UNESCO REGIONAL ESD FLAGSHIP TRAINING PROGRAMME FOR ARAB YOUTH
1-3 August 2017

The report

Prepared by
ODDD NGO, UNESCO GAP on ESD PN4
UNESCO Headquarters and Beirut Office

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OVERVIEW

*As part of the GAP on ESD Partner Network 4 on mobilizing and engaging youth action plan, and in collaboration with UNESCO Beirut office and UNESCO Headquarters, ODDD ngo (UNESCO GAP on ESD Key partner) is requested to deliver this report regarding the implementation of the **Regional Education for Sustainable Development (ESD) Flagship training program for Arab youth** that took place in Beirut between August 1st and 3rd 2017 (Fig.01).*

Figure 1: Regional ESD flagship TP for Arab Youth, ESD session

Context:
The 'Education for Sustainable Development (ESD) Leadership Training´ is a project of the Global Action Programme on ESD. As a follow-up to the UN Decade on ESD (2005-2014), UNESCO launched the Global Action Programme (GAP) on ESD which focuses on generating and scaling up ESD action at all levels and in all areas of education and in all sustainable development sectors. The GAP has five Action Areas, one of which is dedicated to mobilizing and engaging youth who are recognized as key to the success of the GAP.

Objectives:
Designed for young people aged 18-35 who are active leaders in sustainable development in their communities and regions, this training seeks to:
1. Empower youth leaders to inspire and mobilize others to take action towards building more sustainable, just and resilient communities
2. Build a youth-led ESD network for exchange and collaboration*

Structure:
The training programme centers around a three day's workshop where participants engage with the theory and practice of ESD in order to build their capacity as ESD leaders. In order to maximize the learning possible in the three-day's workshop, participants complete a pre-homework to gain foundational knowledge before the training, and a post-session to give continuity to the group and the training goals after the training.

During this workshop, participants will engage with the theory and practice on the followings themes:
- Sustainability
- ESD
- System thinking
- Conflict transformation
- Leadership
- Visioning
- Communication
- Facilitation
- Networking
- Monitoring and Evaluation

Training Script:

under the supervision of UNESCO's Section for Peace and Education for Sustainable development, this training script was developed as a guide for conducting ESD Leadership Trainings with young change agents. The training script includes detailed instructions and content to guide facilitators through four training modules. The script should be adapted according to the local context and the dynamics of the group and can be a complementary resource to existing training Programmes.

Methods:

the programme is based on a participatory and collective learning approach. Facilitators co-create and hold a learning space where participants can experiment, lead, dialogue, challenge, and reflect. The curriculum incorporates a variety of methods-presentations, videos, dialogue, role play, reflection, and group exercises to stimulate visual, auditory, kinesthetic/tactile and emotive learning (Fig.02). Facilitators are expected to model and embody ESD principles in the implementation of the workshops.

Figure 2: Group exercises stimulating visual, auditory, tactile and emotive learning; system thinking session during the Regional ESD flagship TP for Arab Youth

IMPLEMENTING PARTIES

*The Regional UNESCO ESD Flagship Training Programme for Arab youth was supposed to take place in Bahrain in February 2017, and to be implemented by UNDP Bahrain and 3BL Associates, a GAP on ESD partner. Due to many complications, the flagship Training Programme was not implemented on time. UNESCO Beirut office took the lead and requested UNESCO Headquarters to take the contract and implement the Flagship TP for Arab Youth in Beirut. Following the approval of UNESCO Headquarters, **UNESCO Beirut Office** requested **ODDD ngo**, a UNESCO GAP on ESD partner, part of the Network 4 that works on mobilizing and engaging youth, to be the implementing partners, especially that they already organized the first flagship TP in the world on a national level, in Beirut, in February 2017. As well an Okayam Youth should be on board during each of the flagship TP implementation. Miss **Mona Al Zoghbi, the Okayama Youth representing Lebanon** was one of the main generator forces in implementing and making the workshop a success story.*

UNESCO BEIRUT OFFICES

The UNESCO Beirut Office was established in 1961 and since 2002, it has assumed two new roles within a global network of offices and bureaus:
- Regional Bureau for Education in the Arab States
- Cluster office for Lebanon, Syria, Jordan, Iraq and the Palestinian Territories in the Middle East Cluster[1]

As a Regional Bureau, the UNESCO Office in Beirut is a centre of expertise in the field of Education for the Arab world serving 19 Arab countries in the region in the field of Education. As a Cluster Office, its role is to implement UNESCO's Biennial Programme by adapting the implementation of programs in its fields of competence to the specific characteristics of the Cluster countries, namely in the areas of Social and Human Sciences, Culture and Communication and Information.

Figure 3: Arab Youth learn how to support Gender Equality and cultural heritage (Source; UNESCO Beirut Office Website)

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[1] Source of info: UNESCO Office: http://www.unesco.org/new/en/beirut/about-this-office/

UNESCO Beirut covers the Organization's five main areas of actions.

Education
As a Regional Office, UNESCO Beirut's strategy in education is designed to support the region as it progresses towards the achievement of the SDG 4 Goal: Ensuring equitable quality and lifelong learning for all in the Arab States by 2030 and national education plans to respond to country-specific needs.

Social & Human Sciences
The Social and Human Sciences Sector supports the development of knowledge, standards and intellectual cooperation to facilitate social transformations based on the universal values of justice, freedom and human dignity. (Fig.03)

Culture
The Culture Sector supports Lebanon through the safeguard and promotion of all forms of the country's heritage, be it built, movable or intangible. It has also scaled-up its interventions to mitigate the various threats to cultural heritage sites in Syria.

Communication & Information
UNESCO Beirut's work in the field of Communication and Information aims to foster free flow of ideas and universal access to information
 [Description, who we are, description, vision, Mission]+fig.

Focal Points:
Mr. Salim SHehadeh
Programme Specialist, TVET

Ms. Mona Zoghbi
National Project Officer for NET-MED YOUTH Lebanon
Okayam Youth Lebanon representative

ORGANISATION DE DEVELOPPEMENT DURABLE (ODDD) NGO

ODDD is a local global NGO which was founded in June 2012 and which has been concentrating on spreading the **sustainable development concept** amongst **local and worldwide communities**. (Fig.4)

Figure 4: ODDD interventions introducing sustainability into local communities by addressing issues in a sustainable way.

Its vision is to be a platform that promotes & implements sustainable living & development at both local and international levels. Its mission is to create a transnational community whose aim is to secure economic development, social equity as well as environment protection thus leading to a better world. They strongly believe that together we can actively create a better economy based on renewable energy.

They have actively participated in various Sustainable Development summits, namely:
- COP21, Paris France, December 2015
- UNESCO ESD Youth Conference, Paris, 2015
- The "Advancing Regional Recommendations on Post-2015 - A Dialogue between Civil Society, Governments and UN Representatives" in September 2013
- The High-level event on the Millennium Development Goals and Post-2015 Development Agenda at the United Nations Headquarters in September 2013
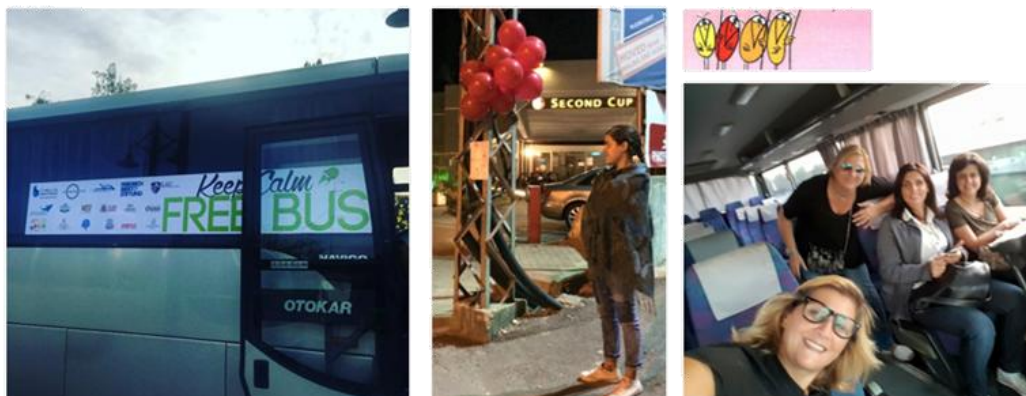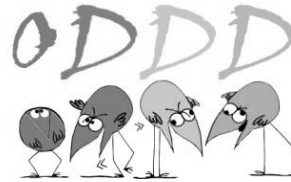- The negotiation process at the United Nations RIO+20 earth summit in June 2012

Figure 5: Part of ODDD intervention in Byblos City, a free bus lane connecting the city to the main university in town; LAU

In addition, ODDD has executed projects and created many events to integrate the sustainable development philosophy in the Lebanese society. One of the largest interventions was developing Byblos, the eldest inhabitant city in the world, Public transportation strategy in a sustainable approach (Fig. 5)

Recently, they became **UNESCO Global Action Programme (GAP) on Education for Sustainable Development (ESD) partners for the Network 4**. In this capacity, they organized the following two workshops on ESD:
- The local/national ESD Flagship Training Programme in February 2017; a 2-day training workshop on ESD with total of 27 youth participants from different regions and backgrounds/NGOs across Lebanon. Each participant then had to plan and implement one ESD-related activity in his/her local community;
- The Regional ESD Flagship Training Programme for Arab Youth in August 2017. A total of 39 participants (out of more than 450 applications) from 17 Arab countries participated in this 3-day training. Currently, workshop phase 2, each of the participants is planning his/her own ESD/SDGs workshop in his/her local community/country.
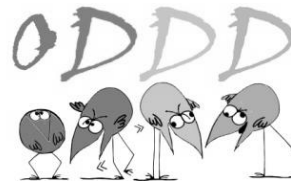
Focal Points:
Elyesh
UNESCO GAP on ESD PN4 NGO focal point

OKAYAMA YOUTH REPRESENTATIVE

52 young ESD leaders attended the UNESCO ESD Youth Conference on 7 November 2014. More than 5000 applications were received from 180 countries. The participants came from all corners of the world, including Madagascar, Sierra Leone, Oman, Morocco, Fiji, India, Moldova, the United States of America, Brazil and Jamaica.[2]

Figure 6: UNESCO ESD Youth Conference moments.

During the ESD Youth Conference in Okayama City, Japan on 7 November 2014, participants exchanged ideas and experiences with peers. They discussed innovative approaches to ESD and ways to promote young people's contribution and further involvement in the global ESD movement.

Conference participants also developed recommendations for the UNESCO World Conference on ESD (10-12 November 2012, Aichi-Nagoya). All Youth Conference participants were invited to take part in the World Conference. (Fig.06)

The Youth Conference was organized by UNESCO, the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT), the Japanese National Commission for UNESCO, the City of Okayama and The Goi Peace Foundation.
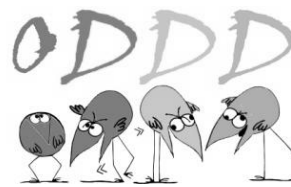
The conference was organized as part of UNESCO's Operational Strategy on Youth 2004-2021 (axis 3).

