



The Union for the Mediterranean & Education for Sustainable Development

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WES Activity 4.3. General support to the UfM Water and Environment Work
Task 2: Development of policy briefs, knowledge/awareness products, etc.



About WES

The "Water and Environment Support (WES) in the ENI Neighborhood South Region" project is a regional technical support project funded by the European Neighborhood Instrument (ENI South). WES aims to protect the natural resources in the Mediterranean context and to improve the management of scarce water resources in the region. WES mainly aims to solve the problems linked to pollution prevention and the rational use of water.

WES builds on previous similar regional projects funded by the European Union (Horizon 2020 CB/MEP, SWIM I and II, SWIM-Horizon 2020 SM) and strives to create a supportive environment and increase the capacity of all stakeholders in the partner countries (PCs).

The WES Partner Countries are Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Libya, Palestine, Syria and Tunisia. However, in order to ensure the coherence and effectiveness of EU funding or to promote regional cooperation, the eligibility of specific actions is extended to other neighboring countries in the Southern Neighborhood region.

About this document

Since its launching by the Union for the Mediterranean (UfM) Ministers of Environment and Climate Change in 2014 and through different areas of action, the UfM has advanced the Mediterranean Strategy on Education for Sustainable Development (MSESD) at the highest levels. This publication aims to encapsulate the considerable work achieved to date.

DISCLAIMER:

This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of the WES Project and do not necessarily reflect the views of the European Union.



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Abbreviations

AP:	Action Plan
ESD:	Education for Sustainable Development
LAS:	League of Arab States
MSESD:	Mediterranean Strategy on Education for Sustainable Development
OC:	Ocean Literacy
SDGs:	Sustainable Development Goals
UfM:	Union for the Mediterranean
UNECE:	United Nations Economic Commission for Europe
UNEP/MAP:	Mediterranean Action Plan of the United Nations Environmental Programme
UNESCO:	United Nations Educational, Scientific and Cultural Organization



1. Education for Sustainable Development

The depletion and pollution of natural resources, climate change and biodiversity loss in the Mediterranean region and beyond, make more than ever urgent the call for a green transition. The transition towards energy and resource efficient economies and societies with sustainable consumption and production patterns, and climate neutrality is gaining ground among policy makers, particularly because the achievements of science and technology provide valuable supporting tools.

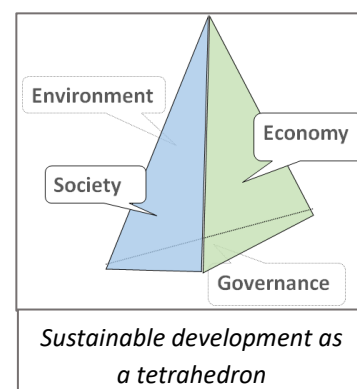
At the same time, efforts are made for improvements in governance schemes and policies, in parallel to a growing awareness and understanding of the problems and a series of emerging solutions, among the wider public. For a green transition to soon become concrete, just and inclusive, the whole of society needs to be engaged, and especially youth and women, as not yet fully involved key agents of change.

Well-designed education of all types (formal, non-formal and informal) is critical and could provide the necessary tools to accelerate the so-called green transformation by preparing informed, capacitated, aware and responsible citizens. Education has the potential to play a central role in promoting the change to a more sustainable lifestyle, particularly through its ability to:

- spread acquired knowledge about available, more sustainable alternatives,
- raise awareness on major challenges, such as climate change and environmental degradation
- motivate individuals to take responsibility for their impact, and
- change underlying unsustainable practices and social norms.

Awareness resulting from education on sustainable lifestyles and societies is vital to make these drastic shifts acceptable.

Education for Sustainable Development (ESD) expands beyond environmental education, integrating the social and economic dimensions, governance and its tools (see the model of sustainable development as a tetrahedron) and not only aims to raise awareness and enhance knowledge on sustainability challenges and major initiatives, trends and targets, such as the SDGs, but, in parallel, develops the competences, behaviors and values and mobilizes action towards their achievement. Actually, ESD is the entry point for addressing all issues related to Sustainable Development, by creating the necessary enabling environment and enhancing the needed transformative competences of individuals, and for collective social commitment and action towards more sustainable societies and futures. Thus, ESD is a key enabler for learners at all ages to explore values which



could provide, among others, an alternative to consumer societies and address the unsustainable consumption and production patterns of current economic systems and practices more directly.

