

Introduction of a trainer



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Training expectation quotes:

“At the end of this training I expect all of us to have built a sound understanding on environmental sustainability and to connect theory and practice for sustainable living...”

“...I expect that the knowledge and the tools shared in this training will be valued as practical resources to implement tailored green initiatives for your schools”

Presentation of the training goals, methods, and outcomes

- I. **Sustainable Development, Sustainable Development Goals and Education for Sustainable Development - 20’.**
- II. **Recognising and boosting for schools to be eco-schools - 45’.**
- III. **Tools to integrate sustainable development goals into schools management and operations - 30’**

The method of the training is a combination of ppt. presentations and individual thinking and practicing.

KIND REMINDER

- The rules of the training are valid to our sessions as well
- We will use “Mentimeter” for collecting opinions during these sessions and you will need your phone.

Presentation of the training goals, methods, and outcomes

EDUCATION FOR SUSTAINABLE DEVELOPMENT – HOW TO IMPROVE ENVIRONMENTAL PERFORMANCE IN SCHOOLS

A PRACTICAL HANDBOOK FOR EDUCATORS

The handbook has seven chapters and provides the reader with concepts, tools, methods, advices and notes on: *Sustainable development; Sustainability and education (concepts and strategies); Steps towards and Eco-School; Auditing ourselves on raising a sustainable society etc.*

For Whom?

- all educators of primary and secondary education
- external evaluators, professional services of pedagogues and psychologists and others (educational services connected to the work of schools)

Visionary aim? - to inspire as many of you to start a domino effect of green schools in the Western Balkans and Republic of Moldova.

Session I:

Sustainable Development, Sustainable Development Goals and Education for Sustainable Development

GOALS

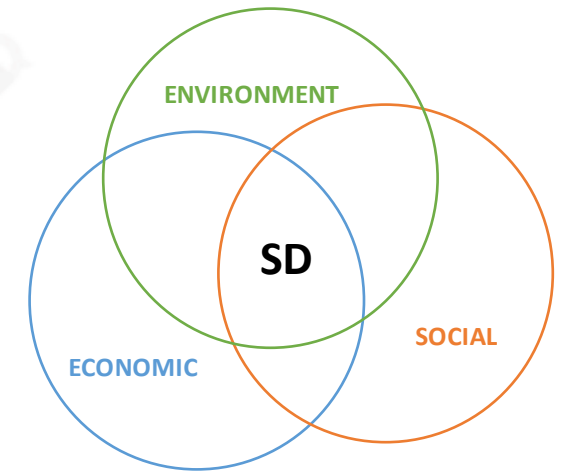
1. Introducing with general concepts of environmental sustainability and their interconnection
2. Understanding the logic of environmental sustainability

OUTCOMES

1. Participants absorb the meaning of the three main terms used to refer to environmental sustainability
2. Participants build clear understanding of the purpose of each term and their strong connection to unfold environmental sustainability

Session I: Sustainable Development, Sustainable Development Goals and Education for Sustainable Development

Sustainable development represents the development that meets the needs of the present without compromising the ability of future generations to meet their own needs.



The Sustainable Development Goals (SDGs): a global commitment, a call for action by all countries – poor, rich and middle-income – to balance the development with the protection of the planet to achieve a sustainable future.

SDGs aim to improve the lives of everyone everywhere!!!



Education for Sustainable Development (ESD): an education that provides *knowledge and awareness* on sustainable development and develops *life skills and competencies; attitudes and values* that a citizen need to take part in actions and is able to make decisions which contribute towards sustainable development.

Session I:

Sustainable Development, Sustainable Development Goals and Education for Sustainable Development

Let`s focus on what is the purpose of each of these concepts, why do we need to have them?

Sustainable development: **SO THAT WE, THE PLANET, AND OUR FUTURE GENERATIONS EXISTS!!!** the survival of our societies and our shared planet depends on a more sustainable world.

The Sustainable Development Goals (SDGs): **BECAUSE WE NEED AN AGENDA WITH CLEAR GOLAS AND TARGTES!!!!** to work for sustainable development and to understand if we are moving in the right direction.

Education for Sustainable Development (ESD): **BECAUSE WE NEED FUTURE DECISION-MAKERS WHO ARE INFORMED, SKILLED AND BEHAVED ON SUSTAINABLE DEVELOPMENT AND ARE ABLE TO MAKE DECISIONS TO ENSURE SUSTAINABILITY.**

Session I:
Sustainable
Development,
Sustainable
Development
Goals and
Education for
Sustainable
Development

The logic of environmental sustainability

Sustainability: the desired state of harmony, prosperity and equilibrium we want to achieve for our Planet.