Focal Points:
Miss Mona Zoghbi
National Project Officer for NET-MED YOUTH Lebanon
Okayam Youth Lebanon representative

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[2] Additional info regarding the ESD YOUTH CONFERENCE could be found on the below link:
http://www.unesco.org/new/en/youthconference

IMPLEMENTION PROCESS

UNESCO Beirut Office and ODDD ngo, and via their focal points continuous meetings, worked hard during six months to implement the regional ESD flagship TP as an exemplary workshop on ESD, SDGs, leadership, sustainability and youth empowerment. Being the second flagship TP implemented by ODDD ngo, it allowed the organizers to learn from the previous experience and integrates new means, to make the workshop practices way more interactive, interesting, informative, appealing and a success story. In brief the amendments were as below:

- *Reaching out to a larger youth audience by modifying the selection process from nomination to open application process*
- *Modified the pre-workshop session from an online session to a homework session*
- *TP upgraded to make the workshop highly interactive and dynamic*
- *The usage of English and Arabic languages during the Training Programme.*
- *Assign mentors to each of the participants to help them develop their post TP workshop to be implemented curriculum*
- *Reducing the workshop footprint, by;*
  - *Reducing printings to the max, and relaying on emailing or USB keys*
  - *Offering local recycled glass cups to be used for drinking water, coffee or tea during the workshop and to take it as souvenir. These cups are a sustainable response to the garbage issue touching Lebanon*
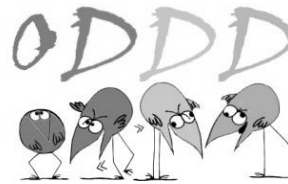
TARGET AUDIENCE

The ESD flagship TP implemented in Beirut, August 1-3rd 2017, is one of the five regional workshops UNESCO headquarters aims to implement as prototypes. The Beirut TP reaches for young people aged 18-35 who are active leaders in sustainable development in the Arab states communities. The list of states eligible for the TP can be found on UNESCO website in the following link: http://www.unesco.org/new/en/unesco/worldwide/arab-states/

Based on the application guidelines, to be eligible for participation in the Beirut Training Course, applicants must:

- Be between 18-35 years of age as of (*date of application deadline*).
- Have demonstrated active engagement in ESD as an educator, trainer, member of a non-governmental organization, private sector professional, policy maker, researcher, or in any other relevant capacity.
- Have a good command of English, and be able to actively participate in all the sessions.
- Be able to attend the full program of the Training Course, including the 3-day (August 1-3rd 2017), in-person training and the pre and post TP workshop implementation.
- Wish to meet and collaborate with other ESD youth leaders from around the world.
- Have success stories or innovative initiatives to share, and wishing to contribute to the global conversation on ESD.
- Be a founder or member of youth network.
- Be committed to mobilize at least 5 youth peers in their community within 1 year after participating in the Workshop for ESD Youth Leaders and empower them to be actively engaged with ESD activities.
- Be interested in being invited to participate as ESD youth representative in conferences, seminars and workshops around the world.

- Be willing to engage with making a report on their activities at 6 months and 1 year after the workshop.
- be from one of the below Arab countries; Lebanon, Syria, Iraq, Jordan, Palestine, Saudi Arabia, Qatar, UAE, Bahrain, Oman, Yemen, Egypt, Sudan, Somalia, Libya, Tunisia, Algeria and Morocco

SELECTION PROCEDURE

Usually the Regional ESD flagship Training Programmes implemented by key partners were all based on a nomination process… the Implementing Partners (IP), agreed to go through an open application selection process, in order to make such experience available to a larger number of youth activists from different backgrounds, and spread the word about the presence of such initiatives.

To do so the IP joined forces to spread the word among their networks.
The dissemination period began on **Sunday April 23rd 2017**, and for a period of one month. During this phase, the IP transmitted the message via emails, while using all social media tools and by creating an event on ODDD FB page. Many bodies were contacted such as:
- UNESCO Headquarters & the GAP on ESD key partners
- All UNESCO offices and commissions in the arab regions
- UNESCO Beirut Offices and ODDD ngo different local, regional and international networks
- Universities students contact lists
- Previous local, regional and international workshops attendees lists

The application deadline was set for **Sunday May 21st 2017**.
To be considered, each applicant must submit the following documents:
- **Application form**(English or Arabic)
- **Recommendation letter:** A letter from a head or officer of an ESD/youth-related organization or institution stating the applicant's engagement and relevant competency in ESD. The letter must be no longer than one page, written in English or ARabic, and include contact information of the signatory.
- **Your Curriculum Vitae**

During a one month period, 440 eligible applications from 19 different countries were received (Table 1), and 998 youth showed there interest in taking part in the Flagship TP, by writing emails to the IP asking for details.

Out of 440 processed applications, 42 participants from 17 different countries were selected to take part of the Regional ESD Flagship TP for Arab youth. **Thursday June 8th 2017 successful applicants** were contacted and requested to confirm their participation by Monday June 12th 2017.

Based on the application guidelines, applicants were selected according to the following criteria:
- **Age:** between 18 and 35 years old
- **Experience:** engagement and expertise in ESD
- **Leadership:** demonstrated leadership in their field, particularly among youth.

- **Motivation:** willingness and ability to actively take part in the training sessions, and share their learning with a wider community of youth.
- **Commitment:** integrity and commitment to advance ESD and contribute to the global youth network

In addition, Geographic, gender, age balance, and field, sector diversity were considered.

COUNTRIES	FEMALE	MALE	TOTAL NUMBER	FEMALE	MALE	TOTAL NUMBER
ALGERIA	10	10	20	2.27%	2.27%	4.55%
BAHRAIN	1		1	0.23%	0.00%	0.23%
COMOROS	1	1	2	0.23%	0.23%	0.45%
DJIBOUTY	1	1	2	0.23%	0.23%	0.45%
EGYPT	37	44	81	8.41%	10.00%	18.41%
IRAQ	15	30	45	3.41%	6.82%	10.23%
JORDAN	16	26	42	3.64%	5.91%	9.55%
KSA	1	3	4	0.23%	0.68%	0.91%
KUWAIT	3	1	4	0.68%	0.23%	0.91%
LEBANON	14	13	27	3.18%	2.95%	6.14%
LIBYA	10	21	31	2.27%	4.77%	7.05%
MOROCCO	14	11	25	3.18%	2.50%	5.68%
PALESTINE	13	12	25	2.95%	2.73%	5.68%
SOMALIA	1	8	9	0.23%	1.82%	2.05%
SUDAN	8	10	18	1.82%	2.27%	4.09%
SYRIA	23	16	39	5.23%	3.64%	8.86%
TUNISIA	28	11	39	6.36%	2.50%	8.86%
YEMEN	9	13	22	2.05%	2.95%	5.00%
OMAN	4		4	0.91%	0.00%	0.91%
TOTAL	209	231	440	47.50%	52.50%	100.00%

Table 1: Received applications per country and Gender
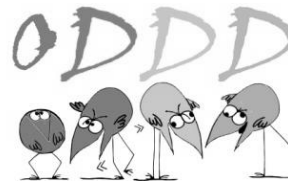
ODDD ngo studied the 440 applications, developed the pre-selection, and shared the outcome with UNESCO Beirut Office who picked the final participants. ODDD ngo conquered and ask for couple of amendments. Based on this process, please find below the tables showing the participants geographical, gender and age analysis.
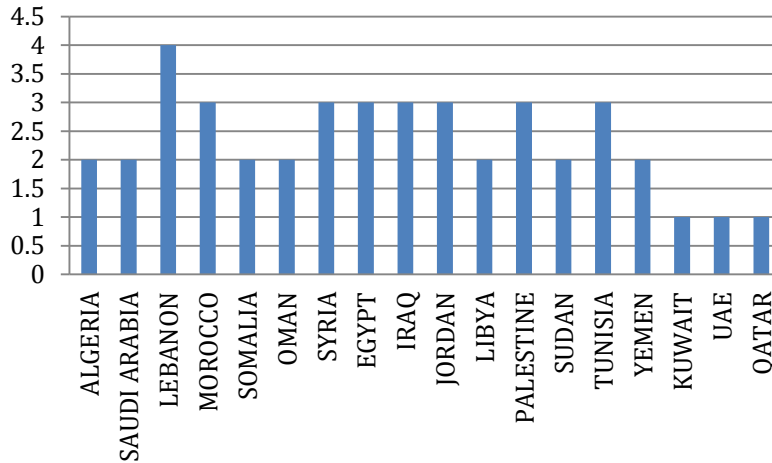
Table 2 shows the 42 participants selected per country.

Table 2: Number of selected participants per country

Table 3 below, shows the number of selected applicants per country and per gender. Out of 42 participants, IP made sure to have gender balance, thus they selected 21 Female and 21 Male.
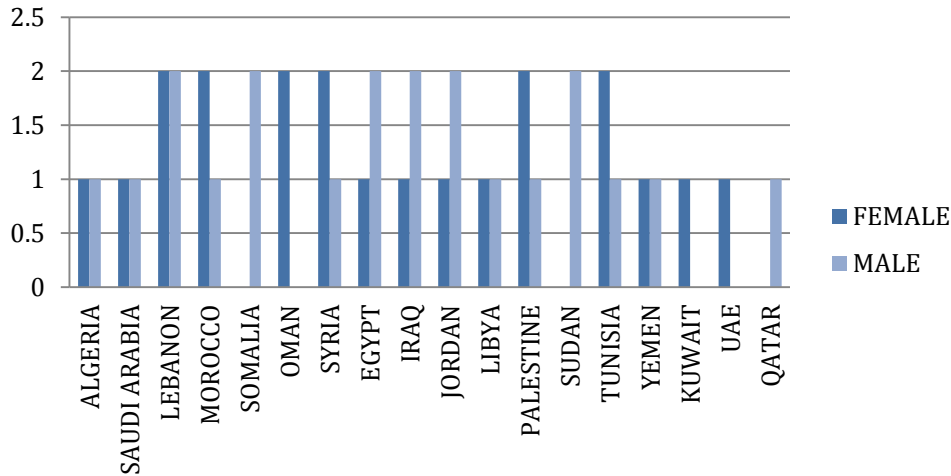

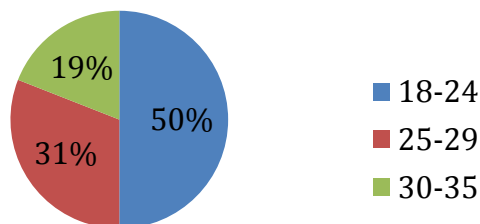**Table 3: Selected participants per gender and per country**

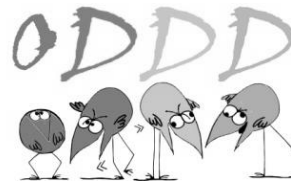**Table 4: Selected participants age categories**

Table 4 above represents the selected participants divided per age category:
- 50% (21 participants) are between 18 and 24 years old
- 31% (13 participants) are between 25 and 29 years old
- 19% (8 participants) are between 30 and 35 years old

TRAINING PROGRAMME DESIGN

Based on ODDD previous Flagship TP implementation experiences, and in order to achieve a highly interactive workshop that reflects the Arab region actual context, the IP upgraded the original TP script delivered by UNESCO, and which was developed by Earth Charter. In brief, the IP reduced the amount/ time of the power point presentations and videos, and gave more room to learning via discussions, experimentations, listening, doing, etc.

Language:
UNESCO Headquarter was aiming to have a regional Flagship TP in Arabic. However, and due to the region actual linguistic context, dialects might become an issue of communication instead of facilitating it. Participants from the Middle East area have difficulties in understanding the Arabic Dialects of participants from the North African countries, and vice-versa. Therefore, the IP decided to make the TP in English, and kept the group work or discussions in Arabic or English, based on the participants' preferences. Such decision was questioned in the evaluation form. Out of 36 evaluation forms analyzed the results were as follow:
- 19 votes preferred to have the TP in English
- 10 votes preferred to have the TP in Arabic
- 6 votes for using both languages

Finally, it's important to highlight that the communication during the dissemination phase till the announcement of the list of participants chosen to attend the flagship TP was in both languages, Arabic and English.

Module 1: The Pre-Workshop Session:
The aim of this session is to provide with all participants shared foundation knowledge in sustainability so that when they come together in person for the workshop, they can delve deeper and move faster into ESD Leadership. This individual online course is designed to take 4-5 hours, and is a prerequisite to attending the in person workshop. This Module was supposed to contain two sessions:
- **Session 1.1 Introduction to Training** is a live video call/webinar* to welcome participants and introduce them to the training.
- **Session 1.2 Introduction to Sustainability** is an online foundational course* in sustainability to provide a common knowledge base before the three-day workshop.

