

## COURSE EVALUATION REPORT

### 1. General information about the course

<b>Title of activity</b>	“Education for Sustainable Development (ESD) in the University: Theory and Practice” (a contribution to the Med Strategy on ESD) / «Education en vue du Développement Durable (EDD) dans l’Université: Théorie et Pratique» (Contribution à la stratégie Méditerranéenne en vue de l’EDD)
<b>Dates</b>	23–24 April 2013
<b>Country / City</b>	Morocco / Rabat
<b>Language of activity</b>	English and French (with simultaneous interpretation)
<b>Type of activity</b>	National
<b>Thematic pillar</b>	Environmental Integration and Mainstreaming
<b>Number of trainees</b>	36
<b>Number of evaluation forms</b>	29
<b>Trainer / Expert responsible</b>	Prof. Michael Scoullos
<b>Organisation / Institution of Trainer / Expert</b>	University of Athens, H2020 CB/MEP Team Leader
<b>Overall training score</b>	4.32/5

## 2. Overall course assessment

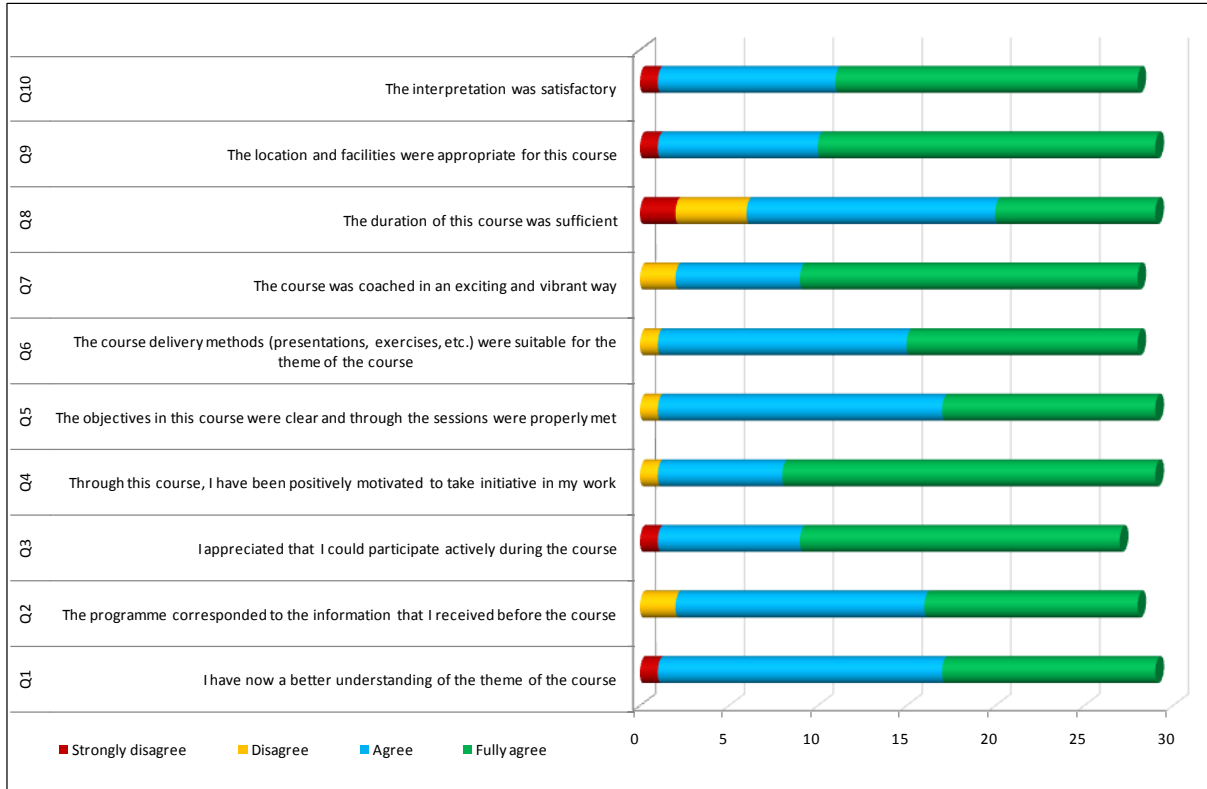
The Moroccan national workshop on ESD in the University was organized within the framework of the Horizon 2020 CB/MEP project. The Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE) and the University of Athens (NKUA) were in charge of this training with the support of the University Mohamed V Souissi (Rabat). Its duration was two full days.

