



UNLEASHING THE POWER OF YOUTH THROUGH EDUCATION: SUSTAINABLE SOLUTIONS FOR A BETTER FUTURE

28 MARCH 2023 | 10:00 - 12:00 CEST | ONLINE >>> tiny.cc/GEN28Mar23

REGIONAL FORUM

ON SUSTAINABLE DEVELOPMENT FOR THE UNECE REGION

29 – 30 MARCH 2023 | HYBRID EVENT | GENEVA & ONLINE



UNLEASHING THE POWER OF YOUTH THROUGH EDUCATION: SUSTAINABLE SOLUTIONS FOR A BETTER FUTURE

SPEAKERS

By order of intervention



Sylvie MOTARD



Acting Director, Europe Office,
UN Environment Programme



António MARQUES PINTO

Association of Young Doctors
of Portugal



Simon HERTELEER



Coordinator, UNECE ESD Youth Platform



Jean SERVAIS



UN Youth Delegate for Sustainable
Development, Belgium



Samia KASSID



World Future Council



Deirdre HODSON



European Commission



Wondwosen ASNAKE KIBRET

Policy and Partnerships Coordinator,
Europe Office, UN Environment
Programme | Moderator



Marco KEINER



Director, United Nations Economic
Commission for Europe



Jessica GILL



UN Youth Delegate for Ireland 2022/23



Vladislav KAIM



UN SG's Youth Advisory Group on
Climate Change



Elena-Alexandra MIRON



President for the Youth Council of Romania |
Youth Ambassador for Sustainable
Development | ESDN Youth Representative



Jasmin LANG



Fridays for Future Austria



Aravella ZACHARIOU



Chair of the UNECE Steering
Committee for ESD



Bernard COMBES



UNESCO



David GILES



UN Youth Delegate for Ireland 2022/23



Diana RIZZOLIO



Coordinator, Geneva Environment
Network



Emily MORRIS



The Brookings Institution, Center for
Universal Education



Luise HEIDENREICH



Co-Head Education and Learning, Climate-KIC



Bahar ÖZAY



Coordinator, Sustainable Development Solutions
Network Turkey (SDSN)

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Wondwosen ASNAKE KIBRET



Policy and Partnerships Coordinator, Europe Office,
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Bernard COMBES



UNESCO

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António MARQUES PINTO

Association of Young Doctors of Portugal

AJOMED
ASSOCIAÇÃO DOS JOVENS MÉDICOS

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UN Youth Delegates for Ireland 2022/23



Jessica GILL



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Simon HERTELEER



Coordinator of the UNECE ESD Youth Platform

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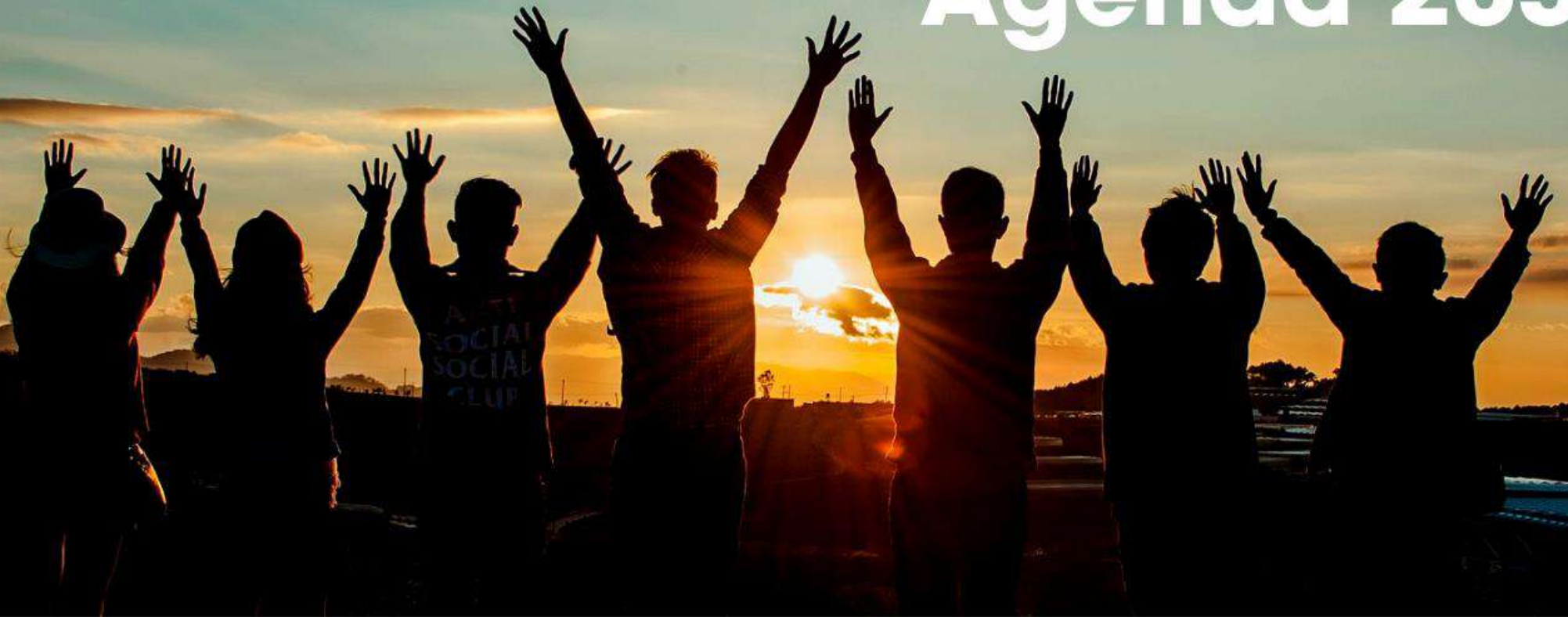
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Vladislav KAIM



UN SG's Youth Advisory Group on Climate Change



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Diana RIZZOLIO



Coordinator, Geneva Environment Network

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Geneva Platforms

All address different facets of **multilateralism** by building bridges between actors, resources and expertise on a same topic. Facilitating interaction to advance knowledge and ensure continual exchange represents their core activity.



Geneva Environment Network



cooperative partnership of more than 100 environmental and sustainable development organizations /secretariats in Geneva

address interconnected global triple planetary crisis of **climate change**, **biodiversity loss**, **pollution**