Due the Arab region actual context, where a lot of countries are in war and do not have proper access to internet and electricity to make a proper video call/ Webinar, the IP opted the concept of a pre-homework session divided into three steps:
- **Pre-homework #1:** *(Deadline June 25th 2017)* Participants are asked to prepare a 1mn video presenting themselves, the ESD work and the workshop expectations.
- **Pre-homework #2:** *(Deadline July 17th 2017)* Participants are asked to respond to the below questions;
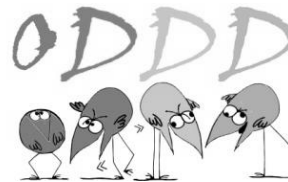
- Name the top 3 SDGs' you would like to focus on during the Training Programme in Beirut
- What are your Top three skills
- Do you play Music? Perform? Any form of Art? Give us some details
- Send your biography (100word only) and a photos of you
- **Pre-homework #3:** *(Deadline July 23rd 2017)* Introduction to sustainability foundation course to provide a common knowledge base before the here-day workshop. In this document, five questions were inserted asking the participants for reflection.

All requested pre-homework materials, were developed to engage the participants, introduce them, their work and expectations, and prepare them with common bases. All the materials were posted on ODDD fb ESD flagship TP for Arab Youth event. In addition the pre-homework were developed to by the IP to better understand the participants and develop the training materials accordingly… i.e. based on Pre-homework #2, the IP got an idea about the participants most important SDGs' they would like to work on (SDG#4: Quality Education, 29 vote/ SDG#16: Peace, Justice and strong institution, 13 vote [3]/ SDG#13: Climate change, 12 vote/ SDG#5: Gender Equality, 11 vote[4]) (All votes could be found in Annex II), and while looking at the participants reflections in Pre-homework #3 questions, IP was capable to summarize the region main issues/ challenges to integrate sustainability.

The three days in person workshop:
After completing the pre-homework sessions, participants will come together for a three-day intensive workshop. The first day will be dedicated to Module 2: ESD Paradigm Shift. This module uses transformational pedagogies to shift and expand participants' mindsets. The second day is dedicated to Module 3: Success story guided tour & ESD Tools, which will then build upon this new paradigm, providing participants with tools to use to educate for sustainable development and make them experiment a success ESD story via a guided tour.

To respond to the regional context, and based on the pre-homework sessions analysis and the ODDD flagship TP previous experience, the IP upgraded Module 2 & 3 sessions details, made it more interactive and dynamic while keeping the same learning outcome, keywords and spirit. In addition, IP made sure to create a linkage and interconnectivity between the three days different sessions and guided tours. As well, digital dependencies (power points presentation & videos) were reduced, but their essences were incubated via; brain storming, discussions, roundtables, games, analysis and experimentations. Please find below the session's main structure;

Day 1/ Module 2: ESD Paradigm Shift
Session 1: Welcome and Introduction:
General Info (GI): Speeches / PPT: No / Video: No / Group work: yes /Dialogue circle & Icebreaker: yes
- *Welcome remarks;* based on UNESCO Beirut office, three speakers to address the participants and initiate the flagship TP opening:
  - Mr. Hamad Al Hammami, Director of UNESCO regional Office in Beirut
  - Ms. Julie Saito, Programme Specialist (Youth/Media), UNESCO Headquarters, Paris
  - Mr. Salim Shehadeh, Programme specialist (TVET), UNESCO office in Beirut

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[3] Participants from countries in war voted this SDG
[4] Only woman voted for the Gender equality

- *Dialogue circle, introduction of participants, and objects shares;* Ice breaker in a circular disposition, followed by participants' presentation in a artistic way, share a small object that represents or the work they are involved in.

Session 2: Education for Sustainable Development (ESD)

GI: Understanding ESD by experimenting a concrete example / PPT: yes / Video: No / Dialogue circle: yes / experimental approach: yes

- A sustainable Mini library assembly exercise (Fig. 07)
- Activity reflection
- ESD example: Sustainability 4 youth initiative, were the executed Sustainable Mini Libraries will be integrated. (Annex III)
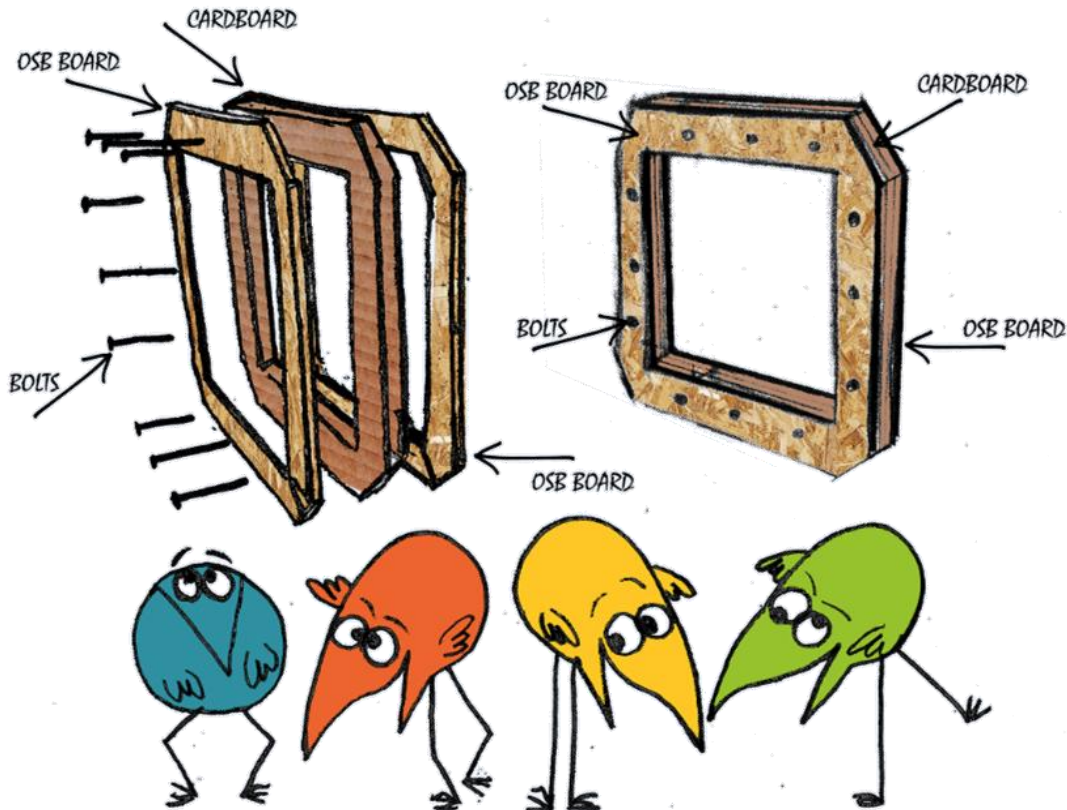- ESD definition summary via reflection

Figure 7: Infographic on how to build the sustainable mini library

Session 3: System Thinking

GI: Develop a sense of interconnectedness and paradigm for systemic problem solving / PPT: yes / Group work: yes / dialogue circle: yes / experimental approach: yes

- System Thinking introduction
- Large group activity: privilege walk. Questions modified to cover the Arab youth regional context
- Activity summary
- Small groups activity:
    ○ Building system thinking model per group and per issue
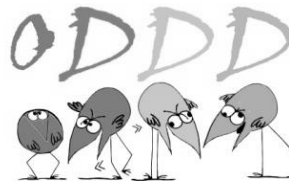
○ Regional system thinking model as a result of combining each of the themes developed by the small groups
- End debrief: interconnectivity

Session 4: Conflict transformation
GI: Build conflict transformation skills and paradigm / PPT: no/ Group work: yes / dialogue circle: yes / role playing: yes
- Conflicts understanding: group discussion & brain storming.
- Understanding / defining personal competencies to deal with it: group discussion & brain storming.
- Large group Activity: Cross the line
- Activity summary
- Group activity: using the system thinking topics, and per group, participants shall play the role of their country politicians to negotiate their country interest, and try to find a common ground.
- Reflection

Session 5: Leadership
GI: identify experience and dissect barriers to leading ethically and experiment with strategies to overcome them / PPT: yes/ Group work: yes / dialogue circle: yes / role playing: yes / experimental approach: yes
- Practical example: Dancing activity, based on the ppt power point movie " Leadership from a dancing guy"
- Analyzing the dancing activity: small roundtables groups
- Group activity: same groups of conflict transformation will try to deal with the different topic issues as activists instead of local politicians, find solutions, and present it in a form of play
- Reflection

Session 6: closing reflection
GI: Reflect day's learning and experiences / dialogue circle: yes
This session consists of group reflection regarding day 1 experiences and learning outcomes. To be located outdoor, and where participants can express themselves speaking and writing on a large canvas

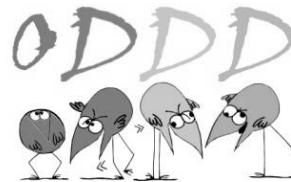*Diner & Beirut discovery*
GI: large group activity
As part of the programme and in order to create cohesion among the participants, a diner is organized at "Enab" restaurant in Mar Michael area, followed by a walk in the area to discover city, the culture and the inhabitants

Day 2/ Module 3: Success story guided tour
This day is all about sharing a local ESD success story. Many options were discussed, but the final choices were:
- Le Domaine de Taanayel, Ecolodge and Arcenciel ngo
  ○ Le Domaine : [Description from website]
  ○ Ecolodge : [Description from website]
  ○ Arcenciel ngo : [Description from website]
- Maaser Al Shouf Cedars reserve: One of the largest reserve in Lebanon and which contains 3000 years old cedars, as well as the Cedars drawn on the Lebanese flag. In

2005 UNESCO declared the reserve and the surrounding villages as the shouf biosphere Reserve, in recognition of its successful effort over decade in preserving its environmental and cultural identity. As facts and figures:

- 1398 fauna and flora protected
- 3750 cedar tree protected
- 70 rural products
- 500km2; 5% of the area of Lebanon
- 22 villages surround the reserve
- 86,000 visitors to the reserve
- 10 major activities organized in 2016
- 150 engaged and committed volunteers
- 11,000 visitors to Tawlet Ammiq

Session 1: Recap of Day 1: Learning outcomes and sharing thoughts
GI: Connect visioning and SDGs with local issues in youth communities. Connect it with Day 1 learning outcome/ Dialogue circle & Icebreaker: yes

- Icebreaker; 10-10 activity
- Summary of Day 1 and sharing thoughts
- Reflection while being in nature with the question: *What did you learn from yesterday's session that you could emphasize on to make a sustainable change in your community?*

Guided tour #1: Le Domaine De Taanayel ; Water, energy, farming and agriculture infrastructure
Mud Brick Workshop: {Description]
Guided Tour #2: Ecolodge and Arcenciel, and lunch at Al khan restaurant

Session 2: Visioning
GI: Envision our ideal future and take accountability for our role in creating it; a piece of earth, a piece of imagination, a peace of mind/ individual reflection / group discussion

- Envisioning exercise: A glimpse of the future
- Personal reflection with a natural item collected from the forest
- Group reflections and combining visions
- Large group sharing

Guided Tour #3: The cedars reserve

Session 3: SDGs
GI: Understanding the SDGs/ playing roles / group work/ 17 UN SDGs materials

- Sharing the knowledge about each of the SDGs by creating informative plays in nature

Sunset Diner: Watching the sunset from 2000m high altitude and sharing a good meal following an interactive session full of creativity.
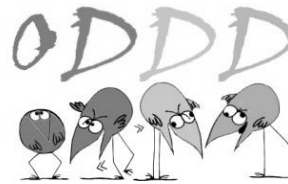
Day 3/ Module 3: ESD Tools
Session 1: Day 2 learning outcomes and sharing thoughts
GI: summarizing, refreshing and connecting both days learning outcomes and experiences / Dialogue circle / Icebreaker / communicating idea via writing

- *Icebreaker, energizer*
- *Large group Day 2 experience discussion*

- Connecting both days and refreshing participants memory on the learning outcomes and how it could be used today
- Personal reflection on canvas

Session 2: Communication/ Facilitation
GI: Build skills in collaborative workshop design and internalize ESD principles / PPT/ Video / Group assistance/ personal work
- Discussion: how? Tools? Target audience? Purpose? Etc.
- Design a workshop seated per group of 4 to 5 participants
- Summary, challenges and next step

Session 3: Networking
GI: Build the foundation and commitment for a strong ESD youth Network / Icebreaker / Group work/ group reflection
- Icebreaker
- Group activity: Regional ESD Youth Network Café. It's a world café concept tackling the UNESCO Youth Network. Five different questions are raised, and to be answered by the same groups of the previous session. The questions are below:
  - What are the challenges in building a regional youth network on ESD? Financial challenges?
  - What are the core values, aims, principles that this network will be based on?
  - How do you use the ESD network to mobilize peers (new youth leaders) to integrate it? (Based on gender equality-regional balance- country religion-target group to mobilize? NGOs?)
  - How do you see it working? (On a daily/monthly/annual basis- Online- Offline hub?)
  - How could the network help you in scaling-up and developing what you need for your workshop? What tools could it provide?