In order to advance and coordinate their efforts to mainstream and promote ESD in a harmonized way as a region, Mediterranean countries formally adopted the Mediterranean Strategy on Education for Sustainable Development (MSESD) in 2014 under the Union for the Mediterranean (UfM) framework and endorsed an Action Plan for its implementation two years later in 2016, which was revised and adopted in 2022 (“Action Plan towards 2030”), as explained in more detail here below.

At this point, the majority of the countries in the region either have a national strategy on ESD in place or are updating their educational systems taking into consideration the MSESD and its Action Plan towards 2030.

2. The Mediterranean Strategy on Education for Sustainable Development (MSESD)

The [Mediterranean Strategy on Education for Sustainable Development](#) (MSESD) was endorsed by the [UfM Ministers of Environment and Climate Change in Athens, 13 May 2014](#), as part of the adoption of the UfM Ministerial Declaration on Environment and Climate Change. The Strategy was developed within the UfM policy framework, using the UNECE Strategy for ESD as a blueprint, through a long participatory process involving international and national experts from universities, government departments, Non-Governmental Organisations and Civil Society Organisations from the North and the South of the region, in several consultations that were scientifically coordinated by the University of Athens/UNESCO Chair on Sustainable Development Management and Education in the Mediterranean and technically supported by the Mediterranean Educational Initiative on Environment and Sustainability (MEdIES) of the Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE). Many of these activities were organised under the EU funded Horizon 2020 Capacity Building/Mediterranean Environment Programme, which ended in 2019 and is currently taken up by the WES project. The actions called for under the MSESD align with the achievement of the Sustainable Development Goals (SDGs) by helping to make Education a central part of the region’s response to the climate and biodiversity crises and other related environmental challenges.

The Strategy aims to enable national educational frameworks to support ESD, promote sustainability through all levels and types of education, develop educators’ competencies, and promote materials, research and cooperation on ESD.

The aim of the Strategy overall is to encourage the countries of the region to develop and incorporate ESD at all levels and into all relevant subjects of their formal educational systems,



as well as in non-formal and informal educational initiatives. The Strategy was designed so that its implementation is driven by the countries' priorities and initiatives, addressing their specific needs and circumstances, serving as a clear and flexible framework for the fulfillment of their regional/global, but also national, agendas.

Table 1. Objectives of the MSES

- Ensure that policy, legislation and other regulatory and operational frameworks support ESD.
- Promote SD through formal, non-formal and informal learning.
- Equip educators with the competence to include SD in their teaching.
- Ensure that adequate tools and materials for ESD are accessible.
- Promote research on and development of ESD.
- Strengthen cooperation on ESD at all levels within the Mediterranean region.

Since its launching by the UfM Ministers of Environment and Climate Change in 2014 and through different areas of action, the UfM has advanced the ESD agenda at the highest levels.

Noteworthy to mention is that the MSES was acknowledged in the Final Report of the UN Decade on ESD (DESD, 2005-2014) showcased at the UNESCO World Conference in Nagoya (2014). It was presented as a best-practice example of Regional Policy on ESD.

In addition, the Mediterranean Strategy on Sustainable Development (MSSD) 2016-2025 of the Barcelona Convention system, recognized MSES as an integral part of its implementation. The MSSD promotes education, awareness raising and research for sustainable development (in its Strategic Direction 6.4), and in particular through the implementation of the MSES. Furthermore, the Athens Declaration of the 19th Ordinary Meeting of the Contracting Parties to the Barcelona Convention (Athens, 2016) explicitly mentioned *"Mindful of the Mediterranean Strategy on Education for Sustainable Development, resolve to enhance public awareness and the role of education in promoting sustainability and the implementation of the SDGs in the Mediterranean"*.

