

GreenVETnet webinar

GreenVETnet Portal and Green Skills Toolkit

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Noorderpoort



Co-funded by
the European Union

GreenVETnet project



New European Network for the Green Skills in Vocational Education and Training



ERASMUS+ KA220 Strategic partnership, VET sector



24 months



1st January 2022 – 31st December 2023

Partners:

- Savon koulutuskuntayhtymä (SAKKY) (FI)
- CAM Consulting Kft. (HU)
- CEED Bulgaria (BG)
- Cork Education and Training Board (IE)
- Institute Of Entrepreneurship Development (EL)
- Itä-Savon koulutuskuntayhtymä (SAMIEDU) (FI)
- Nätverk Westum (SE)
- Noorderpoort (NL)



Objective of GreenVETnet



Focus areas of the project



Tourism and
hospitality



Transport and
logistics



Business education



Energy-efficient
construction



Methodology of the project

- Partners implemented four highly experimental **learning, teaching and training activities** (LTTA) with the participation of VET educators and experts of the focus areas.
- The goal of the LTTAs was to collect best practices and share experiences.
- The used framework was GreenComp.

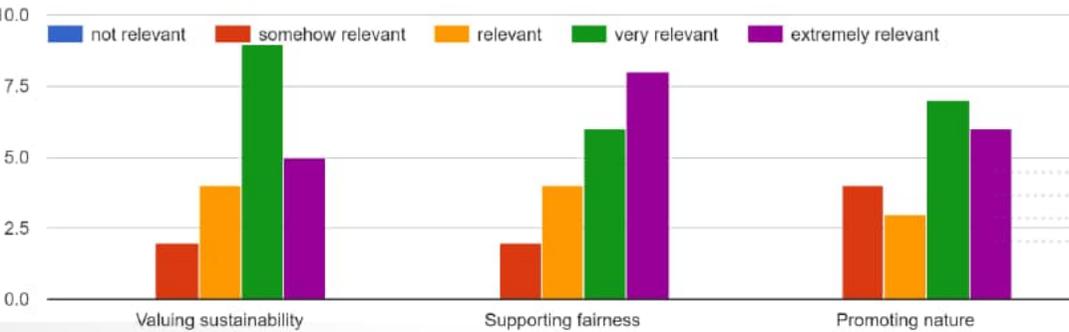
JRC Publications Repository - GreenComp The European sustainability competence framework

