



Enabling educators to implement Education for Sustainable Development (ESD)

National training, Amman

1 INTRODUCTION: THE SWIM-H2020 SM

The SWIM and H2020 SM is a Regional Technical Support Program, funded by the European Commission, Directorate General (DG) NEAR (Neighborhood and Enlargement Negotiations), that includes the following Partner Countries (PCs): Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, [Syria] and Tunisia. However, in order to ensure the coherence and effectiveness of Union financing or to foster regional co-operation, eligibility of specific actions will be extended to the Western Balkan countries (Albania, Bosnia Herzegovina and Montenegro), Turkey and Mauritania. The Program is funded by the European Neighborhood Instrument (ENI) South/Environment. It ensures the continuation of EU's regional support to ENP South countries in the fields of water management, marine pollution prevention and adds value to other important EU-funded regional programs in related fields, in particular the SWITCH-Med program, and the Clima South program, as well as to projects under the EU bilateral programming, where environment and water are identified as priority sectors for the EU co-operation. It complements and provides operational partnerships and links with the projects labelled by the Union for the Mediterranean, project preparation facilities in particular MESHIP phase II and with the next phase of the ENPI-SEIS project on environmental information systems, whereas its work plan will be coherent with, and supportive of, the Barcelona Convention and its Mediterranean Action Plan.

The overall objective of the Program is to contribute to reduced marine pollution and a more sustainable use of scarce water resources. The Technical Assistance services are grouped in 6 work packages: WP1. Expert facility, WP2. Peer-to-peer experience sharing and dialogue, WP3. Training activities, WP4. Communication and visibility, WP5. Capitalizing the lessons learnt, good practices and success stories and WP6. Support activities.



2 BACKGROUND

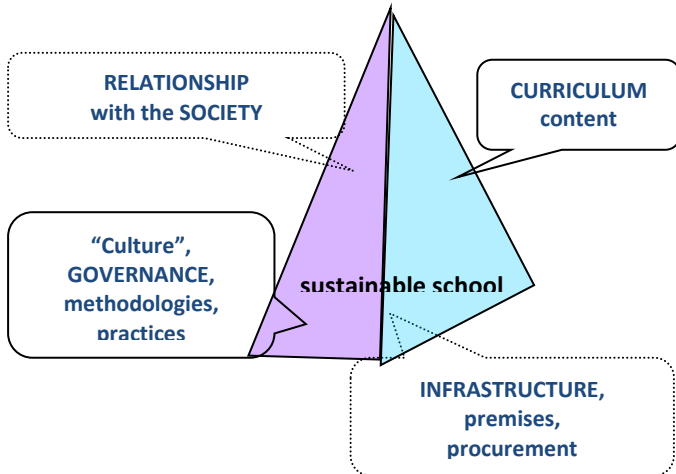
ESD extending from the classroom (formal and non formal, through the Ministry of Education and other stakeholders) to the information and awareness raising of the wider public (informal) provided by the Ministry of Education, the media, the Ministry of Environment, etc. could effectively empower learners to undertake responsible actions for environmental integrity, economic viability and a more just society for present and future generations. To this end, ESD integrates and promotes not only learning contents, pedagogy and outcomes of multidisciplinary research, but it creates interactive, learner-centred teaching and learning settings that promote holistic and transformative approaches. The international/regional cooperation on ESD has been identified as a top priority by all Mediterranean countries in order to address the current and emerging challenges and has led to the adoption of the Mediterranean Strategy on Education for Sustainable Development (MSESD) (at the UfM Ministerial Meeting in Athens, Greece, May 2014). The MSESD was developed through a long and participatory process; it is a visionary and progressive policy document which, however, is still unevenly introduced and implemented in the various countries of the region. To this end, the Action Plan of the MSESD was developed (2014-2016) and, endorsed during the Euro-Mediterranean Conference of Ministers of Education (Nicosia, Cyprus December 2016) in which Jordan had actively participated, as well. This Action Plan aims at facilitating the countries to set the MSESD in motion through concrete programmes and synergies. The proposed training is intended as a 'demonstration' on how this can be done; though Jordan has encouraged programmes on environmental education in primary and secondary schools and public awareness campaigns on thematic issues have been carried out by many public and private bodies, ESD has not yet been introduced systematically in the schooling system nor in universities. Furthermore, the training is expected to serve in part as a capacity building activity but also aims to trigger positive changes in the design and implementation of ESD at the institutional level. The training is direct support of SWIM-H2020 SM for the Action Plan's implementation at national level by adapting accordingly its educational agenda (*an inter-institutional consultation on MSESD and its Action Plan is going to take place back-to-back or as a parallel session to the course*).

3 OBJECTIVES, APPROACH, EXPECTED RESULTS

The course aims to raise awareness and build the capacities of a critical mass of educators and other professionals on the design and application of ESD programmes, focusing on and showcasing projects about waste management (recycling, limiting plastic bags, marine litter) and the use of non-conventional water resources. On another level, the course will introduce the Mediterranean Strategy on Education for Sustainable Development (MSESD) and explore options on how its recently adopted Action Plan can be applied in the country by state and non-state actors. Emphasis will be given to the Whole Institute Approach (WIA) identified among the key-priority areas of the Action Plan. The WIA includes concrete components beyond integrating sustainability in appropriately adapted curricula; it is a cohesive,



collaborative approach, implying that the educational institution (school, university, etc.) works systematically in: (1) the curriculum and content (2) the infrastructure, facilities and sustainable management of the campus (3) the institution's "culture": administration, leadership, teachers-students, recognizing diversity, promoting shared commitment to quality teaching and learning (4) interacting effectively with the local society on all three dimensions of sustainable development.



