



Act No. EFH-JO-2

Strengthening of public awareness and Education for Sustainable Development in view of promoting: a shift away from the use of plastic bags; and/or the use of non-conventional water resources

Report for: Task 1: “Organisation of a 2-day Training of Trainers” and Task 2: “Organisation of an inter-institutional consultation on ESD, MSED and its Action Plan” (back-to-back to the training)

Version	Document Title	Author	Review and Clearance
1	Strengthening of public awareness and Education for Sustainable Development in view of promoting: a shift away from the use of plastic bags; and/or the use of non-conventional water resources	Vicky Malotidi Iro Alampei	Prof. Michael Scoullas



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:

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Disclaimer:

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ABBREVIATIONS

AP	Action Plan
ESD	Education for Sustainable Development
GAP	Global Action Programme (of UNESCO)
MEdIES	Mediterranean Education Initiative for Environment and Sustainability
MSESD	Mediterranean Strategy on Education for Sustainable Development
NGO	Non Governmental Organisation
SDGs	Sustainable Development Goals
UfM	Union for the Mediterranean
WIA	Whole Institute Approach

1 GENERAL INTRODUCTION

RATIONALE OF ACTIVITY

Education for Sustainable Development (ESD), extending from the classroom (formal, through the Ministry of Education) non formal (through NGOs, 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.



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 Jordan, as well.

The proposed training of trainers was intended to serve as a 'demonstration' on how the MSESD and its AP can be put into force in the country. Despite the country's richness of programmes on environmental education in primary and secondary level and the many public awareness campaigns on environmental and sustainability topics, run by public and private bodies, ESD has not yet been systematically introduced in the schooling system nor in the universities.

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

2 OBJECTIVES OF ACTIVITY

The training of trainers "Enabling educators on implementing Education for Sustainable Development (ESD)" had as main aim 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 the country by state and non-state actors. Furthermore, the course will elaborate on the national to regional interface strengthening the coherence and cooperation in all relevant ESD approaches. On another level, the course aims to 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.

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 were modelled by answering to 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 MSESD.



3 RESULTS OF TASK 1 AND 2

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 MSED and its AP.
- A number of educators become part of a wider Mediterranean e-network

3.1. RESULTS OF TASK 1

The results of task 1: “The organisation of a 2-day Training of Trainers” are the following:

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

3.2 RESULTS OF TASK 2

Task 2 “The organisation of the inter-institutional consultation on ESD, MSED and its Action Plan” took place on 12 September 2017, at the Ministry of Environment in Amman (12:00 – 13:00), back-to-back to the training (task 1) having as main outcome a solid understanding of the participating officials on the MSED, its Action Plan (AP) and its potential synergies and links with the educational agenda in Jordan. Participants of this meeting were: HE Ahmed Qatarneh SG of the Ministry of Environment; Mr. Omar Abu Eid, EU Delegation; Mr Ahmed Obeidat Ministry of Environment; Mr Mohamed Afanah, Ministry of Environment; Ms Hanadi Marie; Prof Michael Scoullas TL SWIM-H2020; Ms Iro Alampe, ESD Expert. The minutes of the meeting are following:

- At the opening, after a brief introduction by the TL on the purpose of the meeting, Mr Qatarneh informed the participants that the Ministry of Education was not able for unforeseeable reasons to be represented. The Ministry of Education is very big compared to the Ministry of Environment, with two Secretary Generals (Technical and Administrative) with one of whom a meeting was arranged later the same afternoon, during which he was prepared to brief him on the training and the SWIM-H2020 SM Programme. He was given a Programme folder with material and was kindly requested by the TL to reiterate an invitation to address a welcome to the next day’s training.
- The TL introduced the training taking place the next day, linking it with the Strategy (MSED), last year’s Ministerial meeting in Cyprus on the MSED’s Action Plan and the upcoming regional training of SWIM-H2020 SM in Cyprus (November 2017) and he stressed the importance of mainstreaming the existing and new ESD activities with MSED and its Action Plan. Such an



approach is also aligned with the reporting commitment of the country for the SDGs and different Conventions.

