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# Water and Environment Support

in the ENI Southern Neighbourhood region



**Regional activity (webinars) on  
Awareness raising and Education for Sustainable Development:  
Training of Trainers on campaigns for sustainable consumption  
Activity No: HE-2-REG**

## FINAL REPORT

<b><i>Version</i></b>	<b><i>Document Title</i></b>	<b><i>Author</i></b>	<b><i>Review and Clearance</i></b>
<i>v.1</i>	<i>HE-2-REG   FINAL REPORT</i>	<i>Vicky Malotidi Iro Alampei</i>	<i>Michael Scoullos Anis Ismail</i>

## **WATER AND ENVIRONMENT SUPPORT IN THE ENI SOUTHERN NEIGHBOURHOOD REGION**

The "Water and Environment Support (WES) in the ENI Neighborhood South Region" project is a regional technical support project funded by the European Neighbourhood Instrument (ENI South). WES aims to protect the natural resources in the Mediterranean context and to improve the management of scarce water resources in the region. WES mainly aims to solve the problems linked to pollution prevention and the rational use of water.

WES builds on previous similar regional projects funded by the European Union (Horizon 2020 CB/MEP, SWIM SM, SWIM-H2020 SM) and strives to create a supportive environment and increase the capacity of all stakeholders in the partner countries (PCs).

The WES Project Countries are Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Libya, Palestine, Syria and Tunisia. However, in order to ensure the coherence and effectiveness of EU funding or to promote regional cooperation, the eligibility of specific actions can be extended to neighboring countries in the Southern Neighborhood region.

### **DISCLAIMER:**

*This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of the WES Project and do not necessarily reflect the views of the European Union.*



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## ABBREVIATIONS

<b>ESC</b>	Education for Sustainable Consumption
<b>ESD</b>	Education for Sustainable Development
<b>MCSD</b>	Mediterranean Commission on Sustainable Development
<b>MSESD</b>	Mediterranean Strategy on Education for Sustainable Development
<b>UNESCO GAP</b>	UNESCO Global Action Programme on ESD
<b>UfM</b>	Union for the Mediterranean
<b>UNEP MAP</b>	UN Environment Programme Mediterranean Action Plan
<b>UNECE</b>	UN Economic Commission for Europe
<b>LAS</b>	League of the Arab States
<b>SCP</b>	Sustainable Consumption and Production
<b>SDGs</b>	Sustainable Development Goals

# 1 GENERAL INTRODUCTION

The global depletion of natural resources, food shortages, biodiversity loss, and climate pressures are strongly linked to the fact that we are demanding more from nature than it can supply. In order to shape a more sustainable world, attitudes and behaviours must change at many levels: individual, community, national, regional and global, and this is the entry point for education of all types (formal, non-formal and informal) and awareness. Education, and in particular Education for Sustainable Development (ESD) and Education for Sustainable Consumption (ESC), have been recognised as among the most powerful tools in promoting Sustainable Development and achieving the SDGs (see UNESCO, EU, UfM, UNEP, UNEP/MAP, MCSD, MSED, etc.). ESC aims to provide citizens with the appropriate information and knowledge on the environmental and social impacts of their daily choices, as well as workable solutions and alternatives towards more sustainable lifestyles, by limiting inefficient use of resources and environmental degradation.

## 1.1 RATIONALE OF ACTIVITY

During the last years the Mediterranean countries have intensified efforts to implement the Mediterranean Strategy on Education for Sustainable Development (MSED) (elaborated under the framework of the EU-funded regional project Horizon 2020 CB/MEP), adopted by the 1<sup>st</sup> UfM Ministerial Meeting on Environment and Climate Change (2014), as well as of its Action Plan adopted by Ministers of Education in 2016. One of the Priority Thematic issues identified by the MSED Action Plan is Sustainable Consumption and Production. The Strategy and its Action Plan are both integral parts of the Mediterranean Strategy for Sustainable Development (MSSD) of the Barcelona Convention and a flagship initiative of the UfM and of UNESCO (Global Action Programme on ESD/GAP). It is noteworthy that the League of Arab States and UNECE have also endorsed the Action Plan of the MSED. Meanwhile, in 2016, Mediterranean countries adopted the Regional Action Plan on Sustainable Consumption and Production in the Mediterranean under the UNEP/MAP system, which promotes Education for Sustainable Consumption.

It is widely acknowledged (SDG4.7; UNECE Strategic Planning for 2030; the UfM's 2030GreenerMedAgenda) that education helps accelerate transformation towards more sustainable economies and societies and promotes sustainable lifestyles that combine well-being, quality of life, responsible production and respect for nature and other people. In addition, the ambitious European Green Deal aims to transform the EU into a fair and prosperous society, with a modern, resource-efficient and competitive carbon neutral economy (by 2050) and with an economic growth decoupled from unsustainable resource use; with education as one of its tools (under Area "2.2.4 Activating education and training"). In this line, the EU will also support the transition of its Neighbourhood to a fair and prosperous society based on a green and sustainable economy, which in fact is at the core of the EU's renewed partnership with the Southern Neighbourhood (the new Agenda for the Mediterranean). More specifically, it puts focus on awareness raising and education to prevent unregulated waste disposal and promote sustainable consumption and production, among others. Finally, UNESCO's *#ESDfor2030* roadmap, that was officially launched during the World Conference on ESD (virtual, 17-19 May 2021) provides a global roadmap for ESD contribution to the implementation of the SDGs. According to *#ESDfor2030*: "ESD aims to raise knowledge, awareness and action in order to transform the culture of production and consumption; ESD is a key enabler for learners at all ages to explore values which could provide, among others, an alternative to consumer societies and address



the unsustainable consumption and production patterns of current economic structures more directly”.

## 2 OBJECTIVES OF THE ACTIVITY

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The overall aim of this regional activity was to provide technical assistance and strengthen the capacities of the WES Partner Countries to effectively implement ESD campaigns and initiatives on sustainable consumption. The specific objectives of this activity were to:

- Support the WES Partner Countries (competent national authorities and other stakeholders) in being engaged within the new international and regional SD/ESD contexts and frameworks leading to 2030.
- Enhance the capacity of the targeted stakeholders to implement the Action Plan of the MSED and also contribute to the forthcoming revision of its Action Plan (2022-2030).
- Facilitate the competent authorities of the WES Partner Countries to design and coordinate ESD actions on Sustainable Consumption aligned with the 2030 Agenda and other international and regional frameworks.
- Develop the necessary competences of key non-state stakeholders of the WES Partner Countries in designing and implementing campaigns on sustainable consumption with emphasis on different aspects of the food chain, as well as on packaging issues.

WES designed and implemented three webinars to meet these objectives, as follows:

**Webinar Module 1: 14 July | Distilling the priorities for a renewed ESD Action Plan for 2030 for the Mediterranean**

**Webinar Module 2: 14 September | “Sustainable Consumption related to Food”**

**Webinar Module 3: 25 October | “Sustainable Consumption & Packaging”**

## 3 EXPECTED RESULTS OF THE ACTIVITY

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By participating in the training, the national authorities and stakeholders were expected to:

- Learn about the new international and regional SD/ESD contexts and developments leading to 2030.
- Enhance capacities to implement the Action Plan of the MSED in light of the #ESDfor2030 and Agenda 2030.
- Increase knowledge and competences to design and coordinate ESD actions on Sustainable Consumption.
- Develop skills in designing and implementing campaigns on sustainable consumption with emphasis on different aspects of the food chain, as well as on packaging issues.
- Reinforce a regional network of stakeholders to contribute to the forthcoming revision of the Action Plan (2022-2030) of the MSED.

All expected results were met to a satisfactory degree, as the report will indicate in the following sections.

## 4 ELEMENTS OF THE TRAINING’S IMPLEMENTATION

No. of presentations on examples/case studies (sharing of experiences, good practices, etc.)	35+
No. of international speakers from the Region	5
No. of international speakers from the EU	11
No. of training-oriented presentations (on concepts, methodologies, etc.)	7
No. of interactive/participatory activities (open discussions, brainstorming sessions)	15

## 5 PROFILE OF THE PARTICIPANTS

This regional on-line training addressed Ministries of Education as well as of Environment/ Water/ Development, etc., relevant associations and organisations (consumers, citizens, youth, etc.) including CSOs/NGOs working on ESD and ESC, and researchers. Through this activity, eventually a large number of educators of primary and secondary schools in the Partner Countries will be indirectly reached. The profile of the 61 participants is outlined as follows:

- Policy persons from Ministries of Education dealing with ESD / SDGs/ SCP and ideally participating/following the MSED process.
- Policy persons from the Ministries of Environment, Water, Development, dealing with Awareness Raising / Education / SCP and, ideally, following the MSED process.
- Non-state actors from: environmental NGO, consumers’ association, citizens associations, etc. and academia and researchers.

