programs** are offered (climate crisis and their impact on biodiversity, protecting the bees e.t.c)
- ✓ **Stakeholders:** Unit of Education for Environment and Sustainable Development
Department of Primary Education, School of Parents, School Directors, Association of Parents and Guardians, Department of Forestry



ΠΡΟΓΡΑΜΜΑ ΠΕΡΙΒΑΛΛΟΝΤΙΚΗΣ
ΕΚΠΑΙΔΕΥΣΗΣ ΓΙΑ ΓΟΝΕΙΣ ΚΑΙ ΠΑΙΔΙΑ



Το κλίμα αλλάζει.. και με πιάνει κρίση!

Μπορείς να φανταστείς ένα μέλλον στο οποίο δεν θα μπορούν να ξεχωρίσουν οι εποχές, να έχουν στερέψει τα ποτάμια μας και να μειωθούν υπέρμετρα τα δάση μας; Μπορείς να φανταστείς έναν κόσμο χωρίς μέλισσες και τις θάλασσες χωρίς κοράλλια; Μπορείς να φανταστείς να βλέπεις τις φάλαινες, τους ελέφαντες, τις πεταλούδες και άλλα τόσα είδη ζώων και φυτών μόνο ως ανάμνηση σε ένα μουσείο; πως λέει και ο σπουδαίος βιολόγος, φυσιοδίφης David Attenborough «Το τελευταίο κεφάλαιο το γράφουμε εμείς. Γνωρίζουμε τι πρέπει να κάνουμε και το τι θα γίνει στη συνέχεια εξαρτάται από εμάς». Ελάτε να ανακαλύψουμε μαζί πόσο έντονο είναι το ζήτημα της κλιματικής κρίσης στη λίμνη της Αθαλάσσας και στη γύρω περιοχή της! Μάθε τι μπορείς να κάνεις εσύ για το ζήτημα! Η λύση είναι στα χέρια σου! Μην αργείς!

Εκπαιδευτής:
Γιώργος Φυττής

Ηλικίες που αφορά το πρόγραμμα:
Δημοτική εκπαίδευση Β, Γ, Δ, Ε, Στ

Πεδίο εφαρμογής:
Λίμνη Αθαλάσσας



Απαραίτητα υλικά

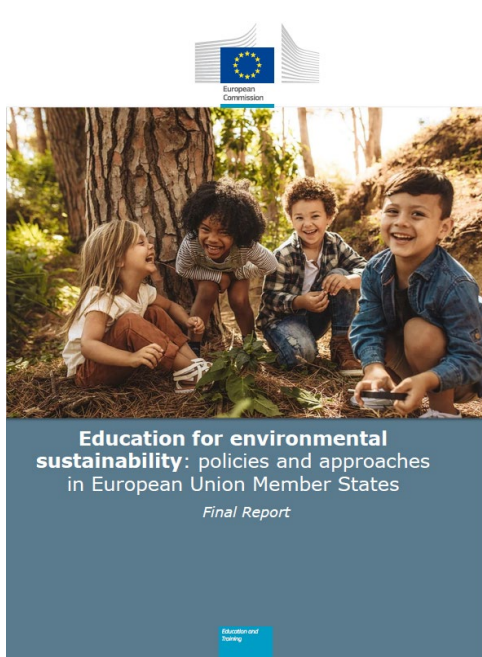
- καπέλο
- άνετα ρούχα και παπούτσια
- νερό



ΜΟΝΑΔΑ ΕΚΠΑΙΔΕΥΣΗΣ
ΓΙΑ ΤΟ ΠΕΡΙΒΑΛΛΟΝ ΚΑΙ
ΤΗΝ ΑΕΙΦΟΡΟ ΑΝΑΠΤΥΞΗ



International Collaboration



CHAIRING THE UNECE ESD STEERING COMMITTEE ON ESD

<https://unece.org/steering-committee-esd>



CHAIRING THE MED. ESD COMMITTEE

<https://www.unep.org/unepmap/what-we-do/MSSD/MSESD>



Member of the expert Group on learning for Environmental Sustainability



Expert Group on 2030 Greener Med Agenda, Research and innovation

Bilateral collaborations: Egypt, Austria, Georgia, Greece, Armenia, Lebanon, Serbia, Italy

EU Programs

International Networks: ECSD, ENSI, GENE

Leading Country on ESDnetwork 2030

Youth4Climate, Milano 2021

Cop 27, High Level Meeting on Climate Change and Youth

COP28, Side Event for CCE in EMMEC

CYPRUS CONSIDERED AS A CHAMPIONSHIP COUNTRY INTERNATIONALLY IN POLICIES AND APPROACHES ON ESD

<https://op.europa.eu/en/publication-detail/-/publication/a193e445-71c6-11ec-9136-01aa75ed71a1/language-en/format-PDF/source-search>

Future developments

Climate Change Education and Outreach in the Eastern Mediterranean and Middle East

Report of the Task Force
on Climate Change,
Education and Outreach
of the Climate Change Initiative
in the EMME Region



Regional Climate
Change Initiative
Republic of
Cyprus



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ADVANCED KNOWLEDGE ORGANIZATION

- CCE is an **intrinsic part of ESD** and cannot be seen in isolation with the SDGs. Policies transition from knowledge based to action based approach.
- CCE is not a matter for “**why**” to integrated in all education levels but also is an issue of “**how**”, “**by whom**” and in “**which ways**” can be integrated into the curricula in all subjects and topics.
- Public awareness and civil society action as well as youth empowerment (18-25) must be **enhanced within mechanisms and processes that strengthen intergenerational communication**.
- **HEIs as “incubators” of knowledge and innovation to enact policies and programs that strengthen (CCE in formal, non-formal and in-formal education).**
- **Regional organizations** (especially in the field of ESD) can support and lead initiatives in the region that can **mobilize and strengthen countries** in the region to work together and integrate CCE in the their National Policies (education and other related with Climate Change Policies).
- Providing **incentives for better collaboration between public and private sector on CCE**.
- **Social corporate responsibility** can used for actions and initiatives, against climate change, in civil society.
- Use the **international and regional mechanisms** and process as a “bridge” for strengthening regional collaboration on CCE .

Future developments

- ✓ **Intersectoral, interdisciplinary approach** for tackle the issue of climate crisis.
- ✓ **Engage Policy makers, teachers, researchers, local community etc**
- ✓ **Strengthen the effort on climate crisis issue through STEM.**
- ✓ **Strengthen the professional development** of teachers and educators
- ✓ **Exchange staff and experiences** on climate crisis issue among other countries
- ✓ **Strengthen youth on their opinions and decisions.**
- ✓ **Give leadership roles to youth** in the various professions and motives to become **active citizens who fight against climate crisis.**





MINISTRY OF EDUCATION
SPORT AND YOUTH



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The whole vision and mission is to transform institutions in formal and non-formal education into living labs of sustainability which are working as a loop and closely with communities and not in isolation for creating a just healthier climate and resilient planet and societies.