



This Project is funded
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Water and Environment Support

in the ENI Southern Neighbourhood region



**Regional activity (webinars) on
Educating for Sustainable Development (ESD) with focus on Waste Water
Treatment (WWT) for reuse and Non-Conventional Water Resources (NCWRs)
Activity No: HE-3-REG**

FINAL REPORT

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v.1	<i>Regional activity (webinars) on Educating for Sustainable Development (ESD) with focus on Waste Water Treatment (WWT) for reuse and Non-Conventional Water Resources (NCWRs)</i> <i>HE-3-REG FINAL REPORT</i>	<i>Vicky Malotidi</i> <i>Iro Alampe</i>	<i>Michael Scoullas</i> <i>...</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:

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ABBREVIATIONS

CSO	Civil Society Organisation
ESD	Education for Sustainable Development
IWRM	Integrated Water Resources Management
LAS	League of the Arab States
MCSD	Mediterranean Commission on Sustainable Development
MSESD	Mediterranean Strategy on Education for Sustainable Development
NCWRs	Non-Conventional Water Resources
NGO	Non-Governmental Organisation
PC	Partner Country
SDGs	Sustainable Development Goals
UfM	Union for the Mediterranean
UNEP MAP	UN Environment Programme / Mediterranean Action Plan
UNECE	UN Economic Commission for Europe
VET	Vocational Education and Training
WIA	Whole Institution Approach
WWT	Waste Water Treatment



1 GENERAL INTRODUCTION

The Mediterranean is among the most arid regions in the world. While the region holds only 3% of global water resources it hosts over 50% of the world's water poor populations, around 180 million people, according to FAO. Human-made pressures, such as population growth, urbanization, water intensive agriculture, tourism and other industries, together with misuse keep increasing the water demand. Frequent droughts and storms, caused by climate change, coupled with erosion, desertification and groundwater overexploitation increase vulnerability and make urgent the need for better water management at all levels (at local, national and transboundary levels).

The only increasing “source” of water is waste water of all kinds, including “grey water” and this has to be properly treated and reused appropriately. Together with rainwater harvesting and desalination using renewable energy sources, all of them employing innovative technologies, are for the water-scarce Mediterranean, cost-effective inexpensive methods to enhance water availability, address current and future water scarcity challenges, and adapt to climate change. Examples range from irrigation and aquifer recharge to the use of rainwater collected in buildings, stadiums, airports for urban uses for watering parks and gardens, cleaning roads, etc., greywater reuse in toilets, etc. However, technical solutions alone are not enough. They need to take into consideration, among others, social, cultural and economic aspects and mobilise people. What is needed is a “new water culture” of sensitized citizens who comprehend the challenges posed by scarcity and competing water uses in the region and respond positively by saving water, keeping it clean, and adopting practical, “green” and cost-effective solutions.

1.1 RATIONALE OF ACTIVITY

Education, and in particular **Education for Sustainable Development (ESD)**, has been recognised among the most powerful tools in achieving the SDGs and accelerating transformation towards more sustainable and resource efficient societies (see EU’s Proposal for a Council Recommendation on learning for environmental sustainability; UNESCO’s #ESDfor2030; Union for the Mediterranean’s 2030 GreenerMed Agenda and Water Agenda; UN’s Economic Commission for Europe (UNECE) Strategic Planning for 2030; UN Environment Programme (UNEP); UNEP/Mediterranean Action Plan (MAP), Mediterranean Commission for Sustainable Development (MCSD), etc.) In the Mediterranean region this recognition is exemplified, by the intensified efforts of countries and civil society in recent years to implement the Mediterranean Strategy on Education for Sustainable Development (MSESD) (elaborated under the EU-funded regional project Horizon 2020 CB/MEP, adopted by the 1st UfM Ministerial Meeting on Environment and Climate Change in 2014), as well as its Action Plan, adopted by Ministers of Education in 2016. Both are integral parts of the Mediterranean Strategy for Sustainable Development (MSSD) of the Barcelona Convention and flagship initiatives of the UfM and of UNESCO (Global Action Programme on ESD). It is noteworthy that the League of Arab States (LAS) and UNECE have also endorsed and refer widely to the Action Plan of the MSESD.

One of the priority themes identified by the MSESD’s Action Plan is the need to promote Non-Conventional Water Resources (NCWRs) at all levels within formal, non-formal and informal education

and with all tools, including the Whole Institution Approach (WIA) and in line with the principles of Integrated Water Resources Management (IWRM). Indeed, water related ESD, once applied within the Whole Institution Approach (i.e. combining water efficient infrastructures, learning content, pedagogies, school governance and openness to society) can transform educational institutions into learning and sustainability labs that apply, in practice, the “new water culture” and inspire broader transformation of the society towards achieving the SDGs.

Within this backdrop and frameworks, this WES regional activity came to assist the WES Partner Countries to be better capacitated to raise awareness and educate on how treated wastewater and NCWRs can contribute to addressing the region’s serious water challenges, through ESD.

2 OBJECTIVES OF THE ACTIVITY

The overall aim of this regional activity was to provide technical assistance and strengthen the capacities of the WES Partner Countries to effectively implement Water related Education for Sustainable Development (ESD) with emphasis on water reuse after appropriate Waste Water Treatment (WWT) and other Non-Conventional Water Resources (NCWRs) (rainwater, etc.). The specific objectives of the activity were to:

- Facilitate the competent authorities of the WES Partner Countries (education and water administrators) in applying the Whole Institution Approach and ESD in the formal, non-formal and informal educational systems.
- Demonstrate how WWT and NCWRs applications in schools and other institutions, combined with appropriate ESD, can transform the educational institution into a learning lab for sustainability.
- Enhance the competences of the targeted stakeholders (teachers, trainers, youth leaders) in implementing learner-centered and participatory ESD didactic and awareness raising approaches relating to water in their own educational contexts.