- The Ministry of Environment intends to compile a book on “Environmental Culture”. For this purpose it has set up recently (April 2017) a Committee (with participation from all Directorates) reviewing how environmental themes appear in the curricula and school handbooks. They expect the input from the Ministry of Education in the coming days to finalise the text. The TL underlined the need for all SD dimensions to be integrated in the handbook and link this activity to the MSED and its AP.
- Mr Obeidat stressed the importance of the workshop and the need for further in depth trainings of competent administration staff dealing with education and communication, a request made also by other officials present. The TL responded that the SWIM-H2020 SM Programme will make an effort to respond to the extent possible; however the resources are limited. But there is a possibility to conduct further work in a potential extension of the project for the period 2019-2020 and invited the SG to table this request.
- The SG indicated that the extension could be requested in a future Steering Committee meeting and he stated the keen interest of Jordan to host the next Steering Committee (SC) Meeting in Amman. A letter on this issue will be addressed by the Ministry to the TL and/or the EUD.
- Mr Abu Eid reconfirmed the commitment of the EU Delegation to the SWIM-H2020 SM goals, he expressed the appreciation for the work carried out, he mentioned that an extension of the project till 2020 is both reasonable and feasible and he supported the idea for an SC meeting in Amman. He also asked for all presentations and material to be forwarded to his colleagues dealing with various aspects of communication and education including curricula, educational reforms, involvement of refugees, etc.
- Mr Afana asked for an early submission of a comprehensive timetable of the many trainings and other activities in order to facilitate a better planning and management of the Jordanian participation.

Because the Ministry of Water and Irrigation (MWI) could not attend the interministerial consultation, on the same day (12/09/2017) at 13.00 – 14.00, SWIM-H2020 SM went to the Ministry and met with Eng. Ali Subah (project experts were: Prof Michael Scoullios TL SWIM-H2020; Ms Iro Alampei, ESD Expert). The main points of the discussion were:

- After an introduction about the training and the overall activities of SWIM-H2020 on ESD, the Deputy Secretary General of the MWI briefly presented the situation on communication/public awareness and education of the MWI. He emphasized that the Ministry has designated staff and many relevant activities with students and other stakeholders, e.g. farmers, particularly on non-formal education, and would like to benefit from the Programme.
- On the overall SDG agenda he explained that the Ministry of Planning is responsible while the MWI monitors only the SDG6 on Water.



- With the support of religious leaders a “fatwah” was issued about the use of treated grey and waste water and the farmers now accept happily to irrigate with reused water, particularly plants for animal feed.
- Following the discussion he instructed the communication department to actively participate in the training.
- Eng Ali Subah expressed the wish for a further direct contact between him, the TL and the Athens based group for the optimization of communication and synergies.

The inter-institutional consultation on ESD continued on the morning of the 13th of September (it lasted for one hour, prior to the training) with the presence also of Mr Fawzi Khotaba, from the Ministry of Education, during which the following points were raised:

- A closer cooperation between the two Ministries of Education and Environment, with emphasis on ESD according to the provisions of the Mediterranean Strategy and the AP was suggested. Effort will be made to establish a “platform” body on ESD with the participation also of other key stakeholders such as the Jordanian National Commission for UNESCO and competent NGOs.
- Mr Khotaba suggested and it was agreed that the Ministry of Education will request through the H2020 Focal Point (MoE) additional workshops along the same line to the present one that could be carried out either till the end of the present phase of the Programme or during a potential extension of the Programme to 2020.
- For the upcoming meeting in Cyprus (November 2017) there will be a joint presentation with input from both Ministries.

4 PROFILE OF THE PARTICIPANTS

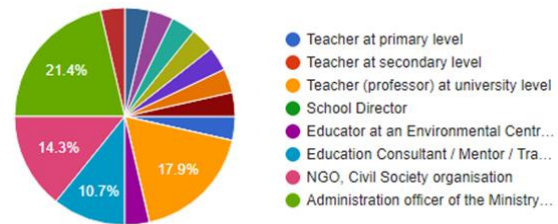
The intended target group for this training included:

- 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.
- Members of the National Commission for UNESCO in Jordan.
- Administration staff of the relevant Ministries of Education, Environment, Water.

