



United Nations
Educational, Scientific and
Cultural Organization

#ESDfor2030

CYPRUS INITIATIVE ON ESD for 2030

1. Member States are invited to submit the template online through esd@unesco.org
- III. Form for submission of the country initiative on ESD for 2030**

Member State: REPUBLIC OF CYPRUS

¹ Recommended to be a focal point at the Ministry responsible for education. In some country context, this main focal point role may be assumed by other Ministries.

² Recommended to be a focal point at the Ministry responsible for environment or other governmental bodies responsible for Sustainable Development Goals, if available.

³ UNESCO Office responsible for the country which will provide technical support.

1. Background

1.1. Please describe the major sustainability challenges and opportunities of the country. (max 300 words)

Cyprus is a country that places sustainability in the heart of its policies. In Cyprus public schools (pre-primary, primary, secondary) all subjects are used as tools for ESD and this in turn strengthens teacher cooperation. There is top-down commitment deriving from the national curriculum to support a WSA to ESD through the enactment of a Sustainable Environmental Education Policy (SEEP) in pre-primary and primary education, which aims to integrate Whole School Approach in every school. Through this approach, community connections are enhanced. The design and implementation of SEEP in every school is supported in all its aspects by experts from the Unit of EE/ESD who work in collaboration with teachers at the school unit. A self-evaluation tool for the school actions is provided.

However, the existence of multiple policies in the various issues that concern sustainability results in overlapping of policies and fragmentation. In addition, many policy documents which are in place are not implemented in action or are not sufficiently implemented. Even though there is a will to implement sustainability policies, there is a need to further develop the competencies of the professionals involved in domains of sustainability. Further capacity building is required to effectively implement policies holistically. Moreover, there are challenges concerning inter-ministerial and intergenerational collaboration and challenges regarding coordination, even though efforts to improve this are in place. Another challenge is that the importance of achieving the SDGs is not fully understood in action, even though theoretically the emergency of sustainability issues is acknowledged.

Regarding ESD, major challenges and opportunities refer to the review of the National ESD Strategy, the transformation of schools into sustainable schools through whole school approaches, establishing formalized processes for the certification of sustainable schools and of ESD teachers, motivation for teachers and institutions and expansion of ESD curricula in secondary schools. The revised National Strategy for ESD includes specific reference to the creation of the sustainable school through WSA and provides the means to achieve it. This is promising as it evidences the political will to address all aspects of ESD through practice: Formal and non-formal education at all levels, capacity building not only for teachers but also for school leaders and policy makers, infrastructure improvement through specific funds and fund mobilization, opportunities for lifelong learning, for youth involvement and green entrepreneurship. Certification of the sustainable school and of ESD teachers is under way, which provides motivation and acknowledgement of the work done on sustainability and ESD and provides the opportunity to further develop ESD in the country and improve the quality of life of its citizens. At the same time, international collaborations are highlighted, mainly through EU-funded programs, bi-lateral and multi-lateral partnerships.

1.2. [Check list] Please describe the current ESD status in the country related to the priority action areas of ESD for 2030. (Please check all that apply.)

ESD for 2030 Priority action areas	Check	Key ESD developments	Please describe and include relevant reference if needed (and relevant url if possible).
Priority action area 1: advancing policy	Low <input type="checkbox"/> --2 <input type="checkbox"/> --3 <input type="checkbox"/> --4X High <input type="checkbox"/>	National Strategy on ESD exists	The Republic of Cyprus through the Cyprus Ministry Education, Sport and Youth, which has the responsibility for coordinating the actions for ESD amongst all interested bodies (governmental services, NGO's, academia, etc.), has developed the National Strategic Action Plan for ESD. This National Plan is based in the main international and regional policies on ESD (UNESCO, ESD). Also, takes into consideration the Cyprus particularities and needs. The National Strategic Action Plan for Education for the Environment and Sustainable Development (NSAPEESD) is the most official policy document of Cyprus on ESD and is applied systematically since 2008.

			<p>. The NSAPEESD is a coherent and integrated plan, which includes all actions and sub-actions on EESD at the national level, in all forms of education (formal, non-formal, informal), from early childhood to lifelong. The National ESD Strategy is integrated horizontally into all other national policies and is currently under revision. Recently the NSAPEESD under the title National Strategy on ESD and Green Transition 2030 is at the stage of revision. The emphasis on the revised strategy is given to the main priority areas of the UNESCO ESD Roadmap 2030 and the UNECE new implementation framework on the UNECE ESD Strategy 2021-2030. Also it takes in to account the Med. ESD Strategy2030, the EU Learning for Environmental Sustainability, the GENE European Strategic Framework on GE 2050 etc, parallel with the needs, challenges and gaps that emerged for ESD in formal non-formal and informal level in national context. (Cyprus Pedagogical Institute (CPI). (2007). <i>National Action Plan for environmental education and education for sustainable development</i>. Nicosia: CPI/MoEC).</p>
	<p>Low1 <input type="checkbox"/> --2 <input type="checkbox"/> --3 <input type="checkbox"/> <input type="checkbox"/> --4X High</p>	<p>ESD is reflected in national policy on environment, sustainable development and SDGs.</p>	<p>The Cyprus National Strategy for ESD (https://sdgtoolkit.org/wp-content/uploads/2017/02/Sustainable-Development-Strategy-2007.pdf) has been included in the revised Strategy for Sustainable Development as a horizontal issue of implementation under the axes "Education and Training". Strategy is infused in main national policies and integrated horizontally. Some indicative examples where ESD is reflected in other national policies are: <u>The National Policy on Sustainable Development Goals (SDGs)</u> (https://sustainabledevelopment.un.org/content/documents/15886Cyprus.pdf): The Ministry of Education, Sport and Youth has made significant progress in the implementation of SDG4, having as a main mission the continuous upgrade of education to ensure the provision of learning opportunities to all learners, through the implementation of an educational policy, which embodies values, aiming at a lifelong, balanced and holistic development, enforcing culture and supporting cultural creativity. <u>The National Strategy for Climate Change</u> (https://meci.gov.cy/en/useful-information/strategic-planning/cyprus-integrated-national-energy-and-climate-plan-for-the-period-2021-2030) and the <u>Cyprus Integrated National Energy and Climate Plan</u> (https://energy.ec.europa.eu/system/files/2020-01/cy_final_necp_main_en_0.pdf): Climate change in the context of formal and non-formal education is an issue of</p>

			<p>interdisciplinary investigation and interconnected with all the issues of environment and sustainable development as a matter of national, regional and international interest. Climate change is examined through: a) EE/ESD Curriculum, b) Educational tools and materials, c) non-formal education, d) Education and training of teachers, e) Environmental Education Programs.</p> <p>The National Strategy for Biodiversity (https://coeducationingreen.demo314.eu/database/strategy-and-action-plan-for-biodiversity-in-cyprus/): The promotion of the concept of biodiversity at all levels of formal education of the Cyprus Educational System is developed in an organized manner, and its connections with other issues of sustainable development are pursued.</p> <p>The National Strategy for Sustainable Development (https://sdgtoolkit.org/wp-content/uploads/2017/02/Sustainable-Development-Strategy-2007.pdf): ESD is an intrinsic part of the revised national Strategy for Sustainable Development. It has been introduced as a horizontal aspect, which permeates all the areas that constitute the National Strategy for Sustainable Development.</p>
	<p>Low1 <input type="checkbox"/> --2 <input type="checkbox"/> --3 <input type="checkbox"/> --4X High</p>	<p>ESD is reflected in education quality assurance criteria of education institutions</p>	<p>The creation and certification of the sustainable school through ESD-related whole school approaches is aspired through ESD policies in Cyprus. An accreditation scheme for the sustainable school is currently under construction. Universities (i.e. University of Cyprus, Frederick University Cyprus, and University of Nicosia) have internal quality assurance mechanisms on ESD and usually have specific policies in place regarding sustainability and ESD. Nevertheless, due to their high level of autonomy, it is hard to monitor university policy. Internal quality assurance mechanisms and/or strategic plans for sustainability can be found in the following sources:</p> <ul style="list-style-type: none"> - University of Cyprus Strategic Plan 2021-2025, p. 11-12: https://www.ucy.ac.cy/governingbodies/wp-content/uploads/sites/109/2022/01/UCY_Strategic.Plan_2021-25.en_.pdf - Frederick University Sustainability Report 2022: https://www.frederick.ac.cy/fu_documents/Sustainability_Report_2022.pdf - European University Cyprus. Report on SDG implementation 2021- Research, Teaching & Learning, Campus Operations, Public Engagement