To meet these objectives, the WES experts designed and implemented two on-line training Modules (Webinars), as follows:

Webinar 1: 23 February 2022 | “Implementing WWT and NCWRs, in the framework of Whole Institution Approach and ESD”

Module 2: 9 March 2022 | “ESD Methodologies: Proposed didactic approaches to educate about Water and NCWRs”

3 EXPECTED RESULTS OF THE ACTIVITY

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

- Increase their knowledge and competences in designing and implementing Water related Education for Sustainable Development (ESD) with emphasis on reuse of appropriately treated water deriving from Waste Water Treatment (WWT) Plants and Non-Conventional Water Resources (NCWRs).
- Enhance their capacities to implement learner-centred and participatory ESD didactic approaches relating to water in their own educational contexts.
- Learn about how WWT and NCWRs applications in schools and other institutions, combined with appropriate ESD, can transform the educational institution into a learning lab for sustainability.

The expected results were met to a satisfactory degree, as the report indicates in the following sections. At a later stage, the trainees will be asked (via an on-line survey) if they have met their stated goals in their commitment forms.

4 ELEMENTS OF THE TRAINING'S CONTENT

No. of presentations on examples/case studies (sharing of experiences, good practices, etc.)	20
No. of international speakers from the Region	-
No. of international speakers from the EU	6
No. of participants / trainees	52
No. of training-oriented presentations (on concepts, methodologies, etc.)	10
No. of interactive/participatory activities (open discussions, brainstorming, group-work sessions, polls, etc.)	20
No. of languages (English, French)	2

5 PROFILE OF THE PARTICIPANTS

This regional on-line training addressed Ministries of Education as well as of Environment/ Water/ Development, etc., CSOs/NGOs and researchers working on ESD and Water Awareness & Education. Following the activity, hopefully a large number of educators of primary and secondary schools in the Partner Countries will be indirectly reached, as many of the participants are expected to act as “multipliers” in their own work context. Their potential to carry out this function was a key criterion for their selection/nomination. The profile of the 52 participants is outlined as follows:

- Policy persons from Ministries of Education dealing with ESD / SDGs / Environment and ideally following the MSES process.
- Policy persons from the Ministries of Water and/or Environment/ Climate Change, and practitioners dealing with Awareness Raising / Communication / Education, and, ideally, following the MSES process.
- Education practitioners-teachers, trainers, Vocational Education and Training (VET) professionals.
- Non-state actors from: Environmental NGOs/CSOs, academia and researchers.

Participants’ Demographics:

