

# I Training structure

**Training of Trainers on “Environmental sustainability” (1h 30’)**

**Session 1: Sustainable Development, Sustainable Development Goals and Education for Sustainable Development - 20’.**

**Goals of Session 1:**

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

**Session 2 Recognising and embracing for schools to be eco-schools - 30’.**

**Goals of Session 2:**

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

**Session 3 Applying tools to integrate sustainable development goals into schools and society - 40’.**

**Goals of Session 3:**

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

## II Training matrix

The training matrix is to be used by the trainer for implementing training for trainers. It will be shared with trainees for them to rely on them for the implementation of their trainings.

| Slot  | Description  | Time | Method  | Input   | Goal | Source  | Learning outcomes  |
|---|--|------|---|---|------|---|--|
| <b>Title Sustainable Development, Sustainable Development Goals and Education for Sustainable Development - 20'</b><br><b>Goals of Session 1:</b><br>1. Introducing with general concepts of environmental sustainability and their interconnection<br>2. Understanding the logic of environmental sustainability |  |      |   |   |      |   |  |
| 1   | <b>Introduction of the trainer</b> <ul style="list-style-type: none"> <li>- Trainer profile in key words</li> <li>- Trainer experience on the topic and expertise with capacity building</li> <li>- Trainer expresses in a short sentence main expectation to be achieved through this training</li> </ul> | 1'   | <u>Free speech</u> : the trainer has prepared this short presentation in advance and inserted an associated slide in the training .ppt presentation. The trainer does not read the slide but presents him/herself as a free speech.   | Audio<br>Video projector<br>.ppt presentation | n/a  | n/a   | n/a  |
| 2   | <b>Training goals and outcome</b> <ul style="list-style-type: none"> <li>- Goals of the training</li> <li>- Outcomes from the training</li> </ul>  | 2'   | <u>Presentation</u> : The sessions of the training, goals and a kind reminder of rules and methods will be displayed in only one slide of the training .ppt. The trainer presents the information as a summary of the training and not reading through the lines. The trainer does not read the goals and outcomes here because they are detailed in separate slides, one at the beginning of each session. | Audio<br>Video projector<br>.ppt presentation | n/a  | n/a   | n/a  |
| 3   | <b>What is: Sustainable Development, Sustainable Development Goals and Education for Sustainable Development</b>   | 4'   | <u>Brain storm</u> : questions will be displayed in the video projector and participants will reply orally. The trainer will summarize the answers.   | Audio<br>Internet                             | 1,2  | Handbook on Education for sustainable development | <b>Outcomes:</b><br>Participants absorb the meaning of the three main terms used to refer to |

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|--|----|--|---|--------------------------------------|--|--|--|
| <ul style="list-style-type: none"> <li>- The trainer invites the participants to answer with one word the question: 1) <i>What is in your opinion sustainable development in one word?</i> and invites participants to share their answers in 1 minute</li> </ul>  |    |  |   | Video projector<br>.ppt presentation |  | <ul style="list-style-type: none"> <li>- how to improve environmental performance in schools pg. 6, 8, 11</li> </ul> | <p>environmental sustainability</p> <p>Participants build clear understanding of the purpose of each term and their strong connection to unfold environmental sustainability</p> |
| <ul style="list-style-type: none"> <li>- The trainer summarises the results received by identifying: <i>What is the most used word; What are the connections between answers; What are the similar words used for the different concepts; What are the most specific words to describe each concept?</i> etc.</li> </ul> | 2' |  | <p><u>Summary speech</u>: the trainer summarises the results by looking at the graphs directly during the training. He/She summarizes by keeping focus to answer the questions listed as examples in the description.</p>   |                                      |  |  |  |
| <ul style="list-style-type: none"> <li>- Trainer provides with practical definition of each concept</li> </ul>   | 3' |  | <p><u>Presentation</u>: the trainer displays the definitions in the .ppt slides and feeds the definition with connection to the previous replies from participants stressing especially similarities if any.</p>  |                                      |  |  |  |
| <ul style="list-style-type: none"> <li>- Trainer provides with the purpose of having each concept</li> </ul>   | 3' |  | <p><u>Presentation</u>: the trainer displays the purpose of each concept in the .ppt slides and feeds the definition with connection to the previous replies from participants stressing especially key important words that they used and match the purpose, if any.</p> |                                      |  |  |  |
| <ul style="list-style-type: none"> <li>- Trainer connects the dots, builds and states the logic of environmental sustainability</li> </ul>   | 5' |  | <p><u>Presentation</u>: the trainer displays the logic connection in the .ppt slides and narrate it.</p>  |                                      |  |  |  |
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**Recognising and embracing for schools to be eco-schools - 30'**