### Training Workshop Demographics

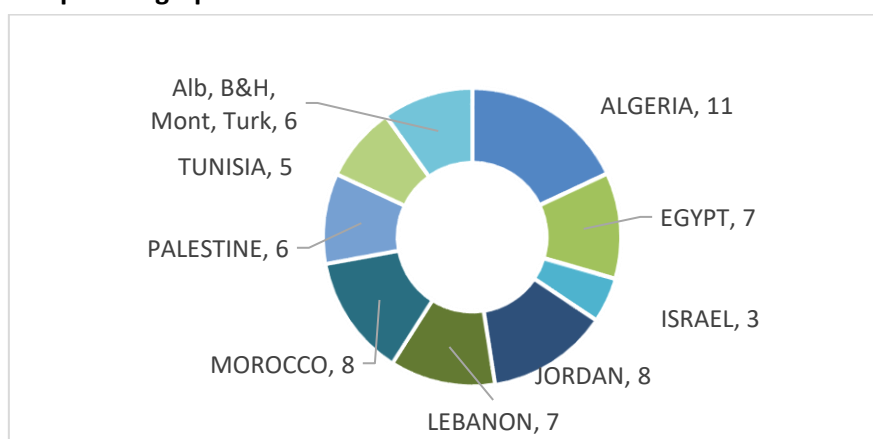


FIGURE 5-1: REPRESENTATION OF TRAINEES PER COUNTRY



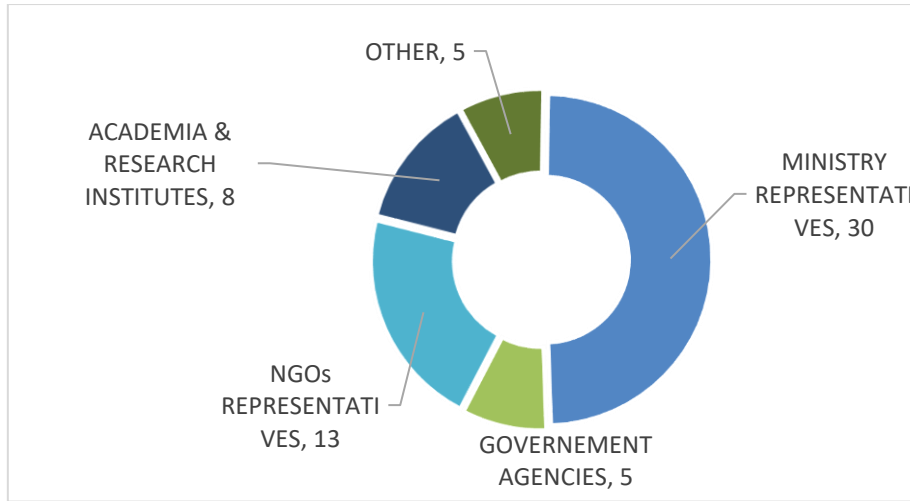


FIGURE 5-2: REPRESENTATION OF TRAINEES PER TYPE OF INSTITUTION

## 6 STATISTICS ON GENDER AND YOUTH

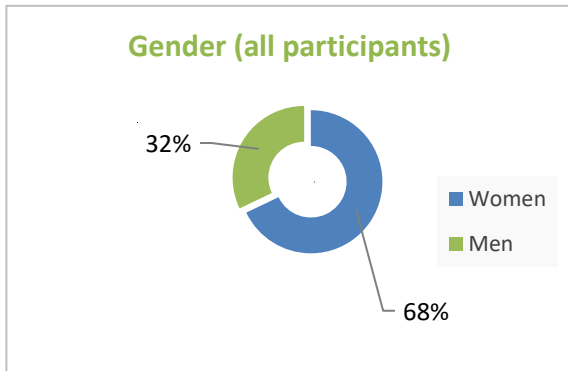


FIGURE 6-1: GENDER (ALL PARTICIPANTS)

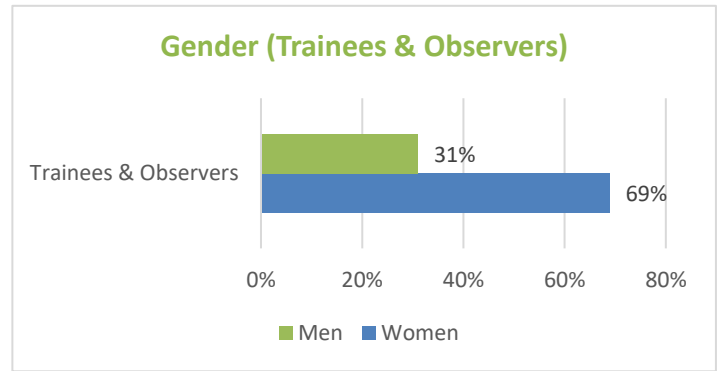


FIGURE 6-2: GENDER (TRAINEES AND OBSERVERS)

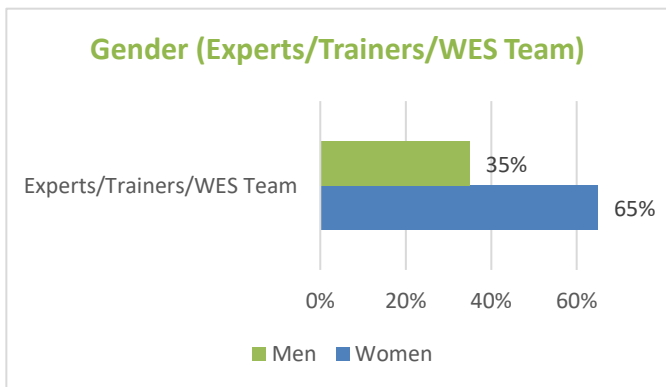


FIGURE 6-3: GENDER (EXPERTS/TRAINERS/WES TEAM)

