



Act No. EFH-PS-1:
**Enhancing environmental awareness including of the media
and support for implementing
Education for Sustainable Development**

**Report for Task 1: “Organisation of a 2-day Training of Trainers”,
Task 2: “Organisation of an inter-institutional consultation on ESD,
MSESD and its Action Plan (back-to-back to the training)” and Task 3
“A green schools guideline (based on specifications discussed and
agreed upon during task 2)”**

Version	Document Title	Author	Review and Clearance
1	Enhancing environmental awareness including of the media and support for implementing Education for Sustainable Development	Vicky Malotidi Iro Alampei	Prof. Michael Scoulllos



THE SWIM AND H2020 SUPPORT MECHANISM PROJECT (2016-2019)

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 Neighbourhood 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.



Acknowledgements:

Special thanks need to be directed to the SWIM-H2020 Focal Point, Mr Ahmed Abuthaher, Environment Quality Authority, to Dr Mamoon Jaber General Director of Educational Planning at the Ministry of Education of Palestine and to Mr Joao Anselmo, Office of the European Union Representative.

Disclaimer:

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ABBREVIATIONS

AP	Action Plan
ESD	Education for Sustainable Development
EQA	Environment Quality Authority
GAP	Global Action Programme (of UNESCO)
MEdIES	Mediterranean Education Initiative for Environment and Sustainability
MSESD	Mediterranean Strategy on Education for Sustainable Development
NGO(s)	Non Governmental Organisation(s)
SDG(s)	Sustainable Development Goal(s)
TL	Team Leader
ToT	Training of Trainers
UfM	Union for the Mediterranean
WIA	Whole Institute Approach



1 INTRODUCTION – RATIONALE OF THE ACTIVITY

Education for Sustainable Development (ESD), extending from the classroom (formal, through the Ministry of Education) non formal (through NGOs, Environment Centres, Museums, and other stakeholders) to the information and awareness raising of the wider public (informal through the media, internet etc.) could effectively empower learners to undertake responsible actions for environmental integrity, economic viability and a more just society for present and future generations. This is an “umbrella” type of education that integrates sustainability learning contents, and outcomes of research, creating interactive, learner-centred teaching and learning settings that promote multidisciplinary 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 development of the Mediterranean Strategy on Education for Sustainable Development (MSESD) through a long and participatory process and its adoption at the UfM Ministerial Meeting in Athens, Greece in May 2014. The MSESD 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 (AP) of the MSESD was developed (2014-2016) aiming to facilitate the countries to set the MSESD in motion through concrete programmes and synergies. The Action Plan was endorsed during the Euro-Mediterranean Conference of Ministers of Education (Nicosia, Cyprus, December 2016), a Conference with the active participation of Palestine, at the Minister’s level.

This Training of Trainers (ToT) was intended to serve as a ‘demonstration’ on how the MSESD and its AP can be put into force in the country. ESD has yet not been introduced systematically in schools nor universities, even if the country is currently in the process of streamlining its educational policy and curricula with the international agenda on ESD, particularly the SDGs.

To better coordinate the ESD initiatives and stakeholders of the country, an inter-institutional consultation meeting on MSESD and its Action Plan was intended to be held back-to-back or with the ToT.



2 OBJECTIVES OF ACTIVITY

The Training of Trainers (ToT) course entitled “Enabling educators on implementing Education for Sustainable Development (ESD)” aimed to introduce the Mediterranean Strategy on Education for Sustainable Development (MSESD) and explore options on how its recently adopted Action Plan can be applied in Palestine by state and non-state actors. Furthermore, the ToT course aimed to elaborate on the national to regional interface strengthening the coherence and cooperation in all relevant ESD approaches. On another level, the course also aimed to build the capacities of a critical mass of educators, administrators and other professionals on the design and application of their own ESD programmes, with a focus on projects about waste management (recycling, limiting plastic bags, marine litter) and the use of non-conventional water resources.

To enhance facilitation, and support the trainees in a way that best meets their needs, the course included “before” and “after” tasks. Before the course the participants’ needs were modelled by asking them to answer a few basic questions about their experiences on applying ESD (within their working fields, either in formal or non-formal education frameworks). The trainees were invited to consult the facilitators on how to put in practice either the ESD pedagogy or aspects of the Action Plan of the MSESD.

