UNEP

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Trainer's Kit

Eco-labelling: What it is and how to do it

UNEP/EC Project 'Enabling developing countries
to seize eco-label opportunities – Capacity building and technical assistance for industries and governments in developing economies'

inWent
Capacity Building International
Germany

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In cooperation with InWEnt

One World

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Foreword

This trainer's kit is part of the training handbook 'Eco-labelling: what it is and how to do it' contains all the necessary information needed to understand the concept of eco-labelling, and more specifically, the institutional and operational setup of the European Eco-label. The handbook addresses issues such as:

- Why and how eco-labels can contribute to environmental efficiency;
- How the eco-label is applied to product groups at hand in the project;
- The technological requirements needed to obtain the EU Flower certification;
- The successful marketing of products once eco-label certification obtained; and
- The role of government and civil society organisations in promoting and increasing the effectiveness of eco-labels.

The handbook is specifically designed for industry, government and other stakeholders interested not only in improving their understanding on these issues, but also to be able to prepare and deliver similar trainings in their own countries, adapted to the specifics and context of their own situations.

The training handbook is the result of the fruitful work completed by a team of international experts who cooperated under the auspices of the UNEP/EC project "Enabling developing countries to seize the eco-labelling opportunities". The idea of the project has emerged from the strong interest and realization of the need for a comprehensive economy-wide drive towards sustainability of natural capital, the decoupling of economic activity from negative environmental impacts through resource efficiency, and sustainable consumption and production approaches.

Eco-labels are market-based instruments that are actually gaining more support at the policy level, such as the compulsory introduction of eco-labels in France for motor vehicles (June 2009) and homes (from July 2009), and are becoming increasingly more attractive for businesses. The recent move of the world's largest retailer, Wal-Mart, to label its suppliers based on the environmental and social impacts of each of their products, is another significant sign of the relevance of this handbook for businesses worldwide.

The Sustainable Consumption and Production Branch of the UNEP Division of Technology, Industry and Economics, has contributed to the knowledge and experience on the constantly evolving concept of SCP and integrated resource management. InWEnt is a capacity-building institution with over 20 years of experience in training specialists from developing countries in environmental management. Together with their combined expertise, the two organisations are demonstrating through this hands-on project how the eco-label can contribute to sustainable development in emerging and developing economies.

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1 Introduction

1.1 Overview

About this Trainer's Kit

This Trainer's Kit is a resource to help national experts to deliver training courses to transfer capacity on eco-labelling to industry and government representatives in their home countries.

About the Training Courses

The training courses are part of a project to enable developing countries to seize opportunities from eco-labelling.

The training courses are for industry representatives in the textile, footwear, television and pulp and paper sectors and government representatives in six target countries (China, India, Kenya, South Africa, Brazil and Mexico).

Each course is to be delivered by national experts who have attended a train-the-trainers workshop in Bonn in September 2009.

Overall Objective

The overall objectives of the training courses to be delivered by the trained national experts are to:

- improve understanding of the concept of eco-labelling, its rationale, policy and operational set-up and key factors for its effectiveness on the example of the EU eco-label
- enable stakeholders in the target countries to assess the technical adaptation required by industries to meet eco-label criteria for textile, footwear, pulp/paper and television
- assist companies in the target countries to handle the application process for European Union (EU) flower eco-label certification and successfully market such products
- assist government representatives in the target countries to promote eco-labels with specific supporting policies.

1.2 About the Project

The Project

Enabling Developing Countries to Seize Eco-label Opportunities is a project being implemented by United National Environmental Programme (UNEP), InWEnt- Capacity Building International (InWEnt) and other partner organisations.

The UNEP division involved is The Sustainable Consumption and Production Branch of the Division of Technology, Industry and Economics (UNEP/DTIE).

Project Objectives

The overall objective of the project is to increase the environmental efficiency of key export products and related industrial processes in target countries

More specifically, it aims at increasing the number of products from target countries eco-labelled with the EU Eco-label, eco-label selected for this project, in domestic, European and global markets.

By the end of the project, it is expected to have on the ground results including a number of export products awarded with an EU Eco-label or other European countries eco-label or in the process of being so.

Product groups identified by local partners are **textiles** (India and South Africa), **footwear** (Mexico and Kenya), **paper** (Brazil) and **televisions** (China).

Moreover, the project aims at developing a roadmap in the direction of mutual recognition between eco-labelling schemes and increasing the cooperation among developed and developing countries. This should contribute to increasing reliability of eco-labels as a marketing instrument and support efforts towards the simplification of the 'eco-labelling universe', which will eventually benefit both producers and consumers.

Project Sponsors

The project is co-funded by the European Commission and the Federal Ministry for Economic Cooperation and Development (Germany).

Project Components

The project comprises 5 stages:

- Background studies
- Capacity building (the current stage)
- Technical assistance
- Roadmap for mutual recognition of eco-labelling schemes
- Disseminating project results.

Project Timetable

The project duration is 4 years and it is expected to end in May 2011.

Train the Trainer Workshop

The training of trainers' workshop is a key activity of the project that sets the stage for capacity-building and the technical assistance phase.

The purpose of the training is to improve understanding of the eco-labelling concept in general and more specifically build knowledge about technological requirements needed to meet the UE eco-labelling requirements and skills on handling the application process to obtain the certification of the EU Flower. The training is designed for industry and government representatives of the project target countries (China, India, Kenya, South Africa, Brazil and Mexico).

The training and its training package are designed specifically to assist national experts to design and run a training programme aimed at providing solid understanding of the eco-labelling concept in general and specifics of the European Eco-label. Following the training of trainers, national experts will in turn train national stakeholders, assess the technical adaptation required by industries to meet the eco-label criteria and assist the companies to handle the application process for the EU flower certification. Moreover, they will help the government representatives promote eco-labels with specific supporting policies.

1.3 About the Training Courses

Audience

The training is designed for company decision-makers, industrial designers, marketing coordinators of textile, footwear, TV and pulp and paper industries, government decision-makers dealing with sustainable consumption and production issues and civil society and consumer organisations tracking progress of sustainable consumption policies.

Training Content

The training is divided into four core modules:

- **A** - Introduction: Environmental information systems and other labelling systems. The strengths of Type I eco-labels. Norms, standards, labelling relevant to eco-labelling (i.e. ISO, carbon foot printing and labelling). The EU Eco-label in the framework of the SCP Action Plan: the scheme, the actors, the procedures

- **B** - The EU Eco-label: the criteria of the product group and their technological requirements; the application process. The EU Eco-label: tests, assessment and verification required of the product group; roles and interaction with laboratories and audit procedures.
- **C** - Marketing of eco-labelling products; and
- **D** - The role of Government and Consumers organisations in promoting eco-labelled products through other tools and policies.

Training Outcomes

After attending training delivered by the trained national experts, stakeholders in the target countries will:

- understand the technical adaptation required by industries to meet the eco-label criteria
- be able assist companies to handle the application process for the EU flower certification
- understand how governments can promote eco-labels with specific supporting policies.

1.4 Contents of this Package

What is in the Trainer's Kit

This Trainer's Kit includes:

- some information and guidance about organizing and delivering effective training;
- information and guidance on delivering each training module of the Train-the-Trainers workshop;
- copies of the PowerPoint presentations used to present the training modules at the Train-the-Trainers workshop.

The PowerPoint presentations that form part of this Kit are in two formats. Appended to the Kit are "pdf" versions that present each slide with explanatory notes that can be used by the trainers when presenting future training courses. Electronic copies of the PowerPoint presentations are also provided. These can be adapted as required by the trainers for each training course they plan to deliver.

Other Resources

There are two other resources available for the trained trainers:

- the Training Manual from the Train-the-Trainers workshop in Bonn in September 2009;
- the introductory reading material provided for the Bonn Train-the-Trainers workshop.

The Training Manual includes the course notes for all of the training modules and resource materials used as part of the training modules.

The trainers will have hard and electronic copies of these resources and will be able to adapt these to develop participant training manuals that are appropriate for the courses they will deliver in the trainers' home countries.

2 Organising an Effective Training Activity

2.1 Introduction

Overview

This section of the Trainer's Kit provides some information and guidance about:

- training experts and adults
- how to start planning for a training course
- planning the training
- delivering the training and
- evaluating the training.

2.2 Training Basics

Training Adults and Experts

Adults and experts bring a wide range and depth of prior knowledge and professional, social and practical experience to a training program or course. They will acquire new knowledge and skills based on their own previous knowledge and experience. It is important to recognize and provide for this when designing and delivering training. Some important things to consider include:

- how to relate the training to, or to begin the training with, something the training participants already know
- how to show the participants that the training is relevant to them
- how "ready" the participants are for the training (do they have sufficient skills and see a need to learn)
- how to provide opportunities for participants to participate and share their knowledge and experience and
- how to provide opportunities for active hands-on exercises with real-life scenarios.

Training Principles

The following seven principles for training are adapted from material contained in an InWEnt publication "*Didactic Principles: Fundamental understandings of didactics and its implications for the work of InWEnt*" published in September 2006 and available from InWEnt.

Participation: The learning process should be considered to be an equal partnership between the tutors and students. The training should be a joint project and its success is the responsibility of all.

Variety: The choice of learning formats and methods depends on the objectives of the training, the target participants, content of the training and underlying conditions. Formats and methods should be selected to address the different levels of "head, heart and hand".

Practical Orientation: The focus should be placed on the practical application of the acquired knowledge and skills with a view to improving the participants' competency in life and work situations.

Participant Orientation: Training should be oriented to the prior knowledge, moral concepts, needs and interests of the participants.

