



2019 Report of the Arab Forum for Environment and Development

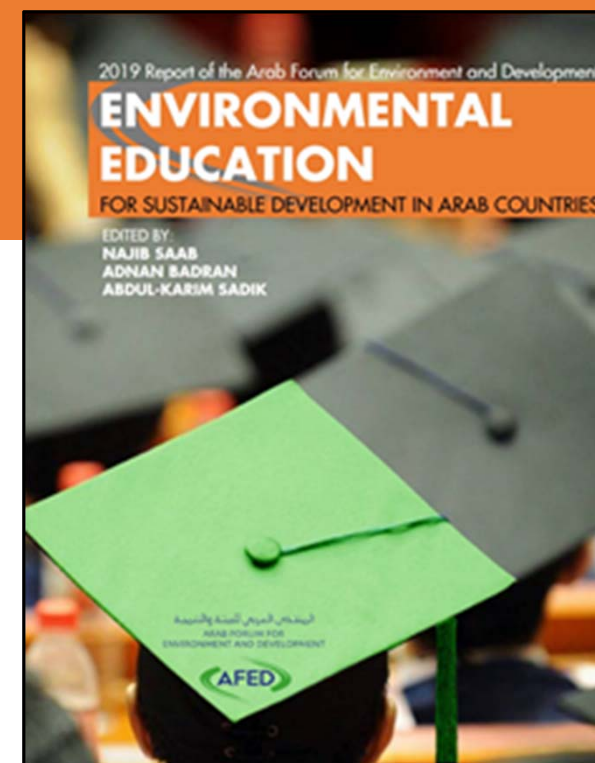
ENVIRONMENTAL EDUCATION

FOR SUSTAINABLE DEVELOPMENT IN ARAB COUNTRIES

Education for Sustainable Development in Arab Countries

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Outline

I. The Evolution of EE and ESD in the Arab Region

II. Arab States Involvement in ESD

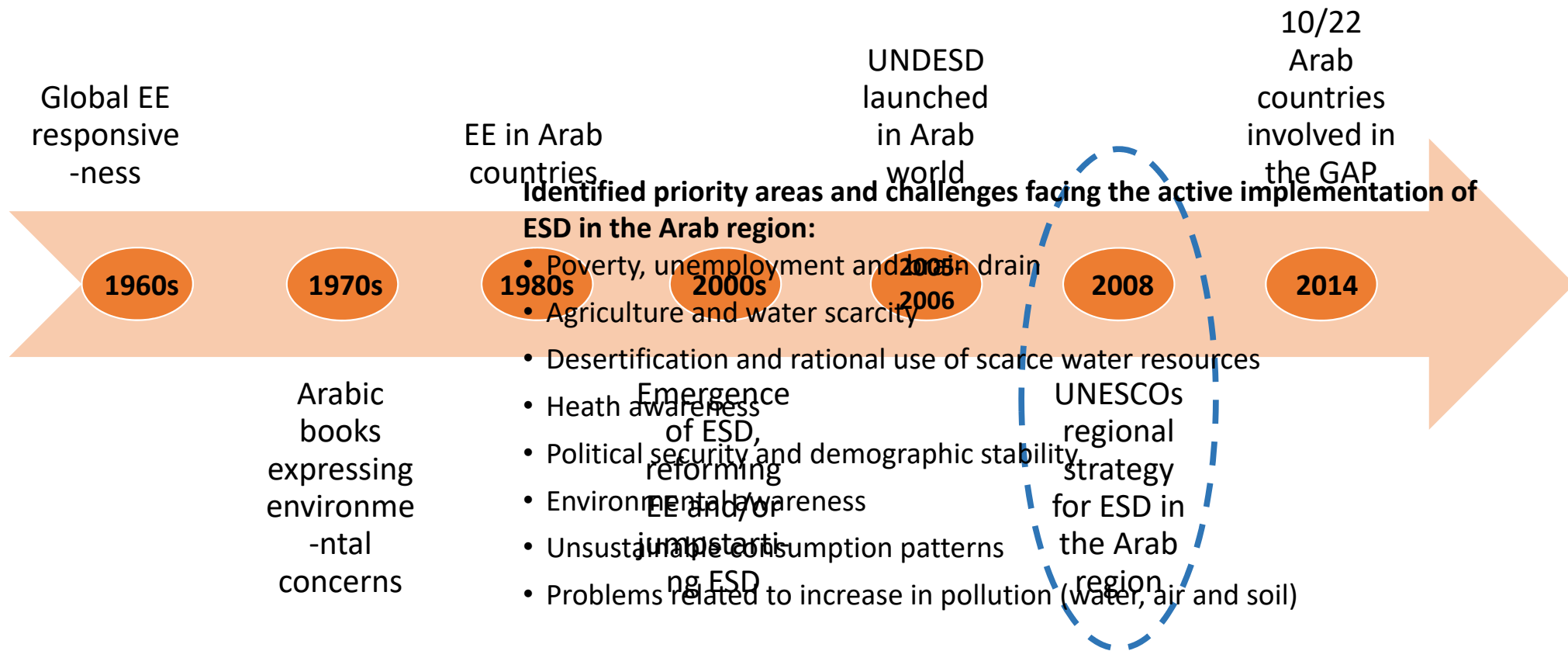
A. Regional ESD Programs and Initiatives