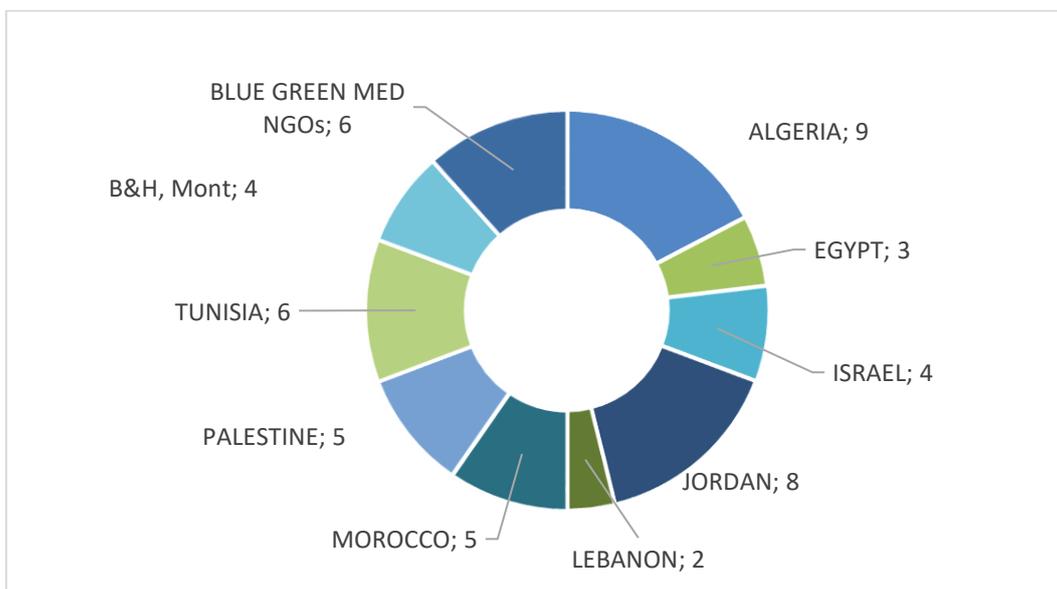


FIGURE 5-1: REPRESENTATION OF TRAINEES PER COUNTRY

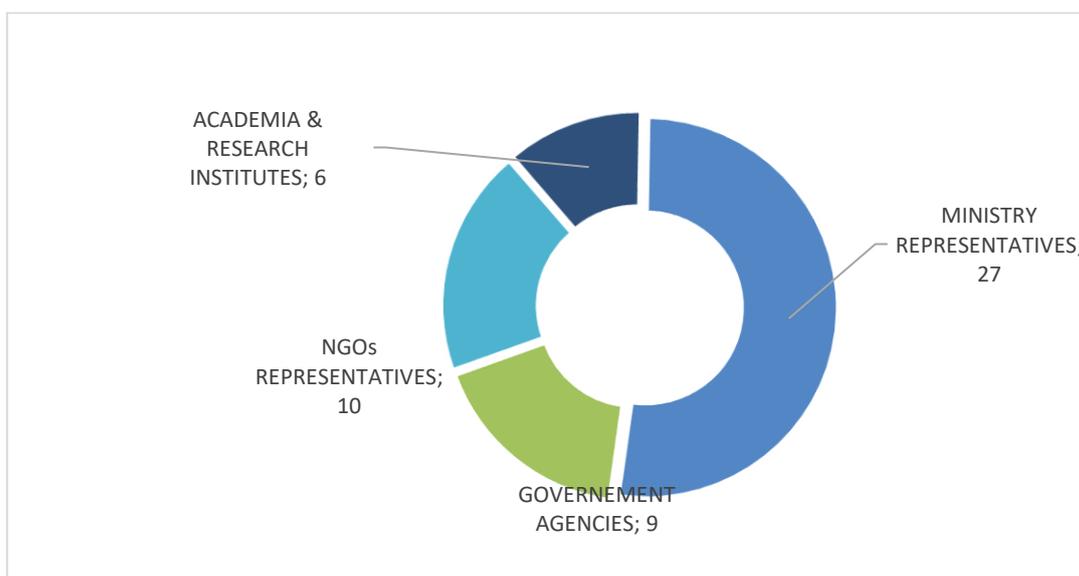


FIGURE 5-2: REPRESENTATION OF TRAINEES PER TYPE OF INSTITUTION

6 STATISTICS ON GENDER AND YOUTH

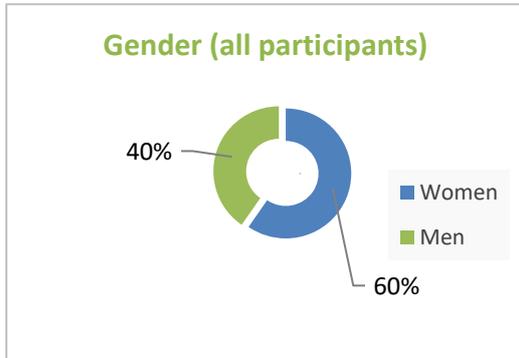


FIGURE 6-1: GENDER (ALL PARTICIPANTS)

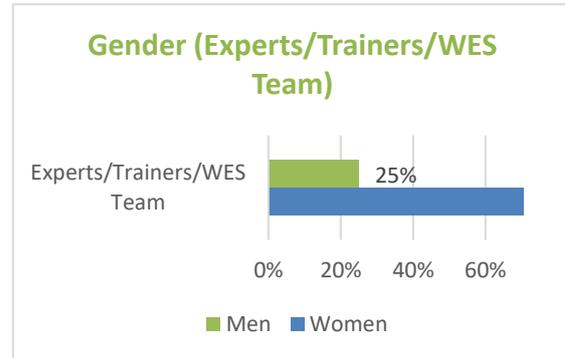


FIGURE 6-2: GENDER (EXPERTS/TRAINERS/WES TEAM)

