



## Support for the implementation of the Action Plan of the Mediterranean Strategy on Education for Sustainable Development in Egypt

### Expert Facility Activity No: EFH-EG-2

**Report for Task 1:** Organisation of two 2-day Trainings of Trainers & **Task 2:**  
Organisation of inter-institutional consultations on ESD/MSESD/Action  
Plan

Version	Document Title	Author	Review and Clearance
1	Support for the implementation of the Action Plan of the Mediterranean Strategy on Education for Sustainable Development (MSESD) in Egypt	Vicky Malotidi	Prof. Michael Scoullou Anastasia Roniotes



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

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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.

### Acknowledgements:

Special thanks need to be directed to the Ms Engy Sabry, Student Awareness Specialist, Egyptian Environmental Affairs Agency for the valuable support in the organisation of the trainings and meetings and to Mr Essam Hannout for the excellent cooperation.

### Disclaimer:

This document has been produced with the financial support of the European Union.

The contents are the sole responsibility of the implementing Consortium and can in no way be taken to reflect the views of the European Union.



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## ABBREVIATIONS

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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

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## RATIONALE OF ACTIVITY

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Egypt faces a number of environmental and sustainable development challenges such as the imbalance between population growth and economic development; urbanisation, soil fertility decrease and desertification; air, water, soil and sea pollution (EE in Egypt, UNESCO 1999). Among these, waste management issues (including limited recycling, and marine litter) are an important threat. As it regards the education sector and despite the fact that in the country several initiatives on Environmental Education (EE) and public information and awareness programs have been carried out reaching a large number of schools, youth, women, marginalised groups and other audiences, through a number of projects of state actors (Ministries and authorities) and non-state actors (international organisations and civil society organisations), the needs of the country are considerable, particular in the area of ESD. The scale of the mobilisation required is very big taking into account that Egypt has 23 millions of



students/pupils, 1,8 millions of educators and more than 55.000 schools. Therefore the training of targeted groups of trainers capable in introducing ESD in the schooling system is of high priority.

Currently the country is in the phase of finalisation of the National Strategy on the Agenda 2030 - Sustainable Development and in this framework the SWIM-H2020 activity intends to strengthen the country's efforts towards the enrichment of the relevant Education / ESD component of this National Strategy. Actually, the activity responds to the request of Egypt for more trainings on ESD and the active implementation of the Mediterranean Strategy on Education for Sustainable Development (MSESD) and its Action Plan, as expressed during the 1<sup>st</sup> Meeting of the Mediterranean ESD Committee (Nicosia, November 2017, supported by SWIM-H2020 SM) and at the SWIM-H2020 SM Steering Committee Meeting in Jordan (January 2018).

The training is a direct support of SWIM-H2020 SM for the Action Plan's implementation at national level by adapting accordingly its educational agenda.

## 2 OBJECTIVES OF THE ACTIVITY

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The main objective of the trainings (Task 1) was to raise awareness and build the capacities of a critical mass of educators, trainers and other competent professionals on the design and application of ESD programmes supporting sustainable waste management – prevention & minimization, recycling options, marine litter issue, etc. On another level, the trainings introduced the Mediterranean Strategy on Education for Sustainable Development (MSESD) and its Action Plan and explored its links with the ESD national Programmes and initiatives of the country. The two-day trainings combined presentations, group-work in workshops and experience sharing/critical discussion sessions. The trainees were provided with educational materials and ESD resources so as to enhance their competences on how to design and deliver ESD.

To 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 outlined by answering to online questionnaire about their experience on applying ESD (within their working fields, either in formal or non-formal education frameworks) as well as on their knowledge about the Mediterranean Strategy on ESD and its Action Plan. During and after the course, the trainees consulted the facilitators on how to put in practice aspects of the Action Plan of MSESD. In addition, an inter-institutional consultation on the ESD (task 2) took place back-to-back to the two trainings.



## 3 RESULTS OF TASK 1 AND 2

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### 3.1. RESULTS OF TASK 1

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The results of Task 1 “*Organisation of two 2-days Training of Trainers*” (2-3 and 5-6 December 2018, Pyramisa Hotel) regarding the 97 trainers, educators and officials who participated were the following:

- Development of competences on how to design and implement ESD programmes and campaigns on topics related to sustainable development with an emphasis to the solid waste management and the marine litter issue.
- Comprehension of how SWIM-H2020 SM priority themes focusing on waste management are delivered within formal curricula and non-formal education schemes.
- Solid understanding about the Action Plan of the Mediterranean Strategy on ESD and its potential to adapt accordingly within the educational agenda in Egypt.
- Participation in the MEdIES network on ESD.

