

# ▲ Enhancements in the quality of education and training in SEE - EQET SEE



With funding from



## Welcome to the EQET SEE regional training

Date

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With funding from



## ENVIRONMENTAL SUSTAINABILITY

Date

*PhD. ERMELINDA MAHMUTAJ*

*TRAINER*

## ▲ Enhancements in the quality of education and training in SEE - EQET SEE



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Implementation of trainings for trainers and national trainings:  
proposed method

*Tina Šarić*  
*ERI SEE Secretariat*

## Introduction of a trainer



### **Ermelinda Mahmutaj**

- PhD, Faculty of Natural Sciences, University of Tirana
- Executive Director in EDEN center, environmental NGO in Albania
- Coach in Conservation Coaches Network (CCNet), Europe

### **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'.**

### **Goals :**

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

## **II. Recognising and embracing for schools to be eco-schools - 30'.**

### **Goals :**

1. Identifying environmental themes
2. Identifying the starting point of the green initiative
3. Articulating the benefits of eco-schools

## **III. Applying tools to integrate sustainable development goals into schools/organisations and society - 45'.**

### **Goals:**

1. Learning to use the eco-mapping tool
2. Designing the green action plan

### **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. Please register now following the instructions on the slide.

# 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

1) What is in your opinion sustainable development in **one word only?**

- Think your answer
- Write your one word in “Menti” by using the [QR below](#) or entering [menti.com](https://menti.com)
- You have one minute of time

2) What are in your opinion sustainable development goals using **one word only?**

3) What is in your opinion education for sustainable development using **one word only?**

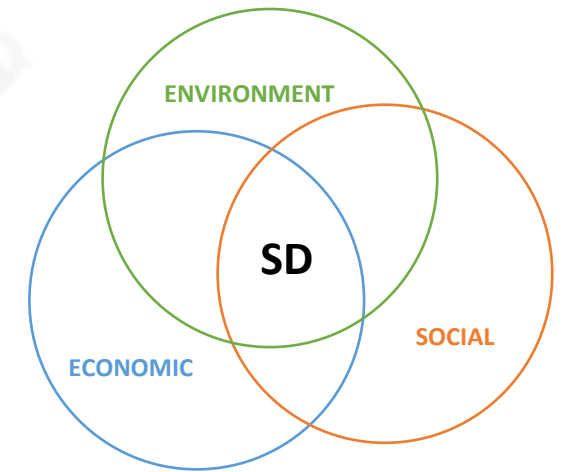
Let`s have a look at the results and see what they show us!





# 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.

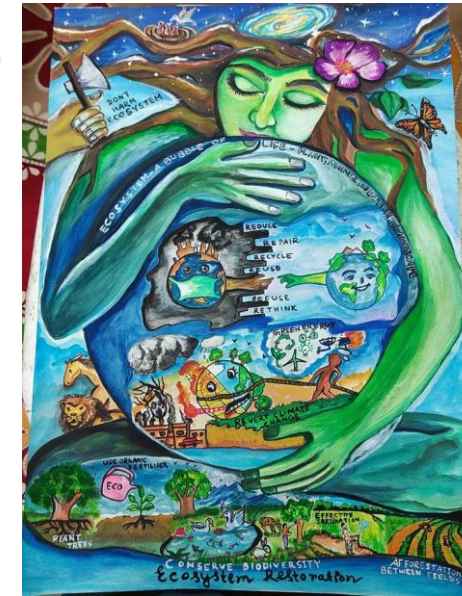
The Sustainable Development Goals (SDGs): **BECAUSE WE NEED AN AGENDA WITH CLEAR GOLAS AND TARGTES!!!!** to work for sustainable development and to understand if we are moving in the right direction.