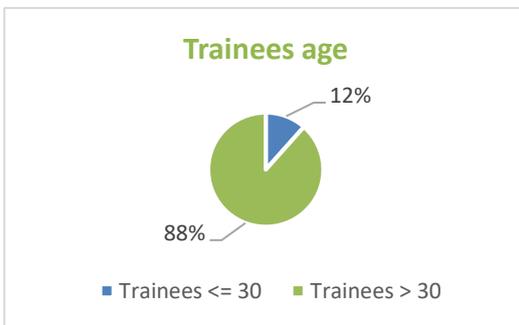


FIGURE 6-3: TRAINEES- AGE

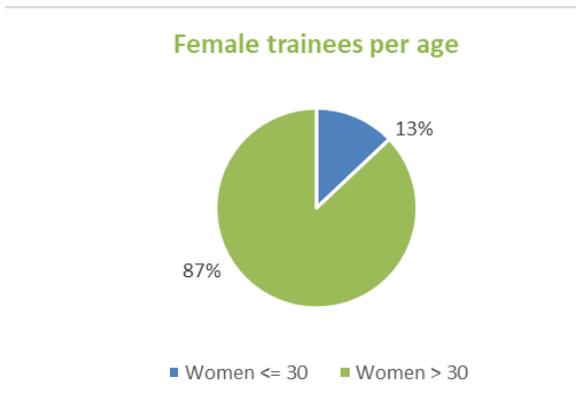


FIGURE 6-4: FEMALE TRAINEES - AGE

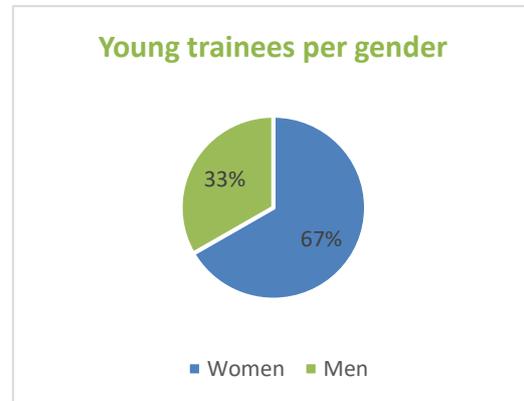


FIGURE 6-5: YOUNG TRAINEES (18-30) – GENDER

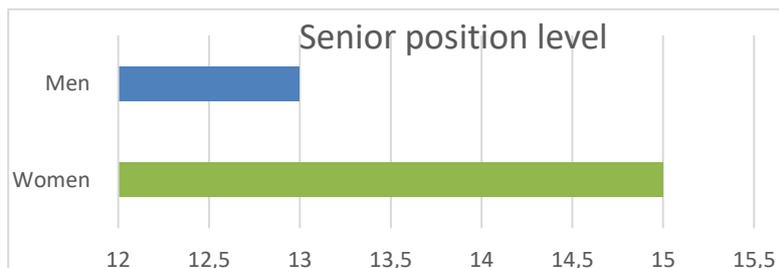


FIGURE 6-6: GENDER - POSITION LEVEL

7 EVALUATION OF THE TRAINING

In total, 28 out of the 52 participants filled in the anonymous evaluation questionnaire that was communicated to them after the webinar sequence was over.

This percentage (54%) which is much lower than the usual for physical meetings does not allow us to have a complete picture of how the training was evaluated by a majority of the participants.

7.1 Organisational and administrative issues before and during the event

A set of 11 criteria (A1-A11 in table below) were assessed, using a 4-point scale between “Excellent” (4) and “Poor” (1).

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	12	15			27	3,44
A2	Efficient logistics: user-friendly online platform, interpretation quality, etc.	14	12	2		28	3,43
A3	Provision of support (if requested) for participants’ preparation for the event	8	19	1		28	3,25
A4	Efficient and effective follow-up of preparations and progress towards the event	11	16	1		28	3,36
A5	Planning for the event: selection and design of methodology, programme/daily agenda and work rules	12	15	1		28	3,39
A6	Smooth flow of programme, efficient handling of emerging needs and attentiveness to participants concerns	9	17	2		28	3,25
A7	Presentations correspond and contribute to the planned objectives and are conducive to enhanced shared understanding and participation on addressed topics	12	15	1		28	3,39
A8	Clarity, coverage and sufficiency of concepts, objectives, anticipated outputs	9	16	3		28	3,21
A9	The support material shared was helpful	10	17	1		28	3,32
A10	Efficiency and effectiveness of the facilitation	9	16	1		26	3,31
A11	Overall rating of the event	11	17			28	3,39

The highest scoring criterion, A1, dealt with the handling of invitations, information sharing and smoothing of obstacles.

The lowest (but not by far) scoring criterion, A8, dealt with clarity, coverage and sufficiency of concepts, objectives and anticipated outputs. These aspects should be more explicitly communicated in an eventual future repetition of the course, albeit some concepts are by their nature complex.

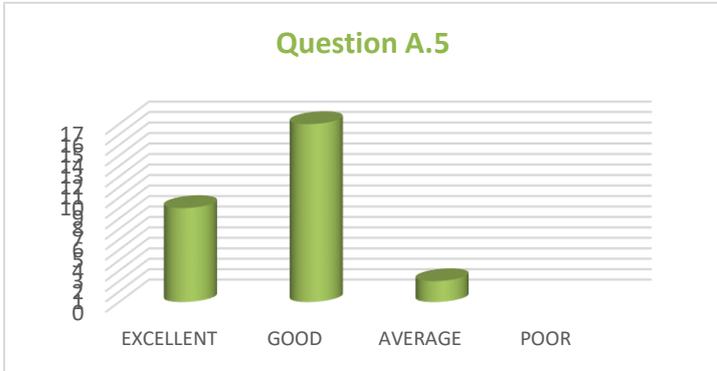


FIGURE 7-1: PLANNING FOR THE EVENT (A.5)

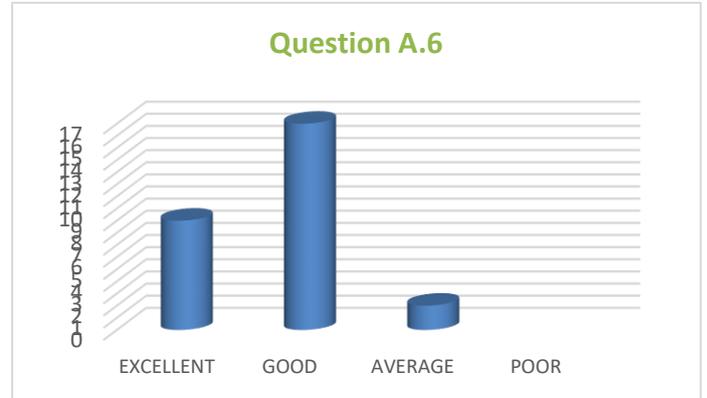


FIGURE 7-2: FLOW OF PROGRAMME, HANDLING OF EMERGING NEEDS (A.6)

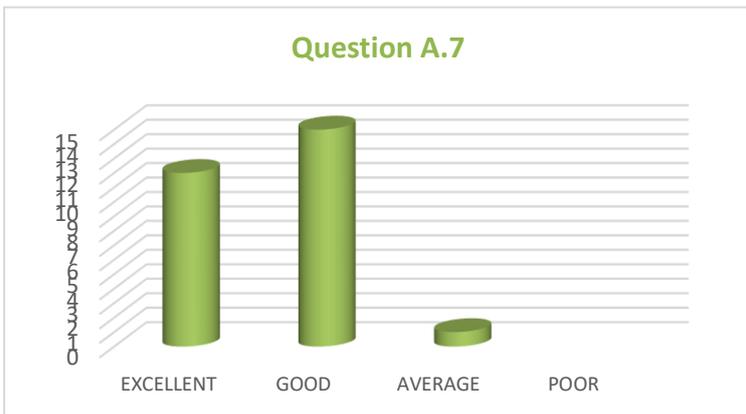


FIGURE 7-3: EVALUTION OF PRESENTATIONS (A.7)