3 RESULTS OF TASK 1, 2 & 3

The expected results of the activity were:

- Approx. 40 trainers, educators and officials to be trained on how to develop ESD programs and methodologies
- Approx. 40 professionals have a solid understanding of the MSESD and its AP.
- A number of educators become part of a wider Mediterranean e-network

3.1. RESULTS OF TASK 1

Task 1 concerned the “organisation of a 2-day Training of Trainers”. A thorough description of the quantitative results of Task 1 can be found in Sections 4-6 of the current report. The quantitative results of this task are the following:

- 32 trainers, educators and officials trained on how to develop ESD programs and methodologies
- 32 professionals gained a solid understanding of the MSESD and its AP.
- 30 educators are engaged in the MEDIES e-network on ESD.



Although the expected numbers were not met and more educators would have been welcome, the results were overall satisfactory.

3.2 RESULTS OF TASK 2

Task 2 concerned the organisation of an “Inter-institutional consultation meeting on ESD, MSED and its Action Plan”. The meeting took place on 17 September 2017, in the form of a working lunch session (13:00 – 14:00) within the ToT training (Task 1), having as main outcome a thorough understanding of the participating officials on the MSED, its Action Plan (AP) and its potential synergies and links with the educational agenda of the country.

Participants of this meeting were two representatives of the Environment Quality Authority (EQA) of Palestine: Dr Ahmed Abu Thaher, and Ayman Abu Thaher; and one representative of the Ministry of Education: Mr Marwan Abu Rizik. On behalf of SWIM-H2020 SM Prof Michael Scoullas, Team Leader participated, together with two ESD experts Ms Vicky Malotidi and Ms Iro Alampe. The minutes of the meeting are the following:

- General comment by the SWIM-H2020 SM TL: It is clear from the earlier sessions that Palestine is actually applying in practice the AP of MSED through its National Environmental Strategy 2017-2022, the National Strategy on Education and the National Strategy on SDGs supervised by a Committee under the Prime Minister and related initiatives and activities. It was explained that for each SDG there is one responsible Agency/Ministry/Body e.g. for SDG4 the Ministry of Education, for the environmental SDGs the EQA, etc. However without established internal interactions e.g. the EQA with all its education activities does not participate in the Committee of the Ministry of Education on SDG4, or the extensive Health Education Programme of the Ministry of Education is not considered under the Ministry of Health. It was agreed to try and draft between the two Ministries present (EQA and Education) a brief and concise AP on ESD based on the actual activities in the pipeline and the guidance provided by the MSED Action Plan. The H2020 focal point requested SWIM-H2020 SM to support/facilitate this work and his request was also directly communicated to the Representative of the EUD, Mr Joao Anselmo, who joined the last session of the ToT.
- During the discussion the importance of thoroughly presenting the ESD progress in Palestine in the upcoming SWIM-H2020 SM Regional Training on ESD/Meeting of the Focal Points of the MSED in Nicosia, Cyprus (23-24 November 2017) was stressed. The representatives of both Ministries agreed to prepare a joint presentation (based on the presentation of Dr Mamoon Jabr and of the EQA) reflecting the progress on the AP in the country. Additionally, the TL informed the Ministries' representatives about the foreseen joint meeting with the Parliamentarians and the stakeholders in the Parliament of Cyprus and its added value for the promotion of ESD policies in the region.
- Mr Ahmed Abu Thaher asked for a separate invitation to be sent to the EQA by the Education Ministry of Cyprus to the Regional Meeting in Nicosia. Mr Ahmed Abu Thaher also informed the participants about the Memorandum of Understanding (MoU) on ESD and the SDGs that the Palestinian Ministry of Education and the EQA have just agreed upon and signed. Based on this



MoU a series of joint activities are going to be initiated, which are actually in compatibility with the AP of MSED. To this end, the set-up of a Committee on ESD in which other stakeholders will participate as well (i.e. NGOs, media, etc.) will be explored in order to also facilitate the implementation of the MoU.

