SustainEU

European Sustainability Expert Course

Work Package 4 – Train-the-trainer CPD Programme

- MODULE 1 -

Elaborated by: ISQ

Module 1: *Introduction to Sustainability Concepts and Trends*

Module 1:	Introduction to Sustainability Concepts and Trends
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Country:	Portugal
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Module Overview

This module prepares VET educators, trainers, mentors and adult learning professionals to introduce sustainability concepts confidently and inclusively. Participants explore the key sustainability frameworks and current trends shaping the European VET landscape, and practise transforming sustainability content into short, learner-centred teaching activities using SUSTAIN-EU materials.
The module addresses ethical and inclusive approaches to presenting sustainability to diverse learner groups, laying the practical foundation for all subsequent modules in the CPD programme. By the end of the module, participants will be able to explain core sustainability concepts, connect them to real labour-market needs, and design a short teaching activity.

Module Learning Outcomes	
LO1/ K2	Describe sustainability concepts, trends, and frameworks relevant to the VET context
LO2/ K8	Summarise accessibility, inclusivity, data-protection, and ethical requirements in online teaching and assessment
LO3/ S1	Design and deliver short learning sessions using SUSTAIN-EU templates, resources, and quality standards
LO4/ AR5	Promote accessibility and inclusion in digital learning and facilitate reflective practice among learners

Module Content	
Topic 1	What is Sustainability? - The three pillars (environmental, social, economic), the UN Sustainable Development Goals (SDGs), and the Triple Bottom Line model
Topic 2	Key Sustainability Trends - The European Green Deal, Greenhouse-gases, circular economy, green economy, the digital transition
Topic 3	Sustainability Frameworks for VET - GreenComp, DigComp, LifeComp

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Face-to-Face Training Session

This module must include 3 hours of face-to-face training.

Session Structure

Time	Activity	Method	Materials/resources
0–30 min	Welcome, module overview and learning outcomes	Presentation / discussion	PPT slides
30–75 min	Core content input sustainability concepts, key trends, and frameworks for VET	Presentation / examples	PPT slides
75–105 min	Practical activity: design a 5-minute teaching activity on one sustainability concept	Group work (3-4 person)	lesson plan template, activity worksheet
105–160 min	Mini-presentations and peer feedback: each group presents their activity to the others	Micro-teaching / peer feedback	Structured feedback sheet
160–180 min	Reflection, feedback and briefing on the SDL task	Group reflection	Reflection questions, SDL task brief

Teaching Methods

Tick the methods used in this module.

☒	Presentation
☐	Demonstration
☒	Group discussion
☐	Case study
☒	Practical exercise (group activity)
☒	Micro-teaching (mini presentations)
☒	Peer feedback

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☒	Reflection activity
☐	Other: [Insert]

Self-Directed Learning

Each module must include **1 hour of self-directed learning**.

The self-directed activity should not be only reading. It should lead to a small practical output that supports the trainer's portfolio or prepares participants for teaching practice.

SDL Activity Description

Field	Partner input
Title of SDL activity	My Sustainability Learning Activity
Duration	1 hour
Instructions for participants	Design a short learning activity tailored to your own professional VET context, through which your learners can understand and apply one sustainability concept. To do so, reflect on your training environment and briefly outline: ▪ The sustainability concept you want learners to grasp (e.g. energy efficiency, circular economy, carbon footprint). ▪ The learning activity you would propose (e.g. discussion, case analysis, practical task, problem-based scenario), explaining what learners will do. ▪ A connection to a real or local context, ensuring relevance to your learners' field or sector. ▪ How you will ensure inclusivity, considering different learner needs, backgrounds, or levels of prior knowledge. The activity should be simple, practical, and directly usable in your teaching practice, helping learners not only understand the concept but also relate it to their professional reality.
Expected output	A short description of a tailored learning activity (approx. 150–200 words) designed for the trainer's own VET context, in

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	which learners engage with and apply one sustainability concept. The output should include: ▪ a clear outline of the activity (what learners will do), ▪ a connection to a relevant real-world or sector-specific context and an indication of how inclusivity will be ensured. ▪ The activity should be practical, ready to implement, and support learners in understanding and applying sustainability concepts within their professional reality.
Link to Trainer Portfolio	It provides evidence of the trainer's ability to explain sustainability content clearly and apply inclusive teaching principles (LOs: K2, S1, AR5)
Materials/resources needed	ESE Course.

Assessment and Trainer Portfolio

Assessment Methods Used in This Module

Select:		Short description:
☐	**Quiz**	
☒	**Practical task**	Participants design a short sustainability teaching activity during group work.
☒	**Micro-teaching**	Each group presents their activity to the others in a short mini presentation (5 minutes), simulating real delivery to VET learners
☒	**Peer feedback**	Structured feedback provided and received during the micro-teaching round
☒	**Trainer portfolio (Mandatory)**	SDL output (teaching prompt) submitted as the first portfolio contribution

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Trainer Portfolio (Mandatory)

The Trainer Portfolio is a **mandatory assessment component** as it provides evidence of participants' ability to apply pedagogical, digital, and facilitation competences in real teaching practice.

Trainer Porfolio output
Lesson plan: The lesson plan is designed during the group work activity and constitutes the core pedagogical evidence for Module 1. Working in groups of 3–4, participants select one sustainability concept and structure a short 5-minute teaching session using a simple facilitator-provided template. The completed lesson plan must include: a clear learning objective, a plain language definition of the concept, one real-world or sectoral example, a key question for learner engagement, and an inclusion note. This piece directly evidences K2- the trainer's ability to describe sustainability concepts and frameworks in a VET context- and S1- the ability to design a short learning session using SUSTAIN-EU materials and quality standards. **Mini teaching activity:** The micro-teaching is the delivery of the lesson plan to peers. Each group presents their sustainability session in approximately 5 minutes, simulating real delivery to VET learners. This piece evidence S1 at the level of actual practice, not just design, requiring the trainer to communicate a sustainability concept clearly, use an appropriate example, and engage the group. It complements the lesson plan by showing the trainer's ability to move from planning to delivery.

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