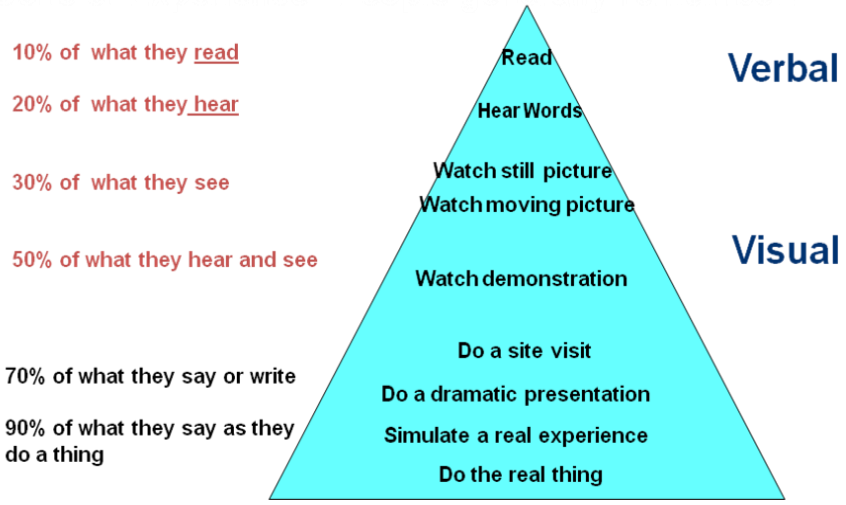
Tolerance: Trainers and students should be open to each individual's different experience and needs. Mutual respect and unbiased acknowledgement of differences is important.

Transparency: Communications should be open and transparent.

Joined-up Thinking: Systematic vision required to grasp and understand complex problems and joined-up thinking should be promoted through inter-disciplinary methods and content of training.

Hands-on Practical Participation is Important

People generally remember:



2.3 How to Start a Training Activity

Setting Objectives

Planning a training course begins with setting the objectives. The training materials available to the national experts will allow a range of objectives to be achieved. These could include any or all of the following:

- helping industry or other stakeholders to understand the technical adaptation required by industries to meet the eco-label criteria
- helping industry stakeholders to handle the application process for the EU flower certification
- helping stakeholders to understand how governments and civil society organisations can promote eco-labels with specific supporting policies
- raising general awareness about eco-labelling.

In planning the training, the trainer should determine the objectives that are appropriate for a particular training activity or event.

Audience

The audience for the training course will depend on the objectives set. A wide range of participants may be an appropriate audience for a training course focussed on raising general awareness or which has a wide scope of objectives.

For a course with objectives of helping industry, the audience would more likely be made up of industry representatives (experienced technical, operational and marketing people) and representatives of technical organisations that support industry (for example relevant industry research agencies or testing laboratories).

For a course with objectives focussed on how governments can promote eco-labels, government, non government organisation and some industry participants are likely to make up the appropriate audience.

Timing

Timing for scheduling a training course should consider the expected participants' needs.

There may be times of the year that are difficult for some industries to make people available for training, for example, at end of financial year, due to seasonal operations or to avoid school or other holiday periods.

Similarly, there may be some times in the year when it is most convenient to schedule training, for example, to coincide with an industry conference.

Location

The location for a training course should also reflect the expected participants' needs. For a course whose participants are expected to be mainly from government or non government organisations, a location in a capital city, convenient for government delegates would be appropriate.

For a training course whose participants are expected to be from one main industry, a location that is convenient for these delegates would be appropriate. This may be in a regional centre, close to the industry's location.

Overall Approach

The overall approach to the trianing should be a practical and applied orientation with active involvement of the participants. This means that content should be used and adapted to maximise practical exercises and where possible, real-life, local case studies.

Partner Organisations

The training course may be delivered with the assistance of partner organisations in the trainer's home country. Partner organisations may bring technical and/or logistical support to the training.

2.4 Planning the Training

2.4.1 Course Design

Introduction

Each training course should be designed to meet the needs and expectations of the participants and to meet the overall objectives that have been set.

There are four steps to designing a course:

- training needs assessment
- setting learning objectives
- designing the schedule
- adjusting the training materials.

Training Needs Assessment

A basic training needs assessment should be completed. This should involve clearly defining the target group to understand the level and nature of expertise, knowledge and experience the participants can be expected to have. Some telephone conversations with some of the participants or their employers could also be used to gain a picture of what the participants' needs and expectations will be for the training.

Setting Learning Objectives

The needs and expectations of the participants in the training should be formulated into specific learning objectives. These should set out which needs are to be addressed in the training and include describing what the participants will have learned after completing the training.

Learning objectives should be set for each module that is to be delivered.

Designing the Schedule or Programme

Based on the learning objectives, a schedule for the training should be designed. This should set out which topics are to be covered, the training methods to be used for each topic and the timing (an overall programme and duration for each topic).

Adjusting the Training Materials

The national experts who have completed the Train-the-Trainers workshop in Bonn will have the resource materials provided in this Trainer's Kit and in the Training Handbook. These can be adjusted as required for each training course that is planned.

Additional Materials

Some additional materials may be needed to adapt the training to local needs and expectations. This may include some local case studies or examples (such as lists of local laboratories, examples of local laboratory test reports etc).

2.4.2 Logistics

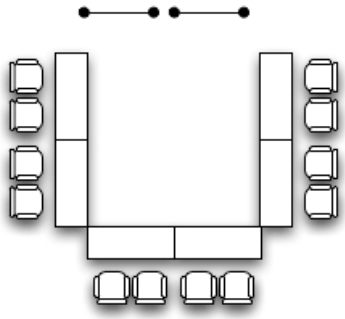
Venue

Selecting the most appropriate venue is important for a successful training course. The approach recommended for this training is for a high level of interaction and involvement of the participants, with discussion, groups work and case studies.

A venue that has the opportunity for the training room to be set up for whole group and small group work is desirable.

The diagrams below show two options for venue layout suitable for training in a large group.

Training Room Set up



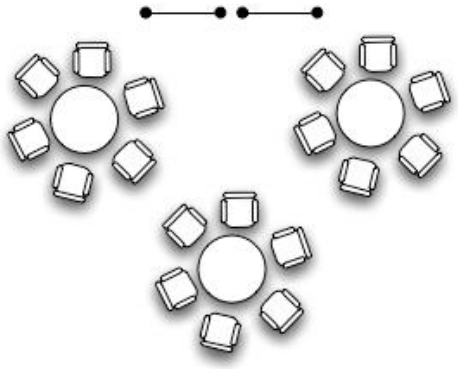
U-shape - with tables - training

U-shape - problem solving and training

The diagram opposite shows a venue layout that is suitable to break-out sessions when small group work is to be completed.

This may be achieved in separate break-out rooms or by having areas within the main training room that can be used by small groups.

If it is possible to do this without re-arranging furniture, the transitions between large group and small group work can be faster and less disruptive.



Workshop and small groups

Distraction and Access

Venues should also be selected to ensure the participants are not distracted during the training. This may mean that a venue away from their usual office or place of work may be preferable.

Selecting a venue that it is easy for the participants to get to will also be important, for example, near to public transport or with appropriate parking.

Number and Mix of Attendees

The appropriate number and mix of attendees at a training course will be influenced by the objectives set for the course.

An upper limit of around 25 people is most likely to be appropriate for a course that is to involve a high level of group work and participant involvement. For a course with objectives focussed on awareness raising and using mostly whole group discussion approaches to participant involvement, a higher number of attendees may be possible.

The appropriate audience for the training, as was discussed earlier, will be determined by the objectives of the course. The mix of attendees on any particular course should also consider the type of group work that is planned. If the course delivery is to include group work of an interdisciplinary nature the mix of attendees will need to ensure that the relevant disciplines can be present in each group.

Facilitators and Trainers

It is important to have appropriate and competent trainers and facilitators for the training course. A national expert who has completed the Train-the-Trainers workshop in Bonn should be able to plan and deliver the training and identify what support they may require from other trainers or facilitators.

Depending on the particular objectives for the training course, more than one national expert may be required to present different material. If the training group is large, some additional support from facilitators may be needed to ensure small group work is completed effectively.

Guest Speakers / Case Studies

The Train-the-Trainers workshop in Bonn included some input from industry guest speakers presenting information on case studies. This approach may also be appropriate for training in the trainer's home countries.

If guest speakers are to be used, the trainer will need to identify appropriate speakers and ensure they are well briefed on the training course objectives, the participants and what is required of them as guest speakers.

Programme

A number of logistical matters need to be considered when developing the programme for the training, including:

- how and when participants can arrive at the venue (including public transport timetables, travel times and distances)
- how long training sessions and the training day should be to ensure participants remain able to concentrate and participate
- what time should be allowed for breaks to ensure participants have sufficient time to eat, drink, stretch their legs and check messages etc (without allowing too much time for them to be distracted from the course)
- allowing flexibility for exercise work to be completed by groups that may work at different rates.

Equipment / Resources

A range of equipment and resources will be needed for the training course. Making a comprehensive list is an important and useful tool. Remember to include:

- equipment and resources needed before the training (course notes, participant lists and contact details)
- equipment that will need to be hired
- equipment and resources that will need to be purchased (name tags, flipcharts etc)
- visual aids or materials needed for exercises or case studies.

Budget

The budget for the training should cover all the costs. The list below is a guide to help prepare a budget for the training:

- trainers or facilitators' fees
- hire of the venue
- hire of equipment (projectors, whiteboards etc)
- training materials (flipcharts, pens, name, course notes)
- meals and accommodation
- transport costs
- fees/compensation for resource people (for example administration for registration, booking venues, liaison with caterers, equipment providers and participants).