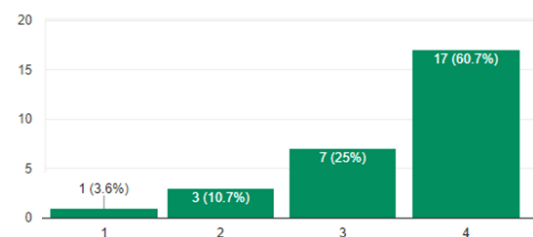
The pre-course online questionnaire asked participants to describe their profile and background on ESD. **It was filled in by 28 participants.** Its main outcomes are:



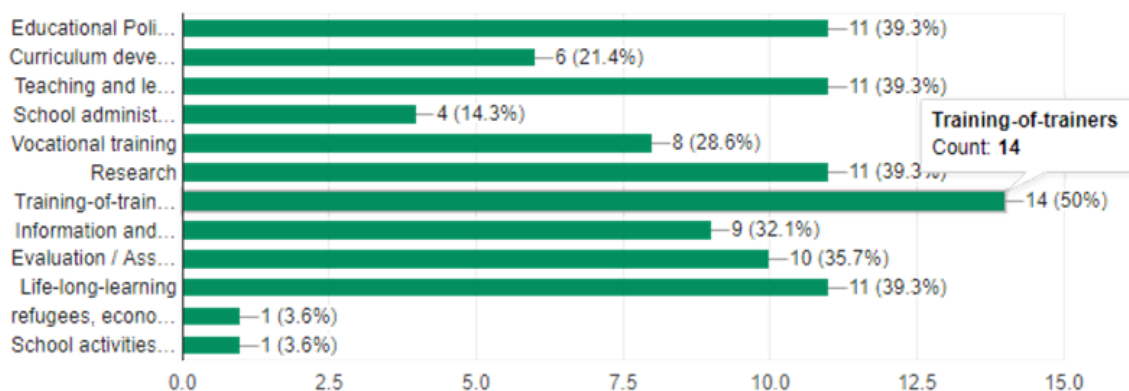
There was a balance between female and male surveyed participants (46.4% - 53.6% respectively)



About two thirds of participants considered themselves highly experienced in their profession (on a scale 1- 4, 60.7% chose 4).



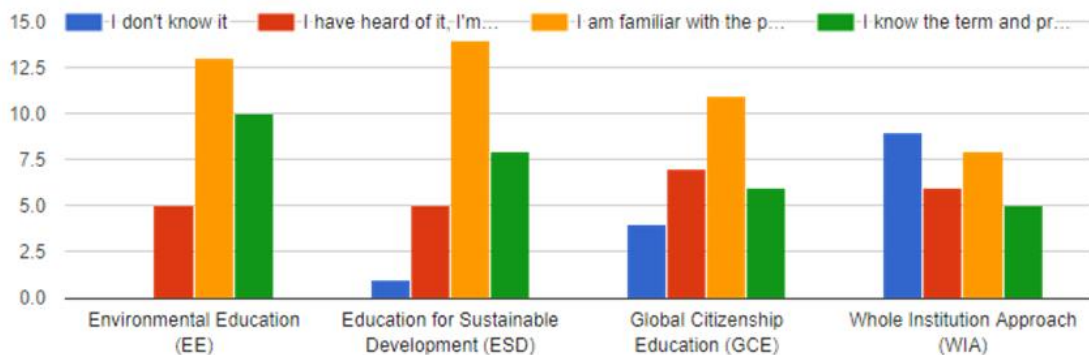
The aspect that most participants related to was Training-of-Trainers, followed by Educational Policies, Teaching and learning methodologies, Research, and lifelong learning that equally ranked in second place.



Although the majority of participants were very much familiar with Environmental Education, fewer were familiar with 'Education for Sustainable Development' and even fewer with 'Global Citizenship Education' and the 'Whole Institute Approach'.