### 3.2 RESULTS OF TASK 2

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Task 2 “*Organisation of an inter-institutional consultation on ESD, MSED and its Action Plan*” took place on 4 December 2018, at the Pyramisa Hotel in Cairo (09.30 – 13:30) to present, discuss and elaborate on the MSED and its Action Plan (AP) and explore the potential for further synergies and effective links with the Educational, and in particular, the ESD programmes in the country. The participants (20) were representatives of the Ministry of Education and Technical Education (MoETE), the Egyptian Environmental Agency (EEAA), the Egyptian Sustainable Development Forum (ESDF) and University Professors, together with Prof Michael Scoullos TL SWIM-H2020 and Iro Alampe and Vicky Malotidi, ESD Experts (the list of participants is attached).

*Note: Although in the initial planning of Task 2 was to organise two separate inter-ministerial meetings, back-to-back: one for the Ministry of Education and Technical Education and another for the Ministry of Higher Education, the national FP and the competent stakeholders co-decided to ‘join forces’ and organise one single consultation, inviting all related state and non-state actors.*

The meeting started with an in-depth analysis and updating on recent developments on ESD by Prof Scoullos. The General Manager of the Ministry of Education and Technical Education (MoETE), Mr Hegazy expressed his appreciation of the particular activity of SWIM-H2020 Programme and of the introductory presentation of Prof Scoullos, confirming the wish of Egypt to benefit from SWIM-H2020 SM and its extension in promoting the ESD agenda in the country.

Dr Akram Hassan, Head of Central Administration of Secondary Education, MoETE, presented in details the recent Programme for ESD for the lower primary - upper primary – lower secondary



education level, already pilot-applied in selected Governorates of the country. It is foreseen to be widely applied in 2019 and on. The programme is actually a comprehensive curriculum on ESD implementing to a large extent the MSED and its AP, targeting not only knowledge related to SDGs issues but rather having a skills-oriented approach and emphasising on the 'learning-to-learn' competence development, and having a strong component of active citizenship education. The full programme is available also on the webpage of the Ministry (in Arabic) including in total 359 activities together with a set of indicators for performance and evaluation/impact. As Dr Abderhaam, Office of the General Director, MoETE added, the programme was developed following a series of consultations engaging representatives of the Governorates and of the Ministries; However a lack of adequate dialogue with representatives of the Civil Society and the private sector was mentioned. Mr Tarek Abdel Aziz, Advisor of the Minister of ETE, highlighted that the programme is effectively linked to the Egyptian Strategy on Sustainable Development (2030) while the Strategy still has some 'space' to enrich its Education/Awareness component. Prof Scoullos acknowledged this Programme as a concrete attempt for the implementation of most of the priorities and approaches of the MSED in Egypt. Prof Hada Hoursy, Egyptian Sustainable Development Forum, stressed that all competent state and non-state actors should further support the MoETE in the full implementation of the programme as well as in enriching the ESD part of the Egyptian SD Strategy. To this end, the related stakeholders shall be better coordinated and 'aligned'. Another point raised was to give even more attention to the issues of Women & Youth Empowerment and in applying bottom-up approaches.

Dr Rehim Mahmoud, General Manager of Environmental Culture and Awareness of EEAA highlighted that the Programme is in line with the ESD activities that the EEAA is coordinating with schools and teachers; However, he recognised some weaknesses and also suggested that a stronger coordination is needed among the MoETE, the EEAA and the Civil Society for the effective implementation of the ESD Programme at a larger scale. At this point Mr Mahmoud added the importance of a better link with the Ministry of Planning that has the leading role for the Agenda 2030 and the Egyptian National Strategy on SD.

At the end of the meeting, and after the wrap-up by Prof Scoullos the following points were agreed:

- The participants will plan to have another meeting before February 2019 (in February the National Strategy on SD will be completed) to properly coordinate and prepare for presenting recommendations for enriching the Education/ESD part of the Egyptian National Strategy on Sustainable Development, combined with indicators and with a clearer reference to the MSED.
- The updated National Strategy on SD and the eventual Action Plan will be communicated to SWIM-H2020 key experts as well as to the MEDIES team.
- To make sure that the country will continue receiving expert support on ESD in the next phase/continuation of the programme, Egypt may make a clear request at the next Steering Committee of the SWIM-H2020 Programme for activities to support the implementation of the MSED in the new Egyptian Strategy on SD.
- Both the EU and UNESCO will be properly informed on the outcomes of the trainings (task 1) as well as of the present consultation (task 2).



## 4 PROFILE OF THE PARTICIPANTS

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The participants were:

- Educators working in formal education: teachers in schools, school directors and school inspectors and university professors
- Trainers working in non-formal education: NGOs, Associations for the Environment and Sustainable Development, the Egyptian Sustainable Development Forum.
- Officers of the Ministry of Education and Technical Education in the fieldS of Curriculum Development; Training; Awareness Raising; ESD, and of the Egyptian Environmental Affairs Agency.