Sustainable development: The principles, pathways and processes we undertake to achieve sustainability

Sustainable Development Goals: short term goals to ensure the path is in the right direction

Education for Sustainable Development: crucial mechanism to deliver the SDGs and advancing sustainable development through education and learning.

Session II: Recognizing and boosting for schools to be eco-schools

GOALS

1. Identifying environmental themes and sustainable development goals
2. Articulating the benefits of eco-schools

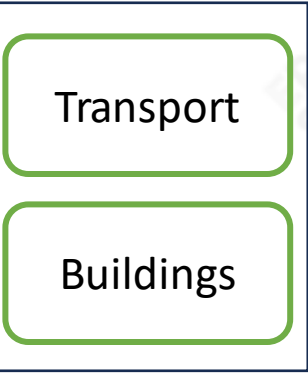
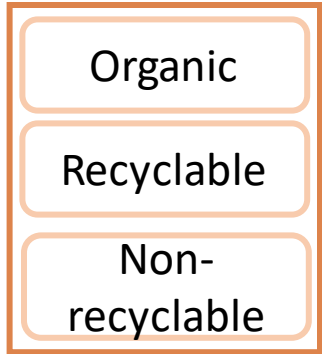
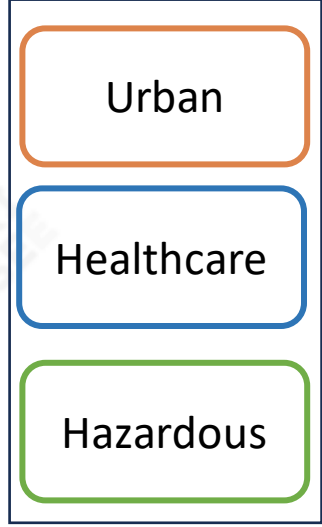
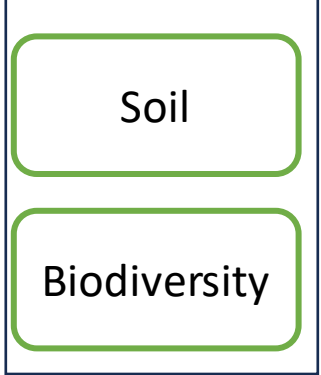
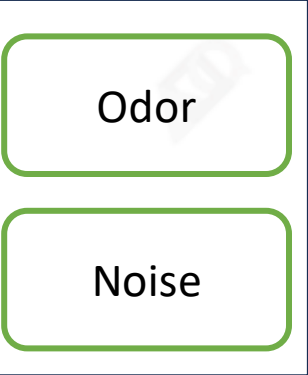
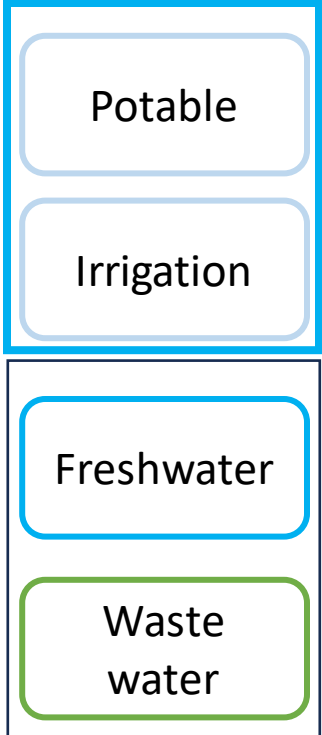
OUTCOMES

1. Participants are able to connect environment themes with sustainable development goals
2. Participants practice to articulate the benefits of eco-schools

Session II:
Recognizing
and boosting
for schools to
be eco-schools

Environmental
themes and how to
address them





AIR

Public participation

WATER

POLLUTION

NATURE

WASTE

ENERGY

ENVIRONMENT

Session II:

Recognizing and boosting for schools to be eco-schools



Example:

7 - Ensure access to affordable, reliable, sustainable and modern energy for all
Target 7.1 - By 2030, ensure universal access to affordable, reliable and modern energy services

Indicator 7.1.1: Proportion of population with access to electricity

Indicator 7.1.2: Proportion of population with primary reliance on clean fuels and technology



Session II:

Recognizing and boosting for schools to be eco-schools



How to connect environmental themes with SDGs

INDIVIDUAL WORK

- Connect the environmental themes with SDGs in the provided template
- You have 15 minutes and the time starts now!