• 3.3 RESULTS OF TASK 3

Under task 3 (green schools guideline), the trainees were given the opportunity to discuss in depth the characteristics of ESD, the success factors of ESD programmes as well as the key-elements of the Whole Institute Approach. Based on these, step-by-step **they were guided to develop their own recommendations for greening their educational institutions, according to their needs.**

The results of this “exercise” (presented below) show an indicative trend for the country, but cannot be generalised, due to the relatively low number of participants at the ToT, the low representation of practitioner-teachers, and the limited time devoted to the “exercise”.

The methodology that led to the ‘greening’ proposals and recommendations from the trainees can be described in three subsequent steps.

Step 1 concerned the ESD approach: Admittedly, sustainability is a concept with multiple meanings and definitions. Any institution / group / individual needs to define sustainability in their own terms, to meet their own needs and those of their places. They must develop their shared vision and decide which sustainability aspects are important in it before they engage in planning and running actions. Based on this principle, the trainees discussed examples of sustainability and ESD from their lives, showcasing it not as an abstract and theoretic concept, but as a continuous process, a committed effort for improvement of the quality of life in a just and environmentally sound manner. They read and made arguments on a series of given quotes and definitions of ESD and relevant terms and then engaged in group work to develop within their own “ESD approach”, a motto or definition or principle underlying their own ESD needs and values.

Step 2 concerned examining the success factors of ESD: The activity started by asking the participants to share successful ESD projects and analysing the success factors behind them. These were listed by the facilitator, and included organisational aspects, as well as the content in the project design. The factors that resulted from our discussion were:

- 1) Ownership, everyone believing in it
- 2) Commitment, everyone knowing their role
- 3) Creating leadership skills in the students
- 4) Integrating "hands-on" activities, including creative recycling and reuse
- 5) Integrating emotional and religious pledges (preserving the blessings)
- 6) Integrating the wisdom of the past and of older people



Following a mini-poll on the trainees, the first factor “ownership”, appeared as the most decisive for successful ESD projects. The participants then reflected on the extent to which they apply these factors and how they could improve their integration in their everyday training activities.

Step 3 concerned the design of an ESD project on a basis of a shared vision. The elements of a “sustainable” institution were presented to the trainees based on the theory of the Whole Institute Approach (WIA). Following that, the trainees engaged in designing their vision for their actual institutions, and then apply a simple action plan “to get there”, examining their allies, the required tasks, their foreseen objectives and resources. Indeed the ESD projects presented by the trainees in the end, were diverse and custom-made to their actual working environments (schools, universities, offices). As foreseen, the main obstacle concerned funding. However, the limited or zero resources did not prevent the participants from proposing low tech, low cost sustainable solutions for their schools (e.g. setting rainwater harvesting tanks, creating a school garden, recycling projects, etc.). This exercise could serve as a “blueprint” for implementing change in the classroom, school or community. It can also be applied for tackling global challenges such as creating a “climate-ready” or “plastic free” future.

The facilitators are going to come back to the trainees over the next months after the ToT, in order to examine to what extent the content of the training and the factors discussed have been integrated into their educational practices or passed on to their colleagues (Task 4).

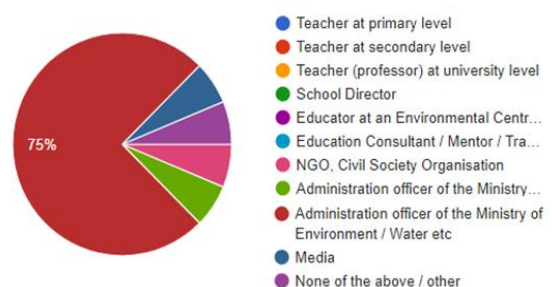
4 PARTICIPANTS PROFILE

The intended target group for this ToT included:

- Educators working in formal education: primary and secondary schools, University professors
- Educators working in non-formal education: working with NGOs, environmental clubs, Institutions for the Environment and Sustainable Development, facilitators, etc.
- Administration staff of the relevant Ministries of Education, Environment, Water, Health.
- Local Authorities staff

The pre-course online questionnaire asked participants to describe their profile and background on ESD. It was filled in by 16 participants (by 17/9), that is about half of the trainees of the training. *Despite the fact that such a small sample cannot be considered as representative of the country’s educational community, especially because they are mostly administrative staff, through their replies they provide a good idea of ESD trends and challenges. That is why we report on the main outcomes of the questionnaire:*

- Three out of five e-surveyed participants were female (the sex balance in the actual training was 50-50).