<https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>

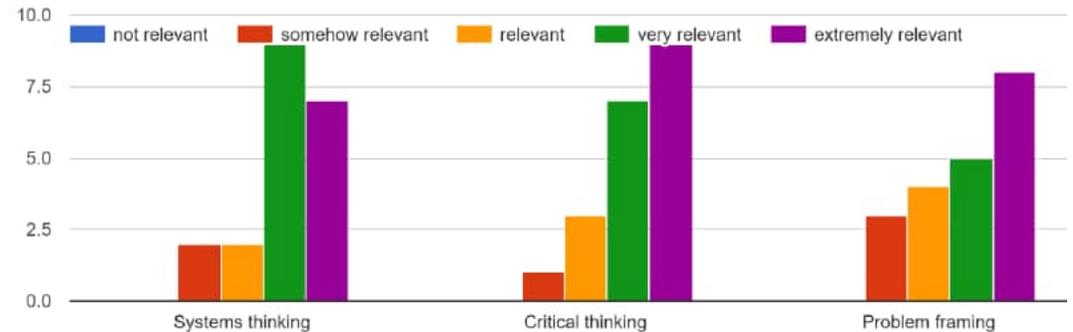


Relevance of GreenComp – Business survey

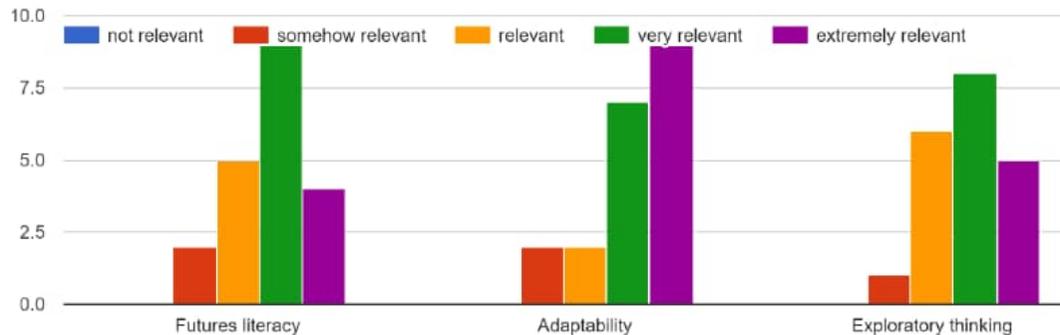
Embodying sustainability values



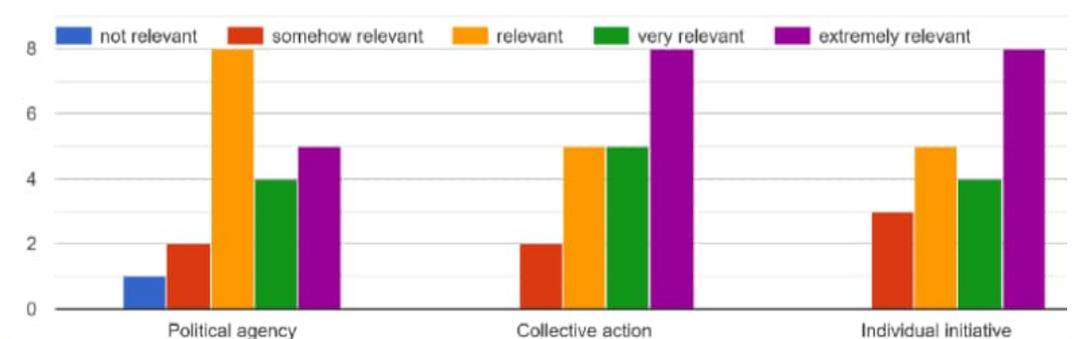
Embracing complexity in sustainability



Envisioning sustainable futures



Acting for sustainability



Project Results

Project website: greenvetnet.eu

This portal is a platform for peer-learning, exchange of experiences and know-how. It helps VET staff to identify best practices on how VET can act as a bridge to the sustainable development of working life and support the green transition. GreenComp framework was guiding both the Learning, Teaching and Training activities (LTTAs) and the Green Skills Toolkit.

[Green Skills Toolkit >](#)

[Why Green Skills >](#)

[GreenVETnet project >](#)

[Events & dissemination >](#)

On November 2023 there will be events in each participative country to spread the knowledge of curriculum planning incorporating green skills.

Final webinar, on December 1st 2023, with examples of teaching practices, material and videos will be open for registrations here (not open yet).

Duration of the project is 01.01.2022 - 31.12.2023

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GreenVETnet Portal – Why Green Skills

Sustainability in VET organisations

- **Case descriptions:**
 - [Developing the sustainability skills of VET staff](#) (pdf)
 - [How can a VET organisation promote green transition?](#) (pdf)
 - [Towards Sustainable and Green Transportation and Logistics - continuing vocational training for logistics companies. Reviewing the training from the GreenComp framework.](#) (pdf)
- National level sustainability criteria and certification system for VET Providers in Finland.
 - [Indicators for sustainable future](#) (pdf)
 - [Sustainable development certification of educational establishments](#)
- [Competence statements of responsibility at Savo Vocational College](#) (pdf)
- [Sustainability in Vocational Education](#) project identified good practices within our Vocational institutes on areas of environmental concern, to examine how the institutes operate and identify ways in which environmental best practice can be incorporated into the normal day to day operation of the Institutes.
Topics:
 - Energy, Water, Litter & Waste
 - Biodiversity & Travel
 - Sustainability in the Curriculum
 - Sustainability in a holistic approach



Savo Consortium for Education, creator of a sustainable future from Savon ammattopisto Sakky on Vimeo.