The figure represents schematically these four aspects/facets of the sustainable school in a pyramid.

The well-known "eco-schools" or "green schools" offer a good attempt to approach the WIA in a concrete way, mainly focusing on the "greening of the curriculum" and pro-environmental activities and project. The "sustainable schools" are focusing in integrating sustainability culture in the school management, relationships, decision-

making and promoting the school's synergies with the local society in dealing with issues i.e. recycling, limiting plastic waste, non-conventional water resources management, etc.

Furthermore, the course will elaborate on the national to regional interface strengthening the coherence and cooperation in all relevant approaches to ESD.

The two-day course will combine presentations, hands-on workshops, group-work and experience sharing/critical discussion sessions. At the end of the training the participants will be provided with educational materials and other ESD resources so as to enhance the competences on how to design and deliver ESD.

To enhance facilitation, and support the trainees in a way that best meets their needs, the course includes "before" and "after" tasks. Before the course the participants' needs will be modelled by answering to a few basic questions (email or online) about their experiences on applying ESD (within their working fields, either in formal or non-formal education frameworks). After the course the trainees will consult the facilitators on how to put in practice either the pedagogy or aspects of the Action Plan of MSED.

The following expected results are to be achieved by the activity tasks:

- Approx. 40 trainers, educators and officials are trained on how to develop ESD programs and methodologies
- Approx. 40 professionals have a solid understanding of the recent MSED and its Action Plan
- A number of educators are part of a wider Mediterranean e-network



4 TARGET GROUP

The target group for this activity is:

- Educators working in formal education: mainly of primary and secondary schools, but also University professors
- Educators working in non-formal education: working with NGOs, environmental clubs, Institutions for the Environment and Sustainable Development, facilitators, etc.
- Educational Inspectors - School Principals - Curriculum Developers - Trainers
- Administration staff of the relevant Ministries of Education / Youth and Environment / Water etc.
- Local Authorities staff

LOCATION AND DATES

Ayass Hotel, Amman, 13 – 14 September 2017

WORKING FACILITIES

- A U-shaped room for ~ 45 participants permitting for group work as well
- Laptop
- Projector and screen
- Flipchart (with A1 papers and markers)
- Interpretation (English-Arabic)

Support for overnight accommodation of 10 people from outside Amman is foreseen.



TRAINING AGENDA (FINAL)

Training Agenda, Ayass Hotel, Amman, 13 – 14 September 2017			
13 Sept	Description	Duration	Method, Speaker or Trainer
Session 1 Introduction	<ul style="list-style-type: none"> Welcome addresses, opening remarks The SWIM-HORIZON 2020 Support Mechanism The MEdIES Network on ESD Introduction, aims, participants expectations, ice-breaking 	9.00 - 10.30	<ul style="list-style-type: none"> Ministry of Environment Ministry of Water & Irrigation Ministry of Education The Office of the European Union Representative MEdIES team
Session 2 ESD principles	<ul style="list-style-type: none"> The Action Plan of the Mediterranean Strategy on ESD (MSESD): ESD principles, approaches, competences The Whole Institute Approach (WIA) 	10.30 - 11.30	Presentation Prof. Michael Scoullos, Team Leader SWIM-H2020 SM
Coffee Break		11.30-12.00	
Session 3 Sharing experiences in ESD	<ul style="list-style-type: none"> ESD current status in Jordan Views of Jordanian teachers on ESD (based on the e-questionnaire) Participants; input on ESD projects - Sharing of experiences & reflections, potential 	12.00- 13.30	Presentation and discussion session Coordination by Prof. Michael Scoullos & MEdIES team
Lunch Break		13.30 - 14.30	
Session 4 Workshop 'our ESD approach'	<p><i>(Coffee will be served during the session)</i></p> <ul style="list-style-type: none"> Developing and agreeing on our own ESD vision and approach Prioritizing the key components for a successful ESD activity 	14.30 - 17.00	Interactive session engaging participants in brainstorming, group-work discussion, prioritization, self-reflection and synthesis. Coordination by Iro Alampej, MEdIES
14 Sept			
Session 5 Workshop on NCWRs	<ul style="list-style-type: none"> Addressing SWIM-HORIZON 2020 thematic areas using the "NCWRs" as a vehicle: ESD hands-on activities on Non Conventional Water Resources (NCWRs) 	9.00 - 11.00	Interactive, practical session engaging participants in hands-on learning activities, group work and discussion, etc. Coordination by Vicky Malotidi, MEdIES
Coffee Break		11.00 - 11.30	
Session 6 Workshop on ESD project design	<ul style="list-style-type: none"> Setting up our own ESD project on water or solid waste (plastics/plastic bag, etc.), or any other sustainability topic. 	11.30 - 14.00	Interactive, practical session engaging participants in brainstorming, group-work discussion, prioritization, barrier analysis, and synthesis. Coordination by Iro Alampej, MEdIES
Lunch Break		14.00-15.00	
Session 7 Final Synthesis	<p><i>(Coffee will be served during the session)</i></p> <ul style="list-style-type: none"> Opportunities/possibilities to adapt the educational agenda in Jordan. Recommendations for actions, initiatives, projects etc, based on the Jordanian needs, and compatible with the provisions of the Action Plan 	15.00 -16.30	Discussion session Coordination by Prof. Michael Scoullos & MEdIES team
Session 8	<ul style="list-style-type: none"> Closing/Wrap up Course Evaluation Certificates Award 	16.30 - 17.00	Prof. Michael Scoullos & MEdIES team



Sustainable Water Integrated Management and Horizon 2020 Support Mechanism

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**The civil society component of SWIM-H2020 SM is facilitated by
the UfM labelled BlueGreen project and network**