

I Training structure

Training of Trainers on “Environmental sustainability” (2h)

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 - 50’.

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 - 50’.

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
Title 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							
1	Introduction of the trainer <ul style="list-style-type: none"> - Trainer profile in key words - Trainer experience on the topic and expertise with capacity building - Trainer expresses in a short sentence main expectation to be achieved through this training 	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.	Video projector .ppt presentation, slide 1	n/a	n/a	n/a
2	Training goals, methods and outcomes <ul style="list-style-type: none"> - Goals of the training - Outcomes from the training 	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.	Video projector .ppt presentation, slides 2	n/a	n/a	n/a
3	What is: Sustainable Development, Sustainable Development Goals and Education for Sustainable Development	5'	<u>Brain storm via discussions</u> : the trainer will ask one question to warm up the participants and will write in a flipchart the most	Flipcharts and question already written by the trainer in advance.	1,2	Handbook on Education for sustainable development	Outcomes: Participants absorb the meaning of the three main

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<ul style="list-style-type: none"> - The trainer invites the participants to answer with one word, if possible, the questions: 1) <i>What is sustainable development to you?</i> 		<p>identifying and interesting words from their replies. The question will be displayed in the flipchart which the trainer has written in advance.</p>	<p>Audio Internet Video projector .ppt presentation, slides 4, 5, 6, 7, 8</p>	<p>– how to improve environmental performance in schools pg. 6, 8, 11</p>	<p>terms used to refer to 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"> - The trainer summarises the results received by identifying: <i>What is the most used word; What are the connections between answers; What are the most specific words to describe each concept?</i> etc. 	2'	<p><u>Summary speech</u>: the trainer summarises the results by looking at words in the flipchart. He/She summarizes by keeping focus to answer the questions listed as examples in the description.</p>			
<ul style="list-style-type: none"> - Trainer provides with practical definition of each concept 	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"> - Trainer provides with the purpose of having each concept 	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"> - Trainer connects the dots, builds and states the logic of environmental sustainability 	4'	<p><u>Presentation</u>: the trainer displays the logic connection in the .ppt slides and narrate it.</p>			
<p>Recognising and embracing for schools to be eco-schools – 50'</p>					

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	Environmental themes and how to address them <ul style="list-style-type: none"> - Trainer introduces environmental themes and how to identify/select them - How to connect them with sustainable development goals - How to design green initiatives 	3'	<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.	.ppt presentation Audio Video projector, SLIDES 9, 10, 11, 12 Internet connection	1	Handbook on Education for sustainable development – how to improve environmental performance in schools, pg. 26, 28	Outcomes: Participants are able to connect environment themes with sustainable development goals Participants understand how to translate sustainable goals into green actions/initiatives
		27'	<u>Group-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 2 minute and participants will be invited to work in groups for 10 minutes on the template and 15 minutes for plenary discussions.	ppt. slides 13,14 Exercise templates (Printed) shared in advance with participants Participants already separated in 5 groups (6 participants each – depending on total number of participants) Participants have 1 printed template			

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Commented [IŽ7]: You cannot rely on this. Division of people will depend on room size, seating and language restrictions we will discuss this on spot

Commented [EM8R7]: CONSIDERING THAT I WILL BE HOLDING MY PRESENTATION AFTER RIDVAN, I THOUGHT THAT PARTICIPANTS WILL HAVE GONE AT LEAST ONE INTO GROUP DIVISION AND THEY WILL KNOW THEY GROUPS. IF NOT, DIVIDING THEM AT THE MOMENT OF THE TRAINING IS STILL OK.

		2'	<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.			Handbook on Education for sustainable development – how to improve environmental performance in schools, pg. 18 – 29
		5'	<u>Experience sharing through big group group-discussion:</u> the trainer will ask participants to share their experiences on their green initiatives. The purpose of this experience sharing is to demonstrate and articulate their initiatives, to hear each other and to build trust in them that indeed all of them have concluded the started point of a green school.			
3	Steps towards eco-organisations <ul style="list-style-type: none"> - Steps for eco-schools - Self-audit checklist 	9'	<u>Presentation:</u> the trainer will explain the steps and the concept of the whole school approach through .ppt presentation, also the self-audit checklist and will invite participants to try it out when they will arrive in their schools. For the purpose of the training, we will do an exercise and check one of the principles all together.	.ppt presentation, slides 15, 16, 17 Printed checklists	2	Handbook on Education for sustainable development – how to improve environmental performance in schools, pg. 16, annex 3
4	Wrap up – main benefits of eco-schools	4'	<u>Presentation:</u> The trainer presents the recognised benefits of eco-schools and then invites participants	.ppt presentation, slides 18, 19	3	Outcome:

			<p>to add other benefits that they think of if any.</p> <p><u>Brain storm via interactive polls:</u> the question for participants to provide with additional benefits will be displayed in the video projector and participants will write their answers via their mobiles. The answers will be elaborated in real time and will show in the screen as graphic visuals. <i>Mentimeter</i> is the platform that allows performance of this exercise fast and without losing content. We will use Mentimeter word cloud for the purpose of this exercise.</p>	<p>Mentimeter poll questions already designed by the trainer, put in mentimeter and ready to be answered.</p> <p>Mentimeter platform accessible and tested from all participants in advance in the training venue.</p>			Participants practice to articulate the benefits of Eco-schools

Applying tools to integrate sustainable development goals into organisations and society - 50'

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'	<p><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</p>	<p>The Eco-mapping templates</p> <p>.ppt presentation, slides 20, 21, 22</p>	1	Handbook on Education for sustainable development – how to improve	<p>Outcomes:</p> <p>Participants get acquainted with the Eco-mapping tool to start first environmental review</p>

			example and ask participants if they have any question.			environmental performance in schools annex 2, pg.28 fig.8	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	.ppt presentation, slides 23, 24 Templates of Eco-Mapping (Printed) Flipcharts to draw the eco-mapping Markers, pencils etc.	1		
3	Open discussions to boost understanding of the template	15'	<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 Video projector	1		
4	Presentation of the Green Action Plan	5	<u>Presentation</u> : The trainer introduces the template and all its elements for a good green action plan and connects it with eco mapping exercise.	.ppt presentation, slides 25 Green Action Plan template	2		
5	How motivated are you to support schools to be eco-schools?	5	<u>Brain storm via interactive polls</u> : the question will be displayed in mentimeter for participants to provide with their votes in a scale from 1 to 5. The question will be displayed in the video projector and participants will write their answers via their mobiles. The answers will be elaborated in real time and will show in the screen as graphic visuals. <i>Mentimeter</i> is the platform that allows performance of this	.ppt presentation, slides 26 Mentimeter poll questions already designed by the trainer, put in mentimeter and ready to be answered. Mentimeter platform accessible and tested from all participants in			

			exercise fast and without losing content. We will use Mentimeter word cloud for the purpose of this exercise.	advance in the training venue.			
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