			<p>https://euc.ac.cy/wp-content/uploads/2022/11/EUC-CSR-2022.pdf</p> <p>- University of Nicosia Sustainability Program</p> <p>https://www.unic.ac.cy/dynamic-urban-campus/sustainability/</p>
Priority action area 2: transforming learning environments	Low1 <input type="checkbox"/> --2 <input type="checkbox"/> --3 <input type="checkbox"/> --4X High	ESD is reflected in national curriculum framework	The National Curriculum for ESD has been introduced officially in the pre-primary and primary education (https://peeaad.schools.ac.cy/index.php/el/ekpaidefsi-aeiforos-aenaptyxi/analytiko-programma). The Curriculum of ESD, according to the educational level that is referred to, is developed in indicators and learning outcomes. In primary education, it has been introduced with two teaching periods in years 1 to 4 (Grades A to D) under the framework of the subject Life Education. In Years 5 and 6 (Grades E to F) EE/ESD is a separate subject and is taught in one teaching period. Even though the curriculum of ESD has teaching hours in school curriculum, the ESD in the curriculum for pre-primary and primary education permeates horizontally all school subjects. The program in primary education is developed in twelve thematic units of an international, regional and national interest (forest, water, litter, poverty, urban development, desertification, production and consumption, energy, tourism, means of transport, culture and environment, biodiversity). In secondary education, ESD is integrated through various subjects which include various thematic units on SDGs.
	Low1 <input type="checkbox"/> --2 <input type="checkbox"/> --3 <input type="checkbox"/> --4X High	Whole institution approach to ESD is implemented in learning institutions, including UNESCO Associated Schools	The formation of the sustainable school through ESD-related Whole Institution Approach (WIA) is a matter of priority for the Cyprus education system. Since 2012 in pre-primary and primary education is mandatory WIA through the plan and implementation in each school of the School Environmental Education Policy (SEEP) [https://archeia.moec.gov.cy/sd/557/odigos_efarmogis_programmatos_spoudon_perivallontikis_ekpaidefsis.pdf (pp.9-14)]. It is an official whole - institution policy and it is developed by the whole institution, and consequently the entire school, works towards its implementation. SEEP responds to the needs and particularities of the school unit and its community. Very recently, Cyprus is at the process of revising the SEEP. A systemic framework for the creation of the sustainable school, accompanied by an accreditation scheme are now under construction integrating all aspects of WIA pertaining to the social, the pedagogical and the organizational pillars of ESD. In higher

			<p>Education some universities (i.e. Frederick University, University of Cyprus, Open University of Cyprus) are in the process of implementing WIA by promoting networking among university stakeholders or with other organizations, by promoting interdepartmental collaboration among their services, by aligning their facilities, infrastructure and operations with sustainability principles, by integrating ESD in their curricula, through capacity building actions for their staff and, most importantly, by aligning their institutional vision with sustainability.</p>
	<p>Low1 <input type="checkbox"/> --X2 <input type="checkbox"/> --3 <input type="checkbox"/> -- High</p>	<p>Facilities and operations in learning institutions embody sustainability principles</p>	<p>Facilities and infrastructure of public schools need to be further tuned with sustainability principles. Most school buildings are not sustainable. Very Recently Cyprus pursued through European Funds to improve the school buildings based on sustainable principles. PEDIA project (Promoting Energy efficiency & Developing Innovative Approaches in Schools) (https://www.cea.org.cy/en/pedia/) is such a project. It is the first project that approaches comprehensively the needs of school buildings in Cyprus to be transformed into almost zero energy consumption buildings, while seeking to address chronic and long-standing problems such as heating, air conditioning, and lighting.</p> <p>The PEDIA project, funded by the EU and coordinated by the Cyprus Energy Agency in collaboration with the Education and Sustainable Development Unit of the Ministry of Education, Sports and Youth. The program will integrate a wide range of actions aimed at improving energy efficiency and comfort conditions of public-school buildings in Cyprus, thus contributing to the achievement of the National and European goals of Cyprus for energy and climate.</p> <p>The PEDIA project will activate € 27 million public and private investment and develop a long-term energy renovation strategy for all public-school buildings, introducing a process framework for energy upgrades based on environmental, energy and socio-economic criteria. Currently, 55 from all education levels will become zero energy schools till 2028.</p> <p>In higher education, it is less challenging to integrate sustainability in facilities and operations since they have autonomy in the management of their funding. For example, According to its Masterplan (https://www.ucy.ac.cy/ts/wp-content/uploads/sites/221/2023/06/UCY_Masterplan_summary_2019.pdf) the aspiration</p>

			<p>of the University of Cyprus is to become a 'nearly zero' energy University. Green policies and targets, based on a Lean, Clean, Green approach, have been set up, such as the solar park to produce the energy needed for campus operations, on-campus residential accommodation for 1920 students, improvements to public transport, reduction of vehicular movement to and from University sites and phased rationalization of the use of private cars are included in the master plan and are in the process of implementation. In terms of operations, a policy of green procurement is implemented. The University's "Action Plan to Promote Green Public Contracts" includes a range of measures to enhance the sustainability of university buildings.</p>
<p>Priority action area 3: building capacities of educators</p>	<p>Low1 <input type="checkbox"/> --2 <input type="checkbox"/> --3 <input type="checkbox"/> <input type="checkbox"/> --4X High</p>	<p>ESD teacher training is provided for pre-service/ in-service teachers</p>	<p>Regarding in-service education, the Unit for Education for the Environment and Sustainable Development (UfEESD) provides optional and obligatory courses, seminars and conferences in ESD for teachers in all educational levels, as well as for other stakeholders such as principals, inspectors etc. The programs and courses offered vary in type and content, covering various aspects and elements of ESD:</p> <ul style="list-style-type: none"> • Implementing WIA to create a sustainable school • Developing SEEP and Curriculum of EE/ESD • Leadership and sustainable schools • ESD competences • Integrating SDGs in Schools through ESD Curriculum • STEM Education for ESD • Empowering students to take action against Climate Change • ICT in ESD • Digital competencies for ESD • Teaching strategies of ESD • The use of external environments as key tools and means for ESD <p>Apart from attending these courses, teachers have the opportunity, upon request, to receive guidance and counselling on ESD issues of their interest, such as for example on how to develop and implement their SEEP, at the school unit. Additionally, NGOs in collaboration with the UfEESD offer optional teacher training courses. It is noted that in-service training is provided through the Governmental Network of Environmental Education Centres (EECs). Through the EECs are provided in-service courses in the field aiming to support teachers to work outdoors and use in-formal education as an intrinsic part of their teaching and learning in</p>

			<p>schools (https://mepaa.moec.gov.cy/index.php/el/).</p> <p>Regarding pre-service education there is currently one public (University of Cyprus) and three private universities (Frederick University, University of Nicosia, European University) offering Bachelor Degrees in Education (pre-primary and primary education). ESD is included in the curricula of all universities. Specialized Masters Courses are also offered such as Frederick University's MSc in Sustainable Development and Social Change and University of Cyprus' Masters in Environmental and Sustainability Education.</p>
<p>Low1 <input type="checkbox"/> --2 3 X-- 4 High</p>	<p>Capacity building programme on greening technical and vocational education and training is provided</p>	<p>Special attention is given on greening technical and vocational education and training in Cyprus. The first green technical school is planned, which will include courses exclusively focused on green jobs (i.e. landscaping, bio-agriculture, circular economy etc.). Additionally, there are courses and seminars for in-service teachers of TVET on green competencies. Programs and seminars for TVET students are also offered on themes such as the green transition, connection between green skills and the labour market, etc.). Also a guide for green skills for students for upper secondary TVET has been developed in the framework of the European Project YENESIS (Youth Employment Network for Energy Sustainability in Islands-https://www.cea.org.cy/en/ergo-yenesis/).</p> <p>The aim of this guide on sustainability competences for green jobs is to help secondary school students who will be deciding on their education and career path. It is to provide fundamental information to secondary school students who are in the process of deciding or have already decided that they will follow a green career path. This guide explains what exactly a green job is and how this type of employment can prevent them from becoming young people neither in employment nor in education and training (NEETs) and can secure their future as active members of their society. Furthermore, the horizontal skills that are necessary for a green worker are presented. (https://youthemploymentmag.net/2019/11/28/yenesis-guide-on-sustainability-competences-for-green-jobs-to-be-disseminated-in-secondary-schools/).</p> <p>In VET there are programs and other initiatives (i.e. national contests) for green entrepreneurship and innovation on themes such as the functioning of green greenhouses</p>	