CONNECTING ENVIRONMENTAL THEMES AND SDGs

Sustainable Development Goals



Have a look at the list of environmental themes below and:

1. Discuss with each other on how you understand each theme. Reach a common understanding on their meaning and choose 5 of them to work with.
2. Go through the SDGs above and if you need better understanding of them, please read the definitions in the annex of this working sheet.
3. Fill in the table below by following this logic: if you will work with this environmental theme, for which SDGs are you contributing directly and for which indirectly? In the columns of SDGs put the numbers of the respective SDGs.
4. At the end of the exercise, are there any SDGs that do not connect with any environmental

Environmental theme	Contributes directly to the SDG:	Contributes indirectly to the SDG:	Shortly put here why this choice
Urban waste			
Biodiversity			
Transport			
Freshwater			
Air			
Public participation in decision making			
Energy in Buildings			
Air			



Session II:

boosting for
schools to be
eco-schools

Steps towards eco-schools

**SHOULDN'T
SCHOOLS PRACTICE
WHAT THEY
PREACH?**



Session II: Recognizing and boosting for schools to be eco-schools

School vision: “Every Boston public schools student will attend a healthy and sustainable school.” (Boston public schools)

Steps towards eco-schools

1. Do you wish your school to apply environmental sustainable practices? Share that thought and create the “Green Team”. Set clear but flexible rules of operation for the “Green Team”. *“Environmental Vision Statement” is the first output*
2. Initial Environmental Review: a) Review your policies; b) Assess at what level sustainability is incorporated in the school curricula; c) Review your management and operations
3. Design the Green Action Plan for the school
4. Monitor, adapt and upgrade

Session II: Recognizing and boosting for schools to be eco-schools

Review of school policies

A desktop analyses at the end of which the team phrases if:

- 1) they think that what is present there is enough.
- 2) Recommend how they can improve school policies either by amending those polices or by designing new specific policies to align school operation with education for sustainable development and contributing to a sustainable society.

“To actively engage students, staff and the community in developing a sustainable environment which fosters and inspires best practice and emphasizes the importance of preparing and empowering individuals to become responsible for contributing to a sustainable future” (*Beaumaris primary school*)

Session II:

Recognizing
and boosting
for schools to
be eco-schools

Assessment of sustainability in curricula

SD does not need to be mentioned in every discussion!

The content of the course may have never mentioned the term SD explicitly. Instead, the issues of pollution, proper waste disposal, protection of nature etc. are mentioned, thus making the content implicitly sustainable.

Session II: Recognizing and boosting for schools to be eco-schools

Practical examples on how to embed the SD in school curricula:

Embedding ESD into vocational qualifications (*Embedding Sustainable Development In The Curriculum*, pg.9)

A course on hairdressing will cover most probably those topics: discussing with the client how they want their hair done, giving advice and suggesting ideas for suitable styles; shampooing and conditioning; cutting and styling; colouring, perming or straightening; advising on minor hair and scalp problems; making appointments and handling payments; ordering materials; sourcing natural hair for hair extensions and wigs.

To understand where SD might fit into this qualification, we should look at the materials the profession of hairdressing also consumes: energy; chemical usage (hair dyes, shampoos etc); water; natural hair; hairdressing equipment (hairdryers, straighteners, towels etc); office materials (computers, paper etc).

Incorporating SDGs in your curriculum (www.cambridge.org)

You can find at least one SDG in almost every lesson; you just need to know how to look. In a typical lesson about food, our typical focus is on the vocabulary of food and occasionally looks at a traditional healthy diet. If we look a little deeper, we can see that a lesson on food contains 4 very obvious SDGs.

SDG1: No Poverty (There is a reason it's called living below the breadline)

SDG2: No Hunger (Hunger is being without food)

SDG3: Good Health and Wellbeing (Food has a huge impact on our physical and mental health)

SDG12: Responsible Consumption and Production (The products we consume have different environmental, animal welfare and human impacts.)

Teachers and coursebooks alike tend to focus on SDG 3 as food is so clearly connected to nutrition, which is linked to health. Sugar = bad, vegetables = good. As educators, we can look much deeper than that and give our students the chance to find what else is connected to food, beyond what we put in our bodies. Given the chance, most students will be able to find the four mentioned above and probably a good few more.