Session 4: closing reflection
GI: Reflect on the workshop and strengthen sense of community / dialogue circle /
- Sharing reflection & select an object
- Closing words by IP
- Handing certificates

Sustainability Gestures:
In order to make the Training Programme exemplary in sustainability and not only in discussing it, the IP decided to integrate couple of tips;
- No printing of any type of materials, but send everything via emails and hand USB keys containing all reports, flyers to be shared with the participants
- Replace the water bottles with fountains, and hand each of the participants a recycled Glazed cup, bought from the glass blowing factory in Sarafand, to be used to drink water, coffee, tea, etc. the cup is personalized with the IP logos and a number in order not to mix cups with others, as well it will be a souvenir gift from the workshop. The choice of a recycled glazed cup from a local craft industry is to show the positive response of some individuals facing a local, regional issue; the waste management.
- Regarding the food, and due to contract technical payment challenges, IP was forced to go through a formula per person, thus a lot of food waste. It's highly advised to take
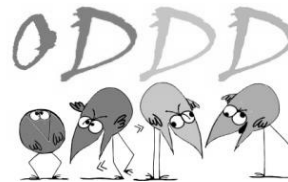
this into consideration during the implementation of any new workshop and reduce the food waste or at least share the extra food with food banks.

Module 4: The Post-Workshop ESD Action

As a way of monitoring and evaluating the effectiveness of the training, Module 4: the post-Workshop ESD Action is designed for participants to exercise their new learning's and practice ESD leadership. Each of the participants is requested to implement an ESD/ SDG workshop in his/her country based on the flagship TP learning outcomes and while using the materials developed by the GAP Partners and UNESCO Headquarters.

The ESD flagship TP for Arab Youth Facilitators will be assigned a number of participants to contact them and follow up their workshop work in progress, curriculum preparation and implementation process while assisting and supporting them with proper advices, materials, opinions and examples.

In addition, the groups formed during the Networking session, should assist each other to develop each of the participants local workshop curriculum.

Once the workshop is implemented each of the participants should share the below materials
- The workshop concept note
- The Final adopted Workshop curriculum structure
- The tracking workshop implementation
- Record a short, 2-minutes video showing **the workshop moods in addition to a reflection on the workshop outcome and the facilitation experience**.
- Participants contact list
- Photos of the workshop
- Action plan for the upcoming year showing the strategy to mobilize at least 5 youth peers in your community.

THE IMPLEMENTING PARTNERS TEAM

The organizing team is made out of the two main implementing partners:
- UNESCO regional Beirut Office
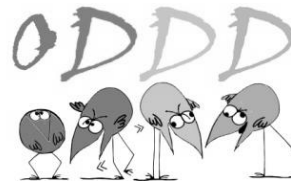- UNESCO Headquarters
- ODDD ngo, UNESCO GAP on ESD, PN4

From UNESCO Beirut Office
Mr. Salim SHehadeh
Programme Specialist, TVET

Ms. Mona Zoghbi
National Project Officer for NET-MED YOUTH Lebanon
Okayam Youth Lebanon representative

Ms. Lilian Eido Azzi,
Programme Assistant
Curriculum, Teachers, Higher Education and Technical and Vocational education

From UNESCO Headquarters
Ms. Julie Saito
Programme Specialist (Youth/Media)

From ODDD
Ms. Perla Mansour
ODDD Chief Operating Officer

Ms. Cecile Karam
ODDD Chief Operating Officer

Mr. Ounsi El Daif
Founder & project coordinator of EEDAMA

Elyesh
ODDD, GAP on ESD, PN4 focal point

The IP team biography could be found in the Annex I.

VENUE CHOICE

The IP were searching for a complex that facilitates the implementation of an interactive ESD flagship TP… Many choices were discussed such as:
-   Using old Beiruty houses for the workshops while accommodating the participants in shared rooms of 4.
-   A retreat in the mountain in nature
-   A conventional hotel
-

Due to many restraints (contractual, time, security, cultural, etc.) the training programme took place in **Riviera Hotel**[5] (fig.08) in Beirut, next to AUB University, facing the Mediterranean Sea and Beirut Cornish, one of the last accessible public spaces in Beirut.
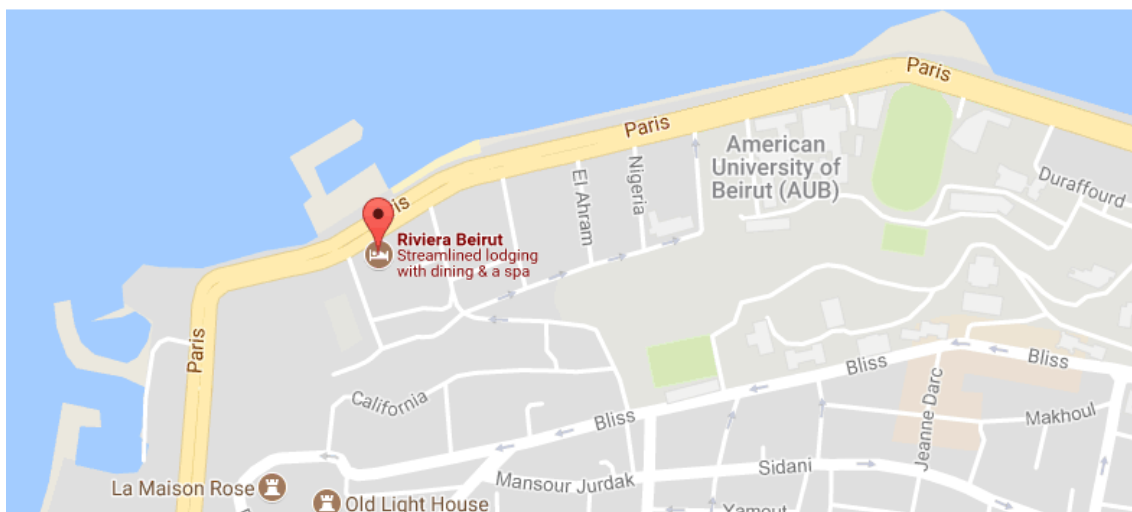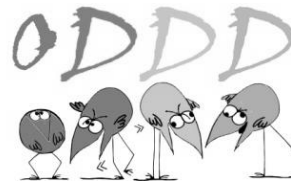

Figure 8: Riviera hotel location in Beirut

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[5] Additional info can be found on the link: http://www.rivierahotel.com.lb/

The cmomplex is 2.5km away from Beirut Central district (BCD), 1km from the popular Hamra street, and 5km from the vibrant Mar Michael and Gemmayze streets.

Each of the participants was accommodated in a single room, and the workshop took place in the "Elissar Room" (in the Lobby).

THE PRE-HOMEWORK SESSION

As mentioned earlier the aim of this session is to provide with all participants shared foundation knowledge in sustainability so that when they come together in person for the workshop, they can delve deeper and move faster into ESD Leadership.

Except four, all participants responded actively to the requested pre-homework materials. These tasks were developed to engage the participants, introduce them, their work and expectations, prepare them with common bases and give the IP additional knowledge to shape the ESD flagship TP based on Arab regional context.
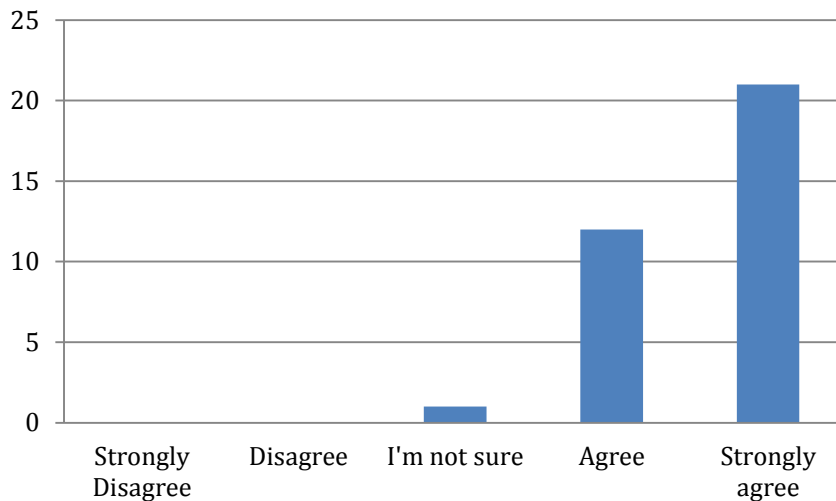

Table 5: Evaluation forma analysis, question 9.b, regarding the usefulness of the pre-homework tasks

Based on the participants' feedback (Table 5), we can find that 21 strongly agreed, and 12 agreed of the usefulness of the tasks to build their knowledge, to get prepared and motivated for the TP, and to discover other participants backgrounds. Regarding some of the participants' feedback:

"the pre-homework prepared us for the workshop as to have the minimum background of sustainability and SDGs. Furthermore, when we gathered in the workshop I didn't feel like a stranger, I felt like I knew those guys already, their interest with regards to SDGs, the issues they're focusing on and how they think towards relative subjects."

"It was the first time in which I had to prepare a homework before participating in a workshop, a fact that got me easily involved in the thematic of ESD, and so I had no difficulties to follow the whole 3 days workshop"

Regarding the Pre-homework #3 five question reflections as part of the sustainability foundation course, participants answer could be found on ODDD fb event page. The five

reflection questions could be found in the introduction to sustainability document and which relates to the document different chapters. The questions are:

- *Reflection #1: after watching these 2 videos, identify an example in your country were humans act in dominant relationship with the environment. Tell us in brief how could you reverse such reality? What are the tools you will be in need of, or the actions you could take to create the balance?*

- *Reflection #2: Based on the definitions offered here, others you may have heard, and considering your own ideas and understanding, what is your version of a definition of sustainability? Consider wording your definition in a way that is accessible to people of different backgrounds and ages.*

- *Reflection #3: Please pick one SDG that is related to an area you are passionate about. Now choose one SDG that you haven´t given much thought to before. What is one way in which these two goals are related? In addition, please post a photos that shows/ represent the linkage between the two chosen SDGs*

- *Reflection #4: How did you you do on the quiz? Where did you learn the knowledge which helped you on the quiz? Why don´t you know some of the answers?*

  Richard Luv (2011) came up with a concept known as "Nature Deficit Disorder", a term introduced not as a medical diagnosis, but as a way to describe the growing gap between children and nature. Nowadays, most of the human population (54%) live in urban areas and 50% of the population has access to Internet (Camargo, 2015). The world has more technology and urbanization than ever, and we are spending less time forming connections with nature.
  How does our education reinforce or correct for that deficit?