			with the use of automations, creation of green car prototypes etc.
	Low1 <input type="checkbox"/> --2 <input type="checkbox"/> --3X--4 High <input type="checkbox"/>	Opportunities for peer-to-peer learning on ESD and recognition of good ESD practices exist. Assessment of teachers recognize their ESD capacities.	<p>Plenty of peer-to-peer learning opportunities on ESD among teachers exist. First, under the SEEP, each school needs to plan and implement actions referring to an environmental issue of local interest, which require the collaboration among staff in their implementation.</p> <p>ESD teacher competencies are recognized not for promotions but for change of teachers' career paths. For example, a teacher with specific qualifications (i.e. post graduate studies on ESD related fields) and extensive expertise on ESD, can be appointed to develop education programs on ESD or teach at the Environmental Education Centres or undertake teacher training on ESD centrally or at the school unit. There are also national contests or events in which schools can take part and showcase their work on ESD, in which peer to peer learning among teachers on ESD and acknowledgment of teacher ESD capacities can also occur. Such contests include, for example, 2023 sCYence fair, (https://scyence.cyi.ac.cy/en/)</p> <p>Also, recognition of good practices also occurs for non-formal education and can be at a national or at an international level. Indicatively, the Akrotiri Environmental Education Centre received the Star Wetland Centre Award (https://wli.wwt.org.uk/?member=akrotiri-environmental-education-centre) for its outstanding performance internationally as a wetland environmental education centre, under global network Wetland Link International.</p>
Priority action area 4: empowering and mobilizing youth	Low1 <input type="checkbox"/> --2 <input type="checkbox"/> --3X--4 High <input type="checkbox"/>	Youth have access to platforms to connect, empower each other and engage in societal transformation towards sustainability	<p>The Youth Board of Cyprus (ONEK) (https://onek.org.cy/) is a public legal entity pursuant to the Youth Board Law of 1994 (N.33 (I)/94), which was passed unanimously by the House of Representatives. Since the beginning of its operation in 1994, the organization has offered young people multiple opportunities for active participation in social activities in Cyprus and abroad, funding opportunities and award schemes.</p> <p>The organization's main role is advisory but it also undertakes youth related projects, following the approval of the Council of Ministers, either during the approval on the organization's annual budget or under another special decision. ONEK participates in or provides funding opportunities under programs such as the European Solidarity Corps, the Young Initiatives Project, Erasmus+ and Youth Entrepreneurship Scheme. As an advisory body, the Board of Directors submits proposals on the formation of a comprehensive and specialized youth</p>

			<p>policy to the Council of Ministers, via the Minister of Education, Sport and Youth.</p> <p><u>The European Youth Parliament (EYP) Cyprus</u> (https://www.eypcyprus.com/get-involved), is a unique forum designed to actively engage young people in the formation of their future society. The EYP represents a non-partisan and independent educational project which is tailored entirely to the needs of the young European citizen. It encourages independent thinking and socio-political initiative in young people and facilitates the learning of crucial social and professional skills. It is one of the largest European platforms for political debate, intercultural encounters, political educational work and the exchange of ideas among young people in Europe.</p> <p><u>The Cyprus Youth Council</u> (https://cyc.org.cy/2022/07/20/engaging-together-for-a-sustainable-and-inclusive-europe-help-us-make-it-happen/) was founded in 1996 as a volunteer, non – governmental, non – profit organization. It aims at promoting dialogue and cooperation between youth in Cyprus and also connecting them with youth in Europe and the world. CYC is in continuous cooperation with the European Youth Forum. Areas of interest, always in relation to youth, include human rights and equality, employment and social issues, active citizenship and life- long learning, non-formal education and youth policies. The CYC seeks to act as a platform of exchange and communication between all youth NGOs in Cyprus.</p> <p><u>UN Youth Champions for Environment and Peace</u>-A platform that aims to engage young people from all communities living in Cyprus with experts, youth activists and trainers from Cyprus and abroad, on issues related with environmental peacebuilding, the climate crisis, climate advocacy and work with other stakeholders.https://unficyp.unmissions.org/unficyp-youth-champions; https://peacekeeping.un.org/en/apply-now-to-become-un-youth-champion-environment-peace; https://peacekeeping.un.org/en/young-people-cyprus-join-3rd-edition-of-un-youth-champions-environment-and-peace</p> <p>LCOY Cyprus- LCOY Cyprus is an intercommunal initiative under the umbrella of YOUNGO - the children and youth constituency to the UN Framework</p>
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			<p>Convention on Climate Change (UNFCCC). Its aims are to be a space to boost youth climate action locally and create an input (policy paper) for international conferences. It represents a national version of the international Conference of Youth (COY), which takes place immediately before the Conference of Parties (COP), the annual UN-Climates Change Conference. Further information may be found here: https://linktr.ee/lcoycyprus.</p> <ul style="list-style-type: none"> ○ Some achievements include organizing two intercommunal conferences on sub-topics relevant to the environment, including on youth participation in climate movements, biodiversity protection, climate justice, and recognizing the right to a clean, healthy and sustainable environment as a human right. The conferences took place in the UN Buffer Zone in October 2022 and August 2023, with the support of the UN in Cyprus, the British High Commission, the British Council and Friends of Earth Cyprus ○ Some milestones also include the reference by the UN Secretary-General, Mr. Antonio Guterres, in his report on his mission of good offices in Cyprus (S/2023/497) in paragraph 33: https://digitallibrary.un.org/record/4014757 ● <u>House of Youth Representatives of Cyprus</u>- The programme was established in 2016 and the Council of Ministers of the Republic of Cyprus, which with its decision in 2017 institutionalised the project, and helped the two co-organisers, the Cyprus Youth Council and Cyprus Youth DiplomaCY, create a permanent space for young people to be involved in decision-making processes. The House of Youth Representatives was selected as the best project in Europe (among 70 candidates) which helps empower youth and promote their representation in decision-making processes. The House of Youth Representatives is a project that has managed to give a voice to youth in Cyprus, has opened channels of communication between young people and state officials, and achieved to involve youth in the policy-making of the Republic of Cyprus. Every year, a Parliamentary Committee on Environment is being simulated (this year the Committee discussed the topic of sustainable transport). What was particular about this year's House was that the Parliamentary Committee on Foreign and European Affairs discussed the topic of climate diplomacy (https://voulioneon.com/).
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	<p>Low1 <input type="checkbox"/> --2 <input type="checkbox"/> -- 3X--4 <input type="checkbox"/> High</p>	<p>Seats for youth representatives are secured in decision-making bodies of institutions on sustainability and education</p>	<p>European Youth Parliament Cyprus (https://www.eypcyprus.com/get-involved) offers to its participants (high school students, young adults) the tools and the space to develop and express their opinions, and empowers them to develop the knowledge and skills needed to positively impact the world around them. The EYP Cyprus works to engage young people with policy makers and experts, to further empower them to make their opinions heard and become active citizens in society. At the same time, participants at the events they organize, are given the opportunity to develop key skills for their educational and professional life including among others communication, leadership, team work, planning, and analytical skills.</p> <p><u>LCOY Cyprus</u>', which is the official youth constituency of the UNFCCC, purpose is to:</p> <ul style="list-style-type: none"> - Enhance the knowledge of Cypriot youth on climate and environmental issues, as well as build their capacity in policy lobbying, leadership, campaigning, and movement/advocacy building - Come to agreement on strong positions on pressing issues in Cyprus that urge the local, national and global leaders to address the climate crisis and raise their ambitions for COPs - Create more spaces for the youth to work together to advance their climate and environmental advocacy work.
	<p>Low1 <input type="checkbox"/> --2— 3X—4 High</p>	<p>Youth groups, organizations and networks are engaged in ESD</p>	<p>Youth groups, organizations and networks are engaged in ESD through various actions, initiatives, activities and programs. For example, there are activities provided through the <u>Youth Board Cyprus (ONEK)</u> to fund youth individuals or groups to organize and implement actions related to sustainable development such as environmental conservation, green entrepreneurship and development of soft and green skills.</p> <p><u>Sistema Cyprus</u> (https://www.sistemacyprus.com/) is a social-music orchestra and choir programme established in 2018. Sistema Cyprus offers music education to the children and young people of Cyprus, including migrants, refugees and children and young people with fewer opportunities, and ensures that these groups are respected, recognized, and included in the society. Sistema Cyprus promotes inclusion and global citizenship which, in Cyprus, are integrated in ESD. Sistema Cyprus is inspired by the EI Sistema social action music programme that was first founded in Venezuela in 1975 and is a</p>