Sustainability in VET systems

- **International Centre for Technical and Vocational Education and Training (UNEVOC):**
 - [Skills development and climate change action plans - Enhancing TVET's contribution. The paper summarizes key information that helps assess the ongoing and potential contribution of TVET to the realization of climate change action plans.](#)
 - [Skills development for renewable energy and energy efficient jobs - Discussion paper on solar energy demands](#)
 - [Greening Technical and Vocational Education and Training - A practical guide for institutions](#)
 - [Green jobs, skills, education and training - Reflections from COP21: inspiring dialogues on the road to COP22](#)
- [Global Green Skills Report 2023](#) | [LinkedIn](#)
- **European Green Week:** [GreenComp: Human dimension of the Green Deal: skills and mind-set needed for the sustainability transition](#)
- **EPALE:** [Recommendations for policy makers about the inadequacies of vocational education for construction workers from the perspective of green skills concept](#) (pdf)
- **Deloitte:** [A report looks at the drive to build a greener workforce across the UK economy.](#) (pdf)
- **Case descriptions:**
 - [YASKI - a national level project to promote sustainability in VET in Finland](#) (pdf)
 - [Enabling action-oriented and transformative learning for sustainability in vocational teacher education. Example from the University of Gothenburg, Sweden](#) (pdf)



Green Skills Toolkit

Green Skills Toolkit

Green Skills Toolkit is produced with the help of European VET teachers, education administrators and business partners. The aim is to give many perspectives on VET teaching of green skills. This toolkit is based on the European sustainability framework, GreenComp, you can download it [here](#).



Tourism & Hospitality



Transport & Logistics



Business & Administration



Energy Saving Construction



General Sustainability Teaching

Embodying sustainability values

Shocking videos

Competence: Promoting nature, Valuing sustainability, Critical thinking, Problem framing

Showing shocking videos for students about plastic in the sea, suffering animals, dirty lakes, dry landscape, animals/people escaping the fire, and how much plastic we have at home.

Show videos for your class that are adequate for their age. The older the student is, the more these scary movies will be effective. However, we need to be careful with young students' emotions. Young people in particular can be very sensitive and might feel a great responsibility for global warming and improving the situation on Earth.

Sources:

- [MicroPlastics](#)
- [Microplastics in Plastic Island](#)
- [Why the egg industry checks random baby chicks](#)
- [Partner Separates Cow & Calf in Heat-Breaking Footage](#)
- <https://www.think.com/2307/Redd.html>

Humans and nature

Competence: Promoting nature

Debate activities and topics for conversations in the classroom about the relationship between humans and nature:

- An open statement can be that people living in the city don't have the knowledge about nature. (Don't understand it, so they don't appreciate it). But do all people on the countryside appreciate nature? Maybe sometimes (not always) the people in the countryside see nature more as resource instead of an ecosystem. Maybe the appreciation is not only dependent on where one lives, but on other things? What could those other things be?
- What are the benefits of ecotourism? What animals and environments could exis-

Plastic waste

Competence: Promoting nature, Critical thinking

Ask students to take the plastic to school, discuss how they can recycle plastic, the different type of plastic, and what happens with the plastic in the recycle centre.

Additional activity to strengthen critical thinking: Ask students to collect their plastic waste for a week, and bring to school or take photos and make a photo collage.

Sources:

- [European Parliament: Plastic waste and recycling in the EU facts and figures \(2023\)](#)
- [Teaching materials by Plastic Matters - Go Europe](#)

Gardening

Competence: Promoting nature

Discussions about gardening activities are recommended, bee-keeping and growing vegetables can be topics. Additional visits to school gardens, urban parks or national parks can be beneficial.

Sources:

- [Workshop materials on visits to school garden experts - School Garden goes Europe](#)



Food chain

Competence: Promoting nature, Systems thinking

Discussions about food provide a good example not only for students of catering but for all students, because we all eat daily, and it is easy to connect all aspects of sustainability to food:

- ecological (e.g. environmental impacts on climate, biodiversity, eutrophication etc.),
- economical (e.g. fair price to producers, also availability to all, division of revenue in food chain),
- social (e.g. farmers, availability of healthy food),
- cultural (e.g. maintaining food cultures, maintaining landscapes and local cultures on rural areas).

Sources:

- [Back to top](#)
- [Sustainability](#)

Lifecycle of products

Competence: Promoting nature, Systems thinking

Lifecycle are a good way to describe and visualize the (environmental) impacts of a product/service, and interactive tools are an excellent means of engaging students with a topic. Storytelling activity about the lifecycle of products with the help of QR codes can be a good tool.