2.4.3 Recruiting and Selecting Delegates

Identifying Potential Delegates

The range of potential delegates for a training course will depend on the objectives set for the course. An initial target list or description of the targeted audience should be prepared as part of the initial planning for the training course.

Promotion and Advertising

The most effective promotion or advertising for a training course will depend on who the target audience is.

If the target audience for a particular course is industry specific, direct marketing approaches can be used. This could include advertising in industry newsletters or personal invitations.

If a wider audience is being targeted, more widespread promotion and advertising may be appropriate, for example using local or business papers and bulletin services.

Working with the Project Partner Organisations

Project partner organisations can help to identify and recruit delegates for the training. These organisations may have membership lists, newsletters and extensive networks of contacts. Partner organisations may also be able to help identify the most appropriate individuals from their membership to attend training.

It will be important to work with partner organisations at the early stages of planning a training activity to get their input on objectives, location, timing as all of these arrangements will have an impact on recruitment.

2.5 Delivering the Training

2.5.1 Suggestions for Getting Started

Introduction

An introduction is important at the start of the training course. It is important to:

- get to know the participants and to give them an opportunity to get to know each other
- make participants feel comfortable in the training group
- clarify organisation issues and
- give participants an overview of the training objectives, content and structure.

Setting the Scene

At the start of the training, it is important to provide the participants with some overview information to set the scene for the training. This should include some information about:

- the objectives of the training
- who the organisations and people are involved in providing the training
- how the training fits into any wider project or programme
- the overall programme for the training.

Icebreakers

Using an icebreaker as part of the introduction can help set the tone for the whole training course. It can get participants involved right from the start, demonstrating that the knowledge, skills and experience they bring to the training will be respected and built upon.

Icebreakers need to be designed to suit the training group. Different approaches will be appropriate for groups where the participants know each other well than for groups with participants who have never met.

Example Icebreaker from Train-the-Trainer

In the Train-the-Trainer workshop, an icebreaker exercise was used to:

- introduce participants
- focus the participants on eco-labelling
- get participants in a frame of mind to benefit from Train-the-Trainer workshop.
- The exercise required participants to:
- obtain information from another participant so they could introduce that participant to the group
- obtain some information from another participant about their views on eco-labelling to help identify some key and/or common expected benefits and challenges
- think about the processes they use to obtain information for the purpose of passing it on to others

The exercise finished with a set of questions for the participants to ask themselves throughout the Train-the-Trainer training.

Checking Comfort

The introduction session should also cover basic housekeeping and ensure participants are comfortable.

The trainer should ensure the participants are aware of:

- any emergency procedures and the location of exits
- the location of facilities (toilets, break out rooms, break and lunch areas).

The trainer should also confirm participants are comfortable and able to participate, including:

- levels of light
- room temperature
- that everyone can see and hear
- that mobile phones are turned off.

Outcomes

At the end of the introduction, participants should:

- be acquainted with the trainer and each other
- know the training's objectives and schedule and
- be clear about how far the training will meet their needs and expectations.

2.5.2 Suggestions for Effective Communication

Lectures & Slide Shows - Structure

Lectures and PowerPoint slide shows are primarily a one-way communication from the trainer to the participant. The PowerPoint and lecture should have five stages:

- **Introduction** – explaining the aim, learning objectives, overview of material and programme

- **Presentation** – the main information presented
- **Clarification** – the trainer may ask participants if they have questions or may pose some questions to test if the participants have understood the material
- **Closure** – summarising the main points

Lecture Tips

- Don't just read from your notes while presenting
- Encourage participation by asking questions and inviting comments
- Break up the lecture if possible with other activities such as exercises, brainstorming
- Keep track of time and don't let sessions over-run
- Draw shy people into the discussions (without embarrassing them)
- Try and remember and use participants names

Demonstrations

Practical demonstrations can be effective ways of showing how information should be used or applied. Demonstrations that might be useful for training on the EU Eco-label could include for example:

- how a product is assembled/disassembled
- what a product is made of and how it is made or used
- how to complete a calculation required by a criterion
- what a laboratory test report or complete declaration looks like and how to determine if it meets the requirements.

Visual and Other Aids

A range of visual aids can be used for training. Charts, diagrams and posters can be used to show process steps or to present data. Videos, audios, photographs and direct live internet accessed sites could all be used. Cheat (answer) sheets and handouts can also be useful during a training course.

Where visual or other aids are used they should be:

- easy to see
- easy to navigate
- quick to scan
- accurate
- relevant
- clear
- complete (in relation to the task or point being illustrated).

It is important that any aids do not distract and make a positive contribution to meeting the learning objectives.

Discussion & Question Sessions

Question and discussion sessions can be very effective means to involve participants, capturing their relevant knowledge and experience; and to test if participants have understood the material that has been presented.

A range of different types of questions can be used to start discussions, encourage participation as well as to ensure the discussions remain focussed and constructive.

Some examples are:

- open questions: - What do you think about..? How would you have…?
- closed questions: - So should we be covering X or Y?
- reflective questions: - So you believe that…?
- observations: - It seems to me that what you are suggesting is…?
- summarising: - In summary….
- paraphrasing: - In other words…
- elaboration: - Can you expand on that..?
- examples: - Can you give an example of…?

It is important to be clear about the purpose of a question and discussion session to keep it focussed and about timeframes. There should be sufficient time for participants to think, respond and interact. It is also important to keep to timetables and programme.

2.5.3 Suggestions for Effective Group Work and Exercises

Group Mix & Size

The appropriate group mix and size for small group work will depend on the nature of the task set for the group work. When planning group work the trainer should consider what mix of people, skills, knowledge and experience is needed to successfully complete the exercise. From some exercises a mix of different people is required, while for others it might be appropriate to be working in specialist groups. The size of the group should also be planned so that all can participate.

Using Case Studies

Case studies can be used as the focus for group work. They provide an opportunity to put theoretical information in a real-life context and to develop and test ideas and solutions.

There are four main steps to follow when using case studies:

- introduce the case study – ask delegates to read the details individually
- analyze the case study – in small group or individually, prompt questions can help
- discussion – in small groups
- closing – summarize the solutions and key learning points.

It is important that the trainer is clear about the purpose and expected outcomes from the case study and familiar with the details of the case study.

Practical Exercises

Practical exercises, like case studies provide important opportunities for learning by doing. A range of different types of exercises can be set for small groups. It is important that:

- the purpose of the exercise is clear and relevant
- the resources needed to do the exercise are available
- the group is well briefed and understands the outcomes that are expected
- the group is able to complete the exercise in the time and with the resources provided

- there is feedback and summary of key points at the end of the exercise.

Keeping Groups Focussed

Groups can easily become distracted or diverted from the tasks they are set. Some techniques to help groups stay focussed include:

- ensuring the group is well briefed on their task and expected outcomes
- identifying a member of the group to be responsible for reporting the outcome
- monitoring group progress and intervening if needed to direct the group to the relevant resources, remind them of the task, suggest steps or methods they may use to resolve issues and keep the group aware of time keeping.

Managing Feedback from Group Work

Feedback from group work is important to ensure the learning outcomes from an exercise have been met and to reinforce key points. Trainers should consider if feedback is most effectively delivered in the individual small groups or in plenary sessions. There are pluses and minuses for each approach.

Feedback in small groups can be very specific and detailed, while feedback in a larger group (particularly if a number of small groups are reporting) will normally be more general and can also be very time consuming. Feedback in plenary does have the advantage of sharing learning across the whole group.

Dealing with Problems

A number of different types of problems can occur in training courses. Equipment can fail, timeframes can have been misjudged, errors can be discovered in materials and there can be a range of people problems.

The most important approach to dealing with problems that do arise is to respond to them quickly and openly. If you have made a mistake as a trainer, admit to it and look to find a positive solution. Remember the participation and partnership principle for training and, if appropriate, involve the participants in solving the problem, for example – “does anyone know how to change the bulb in this overhead projector?” Appropriate humour can also be helpful.

Where people problems arise it is important to remember the training principle of tolerance and to respect differences. Reorganising small groups may be a way of avoiding personality clashes and ensuring teams can work effectively together.

Brainstorming

Brainstorming is often used as a tool in group work. It is a useful tool to generate ideas and find different ways to solve a problem. To be effective, participants in brainstorming need to suspend judgement and focus on capturing, rather than debating or analyzing ideas. Sufficient time needs to be allowed for participants to come up with ideas.

After brainstorming, other tools can be used to further investigate, evaluate and work with the ideas generated.

2.5.4 Housekeeping during Training

Participant Comfort

During the course the trainer should ensure that the participants remain comfortable and able to continue to concentrate and be actively involved.

Some things to monitor and check include changes in:

- room temperature and ventilation over the course of the day

- light conditions (for example glare from the sun and changes in natural lighting levels)
- noise levels (these may be affected by others' use of the venue or activities occurring near the venue).

Managing Equipment & Resources

The trainer needs to ensure equipment and resources needed during the training are available and working when they are needed and in the location they are needed. Some technical or administrative support may be required to move and check equipment and to check other resources are available or restocked, if required.

Breaks

Breaks are important during the training course to ensure participants remain comfortable and able to concentrate.

Scheduled breaks should be included in the programme so participants know when food and drinks will be available and when they have opportunities to check messages and perhaps take a little exercise.

During the training the trainer should monitor the level of participants' attention and interest. If necessary, impromptu mini breaks should be used to restore comfort and the ability to concentrate, for example, having participants stand up or move around.