3. The Action Plan of the MSES (2016) and its revision in 2022

The Strategy itself mandated the development of an Action Plan to guide its implementation and to promote regional and sub-regional activities on ESD. More specifically, the relevant provision reads as follows: *"A 5-year Action Plan will be developed for 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 five-year Action Plan was developed to be a “new generation” instrument serving in an integrated way, all major international commitments of the countries of the region related to formal and non-formal ESD, as well as informal ESD/awareness raising, in a way easy to be followed by national administrations, contributing to the reduction of unnecessary overlaps, repetitions, reporting and related costs.

The Action Plan (AP) was directly associated to the two major regional Mediterranean processes, namely: the Mediterranean Strategy on Education for Sustainable Development, under the UfM, and the Mediterranean Strategy for Sustainable Development (MSSD) (2016-2025) of the Barcelona Convention, coordinated by UNEP/MAP. It also equally promoted the achievement of the Sustainable Development Goals (SDGs), taking into consideration and integrating other relevant provisions deriving from international processes and frameworks (UNESCO, UNECE, and the League of Arab States (LAS)).

The main goal of the Action Plan was the facilitation of the implementation of the MSES by the countries of the region through appropriate activities of governments and other competent stakeholders.

The Action Plan was approved by the [Ministerial Conference on Education for Sustainable Development \(Ministers of Education\), held in Nicosia \(2016\)](#) and, at the same Conference, following consultations, the Mediterranean Committee on ESD was also established. The Committee actually brought together, for the first time, the key International Organizations active in the region, i.e., the UfM, UNESCO, UNEP/MAP, the UNECE and LAS. In addition to the International Organizations, the Ministries of Education of Cyprus (Chair), Croatia, Greece, Malta, and Portugal and the Ministry of Environment of Jordan were included as members of the Committee.

It is noteworthy that the Action Plan was a concrete contribution to the UNESCO Global Action Programme on ESD (GAP) for the period 2014-2019, and in fact, it has been selected and showcased as a Flagship Project of the UNESCO GAP.

During the very first meeting of the UfM Working Group on Environment and Climate Change in March 2017, the Group agreed to “Stress the importance of working to increase awareness and education on environmental and Climate Change issues, including by supporting the implementation of the Action Plan of the MSES”.

In the course of its five-year roll-out, the Action Plan facilitated the implementation of the MSES, setting it in motion, by providing the following guiding elements:

1. Priority areas for institutional and operational interventions, with recommended activities and an indicative roadmap.
2. A set of identified common regional programmes and projects of institutional and non-thematic nature.



3. Priority thematic areas for region-wide programmes.
4. Proposed indicators for monitoring the progress.

Some of the achievements of the Action Plan's implementation over its mandated 5-year duration are presented in Table 2.

Table 2. Achievements through the application of the 2016 MSES Action Plan

From 2016 till 2021:

- **5** national ESD policy frameworks were prepared, considering the MSES and its Action Plan.
- At least **11** national and regional physical and online training sessions (“training the trainers”) took place.
- **19** countries in the region were technically supported in promoting ESD in their national contexts.
- **1.700** administrators and educators were engaged in interactive trainings and dialogues.
- **1** Flagship Project of UNESCO/GAP was dedicated to the Action Plan of the MSES.
- **1** Sustainability Charter was prepared and adopted by the Greek Universities.

Despite the significant socio-cultural, political and economic challenges many countries of the region have had to face since 2016 - including having to deal with the COVID-19 pandemic, tensions and conflicts and an overall value crisis – there have been considerable reflections on the educational conditions and systems in place, and it is widely recognized that ESD remains a safe and powerful instrument to facilitate a collective effort for the daunting transformation needed in order to approach the achievement of all the SDGs.

Within this setting, during 2022, a participatory revision of the Action Plan was conducted. The process considered (a) the developments and new provisions of all related Conventions, Strategies and Declarations (Mediterranean and global) and (b) the contributions and inputs of a wide range of competent stakeholders and actors. The revision process was coordinated by the Technical Secretariat of the MSES, while the UfM actively contributed and facilitated the process. The final result of this participatory effort was the formulation of the MSES “Action Plan towards 2030”.