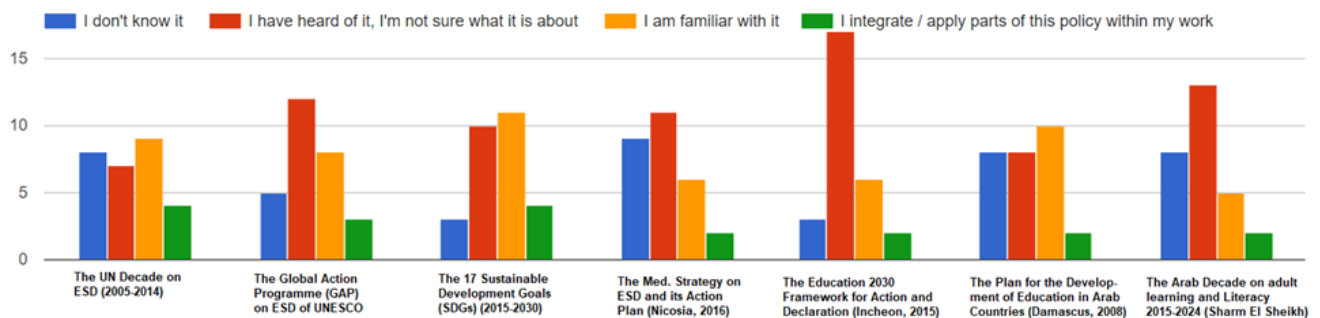


How familiar are you with the following terms?



Less than half of the surveyed participants were familiar to the processes concerning the UN Decade on ESD, the UNESCO/GAP and the SDGs agenda, the same goes for the Education Plan for Arab Countries. Even less, about one in three, knew about the Mediterranean Strategy on ESD and the Arab Decade on Literacy.

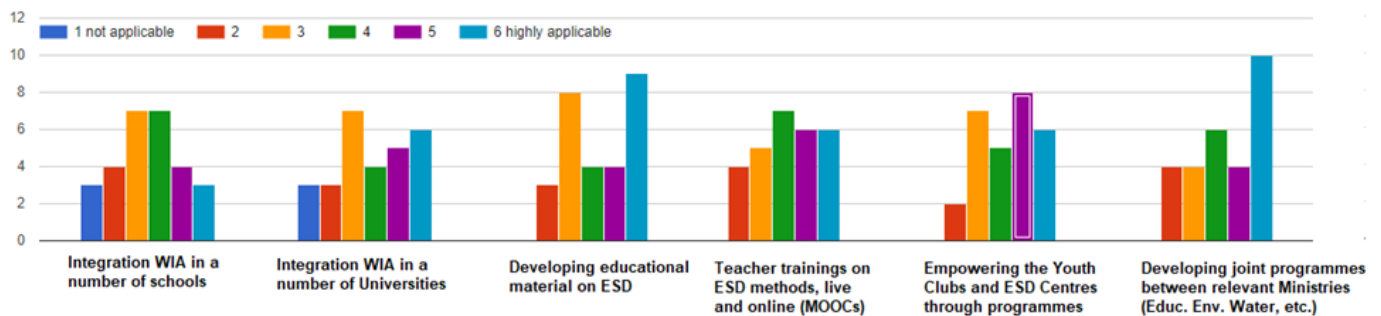
How familiar are you with the following terms?



From a series of proposed measures in an eventual ESD Jordanian Plan on ESD, the participants found more applicable the implementation of joint interministerial programmes, followed by teacher trainings on methodologies and empowering youth clubs. Development of ESD materials also ranked highly, while the 'Whole Institute Approach' is less popular.