Managing Distractions

During the course there may be external or internal distractions for the participants.

Many potential external distractions can be managed by selecting an appropriate venue where noise and other external activities that may distract can be avoided or managed (for example, being able to close doors, windows or blinds).

The most common internal distractions tend to be associated with participants receiving and wanting to respond to messages, particularly if they have not been able to delegate their normal work responsibilities.

Some simple protocols or "rules" can help to minimise these distractions:

- ask all participants to turn off mobile phones during the course
- encourage participants to use break times to check and respond to messages
- be disciplined about start time after breaks and make sure participants know start times will be observed.

2.6 Evaluating the Training

Feedback During the Training

Gathering feedback during training is important to ensure the training is being delivered effectively and is meeting the course objectives and participants needs.

Feedback may be gathered from observation (noticing people are distracted, bored, enthusiastic, actively participating etc) or may be specifically sought. Participants can be asked for specific feedback for example:

- About comfort – Is the room temperature right? Can you see/hear.?
- About what they have understood – Would you like me to go over that again? Do you have any questions?

- About pace, detail and delivery – Am I covering this too quickly? Is there more detail you want...or detail you don't want? Is the time for discussion and questions right?

Responding to In-course Feedback

It is important to respond to feedback. Adjustments can be made to ensure participants are comfortable and able to concentrate and participate.

Trainers should also adjust their presentations and delivery, where possible, better to meet the needs of the participants.

Feedback should be welcomed and participants thanked for providing it. Remembering again the training principle of participation and partnership.

End of Course Feedback

A formal feedback form is a good tool to collect feedback at the end of a training course. These can be completed before the participants leave or be sent in after the training course.

Designing a form that prompts for relevant and useful feedback is important. It is also important that the form is inviting and easy for the participants to complete, providing opportunities for simple tick box feedback as well as for participants to provide more general comments.

A form was used to obtain feedback from the Train-the-Trainer workshop. This form could be used as a model or starting point for designing an appropriate form for national training courses.

Longer-term Evaluation

Longer term, the training should be evaluated to determine if it has been effective. This involves evaluating its success in meeting the training objectives.

Key questions to ask are:

- Did the participants learn what was planned they learn?
- Have the participants been able to successfully apply what they have learned?
- Has the training and its outcomes helped deliver wider objectives (in this case the wider objectives of the project to Enable Developing Countries to Seize Eco-label Opportunities).

This evaluation needs to be completed some time after the training has been delivered.

3 Module A: Introduction to Eco-labelling and the EU Eco-label

3.1 Introduction

Background

This module presents information about the concept of eco-labelling and its supporting philosophy, principles, standards and life-cycle approach. It provides detailed information about the EU eco-label scheme and how this scheme is related to EU environmental policy. Information on how to establish new eco-label schemes is also covered.

Objectives

Participants will:

- become familiar with the concept, philosophy and principles of eco-labelling
- understand type I eco-labels and the relevant International Organisation for Standardization (ISO) standards
- know about the main eco-labels world-wide and in particular in Europe
- understand the life-cycle-approach to eco-labelling
- understand the EU eco-label scheme
- understand the relationship between the EU eco-label scheme and European Union policy, including the EU Sustainable Consumption and Production Action Plan
- understand how to establish new eco-label schemes.

Duration

The module is designed to take one day to present.

3.2 Resources

Training Notes

Training notes for this module are part of the Train-the-Trainers Handbook. These provide comprehensive information and are presented in a format that should allow course participants to absorb information in “chunks” associated with some key words (presented in the left hand column of the notes). This presentation should also help participants to locate relevant information quickly when they return to their course notes.

The training notes have been provided in hard copy and in electronic format. They can be adapted as required by the national trainers in the context of their home countries needs.

Resource Materials

The training notes are supported with a number of resource documents that are referenced or used during the delivery of the training module. In the electronic copy of the training notes, these are identified in red text. Copies of some of these these documents are included as hard copies in the Training Handbook and all are provided as electronic files.

The resource materials of this module include:

- Communication from the EC on Sustainable Consumption and Production and Sustainable Industrial Policy, 2008 (Resource 1)

- the Regulation of July 2000 on a revised Community eco-label award scheme (Resource 2)*
- a flow chart of the EU Eco-label criteria setting process (Resource 3)*
- the Commission Decision on the standard contract on terms for use of the Community eco-label (Resource 4)
- the Commission Decisions on fees, 2000 and 2003 (Resources 5 and 6)
- the Commission Decision establishing the EU Eco-labelling Board and its rules of procedure (Resource 7)
- the Commission Decision establishing the rules of procedure of the Consultation Forum of the revised Community eco-label scheme (Resource 8)
- Trade as an Environmental Policy Tool? Environment as Trade Policy Tool? GEN 2003 (Resource 9).

The resource materials marked with * are provided as hard copies in the Training Handbook Resource Materials.

PowerPoint Presentation

A PowerPoint presentation covering all of the material included in this module is included as a hard copy in the appendices to this Trainer's Kit. This is presented in a notes page format, showing each presentation slide with accompanying explanatory notes.

The PowerPoint presentation has been prepared to closely follow the materials in the training notes so that course participants can follow the presentation, see the more detailed material in the training notes and highlight text or make notes as the presentation progresses.

The explanatory notes closely follow the detail of information in the training notes. In some places the explanatory notes include prompts for the trainer to use or refer to reference materials.

An electronic copy of the PowerPoint presentation has also been provided so the national trainer can use and/or adapt this as needed for the training they provide in their home countries.

Training Notes

Training notes for this module are part of the Train-the-Trainers Handbook. These provide comprehensive information and are presented in a format that should allow course participants to absorb information in "chunks" associated with some key words (presented in the left hand column of the notes). This presentation should also help participants to locate relevant information quickly when they return to their course notes.

The training notes have been provided in hard copy and in electronic format. They can be adapted as required by the national trainers in the context of their home countries needs.

3.3 Details of the Module

Main Sections in the Module

This module is structured in six main sections:

- Environmental information systems and the theory of eco-labelling
- Standards and eco-labelling

- EU policy landscape on sustainable consumption and production and the EU eco-label
- EU eco-label
- Mutual recognition and collaboration
- Designing and launching new eco-labels

Environmental Information Systems and the Theory of Eco-labelling

This section covers:

- environmental information systems
- life cycle assessment and eco-labels
- the theory of Type I eco-labels.

The section is presented as a lecture session with one trainer-led exercise.

Standards and Eco-labelling

This section covers:

- types of standards and labels
- the main elements of type I eco-label programmes.

The section is presented as a lecture session with one trainer-led exercise.

EU Policy Landscape on Sustainable Consumption and Production and the EU Eco-label

The section covers:

- introduction information on the European Union
- key EU strategies and policy frameworks
- thematic strategies and policies
- Europe's way towards a SCP policy approach
- The EU Action Plan on SCP.

The section is presented as a lecture session.

The EU Eco-label

This section covers:

- the development of the EU eco-label
- the legal status and institutional setting of the EU eco-label
- the status of implementation of the EU eco-label
- the outlook towards the new regulation for the EU eco-label.

The section is presented as a lecture session.

Mutual Recognition and Collaboration

This section covers:

- eco-labelling and trade
- existing collaboration between Type I eco-labels

The section is presented as a lecture session.

Designing and Launching New Eco-labels

This section covers:

- an overview
- taking stock
- laying the foundation
- designing the programme
- developing a business plan
- implementing the programme

The section is presented as a lecture session.

3.4 Time Allocation

Suggested Times for Each Part of the Module

Environmental information systems and the theory of eco-labelling	1 hour
Standards and eco-labelling	45 minutes
EU policy landscape on SCP and the EU eco-label	1 hour 45 minutes
EU eco-label	1 hour 15 minutes
Mutual recognition and collaboration	45 minutes
Designing and launching new eco-labels	45 minutes
Note: this time allocation does not include the exercise to develop a training approach	

4 Module B1: Textiles

4.1 Introduction

Background

This module presents detailed information for participants about the EU eco-label criteria for textiles, the related legislation and about how to apply for a licence for textile products to use the EU Flower logo.

Objectives

Participants will:

- Learn about the EU Eco-label criteria for Textiles and verification method required
- Learn how to prepare and submit an application for an EU Eco-label
- Become familiar with the application process and how to obtain information about people and references to provide support
- Learn about collaboration possibilities with existing eco-labelling schemes and national certification/audit agencies that can facilitate the application process
- Be able to adapt and replicate the training and provide technical and practical support to industry applicants.

Duration

The module is designed to take one day to present.

At the Train-the-Trainer workshop in Bonn, this included an exercise for trainers to develop their own approach to training and a session at the end of the day with industry speakers and case studies.

4.2 Resources

Training Notes

Training notes for this module are part of the Train-the-Trainers Handbook. These provide comprehensive information and are presented in a format that should allow course participants to absorb information in “chunks” associated with some key words (presented in the left hand column of the notes). This presentation should also help participants to locate relevant information quickly when they return to their course notes.

The training notes have been provided in hard copy and in electronic format. They can be adapted as required by the national trainers in the context of their home countries needs.

Resource Materials

The training notes are supported with a number of resource documents that are referenced or used during the delivery of the training module. In the training notes, these are identified in red text. Copies of these documents are provided as electronic files in the Module B1 Resource Materials. Some are also included as hard copies in the Training Manual.