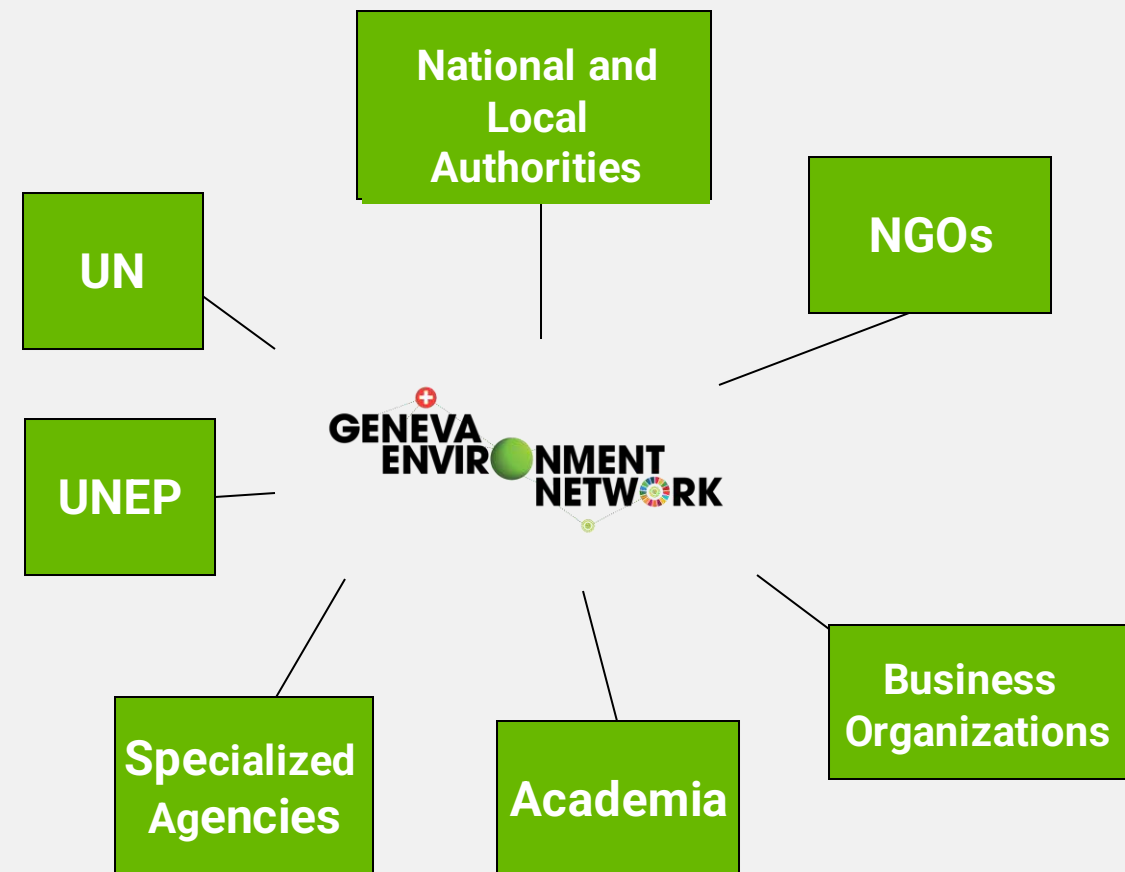
→ achieving SDGs

→ agreed Environmental goals

→ multi-stakeholder events in preparation of major negotiations

→ groups of students

→ newsletter and web resources





Events GEN Events





Participation of Youth and Children in Multilateral Negotiations




“ We cannot just be observers of the destruction of our environment. We must **inform ourselves of what is happening and **take action** ”**

Nikte Caal (14)
Indigenous environmental human rights defender

Delegations and Student Briefings

The Secretariat of the Geneva Environment Network welcomes delegations and students groups from around the world to the International Environment House (IEH). The delegations and student briefings are accompanied by presentations from environmental experts on the different activities of the international environmental community in the region.



Jobs

Job Type

- Consultant
- Fellow
- General service
- Intern**
- Professional
- Trainee
- Volunteer

Key Area

- Chemicals and Pollution
- Climate
- Digital Cooperation
- Eco-Humanitarian
- Green Economy
- Human Rights and Environment
- Nature
- Science

SDG

Reset 

- SDG1
- SDG2
- SDG3
- SDG4
- SDG5
- SDG6
- SDG7
- SDG8
- SDG9
- SDG10
- SDG11
- SDG12
- SDG13
- SDG14
- SDG15
- SDG16
- SDG17



INTERN
Environment Affairs Intern
30 MAR 2023
UNEP Resources and Markets Branch

 Green Economy
 SDG8



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Environment Affairs Intern
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 SDG8



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Digitisation Metadata
01 APR 2023
IUCN

 Nature
 SDG14 |  SDG15



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Environment: What's Up in GENeva | 27 March - 2 April 2023



- [Tick-Tock | The Climate Time-bomb is Ticking](#)
- [Launching International Day of Zero Waste](#)
- [Regional Forum on Sustainable Development](#)
- [Sustainable Development Goals](#)

The Geneva Environment Network's weekly newsletter includes the latest information on the global environmental agenda, main [events](#), [job vacancies](#), [learning opportunities](#), as well as other useful resources and [updates](#). Stay tuned and follow us also on [Twitter](#), [Facebook](#), [LinkedIn](#), [Youtube](#), or visit our [website](#) regularly for additional updates.

Image of the week | Elisabeth Gilmore, Intergovernmental Panel on Climate Change (IPCC) Author, speaking at the first outreach event discussing the latest Climate Change Report issued by the IPCC, in Geneva. This side event to the Human



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Environmental crisis: Transforming youth fear into action by means of SDG4

Results of a survey with young people from French-speaking Belgium

Jean Servais, UNYD for SD, 28th March 2023



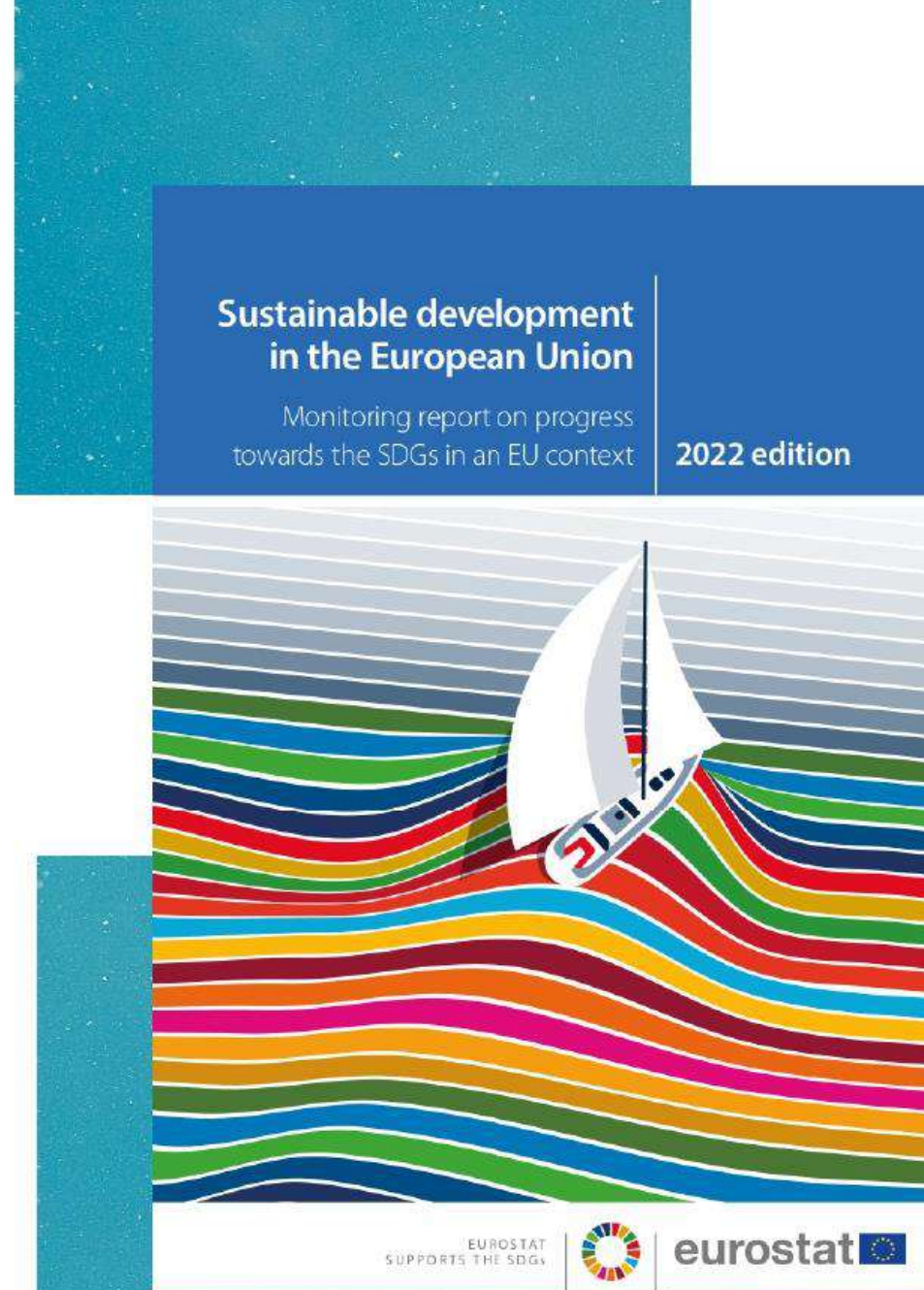
Eurostat report (SDG4)