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 embracing for schools to be eco-schools

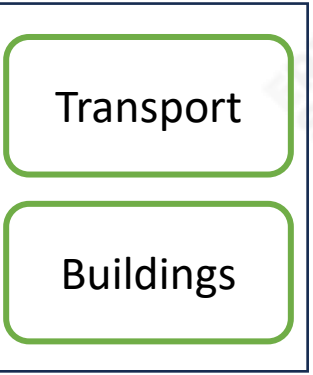
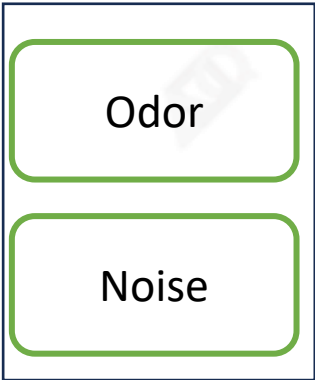
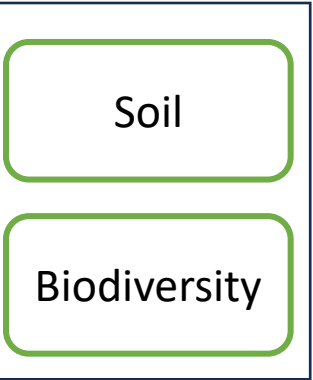
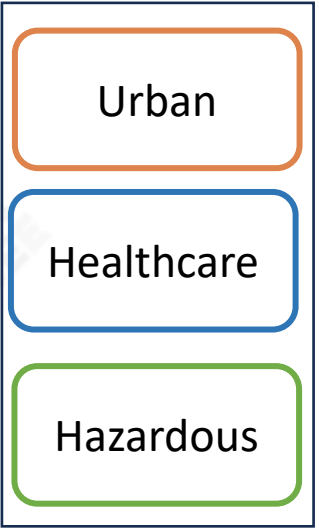
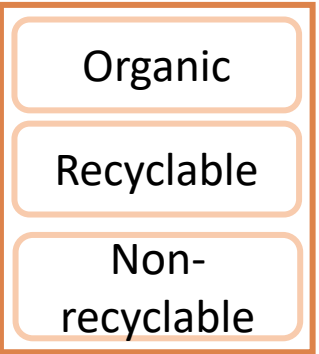
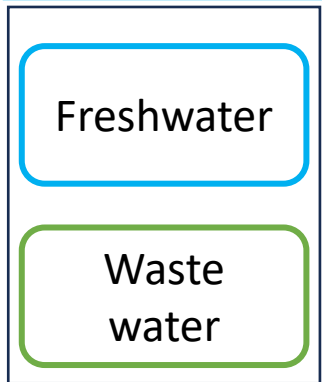
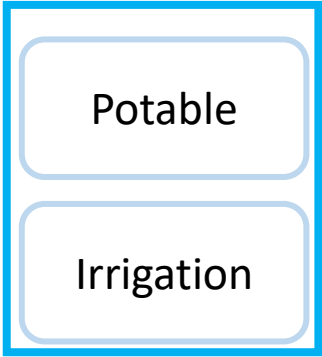
### GOALS

1. Identifying environmental themes
2. Identifying the starting point of the green initiative
3. Articulating the benefits of eco-schools

### OUTCOMES

1. Participants are able to connect environment themes with sustainable development goals
2. Participants understand how to translate sustainable goals into green actions/initiatives
3. Participants practice to articulate the benefits of Eco-schools





AIR

**Public participation**

WATER

POLLUTION

NATURE

WASTE

ENERGY

**ENVIRONMENT**

# Session II:

# Recognizing and embracing for schools to be eco-schools

## How to connect environmental themes with SDGs

### GROUP WORK

- Divide in 5 groups
- 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:

# ▲ Recognizing and embracing for schools to be eco-schools



## How to design green initiatives

- The main message in the handbook is “It does not matter where your schools I located or how advanced it is with ESD, important is to start”
  - A green initiative/action is always a start
  - How?
1. Choose your theme by thinking what would is relevant for your school?
  2. Do I want to celebrate or raise an environmental concern on this theme in my school?
  3. Choose an environmental day that connects with your theme to implement your action
  4. Design the action by answering:
    - Title of your action
    - The message you want to spread
    - To whom you want to address the message
    - What activity your school can do in this regard?

This is enough to get started! You are familiar with these actions, so you have all started and ready to upgrade your green school actions!





## Session II:

Recognizing  
and embracing  
for schools to  
be eco-schools

## Steps towards eco-schools

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



## Session II:

### Recognizing and embracing for schools to be eco-schools

## Self-audit checklist

CONTRIBUTING IN RAISING A SUSTAINABLE SOCIETY					
☑ 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 embracing  
for schools to  
be eco-schools**

At the end of this second session, write down three main benefits of starting and becoming an eco-school? Please be careful to use **one word only**?

