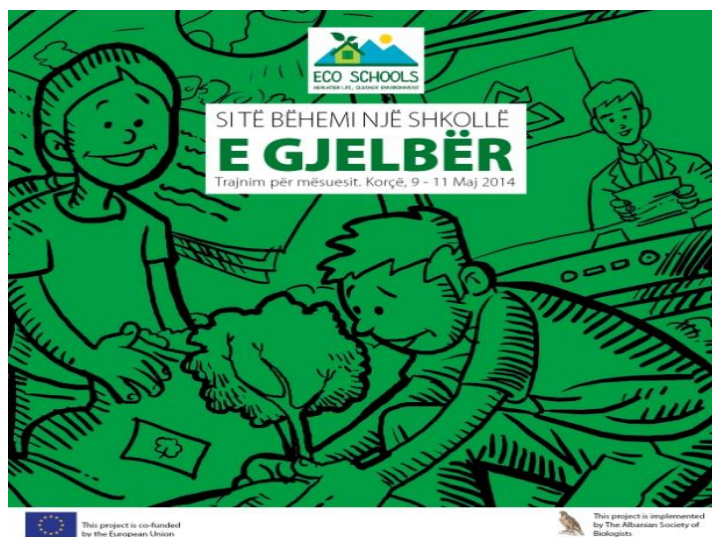


- **Curricular framework for training of teachers' of primary schools of Korca and Pogradec region**

“How to become a green school”



Work methodology

The main characteristics of this training module shall:

- Be easy to understand and use
- Have integrity and coherence among its parts
- Be focused on feedback and supporting material
- Be suitable for a professional audience of adults
- Have compliancy between module programmes and training framework
- Ensure guidance and support also on work continuation after training conclusion
- Guarantee support with structural material which help setting up work for creation of green school with step by step logic

It is necessary that the curricular framework of this training is being built taking into account an effective structure, which also consider elements such as:

- General objective to be achieved from training
- Background of participants to be trained

- Learning results, including what each of the trainees is capable of doing and knowing according to training steps up to its conclusion.
- Purpose of training methods like intensive sessions of face to face debate, session of information provision and also guidance for obtaining references and online material.
- Training methodology, consisting on presentation of case studies and working groups. All training activity is accompanied by theoretical and practical sessions, including discussions and exercises on solving concrete situations.

The program of this training is intended to build up competencies of trainees in order to enable them to effectively guide and organize an array of activities in the frame of setting and implementing short and long term strategies at schools for their “conversion” into green schools.

The creation of a professional component for integration of theoretical information with innovative ideas and activities towards reaching objective of creation of green schools.

It provides an opportunity to set up and develop capacities and knowledge of community of teachers as guiders of teaching process and in the field of extra-school curricula as important tools to build correct attitudes and social and environmental behavior.

It also enables development of analytic and planning capacities as basics for exploring, preparation for future and capacity building for influencing policy & decision making on environment.

The curricular framework of this training includes also the preparation of an assessment questionnaire where achieved results should be highlighted.

At the conclusion of training, an attendance certificate shall be issued.

Training objectives

-Main objective of this training is the support of teachers of primary schools of Korca and Pogradec region with the necessary information and experience to assist their wider school communities in the process of their becoming “green schools”.

-Building of competences for the use of training material in the strategic process of setting and functioning of green school; for this goal, this curricula framework is being built based on need analysis and status of group of teachers, in accordance with requirements and adapted to the targeted audience.

-The trainees should obtain at training conclusion a sustainable improvement of knowledge and competences in elements like “greening” a school, strategic planning, identification and problem solving, as well as environmental decision-making at schools.

-Building of cooperation networking and creation of green alliances in the region through awareness campaigns and activities.