			<p>member of Sistema Europe. The overarching values of the program are fully aligned with ESD values for creating sustainable education organizations, such as equity, inclusion and empathy. Societal sustainability is at the heart of Sistema Cyprus.</p>
<p>Priority action area 5: accelerating local level actions</p>	<p>Low1 <input type="checkbox"/> --2 <input type="checkbox"/> --3X--4 <input type="checkbox"/> High</p>	<p>Sub-national, local policy on ESD exist in municipalities, in particular in connection with lifelong learning policies</p>	<p><u>Some examples of sub-national, municipality and local policies and actions on ESD include the following:</u> <u>TIGANOKINISI</u> (https://tiganokinisi.wixsite.com/tiganokinisi) is an educational, environmental program for the collection of used cooking oils, which is successfully implemented in more than 200 education organizations throughout Cyprus. Through the program, used cooking oil is turned into biodiesel. Each participating organization collects used cooking oil, which is used as a raw material for biodiesel, and, in exchange, resources are provided for ESD actions and environmental infrastructure support for schools and students. TIGANOKINISI is under the auspices of the Ministry of Education, Sports and Youth, in collaboration with the UfEESD and NGO AKTI Centre for Studies and Research. At the same time, NGO AKTI promotes green jobs, employing young scientists.</p> <p><u>Aglantzia Municipality policies for sustainability:</u> Municipality of Aglantzia, Nicosia currently implements several policies on greening municipality neighbourhoods and promoting lifelong learning to support a sustainable lifestyle. These policies include:</p> <p>a) Pay as you throw. This is a program of holistic waste management Citizens can significantly reduce the cost of waste they have been paying, with the practical application of the philosophy LIMIT-REUSE-RECYCLE-SAVE. The policy is in the second year of its implementation. Waste management policies include actions to educate the citizens (early childhood till life long) of Aglantzia on how to best manage their waste (https://aglantzia.org.cy/aigli/en/anakyklosi-payt/). b) No child without a jacket, in collaboration with Alkinoos Foundation (https://alkinoos.org/%CE%BA%CE%B1%CE%BD%CE%AD%CE%BD%CE%B1-%CF%80%CE%B1%CE%B9%CE%B4%CE%AC%CE%BA%CE%B9-%CF%87%CF%89%CF%81%CE%AF%CF%82-%CF%83%CE%B1%CE%BA%CE%AC%CE%BA%CE%B9/). These are 2 policies encouraging citizens to donate their used coats and school bags to the municipality to give to disadvantaged children. Through the action, which is held both in schools and in various locations within</p>

			<p>the municipality, the values of inclusion, solidarity and empathy are enforced for a sustainable lifestyle, following circular economy principles. c) In collaboration with the UfEESD, thirteen schools in the municipality were “greened” with plants used at the 9th Environment for Europe Ministerial Conference (https://nicosiaefe.gov.cy/). Actions for greening schools were enriched, with the collaboration of the UfEESD, through schools’ SEEP which included, for example, the creation of vegetable gardens from food scraps and the creation of open air learning spaces with natural materials. d) Nextbike (https://www.nextbike.com.cy/el/limassol/) is a system for bike rental throughout the municipality promoted especially in the University of Cyprus Campus where there >10000 students e) Campaign to promote responsible animal ownership and collection of dog waste (https://aglantzia.org.cy/archiki-selida/i-drastiriotes-ekdilosis-mas/prasini-aglantzia/pou-ta-petas-re/). Under this policy, actions to educate citizens for sustainable pet ownership were implemented, accompanied by infrastructure established in various locations to facilitate collecting after dogs’ waste.</p>
	<p>Low1 <input type="checkbox"/> --2 <input type="checkbox"/> --3 <input type="checkbox"/> <input type="checkbox"/> --4X High</p>	<p>National level policy support to encourage ESD at local and sub-national level exist</p>	<p><u>The national policy support is reflected in the Revised National Strategy on ESD and green transition 2030.</u> Through the National Strategy, ESD set as a key priority not only in education but in the whole political agenda. The revised National Strategy on ESD and Green Transition 2030 includes the vision, mission, objectives and the main priority areas with central actions on ESD in formal, non-formal and informal education that will pursued for ESD in Cyprus till 2030. The implementation of the National Strategy is supported and accelerated through the work of the Unit for Education for the Environment and Sustainable Development, which is the permanent Unit for ESD in Cyprus and considered as an exemplar case of reference since its responsible for the implementation, monitoring, revising and updating the policies and actions for ESD in Cyprus.</p> <p>The Cyprus National Commission for UNESCO (CNC UNESCO) and the National Coordinator for ASPnet (NC ASPnet) collaborate for the implementation of activities raising awareness among youth for sustainable development. In the biennium 2020-2021, ASPnet schools participated in the Programme “CitiZEN! Global citizens and</p>

			<p>sustainable cities”, designed by the CNC UNESCO with the aim to empower students to understand the values and attitudes associated with global citizenship while acting at local level for sustainable development. During the last three years, the CNC UNESCO and the NC ASPnet provided capacity-building activities for educators and workshops for students of the network, in collaboration with NGOs and the Unit for Education for the Environment and Sustainable Development.</p> <p>The latest annual Pancyprian ASPnet Forums organised in 2021 and 2022 were dedicated to topics related to sustainable development, precisely: “Youth Driving change for sustainable lifestyles” (2021) and “Sustainable Development, protection and promotion of the cultural and natural heritage of Akamas” (2022).</p> <p>Links: https://bit.ly/41J5dQ3 , http://www.unesco.org.cy</p> <p>Videos with Forums’ highlights: https://www.youtube.com/watch?v=BD-d7jUI-Kg&list=PLDE43iWl-jlQQ7ANw2FHgdqcRvJ9-kAaH&index=9 https://www.youtube.com/watch?v=FMW0zR_ckBU&list=PLDE43iWl-jlQQ7ANw2FHgdqcRvJ9-kAaH&index=10</p>
	<p>Low1 <input type="checkbox"/> --2 <input type="checkbox"/> --3X--4High</p>	<p>Capacity development for decision-makers and opinion leaders, as well as for the wider public on sustainability exist</p>	<p>The UfEESD in collaboration with various stakeholders and organizations as well as Universities, offer specialized ESD courses addressed to school leaders and policy makers in the field of ESD. The purpose is to empower them with knowledge and expertise to promote the formation of the sustainable school through ESD-related WIAs.</p> <p>Recently the UfEESD in collaboration with journalists, established a weekly column in newspaper Politis dedicated to ESD. Every Sunday the newspaper host articles on various issues on SDGs and ESD, aiming to reach the wider public on sustainability issues of local, national and global interest. Additionally, the UfEESD through the social media present videos, activities actions on ESD and SDGs and respond to questions and various opinions that expressed aiming to engage citizens in a public discussion on ESD and SDGs.</p>

2. Vision and Objectives

2.1. In consultation with stakeholders, please identify and state the vision of the country initiative on ESD for 2030.

The vision of the Cyprus initiative is the formation of environmentally responsible citizens who will have an understanding of their overall environment and will be aware and mobilized towards decision-making and actions for its protection and improvement. Therefore, the formation of the environmentally active citizen is envisioned, who, with a sense of social responsibility and ecological integrity, will be active in personal and collective levels, in local and global level, both for dealing with environmental issues as well as for improving his/her quality of life in the context of achievement of a more sustainable, prosperous, healthy, just, resilient, peace and democratic society and planet.

The country, through its Revised National Strategy for ESD and Green Transition 2030, envisions a comprehensive and holistic approach to ESD, integrating formal, non-formal, informal, and lifelong learning. It also envisions the creation of sustainable education institutions, aligning with the social, pedagogical and organizational aspects of sustainability. National and international networking and opportunities to advance ESD in Cyprus in collaboration with stakeholders from civil organizations, municipalities, NGOs, academia, industry, the labour market are also pursued. The country initiative on ESD also aspires to equip students with green and active citizen skills and competences, which will allow them to become active citizen and professional that will allow them to better connect their qualifications with the labour market and, at the same time, be compatible with sustainable and circular practices which promote the formation of a sustainable society for the future.