- *Reflection #5: Share a short story related to ESD or to Leadership*

Please find below two of the participants response:
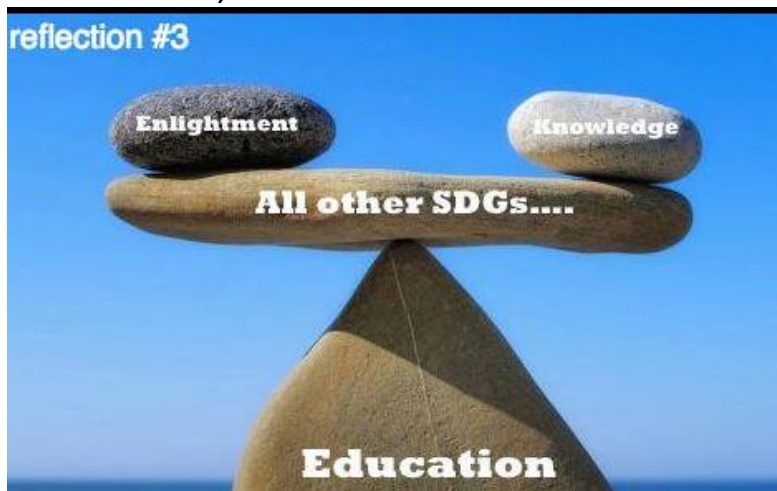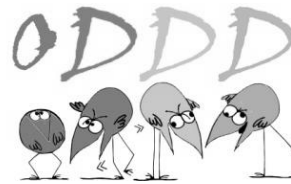
Latifa A Alwazzan, Kuwait

Figure 9: Latifa reflection #3 choice of photos

Reflection #1: An issue that keeps arising in Kuwait is littering. Many people assume that throwing garbage anywhere does not have serious consequences and neglect to see or comprehend that it is very costly and threatening to the environment and to the public health. For example, in winter, people go camping or in the summer, people go to the beach, and the problem is when they leave, you will see that they have left plastic or glass bottles, or other different types of litter, lacking the understanding that it takes 150 years sometimes a thousand years for plastic to decompose, and that glass itself can be hazardous.

In order to reverse this reality, people need to understand that "what goes around, comes around" and that by littering one damages their environment and by that their own habitat and economy. Therefore, multiple awareness campaigns are needed and a few need to be assertive and hands-on, including going on "clean up trips."

Another solution would be to increase awareness about recycling both to the public and the government as the government as well needs to find methods to utilize waste products by creating recycling factories.
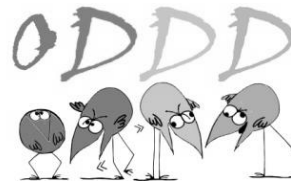
Reflection #2: Sustainability is the interdependency economy has on humans as without people there will be no need for economical factors. It is also the understanding that both the economy and humans need Earth for its resources and its supply of a habitat. This interconnected cycle that requires our ability to maintain Earth's resources at a certain rate for future generations is known as sustainability.

Reflection #3: Quality Education VS Life Below Water. I have always been very much interested in quality education, and to be honest I believe that education is the core of everything, and that is how this goal is connected to Life Below Water or any other goal.

Reflection #4: I did well on the quiz, but I would have loved if I had done better. I missed six questions. The reason I did not know the answers is because I did not think that these things are relevant to me. The "Nature Deficit Disorder" can be altered by our educational system by allowing our curricula to incorporate nature in order to narrow the present gap instead of mostly focusing on technology. The world has become so fast that sometimes we need to stop and admire the beauty that surrounds us that we sometimes miss due to our captivation with all the technology that surrounds us. I sometimes ask my students, have you seen the sky today? As in, have you stopped, looked up, and noticed the sky!"

Reflection #5: This Ramadan (2017) I wanted my students (Dr. English Speaking Club Students) to spread knowledge, love, and be charitable, so I asked them to come up with a plan to invest a given amount of money to use for such a cause. The students came up with a plan to increase the money, which we will start in September and use the revenue for an educational program, and also came up with an idea to give out three items (a pair of sunglasses, 2 L water thermos, and a hat) to people who work on the streets in the Kuwaiti sun. The students who gave away the items had to let receiving-people know the importance of hydration and being protected from the sun. Here, both the students and the receivers were learning. Students were learning how to be more considerate to other people's feelings and how to appropriately address them without belittling or offending them. The receivers were learning how important it is wear sunglasses and a hat and to stay hydrated. Through education, and empowerment, we were able to spread love and be charitable.

Sameh Kamel, Egypt

Reflection #1: The world is rapidly developing, some might see it as a good thing but others may get worried. If we don't have any sustainability measures put in action the world will soon pass by countless crises. Air pollution in Egypt is a very threatening risk that we do not necessarily take as serious as we should. More than 3.3 million people worldwide die prematurely each year due to outdoor air pollution, it is very unfortunate that Egypt has the 11th highest death toll with 35,000 annual deaths due to air pollution! The same problem snowballs every year until it forms black clouds! Every year the clouds are more in size and frequency than the previous year

To solve the problem, we need to identify it first. So causes of air pollutions in Egypt are as follows:
- Increased numbers of factories that do not have covers their chimneys with filters
- During the harvest season of rice each year around September and October, farmers tend to burn the rice straw causing a 42% increase in air pollution of the area which therefore results in increased numbers of bronchial asthma cases
- Large numbers of outdated cars happen to get licensed without any maintenance or fixing.

So some proposed solutions for this would be:
- Enhancing governance to environmental problems, starting with those related to health. So fines should strictly be applied on factories with no air filters, unmaintained cars, etc.
- Increasing green areas all over the country! The concept of green public spaces is not widely spread in Egypt yet!
- Apply the concept of green belts around cities to reduce dust and sand storms from causing health issues and to absorb as much Carbon Dioxide as possible
- Offering alternative solutions to rice straws like using it as fossil fuel or fertilizers, and maybe having stronger legislations for those who burn crops instead of reusing them
- Educating people from a young age, and even at university levels to raise awareness on the health and environmental consequences this crisis has

Reflection #2: I define sustainability as using our resources responsibly to fulfil the needs of our presence without threatening the capability of future generations to use the same resources (use it don't abuse it) 😊 ;)

Reflection #3: SDG 12 is a main topic of my field work Responsible consumption and production has always been the centre of our Laudato si action. The other SDG that I have not given much thought to before is SDG 14 life below water. Irresponsible consumption and production including plastic waste threatens all kinds of species, under water, on land and everywhere! Using too much natural resources disturbs the ecosystem, causing large changes to the environment.

Reflection #4: I scored 14/20 on the quiz. I always like to question how things work. I don't tend to accepted a "that's the way it is" statement as an answer! Yet, the educational system in Egypt is very centralized disregarding the different environments and cultures that Egypt has. So we do not learn about specific areas as much as we learn about general topics, so topics like the history of my community or the nature of the earth we in my neighborhood was never a topic I was educated about.
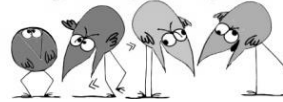
Figure 10: Sameh reflection #3 chosen photos

Reflection #5: I went to high school in Canada, first biology class in grade 11 I remember that day very well, Ms. Crang asked us to go to the playground and collect one thing from the nature that we will come back and talk about the personal relationship and things we have in common. Sounded very strange at the beginning, then after listening to my colleagues I started realizing how everything is tied and connected! I cannot live without trees, or plants, animals, insects, water, etc! Was my first time thinking about how connected we are to nature; always had this inner idea that humans are superior and how everything else is supposed to be serving our existence. Just a simple activity but changed my perspective on life. From there I started to get involved with IMCS Pax Romana and took part in promoting solidarity with the planet through sustainable lifestyles especially through the teachings of laudato si.
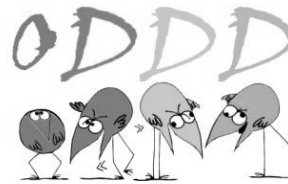
BEIRUT ESD FLAGSHIP TRAINING PROGRAMME

The Beirut ESD Flagship Training Programme took place in Beirut, Lebanon, 1-3rd of August 2017. A total of 39 participants attended, 20 male and 19 female, covering 17 countries. Based on the participants' feedback, the Training Programme, which was divided into 2 days indoor workshops and one outdoor success story guided tour, was a success story. It was delivered in a provoking, memorable and relevant way (Table 6).
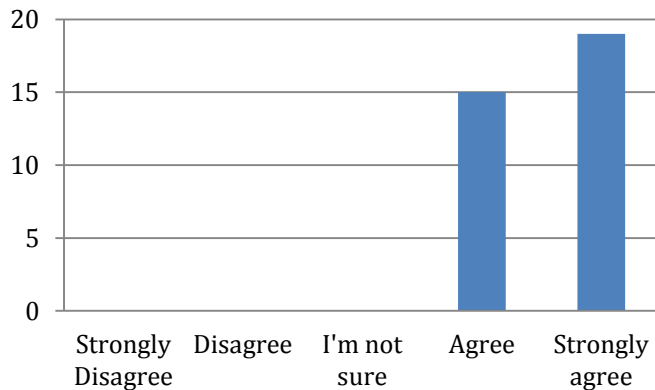

Table 6: Evaluation form results; Question 9.g; the TP activities were thought-provoking, memorable and relevant

Regarding the teaching methods (Table 7), the applicants agreed anonymously on its creative, engaging and effective approach.
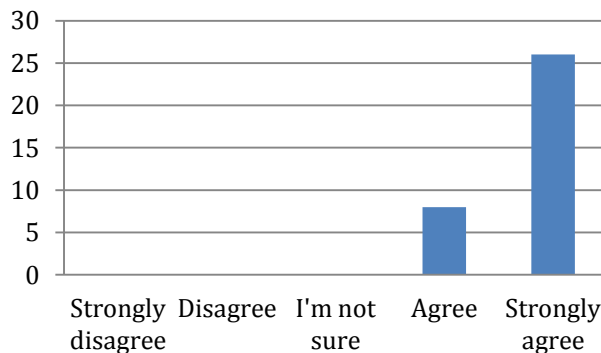

Table 7: Evaluation form results; Question 8.c: teaching methods were creative engaging and effective

Regarding some of the participants' feedback;

"The training was an outstanding one because of its diversity of Youth from all over the Arab world. This training is Unique and its effective and following up makes results and impact to our society. I have been attended a numerous training and workshops but this one is especial and technically great."

"I believe the aspect of non-formal mentorship and education was pretty successful. I liked the fact that we took the definition of Knowledge exchange to a more innovative understanding. I enjoyed the activities and the field trips as it answered numerous questions we had about our next steps and how to make use of our network and environment to succeed our ideas and projects. I also appreciated being in direct contact with different stakeholders of the change-making process, namely: fellow youth workers, unesco representatives, success stories
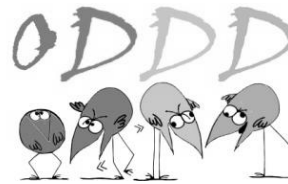
leaders, and hosting institution. Of course, needless to say that I really admired the pre-workshop, and follow up strategy to engage and involve all participants before, during, and after the completion of the workshop. Thank you for everything. It was wonderful. :)"

"I liked the following things: a- The friendly, open and engaging atmosphere of the training. This was created thanks to the team of facilitators and organizers, and all the energy they've put in the training. / b- The participants; They were open-minded, supportive of each other, and they would lift each other up during the workshop, especially when sharing personal stories or matters./ c- The content of the training. I found it practical and transferable, which means that every participant can bring back something that they will really use in their work back home."

"Pertinent content in only 3 days of workshops and active sessions /   Creative methods used to explain ESD for the participants in a very engaging way that had led the participants to stay focused and active during the whole training, without losing time on lectures or tiring session on technical/complicated topics / Very useful materials offered with concrete references used to create the content of the workshop, providing essential informations and giving a great credibility of the ODDD team and the UNESCO staff members, for putting great efforts to present some serious knowledge for the beneficiaries of the training. / The great idea of organizing a visit study outside the hotel for the second day at the Taanayel Domaine, the Ecologe, Arc en ciel NGO, and the Cedars Shouf reserve / The visioning session during the sunset, which was the first experience for me in this type of UNESCO trainings."