During the workshop, the Horizon2020 objectives and pillars and their links with ESD and the draft Mediterranean Strategy for ESD were presented. Furthermore, the theoretical and practical foundations of ESD in higher education were identified. In addition, the concept of the sustainable/green university and its requirements were introduced. Finally and more importantly, insight was gained on the four facets/pillars of the Sustainable University: (1) Content & message of ESD in the Curriculum, (2) Educational Culture & Practice, Methodology, (3) Internal Governance & external relationships with the society, and (4) Applied environmental/SD paradigm, Infrastructures, premises.

Notwithstanding the Team Leader, the workshop was implemented by leading experts in the field, namely Prof. Daniella Tilbury, Marie Curie Chair in ESD, Director of Sustainability at the University of Gloucestershire and President of the Copernicus Alliance of Universities for Sustainability, Prof. George Angelopoulos from the University of Patras, Department of Chemical Engineering, Prof. Michel Ricard, UNESCO chair on SD and President of the Digital University on Sustainable Development-UVED, Institut EGID – Université Michel de Montaigne Bordeaux 3, and Prof. Overson Shumba from the Copperbelt University of Zambia. The involvement of the Rector, Vice- Rector and key professors of the University Mohammed V Souissi of Rabat, where the training was hosted, added a lot to the consolidation of the objectives of the training with the local realities and also to the visibility of the training.