The pre-course online questionnaire asked the participants to describe their profile and background and opinions on ESD in general. It was filled in by 18 participants and it had the following main outcomes:

### **Profile of respondents:**

- Gender representation: female 66,7% and male 33,3%:
- More than half were formal educators (with the 17% being directors/inspectors) while a third was non-formal educators (in NGOs, Env. Clubs, etc)
- About two thirds considered themselves experienced in their profession (on a scale 1- 4) (see fig 1).

18 απαντήσεις

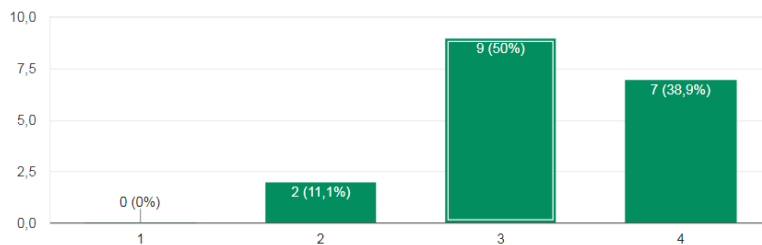


Figure 1

The aspect of Education that most participants are mostly involved and/or interested into were the “Teaching and learning methodologies” and “Research”, together with the “Training of Trainers”, and followed by “Lifelong learning” and “Curriculum development” (see fig. 2)



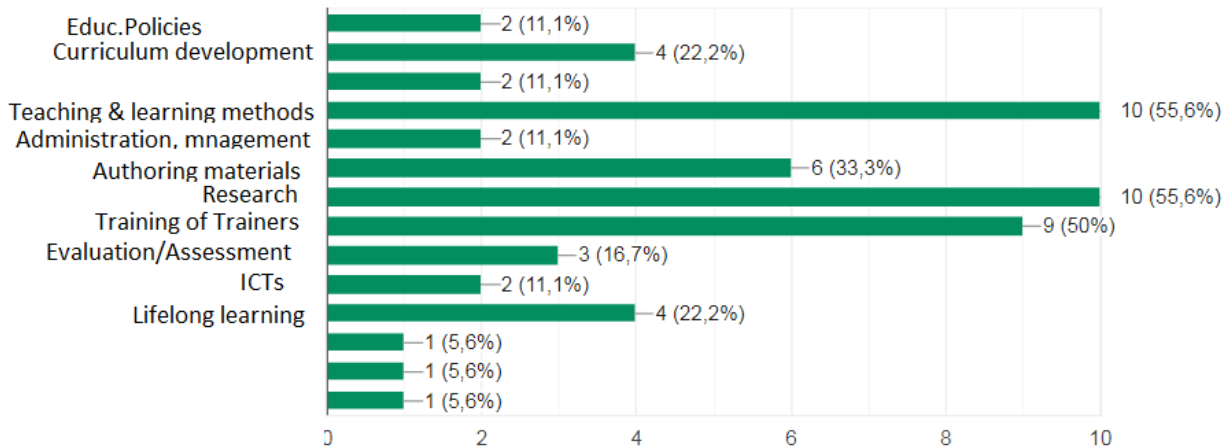


Figure 2

Although the majority of participants were familiar with Environmental Education and Education for Sustainable Development, less were with the Global Citizenship Education and very few with the 'Whole Institute Approach'. (Figure 3: How familiar you consider yourself with Environmental Education/EE, Education for Sustainable Development/ESD, Global Citizenship Education/GCED, Whole of Institute Approach/WIA)

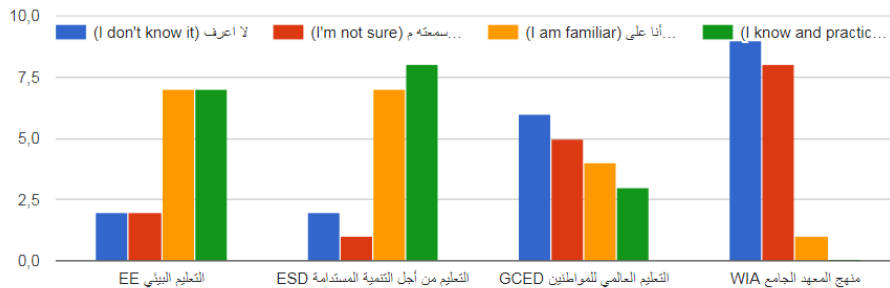


Figure 3

The majority of the respondents were familiar with the processes concerning the UNESCO GAP on ESD, and the SDGs agenda; however almost half knew about the Mediterranean Strategy on ESD and the Plan for the development of Education in Arab countries (see fig 4: How familiar you consider yourself with the UNESCO GAP on ESD; the Sustainable Development Goals/SDGs; the Mediterranean Strategy on ESD & its Action Plan; the Plan for the development of Education in Arab countries; The Education 2030 Framework for Action and Declaration; The Arab Decade on adult learning and Literacy 2015-24)