The resource materials of this module include:

- the 2002 Commission Decision setting out EU eco-label criteria for textiles (Resource 1)*
- the Commission Decisions prolonging the Textile criteria (Resources 2 and 3)*

- the User Manual and Application Pack for the EU eco-label for textiles (Resource 4)*
- the Danish checklist for control visits for textile eco-label applications (Resource 5)
- a checklist for eco-label applications (Resource 6)
- the 2009 Commission Decision setting out revised EU eco-label criteria for textiles (Resource 7)*
- declaration form from a supplier without a licence (Resource 8)
- application form for changes as part of the process for manufacture of eco-labelled textiles (Resource 9)
- REACH obligations for article producers (Resource 10)

The resource materials marked with * are provided as hard copies in the Training Handbook Resource Materials. All othe resource materials have been provided as electronic files.

PowerPoint Presentation

A PowerPoint presentation covering all of the material included in this module is included as a hard copy in the appendices to this Trainer's Kit. This is presented in a notes page format, showing each presentation slide with accompanying explanatory notes.

The PowerPoint presentation has been prepared to closely follow the materials in the training notes so that course participants can follow the presentation, see the more detailed material in the training notes and highlight text or make notes as the presentation progresses.

The explanatory notes closely follow the detail of information in the training notes. In some places the explanatory notes include prompts for the trainer to use or refer to reference materials.

An electronic copy of the PowerPoint presentation has also been provided so the national trainer can use and/or adapt this as needed for the training they provide in their home countries.

4.3 Details of Module

Main Sections in the Module

The module is structured in seven main sections:

- Introduction
- The EU eco-label criteria for textiles
- Making an application for an EU eco-label
- EU legislation relevant to textiles
- Finding potential eco-label applicants
- Success stories
- Developing a training approach

Introduction

This section covers the following:

- the learning objectives and programme for the module

- relevant documents for textiles and the EU eco-label website
- the application process for an EU eco-label
- the development of the EU eco-label criteria for textiles and details of the product group for textiles.

The section is presented in a lecture session incorporating:

- introducing and familiarizing participants with resource materials
- a practical demonstration of how to find information on the EU eco-label website
- a practical demonstration of the life time of criteria documents.

Instructions on the demonstrations are provided in section 4.5 below.

EU Eco-label Criteria for Textiles

This section is divided into three parts:

- criteria on fibres
- criteria on processes and chemicals
- criteria on fitness for purpose.

Detailed information is presented on the criteria and the assessment criteria. For some criteria additional comments are provided, including about the differences between the 2002 and 2009 criteria documents.

The section is presented as a lecture with many question/discussion, examples and mini-exercises.

Making an Application for an EU Eco-label

This section is based around exercise work for a fictitious company. The training notes in the Handbook introduce the company and set out a number of questions and tasks to be completed. Instructions for running the exercise are provided in section 4.5 below.

EU Legislation Relevant to Textiles

This section covers REACH and other EU regulatory instruments. It is designed to be presented in a lecture format, providing references and links to more detailed information.

Finding Potential Eco-label Applicants

This is a short section within the module. It provides some guidance on a simple set of steps to identify and acquire potential companies who could apply for an EU eco-label for their products. The section is designed to be presented in a lecture format.

Success Stories

This a brief section in the module providing some examples of successful companies with eco-labels for their textile products. It is designed to be presented as a short lecture and at the Train-the-Trainers workshop led into a plenary session with industry representatives.

Developing a Training Approach

This section is relevant to the Train-the-Trainer workshop and may not be relevant to be replicated or adapted for training in the national experts‘ home counties.

The section is based around an exercise to get participants to begin thinking and planning how they will develop their own approach to training.

4.4 Time Allocation

Suggested Times for Each Part of the Module	Introduction: • programme/objectives • relevant documents • EU webpage	30 minutes
	Introduction (continued): • Application and verification procedure • Overview of textile criteria development and product group	30 minutes
	Textile criteria – part one: fibres	30 minutes
	Textile criteria – part two: process and chemicals	1 hour
	Textile criteria – part three: fitness for use	45 minutes
	Exercises on making applications	2 – 2.5 hours
	EU legislation relevant to textiles	15 minutes
	Finding potential applicants	15 minutes
	Success stories	
	Note: this time allocation does not include the exercise to develop a training approach or the industry guest speakers	

4.5 Group Exercises and Demonstrations

4.5.1 Demonstration: Presentation of EU Eco-label Webpage

Equipment needed	Computer with internet access
Resources or documents needed	None - the participants have already the criteria document, the background document and the user manual / application pack.
Method	In plenum
Instructions required to get started	http://ec.europa.eu/environment/ecolabel/index_en.htm
Instructions to help the exercise progress	Clear route: Please see http://ec.europa.eu/environment/ecolabel/index_en.htm. Criteria documents, User Manual: Under “Eco-labelled products” press at “Product categories” Competent Bodies: Under “Contacts” press at “Competent Bodies” News: Please see “Latest news” at the right side of the Webpage Links to other eco-labels: Under “Useful links” press at “Other eco-labels” Please see http://ec.europa.eu/environment/ecolabel/index_en.htm and http://www.eco-label.com/default.htm.

	Licence holders: use product category “textiles” Potential customers: use Sold by “any retailer” and you will get a list of all the retailers which sell some Flower labelled products – you can also see which country it is in.
Instructions on how to complete or close the exercise	Ask if anybody has questions
Further information or resources	Please check the webpage out yourselves.

4.5.2 Demonstration of the Life Time of a Criteria Document

Equipment needed	Flip chart or white board
Resources or documents needed	The current criteria document (2002) and the two prolongations and the future criteria document (2009).
Method	In plenum
Instructions required to get started	Read the life time dates in the textile criteria documents 2002 and 2009) and the prolongations.
Instructions to help the exercise progress	Start by drawing a time line. Fill in the life time of the 1999 COMMISSION DECISION of **17 February 1999** establishing the ecological criteria for the award of the Community eco-label to textile products (1999/178/EC): Article 3: The product group definition and the criteria for the product group shall be valid for a period of **three years** from the first day of the month following the adoption of the criteria. Draw after that a prolongation till 31/12-02 (even though the decisions are no longer available). Fill in the life time of the 2002 textile criteria document (article 5): **1/6-2002** till **31/5-2007**. Fill in the new “end-date” from the first extension COMMISSION DECISION of 20 December 2007 amending Decisions 2002/231/EC, 2002/255/EC, 2002/272/EC, 2002/371/EC, 2003/200/EC and 2003/287/EC in order to prolong the validity of the ecological criteria for the award of the Community eco-label to certain products (2008/63/EC): Point 4: Commission Decision 2002/371/EC of 15 May 2002 establishing ecological criteria for the award of the Community eco-label to textile products and amending Decision 1999/178/EC (5) expires on **31 May 2008**. Fill in the new “end-date” from the second extension: COMMISSION DECISION of 15 December 2008 amending Decisions 2001/405/EC, 2002/255/EC, 2002/371/EC, 2002/740/EC, 2002/741/EC, 2005/341/EC and 2005/343/EC in order to prolong the validity of the ecological

criteria for the award of the Community eco-label to certain products (2008/962/EC):
Point 3:
Commission Decision 2002/371/EC of 15 May 2002 establishing the ecological criteria for the award of the Community eco-label to textile products (4) expires on **31 May 2009.**

According to the 2009 version of the textile criteria document article 6 point 2 the 2002 version of the textile criteria document is valid until **31/12-2009**. Extend the life line for the 2002 criteria till 31/12 2009.

Fill in the life time of the 2009 textile criteria document (Article 3):
The ecological criteria for the product group 'textile products', as well as the related assessment and verification requirements, shall be valid until **[date four years as from the date of entry into force of this decision]**
- draw here a line starting with a point from before the 2002-version ends and four years forth.

Explain about the period where two criteria documents are valid:

In the period where both criteria document are valid there are stated rules for how long time there can be applied after the old criteria in the new criteria document:
For the 2009 criteria article 7:
2. Applications for Eco-label for products falling within the product group textile products submitted after [date of notification of this Decision] but before **31 December 20**09 may be based either on the criteria set out in Decision 2002/371/EC or on the criteria set out in this Decision. Those applications shall be evaluated in accordance with the criteria on which they are based.
3. Where the Eco-label is awarded on the basis of an application evaluated according to the criteria set out in Decision 2002/371/EC, that Eco-label may be used **until [date 12 months after date of notification of this decision**].

For the use of more precise dates use the 2002 criteria as a more concrete example (article 5):
Producers of products falling within the product group 'textile products' which have already applied for the award of the eco-label before 1 June 2002 may be awarded the eco-label under the terms of Decision 1999/178/EC until **31 May 2003**.
From 1 June 2002, new applications for the award of the eco-label for the product group 'textile products' shall satisfy the criteria set out in this Decision.

Instructions on how to complete or close the exercise

Ask if anybody has questions

4.5.3 Exercise 1: Tasteful Textiles want to Sell Bed Linen with the Flower

Equipment needed

Whiteboard or Flip chart.

PC to show the solutions from – these are presented in the PowerPoint presentation immediately after the presentation slides to explain and start the exercise.