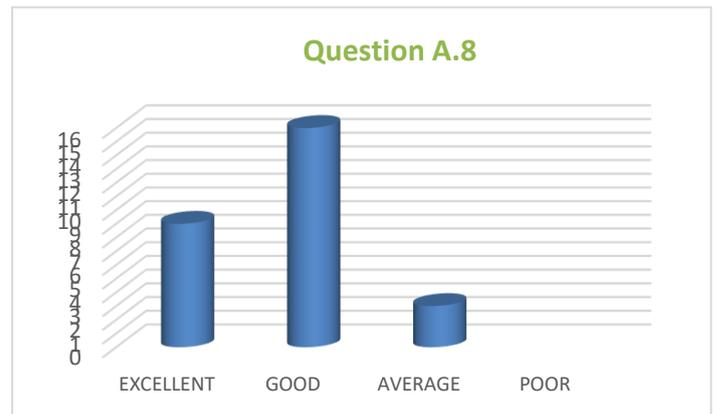


FIGURE 7-4: CLARITY, COVERAGE AND SUFFICIENCY OF CONCEPTS, OBJECTIVES, ANTICIPATED OUTPUTS (A.8)

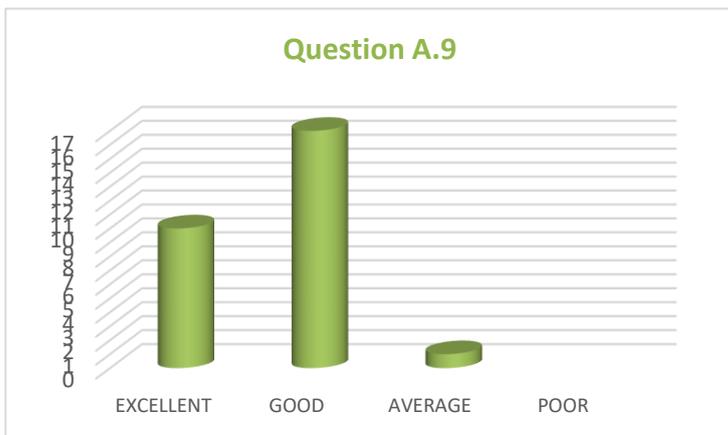


FIGURE 7-5: USEFULNESS OF THE DISTRIBUTED MATERIAL (A.9)



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

7.2 Feedback from participants

In this section the results of the evaluation of the Webinars’ coverage (B1), difficulty (B2), and length (B3) through closed (multiple choice) questions are presented.

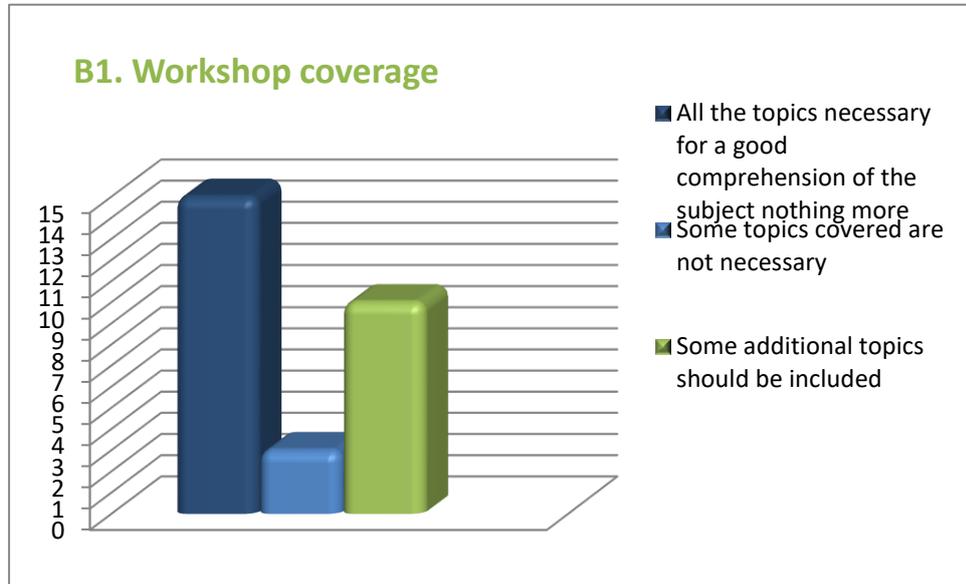


FIGURE 7-7: WORKSHOP COVERAGE

None of the topics covered in the webinars were identified as “not necessary”, while some participants asked for additional topics (unfortunately without naming them).