**Goals of Session2:**

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

| Slot | Description   | Time | Method   | Input  | Goal | Source   | Learning outcomes   |
|------|---|------|--|--|------|--|---|
| 1    | <p><b>Environmental themes and how to address them</b></p> <ul style="list-style-type: none"> <li>- Trainer introduces environmental themes and how to identify/select them</li> <li>- How to connect them with sustainable development goals</li> <li>- How to design green initiatives</li> </ul> | 3'   | <p><u>Presentation:</u> the trainer presents through a slide the tree diagram of environmental themes and indicates that participants can create more and more “branches” to these themes and make the themes specific and detailed.</p>   | <p>.ppt presentation<br/>Audio<br/>Video projector<br/>Internet connection</p>   | 1    | Handbook on Education for sustainable development – how to improve environmental performance in schools, <b>pg. 26, 28</b> | <p><b>Outcomes:</b><br/>Participants are able to connect environment themes with sustainable development goals</p> <p>Participants understand how to translate sustainable goals into green actions/initiatives</p> |
|      |   | 16'  | <p><u>Self-exercise:</u> the trainer has prepared the template for the exercise on “how to connect environmental themes with sustainable development goals”. The template will be explained in 1 minute and participants will be invited to work for 15 minutes on the template.</p> | <p>Exercise templates (Printed or electronically) shared in advance with participants</p> <p>Participants already separated in 5 groups (6 participants each)</p> <p>Participants have 1 laptop/table or printed templates</p> |      |  |   |

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|   |   |    |  |  |   |   |  |  |
|   |   | 4' |  | <p><u>Explanation:</u> the trainer will explain the simple steps of a green initiative in bullets in a ppt slide. The message of this presentation is to make participants understand that they are already working with green initiatives and are ready to upgrade their actions.</p> |   |   | Handbook on Education for sustainable development – how to improve environmental performance in schools, pg. 18 – 29     |  |
| 3 | <p>Steps towards eco-schools</p> <ul style="list-style-type: none"> <li>- 10 steps for eco-schools</li> <li>- Self-audit checklist</li> </ul> | 3' |  | <p><u>Presentation:</u> the trainer will explain the steps through .ppt presentation, also the self-audit checklist and invite participants to try it out when they will arrive in their schools.</p>  | .ppt presentation   | 2 | Handbook on Education for sustainable development – how to improve environmental performance in schools, pg. 16, annex 3 |  |
| 4 | <b>Wrap up – main benefits of eco-schools</b>   | 4' |  | <p><u>Presentation:</u> The trainer presents the recognised benefits of eco-schools and then invites participants to add other benefits that they think of if any.</p> <p><u>Brain storm:</u> the question for participants to provide with</p>  | <p>ppt presentation<br/>Audio<br/>Video projector<br/>Internet connection</p> | 3 |  | <p><b>Outcome:</b><br/>Participants practice to articulate the benefits of Eco-schools</p> |

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|  |  |  |  | additional benefits will be displayed in the video projector and participants will be invited to articulate their thoughts. |  |  |  |
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### Applying tools to integrate sustainable development goals into schools and society - 45'

#### Goals of Session 3:

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

| Slot | Description   | Time | Method   | Input   | Goal | Source   | Learning outcomes   |
|------|---|------|--|---|------|--|---|
| 1    | Presentation of the Eco – mapping                       | 10'  | <u>Template explanation:</u> The trainer introduces with the concept of eco-mapping; why it is important and useful and what are the elements of the eco-mapping template. The trainer provides with a filled in example and ask participants if they have any question. | The Eco-mapping templates<br><br>.ppt presentation                                      | 1    | Handbook on Education for sustainable development – how to improve environmental performance in schools<br><br>annex 2, pg.28<br>fig.8 | <b>Outcomes:</b><br>Participants get acquainted with the Eco-mapping tool to start first environmental review<br><br>Participants understand the main elements of a Green Action Plan |
| 2    | Practicing Eco-mapping Template                         | 15'  | <u>Self -practice:</u> The trainer invites participants to open the template and do self-practicing - selecting an environmental theme for their eco-map and try to fill in the template   | Templates of Eco-Mapping<br>Flipcharts to draw the eco-mapping<br>Markers, pencils etc. | 1    |  |   |
| 3    | Open discussions to boost understanding of the template | 10'  | <u>Open discussion:</u> the trainer invites participants to ask their questions, remarks and comments regarding the template in order to facilitate its understanding.   | Audio<br>Video projector<br>Internet connection   | 1    |  |   |