Resources or documents needed

The criteria document

The application pack / user manual

Paper and pen

Method	Work in teams: Preferable 3 in a group – but 4 is ok, too.
Instructions required to get started	The paper for the exercise needs to be presented Ask if anybody has questions to the presentation of the exercise.
Instructions to help the exercise progress	Advice on how the pursue the problem are given under the questions.
Instructions on how to complete or close the exercise	Take one question at the time and ask in plenum for their solutions. If time let different people from different groups present their answer. End each question with asking if all participants can agree with this solution/answer or if they have questions. Feed back on the flow chart: Draw it at the whiteboard / flip chart – end by showing the solution from the solution paper.
Further information or resources	None

4.5.4 Exercise Number 2: Expansion of the Flower Licence

Equipment needed	Whiteboard or Flip chart. PC to show the solutions from
Resources or documents needed	The criteria document The application pack / user manual Paper and pen
Method	Work in teams: Preferable 3 in a group – but 4 is ok, too.
Instructions required to get started	The paper for the exercise needs to be presented Ask if anybody has questions to the presentation of the exercise.
Instructions to help the exercise progress	Advice on how the pursue the problem are given under the questions.
Instructions on how to complete or close the exercise	Take one question at the time and ask in plenum for their solutions. If time let different people from different groups present their answer. End each question with asking if all participants can agree with this solution/answer or if they have questions. Feed back on the flow chart: Draw additions at the whiteboard / flip chart – end by showing the solution from the solution paper.

5 Module B2: Footwear

5.1 Introduction

Background

This module presents detailed information for participants about the EU eco-label criteria for footwear, the related legislation and about how to apply for a licence for footwear products to use the EU Flower logo.

Objectives

Participants will:

- Have mastery of Eco-label criteria for Footwear and at the same time the knowledge of the assessing test methods required
- Learn the correct way to prepare an application form in order to achieve the Eco-label
- Be able to control and verify the characteristic of the raw materials, the models and the aspects correlated to the life cycle of footwear

Duration

The module is designed to take one day to present.

At the Train-the-Trainer workshop in Bonn, this included an exercise for trainers to develop their own approach to training and a session at the end of the day with industry speakers and case studies.

5.2 Resources

Training Notes

Training notes for this module are part of the Train-the-Trainers Handbook. These provide comprehensive information and are presented in a format that should allow course participants to absorb information in “chunks” associated with some key words (presented in the left hand column of the notes). This presentation should also help participants to locate relevant information quickly when they return to their course notes.

The training notes have been provided in hard copy and in electronic format. They can be adapted as required by the national trainers in the context of their home countries needs.

Resource Materials

The training notes are supported with a number of resource documents that are referenced or used during the delivery of the training module. In the electronic copy of the training notes, these are identified in red text. Copies of these documents are included in the Training Handbook and also provided as electronic files.

The resource materials of this module include:

- a copy of the Commission Decision establishing criteria for the eco-label for footwear, 2002
- a copy of the Commission Decision establishing criteria for the eco-label for footwear, 2009
- a copy of the User’s Manual Applicable to footwear.

PowerPoint Presentation

A PowerPoint presentation covering all of the material included in this module is included as a hard copy in the appendices to this Trainer's Kit. This is presented in a notes page format, showing each presentation slide with accompanying explanatory notes.

The PowerPoint presentation has been prepared to closely follow the materials in the training notes so that course participants can follow the presentation, see the more detailed material in the training notes and highlight text or make notes as the presentation progresses.

The explanatory notes closely follow the detail of information in the training notes. In some places the explanatory notes include prompts for the trainer to use or refer to reference materials.

An electronic copy of the PowerPoint presentation has also been provided so the national trainer can use and/or adapt this as needed for the training they provide in their home countries.

Training Notes

Training notes for this module are part of the Train-the-Trainers Handbook. These provide comprehensive information and are presented in a format that should allow course participants to absorb information in "chunks" associated with some key words (presented in the left hand column of the notes). This presentation should also help participants to locate relevant information quickly when they return to their course notes.

The training notes have been provided in hard copy and in electronic format. They can be adapted as required by the national trainers in the context of their home countries needs.

5.3 Details of the Module

Main Sections in the Module

This module is structured in eight main sections

- Introduction
- EU eco-label website and key references
- Development of EU eco-label criteria for footwear and the application process
- The EU eco-label criteria for footwear
- The new Commission Decision and criteria
- Success Stories
- Exercise on the application of criteria
- Developing a Training Approach

Introduction

This is a brief section that covers:

- the learning objectives and programme for the module
- background on the EU eco-label.

The section is presented as a lecture session.

EU Eco-label Website and Key References

This is a brief section that introduces:

- the key reference documents for the EU eco-label for footwear
- the EU eco-label website.

The section is presented as a lecture session.

Development of Criteria for Footwear and the Application Process

This section is in two parts:

- the first tracks the development of the criteria for footwear
- the second covers the process for applying for an EU eco-label for footwear.

The second part includes information about the EU laws that are relevant for footwear products.

The section is presented as a lecture session.

EU Eco-label Criteria for Footwear

This section covesr the EU criteria for footwear in eleven parts:

- residue in the final product
- emissions from the production of material
- use of harmful substances
- use of volatile organic compounds
- use of PVC
- energy consumption
- electric components
- packaging of the final product
- information for users
- information on the eco-label
- parameters contributing to durability.

Details of the requirements in the criteria and where relevant additional technical information are provided.

The section is presented as a lecture session.

The New Commission Decision and Criteria

This section sets out details of the new Commission Decision and the changes this has made to criteria for footwear.

The section is presented as a lecture session.

Success Stories

This section identifies Italian companies that have footwear products with the EU eco-label and profiles one company in particular.

The section is presented as a lecture session.

Exercises

There are three practical exercises in this module:

- Exercise 1: Material for a footwear eco-label certification
- Exercise 2: VOC calculations
- Exercise 3: The informative Annex.

The basic questions for each exercise are presented in the Training Handbook and more details on how to run each exercise are provided in section 5.5 below.

Developing a Training Approach

This section is relevant to the Train-the-Trainer workshop and may not be relevant to be replicated or adapted for training in the national experts' home counties.

The section is based around an exercise to get participants to begin thinking and planning how they will develop their own approach to training.

5.4 Time Allocation

Suggested Times for Each Part of the Module

Introduction: • programme/objectives • background on EU Eco-label	15 minutes
The EU website and key reference documents	15 minutes
Development of criteria and the application process • development of the criteria for footwear • the application process	45 minutes
Criteria for footwear	1.5 hours
New Commission Decision and criteria	1.5 hours
Exercises on making applications	2 hours
Success stories	30 minutes
Note: this time allocation does not include the exercise to develop a training approach or the industry guest speakers	

5.5 Group Exercises and Demonstrations

5.5.1 Exercise 1: Material for a Footwear Eco-label Certification

Equipment needed

Whiteboard and computer.

Resources or documents needed

Decision of the Commission 231/2002/CE and 2009/563/CE

Method

Work in team. Discussion with the group

Instructions required to get started

Application of the request for materials which are to be used in the manufacturing of the Eco-label collection with particular regard to the various kind of materials

Instructions to help the exercise progress

Research of all questions can rise in using a material in footwear manufacturing in order to achieve the complete mastery of the principal questions in testing materials.

Instructions on how to complete or close the exercise	Control to cover all requirements reported in the criteria directly linked with the materials characteristic. Control step by step the various phases of the material choice. Final solution is reached when all the characteristic are determinate by group discussion.

5.5.2 Exercise 2: VOC Calculations

Equipment needed	Whiteboard, calculator and computer with internet access.
Resources or documents needed	Decision of the Commission 231/2002/CE and 2009/563/CE
Method	Work in team. Discussion with the group
Instructions required to get started	Provide the data for calculation of the VOCs based on normal use in footwear manufacturing.
Instructions to help the exercise progress	Calculation of the use of VOCs and discussion on the various questions are possible in the matter.
Instructions on how to complete or close the exercise	Calculation of the VOCs emission on model of footwear needs to take in account all the steps of footwear manufacturing and the final solution depends on the type of footwear and kind of manufacturing. The objective is the calculation with particular regard also to the kind of footwear manufacturing.
Further information or resources	Because for the VOCs emission is very important the use of chemicals, useful links is the Regulation 1907/2006/CE also knew as R.e.a.c.h. because the use of chemicals, the purchase of them and use are regulated by law. This is valid for all article used in manufacturing but in this case the use of chemicals is largely linked with compound restricted by law.

5.5.3 Exercise 3: Informative Annex

Equipment needed	Informative annex
Resources or documents needed	Whiteboard and computer.
Method	Decision of the Commission 231/2002/CE and 2009/563/CE
Instructions required to get started	Work in small team. Discussion with the group together.
Instructions to help the exercise progress	Clarify the importance of the information to give to customers.

Instructions on how to complete or close the exercise	Define the type of footwear and asking the notice to give as user information
Further information or resources	Starting from the request of the Decision of the Commission, fulfil the notice which can improve the value added in relation to the characteristic of the Eco-label footwear.

6 Module B3: Televisions

6.1 Introduction

Background

This module presents detailed information for participants about the EU eco-label criteria for televisions, the related legislation and about how to apply for a licence for televisions to use the EU Flower logo.

Objectives

Participants will:

- Receive general information about the product group definition procedure and the evolution of the television product group.
- Learn about the Eco-label criteria for televisions and the assessment and verification system.
- Learn how to prepare an application and how to compile the documentation needed to justify the fulfilment of every criterion.
- Receive information about the test methods mention into the criteria and the related European legislation.
- Become familiar with the application process for getting products awarded with the European Eco-label and the stakeholders involved.
- Participants will be informed about the available tools to promote this product group in their countries: Eco-label website, brochures and Green store.

Duration

The module is designed to take one day to present.

At the Train-the-Trainer workshop in Bonn, this included an exercise for trainers to develop their own approach to training and a session at the end of the day with industry speakers and case studies.

6.2 Resources

Training Notes

Training notes for this module are part of the Train-the-Trainers Handbook. These provide comprehensive information and are presented in a format that should allow course participants to absorb information in “chunks” associated with some key words (presented in the left hand column of the notes). This presentation should also help participants to locate relevant information quickly when they return to their course notes.