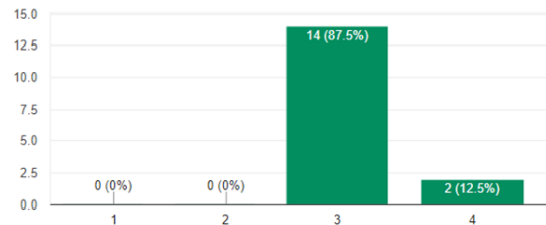




- Three fourths of the surveyed participants came from the Environment Quality Authority (EQA), the rest being teachers, NGO staff etc.

How experienced do you consider yourself in your profession?

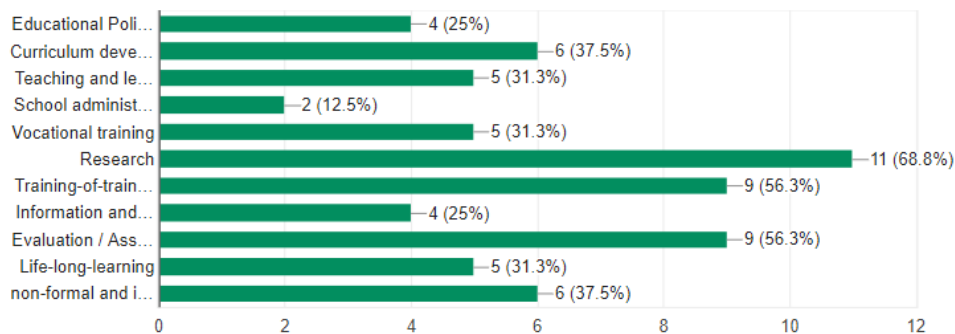
16 responses



- The aspect that most participants related to was Research, followed by Training-of-Trainers, and assessment & evaluation methods.

What aspects of education are you mostly involved or interested in?
(Check all that apply)