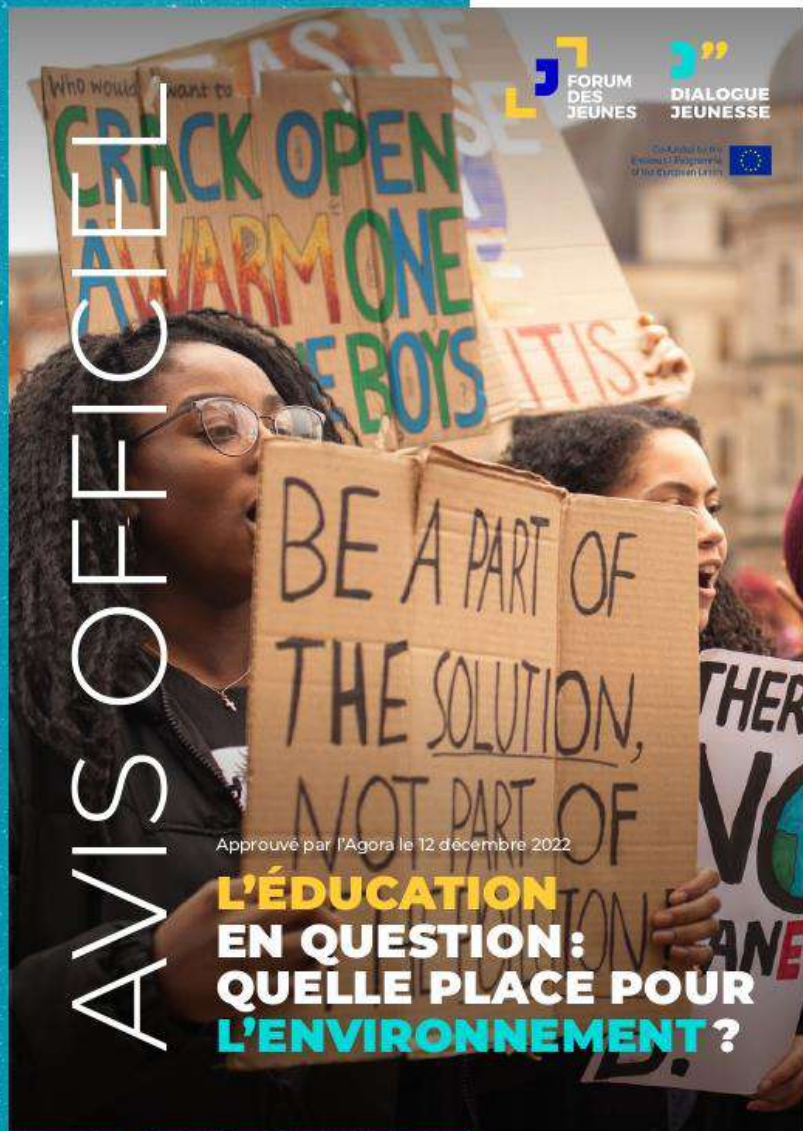
A monitoring on...

- 🍃 Basic education
- 🍃 Tertiary education
- 🍃 Adult learning

What about

- 🍃 Sustainability education ?





Survey results

- 🍃 90% feel unsatisfied
- 🍃 80% feel uninformed
- 🍃 Most feel anxious or helpless
- 🍃 78% want formal and informal learning
- 🍃 Concrete projects & solutions



Turn youth fear for future
into action...
Understanding is the first
step to change.

Jean Servais, UNYD for SD, Belgium





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**UNLEASHING THE POWER OF YOUTH THROUGH EDUCATION:
SUSTAINABLE SOLUTIONS FOR A BETTER FUTURE**

**28 MARCH 2023 | 10:00 - 12:00 CEST
ONLINE >>> tiny.cc/GEN28Mar23**



Elena-Alexandra MIRON



**President for the Youth Council of Romania | Youth Ambassador for
Sustainable Development | ESDN Youth Representative**

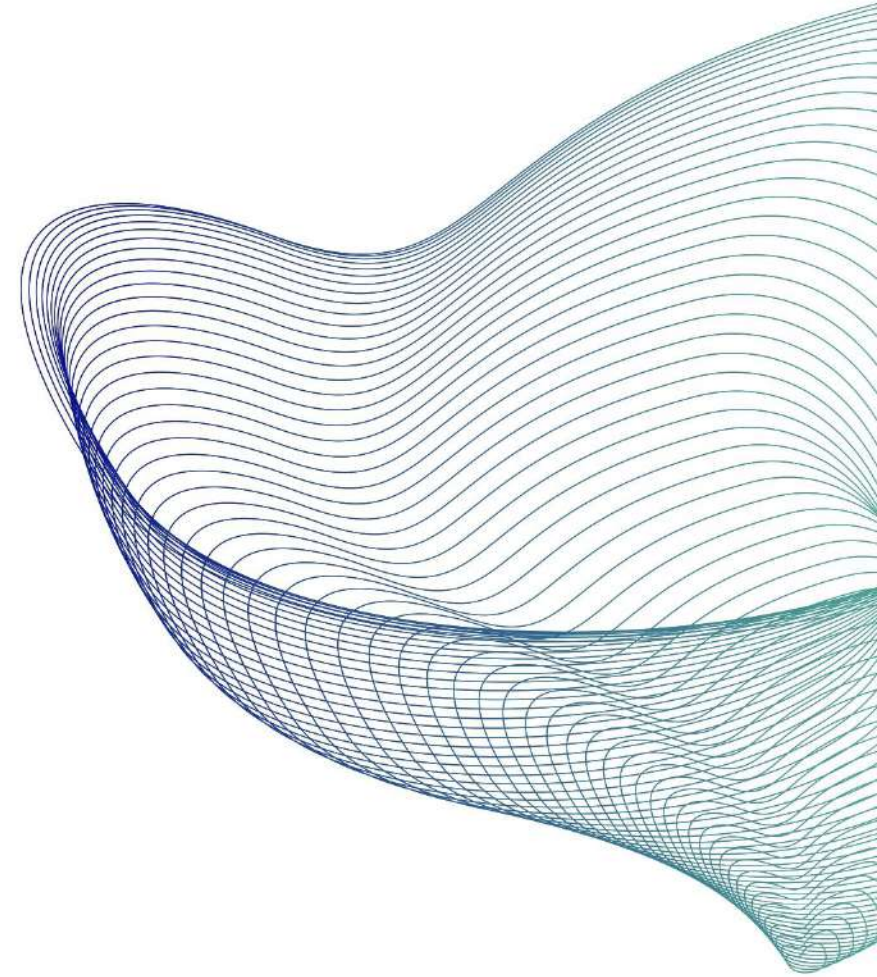
REGIONAL FORUM

ON SUSTAINABLE DEVELOPMENT FOR THE UNECE REGION

29 – 30 MARCH 2023 | HYBRID EVENT | GENEVA & ONLINE



Implementing the 2030 agenda within the educational curriculum: Challenges and Responses (UK & Romania)



Elena-Alexandra Miron,
Vice President
Youth Council of Romania

1. **Curriculum 2025**: Education for Sustainable Development (ESD) – *a UK-based case study*

The 8 pillars:

- An inclusive curriculum that facilitates a sense of belonging
- Graduate Skills
- Mental Health and Wellbeing
- Decolonisation
- Authentic Assessments
- Curriculum Co-creation
- Flexible and Personalised learning
- Social Responsibility and Sustainability

91% of students say they agree that their place of study should actively incorporate and promote sustainable development