ما مدى معرفتك بهذه السياسات والاستراتيجيات المتعلقة بـ "التعليم من أجل التنمية المستدامة"؟<sup>5</sup>

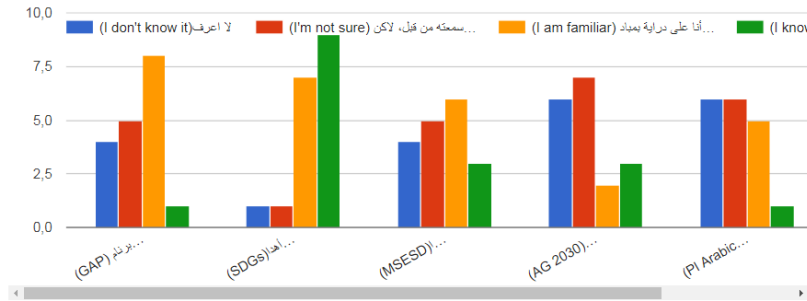


Figure 4

From a series of ESD related topics the respondents found more relevant/important for Egypt the: “Active Citizenship/Public participation”, together with the “Sustainable Water Management/NCWR”, “Sustainable production and consumption patterns” and with the “Empowerment of Women”, “Biodiversity” and “Health issues”.

From a set of proposed measures in an eventual national Plan on ESD, the participants found more applicable the “Systematic collaboration and joint activities on ESD between the different Ministries”, followed by “Systematic teacher trainings” and the “Development of ESD materials” while the “Whole Institute Approach” is less popular.

Last but not least, from a group of proposed regional ESD programmes between the countries, the respondents ranked very high the “School Twinnings” and the “Capacity building of teachers and administration” (through exchanges, study visits, etc.)

## 5 EVALUATION OF THE TRAININGS

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

A. ORGANISATIONAL, ADMINISTRATIVE AND PLANNING ISSUES		
	Satisfaction level using a 100% scale	
	2-3 December	5-6 December
A1. Efficient logistics: location of venue and interpretation	94,5	92,6
A2. Smooth flow of programme, efficient handling of emerging needs and attentiveness to participants concerns	92,2	94,1
A3. Presentations correspond and contribute to the planned objectives and are conducive to enhanced shared understanding and participation on	84,4	94,9



addressed topics		
A4. Clarity, coverage and sufficiency of concepts, objectives, anticipated outputs and outcomes	89,9	93,6
A5. The materials distributed were helpful	96,5	93,4
A6. Efficient and Effective Facilitation	91,7	91,9
<b>A7. Overall rating of the event</b>	<b>95,1</b>	<b>94,9</b>

B. FEED BACK ON TECHNICAL ASPECTS		
	Satisfaction level using a 100% scale	
	2-3 December	5-6 December
B1. Coverage of the event <i>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</i>	87,5	82,4
B2. Level of difficulty <i>Adequate</i>	75	85
B3. Length of the meeting <i>Longer than needed - Sufficient – Shorter than required</i>	25 -37 - 22	12 – 35 - 44

**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	<b>Efficient and effective performance and interaction by participants 3+</b>
B2	<b>Efficient and effective cooperation and team spirit 3+</b>
B3	<b>Level of achievement of planned objectives 3+</b>
B4	<b>Did the event contribute to helping participants practice skills or gain knowledge related to course concepts 3+</b>
B5	<b>What worked well during the event:</b> <i>Generally the training went well, according to the trainers' plan and goals.</i>
B6	<b>What didn't work well and why:</b> <i>Evaluation questionnaires needed to be available in Arabic as well. There was a difficulty in many of the participants to fill it in English. Nevertheless, this was overcome by showing on the screen the questionnaire and have it translated in Arabic by the translators.</i>
B7	<b>What components/concepts did participants seem to understand well:</b> <i>They seemed to obtain a good understanding of: the components of a sustainable institution; the factors of success for an ESD programme/activity; the causes and impacts of the marine litter as well as the problems by the unsustainable waste management in Egypt.</i>



B8	<b>Were there any components/concepts that participants appeared to not understand:</b> <i>Several participants asked for clarifications in the terms of “formal education” and “non-formal education”. Most of them asked for the questionnaire to be available in Arabic, as well.</i>
B9	<b>What aspects of the event could be improved and what to be kept:</b> <i>It is highly recommended to have an Arabic version of the evaluation questionnaire in future trainings.</i>

## 6 ANALYSIS OF THE RESULTS OF THE EVALUATION

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Overall the trainees declared a very high level of satisfaction from both courses (average 95%). The vast majority declared that the most valuable things they gained in terms of knowledge and skills were:

- The engagement in group work;
- New skills in teaching and in planning ESD projects/activities and the factors of its success;
- The information about environmental protection/sustainable development;
- The information related to the MSES and its Action Plan
- The ESD aims & importance;
- The ESD methodologies such as active in learning, thinking out of the box, participatory approach;
- The participation in the marine litter workshop/ideas for awareness campaigns on Marine Litter.