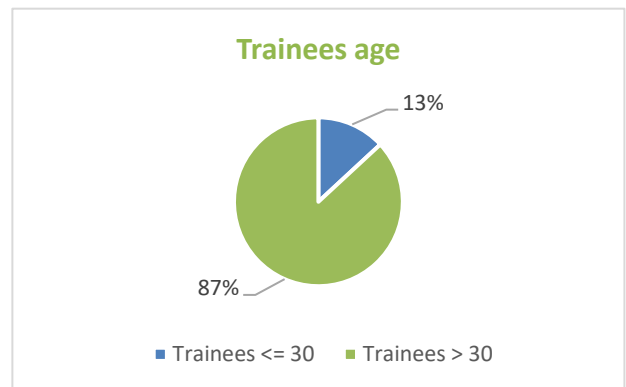


FIGURE 6-4: TRAINEES - AGE

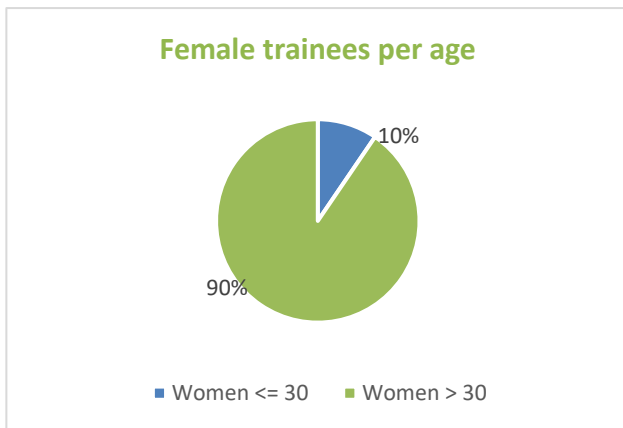


FIGURE 6-5: FEMALE TRAINEES - AGE

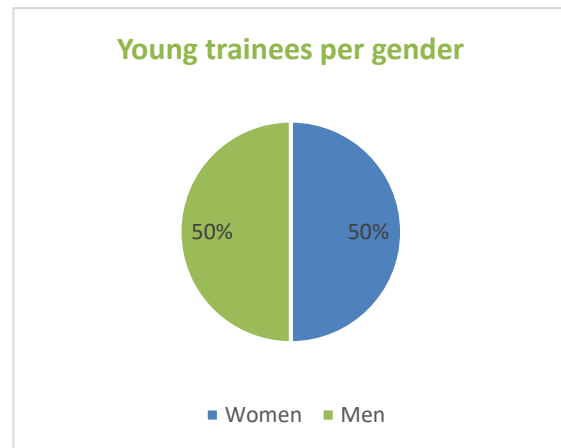


FIGURE 6-6: YOUNG TRAINEES (18-30) - GENDER

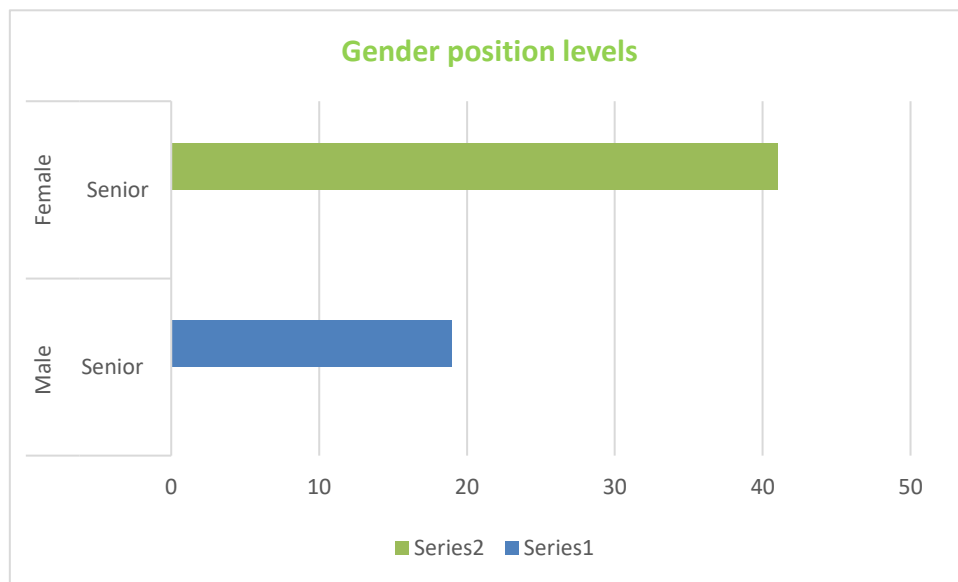


Figure 6-7: GENDER - POSITION LEVEL

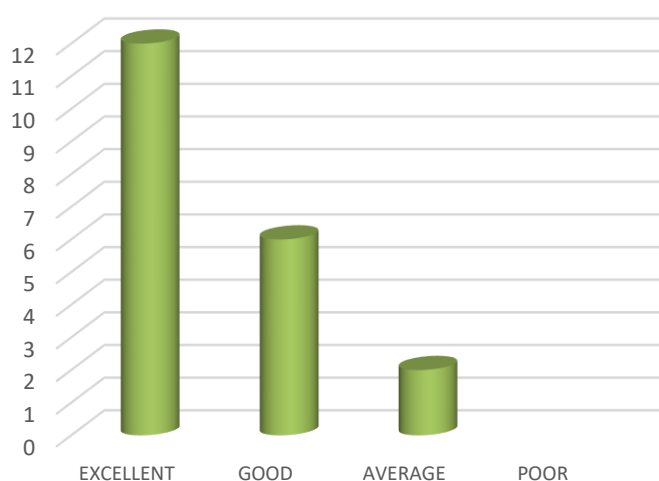
## 7 EVALUATION OF THE TRAINING

### 7.1 Organisational, administrative and planning issues before and during the event

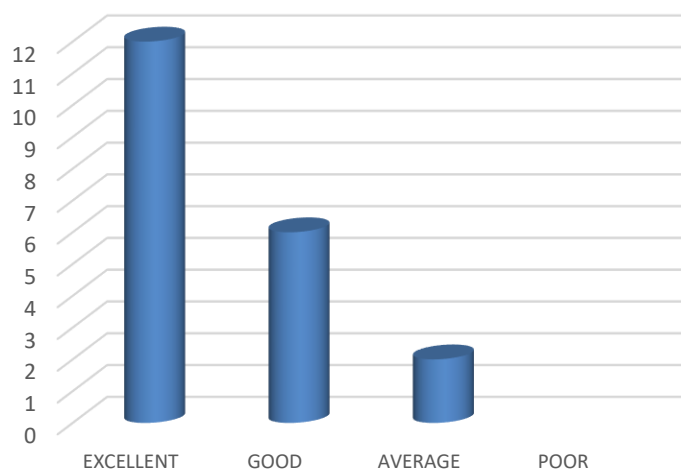
A set of 11 criteria; A1-A11 (See table below) were assessed by 20 participants, using a qualitative description ranging between “Excellent” to “Poor”.

A. ORGANISATIONAL, ADMINISTRATIVE AND PLANNING ISSUES BEFORE AND DURING THE EVENT		EXCELLENT	GOOD	AVERAGE	POOR	Total Replies	Average Score (max = 4)
A1	Appropriate handling of invitations, information sharing and smoothing obstacles	17	2		1	20	3,75
A2	Efficient logistics: user-friendly online platform, interpretation quality, etc.	14	6			20	3,70
A3	Provision of support (if requested) for participants' preparation for the event	12	6			18	3,67
A4	Efficient and effective follow-up of preparations and progress towards the event	14	6			20	3,70
A5	Planning for the event: selection and design of methodology, programme/daily agenda and work rules	11	8	1		20	3,50
A6	Smooth flow of programme, efficient handling of emerging needs and attentiveness to participants concerns	12	6	2		20	3,50
A7	Presentations correspond and contribute to the planned objectives and are conducive to enhanced shared understanding and participation on addressed topics	12	8			20	3,60
A8	Clarity, coverage and sufficiency of concepts, objectives, anticipated outputs	12	6	2		20	3,50
A9	The support material shared was helpful	7	10	3		20	3,20
A10	Efficiency and effectiveness of the facilitation	10	9	1		20	3,45
A11	Overall rating of the event	14	5	1		20	3,65