2019–20 SUSTAINABILITY SKILLS SURVEY

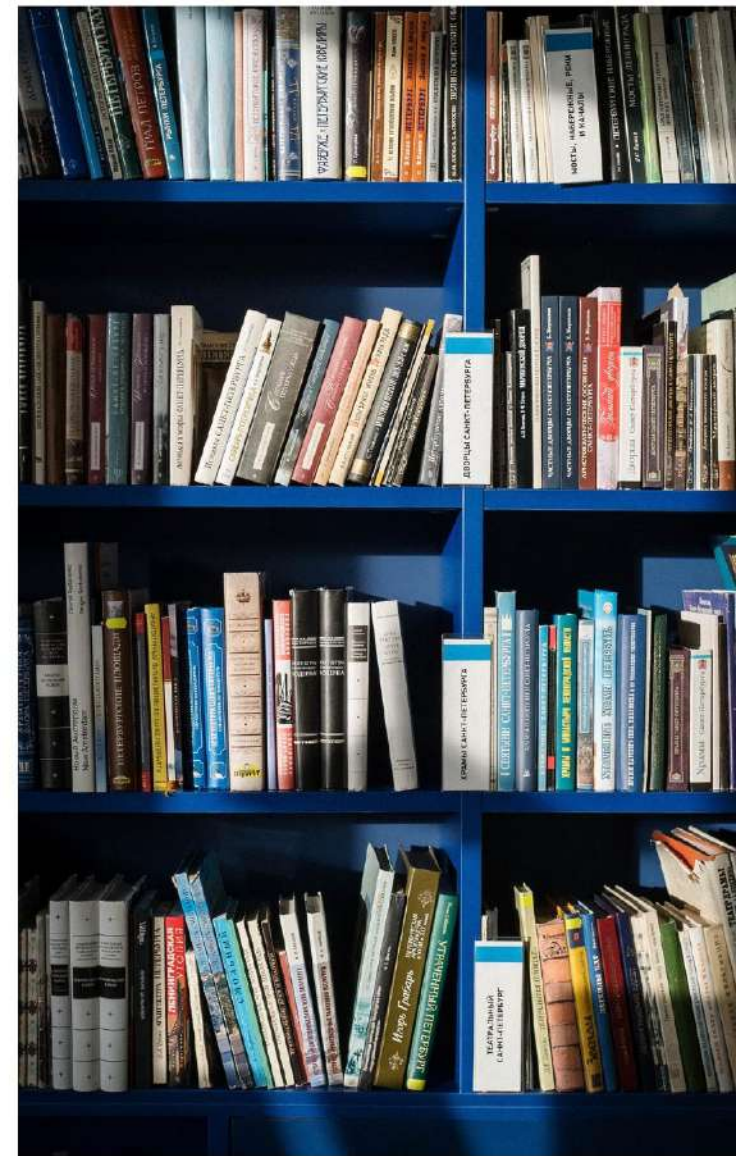
2. Climate Change Educational Curriculum in Romanian schools: a priority in the next years

The National Strategy for Environmental and Climate Education 2023-2030 is based on the Report on Education for Climate Change and the Environment in Sustainable Schools, following four main directions of action:

- 1. Implementation of an Environmental and Climate Educational Program;**
- 2. Solutions for educational resources;**
- 3. Infrastructure for sustainable schools;**
- 4. Human resources Involved in Climate Change and Environmental Education.**

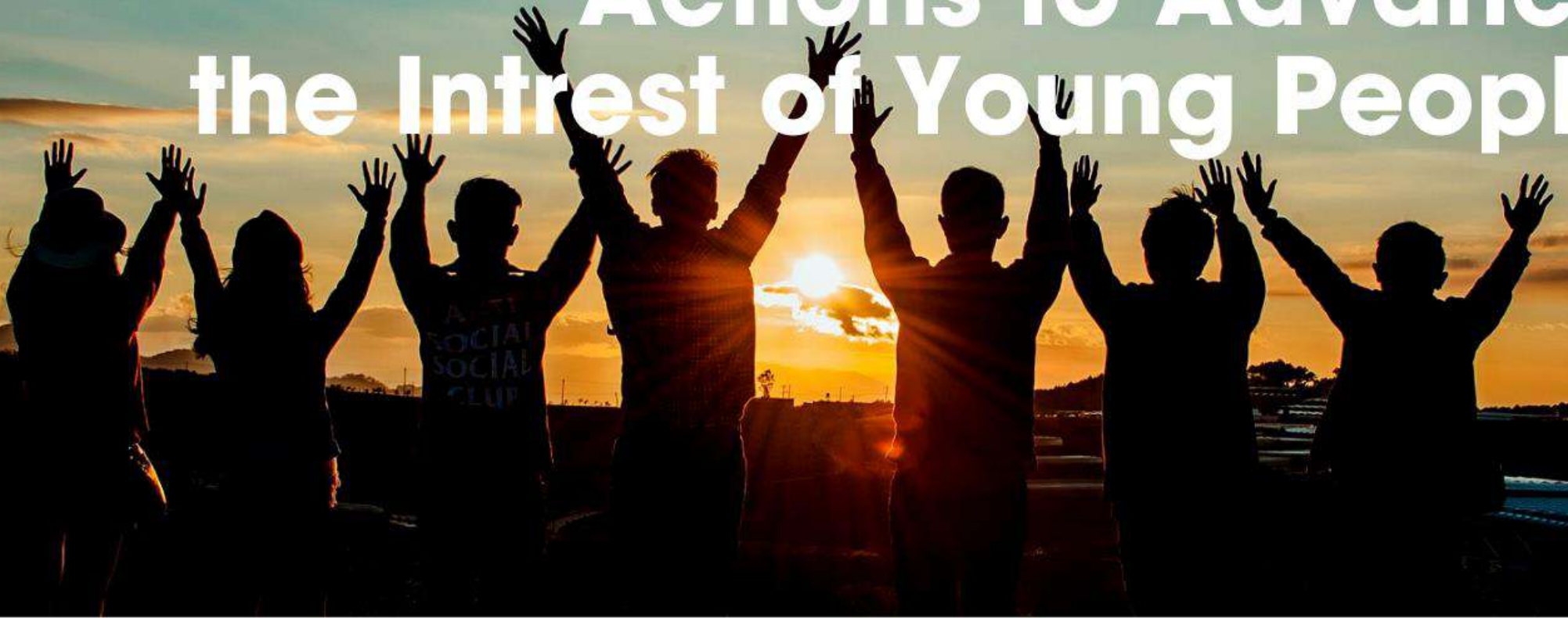
“Education is one of the pillars improving the response to climate change, as education leads to changes in human behavior, in the sense of a greater responsibility to protect nature and the future of society as a whole.”

President Iohannis stated at the 73rd session of the United Nations General Assembly, at U.N. headquarters.



UNLEASHING THE POWER OF YOUTH THROUGH EDUCATION:
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Emily MORRIS



Center for
Universal Education
at BROOKINGS

The Brookings Institution, Center for Universal Education

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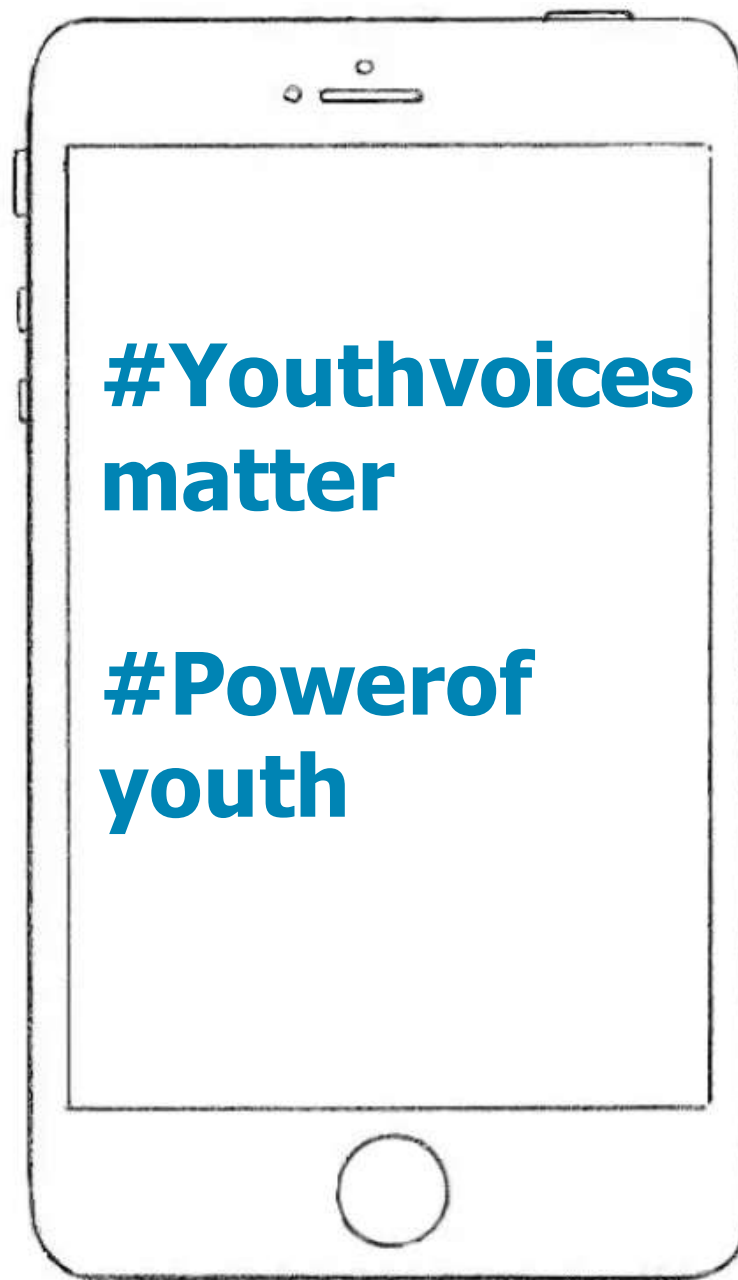


