

**“GOOD PRACTICE” IN EDUCATION FOR SUSTAINABLE DEVELOPMENT
IN THE UNECE REGION**

"Good practices in ESD" are initiatives closely related to Education for Sustainable Development, that demonstrate good practice, generate ideas and contribute to policy development. These good practices:

1. focus on the educational and learning dimensions of sustainable development.
2. are innovative. They develop new and creative solutions to common problems, such as:
 - ❖ ways to discover what the key local issues of sustainable development are
 - ❖ ways to adapt processes to relevant teaching and learning strategies
 - ❖ ways of fostering links between learning situations and the community
 - ❖ ways of integrating local knowledge and culture
 - ❖ curriculum development processes enabling content to be decided as locally relevant
 - ❖ starting points on how Education for Sustainable Development can best be put into effect.
3. make a difference. They demonstrate a positive and tangible impact on the living conditions, quality of life of the individuals, groups or communities concerned. They seek to bridge gaps between different societal actors/sectors and are inclusive, in order to allow new partners to join the implementing agents/bodies.
4. have a sustainable effect. They contribute to sustained improvement of living conditions. They must integrate economic, social, cultural and environmental components of sustainable development and reflect their interaction/interdependency in their design and implementation.
5. have the potential for replication. They provide effective methodologies for transdisciplinary and multi-sectoral co-operation. They serve as models for generating policies and initiatives elsewhere.
6. offer some elements of evaluation. They have been and can be evaluated in terms of the criteria of innovation, success and sustainability by both experts and the people concerned.

Priority: 2

1. NAME OF THE INITIATIVE CONSIDERED AS A GOOD PRACTICE¹:

“Eco- Schools”- Environmental Education Program

2. RESPONSIBLE COUNTRY/ORGANIZATION:

Name: Ministry of Education and Culture- Cyprus

Pedagogical Institute of Cyprus

CYMEPA (CYPRUS MARINE ENVIRONMENT PROTECTION)

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1. **3. CONTACT PERSON** (*name and title*): Georgios Matsikaris, Inspector of Science, Ministry of Education and Culture
Elena Perikleous, Co- Ordinator of Eco-Schools Program, Primary Education, Ministry of Education and Culture

4. FOCUS OF THE INITIATIVE (*check one or more box(es)*):

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Education/Learning | <input checked="" type="checkbox"/> Environment | <input type="checkbox"/> Peace, Human Rights & Security |
| <input checked="" type="checkbox"/> Educators | <input checked="" type="checkbox"/> Water | <input type="checkbox"/> Policy, Regulation, Governance |
| <input type="checkbox"/> Overcoming Poverty | <input type="checkbox"/> Climate Change | <input type="checkbox"/> Intercultural Understanding |
| <input type="checkbox"/> Gender Equality | <input checked="" type="checkbox"/> Biodiversity | <input type="checkbox"/> Cultural Diversity |
| <input type="checkbox"/> Health Promotion | <input type="checkbox"/> Disaster Reduction | <input type="checkbox"/> Indigenous knowledge |
| <input type="checkbox"/> HIV/AIDS | <input type="checkbox"/> Rural Development | <input type="checkbox"/> Tools and materials (e.g. Media & ICTs) |

¹ Your response to this questionnaire should not exceed 2 pages. Font: Arial , size - 9; margins - 2 centimeters.

- | | | |
|---|---|---|
| <input type="checkbox"/> Sustainable Urbanization | <input checked="" type="checkbox"/> Sustainable Consumption | <input type="checkbox"/> Research / Development |
| <input type="checkbox"/> Corporate Responsibility | <input type="checkbox"/> Sustainable Tourism | <input type="checkbox"/> Regional / international cooperation |
| <input type="checkbox"/> Economy | <input checked="" type="checkbox"/> Citizenship | <input type="checkbox"/> other (<i>please specify</i>) |

5. INITIATIVE DESCRIPTION (*provide brief description*)

- Type (governmental, non-governmental, municipal, other):

The initiative came from CYMEPA, which is a non-governmental organization, but both the Ministry of Education and the Pedagogical Institute is deeply involved in both the preparation of the program (educating the educators with seminars) and the actual implementation (the teachers involved receive time release both for the preparation of the materials and for co-ordination among them)

- Working language(s): GREEK

- Setting / Target group(s) / Number of persons involved:

126 elementary schools are involved in the program, usually 2 teachers from each school act as coordinators, although all teaching staff is involved, both in the preparation of the action plan and during the implementation of the program. At the same time a group of pupils, parents and members of the local community act as the school's ecological committee and take all the necessary decisions.

- Starting year and Duration:

The eco-school program requires at least one year. However participant schools usually take part for many subsequent years since the program is structured around the following 5 themes:

Water

Energy

Waste

Biodiversity

Sea

- Budget and Funding Sources:

The Ministry of Education funds the program. CYMEPA occasionally funds groups of schools that organize common special events. The schools seek for funding from the local community as well in order to cover running costs of the program (publications, organizing events)

- Partner organizations involved (*if any*): CYMEPA

Stakeholders involved (e.g. local community). *Describe their involvement in this initiative and the kind of relationship you have with them.*

The local community and the parents are highly involved as partners in the program by taking part in the school's ecological committee.

6. MAIN OBJECTIVES OF THE INITIATIVE (*provide brief description*)

- Developing environmental consciousness
- Developing ability for decision making
- Developing critical thinking
- Promoting environmental action

7. METHODOLOGY (*provide brief description*)

Methods/approach for this initiative (*list key background materials that were used; If necessary, use a separate sheet*)

A variety of environmental education methods is being used (field study, problem solving, galloping, project, e.t.c). At the core of the program methodology is the developing of an action plan that aims to improve both the school and the local environment. For each of the themes of the eco-schools program books that include theoretical and practical information are supplied to the school.

8. RESULTS AND EVALUATION OF THE INITIATIVE *(provide brief description and assessment)*

- **Results**

Involvement of the whole school and the local community is achieved through the development and implementation of the program. The final evaluation that takes part at the end of each school year indicates the successful developing of environmental consciousness, more environmental action and substantial improvement of the school's and community environment .

- **Strengths**

The involvement of the parents and the local community, together with the fact that the pupils are actively involved in developing of the program and devising the school's action plan

- **Weaknesses and risks**

- **Problems encountered:***(fill in if applicable)*

- **Conditions for successful replication** *(fill in if applicable)*

- **Unresolved issues** *(fill in if applicable)*

- **Why do you consider this a good practice?**

Time has proven that the program is applicable in the educational setting. Teachers and pupils appear consistently willing to participate in the program. At the same time year after year the local community and the parents embrace the program and provide all possible assistance. Furthermore obvious positive results can be noticed in pupil's attitudes and in raising of environmental awareness within the community.