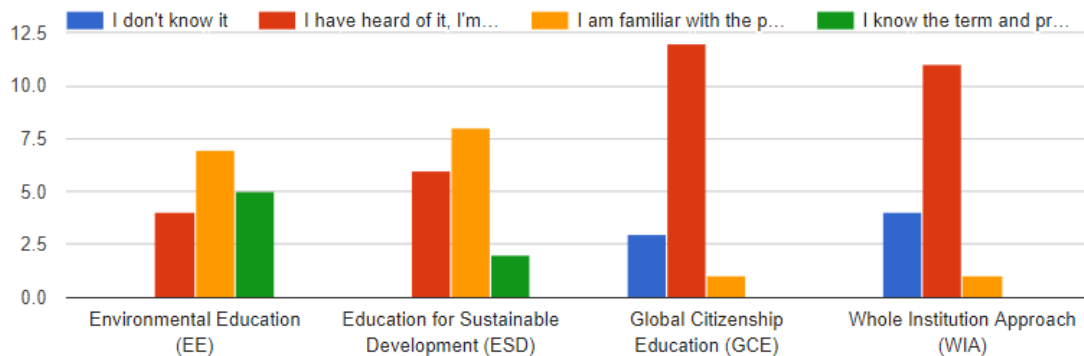
16 responses



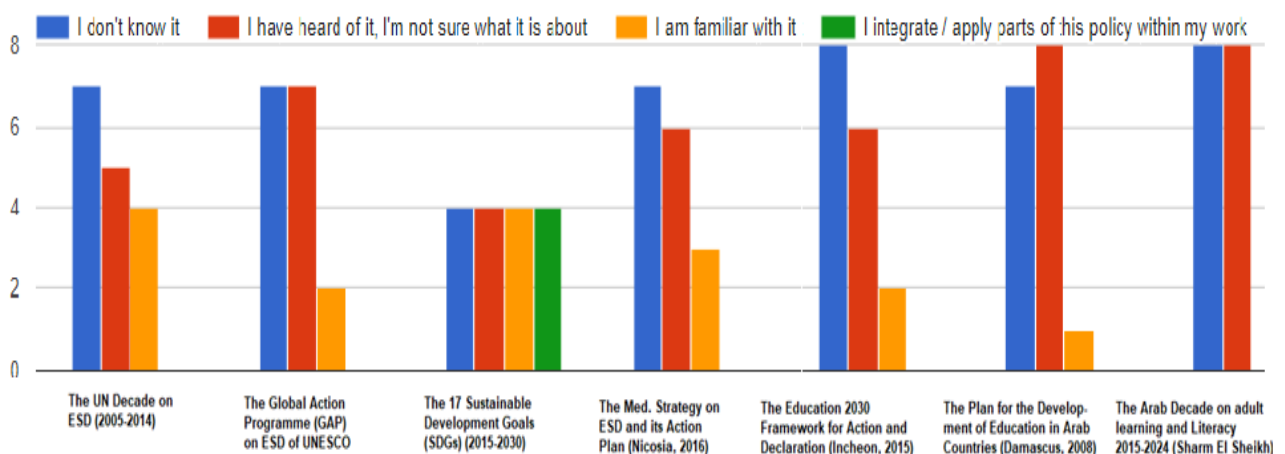
- Although the majority of the surveyed participants were quite familiar with Environmental Education (in terms of knowledge and practices), about half were familiar with 'Education for Sustainable Development' while most of them were unaware of the concepts of 'Global Citizenship Education' and the 'Whole Institute Approach'.



How familiar are you with the following terms?

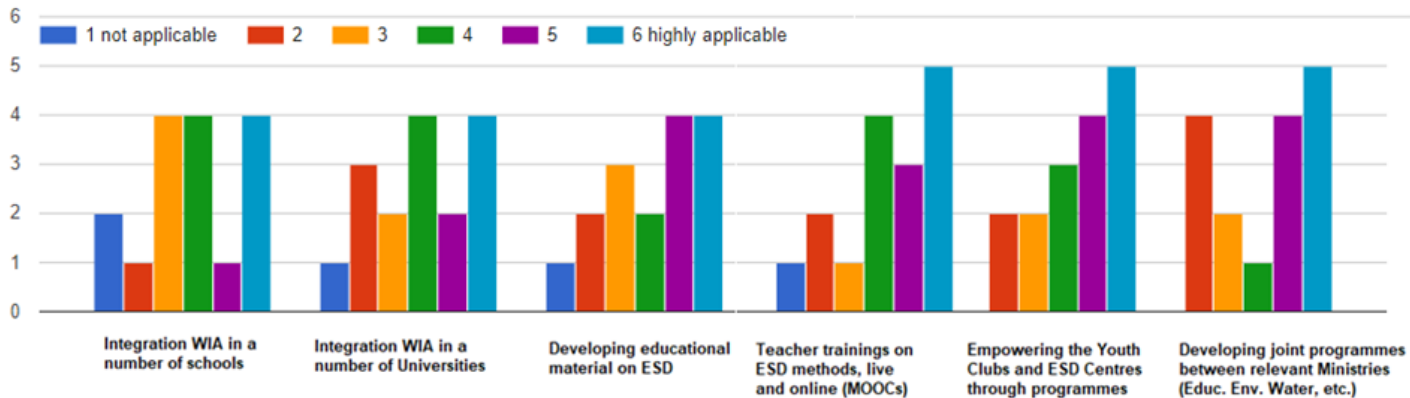


- When asked to describe a recent environmental and/or SD project they have been involved with, they named several projects that can be grouped as follows: a) developing policy papers and country reports, b) awareness projects for the general public or selected audiences, e.g. women, youth, c) school projects and campaigns, d) non formal education projects, mainly summer camps, e) preparation of technical papers or assistance (e.g. ecotourism, climate adaptation), etc.
- About half of the surveyed participants were somehow familiar with the SDGs. Other than that, they showed low awareness concerning the UN Decade on ESD, the UNESCO/GAP, the 2030 Education Agenda, the Education Plan for Arab Countries and the Arab Decade on Literacy. Moreover, less than one in four, knew about the Mediterranean Strategy on ESD.