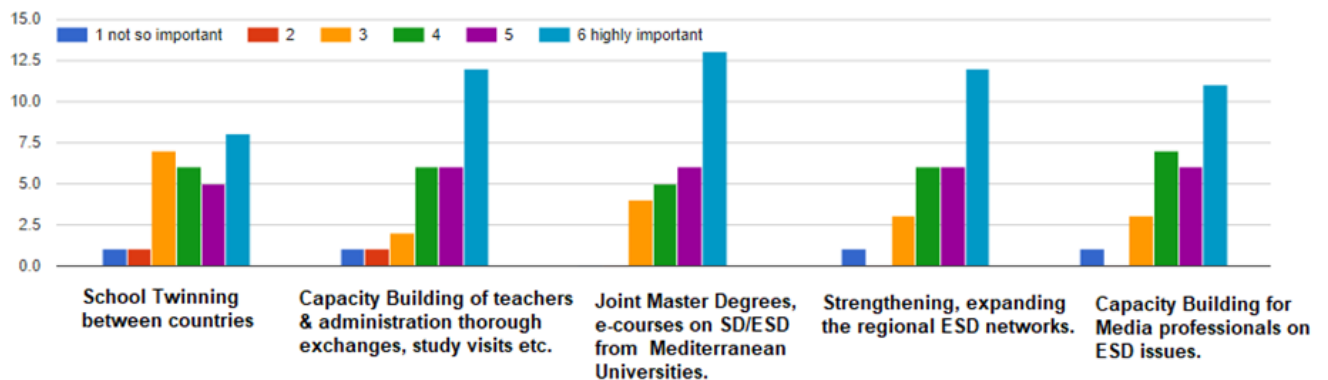


How relevant & applicable you find these measures to be included in a National Plan in your country?



From a series of proposed regional ESD measures between countries, the participants find more applicable the implementation of joint Master Degrees and e-learning courses, followed by study visits, strengthening the regional networks and capacity building of media professionals.

How relevant do you find the following proposals for regional ESD initiatives between countries?



When asked to name a particular problem related to either water or wastes in their localities the surveyed participants named those mentioned below. Apart from these, there were also some general comments regarding the limited public awareness in general and the lack of funding of locally relevant initiatives that work on the ground to solve problems.



WATER:

- The country suffers from increased water shortages, with added pressures due to climate change
- Combined problems due to low rain and discharge of waste water in streams, leading to crops contamination
- Water is not clean enough for domestic uses, high amount of sand in tanks
- Refugees crisis adds pressures to water quality and quantity
- Lack of public awareness for the optimal exploitation and rationalization of water consumption (+++)

WASTES:

- Increased waste generation without proper discharge, handling, recycling
- Plastic wastes
- Lack of awareness how to dispose waste properly
- National losses due to non-recycling of wastes
- Need to separate solid waste into 3 categories: organic, cans, others
- Waste accumulation, dumping trash in streets, littering in public places
- Need for piloting waste management projects all around Jordan

5 EVALUATION OF THE TRAINING

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	86,0
A2. Smooth flow of programme, efficient handling of emerging needs and attentiveness to participants concerns	83,1
A3. Presentations correspond and contribute to the planned objectives and are conducive to enhanced shared understanding and participation on addressed topics	80,1
A4. Clarity, coverage and sufficiency of concepts, objectives, anticipated outputs and outcomes	81,6
A5. The materials distributed were helpful	86,8
A6. Efficient and Effective Facilitation	82,4
A7. Overall rating of the event	88,2



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 nothing more</i>	46
<i>Some topics covered are not necessary</i>	48
<i>Some additional topics should be included</i>	17
B2. Level of difficulty <i>Adequate</i>	86
B3. Length of the meeting <i>Sufficient</i>	67

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 goals.
B6	What didn't work well and why: Time management for day 1 due to the 1-hour delay of the Officials and Time management for day 2: the participants wished to leave earlier than expected. Still, we managed to accommodate both incidents by squeezing the duration of some workshops.
B7	What components/concepts did participants seem to understand well: According to the discussion and the evaluation questionnaire the seemed to obtained a good understanding of the "Pillars/components of a Sustainable Institution" and they are highly aware of what programmes and/or ESD initiatives are carried out already in Jordan; Additionally it seems that they didn't understand the B1 item of the questionnaire (see in 6).
B8	Were there any components/concepts that participants appeared to not understand: A few participants asked for less acronyms, abbreviations, jargon terms; Some participants asked/expected an e-evaluation, instead of a printed one.
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



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 COURSE

Many participants declared that the most valuable thing they learned were the pillars of the Sustainable Institution; they valued also the training methodologies and tools used, and the knowledge gained about the ESD programmes in Jordan, compared to the whole world. They valued mostly the interactive sessions (workshops and group work), while several of them declared they would transfer the new knowledge and skills on their institution. There was a joint recommendation to form a kind of platform or database for all ESD projects in Jordan, as well as a pledge to host more capacity building trainings.