B. National ESD Programs and Initiatives

III. Strengths and Challenges

IV. The Way Forward

The evolution of EE and ESD in the Arab Region



Arab Involvement in Selected Regional Programs and Initiatives



Mediterranean Education Initiative for Environment and Sustainability (MEdIES)

Mediterranean Strategy on Education for Sustainable Development (MSESD)



Regional Centre of Expertise on Education for Sustainable Development Programme

Regional Expert Meeting on Climate Change Education for Sustainable Development (CCESD) in the Arab region



The UNESCO Associated Schools Project Network (ASPnet)

Sustainable Water Integrated Management (SWIM) and Horizon 2020 (SWIM-H2020) Support Mechanism (SM) Project

National Involvement in ESD Programs and Initiatives

- Most Arab countries have been involved in the DESD or the GAP but not all have managed to implement national projects or initiatives.
- National ESD programmes, projects and initiatives feature:



Env. Education



Waste Management



Clean Energy



Water Conservation



Biodiversity



Climate Change

- Stakeholders were involved with a noticeable involvement of NGOs.
- The main target was formal education.

Selected ESD Projects



Young garbage collector in the Learning by Earning Recycling School in Mokkattam in Egypt, Source: UNESCO (2012c)



Rural women from from Ghor Al-Mazara'a in Jordan demonstrating traditional skills in Zikra project, Source: UNESCO (2018a)

- **Learning by Earning Recycling School** in Mokkattam, Egypt, which targeted young boys who work as garbage collectors to improve living conditions.
- **ESD in the Shouf Biosphere Reserve** project in Lebanon which involved education and raising awareness in children and students.
- **Zikra programme** in Jordan is a UNESCO sustainability education award winning project. It promotes alternative learning to inspire sustainable solutions in the local community.
- **The re-greening Tunisia project** was one of the nominees for the 2018 UNESCO-Japan Prize on ESD. The project combines classroom study with field experience and offers practical ways to mitigate climate change and develop sustainable agricultural.

Strengths

- Arab countries have recognized the importance of ESD since the launching of the UNESCO-led DESD in 2005.
- The Arab states' involvement in the DESD and then the GAP has generally shown consistent progress, which promises even more impact going forward after the GAP.
- Key sustainable development themes addressed:
 - Peace and human security
 - Conflict resolution
 - Biological diversity
 - Climate change
- Other strengths included providing teacher training for ESD at primary and secondary levels of education and the availability of ESD tools for them (OECD, 2019).