The [Action Plan towards 2030](#) was adopted on the 6th of October 2022 by the High-Level Meeting of Education and Environment Ministers of the Mediterranean, organized in the framework of the 9th “Environment for Europe” Conference of the (EfE9) that took place in Nicosia (5-7 October 2022). The updated Action Plan reflects in an integrated manner the key



provisions and updates of the international and regional frameworks that the MSED is closely linked to (see Table 3).

Table 3. Considerations for the revision of the 2016 MSED Action Plan

- The adoption of the **2030 Greener Med Agenda** of the Union for the Mediterranean (2021).
- The launching of the **UN Decade on Ocean Science for Sustainable Development** (2021-2030) having Ocean Literacy among its key elements.
- The World Conference on ESD by UNESCO (Berlin, 17-19 May 2021); the **Berlin Declaration on “ESDfor2030”** and its **Roadmap**.
- The **Recommendation on Learning for Environmental Sustainability** (2022) by the Council of the EU.
- The **Framework for the implementation of the UNECE Strategy for ESD from 2021 to 2030**.

The Action Plan towards 2030 aspires to develop the necessary knowledge, attitudes and competences - cognitive, socio-emotional and behavioural - of the people of the region, to learn, live and work in a more just, creative, healthy and sustainable way for a green society and economy.

During the High-Level Meeting of Education and Environment Ministers of the Mediterranean (Cyprus 2022) a Bureau was nominated to promote the revised Action Plan at the regional level. All the major International Organizations active in the region reconfirmed their commitment to support it (UfM, UNEP/MAP, UNESCO, UNECE, LAS) together with the Ministries of Education of Cyprus (chair), Greece, Lebanon and Palestine and the Ministry of Environment of Morocco. The European Union is supporting the process through the “Water and Environment Support (WES) in the ENI Southern Neighbourhood region” project and its successor project that will run from 2024-2027/28.

4. The role of the UfM in promoting the Mediterranean Strategy on ESD

Education for Sustainable Development and specifically the Mediterranean Strategy on ESD has been a key enabler of the efforts of the UfM towards the much-needed green/blue and circular economy transition of the region. The UfM has spearheaded at global level with the 2014 UfM Environment and Climate Change Declaration that also endorsed the MSED and then again with the 2021 Ministerial Declaration on Environment and Climate Action, and the endorsement of the UfM’s 2030GreenerMed Agenda. Along the way there have been several other UfM Declarations and political documents as well.



The UfM, through its processes, activities and initiatives, consistently promotes the MSES and its Action Plan with all of its priority areas and particularly the ones in the below table.

Table 4. MSES priority areas promoted by the UfM

- Priority Area 4 [MSES Art. 52-53]: Professional development on SD and capacity building
- Priority Area 7 [MSES Art. 58-60]: Interdisciplinary research
- Priority Area 8 [MSES Art. 61-62]: Support cooperation on ESD at the regional level
- Priority Area 9 [MSES Art. 64]: Promotion of regional and sub-regional forums
- Priority Area 10 [MSES Art. 65]: International and intersectoral cooperation for enhancing SD related knowledge and skills of professionals and decision makers
- Priority Area 12 [MSES Art. 1, 68]: Youth involvement, entrepreneurship, employment, innovation, Green Deal
- Priority Areas for programmes on Research and Science Diplomacy involving Higher Education and Research Institutes and Centres from the wider Euro-Mediterranean and Middle East region.

Across the board, and through different areas of action, the UfM has advanced the ESD agenda at the highest political levels. More specifically:

In the [2nd UfM Ministerial Declaration on Sustainable Blue Economy in the Mediterranean](#) (February, 2021) the Ministers agreed to promote the improvement of Ocean (marine) Literacy within a wider ESD approach. They recommended the systematic introduction and support of ESD at all levels of education. In addition to Ocean Literacy, the Ministerial Declaration specifically called for the need to prioritize education, vocational training and scientific capacity building, including transfer of technology to anticipate transformative technological trends and promote just transitions. The Declaration calls also for further use of the “Mediterranean Blue Economy Stakeholder Platform”, managed by the UfM Secretariat in order to facilitate the linkages and contacts between education networks, the exchange of ESD experience and educational tools and to serve as an interface for mobility/educational programmes too. Last but not least, the UfM countries are urged to collaborate in relevant international *fora* to adapt training and education requirements for maritime-related professions, in view of technological developments and climate-related commitments.