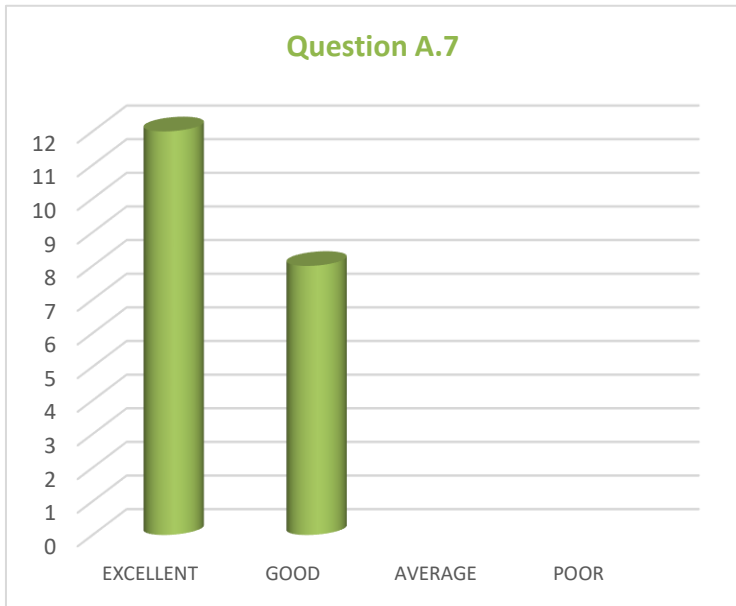
**Question A.5**



**Question A.6**



**FIGURE 7-1: PLANNING FOR THE EVENT (A.5)**



**FIGURE 7-2: FLOW OF PROGRAMME, HANDLING OF EMERGING NEEDS (A.6)**



**FIGURE 7-3: EVALUATION OF PRESENTATIONS (A.7)**



**FIGURE 7-4: CLARITY, COVERAGE AND SUFFICIENCY OF CONCEPTS, OBJECTIVES, ANTICIPATED OUTPUTS (A.8)**



**FIGURE 7-5: USEFULNESS OF THE DISTRIBUTED MATERIAL (A.9)**

**FIGURE 7-6: EFFICIENCY AND EFFECTIVENESS OF THE FACILITATION (A.10)**

## 7.2 Feedback from participants

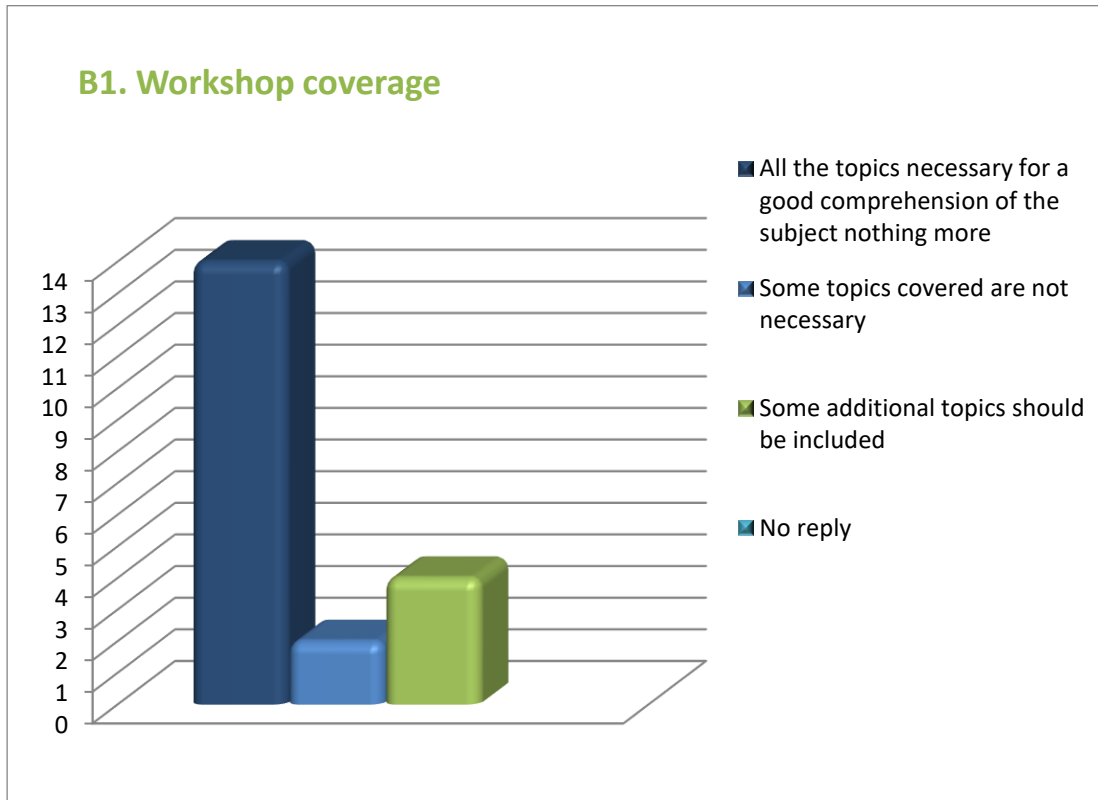


FIGURE 7-7: WORKSHOP COVERAGE

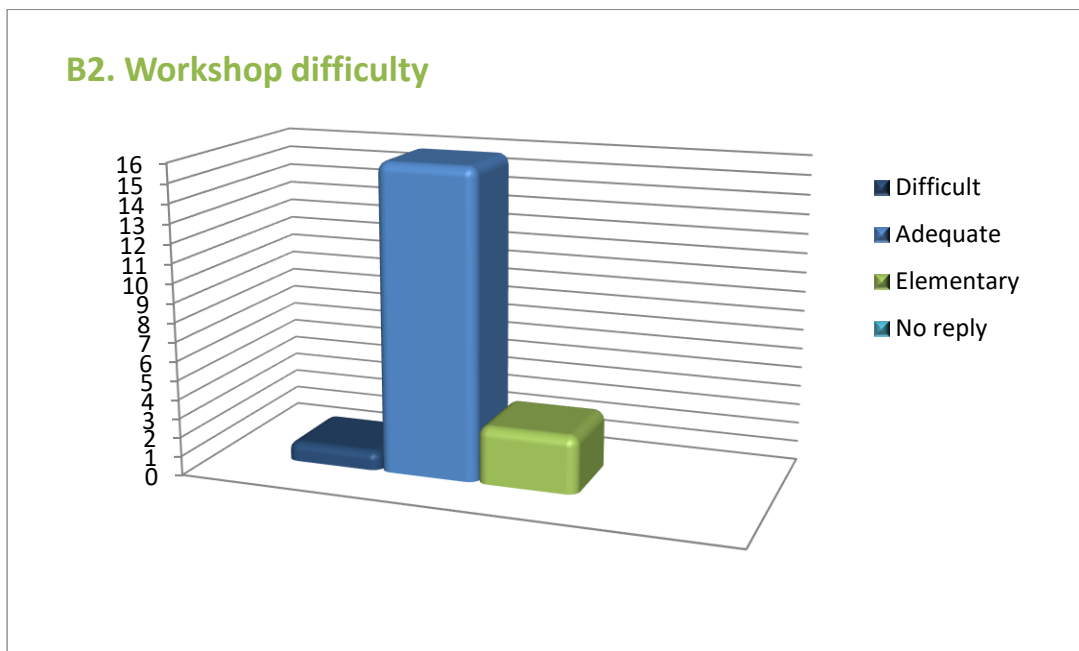


FIGURE 7-8: WORKSHOP DIFFICULTY

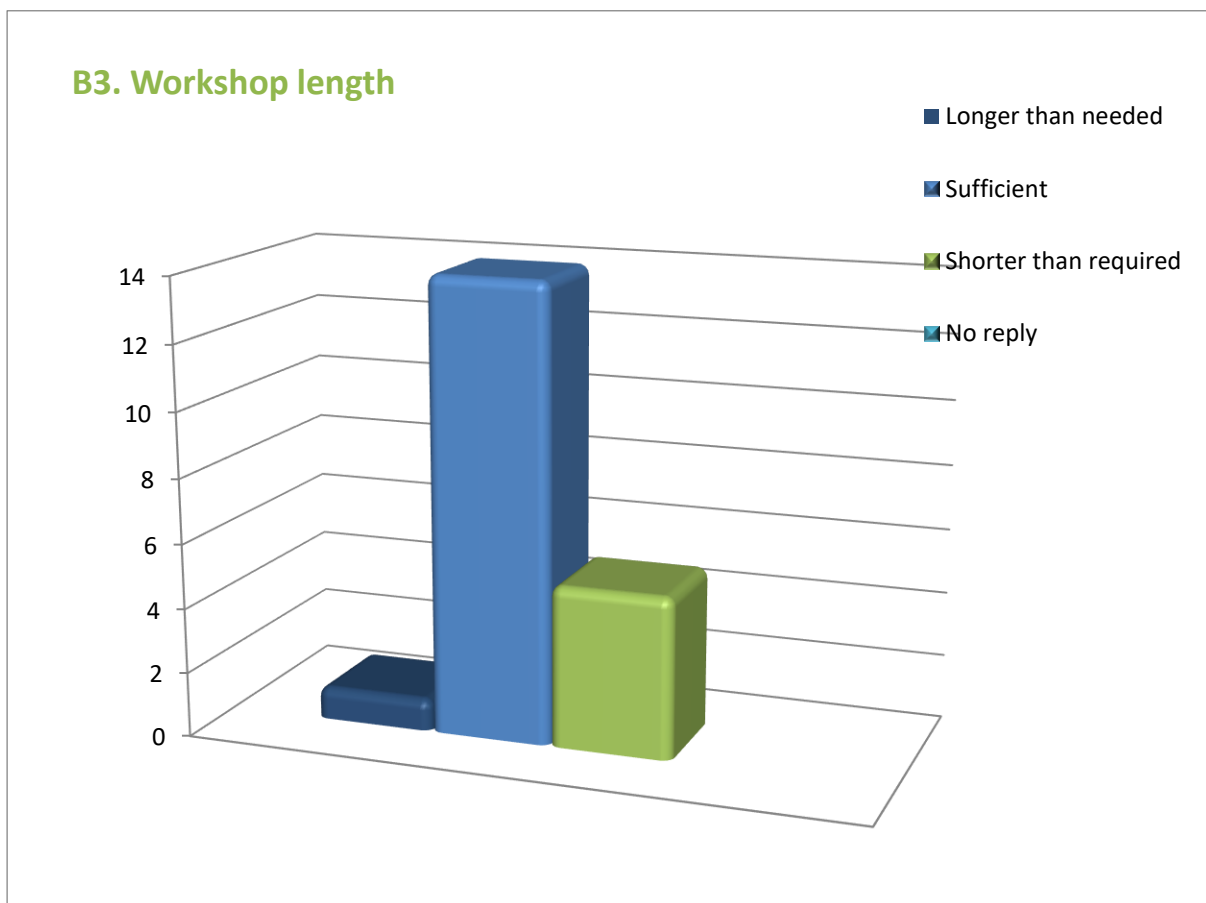


FIGURE 7-9: WORKSHOP LENGTH

Qualitative assessment:

In the following table, the responses given by trainees to the open-text questions of the evaluation questionnaire are compiled. The key words or phrases of their replies are underlined.