Finally, it's important to shed the light on the workshop experience to acquire the youth participants with the necessarily ESD/SDG knowledge. Table 8 & 9, and based on the evaluation form analysis, shows clearly the evolution in of the ESD knowledge before the TP (Table 8) and after the TP (Table 9)
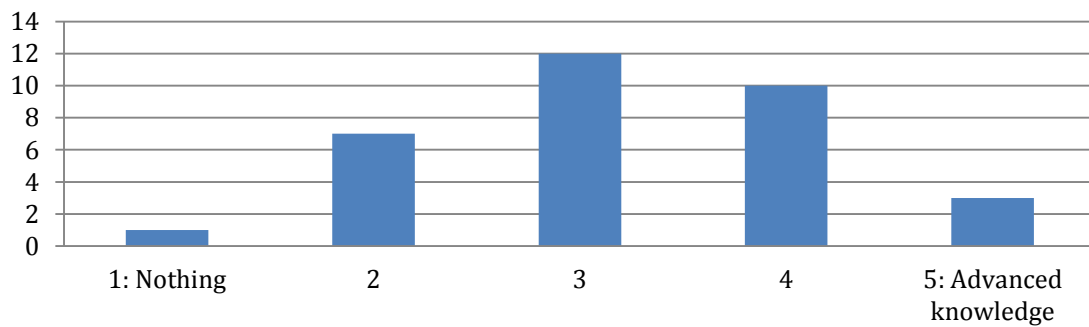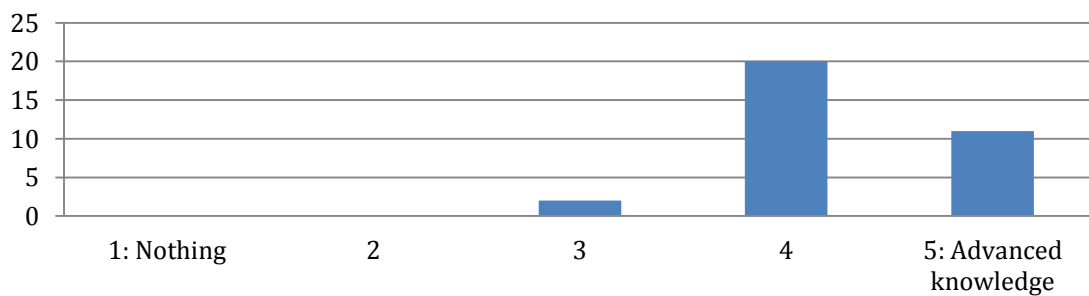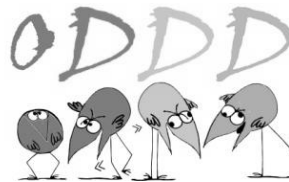

Table 8: ESD Knowledge before the TP

Table 9: ESD Knowledge after the TP

TIMETABLE

The flagship training programme that took place in Beirut on 1-3 August 2017 consisted of intensive three days divided as follow:

Monday July 31st 2017
Gathering/Dinner/ Location: Riviera Hotel sea side / 8pm-11pm

**Day 1 - Tuesday August 1st 2017:**
Location: Riviera hotel

8.15-8.55	Breakfast
9.00-9.15	- Welcome remarks **Mr. Hamed Al Hammami**, Director of UNESCO Regional Office in Beirut **Ms. Julie Saito,** Programme Specialist (Youth/Media), UNESCO Headquarters in Paris **Mr. Salim Shehadeh,** Programme Specialist, TVET, UNESCO Office in Beirut - Introduction to the Workshop Agenda
9.15-10.00	**Dialogue Circle / Introduction of participants/ Objects to share**
10.00-10.45	**Education for Sustainable Development**
10.45-11.15	Coffee Break
11.15 – 12.15	**Systems Thinking**
12.15-2.00	Lunch
2.00-3.30	**Conflict Transformation**
3.30-4.00	Break + Energizer
4.00-5.30	**Leadership**
5.30-6.00	Coffee Break
6.00-7.00	**Closing Reflections**
8.00-11.00	Dinner and walking tour around Beirut

Day 2 - Wednesday August 2st 2017 (Fieldtrip visit to local ESD applications);
Location: Domaine deTaanayel, Ecolodge, Shouf Cedras reserve

7.00-7.50	Breakfast
8.00-9.10	Departure 01: from Venue (Hotel) to Ecolodge
9.15-9.40	**Recap of Day 1: Learning Outcomes and Sharing Thoughts**
9.40-11.30	Guided Tour: Water, energy and agriculture infrastructure project + Mud brick workshop
11.30-12.30	Arcenciel / ecolodge tour
12.30-2.00	Lunch at Al Khan Restaurant
2.00-3.30	**Visioning session**
3.45-4.30	Departure 02: From Ecolodge to Maaser Shouf Ceders Reserve
4.30-6.00	**Walk in the Cedars Reserve / Trail with guided tour and reflection**
6.10-6.55	**SDG Bingo session**
7.00-8.15	Dinner near the Reserve
8.30-10.10	Departure 03: From the Shouf to the Venue (Hotel)
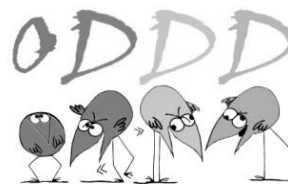
Day 3 - Thursday August 3rd 2017

Location: Riviera hotel

8.00-8.40	Breakfast
8.45-9.15	**Recap of Day 2: Learning Outcomes and Sharing Thoughts**
9.15-11.00	**Communication / Facilitation (including planning the local peer awareness sessions)**
11.00-11.15	Coffee Break
11.15-12.45	**Networking**
12.45-1.30	**Closing Circle** **Closing Words by UNESCO and Implementing Partner ODDD** **Handing certfiicates**
1.30-3.45	Lunch

PARTICIPANTS BACKGROUND

The ESD Flagship Training Programme for Arab youth brought 39 youth (19 Female/ 20 Male) together from 17 different nationalities and who are spread in 19 different countries (Fig.11) (Table 10). Although 2 were selected, only 39 made it due to visas issues and complications.
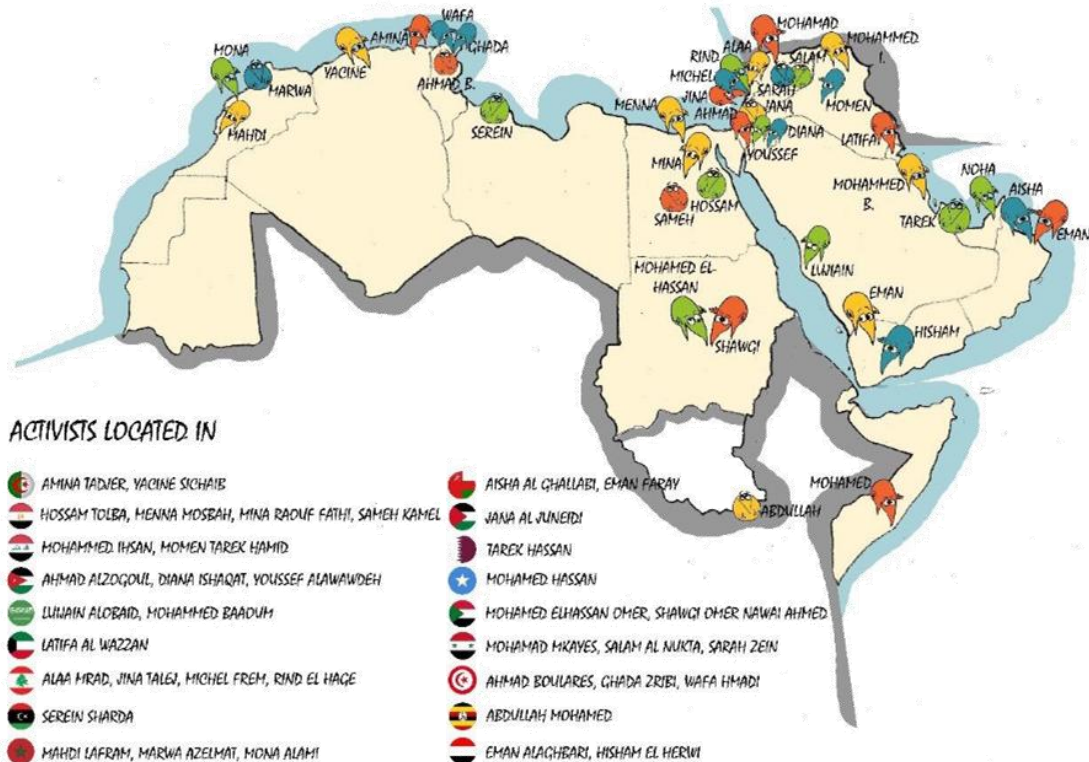

Figure 11: ESD Flagship TP Youth Participant's area of intervention infographic

Table 10, shows the 39 participants selected per country of origin.
Table 11, shows the 39 participants areas of intervention.
Table 12 below, shows the number of selected applicants per country and per gender. Out of 39 participants, IP made sure to have gender balance, thus they selected 19 Female and 20 Male.
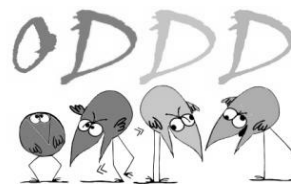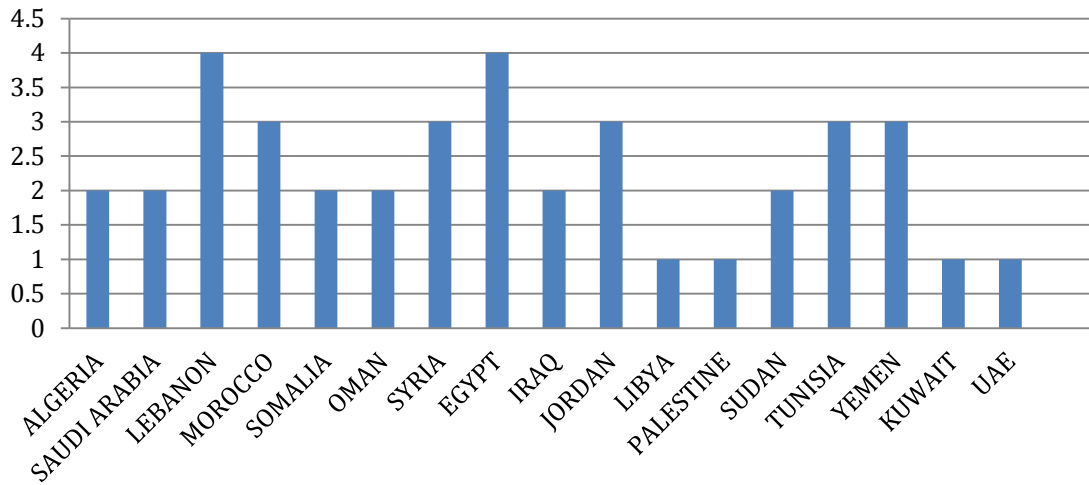
Table 10: Selected participants per country of origin
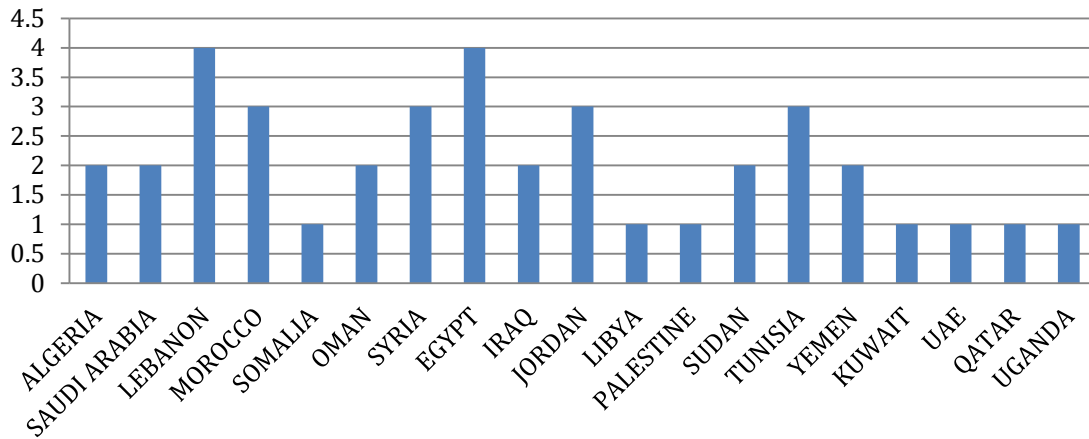
Table 11: Selected participants per area of intervention