ESD Challenges in the Arab Region

- Limited availability of resource materials in Arabic (policy development, curricula development and teacher training).
- Lacking a clear understanding of the wide concept of ESD and its relation to EE.
- The lack of regional, sub-regional, country and institutions' cooperation/coordination.
- The lack of necessary funding and training, and the promotion of the principle of equal partnership.
- The region lacks initiatives and programs that are directed to ESD R&D.
- Lack of solid ESD legislation and a clear definition of the role of NGOs in its promotion.

The Way Forward

Despite promising achievements in ESD activities in the Arab region on both the national and regional levels, there is a clear gap between the Arab region and other parts of the world when it comes to ESD.

1. Utilising collective experience, enhancing cooperation and programme/project implementation (RCEs)
2. National funding and budgets for ESD
3. Governance structures: enabling policies and legislation and empowering institutions
4. Proactive integration of ESD in plans

Addressing these challenges should be a priority for Arab countries aiming to move forward with transformative and impactful education for sustainable development structures

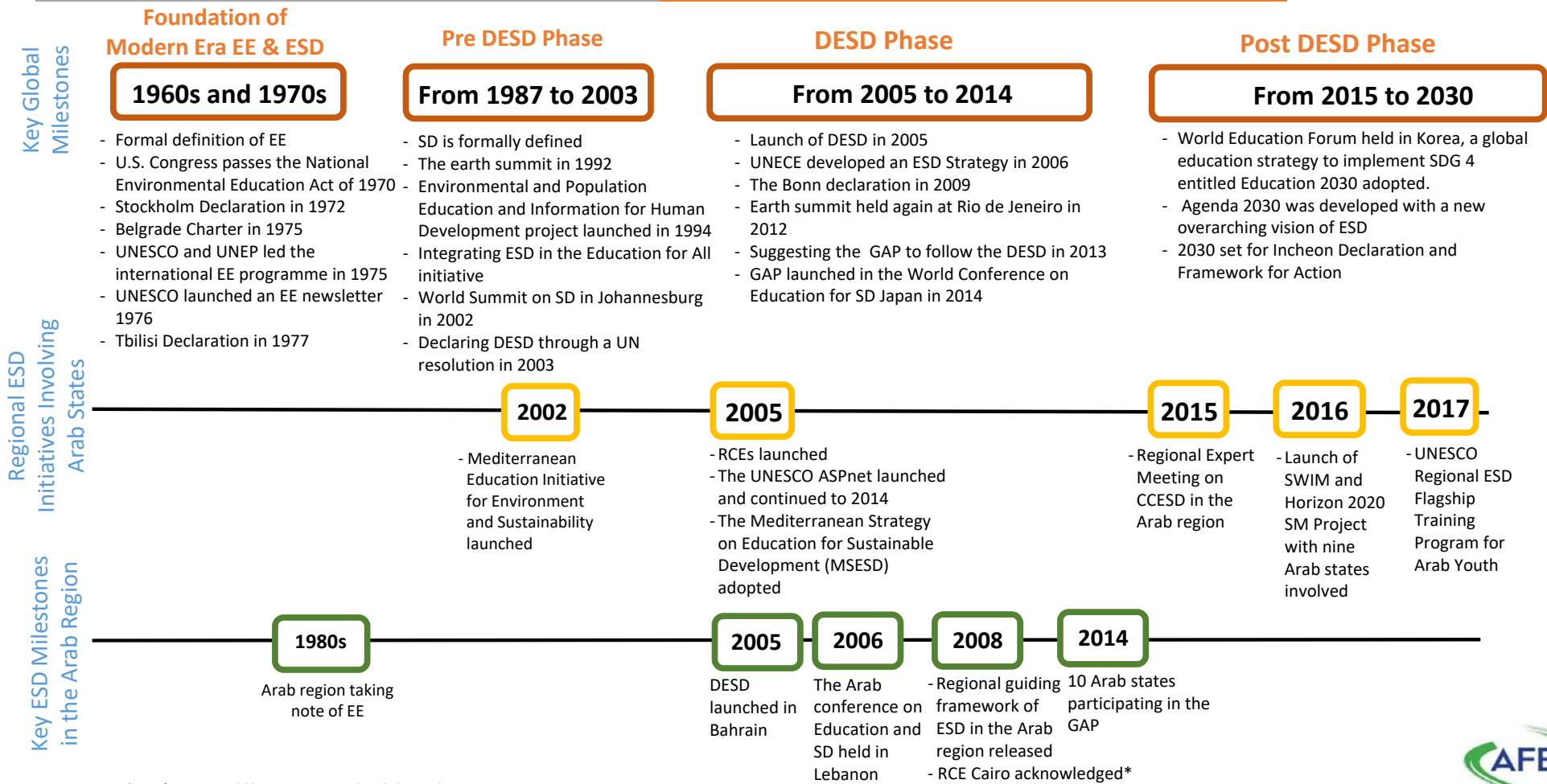
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Thank you