Summary of most frequent statements made by the participants	
<b>B4</b>	<b>What is the most valuable thing you learned during the workshop (knowledge or skills)?</b>
	<ul style="list-style-type: none"> <li>• Overview of the current context about <u>ESD related Policies</u> at the Euro-Mediterranean and international level.</li> <li>• How to deal with global issues related to sustainable development at the local level and the strong relationship of <u>Education to achieve the SDGs</u>.</li> <li>• Key barriers to <u>sustainable consumption</u>; Importance of <u>awareness and training</u>; The <u>essential elements</u> to design, apply and monitor campaigns and educational activities on SC.</li> </ul>

Summary of most frequent statements made by the participants	
	<ul style="list-style-type: none"> <li>• <u>Good examples and practices of applied</u> campaigns and educational projects on: sustainable food production and consumption; reduction of food waste; sustainable packaging and minimization of single-used plastics; responsible consumption/footprint, etc.</li> <li>• <u>Cooperation, co-creation and sharing</u> of experiences is vital when designing and applying a campaign.</li> <li>• <u>Inspiration and motivation</u> to implement a real-life citizens' project/campaign and/or whole-school project.</li> </ul>
<b>B5</b>	<b>How do you think that the current event will assist you in your future work on the subject?</b>
	<ul style="list-style-type: none"> <li>• The knowledge and skills acquired can be adapted and transferred to my <u>students</u> as well as in designing <u>community</u> activities, engaging also the <u>parents and families</u>.</li> <li>• I think that this workshop will help me in developing environmental concepts and skills for this topic while educating students at the <u>university</u>.</li> <li>• It gave insights that will definitely help my <u>Organisation</u> in future campaigns.</li> <li>• All the information and the mutual experience that we got through the training was very important and helpful for better <u>education of the local community</u>.</li> <li>• As a national coordinator for <u>UNESCO Associated Schools</u> in Jordan, most of our workshops and our activities can integrate parts of the training.</li> </ul>
<b>B6</b>	<b>Please indicate whether (and how) you could transfer part of the experience gained from the event to your colleagues in your country?</b>
	<ul style="list-style-type: none"> <li>• By sharing the knowledge and materials and <u>designing of potential new joint</u> activities/projects/campaigns as an "exercise".</li> <li>• By preparing <u>mini-training sessions</u> for the environmental awareness work team in my Organisation.</li> <li>• By adapting and including elements of the training in our <u>current running activities</u> i.e. joint campaigns with the municipality, the private sector, other organisations, etc.</li> <li>• By organizing dialogue sessions, meetings and <u>round de table</u>, trainings with colleagues from the <u>other sectors</u>, and from our associated networks.</li> <li>• By organizing a <u>workshop</u> for Aspnet schools and other collaborating schools.</li> </ul>
<b>B7</b>	<b>What did you like most about this event?</b>
	<ul style="list-style-type: none"> <li>• The communication and dialogue, the exchange and share of knowledge, practices and experiences.</li> <li>• The general atmosphere, positive energy and interactive approach of delivering the training.</li> <li>• The structure, quality and diversity in content / presentations.</li> <li>• The discussions on the results of the interactive polls.</li> </ul>

Summary of most frequent statements made by the participants	
	<ul style="list-style-type: none"> <li>Appreciated that while it was about a global issue of high importance, the training was substantially focused on the region, making it relevant and contextualized.</li> <li>The participants' presentations.</li> <li>Dealing with contemporary issues in the field with good and effective practical examples.</li> </ul>
<b>B8</b>	<b>What needs to be improved?</b>
	<ul style="list-style-type: none"> <li>Keep the participatory approach, and enrich it with more interactive sessions; The sharing of good and successful projects is very effective; so, include less background theory and context next time to have more time for interaction.</li> <li>Too much of homework; Reduce the number of the tasks.</li> <li>Hold such event in the future!</li> </ul>

### 7.3 Remarks by the trainers

A set of 9 criteria; B1-B9 (See table below) were assessed by the trainers.

<b>B1</b>	<b>Efficient and effective performance and interaction by participants</b> Good
<b>B2</b>	<b>Efficient and effective cooperation and team spirit</b> Excellent
<b>B3</b>	<b>Level of achievement of planned objectives</b> Excellent
<b>B4</b>	<b>Did the event contribute to helping participants practice skills or gain knowledge related to course concepts?</b> Excellent
<b>B5</b>	<b>What worked well during the event</b>  Generally, the training went according to the trainers' plan and goals. There was a high ratio of trainees that engaged in the four "homeworks" in between the webinars providing high-quality input that was then integrated in the design of the subsequent sessions and discussions.
<b>B6</b>	<b>What didn't work well and why</b>  The final (fifth) homework exercise had a very low ratio of completion. This may be due to several conditions, such as:  - A rotation in the attendance from each agency: Some trainees couldn't participate in all three webinars, but delegated their colleagues instead.  - Several declared as a "weak" point of the training (in their evaluation) that it had too much homework, causing a <i>fatigue</i> .



	<p>The distance from one webinar to the next (several weeks apart), that could have caused a lowering of the “trainings’ memory” and a lowering of the momentum. Besides there was a slight drop also in the number of trainees form one webinar to the next.</p> <p>In the second webinar the last session that was foreseen in the agenda did not take place, due to delays in the previous sessions.</p>
<b>B7</b>	<p><b>What components/concepts did participants seem to understand well</b></p> <p>The majority declared they have obtained a good understanding of the current international and regional ESD/ESC contexts. In addition, the majority stated they have an increased knowledge and enhanced competences to design and coordinate ESD actions on topics relating to Sustainable Consumption e.g. food waste, responsible consumption, reducing plastic food packaging, avoiding single-use plastics, etc.</p>
<b>B8</b>	<p><b>Were there any components/concepts that participants appeared to not understand</b></p> <p>In each webinar there was time for Q&amp;A to clarify concepts, if needed. Trainees could also send emails to the trainres for clarifications. No apparent misconceptions were detected.</p>
<b>B9</b>	<p><b>What aspects of the event could be improved and what should be kept</b></p> <p>Aspects to keep:</p> <ul style="list-style-type: none"> <li>- Covering a wide training concept such as sustainable consumption through a series of 2 or 3 webinars of a 2 to 3-hour duration instead of having a single full day online event.</li> <li>- The mix in the audience, Ministries’ officers with practioners, formal and non-formal teachers, etc.</li> <li>- The combination of short theoretical interventions with interactive exercises (polls, etc.) or group-work.</li> <li>- The design of the e-course from the beginning as a “virtual learning experience” and not as an online “transfer” of a face-to-face training session.</li> </ul> <p>Aspects to improve:</p> <ul style="list-style-type: none"> <li>- Increase the time allocated to interactive sessions (group work) in each webinar.</li> <li>- Reduce the duration of the single lectures or infuse interactive exercises in between such interventions.</li> <li>- Reduce the number of /or work-load of the homework exercises in between the webinars.</li> <li>- Decrease the period from one webinar to the next.</li> <li>- Time management within the webinar is essential. Trainers should not deviate from their planned time as agreed in the agenda.</li> </ul>

## 8 ANALYSIS OF THE TRAINING COURSE TASKS RESULTS

The participants took part in a series of online questionnaires and exercises before the first webinar and in between the three webinars, providing feedback and important input throughout the whole training process. The tasks are listed below, together with the weblinks:

1. Questionnaire “Distilling the priorities/updating the ESD Action Plan for 2030 in the Mediterranean”  
[https://docs.google.com/forms/d/e/1FAIpQLSdom6cR-ztDY8QIx0LuBJpj-0zLhE\\_P2osddz7jCyagcH7qbg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdom6cR-ztDY8QIx0LuBJpj-0zLhE_P2osddz7jCyagcH7qbg/viewform)
2. Short Text (max. 300 words) “What do you consider as a priority area that needs improvement in order to advance ESD in your country? Based on your learnings describe your ideas and suggestions that could improve, enhance, scale-up the identified priority area in your country”  
[https://docs.google.com/forms/d/e/1FAIpQLSf3aUzLLHdjn5lhzHoxVpQfQszB8C\\_i4E4xUoPd11Tez1POyg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSf3aUzLLHdjn5lhzHoxVpQfQszB8C_i4E4xUoPd11Tez1POyg/viewform)
3. Questionnaire “Outline an ESD action on sustainable consumption focusing on a food topic”  
[https://docs.google.com/forms/d/e/1FAIpQLSdH-lqIaLHKhz2z0aZT7YXzE0zJZRmiZ\\_mhrK0aGHZB4Vc5bg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdH-lqIaLHKhz2z0aZT7YXzE0zJZRmiZ_mhrK0aGHZB4Vc5bg/viewform)
4. Questionnaire on “Packaging & Food Packaging”  
<https://docs.google.com/forms/d/e/1FAIpQLSeJ9FxBcpX6xjGTmqxykSI-t9eW0wDUCNOzm6jplzJR4qpVeQ/viewform>
5. Final Exercise “Prepare a pitch (PPT file) for a potential ‘donor’ to support your Awareness Raising or Educational Programme / Action / Project / Initiative on sustainable consumption”