■ FEMALE ■ MALE
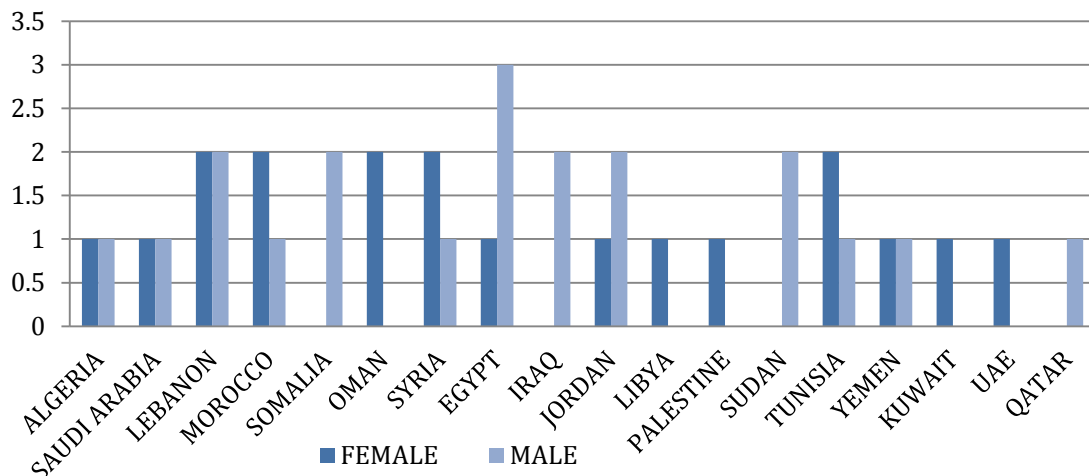
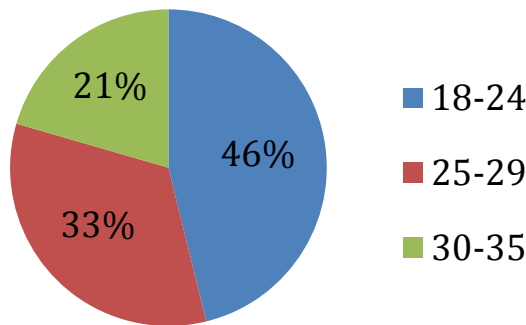**Table 12: Selected participants per gender and per country**

Table 13: Selected participants age categories

Table 13 above represents the selected participants divided per age category:
- 46% (18 participants) are between 18 and 24 years old
- 33% (13 participants) are between 25 and 29 years old
- 21% (8 participants) are between 30 and 35 years old

TRAINING PROGRAMME DAY#1

This first day was dedicated to Module 2: ESD Paradigm Shift; A module that uses transformational pedagogies to shift and expand participants' mindsets. This day which took place in the Venue and its surrounding was distinct with;
- *Learning and understanding ESD via experimental and concrete initiatives;*
  - *Building the sustainable Mini Libraries to be handed to local public schools as part of an ESD intervention by ODDD ngo, UNESCO Beirut Offices, Le Drageon, MACAM, and LNCU.*
  - *Understanding leadership by experimenting it and sharing it*
- *A system thinking understanding via installation and making a learning video by the participants to be shared with the other Arab youth leaders, applicants and participants networks*
- *A lot of group discussion, reflections and open minded attitude*

Based on the evaluation form, participants rated day 1 sessions with a majority of good and exceptional (Table 14). It's important to notice that out 248 votes for the 7 sessions;
- Very poor: 0 votes
- Poor: 4 votes
- Meets expectations: 29 votes
- Good: 126 votes
- Exceptional: 89 votes

Such result shows the wonderful experience and the approval on the workshop methods, experience and themes covered.
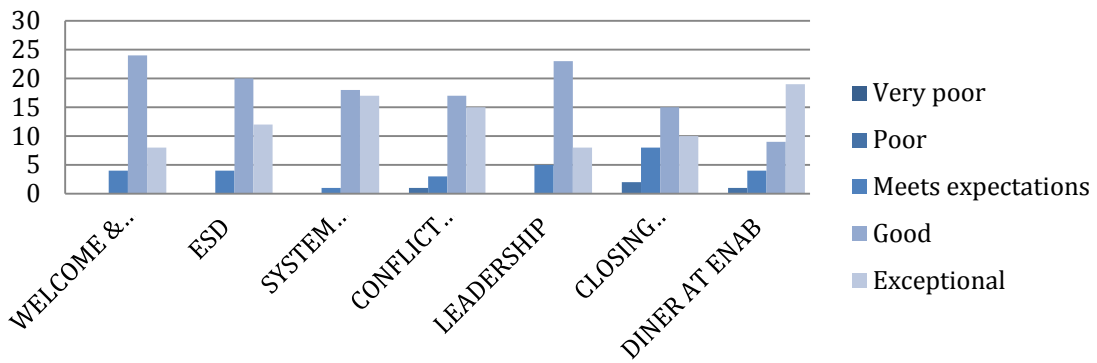
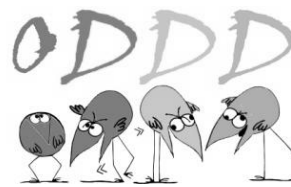**Table 14: Evaluation form results; Questions 10.d-j: sessions learning rating**

The Photos below show day 1 different session's mood

Figure 12: Welcoming Word

Figure 13: Dialogue Circle, and objects to be shared

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Figure 14: Participants presenting themselves in an Artistic way

Figure 15: ESD session, building the sustainable Mini Library

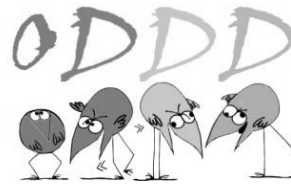Figure 16: ESD session; Mini Library half built

Figure 17: System thinking session

Figure 18: System thinking installation connecting each of the Arab region issue/ solution

Figure 19: Leadership and conflict transformation sessions mood

TRAINING PROGRAMME DAY#2

This second day was dedicated to Module 3: Success story guided tour; A module that consists on visiting a local ESD success story that allows participants to learn from the experience, the implementation process and concept to develop such ESD interventions. Its also a day that aims to motivate the participants to begin with their own initiatives and to believe that ESD could reach practical level and could be a success story.

Two locations were chosen:
- Le Domaine de Taanayel, Ecolodge and Arcenciel, in the Bekaa Area
- The shouf cedars reserve, in Maaser Al Shouf Mountains.

This day was a form of break to all, were each of the participant enjoyed spending some time in nature, reconnecting to themselves and the planet, and see interesting ESD intervention. This day was of a big impact on the participants who are still speaking about these special moments walking in the Cedars forest, a forest that contains 3000 year old trees. The evaluation form results (Table 15) is the proof of the impact left by such visit. The cedars shouf reserve visit is the only question were all participants answered in the same way; "EXCEPTIONAL".

In addition it's important to notice that out 209 votes for the 6 sessions;
- Very poor: 1 votes
- Poor: 0 votes
- Meets expectations: 17 votes
- Good: 59 votes
- Exceptional: 133 votes

Eventually it was an exceptional day to all; participants, facilitators, delegation, organizers, and bus drivers.
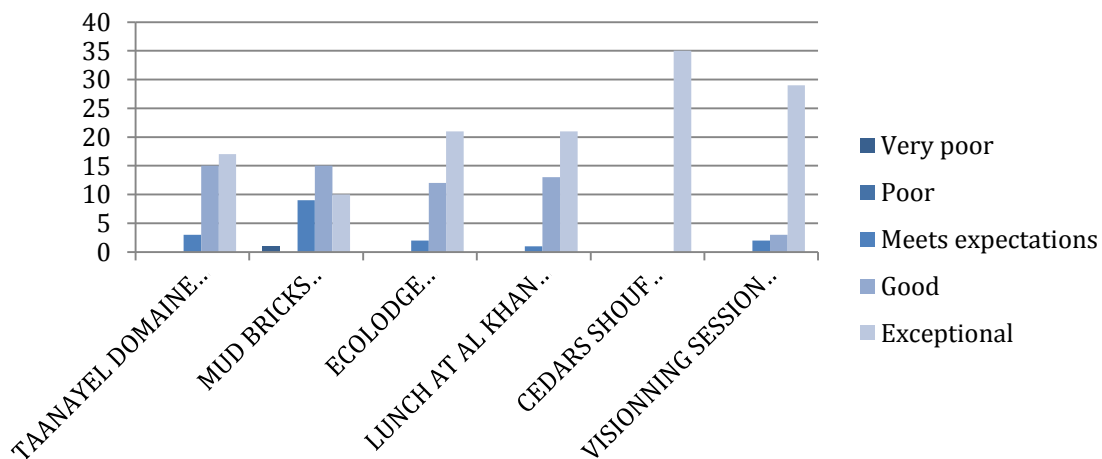
Table 15: Evaluation form results; Questions 10.k-p: sessions learning rating

The Photos below show day 2 exceptional mood

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Figure 20: Briefing before heading to the Taanayel Domaine visit

Figure 21: Sorting garbage experience

Figure 22: With the sorted waste

Figure 23: Mud brick workshop

Figure 24: Mud brick workshop outcome lying in front of the group of participants

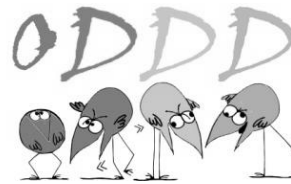**Figure 25: Wheelchair industry in Arcenciel**

Figure 26: A group photos at the entrance of the Cedars reserve in Maaser Al Shouf

Figure 27: A walk in the reserve

Figure 28: Visioning session during an epic sunset

TRAINING PROGRAMME DAY#3

Day 3 was dedicated to Module 3: ESD Tools; which will then build upon this new paradigm, providing participants with tools to use to educate for sustainable development.

A fast but interactive day directly linked and interconnected with the previous two days different sessions and guided tours. The third day which took place in the Venue and its surrounding was the last of the workshop, a day to say goodbye, to summarize the work but also an important day to develop the participant's competencies on how to organize and create their ESD workshops to be implemented once they go to their countries.

As well this day hold the results of the participant's brain storming on how they see the UNESCO Youth Network functions, on local, regional and international level. It was during the Networking session were the 39 participants responded to the below questions:
- What are the challenges in building a regional youth network on ESD? Financial challenges?

- What are the core values, aims, principles that this network will be based on?

- How do you use the ESD network to mobilize peers (new youth leaders) to integrate it? (Based on gender equality-regional balance- country religion- target group to mobilize? NGOs?)
  - *Share outcome with the colleagues back in the local communities*
  - *Being ambassadors - >Reaching out NGO's -> gaining voices and support*
  - *Create a compiled report*
  - *Continuously develop the content*
  - *Create a blog (website, linkedIn, professional Network): to share activities / contribute skills*
  - *Keep all the ESD youth leader connected (Old & New)*
  - *Create local ESD clubs in communities such as: Beirut ESD club, Tripoli ESD club, etc.*
  - *Interactive theatre in public spaces (streets, schools, etc.)*
  - *Offer guidelines*
  - *Create an SDG song and disseminate it via: social media, pdf files, videos, gifs, photos, articles, teacher*
  - *Annual events: Rally paper (local & regional): online questions about SDGs / Between Arab countries (MENA region)*

- How do you see it working? (On a daily/monthly/annual basis- Online- Offline hub?)

- How could the network help you in scaling-up and developing what you need for your workshop? What tools could it provide?