Training activities

Training activities shall be provided through a mixed technique which includes both traditional methods as well as those interactive in adaption to background, need and cultural level of focal group. In the frame of “face to face” training sessions, two levels of teaching methods shall be used: 1. Lectures for a large group accompanied by practical examples or working by small groups, and 2. Information on small groups for more technical and practical issues which require a higher concentration and a more effective participation. Such method could be further classified in “structured practice” exercise with the presence and assistance of trainer”; working cases-“ learning more through application on specific aspects and scenarios”; learning through assisted application- “ apply actively the know-how obtained from this learning course”.

Expected results

The training course is expected to provide an intensive series of lectures, practical activities and case studies on ‘how to become a green school’. At the end of the course participants should be able:

- To make use of services provided from the webpage produced by Biologists of Albania and Environmental Macedonia Organization (OXO) based on their specific needs and their strategic capabilities.
- To ensure an operational integration of elements provided from training, in their daily work with school communities in order to successfully build the supporting structure in a green school.
- To communicate appreciation and understanding of the cross-border cooperation platform realized in the frame of this project, thus helping and assisting on its spreading in their school communities and more.

Need analysis of focal group

The need analysis of focal group constitutes the basis for building training modules content. A number of identified environmental issues necessary for the strategic development of green schools, which belong to all members of the focal group,

complete the base of theoretical and practical information of this training modules. In order to fulfill all the needs of the focal group, the training material shall be prepared in advance. Before the starting of training, the opinion and expectation of participants shall be collected; this would allow that training modules were prepared in accordance with their specific needs. All the relevant information is ultimately tailored to the experience of focal group and its expectations. Supporting material together with training agenda, are distributed before the training start.

Participants shall be selected based on the school needs and their basic requirements. The training module is designed to fit with three potential groups: 1. School administrators; 2. Teachers; 3. Local managers of Regional Educational Department (DAR). They should have the requested education in one field of science which is closer to environmental knowledge; this would facilitate their participation and divulgation of knowledge afterwards; they must also be active and motivated, having expressed their will to take part and be committed in the future.

Training modules are designed to be useful and understood from the whole school community.

Group of trainers

Trainers shall be selected based on needs and modules. For specific modules shall be requested the support of experts from the scientific and university institutions. Trainers must be able to train in groups, must be also familiar with modern teaching techniques and environmental issues.

Modules

Training structure

The training objective is to provide school community representatives with theoretical and practical knowledge on short and long-term strategy for creation of green school.

Agenda

All modules are accompanied by a specific agenda, which should include the points below:

- Welcome
- Presentation of modules, description of goals and objectives of each session
- Presentation of trainers and participants
- Development of sessions (a specific table should describe the starting time, finishing time and breaks foreseen for each session), of theoretical and practical forms as per relevant subject.

- Discussion and progressive assessments
- Assessment questionnaire
- Achievement of objectives and fulfillment of participants' expectations.

Module design

After the assessment of curricula, the module programs are being built in compliance with the needs and capacities of participants. The level of participants shall also define the final level of content of modules and material to be distributed to training participants.

Fields of training to be covered shall be:

1. Creation of green schools

Each field shall include information about:

- Principles upon which a green school is built
- Steps to 'convert' a school into a green one
- Process how to build an ECO-club/ECO-Board and their functions
- Techniques how to motivate students and teachers to become an active part in the process of creating a green school

Material included in this module may include the following:

Green Schools Initiative tries to integrate efforts to reduce schools' ecological footprints, make school environments healthier, and get the whole community thinking about solutions to the problems we face. The efforts cover everything from the school maintenance and gardens to environmentally friendly attitude and teaching curricula. Green schools empower kids to make a difference, and teach them environmental and health values that will stay with them for life.

Principles of a green school are:

1. School as a healthy environment (without toxic elements, pesticides, clean water, etc)
2. A green and healthy environment (clean facilities, green yards, healthy plants)
3. Sustainable use of natural resources (water, energy)
4. **R**educe; **R**euse; **R**ecycle
5. Teach, learn, engage (environmental education at school, students participation in greening actions, informing the community).

Why a green school?

More and more of us are realizing that our future depends on protecting the health and wellbeing of our children and the planet. To do so we must educate new generations of citizens with the skills to solve the global environmental problems we face. How can we have a green future or a green economy without green schools?