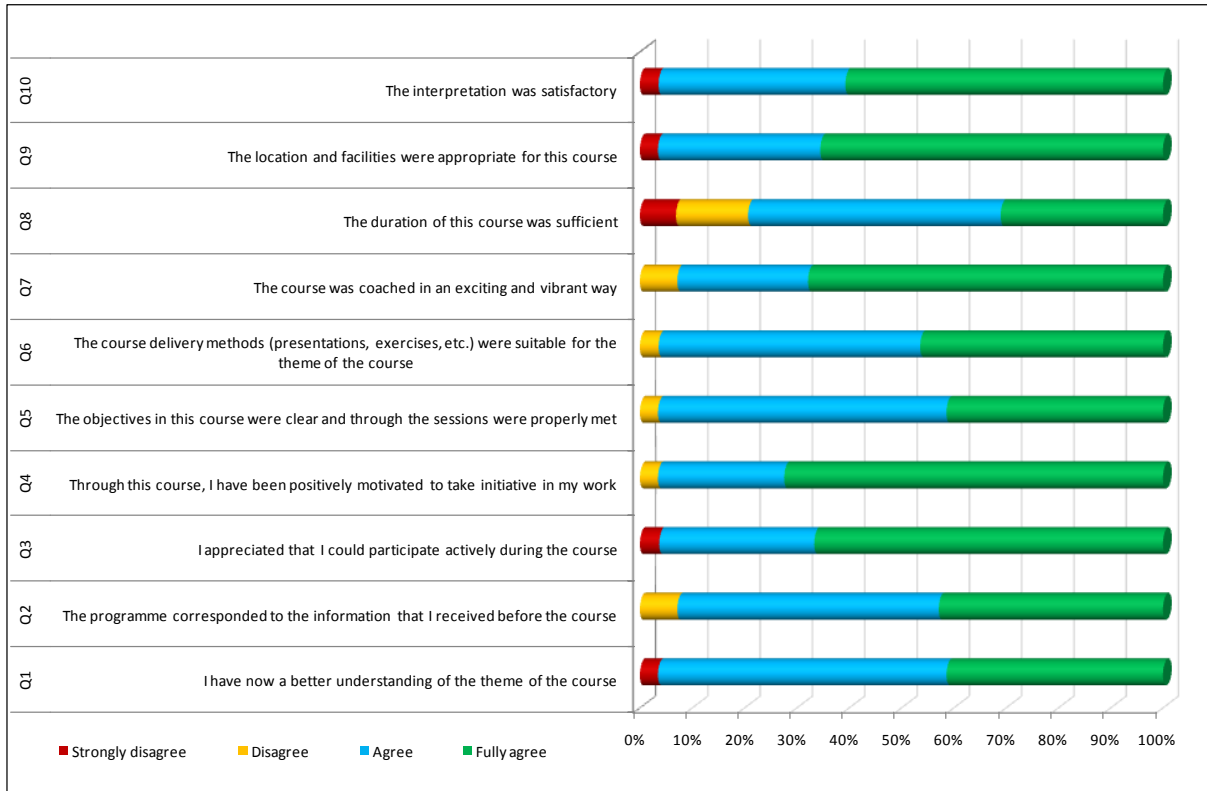
## 3. Evaluation of closed questions

### 3.1 Evaluation chart with numbers





### 3.2 Evaluation chart with percentages



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LMoEW

HMECC

UNESCO-IHE

MIO-ECSDE

RAED

WWF MedPO

ACR+

ACWUA

### 3.3 Trainer's remarks to the results of the closed questions

#### **Question 1: I have now a better understanding of the theme of the course.**

Very positive feedback: All but one of the participants, who provided an answer to the question, either "Agreed" or "Fully Agreed" with the statement.

#### **Question 2: The programme corresponded to the information that I received before the course.**

Positive feedback: All but two of the participants, who provided an answer to the question, either "Agreed" or "Fully Agreed" with the statement.

#### **Question 3: I appreciated that I could participate actively during the course.**

Very positive feedback: All but one of the participants, who provided an answer to the question, either "Agreed" or "Fully Agreed" with the statement.

#### **Question 4: Through this course, I have been positively motivated to take initiative in my work.**

Very positive feedback: All but one of the participants, who provided an answer to the question, either "Agreed" or "Fully Agreed" with the statement.

#### **Question 5: The objectives in this course were clear and through the sessions were properly met.**

Very positive feedback: All but one of the participants, who provided an answer to the question, either "Agreed" or "Fully Agreed" with the statement.

#### **Question 6: The course delivery methods (presentations, exercises, etc.) were suitable for the theme of the course.**

Very positive feedback: All but one of the participants, who provided an answer to the question, either "Agreed" or "Fully Agreed" with the statement.

#### **Question 7: The course was coached in an exciting and vibrant way.**

Positive feedback: All but two of the participants, who provided an answer to the question, either "Agreed" or "Fully Agreed" with the statement.

#### **Question 8: The duration of this course was sufficient.**

Positive feedback: The majority of participants either "Agreed" or "Fully Agreed" with the statement. 6 out of 29 participants, who answered the question, indicated that the duration was not sufficient.



**Question 9: The location and facilities (meeting room, equipment, etc.) were appropriate for this course.**

Very positive feedback: All but one of the participants, who provided an answer to the question, either “Agreed” or “Fully Agreed” with the statement.

**Question 10: The interpretation was satisfactory.**

Very positive feedback: All but one of the participants, who provided an answer to the question, either “Agreed” or “Fully Agreed” with the statement.



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## 4. Evaluation of open questions

### **Question 1: What is your general impression of the training course?**

The main comments by participants were:

- interesting (x11)
- motivating (x4)
- excellent (x2)
- good initiative (x6)
- fruitful (x2)

Remarks: The majority of the comments were extremely positive.

### **Question 2: In your opinion, if we were to do this course again, which two or three elements/aspects should we keep? (e.g. content, methodology, etc.)**

The main comments by participants were:

- methodology (x20)
- content (x10)
- practical examples/case studies (x6)
- trainers (x4)

Remarks: Very positive feedback regarding the elements that should be kept, which implies that the training content and methodology were of high quality and should be repeated to as great extent as possible in related trainings in the future.