Session II: Recognizing and boosting for schools to be eco-schools

Audit checklist

The checklist uses the 9 principles of a sustainable society proposed from "Caring for the earth"

- 1) Respect and care for the community of life
- 2) Improve the quality of life
- 3) Conserve the Earth's vitality and diversity
- 4) Minimize the depletion of nonrenewable resources
- 5) Keep within the Earth's carrying capacity
- 6) Change personal attitudes and practices
- 7) Enable communities to care for their own environments
- 8) Provide a national framework for integrating development and conservation
- 9) Create a global alliance

It helps schools understand if and at what level your school curricula, management and community work contribute to sustainability.

CONTRIBUTING IN RAISING A SUSTAINABLE SOCIETY					
<input checked="" type="checkbox"/> CHEKLIST					
Sustainability Principles	Does the School...	😊	😐	😞	Notes
Respect and care for the community of life	Have no discharges in the environment and especially neighborhood environment?				
	Provide shelter and care for different forms of life?				
	Build partnerships with environmentally friendly stakeholders?				
	Develop as a model in which pupils and local community act and grow together to enable sustainable development goals				
	Have a green policy and action plan?				
	...				
Improve the quality of life	Provide a healthy environment for the pupils and all school members?				
	Provide with equal access to resources and information?				
	Ensure freedom of speech and a safety place?				
	Support pupils and school members to realize and upgrade their potential?				
	Conduct outreach programs focusing on health security?				
				
th's sity	Shelter and increase natural biodiversity in its indoor and outdoor environments?				
	Conduct outdoor activities to understand and preserve natural ecosystems?				

Session II:

Recognizing and boosting for schools to be eco-schools

What are considered the main benefits of starting and becoming an eco-organization?

- ☺ Health benefits
- ☺ Improved mental health
- ☺ Social well being
- ☺ Cost savings
- ☺ Improving your brand/institution/organization image
- ☺ Tax benefits
- ☺ Conserving natural resources
- ☺ Preserving biodiversity
- ☺ Contributing to a better planet

Session II:

Recognizing
and boosting
for schools to
be eco-schools

Let`s see which of these benefits motivates you to support schools to be eco-schools!!!



Access questions by using the QR code in this slide or entering [menti.com](https://www.menti.com) and code 4829 1584 or the link <https://www.menti.com/alkn47vqo4y6>

Session III:

Tools to integrate sustainable development goals into schools management and operations

GOALS

1. Introducing the eco-mapping and green action plan
2. Providing information how to use their information for monitoring schools on environmental sustainability

OUTCOMES

1. Participants get acquainted with the tools schools can use for first environmental review and for improving environmental performance
2. Participants understand how to boost schools to perform and environmental review and action plan

Session III:

Tools to integrate sustainable development goals into schools management and operations

WHAT IS ECO-MAPPING?

a simple, visual and practical tool for scanning environmental good and bad practice, problems and impacts of an organization and to create an understanding of its current environmental situation. *Designed by eco-consultant Heinz-Werner Engel*

WHY ECO-MAPPING?

-It helps to define and prioritize their environmental problems and issues to act upon because:

- 1) it is easy to understand;
- 2) allows participation and involvement of more people and staff at this early phase of green approach;
- 3) there is no need for huge environmental expertise to properly use it

- Eco-mapping is realized in 10 steps and includes a timeframe of one year.
- It is used to do your organization environmental review.

Environmental Problems

○ _____
 ○ _____
 // _____

Please clarify Environmental problems
 Behaviour Equipment Process Knowhow

- Data quality**
- Precise
 - Fairly good
 - Guessing
- Source**
- Invoice
 - Measure
 - Other

Facts & Figure + Environmental Indicators
 metrics (kilograms, litres, m3, etc)