Greener school environments can improve children's health and learning. They can act as nursery for growing new generations full of values which might enable with its efforts the improvement of environmental situation of the planet. These schools influence directly the improvement of student's health and their school results, but yet, there is just a few of them around.

Schools use pesticides with neurological and reproductive toxins, which are dangerous to both children and adults.

Poor indoor air quality and nutrition at school are linked to soaring asthma and childhood obesity rates.

Schools consume enormous quantities of paper and energy, produce tons of waste and carbon emissions, and rarely purchase environmentally-friendly products.

Green schools are reality and not science fiction, they are nurseries of knowledge and development; this is quite evident at the saving of natural resources like water and energy on which they think of developing management plans.

Green schools improve teaching results: now is scientifically proven that school students with either hands-on experience in a school garden or an environmental education curriculum score higher on math, science, and language arts tests, behave better in class, and have better attitudes about school compared with control groups without such programs.

Green schools help its students become good global citizens: it enables them to effectively use all the necessary tools to ensure a sustainable development, respect environment and its balances.

They must include examples on green schools throughout the world, on strategies they pursued and principles they have implemented. For more information, you may check the link below:

<http://www.eco-schools.org.uk/gettingstarted/casestudies>

2. Analysis of environmental assessment of schools

Such analysis should include theoretical and practical material about the assessment of environmental situation at schools in 3 main directions:

- Water management
- Energy management

- Waste management

For each of the fields above, issues like general theoretical knowledge, analysis of questionnaires for each field, and measures to be taken in order to improve situation, must be included.

The theoretical part must be attached to practical section by means of group exercises on concrete steps to be undertaken by each school in order to improve the situation.

3. How to build the ‘Green Code’ of your school

This module must deal with theoretical part of the building process of “Green Code” of schools; who are the members and organizers of environmental structures of each school ECO-club, ECO-board, which are responsible for developing and implementing of strategies and activities for “converting” a school into a green school.

Concrete examples must also be provided.

Rules for building a green code are shown below:

“Green Code”, rules

The Green Code should be created with the participation of all students, teachers’ staff and other school employees along with the plan of activities and curricula. Everybody should feel being part of the process with its contribution, thus making it easier to implement with more commitment.

It is not a list of comments, but an engagement to encourage a friendly behavior towards environment and life.

Each sentence should describe an action, which all school community should perform and support.

The Green Code must be placed in a spot visible to everyone.

It could be enriched each time there is need to address new problems and commitments.

Green Code is specific for each school.

Green Code must become public not only to other schools, but also to press and local authorities.

4. Preparation of strategic plans for a green school

This module includes theoretical information on:

- Strategic planning
- Useful tools for planning
- Project-proposal writing

Teaching activity should be lecturing accompanied by examples, discussions and work in groups.

5. Monitoring the “greening” process of schools

The content of this module shares with participants monitoring techniques, indicators of achieving results and how to measure them. In order to enable participants in this process, work should be arranged in small groups which then, come up with presentations of their concrete progress monitoring scheme.

6. Divuligation of information

This module elaborates on divulgation information methods both inside and outside group; it also deals with working methods with community, media and local authorities. This part of the curricula must be shaped as an open discussion, guided by the trainer; its final product will be a list with methods for spreading the information.

Training materials

Training materials shall include training manual, documents from project’s website along with the training programme. Together with the module, other specific material like working sheets, might be distributed. Part of the training shall also be a structured presentation in Power Point.

Evaluation plan and success indicators

This task includes definition of evaluation criteria and success indicators. For this purpose an evaluation questionnaire with multiple choices should be prepared. The evaluation takes place by the end of training session. Written evaluation shall be followed open discussions in group.

The principal training material shall be based on products below:

- Manual of Green School prepared by Biologists of Albania and OXO from Macedonia.
- Green Package prepared by REC
- Green School strategy:
<http://www.ecoschools.org.uk/gettingstarted/casestudies>