According to the trainees, aspects that can be improved in future trainings concern: (a) the use of less jargon terms and acronyms, (b) the better linking between theory and practice, (c) a greater emphasis on teaching methods, (d) having more clear criteria on selecting the participants (practitioners vs administrators).

About the technical aspects of the training the vast majority considered the level of difficulty appropriate, while the duration was considered as sufficient by two thirds; however, some have requested shorter duration of the training (20%, see also the 'Remarks by the trainer').

Regarding the coverage of the necessary topics, it seems that the trainees did not fully understand this question because many of them chose more than one response; However approx. half considered that all necessary topics were included while the other half replied that some of the topics included were not necessary.

One final result of the training was that all participants agreed to be from now on interconnected and have registered in the MEDIES e-network on ESD (www.medies.net).

7 CONCLUSIONS & OVERALL ASSESSMENT

During this training the participants were introduced to the philosophy and latest developments on ESD, the content of the AP/MSESD as well as successful projects carried out in the country, and discussed



common areas for possible synergies and integration of national ESD projects and programmes within a National AP.

(Note: in Jordan there is a lot of experience from projects regarding Environmental Education (EE) and ESD; though it seems that most of them are mainly Environmental and we are experiencing now the transition phase from EE to ESD. In this direction, Jordan can be substantially benefited from the AP of MSED)

- It was agreed that the processes related to the AP and the MSED should be strengthened and actually become part of the Jordanian Educational agenda. The trainees expressed the need for a common 'space', a kind of Committee or a "platform", a "light" structure to be in place about ESD in Jordan that will facilitate the proper synergies among separate ESD initiatives.
- The need for stronger links with existing related regional structures such as the MEDIES and MIO-ECSDE Networks was repeatedly raised.
- Voluntary commitments on SD/ESD such as "Sustainability Charters" that various Universities have developed (e.g. in Greece) are available and will be disseminated to participants (particularly those coming from the Higher Education Sector on request) to support them; Interested Universities were encouraged to join the related Mediterranean Universities Network on SD/ESD (<http://medies.net/staticpages.asp?aID=496>)
- The trainees voiced their overall satisfaction with the workshop (88,2%); they asked for (i) further training activities (ii) targeted awareness activities engaging parliamentarians; (iii) facilitation of links and effective connections with other stakeholders and initiatives within the country (maybe a database to be coordinated by the Ministry of Education) (iv) to include also trainings for the vocational education sector.



8 ANNEXES

8.1 Agenda

Enabling educators to implement Education for Sustainable Development (ESD)

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 	9.00 - 10.30	<ul style="list-style-type: none"> HE Ahmad Qatarnah, SG, Ministry of Environment Mr Fawzi Khotaba Ministry of Education Mr Omar Abu Eid, Delegation of the European Union to the Hashemite Kingdom of Jordan Vicky Malotidi, 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 Scoulllos, Team Leader SWIM-H2020 SM
Coffee Break		11.30 - 12.00	
Session 3 Sharing experiences in ESD	<ul style="list-style-type: none"> Eco-schools in Jordan ESD projects of the RSCN, “the knights of change” project Participants’ input on ESD projects - Sharing of experiences & reflections 	12.00 - 13.30	Mrs. Sally Buqa'een The Royal Marine Conservation Society Ms Mervat Batarseh, The Royal Society for Conservation of Nation Presentation and discussion session Coordination by Prof. Michael Scoulllos
Lunch Break		13.30 - 14.30	
Session 4 Workshop ‘our ESD approach’	<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. Coordination by Iro Alampe, MEdIES
14 Sept			
Session 5	<ul style="list-style-type: none"> ESD current status in Jordan 	9.00 – 9.30	Mrs Ibtisam Ayyoub & Mr Sultan Kholailf, Jordan National Commission for UNESCO
Session 6 Workshop on NCWRs	<ul style="list-style-type: none"> Using the Non Conventional Water Resources (NCWRs) as a vehicle for applying ESD”: ideas for activities and projects 	9.30 - 11.00	Interactive, practical session engaging participants in hands-on activities and discussion. Coordination by Vicky Malotidi, MEdIES
Coffee Break		11.00 - 11.30	
Session 7 Workshop Design of ESD project	<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, prioritization, barrier analysis, and synthesis. Coordination by Iro Alampe, MEdIES
Lunch Break		14.00 - 15.00	
Session 8 Synthesis	<i>(Coffee will be served during the session)</i> <ul style="list-style-type: none"> Opportunities/possibilities to adapt the 	15.00 - 16.30	Discussion session Coordination by Prof. Michael Scoulllos