Global, Regional and National Involvement in ESD



* No information available on RCE Amman Acknowledgment date



Arab Involvement in Regional Programmes and initiatives



Mediterranean Education Initiative for Environment and Sustainability (MEdIES)

- Launched in Johannesburg during the World Summit on Sustainable Development in 2002.
- Include eight Arab countries: Egypt, Libya, Tunisia, Algeria, Morocco, Syria, Lebanon and Palestine.
- There are state partners from 3 Arab countries, Egypt, Tunisia and Palestine.



Regional Centre of Expertise on Education for Sustainable Development Programme

- One of two flagship initiatives through which the ESD project designs and implements research and development.
- An RCE is a network of existing formal, non-formal and informal organizations that facilitate learning towards SD.
- There are two RCEs in the Arab region, located in Egypt and Jordan, which serve Africa and the Middle East regions.



The UNESCO Associated Schools Project Network (ASPnet)

- There are over 11,500 ASPnet member schools.
- The ASPnet schools adopt a “whole-school” approach in their ESD activities, in which schools attempt to integrate local and global sustainability issues into the curriculum, while reinforcing interactive, participatory teaching and learning.

Arab Involvement in Regional Programmes and initiatives (cont'd)

Mediterranean Strategy on Education for Sustainable Development (MSESD)

Regional Expert Meeting on Climate Change Education for Sustainable Development (CCESD) in the Arab region

Sustainable Water Integrated Management (SWIM) and Horizon 2020 (SWIM-H2020) Support Mechanism (SM) Project

- The first regional strategy on ESD, adopted in 2005.
- The aim is to encourage countries of the Mediterranean to develop and incorporate ESD into all relevant subjects of their formal educational systems, as well as in non-formal and informal educational systems.
- Held in Beirut from 5 to 7 May 2015.
- Organized as part of the ESD work plan for 2014–2015 and was funded by the ESD Japanese Funds-in-Trust.
- The meeting identified the main challenges that climate change poses to education systems in the Arab region and explored the role that education can play in climate change adaptation and mitigation.
- A three-year (2016-2019) EU funded project which aims to contribute to reduced marine pollution and a sustainable use of scarce water resources in a select number of countries in North Africa and the Middle East (Algeria, Egypt, Jordan, Lebanon, Libya, Morocco, Palestine, Syria and Tunisia).

National Involvement in ESD Programs and Initiatives (cont'd)

The range of implementation activities varies widely among countries.

ESD is now integrated into early childhood care and education (ECCE) in Kuwait and Oman, while Kuwait also reports a full integration of ESD in government education programming.

ESD is only included in selected courses in Qatar and is rarely mentioned explicitly in education curriculums in Morocco, whereby ideas related to SD and an environment-friendly culture are introduced.

With respect to technical and vocational education and training (TVET), some Arab states achieved significant advances such as Kuwait, Oman and Qatar, who indicated a full integration of ESD in TVET.

Progress implementing ESD in higher education in Jordan, Lebanon, Egypt, Qatar and Oman, including university staff trainings on integrating ESD themes into curricula, incorporating ESD in university courses, and funding ESD-related scholarships and programs.

(UNESCO, 2014)