### **Question 3: In your opinion, if we were to do this course again, which elements/aspects could we improve (change or add)?**

Comments by participants included the following:

content more specific (x2), reinforcing of workshops, more activities, more group work (x2) more time (x4), more discussion, more experiments presented, improve the translation, adjust the exercises to the target population, informing participants before the training (distribution of documents) (x4).

Remarks: There were a lot of different comments by the participants. A few indicated more specific content, more activities and group work. Four also specified that they would have liked a longer training.

### **General question: If you have any additional comments to make, please write them here.**

Comments by participants included the following:

Broaden the target group, repeat the course at another university, training to be addressed to young people, thanks (x3), repeat the training in two stages (theories & technical approach), add case studies.

## 5. Other elements to be reported

The course is considered to be a contribution to the Mediterranean Strategy on Education for Sustainable Development.

This Strategy is a contribution to the achievement of Education for All goal and of Quality Education and in line with the Framework for an Implementation Scheme for the UN Decade of Education for Sustainable Development developed by UNESCO. The Strategy was inspired by and has utilized the UNECE Strategy for ESD (2005) and is fully compatible with it, so that its philosophy and implementation does not present any inconsistencies to the countries which have already adopted the former.

The first draft of the Strategy was developed by the University of Athens/UNESCO Chair on Management and Education for Sustainable Development. During the Horizon 2020 regional training “Revisiting University Curricula: are the H2020 priority areas appropriately reflected?” (Athens, 12 & 13 December 2011) this first draft was revised by university professors and ministries officials from 18 Mediterranean countries. The second draft that resulted was reviewed during the 4th Meeting of the Network of the Mediterranean Universities for sustainable development focusing on ESD (December 2012), thus producing the third draft of the Strategy.

A Horizon 2020 working meeting among international ESD experts is foreseen to take place in Croatia (June 2013) in order to review the third draft and prepare the fourth (and final) draft. The Ministerial meeting for the Strategy’s official presentation and adoption is scheduled to be hosted by both the Government of the Principality of Monaco and the Prince Albert II of Monaco Foundation in October 2013.



## 6. General comments about the course as reported directly after the training

The workshop was attended by more than 40 academics and administrators from nine (9) out of the fourteen (14) Moroccan Universities. The trainees included very important people, such as Rectors/Presidents, Vice-Rectors, etc., while the first sessions were also attended by the EU representative in Rabat.

Expectations were fully met, the workshop succeeded in building the capacities of a nucleus of leaders of Moroccan academia in order to effectively integrate the components of the 'Sustainable University' into their own institutions. These elements include the curriculum; the educational culture and practice; internal governance and relations with the society; and finally the greening of campuses.

The workshop also featured the concept of the "Whole Institute Approach", a broad range of ESD best practices from the Mediterranean region and beyond, as well as the Mediterranean Strategy on ESD (MSESD). We have a clear indication of the impact of the workshop, since we made an assessment based on questions about the vision and foreseen opportunities for interventions and change in the Moroccan universities, put to the audience at the end of the first session and again at the last working session. The results were spectacular, confirming the full understanding of concepts and practices by the participants.

Indicative of the impact, the Horizon 2020 workshops have, is the fact that the Rector Prof. Radouane Mrabet stated in his introductory welcome speech "My participation in the previous Horizon 2020 workshop on revisiting university curricula in Athens was an eye-opening experience for me. Today I am truly delighted to be holding such a workshop in Morocco, as I believe our universities have still a long way to go to achieve sustainability. This workshop is a unique opportunity to share our knowledge and exchange information on experiences and best practices from the region and beyond".

The workshop came at an appropriate time in view of the expected adoption of the Mediterranean Strategy on ESD at ministerial level in October 2013 under the auspices of the Principality of Monaco. The adoption of the MSESD will be a cornerstone for the region within the framework of the UN Decade of ESD (2005-2014), which was further consolidated during the recent Rio+20 Conference (UNCSD).



## 7. Annex I

### 7.1 Final course overview

<http://www.h2020.net/en/resources/training-materials/viewcategory/247.html>

### 7.2 Final participants list

<http://www.h2020.net/en/resources/training-materials/viewcategory/247.html>



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