They valued mostly the working in groups giving them the opportunity to discuss debate and share experiences. They also valued the trainers' work, the friendly atmosphere created during the workshops as well as the diversity in the background of participants.

According to the trainees, aspects that can be improved in future trainings mostly concern the duration of the training: It could be applied in 3 instead of 2 days.

All of them declared that they are willing to:

- Transfer the experience gained from the course to their colleagues through meetings, e-meetings and networking;
- Share materials, leaflets and information using the various information channels;
- Organise workshops in schools, seminars for teachers and related events in the local society to 'pass' the message (various types of cascading activities);
- Apply the gained knowledge and skills in their working activities; some actually expressed that will prepare an SD plan for their working environment.

One final result of both trainings was that all participants agreed to be from now on interconnected through the MEDIES e-network on ESD ([www.medies.net](http://www.medies.net)).



*The trainees asked to have the opportunity to meet again as a group after one year or so as to report back on the implementation and impact on what they learnt.*

## 7 CONCLUSIONS

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During the two trainings participants were introduced to the philosophy and latest developments on ESD, the content of the MSED and its AP as well as the successful ESD programmes and initiatives carried out in the country, and discussed common areas and links among the national ESD programme with the MSED/AP. Particularly within the Session 7 “*Recommendations for actions, initiatives, projects etc, based on the Egyptian needs and compatible with the provisions of the Action Plan/MSED*” after a fruitful discussion, the participants ended up with the following recommendations presented, commended and approved (both meetings):

- a) There is an urgent need to **set up a national ESD platform/Committee** including representatives of the related Ministries of Education, Higher Education, Labor, Planning, etc,
- b) It is important **to have an ESD Action Plan** closely linked with the Egyptian National Strategy on 2030 / Sustainable Development Goals. Particularly, for the later its Awareness Raising/ESD components should be strengthened.
- c) The existing practices, initiatives and programmes related to Environment and ESD issues should be integrated in a national ESD plan i.e. the Civil Education curriculum for primary education; Environmental Clubs; various NGO activities. In this line, these initiatives and efforts by the different state actors, bodies and agencies need to be **better coordinated** i.e. under a national ESD platform (see recommendation a).
- d) To facilitate the dissemination of **appropriate material on ESD** (and the SDGs) also through the existing and the new ESD channels is needed. In addition, the recent establishment of the extra-curriculum “zone”/project/activities in schools on environmental/SD issues could provide a very useful tool in introducing ESD.
- e) To organize more **training and re-training activities on ESD** for educators formal and non-formal was stressed, in general. More particularly, a follow up activity of the training was requested based on the participants’ experience and expertise, eventually facilitated, by the next phase of SWIM-H2020 SM, linked to an ESD project; with emphasis on practical training.
- f) To actively introduce and promote the “**Whole Institution Approach**” (WIA), improve the provision and management of education facilities towards SD.
- g) To reinforce international, regional and sub-regional **cooperation of Egypt with other countries** in the framework of the implementation of the MSED and its AP.



- h) To include the training's documentation in the **Egyptian Knowledge Bank**. Also selected appropriate e-learning courses and e-books on ESD (and translated into Arabic, if needed) could be uploaded.
- i) To support morally and recognize properly the **SD achievements** of the **learners** is very much needed. In particular, schools of remote/rural areas shall be provided with **incentives** such as grants for travelling, certificates, etc. to motivated teachers and learners in promoting ESD through innovative approaches (i.e. inventions, competitions, etc).
- j) To **equip the Science Centres** with models of renewable energy i.e. solar, biogas, etc. In general, the importance of making the new educational institutions 'green' was highlighted.
- k) To actively cooperate in formal and non-formal/informal educational activities with all **stakeholders** including Civil Society/NGOs, the media and the private sector
- l) To utilize **Protected Areas and Biosphere Reserves** as appropriate (open air) laboratories for ESD
- m) To mobilize considerable human and material resources in support of ESD; In this line the inclusion of some **provisions for educational/awareness initiatives** to all major investments for infrastructure for SD was proposed.

As a general concluding remark was mentioned that ESD should be used to create the enabling conditions to address the big environmental and socio-economic challenges the country is facing such as overpopulation, consumption and production models, and solid waste management.