At the [2nd UfM Ministerial Meeting on Environment and Climate Action](#) (Cairo, 2021), in the Declaration adopted, ESD was predominant in its links to all levels of formal, non-formal and informal education, including the development of transformative learning environments. It addressed the most urgent environmental issues and reconciled them with the economy and development, promoting an integrated approach, aligning its priorities and objectives to the Agenda 2030 and related SDGs, to the Rio Conventions (and related Post 2020 frameworks)



and other key international and regional conventions and frameworks such as other relevant UfM Ministerial Declarations, the Barcelona Convention and its Protocols, the Mediterranean Strategy for Sustainable Development, and of course, the Mediterranean Strategy on Education for Sustainable Development and its Action Plan. The 2nd Ministerial Meeting also approved the [2030GreenerMed Agenda \(“Towards 2030: Agenda for a Greener Med – Contributing to Achieving the Environmental SDGs in the Mediterranean”\)](#) and its work plan, as implementation tools that resulted from an intense two-year period of work done collaboratively with countries and stakeholders, linking local experience with decision-making processes at national, regional and international levels.

The **2030GreenerMed** Agenda defines the post-2020 UfM Environment Agenda and addresses key environmental issues in the Mediterranean that require cooperation across borders and sectors. Its core objective is to set the framework to coordinate, streamline and promote the efforts in the Mediterranean region – involving member states and stakeholders in a participatory approach, to:

- support the transition towards a green, circular and socially inclusive economy, based on sustainable consumption and production practices and nature-based solutions.
- prevent and reduce pollution on land, air, and sea.
- protect, preserve, manage, and restore natural resources in the Mediterranean region within an integrated ecosystem approach, including terrestrial, marine, and coastal dimensions.

In addition, climate action for mitigation and adaptation is integrated as a cross-cutting theme of high regional priority

In the 2030GreenerMed Agenda, ESD is dealt as a horizontal priority issue that permeates and integrates all the aforementioned priority axes. In particular, as approved by the 42 UfM countries, the 2030GreenerMed Agenda puts emphasis on the following:

- Links to ESD at all educational levels of formal, non-formal and informal education, including the development of transformative learning environments that induce positive change of mindsets and inspire action related to, e.g., responsible consumer behaviour (food, fashion, etc.), the consumer’s role, rights and responsibilities, as well as support of consumer movements.
- Improvement of Ocean Literacy and promotion of a Marine Culture within the overall ESD approach.
- Systematic promotion of ESD at all levels of education and outside the schooling system with the involvement of competent stakeholders, including exchange of good practices.
- Interlinkages with other relevant ESD related agendas such as the UNESCO “ESDfor2030”, and the “Framework for the implementation of the UNECE Strategy for ESD from 2021 to 2030”.



In the [2022 UfM Ministerial Declaration on Research and Innovation](#) the UfM advanced the efforts to promote the inclusion of Science as a key tool for awareness raising on the SDGs and their achievement within societies. Although an explicit reference to ESD is not made, implementing ESD priorities are included, since the Declaration highlights: *“The positive role of Science Diplomacy in enhancing regional cooperation in the Mediterranean while developing skills and promoting circulation of talents, especially on fields of sustainable development where Research and Innovation play a prominent role, including in climate action, health, renewable energy, marine and inland waters sustainable food systems, and green, circular, and resource-efficient economy, including sustainable blue economy”*. It also calls for connecting research practices with broader education efforts by promoting cross-cutting and enabling actions that facilitate the Research & Innovation Roadmaps, and in particular *“the knowledge triangle comprising Research - continuity of Education - Innovation, which includes the following key stakeholders: researchers, students, entrepreneurs, NGO officers, and policy-makers; promote innovation as a tool for building knowledge, skills, vocational training, careers and economic inclusion of Mediterranean graduates and researchers”*.