Overall, the **key outcomes of the qualitative interpretation of participants’ responses** in the above-mentioned exercises are summarized as follows (these outcomes provide valuable information that **could be used also for the revision of the Action Plan of the MSED towards 2030**):

- The greatest challenge in implementing ESD in their countries is the proper teacher training on i.e. how to meaningfully apply ESD/ESC; the 2030 Agenda & SDGs; extending ESD beyond the classroom in community projects, etc. and thus, the teachers’ training must be prioritized in a national ESD plan (present or future one). These teacher trainings can be coupled with incentives for them e.g. rewarding, participation in exchange/twinning and multilateral programs, etc.
- The second greatest challenge reported was the meaningful engagement of young people in ESD campaigns and projects. This could be done through community-based initiatives supported by the local authorities, giving youth more responsibilities but also monitoring and building upon their successes or shortcomings. In this context, the capitalization, to the extent possible, of the vehicle of “Public Private Partnerships” was stressed as well.
- Regarding the ESD/SDGs/ESC integration in the Curricula, the participants acknowledged that, to a large extent, it is still not sufficient despite the efforts e.g. due to competing priorities. A lack of awareness and/or access to information or teaching resources for various audiences was identified as well. The participants proposed that ESD should start from early childhood, with systematic and efficient impact monitoring and assessment, and with more synergies with the non-formal education sector.

- ESD integration in Policies and the related institutional challenges were highlighted by participants. The development of specific information/ awareness activities to make existing Environment/SDG/ESD policies widely known and explained (national, international and regional ones) to formal and non-formal educators and the public was also recommended.
- Regarding the public awareness raising campaigns on SD/SC, the participants were in favor of campaigns that are evidence-based, using clear communication messages, and combining the traditional media with social media. Such campaigns could be promoted through inclusive, participatory and motivational workshops and backed up with the help of influential people/local heroes of their community (artists, athletes, etc.).
- As for the most popular topics, food waste reduction and minimization of single-use plastics were prevailing in the participants' designed campaigns and activities.
- Whole School/Institution Projects were chosen by the majority, while many included in their plans the cooperation of the local community and the private sector.
- Raising of citizens' awareness on the contribution of plastic packaging within the wider plastic waste problem (at regional and global level) was also acknowledged as a priority and joint campaigns were proposed engaging the civil society, local scientists, schools and the media.

## 9 CONCLUSIONS & OVERALL ASSEMENT

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Overall, the trainees declared a high level of satisfaction from the training (average 91%).

Generally, the training went very well, according to the set goal and objectives. It seems that the majority of the participants have gained a good understanding of the current international and regional ESD/ESC contexts and they have increased knowledge and competences on how to properly design and coordinate ESD actions on topics related to Sustainable Consumption (Food, Packaging, etc).

The trainees participated actively in the webinars' interactive sessions while they responded satisfactorily to the majority of the tasks/exercises in between the webinars providing important input. Some of them pointed out that the 'homework' was too much.

They mostly appreciated the interactive character of the webinars (dialogue, polls, interactivity), the 'enabling environment' in delivering the training, as well as the use of effective practical examples, coming from the region, making the training's topic relevant and contextualized.

## 10 ANNEXES

### 10.1 AGENDAS

**WEBINAR 1: 14 July 2021, 10.00-13.30 CET**

## Distilling the priorities and updating the ESD Action Plan for 2030 in the Mediterranean

<b>Agenda*</b>	
5'	Welcome and Housekeeping notes
5'	Introduction to the WES Programme
5'	The scope of this regional training (content and interlinks of the three webinars)
<b>Session A  Education for Sustainable Development (ESD)</b>	
45'	- Key lecture: ESD evolution, key concepts and methods, the Mediterranean Strategy on ESD (MSESD) and its Action Plan (AP) Prof Michael Scoullou, WES Team Leader
15'	- Recent developments: the #ESDfor2030 global framework Bernard Combes, ESD Unit, UNESCO
15'	Break
<b>Session B  Co-creating the ESDfor2030 in the Mediterranean: The role of the Mediterranean Committee on ESD (MCESD) and the MSESD Action Plan (AP) update</b>	
65'	- Current status of the AP/MSESD and its update as a follow up of the World ESD Conference 2021, Aravella Zachariou, MCESD Chair and Prof Michael Scoullou - What are the plans of key international and regional organizations to contribute to the implementation of the ESDfor2030 in the region? Megumi Watanabe, Education Unit, UNESCO Regional Office in Venice Julien LeTellier, Programme Officer, UNEP/MAP- Barcelona Convention Secretariat Giuseppe Provenzano, Higher Education & Research Division, UfM Secretariat Doaa Khalifa, Education & Research Dpt., LAS - Reflections, experiences and inputs from the trainees
20'	<b>Session C   How the MSESD Secretariat and the MEdIES Network support the Mediterranean ESD community</b>
15'	Wrap up – Evaluation - What's next? - Closing

\* Time for discussion is provisioned within all agenda items.

\* It is planned that questions/polls in selected parts of the webinar will be posed to participants using interactive tools to enhance discussion and participation.

## WEBINAR 2: 14 September 2021, 10.00-12.30 CET

### Designing & coordinating campaigns and ESD actions on Sustainable Consumption related to Food

Agenda*	
5'	Welcome and Housekeeping notes
15'	Reflections & feedback from the first webinar The scope of this second webinar within the series of WES <i>Prof Michael Scoulllos, WES Team Leader</i>
<b>Session A   Education for Sustainable Consumption (ESC)</b>	
40'	The session aims to showcase how ESD, and more specifically, ESC can increase the knowledge, awareness & willingness for action in order for today's learners to transform unsustainable consumption & production patterns and consumer societies through individual and collective actions. The session will deal with the ESC principles, methods, initiatives & useful resources , <i>Iro Alampei, MIO-ECSDE/MEdIES</i> <i>Tools: Presentation, Polls, Discussion</i>
<b>Session B   Food as the vehicle for applying ESD/ESC</b>	
40'	The session will demonstrate how food, interlacing with aspects of environmental, health, economy, societal and cultural issues, can be an effective "vehicle" to apply the principles of ESD and ESC in action. The session will entail good practices/initiatives/actions & useful resources , <i>Vicky Malotidi, MIO-ECSDE/MEdIES and Marta Junquera Tordesillas, SCP/RAC</i> <i>Tools: Presentation, Polls, Discussion</i>
30'	<b>Session C   Designing campaigns and ESD actions on sustainable consumption &amp; food</b>
	The session will focus on practical guidelines and tips for developing and coordinating campaigns & ESD actions related to food and sustainable consumption. <i>Tools: Presentation and a break out room exercise (building on/reflecting on a pre-webinar survey)</i> <i>Iro Alampei and Vicky Malotidi, MIO-ECSDE/MEdIES</i>
10'	Wrap up - Evaluation - What's next?

\* Time for discussion is provisioned within all agenda items.

\* Interactive polls and questions will be infused in selected parts of the webinar to enhance participation.

\* A 5-minute break is foreseen in between the sessions.