## 8 ANNEXES

### 8.1 Agendas

<b>2 December</b>	<b>Description</b>	<b>Duration</b>	<b>Method, Speaker or Trainer</b>
Session 1 <b>Introduction</b>	<ul style="list-style-type: none"> <li>Welcome addresses, opening remarks</li> <li>The SWIM-HORIZON 2020 Support Mechanism</li> <li>The MEDIES Network on ESD</li> <li>Introduction, aims, participants expectations, ice-breaking</li> </ul>	09.00 - 10.00	<ul style="list-style-type: none"> <li>Ms Engy Sabry, Egyptian Environmental Affairs Agency</li> <li>Dr Akram Hassan Mohamed, Ministry for Education &amp; Technical Education</li> <li>MEDIES team</li> </ul>
Session 2 <b>ESD Background developments</b>	<ul style="list-style-type: none"> <li>ESD principles &amp; approaches / The Action Plan of the Mediterranean Strategy on ESD (MSESD)</li> </ul>	10.30 - 11.30	Prof. Michael Scoullos, Team Leader SWIM-H2020 SM
<b>Coffee Break</b>		<b>11.30 -12.00</b>	
Session 3 <b>Sharing experiences on ESD in Egypt</b>	<ul style="list-style-type: none"> <li>Exploring possibilities for adapting the MSESD's Action Plan to the ESD framework in Egypt</li> </ul>	12.00 - 13.30	Discussion session <i>coordination by Prof. Michael Scoullos</i>
<b>Lunch Break</b>		<b>13.30 - 14.30</b>	
Session 4 <b>Workshop 'our ESD approach'</b>	<p><b>(Coffee will be served during the session)</b></p> <ul style="list-style-type: none"> <li>Developing and agreeing on our own ESD vision and approach</li> <li>Prioritizing the key components for a successful ESD activity</li> </ul>	14.30 - 17.00	Interactive session engaging participants in brainstorming, group-work discussion, prioritization, self-reflection and synthesis. <i>Coordination by Iro Alampej, MEDIES</i>
<b>3 December</b>			
Session 5 <b>Workshop ESD activities on Waste &amp; Marine Litter</b>	<ul style="list-style-type: none"> <li>Addressing the solid waste and marine litter issues within ESD: Ideas for activities and projects</li> </ul>	09.00 - 11.00	Interactive session engaging participants in hands-on activities and critical discussion. <i>Coordination by Vicky Malotidi, MEDIES</i>
<b>Coffee Break</b>		<b>11.00 - 11.30</b>	
Session 6 <b>Workshop Design of an ESD project</b>	<ul style="list-style-type: none"> <li>Setting up our own ESD project (on solid waste, marine litter or other critical SD topic)</li> </ul>	11.30 - 14.00	Interactive session engaging participants in brainstorming, group-work, prioritization, barrier analysis, and synthesis. <i>Coordination by Iro Alampej, MEDIES</i>
<b>Lunch Break</b>		<b>14.00 - 15.00</b>	
Session 7 <b>Synthesis</b>	<p><b>(Coffee will be served during the session)</b></p> <ul style="list-style-type: none"> <li>Recommendations for actions, initiatives, projects etc, based on the Egyptian needs and compatible with the provisions of the Action Plan/MSESD</li> </ul>	15.00 -16.30	Discussion session <i>Coordination by Prof. Michael Scoullos</i>
Session 8	<ul style="list-style-type: none"> <li>Closing/Wrap up</li> <li>Course Evaluation</li> </ul>	16.30 - 17.00	Prof. Michael Scoullos & MEDIES team



- Certificates Award

5 December	Description	Duration	Method, Speaker or Trainer
Session 1 <b>Introduction</b>	<ul style="list-style-type: none"> <li>• Welcome addresses, opening remarks</li> <li>• The SWIM-HORIZON 2020 Support Mechanism</li> <li>• The MEDIES Network on ESD</li> <li>• Introduction, aims, participants expectations, ice-breaking</li> </ul>	09.00 - 10.00	<ul style="list-style-type: none"> <li>• Mr Abdel Rehim Mahmoud, General Manager, Env. Culture and Awareness, Egyptian Environmental Affairs Agency</li> <li>• Ministry of Education &amp; Technical Education</li> <li>• <i>MEDIES team</i></li> </ul>
Session 2 <b>ESD Background developments</b>	ESD principles & approaches / The Action Plan of the Mediterranean Strategy on ESD (MSESD)	10.30 - 11.30	<i>Prof. Michael Scoullos, Team Leader SWIM-H2020 SM</i>
<b>Coffee Break</b>		<b>11.30 -12.00</b>	
Session 3 <b>Sharing experiences on ESD in Egypt</b>	<ul style="list-style-type: none"> <li>• Exploring possibilities for adapting the MSESD's Action Plan to the ESD framework in Egypt</li> </ul>	12.00 - 13.30	Discussion session <i>coordination by Prof. Michael Scoullos &amp; Mr Abdel Rehim Mahmoud</i>
<b>Lunch Break</b>		<b>13.30 - 14.30</b>	
Session 4 <b>Workshop 'our ESD approach'</b>	<p><b>(Coffee will be served during the session)</b></p> <ul style="list-style-type: none"> <li>• Developing and agreeing on our own ESD vision and approach</li> <li>• Prioritizing the key components for a successful ESD activity</li> </ul>	14.30 - 17.00	Interactive session engaging participants in brainstorming, group-work discussion, prioritization, self-reflection and synthesis. <i>Coordination by Iro Alampegi, MEDIES</i>
<b>6 December</b>			
Session 5 <b>Workshop ESD activities on Waste &amp; Marine Litter</b>	<ul style="list-style-type: none"> <li>• Addressing the solid waste and marine litter issues within ESD: Ideas for activities and projects</li> </ul>	09.00 - 11.00	Interactive session engaging participants in hands-on activities and critical discussion. <i>Coordination by Vicky Malotidi, MEDIES</i>
<b>Coffee Break</b>		<b>11.00 - 11.30</b>	
Session 6 <b>Workshop Design of an ESD project</b>	<ul style="list-style-type: none"> <li>• Setting up our own ESD project (on solid waste, marine litter or other critical SD topic)</li> </ul>	11.30 - 14.00	Interactive session engaging participants in brainstorming, group-work, prioritization, barrier analysis, and synthesis. <i>Coordination by Iro Alampegi, MEDIES</i>
<b>Lunch Break</b>		<b>14.00 - 15.00</b>	
Session 7 <b>Synthesis</b>	<p><b>(Coffee will be served during the session)</b></p> <ul style="list-style-type: none"> <li>• Recommendations for actions, initiatives, projects etc, based on the Egyptian needs and compatible with the provisions of the Action Plan/MSESD</li> </ul>	15.00 -16.30	Discussion session <i>Coordination by Prof. Michael Scoullos &amp; Dr Emad Adly, EFSD</i>
Session 8	<ul style="list-style-type: none"> <li>• Closing/Wrap up</li> <li>• Course Evaluation</li> <li>• Certificates Award</li> </ul>	16.30 - 17.00	<i>Prof. Michael Scoullos &amp; MEDIES team</i>