Table 16, below shows the participants' evaluation of Day 3 four executed sessions;
- Warm up & two days summary
- Communication
- Networking

- Closing circle

The four sessions 141 votes were divided as below:

- Very poor: 1 votes
- Poor: 6 votes
- Meets expectations: 13 votes
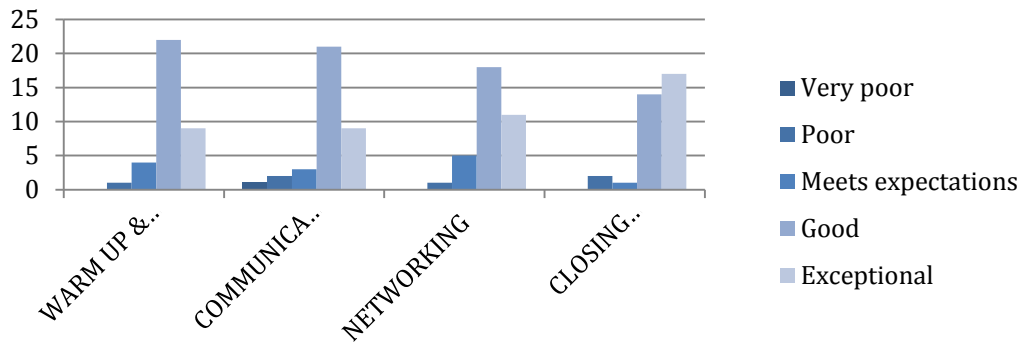- Good: 75 votes
- Exceptional: 46 votes

Table 16: Evaluation form results; Questions 10.q-t: sessions learning rating
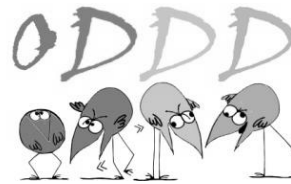
The Photos below show day 3 different session's mood

Figure 29: Warm up session and sharing thoughts

Figure 30: Communication/ facilitation session briefing

Figure 31: group work during the communication/ facilitation session

Figure 32: Networking session and elaboration the UNESCO Youth Network concept
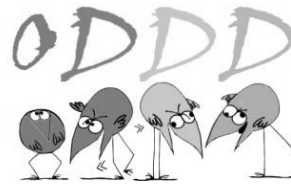

Figure 33: Handing certificates

THE POST-WORKSHOP SESSION

Regarding the post workshop, the youth were highly active… 31 out 39 implemented their workshops tackling 709 youth in the 19 different countries.

The below Tracking Workshop implementation sheet (Fig.34) shows the youth leaders workshops, topics, dates of implementation, number of participants, the demography and the workshop location.

	First Name	Last Name	Topic	Date	# of Participants	Participant Demographics	Location (city, country)
1	Rind	Hage	Conflict resolution in the light of sustainable development	9 August 2017	39	Lebanon (Diverse age group)	Zahle, Lebanon
2	Sereine	Sharda	SDGs/ No Hunger / Life on Land	14/8/2017	19	Libya	Tripoli, Libya
3	Mina	Raouf	Educator for SDGs	20,21,22/9/201 7	26	Different Governorates in Egypt (Cairo, Mina, Assuit, Banha)	Cairo, Egypt
4	Hossam	Tolba	Leadership in Sustainable Development	22/9/2017	16	Egypt	Giza, Dokki, Egypt
5	Sarah	Zein	Introduction to Sustainability	7/10/2017	20	Syria	Damascus Syria
6	Mohamed elhassan	Omer	Developing youth knowledge on sustainability and SDGs	24/8/2017	16	Sudan	Khartoum, Sudan
7	Eman	Alaghbari	Funding sustainable development ideas	13, 14/9/2017	13	Yemen	Sana'a, Yemen
8	Wafa	Hmadi					National de la Jeunesse, Tunis, Tunisia
9	Zribi	Ghada	Know your goals	3/9/2017	40	Tunisia	Dbayeh fishing port, Lebanon
10			Towards Sustainable Fisheries	16/9/2017	40	Lebanon	
11	Jina	Talej	Towards Sustainable Fisheries	TBC		Lebanon	Batroun fishing port
12	Michel	FREM	Experimental introduction to sustainability	15 & 17/11/2017	48	Lebanon, syrian refugees	Tripoli
13	Alaa	MRAD	Experimental introduction to sustainability	7/11/2017	37	Lebanon, syrian refugees	Antelias
14	Mennah	Mosbah	Gender Equality for 2030 SDGs	3/8/2017	21	Cairo, Alexandria and Assuit	EGYPT
15	Lujain	Alobaid	Sustainability & Climate Change	Sept 7th 2017	48	Saudi Arabia	EDCU's Green space Jeddah, KSA
16	Jana	Al Junaidi	Climate change and the importance of the green cover	25/07/2017	35	Palestine	Ramallah Kafr Naama
17	Abdullahi Omar	Mohamed	Topic1. The awareness About the Sustainable Development Goals.	21-Sep-17	10	Somalia	Kampala,Uganda
18	Amina	Tadjer	Conflict resolution	19-Sep-17	8	Algeria	Annaba, Ageria
19	Sameh	Kamel	ESD & SDG in the light of Laudato si	5-Sep-17	40	25 different nationalities	Caritas Foligno, Foligno, Italy.
20	Mohamad	Ihsan					
21	Moomen	Tarek	SDG/ ESD / RECYCLING	8/26/2017	45	IRAQ	KIRKUK
22	Alzogoul	Ahmad	Sustainability via Art	17-Sep-17	25	Jordan	Jordan
23	Diana	Ishaqat	Progressing Quality Education Goal through Online Learning for	24-Aug-17	15	Refugees from different nationalities	Jordan
24	Latiffa	Al wazzan	Implementing SDGs in the curricula	10/9-10/2017	30	Kuwait	Hawali Governance
25	Marwa	Azelmat	Model Sustainabi Development Goals	17-Oct-17	21	Morocco	Morcco
26	Aisha	Al Ghalabi	Planet Balance	5-Oct-17	20	Oman	Oman
27	Shawgi	Omar	Conflict transformation	23-Aug-17	21	Sudan	Foundation
28	Eman	Al Grabi	Get Your Sustainable Development Idea Implemented	13, 14 sep 2017	13	Yemen	Sana'a, Yemen
29	Tarek	Hassan					
30	Hisham	Herwi	Youth for peace	Sept 9th 2017	22	Yemen	Taiz
31	Mohamad	Kmkaues	SDG	Nov 15th 2017	21	Syria	Aleppo

Figure 34: Tracking workshop implementation sheet

ANNEX

ANNEX I: FACILITATORS & ORGANIZERS PROFILES

Perla MANSOUR

Aside from her work in architecture, Perla is part of Organisation De Développement Durable NGO working to raise awareness of the sustainable development concept. Within the NGO Perla collaborates as an activist and researcher tackling the subjects of diversity and inclusion socially, and urban environmental issues contextually. She engaged in many workshops on leadership and sustainability which allowed her to enhance her knowledge in that field and collaborate with youth peers to empowering and mobilizing them for taking action towards a resilient society.
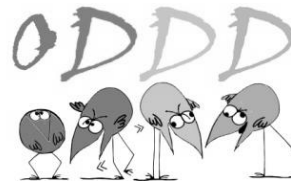
Cecile KARAM

Cecile Karam was born on this planet in 1992 specifically in Ghalboun, Lebanon. She grew up being part of the "system" , went to school at age of 3 , graduated with a baccalaureate in general science at age of 18, and then suddenly she was asked to choose "her future" . So she studied architecture and graduated with a master degree after 6 years. Her passion to nature, hiking, camping and sports made her re-question her way of living. Today she is an activist/researcher in sustainable development, part of ODDD (organisation de developpement durable) NGO and architect at Erga group, architecture and Consultant Company.

Ounsi El Daif

Ounsi El Daif is the founder of eedama, social enterprise based in Masdar city that does education and training to sustainable development. He is originally a physicist who studied in France and Switzerland, he got his PhD in 2007 from the Ecole Polytechnique Fédérale de Lausanne (EPFL, Switzerland). Until 20015 he was researcher in the field of solar photovoltaic energy in world-class scientific labs (EPFL, Lyon nanotechnology Institute in France, IMEC in Belgium, QEERI in Qatar) as well as University lecturer. He keeps now a lecturing activity at Paris-Sorbonne University Abu Dhabi and the American University of Beirut in Solar Energy and Physics. He develops the scientific and educational content of eedama's project. He is also, for a number of projects where eedama was called, a renewable energies consultant.

Elyesh

He is a graduate Architect and a sustainable development consultant. In addition, he accomplished a Master degree in Diplomacy and negotiation, and was chosen to integrate the program training for the future Leaders of the World, by Wyse International NGO. Besides being a University instructor, and "Organisation De Developpement Durable" NGO UNESCO GAP on ESD focal point, he is a performer, dancer, actor, and mainly activist.

Salim SHEHADEH

Holds a M.Sc. in Electrical Engineering (Electronics) from New Jersey Institute of Technology (NJIT), USA, holds B.Sc. (Physics/Math) from the United Arab University, UAE. Currently the Programme Specialist for TVET/ESD, UNESCO Regional Bureau for Education in the Arab States, Beirut, Lebanon.

Previously as; Chief TVET & Youth at UNRWA, HQ (Amman), and as Training Officer, UNAMID, Darfur, Sudan. Electronics Lecturer, Center Coordinator and Program Coordinator at Al-Musanaa Technical Industrial College, Sultanate of Oman and as Head of Technical Education, Lecturer at SCS Business and Technical Institutes, New York, New Jersey, USA.

Memberships/Certifications:
- Certified Training Professional (CTP) ARTDO International, ITD Group, Institute of Training and Development, Penang, Malaysia. E-mail: mitdco@tm.net.my
  Website: wwww.artdointernational.org
- Jordan Engineering Council, since 1990
- "Leadership and Management Development Programme" (LMDP) Diploma, Cambridge International College.

Mona ZOGHBI

Mona is a sustainable development consultant. She has conducted research, expert consultations, teachings and trainings with international organizations such as UNESCO and UNDP, as well as various universities, research institutes, and NGOs including in Lebanon, Arab region, South Africa and Europe, on climate change, sustainable development, and youth environmental education and leadership. She also worked as national coordinator of youth projects at UNESCO Office in Beirut Regional Bureau for Education in the Arab States and as a University Instructor on sustainability.
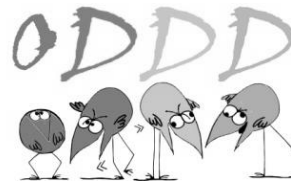Holder of a Master in Environmental Sciences and PhD in Sustainable Development.

Lilian EIDO BAZZI

Programme Assistant
Curriculum, Teachers, Higher Education and Technical and Vocational education

Julie SAITO

Julie is a Programme Specialist of Communication in the Section of Education for Sustainable Development at UNESCO's Headquarters in Paris. She started her 20-year journalistic career as Television coordination for Nippon Television in New York and NBC News in Tokyo, which brought her an Emmy Award in 1986 as Associate Producer of KNBC's production "Ring of Fire", a series of stories on earthquake preparedness in Japan. She joined UNESCO in 2007 as attaché de Press for the Director-General. Ms. Saito was born in Tokyo and has lived many years abroad: Bangkok, Nairobi, New York, Lyon and currently Paris
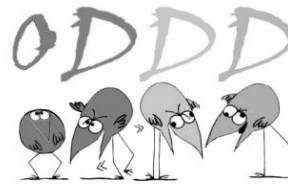
ANNEX 2: PRE-HOMEWORK #2 SDG PARTICIPANTS PREFERENCES

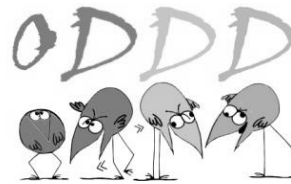| the 17 UN SDG	TOTAL
SDG#1: No Poverty	5
SDG#2: Zero Hunger	1
SDG#3: Good health and well being	5
SDG#4: Quality education	29
SDG#5: Gender equality	11
SDG#6: Clean water and sanitation	3
SDG#7: Affordable and clean energy	1
SDG#8: Decent work and economic growth	8
SDG#9: Industry, innovation and infrastructure	3
SDG#10: Reduced inequalities	5
SDG#11: Sustainable cities	9
SDG#12: Responsible consumption and production	4
SDG#13: Climate Action	12
SDG#14: Life below water	1
SDG#15: Life on Land	1
SDG#16: Peace, justice and strong institutions	13
SDG#17: Partnerships for the goals	6