- From a series of proposed **measures in an eventual Palestinian Plan on ESD**, the participants find equally (and mostly) applicable the teacher trainings on methodologies; empowering of youth clubs; and the implementation of joint inter-ministerial projects.



- According to the surveyed participants, the most important topics to be addressed by eventual **national ESD programmes** in the country include citizenship, climate change, biodiversity, as well as health and nutrition.
- When asked to select from a series of proposed **regional ESD measures** between countries, the participants find more applicable the implementation of Capacity Building for media, and strengthening the regional ESD networks.
- When asked to name a particular problem related to either water or waste in their localities the surveyed participants named those mentioned below.

WATER:

- Limited water recourses, esp. in the summer period
- Gap between the water supply and demand, and the network losses (for Bethlehem)
- The water quantity that the Palestinians receive are lower than the global average
- Shortage of water supply and drinking water contamination
- Poor sewage collection and treatment - There are no sewage networks, which leads to the spread of insects
- Lack of water for agriculture and high prices.

WASTES:

- Mismanagement of solid waste (disposal, collection, transport, treatment)
- Failure to deal with waste as a resource
- Difficulties in finding suitable lands to construct a sanitary landfill (no landfill for the whole Ramallah district)
- The phenomenon of random dumpsites
- Waste accumulation on the streets
- Burning of industrial waste & cables
- There is no removal of hazardous waste
- Lack of funds to collect the accumulating wastes.
- Danger of pollution and contamination around the vegetable and meat markets



5 EVALUATION OF THE EVENT

The course was evaluated through a questionnaire (see in Annex 3) that asked the participants to evaluate the elements that are described in the following tables and paragraphs. The evaluation statistics are summarized as follows:

ORGANISATIONAL, ADMINISTRATIVE AND PLANNING ISSUES	
	Satisfaction level using a 100% scale
A1. Efficient logistics: location of venue and interpretation	89.8
A2. Smooth flow of programme, efficient handling of emerging needs and attentiveness to participants concerns	82.4
A3. Presentations correspond and contribute to the planned objectives and are conducive to enhanced shared understanding and participation on addressed topics	80.6
A4. Clarity, coverage and sufficiency of concepts, objectives, anticipated outputs and outcomes	75.9
A5. The materials distributed were helpful	78.7
A6. Efficient and Effective Facilitation	85.2
A7. Overall rating of the event	83.3

B .FEED BACK ON TECHNICAL ASPECTS	
	Satisfaction level using a 100% scale
B1. Coverage of the event <i>All the topics necessary for a good comprehension of the subject</i> <i>Some additional topics should be included</i>	46 46
B2. Level of difficulty <i>Adequate</i>	96,2
B3. Length of the meeting <i>Sufficient</i>	65,4

The lower performances in A4 and A5 (< 80%) are noted by the trainers for future trainings.

Some remarks by the trainers

A set of 9 criteria; B1-B9 (See table below) were assessed by the trainers (using a scale from 1-4):

B1	Efficient and effective performance and interaction by participants 3+
B2	Efficient and effective cooperation and team spirit 3+
B3	Level of achievement of planned objectives 3+
B4	Did the event contribute to helping participants practice skills or gain knowledge related to



	course concepts 3+
B5	What worked well during the event: Generally the training went well, according to the trainers' plan and the set goals.
B6	What didn't work well and why: Time management for day 1
B7	What components/concepts did participants seem to understand well: According to the discussion and the evaluation questionnaire most participants obtained a good understanding of ESD concepts and policies (knowledge) and improved their capacities in designing their own ESD projects (skills).
B8	Were there any components/concepts that participants appeared to not understand: They did not state specific concepts that remained unclear, but interpreting A4, as trainers, we could explain more, through examples and case studies some of the concepts and jargon terms.
B9	What aspects of the event could be improved and what to be kept: An earlier receipt of the list of participants is needed, for the trainers to have a clearer idea of their profiles and needs filling the pre-course questionnaire as an obligatory task). In the 'mix' of trainees more teacher-practitioners (at either school/university or NGO level) are needed, because the majority in this training were administrative staff, in positions with limited opportunities to act as multipliers of the training content (although many of them declared they would convey it to their colleagues);

6 ANALYSIS OF THE RESULTS OF THE TRAINING COURSE

The majority of participants valued the learning and gained knowledge about ESD concepts and policies as well as the improvement of their competences in designing ESD projects. After the training they consider themselves more capable in integrating sustainability in their planned activities, but also in their daily lives.