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Emily Markovich Morris, PhD
The Brookings Institution
Center for Universal Education
@EmilyMarMorris



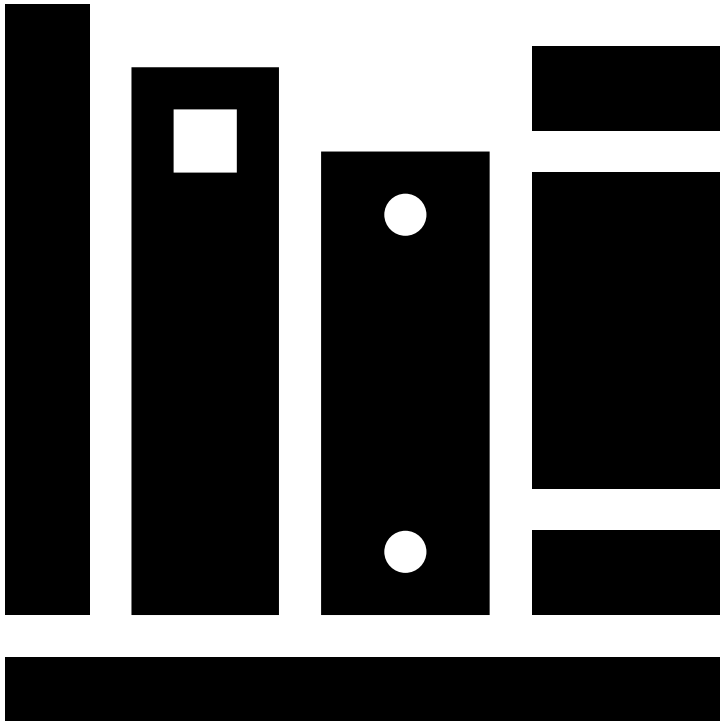
Lesson 1

#Education isn't a **silverbullet**
#Education isn't a **magicpotion**



Lesson 2

#Educationhas**manypurposes**



- for economic development
- for building national identities and civic engagement
- for wellbeing and flourishing
- as liberation and critical conscientization
- as culturally and spiritually sustaining

Lesson 3

#Breakthe**echo**chamber

#**Center**youthvoices



Lesson 4

#Youthhave**many**voices

#Workin**solidarity**withyouth





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Samia KASSID

World Future Council
VOICES OF FUTURE GENERATIONS

World Future Council

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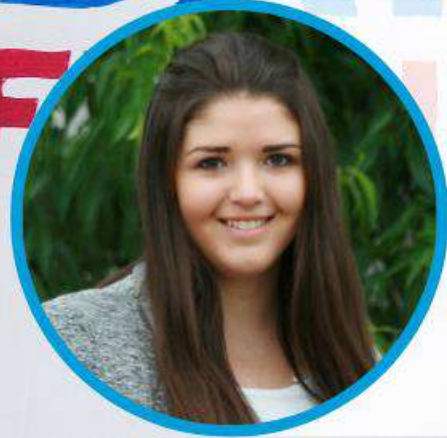
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FRIDAYS
FOR FUTURE



Jasmin LANG



Fridays for Future Austria

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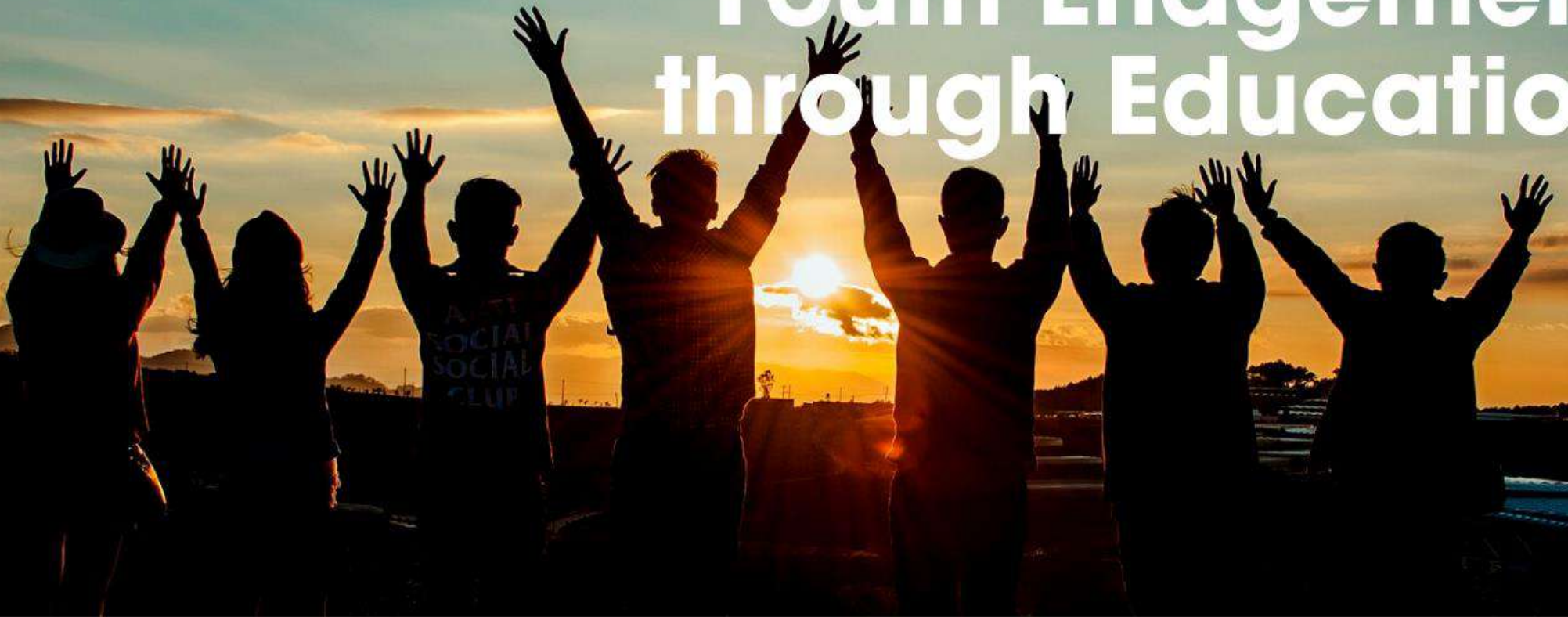


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Deirdre HODSON



European Commission

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Learning for the green transition and sustainable development



Unleashing the power of youth through education: Sustainable solutions for a better future.