2.2. What is the overall objective and long and short term targets?

Objective:

The comprehensive educational policy for ESD in Cyprus aspires to

- Form environmentally "literate" citizens who will be empowered to participate in actions related to the formation of a sustainable society.
- Instill in students as well as in citizens of all ages a sense of personal and collective responsibility for the protection of the environment and for ensuring sustainable living conditions.
- Develop educational processes and mechanisms in which the global, systemic and interdisciplinary approach to environmental issues will be integrated.
- Empower citizens to investigate issues related to sustainability both on an individual and collective basis, at the local, regional, national and international levels, understand and reflect upon not only the immediate environment but also the wider environment with which it is directly connected.
- Build capacity for teachers and school leaders to empower them to efficiently implement ESD and contribute towards transforming schools to sustainability.
- Promote pedagogical approaches at all levels of education which will empower stakeholders within a school to tackle issues related to sustainability (environmental, social, and economic) in their context.
- Connect formal, informal and non-formal education.
- Create sustainable schools through ESD-related Whole School Approaches.

√ Long term expected result (until 2030):

The long term expected result is firstly the formation of sustainable schools through whole institution approaches. The sustainable school will have a clear set vision and mission to achieve it based on local specificities of the context of the school. Through a continuous process of ESD school self-assessment, the school vision will be dynamic and processes will change to be further aligned with the school aspiration to move towards sustainability. The target to form a sustainable ethos and school culture will be materialized through specific reference to the pedagogical, social and organizational pillars of each school's functioning. A systemic framework to certify the sustainable school and another one for certifying ESD experts will be in place and will act as motivation for stakeholders engaged in ESD. School-initiated changes towards sustainability in local communities will be further enhanced to increase citizens' quality of life. Through national funds, European funds, and others, that will be mobilized through the country's participation in European projects, and multi-lateral partnerships, school infrastructure will become more sustainable. The public and private sectors, academia, local authorities, NGOs and other stakeholders will be better coordinated through mechanisms for multi-stakeholder and inter-departmental collaboration, which are already in place through the UfEESD, inter-sectional committees and the Agency of the Commissioner of the Environment in Cyprus. Research is expected to be accelerated in the field of ESD, through tertiary level institutions and academics already involved in ESD-related fields. More ESD and sustainability courses will be offered by local public and private universities. Youth, through the implementation of the revised national strategy on ESD and Green

Transition 2030 and the further involvement of the Youth Board of Cyprus, which acts as a networking facilitator for youth NGOs, will be more visible in its engagement in ESD-related issues. Education will be more closely connected with the labour market and green jobs will be further highlighted both inside the education system (i.e. regarding competency development) as well as in the private sector (i.e. creation of green jobs, demand for graduates with specific green and soft skills).

√ Short term expected result (until 2025):

An integrated Curriculum for Education for Sustainable Development in Secondary General Education is under formation, strengthening green entrepreneurship, strengthening the role of parents through their involvement in specific actions in formal and non-formal education, strengthening the sustainable orientation of schools through the promotion of the sustainable certification system school, a more effective implementation of the interdisciplinary approach and a transition to courses based on sustainability competencies at all levels of education. Further development of teachers' and school leaders' capacities for the formation of the sustainable school is also expected. Global citizenship will be embedded within the framework of ESD in school education.

3. Governance

3.1. Please briefly explain how multiple stakeholders have been mobilized to develop the country initiative. If available, please indicate how the funds and human resources are planned to be mobilized. (max. 300 words)

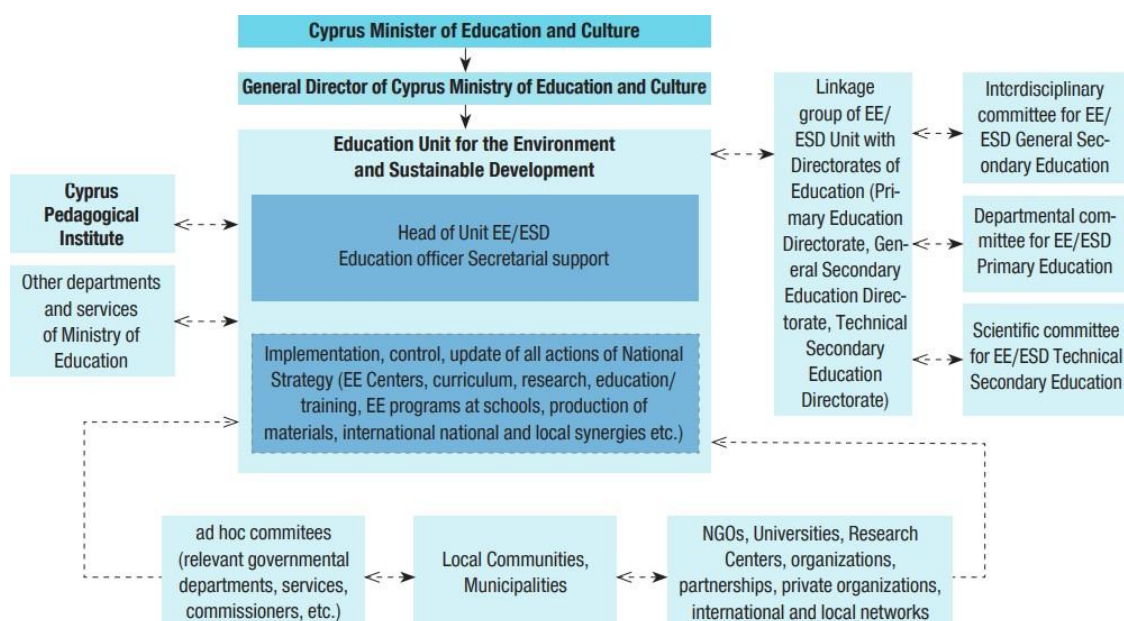
The revision of the National Strategy for ESD and Green Transition 2030 developed on the basis of cooperation of the Ministry of Education, Sports and Youth with other agencies, education directorates, offices, civil services, NGOs, government organizations, universities, research centres, the Ministry of Agriculture, Natural Resources and Environment and universities, on a consultation basis. The UfEESD operates as the coordinator for ensuring this multistakeholder collaboration. The National Strategy on ESD and Green Transition 2030 based on the consensus and agreement of the stakeholders aiming to make them part and owners of the process.

Cyprus is one of the first countries that includes in the state budget a special article for ESD, which, together with the costs for the staff of the Unit for the Environment and Sustainable Development, is estimated at around 5 million euros annually. For the implementation of the Strategy every year is developed a plan for the implementation of the Strategy for 2030, where the financial resources are allocated in each action area, and measures that are planned according to the priorities set each year in relation to ESD. The resources are targeted and provided in the long-term. Cyprus attaches great importance to the utilization of European funds for the implementation of important projects for ESD. For example, there is currently a priority for the creation of the sustainable school based on WIA, with has a main focus of transforming the school buildings, facilities and infrastructures so that they become almost zero energy consumption, upgrade them and use them as learning spaces for ESD. The Republic of Cyprus, through the THALIA program, provides an expenditure of 27 million euros to the PEDIA program to transform schools into buildings with almost zero energy consumption. Additionally, Cyprus participates in a number of European programs (i.e. SUSEDI, AELIA) which receive and estimated funding of about 2.5 million euros and aiming to the creation of the systemic framework on WIA and the empowering of ESD and green competencies in schools.