The civil society component of SWIM-H2020 SM is facilitated by





Sustainable Water Integrated Management and Horizon 2020 Support Mechanism

This Project is funded by the European Union

the UfM labelled BlueGreen project and network



## 8.2 Lists of participants

### Training: 2-3 December 2018

	COUNTRY	TYPE OF INSTITUTION (please use the options provided*)	TITLE (Mr/Ms)	FIRST NAME	LAST NAME	POSITION/FUNCTION	ORGANISATION/INSTITUTION	EMAIL
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4	EGYPT	GOVERNMENT AGENCIES	Dr.	Hanaa	SAYED HASSAN	Student Awareness Specialist	Egyptian Environmental Affairs Agency	<a href="mailto:gamalh2000@yahoo.com">gamalh2000@yahoo.com</a>
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14	EGYPT	MINISTRY REPRESENTATIVES	Dr.	Mosaad	MAKLAD	Expert on Environmental, Population & Health Education	Ministry of Education	<a href="mailto:mosadmaklad@hotmail.com">mosadmaklad@hotmail.com</a>
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19	EGYPT	MINISTRY REPRESENTATIVES	Mr.	Mahmoud	HUSSIN	Inspector	Ministry of Education	-
20	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Kawser	ABDEL FRAGE HAMED	Inspector	Ministry of Education	-
21	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Nagwa	ZAKAREY ALI	Haram Environmental Education department	Ministry of Education	-
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25	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Amal	MOHAMED EL SHAMY	Expert Teacher	Ministry of Education	-



26	EGYPT	MINISTRY REPRESENTATIVES	Mr.	Micheal	SHAWKY HANA	Expert Teacher (Guidance Activity)	Ministry of Education	-
27	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Nahed	LAZMY GHALY	Director of the dep. Of Environmental Education, Population & Health	Ministry of Education	-
28	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Marseh	REZK	Experienced Teacher	Ministry of Education	<a href="mailto:marsel.rezk@gmail.com">marsel.rezk@gmail.com</a>
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46	GREECE	INTERNATIONAL ORGANISATIONS AND PROGRAMMES	Prof.	Michael	SCOULLOS	Team Leader	SWIM-H2020 SM	<a href="mailto:scoullos@swim-h2020.eu">scoullos@swim-h2020.eu</a>



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48	GREECE	INTERNATIONAL ORGANISATIONS AND PROGRAMMES	Ms.	Iro	ALAMPEI	ESD Expert	SWIM-H2020 SM	<a href="mailto:alampei@mio-ecsde.org">alampei@mio-ecsde.org</a>