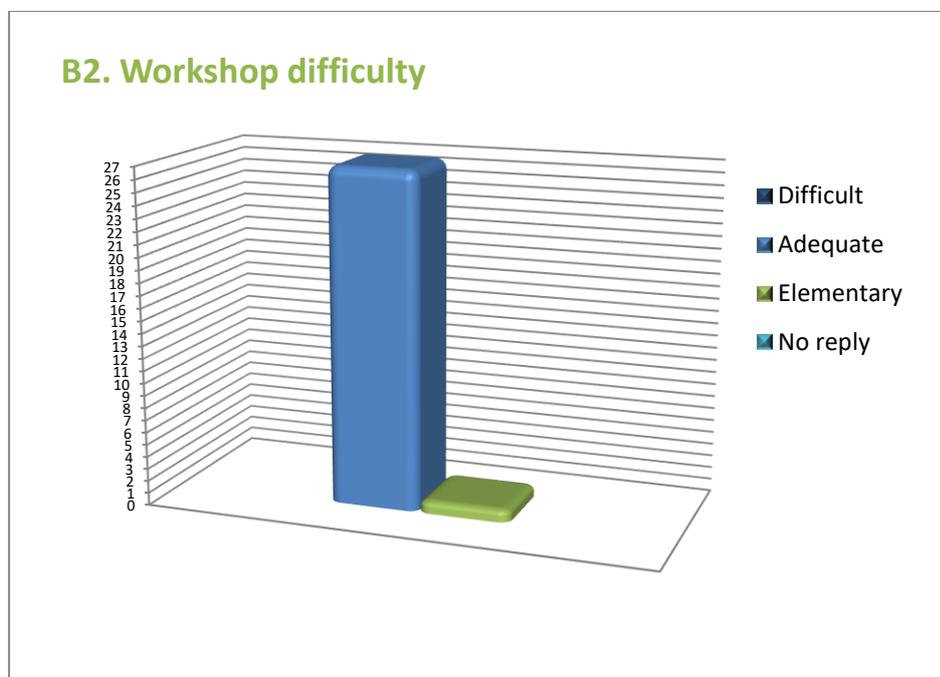


FIGURE 7-8: WORKSHOP DIFFICULTY

The vast majority of participants rated the level of difficulty as adequate, and only 2 of them rated it as elementary. No trainee expressed that the webinars were too difficult to follow.

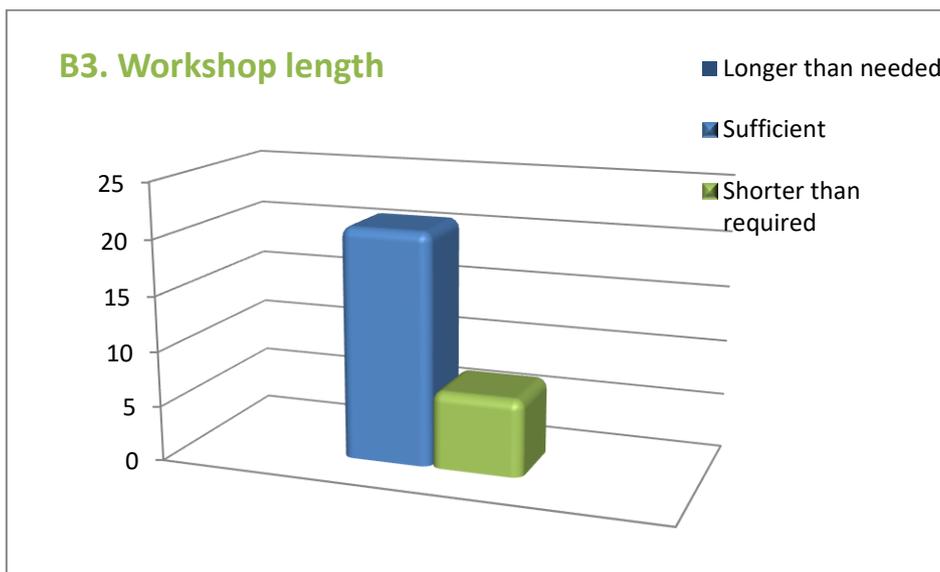


FIGURE 7-9: WORKSHOP LENGTH

The duration of the two webinars (2.5 hours and 3 hours respectively) was well thought out in advance, in order to cover all essential information and concepts, in the most direct and time-efficient manner. Even though there was a half hour delay in closing the first webinar, none of the participants considered that either of the webinars were longer than needed. Most of them considered the webinars to have a sufficient duration, while a few of them would have preferred them to be a bit longer.

Qualitative assessment / open text questions

The evaluation questionnaire also included eight open-text questions in order to collect a wider spectrum of views on the training. The responses given by the trainees are compiled in the following table.

Summary of most frequent statements made by the participants	
B4	<p>What is the most valuable thing you learned during the workshop (knowledge or skills)?</p> <ul style="list-style-type: none"> • The significance of ESD and the WIA in order to develop the necessary attitudes and competences for sustainability/SDGs. • Increased awareness and knowledge about the non-conventional water resources such as the recycling of wastewater and rainwater harvesting. Showcasing of good examples in their installation and function within educational institutions. • Awareness of new adaptable ESD methodologies and tools focusing on water issues. • Reflection on our own methodologies applied so far regarding water education/awareness raising. • Where we stand as an institution in terms of the WIA. • Youth and women integration and empowerment, when it comes to water education and water management.

Summary of most frequent statements made by the participants	
	<ul style="list-style-type: none"> • Water management conceptual maps and their use in education. • Diversification of knowledge and paradigms.
B5	How do you think that the current event will assist you in your future work on the subject?
	<ul style="list-style-type: none"> • Enriching and fine tuning my teaching in school, using the shared tools and resources. • Enriching the existing public awareness raising and sensitization actions and campaigns of our Ministry. • Developing adequate knowledge of the ESD and WIA during related trainings of colleagues. • Organising educators’ trainings and using the ESD tools shared and new knowledge. • Spreading knowledge and raising public awareness through programs and campaigns included in the strategy of my organization. • Conducting workshops for women and youth (as an NGO) at the local level as well as public workshops on i.e. water protection, reuse of treated wastewater, rainwater harvesting, etc. • In organizing seminars on the use of treated wastewater in the agricultural sector on a local scale. • The information, data and document will be very useful for me in my research work.
B6	Please indicate whether (and how) you could transfer part of the experience gained from the event to your colleagues in your country.
	<ul style="list-style-type: none"> • By sharing the materials with my colleagues at work (ministry, university, school, CSOs/NGOs). • Training the employees (in meetings and webinars) in my department, in other departments of my institution as well as of fellow ones. • Organizing teacher trainings and seminars. • Introducing presentations for the young researchers at the national water research center. • By sharing the materials with relevant audiences.
B7	What did you like most about this event?
	<ul style="list-style-type: none"> • The topics of the webinar. • New knowledge gained. • Exchange of experience among peers and peer learning. • The diversity and content of the presentations, materials and tools shared; the learning application [website] related to NCRWs. • Case studies from several countries and new methodologies; dealing with the issues from different angles.