Many of them declared they would convey the training's outcomes to their colleagues (through a meeting, a training of trainers, a workshop or a report) as well as to their families, as many of the topics discussed touched upon issues of our daily lives.

Group work and interactive sessions were considered the most interesting parts of the training.

About the technical aspects of the training, the vast majority considered the level of difficulty appropriate and two thirds the duration sufficient (some requested a smaller duration of the training- see also the 'Remarks by the trainer'). Regarding the coverage of the necessary topics, the responses were split: almost half replied positively, while the other half requested some additional topics.



Last but not least, many participants asked for such trainings to be repeated (for both audiences, teachers and administration staff), for further exchange of experiences and best ESD practices with other countries, and support to implement such projects.

All participants are now registered and interconnected through the MEdIES e-network (www.medies.net).

7 CONCLUSIONS & OVERALL ASSEMENT

- During this training the participants were given the opportunity to be introduced to the overall context, evolution, current state-of-the-art and content of ESD and the Action Plan of the Mediterranean Strategy on ESD as well as to the National Strategies and Initiatives for the SDGs, Environment and Education (2017-2022), and discussed related areas of concern including common areas for possible synergies.
- The number and the quality of the activities and projects applied in Palestine in the period 2016-2017 regarding ESD is truly impressive providing a strong foundation for further application of the Action Plan of the MSED in the country.
- The trainees expressed appreciation and satisfaction for the training workshop (83,3%) and asked for its repetition with more targeted training activities for decision-makers, university staff, and particularly the media. They were informed that such a workshop is foreseen by SWIM-H2020 SM (for the media) for 2018. Some participants expressed the wish for more topics including relatively “new and emerging” issues such as green economy, climate change, etc.
- Though the Higher Education sector was not represented in this training, its role and potential in advancing ESD, and particularly in supporting schools, was raised several times during the discussions held and it was suggested to be included in future similar activities.
- The role of education as a tool for management was also highlighted (particularly at the concluding session).



8 ANNEXES

8.1 AGENDA

17 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 	9.00 - 10.30	<i>Mr Ahmed Abu Taher, Environment Quality Authority</i> <i>Dr Mamoon Jaber Ministry of Education</i> <i>Joao Anselmo, European Union Delegation</i> <i>Prof Michael Scoulllos TL SWIM-H2020</i> <i>Vicky Malotidi, MEDIES team</i>
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 & Discussion <i>Prof. Michael Scoulllos</i>
Coffee Break		11.30 - 12.00	
Session 3 Sharing experiences in ESD project design	<ul style="list-style-type: none"> ESD current status in Palestine Participants' input on ESD projects - Sharing of experiences & reflections 	12.00 - 13.30	<i>Mr Ahmed Abu Taher, Environment Quality Authority</i> <i>Dr Mamoon Jaber Ministry of Education</i> Discussion coordinated by <i>Prof Scoulllos</i>
Lunch Break		13.30 - 14.30	
Session 3 (cont'd)	<i>(Coffee will be served during the session)</i> <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. <i>Coordination by Iro Alampe, MEDIES</i>
18 Sept.			
Session 4 Workshop on NCWRs	<ul style="list-style-type: none"> Concept Mapping approach in designing ESD projects 	9.00 - 11.00	Interactive session <i>Coordination by Prof Scoulllos</i>
Coffee Break		11.00 - 11.30	
Session 5 Workshop on Solid waste	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 hands-on learning activities, group work and discussion, etc. <i>Coordination by Iro Alampe, MEDIES</i>
Lunch Break		14.00 - 15.00	
Session 6 Final Synthesis Workshop	<i>(Coffee will be served during the session)</i> <ul style="list-style-type: none"> Opportunities/possibilities to adapt the educational agenda in Palestine Recommendations for actions, initiatives, projects etc, based on the Palestinian needs, and compatible with the provisions of the Action Plan 	15.00 - 16.30	Discussion session <i>Coordination by Prof. Michael Scoulllos</i>