**Inter-ministerial Meeting, 4 December 2018**

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						General Director	Technical Education	
12	EGYPT	MINISTRY REPRESENTATIVES	Dr	Medhat	Mohamed Kamal	General Director	Ministry of Education & Technical Education	-
13	EGYPT	MINISTRY REPRESENTATIVES	Mr	Essam	Hannout	International Relations Officer, H2020 Focal Point	Egyptian Environmental Affairs Agency	<a href="mailto:hannout.2020@gmail.com">hannout.2020@gmail.com</a>
14	EGYPT	MINISTRY REPRESENTATIVES	Ms	Mona	Yassine Waguish	Vice Dean, Prof of the Faculty for Service of Society	The 6th of October University	<a href="mailto:monayassine2005@yahoo.com">monayassine2005@yahoo.com</a>
15	GREECE	INTERNATIONAL ORGANISATIONS AND PROGRAMMES	Prof.	Michael	SCOULLOS	Team Leader	SWIM-H2020 SM	<a href="mailto:scoullou@swim-h2020.eu">scoullou@swim-h2020.eu</a>
16	GREECE	INTERNATIONAL ORGANISATIONS AND PROGRAMMES	Ms.	Vicky	MALOTIDI	ESD Expert	SWIM-H2020 SM	<a href="mailto:malotidi@mio-ecsde.org">malotidi@mio-ecsde.org</a>
17	GREECE	INTERNATIONAL ORGANISATIONS AND PROGRAMMES	Ms.	Iro	ALAMPEI	ESD Expert	SWIM-H2020 SM	<a href="mailto:alampei@mio-ecsde.org">alampei@mio-ecsde.org</a>



**Training 5-6 December 2018**

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5	EGYPT	GOVERNMENT AGENCIES	Mr.	Walid	AHMED SAID	Manager of Media Department, Fayoum RBO	Egyptian Environmental Affairs Agency	<a href="mailto:wmhm_a2000@yahoo.com">wmhm_a2000@yahoo.com</a>
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7	EGYPT	GOVERNMENT AGENCIES	Mr.	Ibrahim Youssuf	KHALIL	Manager of Environmental Awareness	Egyptian Environmental Affairs Agency	<a href="mailto:ibrahimeeaa@yahoo.com">ibrahimeeaa@yahoo.com</a> <a href="mailto:Hurghadaeeaa@gmail.com">Hurghadaeeaa@gmail.com</a>



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14	EGYPT	MINISTRY REPRESENTATIVES	Mr.	Waleed	ABDALLAH IBRAHIM	Curriculum Expert	Ministry of Education	



15	EGYPT	MINISTRY REPRESENTATIVES	Mr.	Amir	ABD-ELMAWGOOD	Arabic Language Department Director	Ministry of Education	-
16	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Magda	SAYED OTHMAN	Omrana Administration	Ministry of Education	-
17	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Nadia	AHMED METUALY	Omrana Administration	Ministry of Education	-
18	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Ghada	MOHAMED ABDEL ZAHER	Omrana Administration	Ministry of Education	-
19	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Fatma	YOUSSEF SHETTATA	Omrana Administration	Ministry of Education	-
20	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Samya	EZZAT	Bolak El - Dakror Administration	Ministry of Education	-
21	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Nadia	KAMEL	Bolak El - Dakror Administration	Ministry of Education	-
22	EGYPT	MINISTRY REPRESENTATIVES	Mr.	Salah El Dien	MOHAMED ABD EL SAID TOLBA	Expert Teacher	Ministry of Education	-
23	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Marvat	OMAR ABBS	First Teacher	Ministry of Education	-
24	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Nashwa	HASSAN	Expert Teacher	Ministry of Education	-
25	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Hala Hasan Salah	SAYED AHMED	Department of Educational Administration	Ministry of Education	<a href="mailto:halah5052@gmail.com">halah5052@gmail.com</a>
26	EGYPT	MINISTRY	Ms.	Hanaa	MAHMOUD	Guidance	Ministry of	



		REPRESENTATIVES				activity	Education	
27	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Salwa	NAVADY MOHAMED	Department of Environemntal Educational	Ministry of Education	-
28	EGYPT	MINISTRY REPRESENTATIVES	Ms.	Afaf Fawzy Hussein	FAWZY HUSSEIN	Management Manshiat Naser	Ministry of Education	<a href="mailto:afaffawzy734@gmail.com">afaffawzy734@gmail.com</a>
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34	EGYPT	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Ms.	Nour	FARAG		INTEGRATED DEVELOPMENT CONSULTANT (IDC)	-
35	EGYPT	NGOs REPRESENTATIVES	Dr.	Heba	HASSAN		Balady Port Said for Protection of Environment	-



36	EGYPT	MINISTRY REPRESENTATIVES	Ms	Eman	MORSY ZIDAN		Egyptian Environmental Affairs Agency	-
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### 8.3 Evaluation questionnaire

<b>Workshop Title</b>	<u>SWIM-Horizon 2020 Support Mechanism</u> National trainings: Enabling Egyptian educators to implement in practise Education for Sustainable Development (ESD)	
<b>Date</b>	02-03, 05-06 December 2018	
<b>Location</b>	<b>Country</b>	Cairo, Egypt
	<b>Venue</b>	Pyamisa Suites Hotel
<b>Participant Name (optional)</b>		
<b>Participant Title</b>		
<b>Participant's Country</b>		
<b>INSTRUCTIONS:</b> 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.**