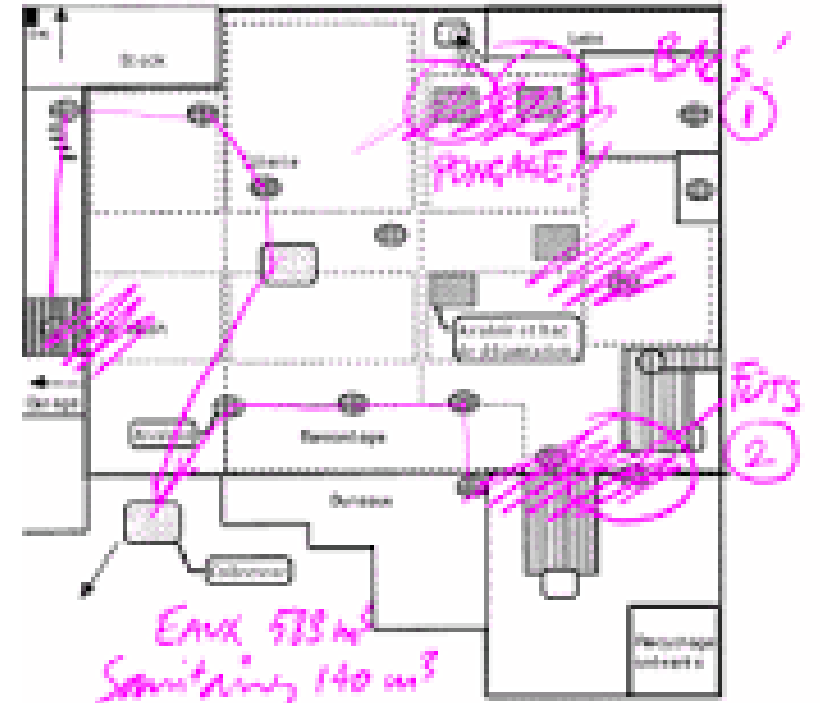
Time frame and targets

- A** Corrective and preventive action
- B** Workers Safety
- C** Measures & info Datacollection
- D** Training & Education
- E** Good Housekeeping
- F** Legal issues

Environmental Actionprogramme **Responsibility + Dateline**
 Please start with the most urgent and important and identify (A B C D E F)

Costs _____ € Benefits of measures _____ € Total Number of actions _____

Done by + signature..... date _____ Next Update _____



- A FAIRE**
- PIERRE A** :- VIDER LA FOSSE
 - SONDER SAC DECONTAMINEE
 → 6.96
 - ESRUD M.** :- FERMER FETS
 - DEPLACER HÔME HYDRAULIQUE
IMMEDIAT!

Session III:
 Tools to integrate sustainable development goals into schools management and operations

Session III:

Tools to
integrate
sustainable
development
goals into
schools
management
and operations

Green Action Plan

ACTION PLAN						
Theme:	Waste					
Identified problem 1:						
Objective:						
Expected Outcome	Activities that will help to achieve the outcome (What)	Responsible person (Who)	Deadline (When)	Financial cost (How much)	Actual Result	Suggested improvements
Outcome 1: _____						
<i>Indicators</i>						
1 _____						
2 _____						
3 _____						
Outcome 2: _____						
<i>Indicators</i>						
1 _____						
2 _____						
3 _____						

Session II: Recognizing and boosting for schools to be eco-schools

Measurement indicators

Country	Measurement Indicator	Connection with environmental performance/sustainable development?
AL	Number of renovated and built schools	<ul style="list-style-type: none"> - How many have energy efficiency measures? - How many schools have term-isolation?
	The number of packages with learning tools distributed in schools and preschools.	<ul style="list-style-type: none"> - Is any of these packages related to environmental education?
BH	All stakeholders are involved in contributing to the planning and operations processes, recognizing the importance of their role and contribution to the success of the institution, and effective connections with the economy, local community and other stakeholders have been established.	<ul style="list-style-type: none"> - Does the school have a green team? - Does the school have partnerships with environmental organizations or green businesses?
	Students are encouraged to participate in competitions, extracurricular activities and, when possible, gain work experience within the economy or business sector.	<ul style="list-style-type: none"> - Are there volunteer and internship programs on environment?

Session III:

Tools to
integrate
sustainable
development
goals into
schools
management
and operations

How can an external evaluator boost the school to perform more environment sustainably?

- Look for environment connection in all your measure indicators
- Improve/Add sustainable development indicators to your investigation work and evaluation list
- Connect these indicators with the indicators of Quality Education (SDG4)
- Lobby to improve evaluation of environmental performance of schools
- Communicate to schools during your work the need and benefits to improve environmental performance
- Share the checklist and the practical handbook with all interested and a wider audience

Session III:

Tools to
integrate
sustainable
development
goals into
schools
management
and operations

Let`s see, from 1 to 5 how motivated are your to support schools to be eco-schools!!!



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