

# Capacity Building on Decision Making: Environmental Health, Development, Sustainability

Polyxeni Nikolopoulou -Stamati

2023-2024

## *Introduction*

We welcome you to the Center for Education and Lifelong Learning (K.E.D.I.V.I.M.) of the National and Kapodistrian University of Athens (N.K.U.A.) to attend the training program entitled " Capacity Building on Decision Making ". The specific program comes to cover and transfer knowledge with possibilities, where in addition to live training, distance training can also be provided through the special e-learning platform that N.K.U.A. has. Bearing in mind the modern needs in both pedagogical and professional training, the existing program was created, where through innovative methods it comes to cover the required needs by providing digital material and educational counseling for the theoretical and practical knowledge within the framework of the required purpose. Then there is a description of the study program "Climate Change - Health - Public Safety", the admission requirements of the students, as well as the guidelines required to have a full and comprehensive understanding of the purpose of the program and the studies it offers .

### **1. Purpose of the program**

The aim of this course is to address in a interdisciplinary way the complexity and variety of current socio-environmental problems, their causes and impacts on health and the possibilities for development and sustainable environmental interventions and management. The program also aims at fostering a proactive culture by:

- developing shared perceptions of long-term environmental issues,
- defining the appropriate efforts needed to deal successfully with the problems of protecting and enhancing the environment and
- raising the levels of understanding and commitment to action of individuals, voluntary organizations, businesses, institutes, and governments.

During the six offered modules, trainees will familiarize with the current status and future trends in sustainable development and social corporate responsibility, they will learn how to integrate environmental tools and techniques towards sustainable practices of adaptation with the goal of tightening environmental legislation, and they will acquire knowledge on how to handle strategic environmental assessment approaches in different contexts and different levels of decision making

## 2. Categories of candidates who can apply for admission to the program

- All professionals dealing with Health issues and the Environment
- Medical and Paramedical professions according to the WHO
- The application for participation is submitted online, through the website:  
<https://envhealth.cce.uoa.gr/>

## 3. Prerequisites

In order to follow the remote program it is required:

- Internet access
- Owning a personal e-mail
- Basic computer knowledge

Throughout the program there will be immediate technical support for any issue that may arise.

## 4. Conducting a Study Program (e-learning)

Through the modern distance learning platform provided by NKUA, it is possible to have quality and safe distance training in conditions that serve each student. In addition, there is continuous educational and technical support both during and outside the course, where this is required.

The material of the thematic units and the deepening in them is done gradually, with the aim of having a real understanding and perception of the topics that are developed. At the same time, the training system you are following has as a pillar the interactivity of participants and the teacher, which is why at the end of each subject there follows from each participant a summary/summary of the issues that were developed during it.

### 5. Examination and evaluation

The evaluation of students in the program is determined based on their systematic participation and interactivity in it and the form of examination applied is the electronic delivery of a one-page summary of the thematic unit that has been taught. The summary delivery schedule is set at a reasonable time, where the student feels that he/she has understood the purpose of the thematic unit and is able to state the main elements of it. When in each thematic unit the students have accumulated a score of more than 50% and in all the thematic units they have accumulated a score of 70% then you grant the official Training Certificate. In the case of failure or a low score, students have the possibility to re-examine.

### 6. Requirements for receiving the Training Certificate and importance in the ECVET system – Benefits

Students who receive the training certificate will receive 2,5 educational credits according to the international ECVET system. This provision of the certificate immediately upgrades the resume of the graduates by officially providing a recognized certification of the training they have received. However, to receive the certificate, the following are required in total:

- I. Successful and timely delivery of assignments/examination
- II. Payment of all tuition fees
- III. Participation of trainees in the identification procedures

### 7. learning results

#### Γνώσεις

- 1. Provide links between ‘ways of living’ and their impacts on environments and societies.
- 2. Identify the changes needed if their economies and societies are to meet current needs without compromising the ability of future generations to meet their needs.



## Capacity Building on Decision Making: Environmental Health, Development, Sustainability

3. Identify those ways of living daily life (eating, drinking, cooking, keeping warm, travelling, producing, consuming, waste disposal, caring, living, and laughing) that would minimize impacts on local, regional, social, and global environments.
4. Demonstrate a deeper understanding of global and local environmental impacts, their interconnections, and their linkages to social problems.
5. Demonstrate a deeper understanding of local and global lifestyle impacts.
6. Share good practices in sustainable development.
7. Justify the need for the development of collaborative relationships between eco networks.

### **Skills**

1. Explore and identify the roles and actions of consumers, citizens, community groups, trade unions, NGOs, scientists, technologists, businesses, governments, and the media in creating and organizing the changes needed to live sustainably within the “planetary boundaries” and resource constraints for energy, water, soils, and other materials.
2. Develop strategies towards sustainability and socio-environmental justice.
3. Integrate different knowledge types and implement decision-relevant information.
4. Analyze different stakeholders’ needs with relation to wellbeing and environmental health.
5. Foster collaborative relationships between partners from different disciplines and networks.
6. Integrate scientific information into ongoing plans and projects.
7. Employ approaches to improve data accessibility and data translation.
8. Demonstrate increased capacity to present and use data concerning environmental health.