**WEBINAR 3: 25 October 2021, 10.00-13.00 CET**

**Designing and coordinating campaigns and ESD actions on Sustainable Consumption and Packaging**

<b>Agenda*</b>	
10h-10h05 5'	<p><b>Welcome and Housekeeping notes.</b></p> <p>Reflections &amp; feedback from the previous webinars. <b>Prof Michael Scoullos (WES Team Leader)</b></p> <p>The scope of this third webinar within the series of WES <b>Vicky Malotidi (MIO WES Expert)</b></p>
10h05-10h15 10'	<p><b>Introduction.</b> Pre-webinar survey results. Objectives and Structure of 3<sup>rd</sup> webinar.</p> <p><b>Magali Outters (SCP/RAC Team Leader Policy Area)</b></p>
10h15-10h45 30'	<p><b>Session A  Current patterns of single-use packaging consumption</b></p> <p><b>Jennifer Berengueras (Invited Speaker Rezero)</b></p>
	<p>The session aims to showcase the current excess in packaging production and consumption and the impacts of the throw-away culture and over-packaging on the environment, the economy and on society and our health.</p> <p>The session will include information on plastics such as the invasion of single-use packaging and plastics in the Mediterranean and invisible plastics.</p> <p>The proliferation and impacts of false solutions will also be exposed.</p>
10h45-11h05 20'	<p><b>Session B  Education for a zero-waste future</b></p> <p><b>Rosa Garcia (SCP/RAC WES Expert)</b></p>
	<p>The session aims to suggest how education for sustainability and a change of paradigm are key to move towards a zero-waste production and consumption model.</p> <p>The session will expose how a shared responsibility from different stakeholders of the production and consumption value chain is necessary.</p>
11h05-11h15	<p><b>Break</b></p>
11h15-12h40 85'	<p><b>Session C   Designing campaigns and ESD actions on sustainable consumption &amp; packaging</b></p> <p><b>Marta Beltran (Invited Speaker Rezero)</b></p>
	<p>The session will focus on successful zero waste and circular economy approach solutions.</p> <ol style="list-style-type: none"> <li>1) Inspiring practices from the food &amp; beverage value chain,</li> <li>2) examples of successful campaigns and actions will be showcased by:             <ol style="list-style-type: none"> <li>a. Rezero</li> <li>b. SCP/RAC</li> <li>c. Selected webinar participants</li> </ol> </li> <li>3) Tips for designing and implementing campaigns and ESD actions on Sustainable Consumption and Packaging</li> </ol>



<b>12h40-12h45</b> 5'	<b>Wrap up. Conclusions. Interactive online survey.</b> <b>Rosa Garcia (WES Expert)</b>
<b>12h45-12h55</b> 10'	Presentation of the final POST MODULE exercise <b>Iro Alampei (MIO WES Expert)</b> <b>Vicky Malotidi (MIO WES Expert)</b>
<b>12h55-13h00</b> 5'	Closure of the training <b>Prof Michael Scullos (WES Team Leader)</b>

*\* Time for discussion is provisioned within all agenda items.*

*\* Interactive polls and questions will be infused in selected parts of the webinar to enhance participation.*

## 10.2 LIST OF PARTICIPANTS

### PARTICIPANTS LIST

#### Regional training (3 webinars)

#### Awareness Raising and Education for Sustainable Development (ESD): Training of Trainers on campaigns for sustainable consumption (HE-2-REG)

July-October 2021, Online

COUNTRY	TYPE OF INSTITUTION (please use the options provided*)	TITLE (Mr/Ms)	FIRST NAME	LAST NAME	POSITION/ FUNCTION	ORGANISATION/ INSTITUTION	GENDER		AGE GROUP	
							M	F	≤ 30 years old	> 30 years old
ALGERIA	MINISTRY REPRESENTATIVES	Mr	Ahmed	Chami	Ingénieur d'Etat en Environnement	Ministère de l'Environnement, CNTPP	1			1
ALGERIA	MINISTRY REPRESENTATIVES	Ms	Hayet	Achour	Cheffe de département éducation et sensibilisation environnementales	Ministère de l'Environnement, CNFE		1		1
ALGERIA	MINISTRY REPRESENTATIVES	Ms	Fazia	Ameziani	Sous directrice des déchets ménagers, assimilés et inertes	Ministère de l'Environnement		1		1
ALGERIA	MINISTRY REPRESENTATIVES	Mr	Khaled	Boughrara	Enseignant, Représentant de la direction de l'éducation nationale de la wilaya d'Alger "région centre"	Ministère de l'Education	1			1
ALGERIA	MINISTRY REPRESENTATIVES	Ms	Zehani	Badiaa	Représentant de la direction de l'éducation nationale de la wilaya d'Alger "région d'est"	Ministère de l'Education		1		1





ALGERIA	MINISTRY REPRESENTATIVES	Ms	Karima	Boumezioud	Représentante de la direction de l'éducation nationale de la wilaya d'Alger "région ouest"	Ministère de l'Education	1		1
ALGERIA	NGOs REPRESENTATIVES	Mr	Tarek	Gherib	Conseiller	Organisation Algérienne de l'Environnement et de la Citoyenneté	1		1
ALGERIA	NGOs REPRESENTATIVES	Mr	Mohamed	Louchene		Association Nationale pour la Promotion de l'Environnement et des Energies Renouvelables	1		1
ALGERIA	NGOs REPRESENTATIVES	Mr	Ghiles	Didane	Infirmier /Etudiant / Trésorier bénévole de l'association AYEN	Association AYEN for youth end engagement	1		1
ALGERIA	NGOs REPRESENTATIVES	Ms	Meriem	Belkhir	Doctorante à UMBB	Association Nationale d'Eco-Conception d'Analyse de Cycle de Vie et de Développement Durable			1
ALGERIA	ACADEMIA AND RESEARCH INSTITUTES	Ms	Nedjla	Djouimaa	Enseignante-chercheur, maître de conférences	Faculté des sciences économiques, université Batna1, Algérie			1
EGYPT	NGOs REPRESENTATIVES	Ms	Aya	Al-ansary	Project Manager	Ain El-Bee'ah Organisation			1
EGYPT	NGOs REPRESENTATIVES	Ms	Eman	Hassan Abdel-Mohsen Hendy	Activity Administrator	Ain El-Bee'ah Organisation			1
EGYPT	GOVERNMENT AGENCIES	Mr	Essam	Hannout	Director of International Organizations Dept.	Egyptian Environmental Affairs Agency	1		1
EGYPT	MINISTRY REPRESENTATIVES	Ms	Rehab Youssef	Elsayed	Awareness and Culture's general manager	Ministry of population and environment			1



EGYPT	GOVERNMENT AGENCIES	Ms	Engy	Sabry	Communication & Awareness Specialist	Egyptian Environmental Affairs Agency		1		1
ISRAEL	MINISTRY REPRESENTATIVES	Ms	Dorit	Baum	Environmental Education Coordinator	Ministry of Environment		1		1
ISRAEL	MINISTRY REPRESENTATIVES	Ms	Sarit	Levy Grosu	Director in the Education and Community Division	Ministry of Environmental Protection Israel		1		1
ISRAEL	MINISTRY REPRESENTATIVES	Ms	Refaela	Babish	The GLOBE Program, country coordinator	Ministry of Education		1		1
JORDAN	MINISTRY REPRESENTATIVES	Ms	Marie	Hanadi Adnan	Head of Env. Education Section / Outreach & Awareness Directorate	Ministry of Environment		1		1
JORDAN	MINISTRY REPRESENTATIVES	Ms	Ibdisam	Ayoub	Secretary General of the Jordan National Commission for Education, Culture and Science	Ministry of Education		1		1
JORDAN	MINISTRY REPRESENTATIVES	Mr	Sultan	Al-Khlaif	Head of the Education Department - National commission for UNESCO	Ministry of Education	1			1
JORDAN	MINISTRY REPRESENTATIVES	Mr	Majdi	Bdour	Coordinator of Cultural and Environmental Activity / Department of Cultural and Environmental Activity / Ministry of Education	Ministry of Education	1			1
JORDAN	NGOs REPRESENTATIVES	Mr	Ziyad	Al-Alawneh	LHAP Manager	Land and Human to Advocate Progress (LHAP)	1			1
JORDAN	NGOs REPRESENTATIVES	Mr	Abdul Rahman	Nehaya	Certified trainer in the program Enhanced Productivity Centers (IRADA)	IRADA	1			1
JORDAN	NGOs REPRESENTATIVES	Ms	Nadia Mohamed	Al Ananzeh	Director of Media and Communication at the Jordan Environment Society	Jordan Environment Society		1		1