The Theories of Change and Impact Pathways annexed to the Ministerial text focus on three topics closely related to the Sustainable Development Agenda, climate change, renewable energy and health. Education and capacity building is highlighted throughout these research and innovation agendas as complementary actions, necessary for any green and just transition.

5. UfM approaches in promoting ESD

Since the adoption of the MSES, the UfM has been supporting, mainstreaming and integrating ESD approaches across its different sectoral dossiers and specific thematic areas, along three pillars of action:

1. **Supporting relevant transdisciplinary initiatives on sustainable development:** Examples mentioned already are the UfM 2030GreenerMed Agenda, the Roadmap for the Implementation of the UfM Ministerial on Sustainable Blue Economy, the Water Youth Strategy, the Research and Innovation Roadmaps and their Implementation plan, Horizon Europe’s Mediterranean Initiative, etc., which among other things, provide strong frameworks for the UfM Member States and stakeholders to be guided in promoting transdisciplinary capacity-building and research projects, connecting ESD priority themes with research and educational practices. Even if they do not specifically refer to ESD, the UfM Youth Strategy 2030¹ and related UfM Youth Agenda: Call to Action², both include environment and climate change, as well as education and employment as priority areas.

¹ https://ufmsecretariat.org/wp-content/uploads/2022/02/UfMYouthStrategy2030_dec2021_DEF.pdf

² https://ufmsecretariat.org/wp-content/uploads/2023/11/UfM_YouthActionPlan_CoverAgenda_02.pdf



2. **Creating an enabling environment for cross-fertilization of ESD practices through thematic platforms of dialogue involving all stakeholders.** The UfM effectively promotes and actually regularly works through thematic platforms where country representatives – under the guidance of the UfM Co-Presidency – advance dialogue and initiatives strongly connected to the 2030 Agenda and the SDGs with many connections to the relevant education, science, and capacity-building aspects. In addition, the UfM seeks to advance efforts for a higher political engagement on Higher Education, that will also recognize and promote the existing regional framework and achievements of the MSES across universities, research and learning centres. Particularly apt in this sense are the formats where education and science are used as vectors for promoting dialogue on sustainability, such as Science Diplomacy (a first Euro-Mediterranean Conference on SD was held in October 2023) and the Science-to-Policy interface, key in many international fora connected to sustainability, such climate negotiations, or on water, food security and green/blue economy.

BOX 1. UfM capacity building related to food systems

A concrete case of advancing capacity building, knowledge and scientific exchanges on sustainable development is the related UfM's work focusing on sustainable food systems.

The SFS-MED Platform

The Food and Agriculture Organization of the United Nations (FAO), the International Centre for Advanced Mediterranean Agronomic Studies (CIHEAM), the Secretariat of the Union for the Mediterranean (UfM) and the Partnership for Research and Innovation in the Mediterranean Area (PRIMA) have joined forces in a multi-stakeholder initiative for Sustainable Food Systems in the Mediterranean (SFS-MED Platform), as an affiliated project of the One Planet Network Sustainable Food Systems Programme. The SFS-MED initiative aims at promoting dialogue and collaboration among Mediterranean countries and stakeholders while they implement national and local efforts for a transformation to more sustainable food systems.

The platform also organizes technical webinars to leverage the knowledge and expertise of a network of researchers, development practitioners and decision-makers. They aim at strengthening knowledge sharing and stimulating debate around themes relevant to food systems transformation in the Mediterranean, peer exchange about recent research and study findings, as well as showcasing successful and inspiring actions to promote the operationalization of food systems approaches.



3. **Promoting capacity building and knowledge sharing by organizing workshops and educational seminars on sustainable development issues.** The UfM is piloting awareness raising and training activities, strengthening competences to conceptualize ESD and the implementation of the SDGs in specific fields. With its partners, the UfM organizes and runs: various training activities such as the ones related to Science Diplomacy and Sustainability as a tool for developing understanding and consensus among countries and citizens; webinars on Research and Innovation in the fields of climate change, renewable energy and health; capacity building on employability and sustainability (e.g. the 2022 UfM Forum on Green Innovation and Employability, creating the opportunities for Academia, governments and the business sector to exchange on best practices on innovative green jobs and proper education).