S	educational agenda in Jordan. <ul style="list-style-type: none">• Recommendations for actions, initiatives, projects etc, based on the Jordanian needs, and compatible with the provisions of the Action Plan		
Session 9	<ul style="list-style-type: none">• Closing/Wrap up• Course Evaluation• Certificates Award	16.30 - 17.00	<i>Prof. Michael Scoulllos & MEdIES team</i>

**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	JORDAN	MINISTRY REPRESENTATIVES	Mr	Ebtisam	MAHASNEH	Minister Adviser	Ministry of High Education	ebtisam.mahasneh@mohe.gov.jo
2	JORDAN	MINISTRY REPRESENTATIVES	Mr.	Sultan	KHOLAIF		Jordan National Commission for Education, Culture and Science	Mais4444@hotmail.com
3	JORDAN	MINISTRY REPRESENTATIVES	Ms.	Rania	KHRAISAT		Jordan National Commission for Education, Culture and Science	Raniasafwan666@yahoo.com
4	JORDAN	MINISTRY REPRESENTATIVES	Mrs	Ibtisam	AYYOUB		Jordan National Commission for Education, Culture and Science	
5	JORDAN	MINISTRY REPRESENTATIVES	Mr	Zayed	AL-OKOUR	School curricula and textbooks administration	Ministry of Education	Zayed_71@yahoo.com
6	JORDAN	MINISTRY REPRESENTATIVES	Ms	Marwa	KHAMEES	School curricula and textbooks administration	Ministry of Education	Marwa.alfattah@gmail.com
7	JORDAN	MINISTRY REPRESENTATIVES	Mr.	Fawzi	KHOTABA	Educational activities administration	Ministry of Education	fawziahkhtaba@yahoo.com
8	JORDAN	NGOs REPRESENTATIVES	Ms.	Sally	BUQA'EEN		The Royal Marine Conservation Society	s.buqaeen@jreds.org



9	JORDAN	NGOs REPRESENTATIVES	Mr.	Ali	FRAIHAT		Jordan Environment Society	jes@jes.org.jo
10	JORDAN	NGOs REPRESENTATIVES	Ms.	Nadia	ANANZEH		Jordan Environment Society	jes@jes.org.jo
11	JORDAN	NGOs REPRESENTATIVES	Mr.	Rahmeh Ali Ahmad	AFANEH		Green Generation Society	Ray.94.rm@gmail.com
12	JORDAN	NGOs REPRESENTATIVES	Ms.	Mervat	BATARSEH		The Royal Society for Conservation of Nation	mervtbat@rscn.org.jo
13	JORDAN	ACADEMIA AND RESEARCH INSTITUTES	Mr.	Waleed	GHARAIBEH		University of Jordan	waleedgharaibeh@gmail.com
14	JORDAN	ACADEMIA AND RESEARCH INSTITUTES	Ms	Najla	HAMMAD		The Faculty of Educational Sciences and Arts - UNRWA	n.hammad2@unrwa.org , ahmedeuv@yahoo.com
15	JORDAN	ACADEMIA AND RESEARCH INSTITUTES	Ms.	Amal	SALTI		Amman Arab University	Amalsal.s.2010@gmail.com
16	JORDAN	MINISTRY REPRESENTATIVES	Mr.	Mahmoud	ZBOON	Committee for Environmental Culture	Ministry of Environment	mahmoudzboon@yahoo.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	13-14 September 2017	
Location	Country	Amman, Jordan
	Venue	Ayass 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?

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

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

B.8. What needs to be improved?

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