Sources:

- [Lifecycle of a T-shirt - Design Change](#)
- [The life cycle of a cup of coffee - 01 January](#)



Green Skills Toolkit – Examples

Whip or carrot

Competence: Valuing sustainability, Systems thinking

Start a Pro et Contra debate with the class on what they think is more efficient to achieve sustainability: the mandatory regulations or the voluntary actions? Discuss taxes and their possible impact, e.g. high taxes on fuel, deduction of taxes of alternative cars.

Sources: [Welcome to the Carrots & Sticks database](#)



Green Skills Toolkit – Examples

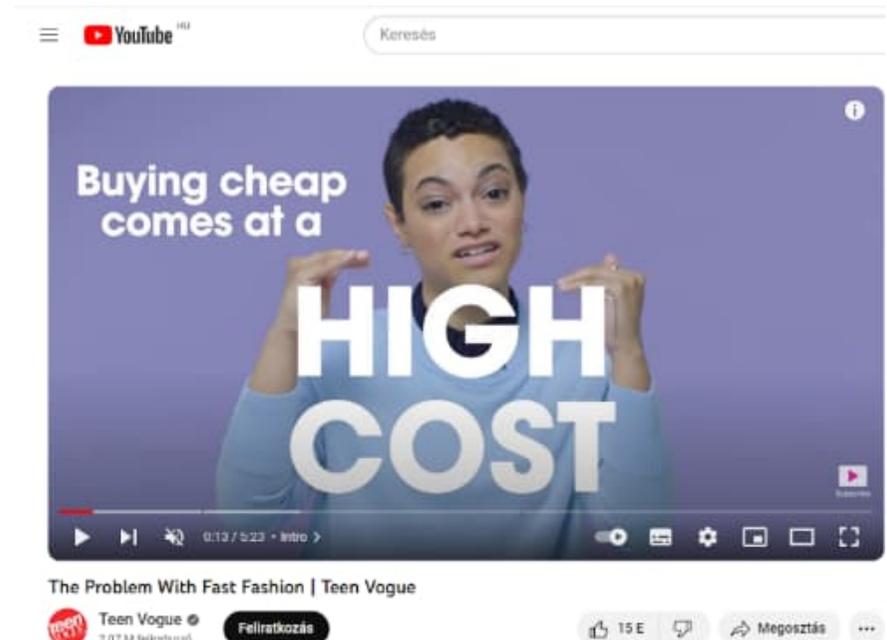
Problem framing with fast fashion

Competence: Problem framing

Watch videos and discuss the problems of the fast fashion industry as a great example for the challenges of sustainability. It is a tangible and real-life problem example that can help better understand the complexity of sustainability, climate change and other impacts.

Sources:

- [The Fast Fashion Problem - Behind the News:](#)
- [The Problem with Fast Fashion, Teen Vogue](#)
- [The true cost of fast fashion](#)



Green Skills Toolkit – Examples

Future frequency

Competence: Future literacy

See the instructions on Sitra's website. Divide the group into small groups and ask them to watch some of the warm-up videos on the website. Ask the students to do the exercises thinking about future scenarios for housing, construction, building materials. Leave plenty of time for discussion and wondering.

Source:

[Material of futures frequency workshop](#)

The image shows a grid of six workshop cards, numbered 11 to 16, arranged in a 2x3 layout. Each card has a yellow background and contains text and diagrams related to future thinking.

- Card 11:** Title: "What if there were no weapons in the world?". Subtitle: "The reality".
- Card 12:** Title: "What if...". Subtitle: "The future".
- Card 13:** Title: "Our cone of futures is often too narrow". Includes a diagram of a cone representing the future.
- Card 14:** Title: "Challenge existing assumptions about the future". Includes a magnifying glass icon.
- Card 15:** Title: "Challenge assumptions about the future". Includes an illustration of people in a meeting.
- Card 16:** Title: "Challenge assumptions about the future". Includes a diagram of a cone representing the future.

Tips on how to use the Green Skills Toolkit

Firstly, explore your sector, but then visit also the other focus areas.

Use Ctrl+F to search for specific keywords you are interested in.

Read the instructions, visit the sources and try out the tools.

Always make sure you're meeting intellectual property laws and your national regulations.



Thank you for your attention!

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