3.2. Please describe the governance of the country initiative, including a possible coordination working group and country focal point. Please also indicate how individual actors can join the country initiative, to ensure open and inclusive participation process which will evolve over the years. (max. 300 words)

Cyprus, placing the ESD at the center of its national policies and recognizing that for its implementation in a systematic, comprehensive, and long-term manner in formal, non-formal and informal education requires the establishment of a permanent structure for the implementation, monitoring and control of the National Strategy for ESD. In December 2018, established the permanent Unit of Education for the Environment and Sustainable Development (UfEESD). The UfEESD is part of the new organizational chart of the Ministry with a decision of the Council of Ministers (No. Decision 81.604 / No. Proposal 1479/2016). A special study was prepared for the operation of this Unit, which was consulted and agreed upon with all stakeholders. The Unit is a horizontal structure of the Ministry of Education, Sports and Youth not only in relation to the Directorates of Education, but also in relation to the other Ministries and Services of the Public and Private Sector, NGOs, research institutes, academia, etc. This Unit consists of permanent and seconded personnel with qualifications and a high level of training in the field of ESD. It cooperates with all parties involved and is responsible for drafting, updating and implementing Cyprus' national policy on relevant issues. The creation of the Unit has contributed

to tackling the chronic problems that existed in the field, such as the fragmentation of issues within each Directorate, the overlap, the absence of a unified policy in the field of ESD at all levels of education. At the same time, its creation has ensured the best use of human resources, helps to preserve institutional memory and long-term planning. Below is the structure of the Unit:



The goal is the involvement of all stakeholders, at all levels of education, lifelong learning, formal and non-formal education, etc. and to establish synergies for the implementation of the ESD strategy in a meaningful way, ensuring stakeholders ownership and accountability over their actions. Cooperation networks are created with all public and private sector bodies, NGOs, academia, young people, and local authorities. For this purpose ad hoc interministerial and interdepartmental committees are created, based on the specific actions that pursued aiming to ensure the cooperation and mutual benefit.

3.3. Please list two key institutions per relevant priority action area and select the type of institution from the drop-down options. Please also list under 'others' any other key institutions involved in the priority action area. It is recommended to include diverse stakeholders from both education and sustainable development sectors. It is possible to only fill in the priority action area(s) relevant to the country initiative.

Priority action area	Name	Type of institution
PAA1: Policy	Unit for Education for the Environment and Sustainable Development	Governmental
	Others: NGOs (i.e. Cardet, AKTI, IDEOPSIS, Terra Cypria), universities (i.e. University of Cyprus, Open University of Cyprus, Frederick University of Cyprus), Youth Board of Cyprus, Commissioner of the Environment, Parliamentary Committee for the Environment, Ministry for the Agriculture, Rural Development and Environment, Ministry of Foreign Affairs, Ministry of Energy, Commerce and Industry, Ministry of Finance, Local Authorities, Local Authorities,	
PAA2: Learning environment	National Network of Environmental Education Centres	Governmental
	School buildings-almost zero energy buildings at all levels of education	Public
	Others: Universities (i.e. University of Cyprus, Technical University of Cyprus, Open University of Cyprus, Frederick University of Cyprus, University of Nicosia), NGOs (i.e. Cyprus Energy Agency), Parents School Boards, Union of Cyprus Communities, Union of Cyprus Municipalities.	

PAA3: Educators	Cyprus Pedagogical Institute	Governmental
	Unit for Education for the Environment and Sustainable Development	Governmental
	Others: Academia, NGOs, Ministry of Ministry for the Agriculture, Rural Development and Environment, Commissioner of the Environment, Commissioner of Equity, Commissioner for Childrens Rights, Youth Board of Cyprus, Unions of teachers.	
PAA4: Youth	Youth Board Cyprus	Governmental
	Ministry of Education, Sport and Youth	Governmental
	Others: Cyprus Youth Council, Universities, School students boards, Cypriot Students Coordinating Committee, NGOs, Commissioner for Childrens Rights, Commissioner of the Environment, Cyprus Scouts Association	
PAA5: Local actions	Local authorities (i.e. municipalities)	Public
	Union of Communities and Union of Municipalities	Public
	Others: Cyprus Scouts Association, Ministry of Education, Sport and Youth (UfEESD), schools, companies, trades, NGOs	

4. Activities of the country initiative

Based on the mapping exercise, please list the main ongoing and planned activities of the country initiative: (1) activities specific to individual organizations and (2) collaborative and coordinated joint activities. Specify the organization in charge and describe the activity in relation to the 5 priority action areas (policy; learning environment; educators; youth; local actions) and/or implementation strategies (partnership; advocacy; research; resource mobilization; monitoring) (<https://unesdoc.unesco.org/ark:/48223/pf0000374802>)

4.1. Activities specific to individual organizations (if applicable)

Ongoing activities	Organization(s) in charge	Description	Key ESD area
National Network of Environmental Education Centres	Ministry of Education, Sport and Youth (UfEESD) Other stakeholders involved: Local communities and authorities, Ministry of Agriculture, Rural Development and Environment, NGOs, Troodos Geopark, Troodos Development Company, Cyprus Ministry of Interior.	The enactment of the national network of environmental education centers is the Cyprus Policy for Strengthening ESD in non-formal Education. It is comprised by 7 centers throughout the country, in local communities and in various ecosystems (i.e. coastal, forest, urban, agricultural, etc.). It is the most complete structure of non-formal education for the environment and sustainability in Cyprus. It offers educational programs with a duration from 1 to 3 days and offers >100 education programs based on the local specificities of the area of the center. The programs work complementary to schoolwork and can be integrated as actions in the schools' Sustainable Environmental Education Policies. The	Policy (partnerships, accelerating local action, Empowering youth etc)

		education programs offered	
		<p>by the EECs are attended by >50000 students and teachers annually. The content of the programs integrates knowledge about local ecosystems, cultural heritage, history, ecological challenges, local communities, folk art. The programs integrate actions aiming at intergenerational communication, active citizenship, green entrepreneurship, environmental mobilization.</p>	

<p>Establishment of the Unit for Education for the Environment and Sustainable Development (UfEESD)</p>	<p>Ministry of Education Sport and Youth</p>	<p>The UfEESD is the responsible body for implementing, monitoring and updating the National Strategy on ESD. It is staffed with permanent and seconded personnel with high levels of expertise and training in ESD. It has the responsibility of running the Environmental Education Centers Network, currently consisting of 7 EECs, collaborates with all stakeholders (ministries, NGOs, academia, industry, local authorities, civil services) for the implementation and revision of the national strategy on ESD. It is also responsible for capacity building of teachers and school leaders. It participates in many European funded projects and it mainstreams international collaborations in the field of ESD through bi-, tri- and multi-lateral agreements. It produces education material on ESD and supports schools in designing and implementing their Sustainable Environmental Education Policy. Most importantly, it brings together all parties involved in ESD, tackling problems of fragmentation and overlapping within directorates and coordinates a horizontal implementation of the National Strategy on ESD throughout the public and</p>	<p>Policy</p>
		<p>private sectors. The UfEESD is also responsible for mainstreaming global education in Cyprus through an action plan which will facilitate capacity building for teachers and implementation of relevant actions in schools regarding Global Education and ESD.</p>	

Education suitcase “The SDGs are travelling”	Ministry of Education Sport and Youth (UfEESD)	<p>The “Travelling SDGs Suitcase” aims to inform, raise awareness, and mobilize and engage young people towards increasing their participation in sustainable development action. The suitcase is comprised of 17 booklets- 1 for each SDG. Each booklet is developed in 5 learning scenarios which focus on the principles:</p> <ul style="list-style-type: none"> a) From local to global, b) School-community cooperation, c) Intergenerational communication and interaction, d) Action for change e) Sustainable transformation of the school, of the community, of the organization, and of the business. <p>The initiative received an award by GENE as an exemplar practice on SDGs and Global Citizenship.</p>	Empowering and Mobilizing Youth
Planned activities	Organization(s) in charge	Description	Key ESD area
Whole Institution Approach for creating sustainable schools	<p>Ministry of Education Sport and Youth (UfEESD)</p> <p>Other stakeholders: Directorates of Education, local communities, Universities, Professionals, Business, Trades, Parents School Boards, Students School Boards etc</p>	<p>In Cyprus public schools (pre-primary, primary, secondary) all subjects are used as tools for ESD and this in turn strengthens teacher cooperation. There is top-down commitment deriving from the national curriculum to support a WSA to ESD through the enactment of a Sustainable Environmental Education Policy (SEEP) in pre-primary and primary education, which aims to integrate Whole School</p>	Transforming Learning Environments
		<p>Approach in every school. Through this approach, community connections are enhanced. The design and implementation of SEEP in every school is supported in all its aspects by counsellors on ESD from the UfEESD.</p>	