### **Abilities**

1. Handle cross-cutting issues of strategy, policy and intervention.
2. Respond in a consistent and responsible manner to social and environmental change.



## Capacity Building on Decision Making: Environmental Health, Development, Sustainability

3. Achieve the right balance between the stocks and flows of natural capital; and apply ways of living that maximize wellbeing.
4. Provide knowledge which enables shifts in personal behavior choices and lifestyle.
5. Increase awareness on other stakeholders' needs and take their perspective into consideration.
6. Raise awareness on the urgency of action towards a fairer, more sustainable lifestyle

### 8. Teachers and authors of the delivered material

The lecturers and authors of the program entitled " Capacity Building on Decision Making " are faculty members or qualified professionals in the field with direct relevance and scientific interests related to the thematic units being developed. The director of the program is Professor Emeritus of the School of Medicine of NKUA with many years of international experience in the fields of Environment and Health in general. Overall, the teaching staff consists of specialized experts with a scientific-academic and professional background who are able to cover every aspect of the public-private sector and the international rules/conventions that govern the topics being developed.

### 8. Program Content «Capacity Building on Decision Making»

#### SECTION 1: Environmental Health and Sustainability

Learning results:

1. Define basic and key concepts in the fields of environmental health and sustainability.
2. Maintain an overview of the whole course curriculum.
3. Explore and identify the lines of special interest regarding exposure and susceptibility to virus and microbes.
4. Link health to environmental exposure and explain the effect on the immune system in relation to the microbiome.
5. Explore the correlation between Endocrine Disruptors and Windows of Exposure.

Subsection:

1. One Health
2. Development
3. Sustainability

## Assessment method

Test: Multiple choice tests

Presentation: Presentation of small topics

Other: Policy press releases

## **SECTION 2: Rethinking Climate Change: Strategies and Infrastructures**

Learning results:

1. Recognize the links between Climate Change and Energy use and production.
2. Connect missing links between climate change and health effects (the COVID-19 case).
3. Identify ways to adapt and mitigate on local and global scale.
4. Explore ways to address Carbon Footprint reduction in the frame of UN Agenda 2030.
5. Address Climate Change Denial.
6. Explore the correlation between transport and mobility pollution.

Subsection:

1. Energy
2. Climate Change
3. Transport Planning
4. Habitat

## Assessment method

Test: Multiple choice tests

Presentation: Presentation of small topics

Other: Policy press releases

### SECTION 3: Environmental Sustainability

Learning results:

1. Associate Environmental sustainability with nature and natural resources.
2. Sustain correlations between agriculture, food and biodiversity.
3. Explore Food and Feed safety production and packaging.
4. Recognize Toxics in the food chain of vulnerable groups.
5. Address the urgent need to develop strategies for the protection of Public Health, with regards to pesticides and human health.

Subsection:

1. Environmental Sustainability
2. Ecosystems / Biodiversity
3. Food
4. Agriculture

#### Assessment method

Test: Multiple choice tests

Presentation: Presentation of small topics

Other: Policy press releases

### SECTION 4. Chemical Pollution Impact on Health

Learning results:

1. Associate environmental pollution to health effects.
2. Recognize the links between Chemical exposure Endocrine Disruptors and Cancer.



3. Demonstrate knowledge of pollution related diseases.
4. Implement Environmental Exposure in the concept of "One Health".

Subsection:

1. Chemical Pollution
2. Endocrine Disruptors
3. Cancer as Environmental Disease

### Assessment method

Test: Multiple choice tests

Presentation: Presentation of small topics

Other: Policy press releases

## **SECTION 5. Social Aspects of Development**

Learning results:

1. Raise awareness among Decision Makers on complex science/policy issues.
2. Implement acquired knowledge in education.
3. Analyze the UN agenda 2030.
4. Develop strategies concerning social issues, as for example Eco Justice related to Poverty.
5. Demonstrate knowledge of climate change migration and pollution related diseases.

Subsection:

1. Education / tools
2. Awareness Raising & Communication
3. Social Aspects and Development
4. Poverty reduction
5. UN Agenda 2030

Assessment method

Test: Multiple choice tests

Presentation: Presentation of small topics

Other: Policy press releases

**SECTION 6: Precautionary Principle / Innovation Principle**

Learning results:

1. Evaluate priorities in the frame of the Precautionary Principle without excluding innovation.
2. Implement sustainability measures in development.
3. Protect the DNA of future generations.
4. Spotlight congenital diseases and environmental exposure during and before pregnancy.
5. Demonstrate knowledge and sustain a multidisciplinary approach sustain a multidisciplinary approach to EU regulation on environmental polluters.

Subsection:

1. Precautionary Principle
2. Innovation Principle
3. Pregnancy / Fetus
4. Open windows of exposure

Assessment method

Test: Multiple choice tests

Presentation: Presentation of small topics

Other: Policy press releases