Further trainings are underway on how to include green skills in academic curricula, by choosing pilot sectors of significance for the Mediterranean region, such as food and energy. Indeed, education and research play pivotal roles in fostering promising career paths in the fields of sustainable development. In alignment with the UfM Ministerial Declaration on Research and Innovation, which stressed the need for building knowledge and skills for the inclusion of Mediterranean graduates and researchers as a tool to reinforcing the research and innovation agendas in the region, the UfM Workshop on Green Skills in the Mediterranean (February 2024) reacts to a deep-rooted concern for the region's pressing challenges: high unemployment rates among youth and women, and a profound skills gap between higher education and employer demands. Recognizing the transformative power of education and research, the integration of green skills into academic curricula and professional practices is a way of actively contributing to the advancement of ESD as part of a push towards a "Just Transition".

Showcasing the potential of connecting sustainability, education and innovation, the UfM has also recently published "Green Innovation and Employability in the Med through the Triple Helix"³, where the greening of the economy is set in relation to environmental challenges alongside socio-economic ones, such as employment, skills, and the updating of the education and research sectors. Against this backdrop, green economy is not seen only as a challenge but also as an opportunity for supporting Mediterranean Youth in finding career paths, and countries towards a strategic green transition.

³ <https://ufmsecretariat.org/publication-speech/green-innovation-employability-in-the-med/>



6. Interlinkages with other ESD processes at regional and global levels

The Mediterranean Strategy on Education for Sustainable Development and its Action Plan towards 2030 provide the key regional framework in and through which the UfM is linked to the major regional and global ESD processes, and namely the UNESCO “ESDfor2030” and the “Framework for the implementation of the UNECE Strategy for ESD from 2021 to 2030”.

The MSES Action Plan towards 2030 combines and reflects the key provisions and commitments of the aforementioned policy frameworks and, thus, the promotion and implementation of the MSES cover simultaneously the global priorities and recommendations. This is particularly important for the Mediterranean countries that are members of the UNECE as duplication of effort and reporting is avoided.

The UNESCO “ESD for 2030” aims to mobilize action on ESD in the priority areas of: policy, transforming learning environments, capacity development, youth empowerment, and local level action, most of which are also interest areas of the UfM. Similarly to the “ESD for 2030” that seeks to encourage sharing and transfer of expertise and practice through networking and platforms, the UfMs also seeks to do the same at Mediterranean level.

Key convergences and links with the UfM’s focal areas regarding education and youth exist within the four priorities/strands of the UNECE framework for the implementation of the UNECE Strategy for ESD from 2021 to 2030: (a) Quality education and ESD (b) Whole Institution Approach (c) Information and Communications Technology and ESD (d) Entrepreneurship, employment, innovation and ESD.

7. The way forward

As reaffirmed by the then UfM Deputy Secretary General on Higher Education and Research, Mr. Alvaro Albacete, during the High Level Meeting for the adoption of the MSES Action Plan towards 2030 in Nicosia, Cyprus (6 October 2022), the UfM is committed to continue working on the promotion of the MSES and its Action Plan towards 2030, through its sectoral work on Environment, Blue and Green Economy, Climate Change, Education, Youth, Research, and more, in full partnership with its international and national partners and stakeholders.



References (links)

- The Mediterranean Strategy on Education for Sustainable Development (2014)
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- Declaration of the 2nd Union for the Mediterranean Ministerial Conference on Environment and Climate Action (4 October 2021)
- Declaration of the 1st Union for the Mediterranean Ministerial Conference on Research and Innovation (27 June 2022)
- Towards 2030: Agenda for a Greener Med “Contributing to Achieving the Environmental SDGs in the Mediterranean” (2030GreenerMed)
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 - English: https://medies.net/wp-content/uploads/2022/11/MSESD_Action_Plan-towards-2030-EN.pdf
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- Empowering sustainable futures through green skills:
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