The training notes have been provided in hard copy and in electronic format. They can be adapted as required by the national trainers in the context of their home countries needs.

Resource Materials

The training notes are supported with a number of resource documents that are referenced or used during the delivery of the training module. In the training notes, these are identified in red text. Copies of these documents are included in the Training Manual and also provided as electronic files.

The resource materials of this module include:

- a copy of the Commission Decision establishing eco-label criteria for televisions 2009 (Resource 1)*

- Revising the Eco-label criteria for Televisions – Final Report 2008 (Resource 2)
- a copy of the Commission Decision on a standard contract for use of the Community Eco-label (Resource 3)
- application pack for the Eco-label and application form for televisions (Resource 4)*
- notification of a new Community eco-label award form (Resource 5)
- copies of the Commission Decisions on fees for the EU Eco-label 2000 & 2003 (Resources 6 and 7)*
- a copy of the Commission Decision establishing eco-label criteria for televisions, 2002 (Resource 8)*
- checklist on energy test (Resource 9)*
- a copy of the EU Directive on ecodesign for energy-using products (Resource 10)
- a copy of the Commission regulation on ecodesign requirements for televisions (Resource 11)
- mercury content declaration form (Resource 12)*
- a copy of the EU Directive on the sale of consumer goods and associated guarantees (Resource 13)
- material list template (Resource 14)*
- a copy of the EU Directive on classification, packaging and labelling of dangerous substances (Resource 15)
- a copy of Annex 2 Classification and Labelling Summary tables, UN 2007 (Resource 16)
- heavy metals declaration (Resource 17)*
- a copy of the EU Directive on the restriction of the use of certain hazardous substances in electrical and electronic equipment (RoHS) (Resource 18)
- a copy of a television user's manual (Resource 19)*
- a copy of the EU Directive on waste electrical and electronic equipment (WEEE) (Resource 20)
- a copy of the 2000 regulation on a revised community eco-label award scheme (Resource 21)*.

The resource materials marked with * are provided as hard copies in the Training Handbook Resource Materials. All of the resource materials have been provided as electronic files.

PowerPoint Presentation

A PowerPoint presentation covering all of the material included in this module is included as a hard copy in the appendices to this Trainer's Kit. This is presented in a notes page format, showing each presentation slide with accompanying explanatory notes.

The PowerPoint presentation has been prepared to closely follow the materials in the training notes so that course participants can follow the presentation, see the more detailed material in the training notes and highlight text or make notes as the presentation progresses.

The explanatory notes closely follow the detail of information in the training notes. In some places the explanatory notes include prompts for the trainer to use or

refer to reference materials.

An electronic copy of the PowerPoint presentation has also been provided so the national trainer can use and/or adapt this as needed for the training they provide in their home countries.

Training Notes

Training notes for this module are part of the Train-the-Trainers Handbook. These provide comprehensive information and are presented in a format that should allow course participants to absorb information in "chunks" associated with some key words (presented in the left hand column of the notes). This presentation should also help participants to locate relevant information quickly when they return to their course notes.

The training notes have been provided in hard copy and in electronic format. They can be adapted as required by the national trainers in the context of their home countries needs.

6.3 Details of the Module

Main Sections in the Module

This module is structured in four main sections

- Introduction
- Criteria for televisions
- Making an application
- Success stories
- Developing a training approach

Introduction

This section covers the following:

- the learning objectives and programme for the module
- the EU eco-label website and key reference documents for televisions
- the application process for an EU eco-label
- the development of the EU eco-label criteria for televisions and details of the product group for televisions

This section is presented in a lecture session incorporating:

- introducing and familiarizing participants with the resource materials
- a practical demonstration of how to find information on the EU eco-label website.

EU Eco-label Criteria for Televisions

This section covers all the criteria in the Commission Decision. For each topic information is presented about:

- the criterion
- the assessment and verification required
- related legislation.

The section is presented in a lecture session, using a number of resource materials as examples to illustrate the requirements and information required.

Making an Application	This section is based around exercise work for a fictitious company. The training notes in the Handbook introduce the company and set out a number of questions and tasks to be completed. Instructions for funning the exercise are provided in Section 6.5 below.
Success Stories	This a brief section in the module providing some examples of successful companies with eco-labels for their television products. It is designed to be presented as a short lecture.
Developing a Training Approach	This section is relevant to the Train-the-Trainer workshop and may not be relevant to be replicated or adapted for training in the national experts' home counties. The section is based around an exercise to get participants to begin thinking and planning how they will develop their own approach to training.

6.4 Time Allocation

Suggested Times for Each Part of the Module	Introduction: • programme/objectives • relevant documents • EU webpage	30 minutes
	Introduction (continued): • Application and verification procedure • Overview of television criteria development and product group	30 minutes
	Criteria for televisions	2 – 2.5 hours
	Exercises on making applications	2 – 2.5 hours
	Success stories	5 minutes
	Note: this time allocation does not include the exercise to develop a training approach or the industry guest speakers	

6.5 Group Exercises and Demonstrations

6.5.1 Exercise 1: Making an Application

Equipment needed	Computer and whiteboard.
Resources or documents needed	Power point presentation. Handbook notes. Resource material 1. Commission Decision of 12 March 2009 establishing the revised criteria for the award of the community Eco-label to televisions. Resource material 4. Application Pack to apply for the Flower for televisions. Resource material 6. Commission Decision of 10 November 2000 establishing the application and annual fees of the community Eco-label (2000/728/EC).

	Resource material 7. Commission Decision of 22 May 2003 amending Decision 2000/728/EC establishing the application and annual fees of the Community eco-label (2003/393/EC). Resource material 21. Regulation (EC) Nº 1980/2000 of the European Parliament and of the Council of 17 July 2000 on a revised Community eco-label award scheme.
Method	Work as individuals
Instructions required to get started	To answer question 1 it is necessary consult the resource material 21. To answer question 2 it is necessary consult the resource materials 6 and 7. To answer questions 3 and 4 it is necessary to consult resource materials 1 and 4.
Instructions to help the exercise progress	Read the first question, answer doubts of the participants, give some minutes to answer the question individually and then correct it in plenum. Do the same with the next questions.
Instructions on how to complete or close the exercise	Explain a summary of the exercise in plenum.

6.5.2 Exercise 2: Modifying a Licence

Equipment needed	Computer and whiteboard.
Resources or documents needed	Power point presentation. Handbook notes. Resource material 1. Commission Decision of 12 March 2009 establishing the revised criteria for the award of the community Eco-label to televisions. Resource material 4. Application Pack to apply for the Flower for televisions.
Method	Work as individuals
Instructions required to get started	To answer questions 1 and 2 it is necessary to consult resource materials 1 and 4.
Instructions to help the exercise progress	Read the first question, answer doubts of the participants, give some minutes to answer the question individually and then correct it in plenum. Do the same with the next questions.
Instructions on how to complete or close the exercise	Explain a summary of the exercise in plenum.

7 Module B4: Paper

7.1 Introduction

Background

This module presents detailed information for participants about the EU eco-label criteria for copying and graphic paper products, the related legislation and about how to apply for a licence for these paper products to use the EU Flower logo.

Objectives

Participants will:

- Learn about the EU Eco-label criteria for Paper products and verification method required
- Learn how to prepare and submit an application for an EU Eco-label
- Become familiar with the application process and how to obtain information about people and references to provide support
- Learn about how to work with the Eco-label and the paper industry in a practical way
- Learn about collaboration possibilities with existing eco-labelling schemes and national certification/audit agencies that can facilitate the application process
- Be able to adapt and replicate the training and provide technical and practical support to industry applicants.

Duration

The module is designed to take one day to present.

At the Train-the-Trainer workshop in Bonn, this included an exercise for trainers to develop their own approach to training and a session at the end of the day with industry speakers and case studies.

7.2 Resources

Training Notes

Training notes for this module are part of the Train-the-Trainers Handbook. These provide comprehensive information and are presented in a format that should allow course participants to absorb information in “chunks” associated with some key words (presented in the left hand column of the notes). This presentation should also help participants to locate relevant information quickly when they return to their course notes.

The training notes have been provided in hard copy and in electronic format. They can be adapted as required by the national trainers in the context of their home countries needs.

Resource Materials

The training notes are supported with a number of resource documents that are referenced or used during the delivery of the training module. In the electronic copy of the training notes, these are identified in red text. Copies of these documents are included in the Training Handbook and also provided as electronic files.

The resource materials of this module include:

- a copy of the Commission Decision establishing eco-label criteria for copying and graphic paper

- a copy of the user's manual for the application for copying and graphic paper.

PowerPoint Presentation

A PowerPoint presentation covering all of the material included in this module is included as a hard copy in the appendices to this Trainer's Kit. This is presented in a notes page format, showing each presentation slide with accompanying explanatory notes.

The PowerPoint presentation has been prepared to closely follow the materials in the training notes so that course participants can follow the presentation, see the more detailed material in the training notes and highlight text or make notes as the presentation progresses.

The explanatory notes closely follow the detail of information in the training notes. In some places the explanatory notes include prompts for the trainer to use or refer to reference materials.

An electronic copy of the PowerPoint presentation has also been provided so the national trainer can use and/or adapt this as needed for the training they provide in their home countries.

Training Notes

Training notes for this module are part of the Train-the-Trainers Handbook. These provide comprehensive information and are presented in a format that should allow course participants to absorb information in "chunks" associated with some key words (presented in the left hand column of the notes). This presentation should also help participants to locate relevant information quickly when they return to their course notes.

