



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

**Task 4: Follow-up / Provision of expert support regarding either ESD pedagogies
and/or the MSED Action Plan implementation.**

Version	Document Title	Author	Review and Clearance
1	Task 4: Follow-up / Provision of expert support regarding either ESD pedagogies and/or the MSED Action Plan implementation.	Iro Alampe Vicky Malotidi	Prof. Michael Scoullos



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1. FOLLOW-UP TO THE ESD TRAINING

The Training of Trainers (ToT) course entitled “Enabling educators on implementing Education for Sustainable Development (ESD)” was held in Ramallah, 17-18 September 2017. The course aimed to introduce the Mediterranean Strategy on Education for Sustainable Development (MSESD) and explore options on how its Action Plan can be applied in Palestine. On another level, the course aimed also to build the capacities of a critical mass of formal and non-formal educators and administrators on the design and application of their own ESD programmes, with a focus on projects about waste management (recycling, plastic bags reduction, marine litter) and the use of non-conventional water resources.

As expected under task 4 of the EFH-PS-1 ToRs, the course was designed to include “before” and “after” tasks: In this respect, a few months after the training, in January 2018, the trainers came back to the trainees aiming to **investigate to what extent the participants had transferred, adapted or integrated parts of the training content in their day-to-day work.**

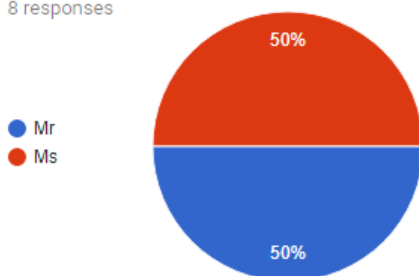
2. METHODOLOGY

An on-line questionnaire created via the Google Forms tool was used. The specific questions asked can be found in Annex .

An email notification inviting the participants to the training to participate in the survey was sent twice on 05/01 and 10/01 and a final reminder was sent on 16/02. The online questionnaire was eventually deactivated on 19/02/2018. Compared to the “pre-course” questionnaire that had been filled by 16 participants, this time, only 8 participants replied to the “follow-up” questionnaire, 4 men and 4 women, the majority of whom considered that they have a good level of English.

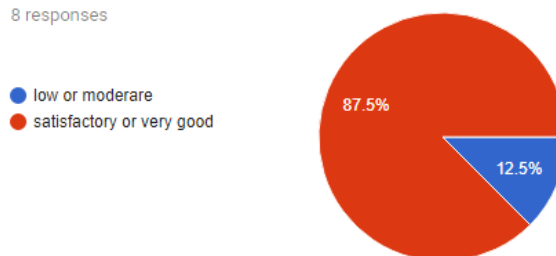
Are you a Mr or a Ms?

8 responses



How good do you consider your level in English language?

8 responses



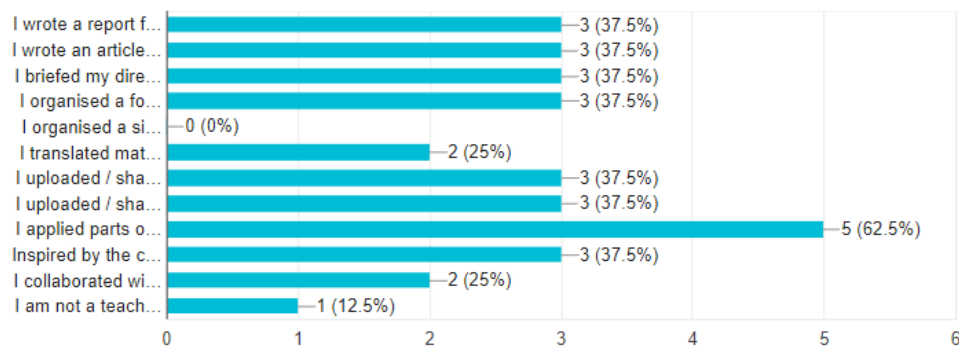


3. QUESTIONNAIRE RESULTS

All of the respondents declared that they engaged in one or more **follow-up activities**, ranging from applying parts of the training content in their day-to-day work, to briefing their directors and colleagues, translating part of the material, uploading and sharing the content of the training, and even initiating their own projects.

As a follow-up to our training, did you do any of these below ? (check all that apply)

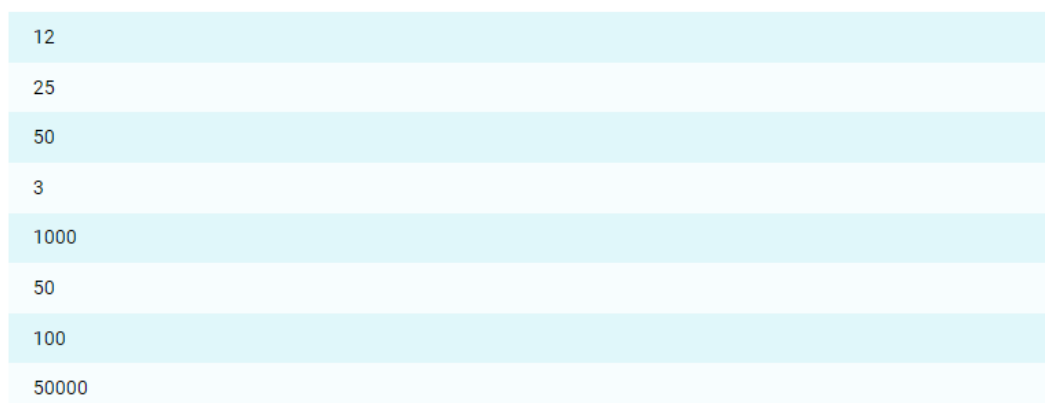
8 responses



Through these activities, the total number of **beneficiaries** impacted from these follow up activities (including students, teachers, and the general public) is estimated by the participants to be several thousands, although one needs to be careful in interpreting with what criteria the respondents specified these numbers.

