



COURSE DESCRIPTION

Environmental Sustainability And Education

Put ecological, carbon and water footprints side by side, decide which one your own school should tackle first, and leave with one local action you can start alone.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Five UNESCO action areas, three footprints side by side, one local action you can start alone. This week gives you UNESCO's Education for Sustainable Development framework and a comparison method — ecological, carbon and water footprints, side by side — built for your own school.

- **Monday** — you present your own school and are introduced to the five priority action areas; policy frames the week, the other four take a day each.
- **Tuesday** — you compare the ecological, carbon and water footprints, and decide which is worth tackling first.
- **Wednesday** — you design one way your school's space or timetable could carry a footprint number forward.
- **Thursday** — you build an activity where students calculate and then explain their footprint to another class.
- **Friday** — you scope one realistic local action for your own school, sized to what one teacher can actually start.

You go home with a side-by-side footprint comparison shaped around your own students, and one local action you can start alone. There's nothing to calculate or measure in advance — everything needed is provided during the course.

02 Course description

You already teach sustainability, whether it's officially on the syllabus or not — it turns up in science, in geography, sometimes even in a language class. What most teachers were never given is training in how to teach it well, rather than just being handed one more module to bolt on.

UNESCO's Education for Sustainable Development framework sets out five priority action areas — advancing policy, transforming learning environments, building the capacity of educators, empowering and mobilising youth, and accelerating local-level action. From Day 2 this week works through four of them in turn. Advancing policy is introduced

on Day 1 as the context the other four sit in, and building educator capacity, the framework's own stated gap, runs underneath all of them as the method.

The method is comparative measurement: participants work across the three footprints that make sustainability countable for students — ecological, carbon and water — not to master any one in depth, but to learn how to put them side by side and decide, for a specific school, which is worth tackling first. Each participant opens by presenting their own school, so the comparison they run and the activity they design by the end are built for their actual students, not a generic template.

The aim is not a teacher who can recite what the three footprints mean, but one who knows which of them to start with in their own classroom.

Building and running the physical technology — a solar panel, a wind-turbine simulation, a compost bin — is the subject of *Green Energy, Clean Future*; setting up a pupil Eco-Committee and a whole-school action plan belongs to *Sustainable Education: Climate Change and Eco-Schools*; a deep, single-subject dive into personal carbon footprint and curriculum-building is *Teaching Climate Change: From the Green Deal to Your Carbon Footprint*; and the waste stream itself is *Zero Waste Schools: From Prevention to the Bin*. This week stays one level up: comparing footprints against each other, not building or running any one of them.

03 Learning outcomes

- 01 Explain UNESCO's Education for Sustainable Development framework and its five priority action areas.
- 02 Compare a school's ecological, carbon and water footprints and judge which is worth tackling first.
- 03 Design classroom activities that build students' footprint awareness and put students in the position of explaining it to others.
- 04 Scope one realistic, individually-startable local action for your own school based on that comparison.

04 Methodology

Comparative Measurement	Interactive sessions build the skill of putting the three footprints side by side and judging which matters most for a specific school, rather than treating each in isolation.
Real Case Examples	Real examples of schools using a measured footprint as an ongoing classroom or building routine show what's possible before you design your own.
Classroom-Ready Activities	Practical activities and strategies are designed around your own students and your own school, using estimates worked out during the course from what you already know — no data needs to be collected beforehand.

05 Daily programme

Day 1

Foundations of Environmental Sustainability

- **Icebreaker:** each participant names one thing they already teach that touches sustainability without being labelled as such, and the room maps how much of the syllabus this really covers
- Introduction and goal-setting with participating teachers
- Presentations of participants' schools

- **UNESCO's Education for Sustainable Development framework:** advancing policy, transforming learning environments, building educators' own capacity, empowering and mobilising youth, and accelerating local-level action — advancing policy as the context for the week, and the other four worked through one a day from Day 2
 - Pedagogical approaches for environmental education
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Day 2

Ecological, Carbon and Water Footprints — Building Educator Capacity

- **Warm-up:** in pairs, guess which of the three footprints — ecological, carbon or water — your partner's household would score worst on, then compare notes
 - Ecological, carbon and water footprint concepts, with classroom activities to teach them
 - **Comparing the three side by side:** which one is worth a school's limited time first, and why the answer differs by school
 - Sustainable consumption and production, and how to raise student awareness
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Day 3

Transforming Learning Environments

- Turning footprint data into something the classroom and the building actually use: a running wall display, a termly re-measurement, a number that shows up in more than one subject
 - Case examples of schools that made a single measured number part of how a space or a routine works, not just a one-off poster
 - **Workshop:** designing one way your own school's space or timetable could carry a footprint number forward after this week
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Day 4

Empowering and Mobilising Youth

- Turning a footprint result into something students present to their own peers, not just receive from a teacher
 - **Practical formats for pupil-led sustainability communication:** a short talk, a display, a peer-taught lesson slice
 - Designing your own in-class activity where students calculate, then explain their footprint to another class
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Day 5

Accelerating Local-Level Action, Evaluation and Certification

- Each participant scopes one realistic local-level action for their own school — sized to what one teacher can actually start, not an institutional programme — based on the week's footprint comparison
- **Peer feedback:** another participant checks whether the action is actually startable by one person
- **Course evaluation:** discussion and reflection on acquired competencies, feedback and course content
- Issuance of the Certificate of Attendance

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- Ecological, carbon and water footprint calculators, used across the week's comparison activities
- UNESCO's Education for Sustainable Development roadmap, referenced throughout the week (publicly available from unesco.org)

07 How to prepare

- Bring your own school to mind rather than data about it — the presentation on Day 1 is informal, and there's nothing to calculate or measure in advance. Everything needed for the footprint comparisons is provided during the course.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The Erasmus+ Programme Guide names environment and climate action as a horizontal priority, stating that Erasmus+ is "a key instrument for building the knowledge, skills, and attitudes on climate change and supporting sustainable development within the European Union and beyond" (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 9).

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

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COURSE PAGE

erasmusmobilityacademy.com/courses/environmental-sustainability

ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.