The training notes have been provided in hard copy and in electronic format. They can be adapted as required by the national trainers in the context of their home countries needs.

7.3 Details of the Module

Main Sections in the Module

This module is structured in six main sections:

- Introduction
- The EU eco-label application process
- The criteria for copying and graphic paper
- Making an application for an EU eco-label
- A practical approach to working with the eco-label
- Developing a training approach.

Introduction

This section covers the following:

- the learning objectives and programme for the module
- the relevant documents for copying and graphic paper
- the EU Eco-label website.

This section is presented in a lecture session incorporating:

- introducing and familiarizing participants with resource materials

- a practical demonstration of how to find information on the EU eco-label website.

EU Eco-label Application Process

This section cover the steps involved in the application and assessment process for the EU eco-label. It provides information on the costs and also the information required for applications.

The section is presented as a lecture session.

EU Eco-label Criteria for Copying and Graphic Paper

This section is divided into six parts covering criteira on:

- emissions to water and air
- energy use
- fibres
- hazardous chemical substances
- waste management
- fitness for use and information

The section also includes an overview of the expected changes in criteria, based on the new criteria draft document.

The section is presented in a lecture session incorporating some practical demonstration of calculations and requirements.

Making an Application for an EU Eco-label

This section is based around exercise work. Instructions for the exercise are included in the Training Handbook.

A Practical Approach to Working with the Eco-label

This section presents information on a practical approach to working with industry on eco-labelling. It provides examples of how to set up and run a workshop on eco-labelling and recommendations for presentation materials. The section finishes with some success story examples.

The section is presented in a lecture session.

Developing a Training Approach

This section is relevant to the Train-the-Trainer workshop and may not be relevant to be replicated or adapted for training in the national experts‘ home counties.

The section is based around an exercise to get participants to begin thinking and planning how they will develop their own approach to training.

7.4 Time Allocation

Suggested Times for Each Part of the Module

Introduction: • programme/objectives • relevant documents • EU webpage	30 minutes
EU Eco-label Application and verification procedure	30 minutes
Criteria for copying and graphic paper	2 – 2.5 hours

Exercise on making applications	1 – 1.5 hours
Practical Approach to Working with the Eco-label	1 hour

Note: this time allocation does not include the exercise to develop a training approach or the industry guest speakers

8 Module C: Marketing Eco-labelled Products

8.1 Introduction

Background

This module presents information on the basics of eco-marketing, the key elements for successful eco-label marketing and the use of practical tools. It also presents information on best practice eco-label marketing campaigns.

Objectives

Participants will:

- Get a comprehensive understanding of a new green way of selling goods
- Get an overview of general trends and discussions on eco-marketing.

Duration

This module is designed to take one day to present. This includes a practical exercise on acquisition of companies for eco-labels. At the Train-the-Trainer workshop in Bonn, the practical exercise was completed in an evening session.

8.2 Resources

Training Notes

Training notes for this module are part of the Train-the-Trainers Handbook. These provide comprehensive information and are presented in a format that should allow course participants to absorb information in "chunks" associated with some key words (presented in the left hand column of the notes). This presentation should also help participants to locate relevant information quickly when they return to their course notes.

The training notes have been provided in hard copy and in electronic format. They can be adapted as required by the national trainers in the context of their home countries needs.

Resource Materials

The Train-the-Trainers Handbook is supported with a number of resource documents that are referenced or used during the delivery of the training course. In the electronic copy of the training notes, these are identified in red text. Copies of these documents are included in the Training Manual and also provided as electronic files.

No specific additional resource materials are identified or provided for Module C. Throughout the training notes for Module C, there are references and web links for further information or resources that participants may wish to review.

PowerPoint Presentation

A PowerPoint presentation covering all of the material included in this module is included as a hard copy in the appendices to this Trainer's Kit. This is presented in a notes page format, showing each presentation slide with accompanying explanatory notes.

The PowerPoint presentation has been prepared to closely follow the materials in the training notes so that course participants can follow the presentation, see the more detailed material in the training notes and highlight text or make notes as the presentation progresses.

The explanatory notes closely follow the detail of information in the training notes. In some places the explanatory notes include prompts for the trainer to use or refer to reference materials.

An electronic copy of the PowerPoint presentation has also been provided so the national trainer can use and/or adapt this as needed for the training they provide in their home countries.

8.3 Details of the Module

Main Sections in this Module

The module comprises four main sections or units:

- Eco-marketing
- Eco-label campaigning and success stories
- A practical exercise on acquisition of companies for eco-labels
- Developing a training approach.

Eco-marketing

This section covers:

- basics in eco-marketing
- key elements for successful eco-label marketing
- the use of practical tools.

The section is presented as a lecture session with a practical exercise. Details of this exercise are included in the Training Handbook notes for this Module.

Eco-label Campaigning and Success Stories

This section presents two case studies of eco-label marketing campaigns:

- the Blue Angel in Germany
- a joint campaign for the Austrian eco-label and the EU eco-label.

The section is presented in a lecture session.

Practical Exercise

This section comprises a practical role-play exercise covering making contact and meeting with companies that may be potential applicants for an EU eco-label. Details of the exercise are set out in the Training Handbook.

Developing a Training Approach

This section is relevant to the Train-the-Trainer workshop and may not be relevant to be replicated or adapted for training in the national experts' home counties. The section is based around an exercise to get participants to begin thinking and planning how they will develop their own approach to training.

8.4 Time Allocation

Suggested Times for Each Part of the Module

Eco-marketing	2.5 hours
Eco-label marketing campaigns	1 hour 15 minutes
Practical exercise	2 hours

Note: this time allocation does not include the exercise to develop a training approach

9 Module D: The Role of Government and Consumer Organisations

9.1 Introduction

Background

This module presents information on how to promote eco-labelling through sustainable procurement and green public procurement programmes, including details of EU procurement policies. It presents information on promoting sustainable products using economic instruments and on promoting sustainable consumption and production through education programmes. It also covers the role of consumer organisations in promoting eco-labelling.

Objectives

The participants will:

- learn which tools and policies could help to promote eco-labelling
- be able to provide governments and consumer organisations with advice on how to promote eco-labelled products with other policies and tools.

Duration

This module is designed to take a half day to present. At the Train-the-Trainer workshop in Bonn, this Module also included an exercise at the end of the presentation and a further half-day practical working session for the national experts to develop their own training plans.

9.2 Resources

Training Notes

Training notes for this module are part of the Train-the-Trainers Handbook. These provide comprehensive information and are presented in a format that should allow course participants to absorb information in “chunks” associated with some key words (presented in the left hand column of the notes). This presentation should also help participants to locate relevant information quickly when they return to their course notes.

The training notes have been provided in hard copy and in electronic format. They can be adapted as required by the national trainers in the context of their home countries needs.

Resource Materials

The training notes are supported with a number of resource documents that are referenced or used during the delivery of the training module. In the training notes, these are identified in red text. Copies of these documents are included in the Training Manual and also provided as electronic files.

No specific additional resource materials are identified or provided for Module D. Throughout the training notes for Module D, there are references and web links for further information or resources that participants may wish to review.

PowerPoint Presentation

A PowerPoint presentation covering all of the material included in this module is included as a hard copy in the appendices to this Trainer’s Kit. This is presented in a notes page format, showing each presentation slide with accompanying explanatory notes.

The PowerPoint presentation has been prepared to closely follow the materials in the training notes so that course participants can follow the presentation, see the

more detailed material in the training notes and highlight text or make notes as the presentation progresses.

The explanatory notes closely follow the detail of information in the training notes. In some places the explanatory notes include prompts for the trainer to use or refer to reference materials.

An electronic copy of the PowerPoint presentation has also been provided so the national trainer can use and/or adapt this as needed for the training they provide in their home countries.

9.3 Details of the Module

Main Sections in the Module

The module is structured in four main sections:

- Promoting through sustainable procurement
- Promoting sustainable products through economic instruments
- Promoting SCP through education
- Role and responsibilities of consumer organisations

Promoting Through Sustainable Procurement

This section covers:

- an introduction to sustainable and green procurement
- the potential of Green Public Procurement (GPP) to promote SCP implementation
- the political context of GPP
- strategic elements of the concept of GPP
- status of GPP implementation in the EU
- the strategic role of eco-labelling within GPP
- from GPP policy towards GPP implementation
- overview of the GPP process.

The section is presented as a lecture session.

Promoting Sustainable Products Through Economic Instruments

This section covers:

- an introduction and background to economic instruments
- the role of economic instruments in environmental policy
- the effectiveness of economic instruments to promote SCP
- linkages and synergy between economic instruments and eco-labelling

This section is presented as a lecture session.

Promoting SCP Through Education

This section covers:

- an introduction to concepts
- education as means of implementation for sustainable development
- the concept of ESD and the special dimension of sustainable consumption

- making education for sustainable consumption happen
- promoting eco-labels through Education.

This section is presented as a lecture session.

Role and Responsibilities of Consumer Organisations

This section covers:

- an introduction
- civil society as a strong change agent for sustainable consumption and production
- the role of consumer organisations in modern society
- institutionalisation of consumer protection on the international, European and national level
- consumer organisations as strategic partner for sustainable consumption and production policy and implementation
- the involvement of consumer organisations in eco-labelling.

9.4 Time Allocation

Suggested Times for Each Part of the Module

Promoting through sustainable procurement	1 hour 15 minutes
Promoting sustainable products through economic instruments	30 minutes
Promoting SCP through education	30 minutes
Role and responsibility of consumer organisations	30 minutes