Certification scheme for sustainable school	Ministry of Education Sport and Youth (UfEESD). Other stakeholders: Cyprus Certification Company, Union of teachers, Directorates of Education, School Boards.	Cyprus is now in the process of creating a systemic framework for creating sustainable schools through Whole Institution Approach. A certification scheme is under way, which will certify specific aspects of the sustainable school achieved in education organizations.	Policy-Monitoring
Greening the Pedagogical Institute	Cyprus UfEESD Others: Landscapers, Architects, Technical Services, Ministry of Env Development, Business.	This action aims to help transform the CPI facilities to sustainability. Activities relate to greening the premises, introducing more sustainable practices for CPI operations and improving the infrastructure towards sustainability. The greening of the CPI follows circular economy principles. Indicatively, materials (i.e. green, furniture, equipment, etc.) used at the 9 th Ministerial Environment for Europe Conference (October 2022) have been used to upgrade CPI facilities. Also, the creation of outdoor green spaces will be used as learning spaces for Sustainability.	Transforming Learning Environment

4.2. Collaborative and coordinated joint activities of the country initiative (if applicable)

Ongoing activities	Organization(s) in charge	Description	
Pedia Project- upgrading of school infrastructure	Cyprus Energy Agency EE/ESD Unit Cyprus Ministry of Education, Sport and Youth	An innovative project that aims to create green schools and transform to near-zero energy schools. The program aspires to improve the quality of life of students and teachers within the school community, create healthy, sustainable and climate resilient schools, improve the quality of school buildings and transform school buildings as intrinsic part of learning and teaching for sustainability. It is	Transformative Learning Environment
		estimated that 55 schools will become zero energy schools by 2028, with a cost of 20 million euros funded by Horizon 2020 and resilient and recovery funds.	

Revision of National Strategy for ESD and Green Transition 2030	<p>Cyprus Ministry of Education, Sport and Youth (UfEESD)</p> <p>Other Stakeholders: Directorates of Education, Cyprus Pedagogical Institute, all the relevant Ministries, Teachers Union, NGOs, Academia, Parliamentary Committees of Education and Environment, Youth Council, Youth Board of Cyprus, Private Sector</p>	<p>The National Strategy for ESD and Green Transition is now in the process of revision. The revised strategy will derive from consultation between ministries, civil services, NGOs, industry, local authorities, youth organizations, academia and the private sector. The revised strategy is expected to integrate the WIA for the formation of the sustainable school, the greening of school infrastructures, certification of sustainable education institutions and ESD experts and global citizenship as an integral part of ESD. The Revised National Strategy on ESD and Green Transition 2030 considering the new priorities on ESD as these have been identified through various international and regional policies (i.e. UNESCO ESD RoadMap 2030, UNECE new implementation Framework on ESD Strategy 2021-2030, GENE, ESD MED Action Plan 2030, EU LfES etc) and takes in to account the particularities and needs of the Cyprus context. The Cyprus National Strategy for ESD and Green Transition 2030 permeates horizontally all the national Strategies for the Environment and Sustainable Development (Strategy for Climate Change, Strategy for Biodiversity, Youth National Strategy etc).</p>	Policy
ASP net schools	<p>UNESCO National Committee</p> <p>Other Stakeholders: Ministry of Education, Sport and Youth (Directorates of Education), UfEESD, NGOs, Cyprus Pedagogical Institute</p>	<p>The Network has been active in Cyprus since the 1969-1970 school year, under the supervision of the Ministry of Education, Culture, Sports and Youth. Today it includes approximately 35 public and private schools of primary and secondary education, which promote in a variety of ways the ideals of UNESCO to young men and women, especially in the areas related to the development of letters, arts and sciences, the</p>	Empowering and Mobilizing Youth
		natural environment, cultural heritage and human rights.	
Planned activities	Organization(s) in charge	Description	Key ESD area

<p>Environment as a space for local actions and raising awareness for parents and children</p>	<p>Cyprus Ministry of Education, Sport and Youth (UfEESD)</p> <p>Other stakeholders: Pancyprian Parents' Association Directorate of Primary Education Department of Forests, Trades, Local Authorities,</p>	<p>The purpose of the program is the interaction of parents with their children, in pedagogical activities of recreational and creative type, in non-formal settings, aiming to raise their awareness on issues of Sustainable Development. Also it aims to strengthen the responsibility and highlight the role we all have to protect the environment and to improve our quality of life. The program is implemented in all Environmental Education Centres of the Governmental Network on weekends and during the summer holidays, providing alternative opportunities for creative engagement of parents with their children, as well as unique learning experiences in the field. Environmental Education Centres serve as a hub for lifelong learning on ESD in the communities</p>	<p>Accelerating Local Level Actions</p>
<p>Program "Greening my school, greening my neighbourhood"</p>	<p>Cyprus Ministry of Education, Sport and Youth (UfEESD)</p> <p>Other stakeholders: Pancyprian Parents' Association Relevant Ministries, Trades, Professionals, School Parents Board, Local Authorities, Schools, Directorates of Education.</p>	<p>The program launched October 2023 aims to start from the school and expand in the Community, to strengthen the Green at the local level, contributing to the improvement of the microclimate, increasing urban green, volunteerism, strengthening of environmental consciousness, and, mainly, environmental action, through participatory interactive processes, in which students, parents, teachers and the civil society contribute to the greening of the planet and the protection of forests, as a key factor in the fight against climate change. The program also aims to support schools to create open spaces that will operated as open spaces for learning for sustainability. Additionally aims to support the schools climate resilience. Schools that will participate to the program will be funded for creating their green spaces. Maximum amount of funding is 10.000 euros for each</p>	<p>Transforming Learning Environment- Empowering and Mobilizing Youth</p>

		<p>school. Schools should submit a plan of conservation their green spaces based on school and community collaboration, design and plan for greening their space. The plan and design should be develop by the students in collaboration with teachers, parents, landscapers and other interested parties. The duration of the school participation at the program is 3 years and each school that will participate at the program is funded by the Ministry of Education, Sport and Youth to develop its green spaces. Maximum amount of funding is 10.000 euros.</p>	
<p>EU funded program SUSEDI - Route to Transformation of Educational Institutions through a Whole Institution Approach to Sustainability”</p>	<p>Mediterranean Management Centre</p> <p>Otherstakeholders: Partners from other EU Countries (Greece, Cyprus, Italy, Spain, Poland, Malta, Ireland).</p>	<p>SUSEDI is a joint transformation and certification journey for the 12 educational institutions (Formal funding of the school that will participate Each school that will participate, Non-Formal as well as Primary, Secondary, Higher, VET and Adult EIs) to adopt the WIA to sustainable development and aims to transform them into adopting the WIA, through a series of transformational steps, in accordance with the systemic framework for WIA to sustainability, and to certify them on achieving milestones. Additionally, SUSEDI aims to develop the sustainability competence of educators/leaders/administrative staff as their role is critical for institutions in terms of adopting WIA. SUSEDI also aspires to develop the tools to certify institutions on achieving milestones. Additionally, SUSEDI aims to develop the sustainability competence of educators/leaders/administrative staff as their role is critical for institutions in terms of adopting WIA. Thirteen organizations participate in this consortium, which is co-funded by Erasmus+ with the amount of 800K euros.</p>	<p>Transforming Learning Environment.</p>

4.3. Please give a brief explanation of the monitoring of the country initiative. It is possible to only fill in the priority action area(s) relevant to the country initiative.

Priority action area	Key indicator to monitor the progress of ESD for 2030	How it will be monitored (baseline, source, means)	Comment (challenges and opportunities to ensure monitoring)
PAA1: Policy	Extent to which legal frameworks and policies are in place to promote ESD.	The UNECE ESD Strategy evaluation template, which is based on 58 qualitative and quantitative indicators is used as a main mechanism for monitoring the National Strategy Implementation. We used this monitoring mechanism because is aligned with the National ESD Strategy and provides at National Level all the necessary information, data and resources for revising it, updating it, as well as taking remedial measures more effective implementation of the Strategy. The monitoring is done by the UfEESD which coordinates all the process, engaging and bringing together all the interested parties and stakeholders for providing data and information regarding the areas of their engagement for the implementation of the National ESD Strategy.	the Unit has helped overcome challenges regarding the existence of multiple policies and overlapping but there is still a lot to be done. Also, challenges are the selection effectively data for monitoring because many stakeholders are not familiarizing with ESD indicators. Also, the motivation of other Ministries and Stakeholders to provide data is another challenge mainly because of other priorities of their Ministries and Agencies.