Summary of most frequent statements made by the participants	
	<ul style="list-style-type: none"> Overall support, facilitation and explanations of the trainers and their response to every participant's question. Interactive learning, course duration not too long, good time management.
B8	What needs to be improved?
	<ul style="list-style-type: none"> More trainings in water-related topics to enhance more competences. The time slot of the seminar. Insist on group work and interactive sessions. Face-to-face trainings are needed. Local and on-site trainings. Translation of the materials into Arabic as well as interpretation in Arabic.

7.3 Evaluation remarks by the trainers

A set of 9 criteria B1-B9 were assessed by the trainers (see table below). These combined close-ended multiple-choice questions (for B1-B4 a 4-point scale between “Excellent” (4) and “Poor” (1), was used) and open-ended questions (B5-B9).

B1	Efficient and effective performance and interaction by participants Good
B2	Efficient and effective cooperation and team spirit Excellent
B3	Level of achievement of planned objectives Excellent
B4	Did the event contribute to helping participants practice skills or gain knowledge related to course concepts? Excellent
B5	What worked well during the event Generally, the training went according to the trainers’ plan and goals. A satisfactory number of trainees were engaged in the discussions and the interactive exercises, thereby making the event more interesting.
B6	What didn’t work well and why The first webinar exceeded its foreseen duration by half an hour, due to the eagerness and the participation of the trainees in the discussions; nevertheless, the vast majority stayed until its very end.
B7	What components/concepts did participants seem to understand well The majority declared they have obtained a good understanding of the ESD and the WIA contexts. In addition, the majority stated they have an increased knowledge and enhanced competences to design and coordinate ESD actions and campaigns for responsible water management and for promoting Non-Conventional Water Resources in their institutions and audiences.

B8	Were there any components/concepts that participants appeared to not understand In each webinar there was time for Q&A to clarify concepts, if needed. Trainees could also send emails to the trainers for clarifications. No apparent misconceptions were detected despite cultural issues with using treated wastewater in the region.
B9	What aspects of the event could be improved and what should be kept Aspects to keep: <ul style="list-style-type: none">- The mix in the audience, Ministries' officers with practitioners, formal and non-formal educators, researchers, etc.- 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.- The scheduled two-week interval between the two webinars was optimum (not too short, nor too long).- The "bridge" exercise between the two webinars.- Examples and good practices from the Mediterranean region. Aspects to improve: <ul style="list-style-type: none">- Having an Arabic translation instead of French in future webinars.- The combination of short theoretical interventions with interactive exercises (e.g. polls) and group-work worked well during the webinars. If possible, in the future, the theoretic chunks should be even more squeezed, in favour of interactive exercises.- One more webinar on the topic could have been added in the overall training (to be considered in potential extension of the WES project).

8 ANALYSIS OF THE TRAINING COURSE EXERCISE FINDINGS

Between the two webinars the participants were asked to take part in an exercise in order to apply the knowledge gained in the first and bridge to the second webinar. They were asked to go through a series of educational resources (those presented in Webinar 1 and others of their choice), pick one and explain briefly which aspects of ESD/WIA this resource applies, and in which ways. In this context the trainees opted for educational resources having the following qualities:

- Developing the necessary awareness and competences on the topic, with learning content and pedagogies in line with the Agenda2030 and using good practices and examples (particularly at the local level).
- Enabling interaction; peer and inquiry learning; proposing diversity in methods.
- Educating the learners and educators to apply bottom-up participatory decision-making, collaboration, and inclusion.
- Proposing concrete ways and practices for adopting a whole institution approach (e.g. audits, greening, participatory governance, etc.)

- Linking students/learners/audiences' action with the local society; Engaging families, community groups, local institutions.
- Showcasing facilities and operations embodying the principles of sustainability, e.g. passive energy buildings, sustainable transportation, sourcing locally made sustainable products, audits, use of NCWRs.
- Combining meaningfully online and “offline” (hands on, printed, etc.) tools and resources.

The work submitted by the trainees shows a satisfactory level of understanding and appreciation of the principles of ESD and WIA.

9 CONCLUSIONS & OVERALL ASSESSMENT

Generally, the training went very well, according to the set goal and objectives.

It seems that the majority of the participants gained a good understanding of the international and regional ESD contexts and the aspects of the WIA, and they have increased knowledge and competences on how to design and coordinate ESD actions on topics related to water and NCWRs.

The trainees participated actively in the interactive sessions and discussions while they responded satisfactorily to the exercise in between the webinars providing important input. They mostly appreciated the interactive character of the webinars, 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. The participants asked for the (summarized) following key issues to be further considered when educating/training for ESD with focus on WWT/NCWRs and water resources:

- To motivate trainees for action and not only for delivering education and awareness raising.
- To insist in “restoring” peoples’ relationship with water resources (and environment) and find the meaning/connection in why we do it.
- To help trainees to deepen their understanding on the vulnerability of water resources and their risks.
- To promote, capitalize/adapt and scale up good practices. In fact, all of them can be characterized as “maximalistic”, requiring investment of considerably more time and resources.