- Think your answer
- Write your one word in “Menti” by using the [QR below](#) or entering [menti.com](https://www.menti.com)
- You have one minute of time

Let`s have a look at the results and see what they show us!



## Session III:

Applying tools  
to integrate  
sustainable  
development  
goals into  
schools/organisations and  
society

### GOALS

1. Learning to use the eco-mapping tool
2. Designing the green action plan

### OUTCOMES

1. Participants get acquainted with the Eco-mapping tool to start first environmental review
2. Participants understand the main elements of a Green Action Plan

**Session III:**  
**Applying tools  
to integrate  
sustainable  
development  
goals into  
schools/organisations and  
society**

**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 school 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)

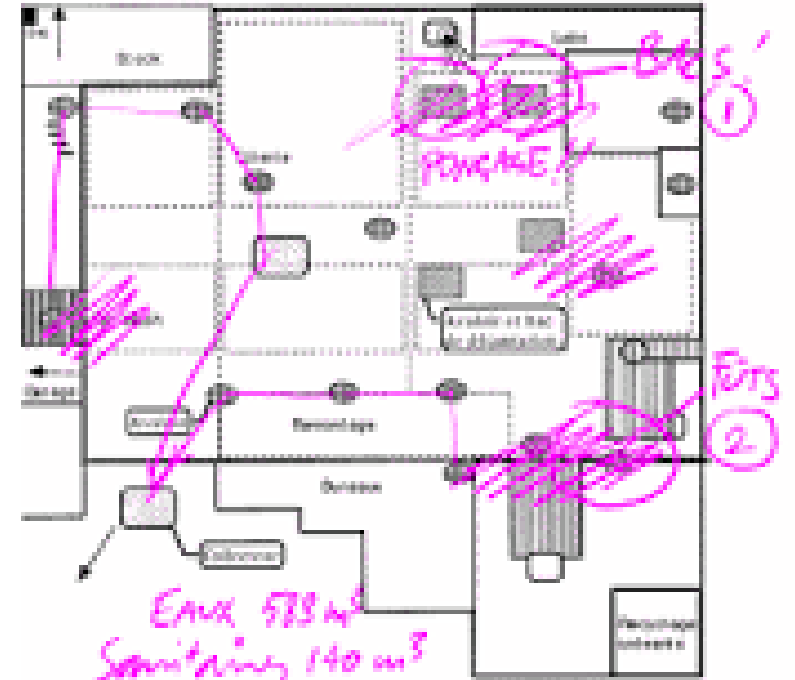
**Time frame and targets**

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

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

Costs \_\_\_\_\_ €      Benefits of measures \_\_\_\_\_ €      Total Number of actions \_\_\_\_\_

Done by + signature.....      date \_\_\_\_\_      Next Update \_\_\_\_\_



- A FAIRE
- PIERRE A** :- VIDER LA FOSSE  
 - SONDER SAC DECORATION  
 → 6.96
  - CHRISTOPH M.** - FERMER FETS  
 - DEPLACER MUR  
 HYDRAULIQUE  
IMMEDIAT!

**Session III:**  
 Applying tools  
 to integrate  
 sustainable  
 development  
 goals into  
 schools/organis  
 ations and  
 society

## Session III:

Applying tools  
to integrate  
sustainable  
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goals into  
schools/organisations and  
society

## Practicing Eco-mapping

### GROUP WORK

- Divide in 5 groups
- Each group will be provided with a simplified Eco-mapping template
- Read instructions and if you have questions please write them in the chat box and the trainer will reply
- You have 15 minutes and the time starts now!

## **Session III:**

Applying tools  
to integrate  
sustainable  
development  
goals into  
schools/organis  
ations and  
society

## **Practicing Eco-mapping**

### **GROUP WORK**

- Each group selects a representative to present the challenges of eco-mapping exercise.
- Each representative has 2 minutes for the presentation.
- The trainer summarizes feedback/advices/reply for the challenges



## Session III:

Applying tools to integrate sustainable development goals into schools/organizations and society

## 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 _____						

The floor is yours dear colleagues for comments questions and notes!



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 Austrian  
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Cooperation

**ERI  
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Initiative of  
South  
Eastern  
Europe

  
EQET SEE

# Thank you!



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