PAA2: Transforming Learning environment	Extent to which learning environments promote ESD through whole-institution approach.	A systemic framework for the implementation of ESD-related WIA is under construction, under the consultation of multiple stakeholders in Cyprus and abroad, and capacity building activities are taking place to equip teachers and school leaders with competencies to apply ESD through WIA. An accreditation scheme is being prepared for accrediting institutions as sustainable based on WSA/WIA. The purpose is to empower students, school leaders and policy makers to put together all their ESD-related actions and to strengthen their networking opportunities to further propel a holistic way of transforming schools to sustainability. This accreditation scheme based on quantitative and qualitative indicators that captures holisticallt all the domains of WSA/WIA (vision, mission, governance, professional development, school operations, infrastructures, resources, social networks etc).	The challenges for the accreditation scheme mainly focus to the resistance and the reluctancy of the schools to complete it This is because they don't feel competent enough, the daily school routine which is very busy and such accreditation is considered by the school community as something that is more and above about their duties. Despite the challenges the enactment of this accreditation scheme through its approval by the Ministerial Board, the provision of incentives for the schools that will become accredited we consider that are important opportunities to overcome challenges. Also, the organization of courses to familiarize the school community with the completion of an accreditation s c h e m e
			we believe that will help schools overcome their limitations.
PAA3: Educators	Extent to which educators are trained to be able to deliver ESD.	Not applied yet	There is a need and a challenge for establishment of a certification mechanism for ESD specialists. This will create new opportunities for motivating teachers to be further involved in ESD. Teachers need mechanisms which will further motivate them to increase their competencies in ESD implementation. Also, teachers ESD professional developments connection with career paths considered as a challenge.

PAA4: Youth	Extent to which youth are engaged in ESD.	Not applied yet	Even though youth are extensively engaged in ESD through various organizations, it is important to further monitor their ESD-related actions as they are currently fragmented. Integrating global education under ESD-related policies provides for new opportunities for coordinating youth actions.
PAA5: Local actions	Extent to which ESD is promoted in local communities.	Not applied yet	Local authorities have autonomy as to how they choose to implement ESD-related actions. Most of the local communities perceive ESD under the framework of folk art and cultural heritage. It is important to create unified mechanisms and platforms under which ESD-related actions are monitored and disseminated.

5. Partnership, celebration and visibility

5.1. Please describe how diverse stakeholders within the country initiative interact to exchange information, build partnership and collaborate. This may include making use of existing events and platforms in a more inclusive and synergetic manner, in order to strengthen partnership with other on-going efforts in order to

ensure the sustainability of the country initiative, Please also indicate if there is a plan to interact at regional and global levels.

The establishment of the permanent Unit of Education for Environment and Sustainable development can be considered as the formal structure for interdepartmental cooperation for ESD. The Unit is in collaboration with the Directorates of Education, through the liaison team, which informs and exchanges views with the EE/ESD Unit on the joint cooperation and uniform application of the relevant issues in the school units. The interconnection team consists of the Inspector General of Secondary Education, the Inspector General of Technical Vocational Education and Training and an Inspector of Primary Education. At the same time, in each Directorate there are committees for the handling of special issues for the ESD, which are coordinated by the inspectors who are in the interconnection group. This mechanism facilitates a unified and horizontal infusion of ESD key themes and initiatives across all levels of education. The Unit, apart from supporting schools in designing and implementing WIA to create a sustainable school, also organizes or coordinates actions centrally and disseminates them throughout the country or collaborates with other stakeholders (i.e. NGOs, youth organizations) to organize and disseminate actions in ESD-related fields. Such examples are the nationwide program TIGANOKINISI for utilizing used cooking oils from schools to create bio-diesel, the Blue Flag Program, which runs in schools in collaboration with the Cyprus Marine Environment Protection Association, Eco-Schools, Young Reporters for the Environment and many more. International, trilateral and bilateral collaborations are also in place facilitating joint work with other countries. In addition, participation of schools in EU and other European funded programs such as Erasmus+ and also the participation of the EE/ESD Unit as a stakeholder in major projects. Indicatively, the PEDIA project (<https://www.youtube.com/watch?v=Y7xvNyyg0h4>) aims to upgrade school infrastructure into near zero energy consumption and use them as learning spaces for sustainability. The AELIA project (<https://www.aelia-project.eu/>) aims to contribute to equipping all citizens with the skills and competencies for the green transition, through an approach which involves a comprehensive, multi-stakeholder strategy that brings together actors from formal and non-formal education settings, businesses, civil society, and the public sector. The SUSEDI project (<https://susedi.projectsgallery.eu/>) is a joint transformation and certification journey for the 12 educational institutions (Formal, Non-Formal as well as Primary, Secondary, Higher, VET and Adult EIs) to adopt the WIA to sustainable development and aims to transform them into adopting the WIA, through a series of transformational steps, in accordance with the systemic framework for WIA to sustainability, and to certify them on achieving milestones. Additionally, SUSEDI aims to develop the sustainability competence of educators/leaders/administrative staff as their role is critical for institutions in terms of adopting WIA.

At the level of policy and international collaborations, the Cyprus Ministry Education, Culture, Sports through national experts and national focal point appointed for ESD is in close cooperation with the members of the UNESCO National Commission for ESD and jointly organise and implement actions for ESD in formal, informal and non-formal education on national, regional and international level. Additionally the Cyprus experts and national focal point on ESD are actively engaged in various international organizations and processes (UNECE, UNESCO, GENE, EU, Union of the Mediterranean, ESD Med. Committee etc) aiming to bring together international with the national priorities and establish networks of regional and international collaboration that will support ESD countries initiative as well as well will strengthen bilateral, multilateral and international collaborations in ESD. Additionally, Cyprus strengthen this international and global collaboration by hosting the UNECE 9th Environment for Europe (EfE) Ministerial Conference (<https://nicosiaefe.gov.cy/>) 5-7 of October 2022, in Nicosia. The Environment for Europe (EfE) process is a unique regional platform of the highest level for dialogue on environment and sustainable development.

5.2. Please describe how the achievements of the country initiative would be spotlighted and celebrated (e.g. using international days).

At the national level, events are organized to promote ESD actions through the Cyprus Environmental Education Centers Network, such as Akrotiri Spring Festival (May 2023), participation in Travel Expo Cyprus 2023, field workshops for parents and children at Akrotiri EEC on World Wetlands Day, Environment fair on reducing food waste at Athalassa EEC (April 2023), program on learning for farm life through agricultural products at Athalassa EEC (November 2023), nationwide celebration of the Earth Hour, and other international days. The Ministry of Education Sport and Youth also participates in actions (i.e. festivals) taking place at local communities to celebrate issues such as a recent workshop on grape products organized as part of AFAMIA festival by Kilani EEC and “Car-free day”, which was organized during European Mobility Week.

At the international level, the Akrotiri EEC received the Wetland Star Award (November 2023) and the education material “The SDGs are travelling” received an award by GENE as an exemplar practice on SDG implementation. The Cyprus ESD initiatives regarding the ESD implementation in formal, non-formal and

informal level acknowledged internationally as examples of good practice and are featured in publications internationally. Indicative examples are the following:

European Commission, Directorate-General for Education, Youth, Sport and Culture, Tasiopoulou, E., Billon, N., Finlayson, A. et al., *Education for environmental sustainability – Policies and approaches in European Union Member States – Final report*, Tasiopoulou, E.(editor), Billon, N.(editor), Finlayson, A.(editor), Siarova, H.(editor), Pribušis, K.(editor), Gras-Velazquez, A.(editor), Mulvik, I.(editor), Bajorinaitė, M.(editor), Sabaliauskas, E.(editor), Fronza, V.(editor), Vežikauskaitė, J.(editor), Disterheft, A.(editor), Publications Office of the European Union, 2021, <https://data.europa.eu/doi/10.2766/391>

Hadjichilleos, S. & Zachariou, A. (2022). *Implementation of the UNECE Strategy for ESD across the ECE region (2015-2018)*. ECE/CEP/196. Geneva: UNECE

Mathie, R. G. and Wals, A.E.J. (2022). *Whole School Approaches to Sustainability: Exemplary Practices from around the world*. Wageningen: Education & Learning Sciences/Wageningen University. 109 pages. <https://doi.org/10.18174/566782>.

World Future Council Foundation (2019). *Advancing Education for Sustainable Development: Key success factors for policy and practice*. www.worldfuturecouncil.org/wp-content/uploads/2019/01/Handbook-ADVANCING-EDUCATION-FOR-SUSTAINABLE-DEVELOPMENT-by-Alistair-Whitby-WFC_2019.pdf

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