10 ANNEXES

10.1 AGENDAS

5



Regional training (2 webinars)

Educating for Sustainable Development (ESD)

with focus on

Waste Water Treatment (WWT) for reuse, and Non-Conventional Water Resources (NCWRs)

Activity No: HRE-3-REG

WEBINAR 1: 23 February 2022, 10.00-12.30 CET

Implementing WWT and NCWRs, in the framework of Whole Institute Approach and ESD

Agenda*	
5'	Welcome and Housekeeping notes
5'	Introduction to the Water and Environment Support (WES) Programme
5'	The scope of this regional training (content and interlinks between the two webinars)
60'	Session A Education for Sustainable Development (ESD) & the Whole of Institute Approach (WIA)
	<p>The session will explain the underlying educational frameworks of this training. The Key topics that will be addressed through a presentation with a series of questions to participants are:</p> <ul style="list-style-type: none"> • What is ESD and how can it support the implementation of the SDGs? • What are the principles of the WIA? • What are the challenges for the operation of an Institute through the WIA? <p><i>Prof Michael Scoullou, WES Team Leader</i></p> <p><i>Tools: Presentation, polls and open plenary discussion</i></p>



	5-minute break
60'	Session B Applied examples of WIA and ESD, that are focused on water
30'	The session will showcase examples where water related ESD is combined with installations of Waste Water Treatment (WWT) for reuse and other Non-Conventional Water Resources (NCWRs) in institutions and public buildings (e.g. in Malta, Cyprus, Greece). <i>MIO-ECSDE/MEdIES (Iro Alampei, Vicky Malotidi) & invited speakers from Malta (Marvic Refalo, EkoSkola) and Cyprus (Arazella Zachariou, PIC)</i> <i>Tools: Presentation, polls, interview</i>
15'	Within this session we will also start to explore how Women & Youth can play an important role in water education and water resources management in general (these concepts will be further elaborated in Webinar 2) <i>Angela Klauschen, WES Gender and Youth Expert</i> <i>Tools: Factsheet for reflection & Polls</i>
15'	Finally, within this session we will highlight some recommended educational online resources on water topics, non-conventional water resources, etc., that apply ESD methods and are linked with the WIA principles. <i>MIO-ECSDE/MEdIES (Iro Alampei, Vicky Malotidi)</i> <i>Tools: Presentation & Browsing</i>
10'	Wrap up - Evaluation - What's next?

- * Time for discussion is provisioned within all agenda items.
- * Interactive polls and questions will be infused at various points.
- * A 5-minute break is foreseen in the middle of the webinar.

Next Webinar of the regional training:

Webinar 2: 9 March 2022 | ESD Methodologies: Proposed didactic approaches to educate about Water and NCWRs





Regional training (2 webinars)
Educating for Sustainable Development (ESD)
with focus on
Waste Water Treatment (WWT) for reuse, and
Non-Conventional Water Resources (NCWRs)

Activity No: HRE-3-REG

WEBINAR 2: 9 March 2022, 10.00-13.00 CET

ESD Methodologies: Proposed didactic approaches to educate about water and NCWRs

Agenda*	
5'	Welcome and Housekeeping notes
10'	Bridging with the 1 st Webinar: Reflections on the content, discussions & assignments
75'	Session A Plenary The ESD activities of the 'NCWRs in the Mediterranean' Programme
	What are Non-Conventional Water Resources, and how can we make our audiences aware of them? Through an interactive way, using diagrams and other e-tools, in this session we will briefly review the main NCWRs, namely harvested rainwater, treated grey and reused waste water, and desalinated water. <i>Vicky Malotidi, WES NKE (MIO-ECSDE/MEDIES)</i> <i>Tools: Presentation, Interactive games and plenary discussion</i>
	5-minute break
75'	Session B Breakout rooms Practicing methodologies of ESD, gender and youth, that are focused on water



60'	<p>In this session participants will try out and reflect on specific ESD methodologies that can be applied in their own educational contexts: In order to delve into each method in detail, we will split in three groups (two working in English and one in French):</p> <p>Group 1: Designing diagrams and concept maps on water (English) <i>The workshop will focus on the design and characteristics of various forms of concept maps that can be used for educational purposes, particularly on water topics (but not only).</i> <i>Vicky Malotidi, WES NKE (MIO-ECSDE/MEdIES)</i></p> <p>Group 2: How to achieve a water efficient institution? (English) <i>The workshop will explore the elements of a water-efficient institution and reflect on the steps (educational and beyond) to get us there, also through the application of NCWRs.</i> <i>Iro Alampei, WES NKE (MIO-ECSDE/MEdIES)</i></p> <p>Group 3: Enhancing the gendering and youth related components in education & ESD (French) <i>The workshop will explore how we can enhance the gendering and youth related components in our educational and ESD endeavours. Participants may provide tips on a short leaflet that is under development for this purpose.</i> <i>Angela Klauschen, WES Gender and Youth Expert</i></p>
15'	Report of the group sessions in plenary
15'	Closing Plenary Wrap up - Evaluation

- * Time for discussion is provisioned within all agenda items.
- * Interactive polls and questions will be infused at various points.
- * A 5-minute break is foreseen in the middle of the webinar.



10.2 LIST OF PARTICIPANTS

(separate document)