JORDAN	NGOs REPRESENTATIVES	Ms	Buthaina	Aburoza	Managing Director & Founder	Qutoof Professional Development		1		1
LEBANON	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Ms	Mona	Betour El Zoghbi	Education for Sustainable Development Specialist	Freelance Consultant/Unesco		1		1
LEBANON	ACADEMIA AND RESEARCH INSTITUTES	Ms	Safaa	Baydoun	Director	Beirut Arab University		1		1
LEBANON	NGOs REPRESENTATIVES	Ms	Stephany	Aklimos	Project and Proposal Development Officer	Makhzoumi Foundation		1	1	
LEBANON	NGOs REPRESENTATIVES	Ms	Riham	Saad	Sustainable Environment Coordinator	Makhzoumi Foundation		1	1	
LEBANON	NGOs REPRESENTATIVES	Ms	Sallama	Naamani	Program Manager - Consultant to President	Makhzoumi Foundation		1		1
MOROCCO	MINISTRY REPRESENTATIVES	Ms	Hafsa	Lakhlifi	Chef de Division des Filières de Valorisation des Déchets	Ministère de l'énergie, des mines et de l'environnement, Département de l'Environnement		1		1
MOROCCO	MINISTRY REPRESENTATIVES	Ms	Hassnae	Chihabi	Chef de service des programmes éducatifs	Ministère de l'énergie, des mines et de l'environnement, Département de l'Environnement		1		1
MOROCCO	MINISTRY REPRESENTATIVES	Mr	Abdelali	Kaoukabi	Chef de la Division de la Communication et de l'Education et membre du Comité Méditerranéen sur l'EDD	Ministère de l'énergie, des mines et de l'environnement, Département de l'Environnement	1			1

MOROCCO	ACADEMIA AND RESEARCH INSTITUTES	Mr	Mohamed	Ftouhi	Professeur chercheur à l'Université Mohamed V et membre du Comité Méditerranéen sur l'EDD	Université Mohamed V, Club Marocain pour l'environnement et le développement	1			1
MOROCCO	MINISTRY REPRESENTATIVES	Ms	Malika	Ihrachen	Chargée cellule éducation à l'environnement	Ministère de l'éducation nationale, Académie Régionale de l'éducation et de la formation Casablanca- Settat		1		1
MOROCCO	MINISTRY REPRESENTATIVES	Ms	Rokiya	Boussaghour	Service de la Promotion des Etablissements Scolaires, AREF Rabat-Salè-Kenitra	Ministère de l'éducation nationale, Département de l'Éducation (Académie Régionale d'Éducation et de Formation)		1		1
MOROCCO	NGOs REPRESENTATIVES	Mr	Boujema	Belhand	Président délégué	Association des enseignants des sciences de la vie et de la terre	1			1
PALESTINE	MINISTRY REPRESENTATIVES	Ms	Maha Saleem	Yaghmour	Public environmental awarness advisor	Environment Quality Authority		1		1
PALESTINE	MINISTRY REPRESENTATIVES	Ms	Sreen Taher	Qenab	public enviromental awarness advisor	Environment Quality Authority		1		1
PALESTINE	MINISTRY REPRESENTATIVES	Ms	Mayy	Rahhal Khaleel	Environmental Awareness Officer	Environment Quality Authority		1		1
PALESTINE	MINISTRY REPRESENTATIVES	Mr	Amjad	Ehmedat	Head division of school health environment	Ministry of Education	1			1
PALESTINE	MINISTRY REPRESENTATIVES	Ms	Sahar	El Khatib	Health employee	Ministry of Education		1		1



PALESTINE	MINISTRY REPRESENTATIVES	Ms	Rula	Nazzal	Health employee	Ministry of Education		1		1
TUNISIA	MINISTRY REPRESENTATIVES	Mr	Abderraja	Salhi	Cheffe de service à la direction générale du développement durable	Ministère des Affaires locales et de l'Environnement	1			1
TUNISIA	GOVERNMENT AGENCIES	Ms	Amel	Bouassida	Chargée de la communication à l'Agence Nationale de Protection de l'Environnement.	Agence Nationale de Protection de l'Environnement		1		1
TUNISIA	MINISTRY REPRESENTATIVES	Ms	Meriem	Kthiri	Technicienne supérieure, Direction régionale Nord	Ministère des affaires locales et de l'environnement		1		1
TUNISIA	MINISTRY REPRESENTATIVES	Mr	Esahbi	Essedik	Sous-directeur	Ministère de l'éducation	1			1
TUNISIA	NGOs REPRESENTATIVES	Ms	Kefi	Rowe	Etudiante chercheuse et membre active dans une association	Association Réseau Enfants de La terre		1	1	
ALBANIA	ACADEMIA AND RESEARCH INSTITUTES	Ms	Doriana	Xhulaj	Lector	Agricultural University of Tirana		1		1
ALBANIA	NGOs REPRESENTATIVES	Ms	Ermelinda	Mahmutaj	Executive Director	EDEN center		1		1
B&H	MINISTRY REPRESENTATIVES	Ms	Sanela	Turković	Advisor for International Cooperation	Ministry of Civil Affairs		1		1
MONTENEGRO	GOVERNMENT AGENCIES	Ms	Nevena	Cabrilo	Senior advisor for education	Bureau for Education Services		1		1
TURKEY	LOCAL AUTHORITIES	Ms	Leyla	Derya	Consultant to local authority	Istanbul Gonulluleri, Volunteers for Istanbul		1		1
TURKEY	ACADEMIA AND RESEARCH INSTITUTES	Mr	Tuncay	Neyisci	Retired Prof. Dr.	Akdeniz University	1			1
EGYPT	NGOs REPRESENTATIVES	Ms	Salma	Zalat	Executive Director	Nature and Science Foundation		1		1

EGYPT	NGOs REPRESENTATIVES	Mr	Mohamed	Reda Helal	Assistant Project Coordinator	Arab Office for Youth and Environment	1		1	
LEBANON	NGOs REPRESENTATIVES	Mr	Elie	Cadet	Architect Urbanism, responsable ecolabel	Operation Big Blue Association	1			1
MOROCCO	NGOs REPRESENTATIVES	Ms	Malika	Ihrachen		Member of the AESVT expert committee in environmental education			1	1
LEBANON	INTERNATIONAL ORGANISATIONS AND PROGRAMMES	Ms	Ying	Zhu	Trainee	UNESCO Beirut Office			1	
<b>EXPERTS/SPEAKERS/TEAM</b>										
GREECE	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Mr	Michael	Scoullos	WES Team Leader	WES Project	1			
TUNISIA	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Mr	Anis	Ismail	WES Key Environmental Expert	WES Project	1			
EGYPT	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Mr	Emad	Adly	WES Stakeholder Engagement and Impact Assessment Expert	WES Project	1			
GREECE	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Ms	Vicky	Malotidi	Education for Sustainable Development expert (NKE)	MIO-ECSDE / WES Project			1	

GREECE	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Ms	Iro	Alampe	Education for Sustainable Development expert (NKE)	MIO-ECSDE / WES Project		1		
SPAIN	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Ms	Maria Rosa	Garcia	Education for Sustainable Consumption and Production (NKE)	REZERO / WES Project		1		
CYPRUS	MINISTRY REPRESENTATIVES	Ms	Aravella	Zachariou	Head of the Unit of Education for Environment and Sustainable Development , Speaker	Cyprus Ministry of Education and Culture Pedagogical Institute		1		
FRANCE	INTERNATIONAL ORGANISATIONS AND PROGRAMMES	Ms	Megumi	Watanabe	Speaker	UNESCO		1		
GREECE	INTERNATIONAL ORGANISATIONS AND PROGRAMMES	Mr	Julien	LeTellier	Programme Management Officer,Socio-Economic Affairs, Speaker	UN Environment Programme		1		
SPAIN	INTERNATIONAL ORGANISATIONS AND PROGRAMMES	Mr	Giuseppe	Provenzano	Advisor for Research and Innovation, Speaker	UfM Secretariat		1		
EGYPT	INTERNATIONAL ORGANISATIONS AND PROGRAMMES	Ms	Doaa	Khalifa	Speaker	League of Arab States (LAS)		1		
SPAIN	NGOs REPRESENTATIVES	Ms	Marta	Beltran	Speaker	REZERO		1		
SPAIN	NGOs REPRESENTATIVES	Ms	Jennifer	Berengueras	Speaker	REZERO		1		



SPAIN	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Ms	Marta	JUNQUERA	Project Manager of WES project	SCP/RAC / WES Project		1		
SPAIN	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Ms	Magali	OUTTERS	Team Leader Policy Area	SCP/RAC / WES Project		1		
GREECE	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Ms	Anastasia	Roniotes	Head Officer / WES Technical backstopper for Pollution Prevention/Environment activities	MIO-ECSDE / WES Project		1		
GREECE	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Mr	Dimitrios	BOGIATZIS	WES backstopping	MIO-ECSDE / WES Project	1			
GREECE	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Ms	Danae	ARAPIS	Event Coordinator	LDK Consultants / WES Project		1		
GREECE	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Mr	George	FASSOULAKIS		Interpreter	1			
GREECE	OTHER (including Diplomats, Consultants , Members of Parliament etc)	Ms	Milena	FERRARI		Interpreter		1		