28 March 2023

Deirdre Hodson
Schools policy team
European Commission,
Directorate-General for Education, Youth,
Sport and Culture

European Green Deal

The EU will:



Become
climate-neutral
by 2050



Protect human life,
animals and plants,
by cutting pollution



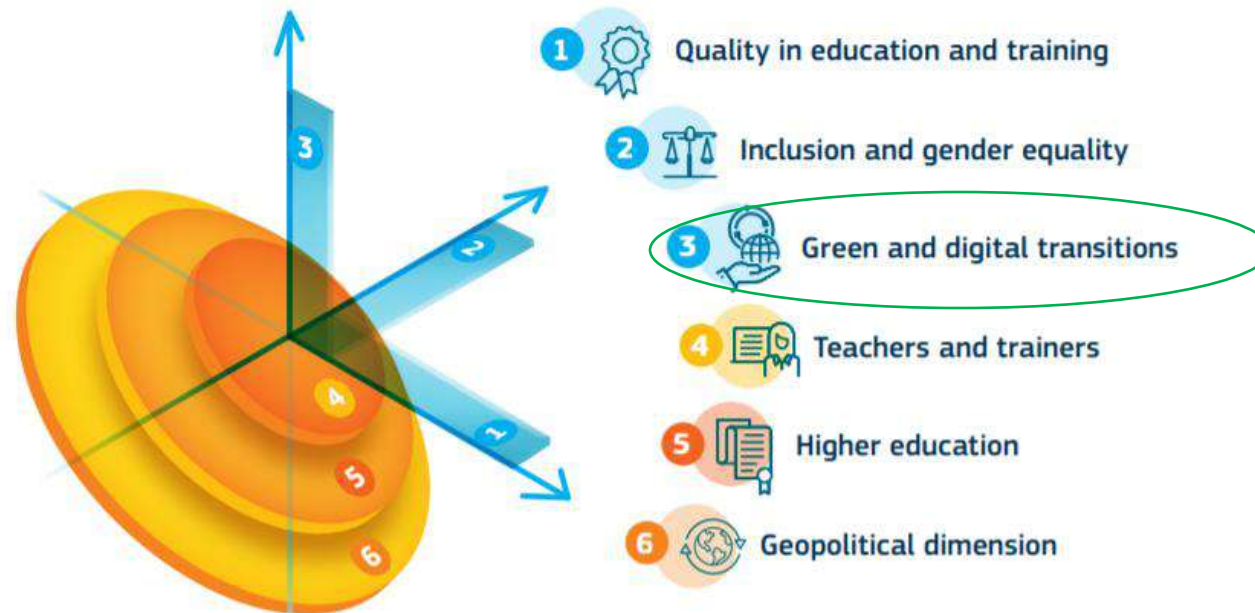
Help companies
become world leaders
in clean products and
technologies



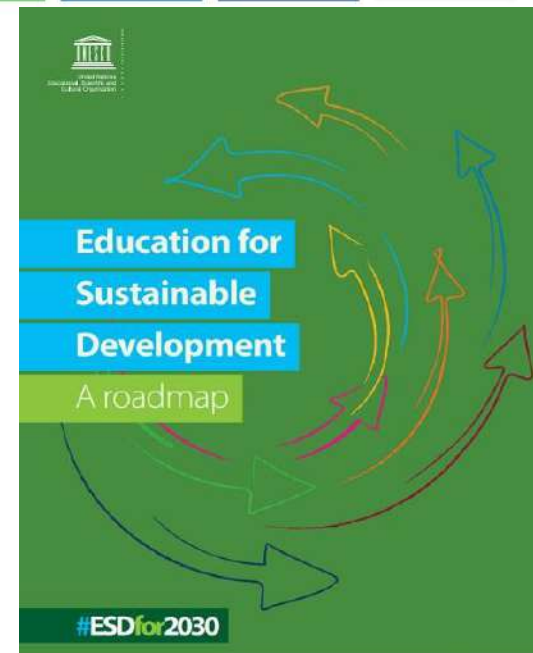
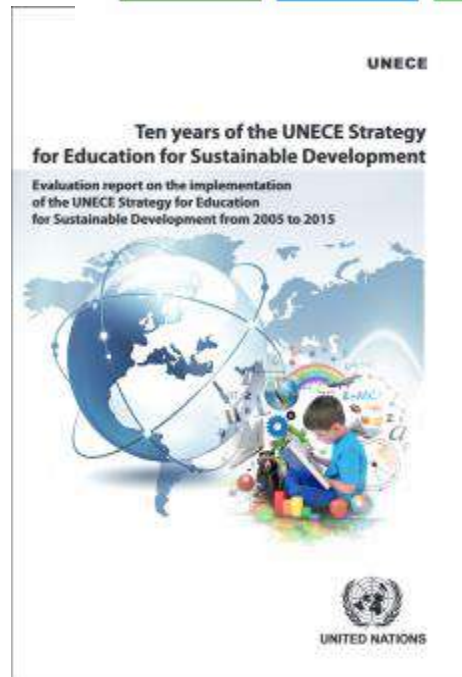
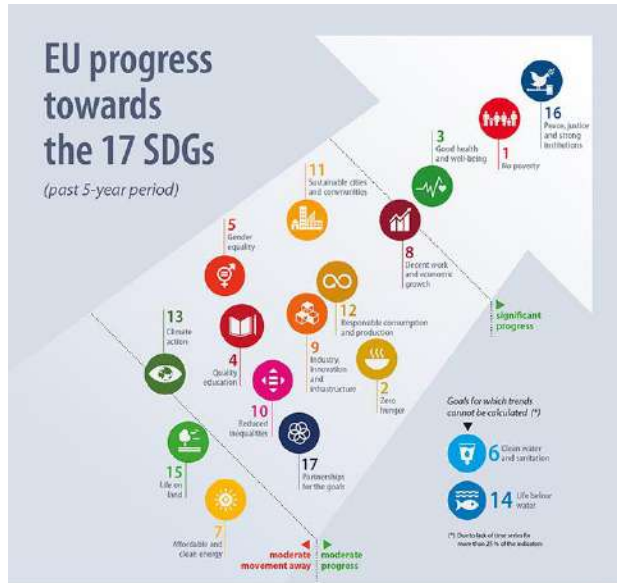
Help ensure a
just and inclusive
transition

European Education Area

Achieving the
EUROPEAN EDUCATION AREA
by 2025



Consistency and alignment



Council Recommendation June 2022

27.6.2022

EN

Official Journal of the European Union

C 243/1

I

(Resolutions, recommendations and opinions)

RECOMMENDATIONS

COUNCIL

COUNCIL RECOMMENDATION

of 16 June 2022

on learning for the green transition and sustainable development

(2022/C 243/01)

(Text with EEA relevance)



THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty on the Functioning of the European Union, and in particular Articles 165 and 166 thereof,

Having regard to the proposal from the European Commission,

Whereas:

1. Across the Union, while many Member States have made good progress in the implementation of policies and programmes of learning to support the green transition and to promote learning for sustainable development, there is nonetheless a need to continue and step up efforts in that regard. Policy and practice for this kind of learning should be further stimulated and supported. It is necessary to recognise the need for interconnected learning across the environmental, economic and social pillars of sustainable development, while placing a specific focus on the environmental pillar.
2. The European Green Deal ⁽¹⁾, the EU Biodiversity Strategy for 2030 ⁽²⁾, the United Nations Educational, Scientific and Cultural Organization (UNESCO) strategy Education for Sustainable Development for 2030 and the related United Nations Economic Commission for Europe (UNECE) work ⁽³⁾ highlight the key role of schools, higher education and other education and training institutions in engaging with learners, parents, educators ⁽⁴⁾ and the wider community on the changes needed for a successful, just and inclusive green transition. In its conclusions on 'Biodiversity – the need for urgent action' ⁽⁵⁾, the Council stressed that investing in education, among other areas, is key in gathering the best data and finding the best solutions in this regard. The EU Youth Strategy identifies a sustainable green Europe as a goal and calls for all young people to be environmentally active and educated.

Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development 2022/C 243/01 (Text with EEA relevance)

ST/9795/2022/INIT

OJ C 243, 27.6.2022, p. 1–9 (BG, ES, CS, DA, DE, ET, EL, EN, FR, GA, HR, IT, LV, LT, HU, MT, NL, PL, PT, RO, SK, SL, FI, SV)

Expand all Collapse all

Languages, formats and link to OJ

	BG	ES	CS	DA	DE	ET	EL	EN	FR	GA	HR	IT	LV	LT	HU	MT	NL	PL	PT	RO	SK	SL	FI	SV
HTML																								
PDF																								
Official Journal																								



Handbook – evidence base and examples

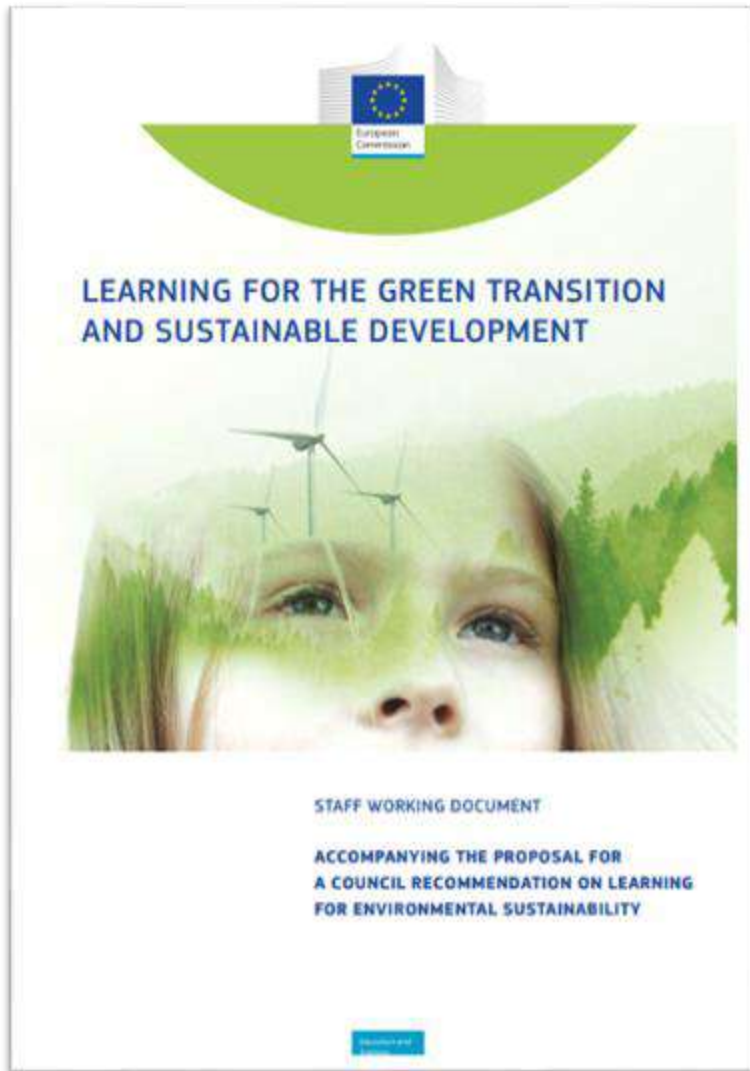


Table 3. Strategies and policies on education for environmental sustainability across EU-27

Education strategy	Member States																										
	BE	BG	CY	CZ	DK	EE	ES	FI	FR	GE	GR	HR	HU	IE	IT	LT	LU	LV	MT	NL	PL	PT	RO	SK	SI	TR	UK
Existence of a national strategy	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Existence of a national action plan	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Existence of a national strategy	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Existence of a national action plan	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Existence of a national strategy	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Existence of a national action plan	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Source: European Commission, Directorate-General for Education, Youth and Sports (2022). <https://ec.europa.eu/education/evidence-base>



Active and interdisciplinary learning

Learning for environmental sustainability engages knowledge and skills from different fields in an integrated manner, hence it is interdisciplinary (Kempster and McKee, 2017) and therefore relevant for students of all subjects. Fostering interdisciplinary, participatory, and the and project-based approaches in our sector-dependent, but can advance learning for environmental sustainability in all settings and with learners of all ages.

Research shows that learning is more effective when it is collaborative. For visible, 2016) and collaborative practices can be integrated in all subjects and in a variety of settings. Fostering relationships in cross-disciplinary or particular can foster deeper personal relationships with nature, encouraging them to experience being part of an interconnected system (Meyerson, 2018). Fostering and with pedagogies are usually combined with outdoor learning and engage both together and effective solutions with nature as well as multidisciplinary. Statistically significant gains in ecological, interdisciplinary, environmental values and attitudes have been found with such approaches, while qualitative results indicate changes in experiences, knowledge and attitudes (Kempster et al., 2018).

Examples of practice

Whole-institution approaches at school level

The **Eco-School Programme** is the largest and best-known global environmental education programme for educational institutions, in which environmental and ESD related competences and activities are evaluated at institutional level through the awarding of a 'Green Flag' and 'Silver Key'. The programme run by the Foundation for Environmental Education. To become part of the programme and be recognised as an eco-school, schools must implement the following steps:

1. Form a student-led eco-committee
2. Carry out a sustainability audit
3. Design a corresponding Action Plan
4. Monitor and evaluate the implementation of the Action Plan
5. Link Eco-Schools activities to the curriculum
6. Inform all school staff, pupils, and wider community of the eco-school activities
7. Produce an Eco-Code describing the school's commitment to sustainability

The Eco-Schools programme's new being expanded to higher education.

<https://www.ecoschools.org/global/en/what-is-eco/>

In **Cyprus**, the Schools Sustainable Environmental Education Policy (SEEP) is an official, whole-institution programme adopted by the majority of primary and secondary schools in the country. It focuses on ensuring that sustainability becomes part of school planning. The issues included in the SEEP are agreed by the institution as a whole, and students and staff engage with the environment and sustainability through the curriculum thematic units. School self-evaluation requires impact at a pedagogical, organisational and social level, and the outcomes form the basis for longer-term implementation.

An example of a whole-institution approach is growing in the VET sector in the Netherlands. Vocational Education and Training Minkley Millen College in the Netherlands. This institution renewed its vision as a 'village' with a circular eco-system, integrating sustainability in curricula, pedagogy and school facilities. The college has electric cars, bicycles, solar panels, green insulation, and sustainable housing and sanitation and an 'energy transition house' as a knowledge and practice centre.

Objectives of the Recommendation

Support policy making at MS level



Provide ideas and inspiration



**Step up cooperation
at EU level**

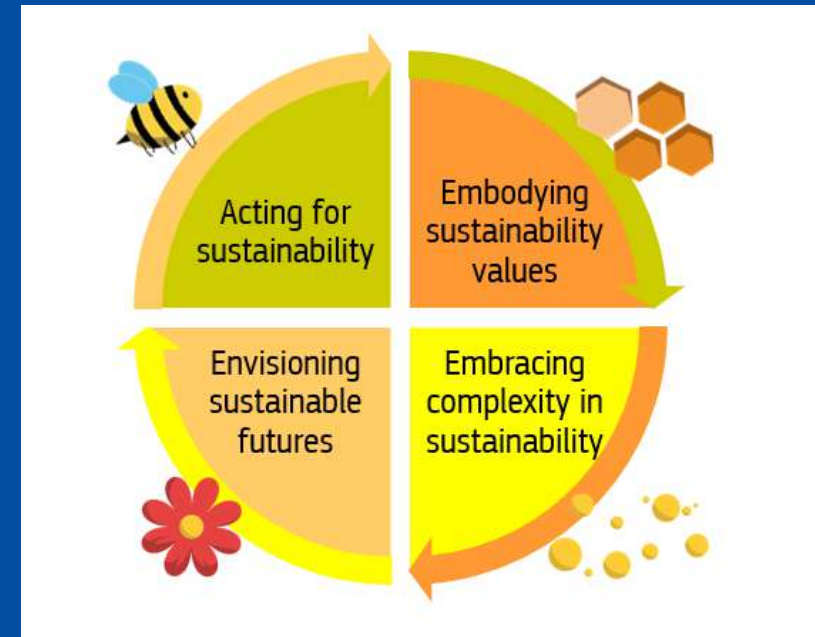
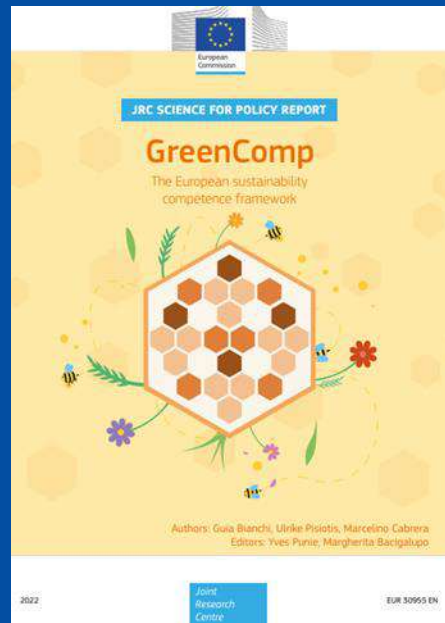


Encourage investment



Sustainability competences





GreenComp describes a set of **sustainability competences** which can help learners think, plan and act with empathy, responsibility, and care for the planet.