Through your activity, can you estimate to how many beneficiaries (including students, teachers and general public) you have disseminated parts of the training content? (indicate a total number)

8 responses





When asked to rate the **specific elements** of the training that they have actually disseminated, adapted, and/or transferred in their work (by rating on a scale of 6), they gave the following replies (converted to %):

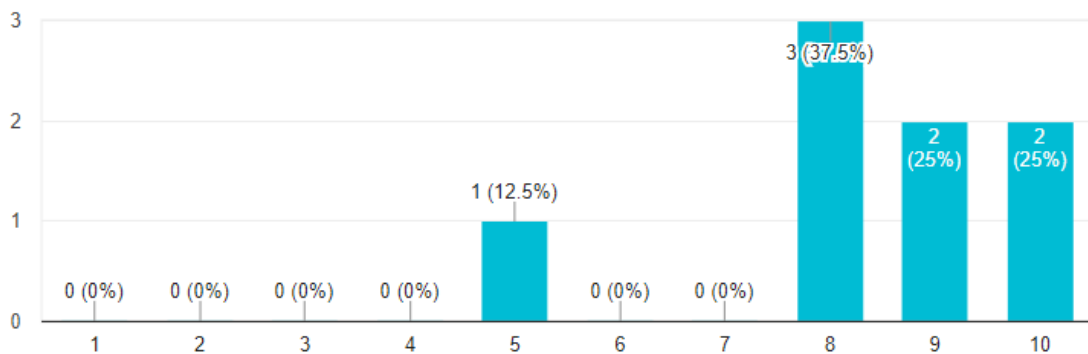
- Knowledge on principles, value and methodology of ESD – 89.6%
- Ideas from the Mediterranean Strategy on ESD and its Action Plan – 77.1%
- Ideas from the National Strategy around ESD – 70.8%
- Envisioning our own sustainable school / institution – 60.5%
- Education around water, particularly the "Non Conventional Water Resources" – 70.8%

When asked to mention their most pressing **needs** in ESD a diversity of answers was given, for more specialised workshops to teachers including field visits to selected schools with good practices; repeating the training to Higher Education professors; receiving more funds to support ESD; modernizing the curricula; holding workshops that are even more tied to their daily needs.

Lastly, most of the respondents declared they are very willing and available to **commit** to their sustainability principles in their lifestyle and work.

Personally, how available / willing are you to commit to the sustainability principles and methods through your work and lifestyle choices?

8 responses





ANNEX: THE FOLLOW-UP QUESTIONNAIRE



Follow up to the Palestinian teachers' training on Education for Sustainable Development (ESD)

Happy and prosperous 2018!

A few months after the training "Enabling educators to implement ESD" held in Ramallah on 17-18 September 2017, the aim of the present exercise is to find out to what extent the participants have transferred, adapted and integrated parts of the training content in their day-to-day work.

We ask all trainees to reply to the following, mostly 'close ended' (= check) questions. This will allow us, as trainers, to better meet your needs in ESD.

It will take not more than 5 minutes to reply.

The questionnaire is anonymous and there are no 'right' and 'wrong' answers. All answers will be evaluated accordingly. Please give us your honest views.

*Required



Trainees' profile

1. Did you take part in the Ramallah training on 17-18 September? *

Mark only one oval.

- Yes
 No

2. What is your date of birth? *

Example: 15 December 2012

3. Are you a Mr or a Ms? *

Mark only one oval.

- Mr
 Ms



4. How good do you consider your level in English language? *

Mark only one oval.

- low or moderate
- satisfactory or very good

Dissemination and outreach activities

In this section we explore to which extent you have carried out dissemination and outreach activities to "transfer" or "build-on" the training content to your colleagues or students or other audiences.

5. As a follow-up to our training, did you do any of these below ? (check all that apply) *

Tick all that apply.

- I wrote a report for my institution / school
- I wrote an article about the training (e.g. in local media, a blog, social media, etc.)
- I briefed my director / school master
- I organised a focus group meeting with my colleagues
- I organised a similar "Train-of-Trainer" seminar on the topic
- I translated material (documents or PPTs) in Arabic language
- I uploaded / shared / used the given PPT presentations
- I uploaded / shared / used the teaching material given in the memory stick
- I applied parts of the training content to my day-to-day work or teaching practice
- Inspired by the content of the training, I have designed and started my own project
- I collaborated with my co-trainee(s) in follow-up activities
- Other: _____

6. Through your activity, can you estimate to how many beneficiaries (including students, teachers and general public) you have disseminated parts of the training content? (indicate a total number) *

7. Which specific elements of the training did you actually disseminate, adapt, and/or transfer in your work (rate each from 1 to 6) ? *

Mark only one oval per row.

	1	2	3	4	5	6
Knowledge on principles, value and methodology of ESD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ideas from the Mediterranean Strategy on ESD and its Action Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ideas from the National Strategy around ESD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Envisioning our own sustainable school / institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education around water, particularly the "Non Conventional Water Resources"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Trainees' needs related to ESD



In this last section we would like to know your most pressing ESD related needs, in your school or service, in order to allow us to design a potential future training or project.

8. What is your most important need, concening Education for Sustainable Development, within your professional role & practice? (10 words maximum) *

9. Personally, how available / willing are you to commit to the sustainability principles and methods through your work and lifestyle choices? *
Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
not willing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absolutely willing

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