Session 7	<ul style="list-style-type: none">• Closing/Wrap up• Course Evaluation• Certificates Award	16.30 - 17.00	<i>Prof. Michael Scoulllos & MEdIES team</i>
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The civil society component of SWIM-H2020 SM is facilitated
by the UfM labelled BlueGreen project and network



8.2 LIST OF PARTICIPANTS

No.	COUNTRY	TYPE OF INSTITUTION (please use the options provided*)	(Mr/Ms)	FIRST NAME	LAST NAME	POSITION/ FUNCTION	ORGANISATION/ INSTITUTION	EMAIL
1	PALESTINE	MINISTRY REPRESENTATIVES	Mr.	Mohamad	AL TALAHMEH		Ministry of Agriculture	Saleh_ups@yahoo.com
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12	PALESTINE	MINISTRY REPRESENTATIVES	Ms.	Zahra	KHADRAJ		Ministry of Education	zahra.ad.qi@gmail.com
13	PALESTINE	MINISTRY REPRESENTATIVES	Mr	Marwan	ABU RIZIK		Ministry of Education	marwanaburizik@gmail.com
14	PALESTINE	MINISTRY REPRESENTATIVES	Ms.	Ruba	GHNAIMAT		Ministry of Education	ruba.hd.nh@gmail.com
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8.3 EVALUATION QUESTIONNAIRE

Workshop Title	<u>SWIM-Horizon 2020 Support Mechanism</u> National training: Enabling educators to implement Education for Sustainable Development (ESD)	
Date	17-18 September 2017	
Location	Country	Ramallah, Palestine
	Venue	Grand Park Hotel
Participant Name (optional)		
Participant Title		
Participant's Country		

INSTRUCTIONS:
Please circle/tick your response to the items. Your feedback is sincerely appreciated. Thank you.

A. ORGANISATIONAL, ADMINISTRATIVE AND PLANNING ISSUES BEFORE AND DURING THE EVENT

A.1. Efficient logistics: location of venue and interpretation

☐ Excellent ☐ Good ☐ Average ☐ Poor

A.2. Smooth flow of programme, efficient handling of emerging needs and attentiveness to participants concerns

☐ Excellent ☐ Good ☐ Average ☐ Poor

A.3. Presentations correspond and contribute to the planned objectives and are conducive to enhanced shared understanding and participation on addressed topics

☐ Excellent ☐ Good ☐ Average ☐ Poor

A.4. Clarity, coverage and sufficiency of concepts, objectives, anticipated outputs and outcomes

☐ Excellent ☐ Good ☐ Average ☐ Poor



A.5. The materials distributed were helpful

☐ Excellent ☐ Good ☐ Average ☐ Poor

A.6. Efficient and Effective Facilitation

☐ Excellent ☐ Good ☐ Average ☐ Poor

A.7. Overall rating of the event

☐ Excellent ☐ Good ☐ Average ☐ Poor

B. FEEDBACK ON TECHNICAL ASPECTS

B.1. Coverage of the event

In your opinion did the event cover (tick one of the following):

- ☐ All the topics necessary for a good comprehension of the subject nothing more
☐ Some topics covered are not necessary
☐ Some additional topics should be included

B.2. Level of difficulty (tick one of the following):

- ☐ Difficult
☐ Adequate
☐ Elementary

B.3. Length of the meeting

In your view the workshop duration was (tick one of the following):

- ☐ Longer than needed
☐ Sufficient
☐ Shorter than required

B.4. What is the most valuable thing you learned during the workshop (knowledge or skills)?

B.5. How do you think that the current event will assist you in your future work on the subject?



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B.6. Please indicate whether (and how) you could transfer part of the experience gained from the event to your colleagues in your country?

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B.7. What did you like most about this event?

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B.8. What needs to be improved?

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Kindly note that some of your statements might be included in this activity's press release.



8.4 REFERENCES

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