EU working group learning for sustainability

Published: 9 Feb 2022

First meeting of EU working group on sustainability in school education

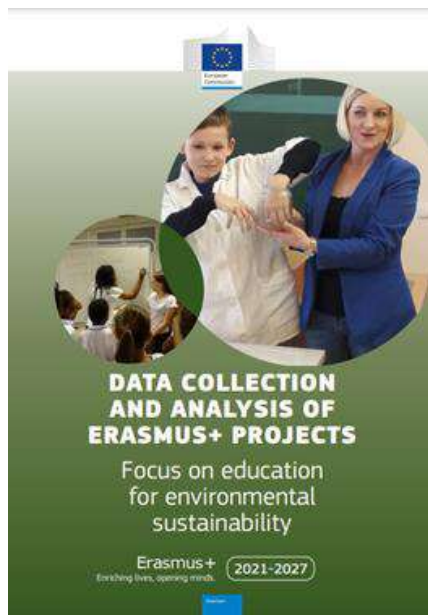
Representatives from ministries of education and the environment, social partners and stakeholder organisations from more than 30 European countries met this week to discuss how schools, communities, education policies and programmes can best support learning about and for the environment and sustainability.



Whole School Approach to sustainability - key messages Working Group - Learning for Sustainability

WSA at a policy level Coherent approach How can we best ensure a coherent approach to any policy activity relating to LRS. Considering the different elements, e.g. school curriculum, teacher professional development, school policies, working, community links and governance, how can we ensure that all elements are aligned to ensure that policy implementation is clear and institutionalised across all levels.	WSA and student engagement Student voice Participating in the decision-making process is vital. Self-assessments and peer reviews should be provided and take into account both individual students and the schools' overall LRS status. The cross-school movement is seen as a good example of hearing children's voices and the impact they can have on local level actions.	WSA and leading change in schools Monitoring and evaluation Monitoring and evaluation (including qualitative evidence of progress) needs to be developed in support of LRS at every level (particularly for senior target realisation and the schools' overall LRS status). The cross-school movement is seen as a good example of hearing children's voices and the impact they can have on local level actions.	The school as an example of living sustainability Time, space and resources Living schools have and seek to do all and live sustainability as a daily basis in their schools. Teachers are often overwhelmed and they need the skills and resources to develop sustainability in their schools. Working with the potential variety of curriculum and activities in your school can help to make room for better links in local communities and participation which is required for LRS.	School self-evaluation Messages to be added during planning How can we best ensure a coherent approach to any policy activity relating to LRS. Considering the different elements, e.g. school curriculum, teacher professional development, school policies, working, community links and governance, how can we ensure that all elements are aligned to ensure that policy implementation is clear and institutionalised across all levels.	Collaboration and partnerships Messages to be added during planning How can we best ensure a coherent approach to any policy activity relating to LRS. Considering the different elements, e.g. school curriculum, teacher professional development, school policies, working, community links and governance, how can we ensure that all elements are aligned to ensure that policy implementation is clear and institutionalised across all levels.	New section? Teaching and learning??? How can we best ensure a coherent approach to any policy activity relating to LRS. Considering the different elements, e.g. school curriculum, teacher professional development, school policies, working, community links and governance, how can we ensure that all elements are aligned to ensure that policy implementation is clear and institutionalised across all levels.
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Erasmus+ programme



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Education for Climate Coalition



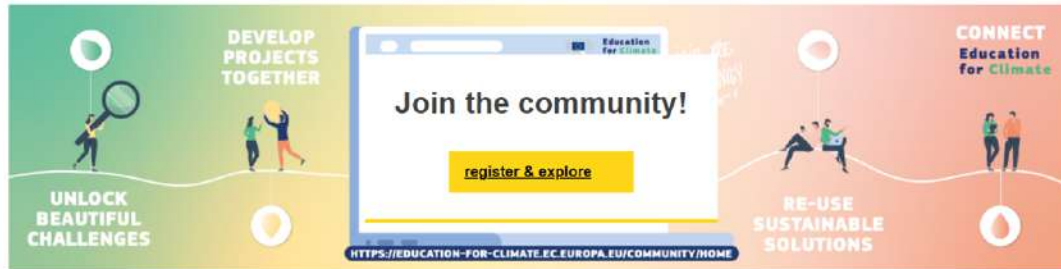
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European Commission > Education for Climate Coalition

Education for Climate Coalition



The European participatory community for students, teachers and education stakeholders to act collectively on innovative education solutions for environmental sustainability.



<https://education-for-climate.ec.europa.eu/community/GreenCompCommunityGroup/topic/greencomp-launch-event-rewatch>

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deirdre.hodson@ec.europa.eu





UNLEASHING THE POWER OF YOUTH THROUGH **EDUCATION:** SUSTAINABLE SOLUTIONS FOR A BETTER FUTURE

28 MAR 2023 | 10:00 - 12:00 CEST

AGENDA

Welcome and Introductory Remarks

- Wondwosen ASNAKE KIBRET | Policy and Partnerships Coordinator, Europe Office, UNEP | Moderator
- Sylvie MOTARD | Acting Director, Europe Office, UN Environment Programme
- Marco KEINER | Director, United Nations Economic Commission for Europe (UNECE)
- Bernard COMBES | UNESCO

Engagement of youth in SD policies (lessons from community/organizational involvement)

- António MARQUES PINTO | Association of Young Doctors of Portugal
- Jessica GILL and David GILES | UN Youth Delegates for Ireland 2022/23
- Simon HERTELEER | Coordinator of the UNECE ESD Youth Platform

Commitments to accelerate 2030 agenda

- Vladislav KAIM | UN SG's Youth Advisory Group on Climate Change
- Diana RIZZOLIO | Geneva Environment Network
- Jean SERVAIS | UN Youth Delegate for Sustainable Development, Belgium
- Elena-Alexandra MIRON | President for the Youth Council of Romania | Youth Ambassador for Sustainable Development | ESDN Youth Representative

Promising collaborative actions to advance the interest of young people

- Emily MORRIS | The Brookings Institution, Center for Universal Education
- Samia KASSID | World Future Council
- Jasmin LANG | Fridays For Future Austria

Good practices of youth engagement through education

- Luise HEIDENREICH | Co-Head Education and Learning, Climate-KIC
- Deirdre HODSON | European Commission
- Aravella ZACHARIOU | Chair of the UNECE Steering Committee for ESD
- Bahar ÖZAY | Coordinator, Sustainable Development Solutions Network Turkey (SDSN)

Q&A

Closing

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SUSTAINABLE SOLUTIONS FOR A BETTER FUTURE**

**28 MARCH 2023 | 10:00 - 12:00 CEST
ONLINE >>> tiny.cc/GEN28Mar23**



Aravella ZACHARIOU



Chair of the UNECE Steering Committee for ESD

REGIONAL FORUM

ON SUSTAINABLE DEVELOPMENT FOR THE UNECE REGION

29 – 30 MARCH 2023 | HYBRID EVENT | GENEVA & ONLINE





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Bahar ÖZAY



Coordinator, Sustainable Development
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Closing Remarks



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THANK YOU!



Sylvie MOTARD



Acting Director, Europe Office,
UN Environment Programme



António MARQUES PINTO

Association of Young Doctors
of Portugal



Simon HERTELEER



Coordinator, UNECE ESD Youth Platform



Jean SERVAIS



UN Youth Delegate for Sustainable
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AFTERWORK

Green Spring in Geneva 2023

10 MAR - 15 JUN 2023

Geneva

 Nature | Science
 SDG11 | SDG17





VIRTUAL

Beating Waste Pollution | Geneva Zero Waste Day Celebration

30 MAR 2023 13:00 - 14:30

Online | Webex
BRS, GEN, UN-Habitat

 Chemicals and Pollution
 SDG11 | SDG12



CONFERENCE

Briefing on the 2nd Session of the Intergovernmental Negotiating Committee to Develop an International Legally Binding Instrument on Plastic Pollution (Plastic Pollution INC-2)

20 APR 2023 11:30 - 13:00

International Environment House I | Room
3 & Online | Webex

 Plastics | Chemicals and Pollution
 SDG3 | SDG12