Co-funded by
the European Union

Proj. n. 2022-2-IE01-KA220-VET-000097215

GreenHive

Combs Training

(Date)

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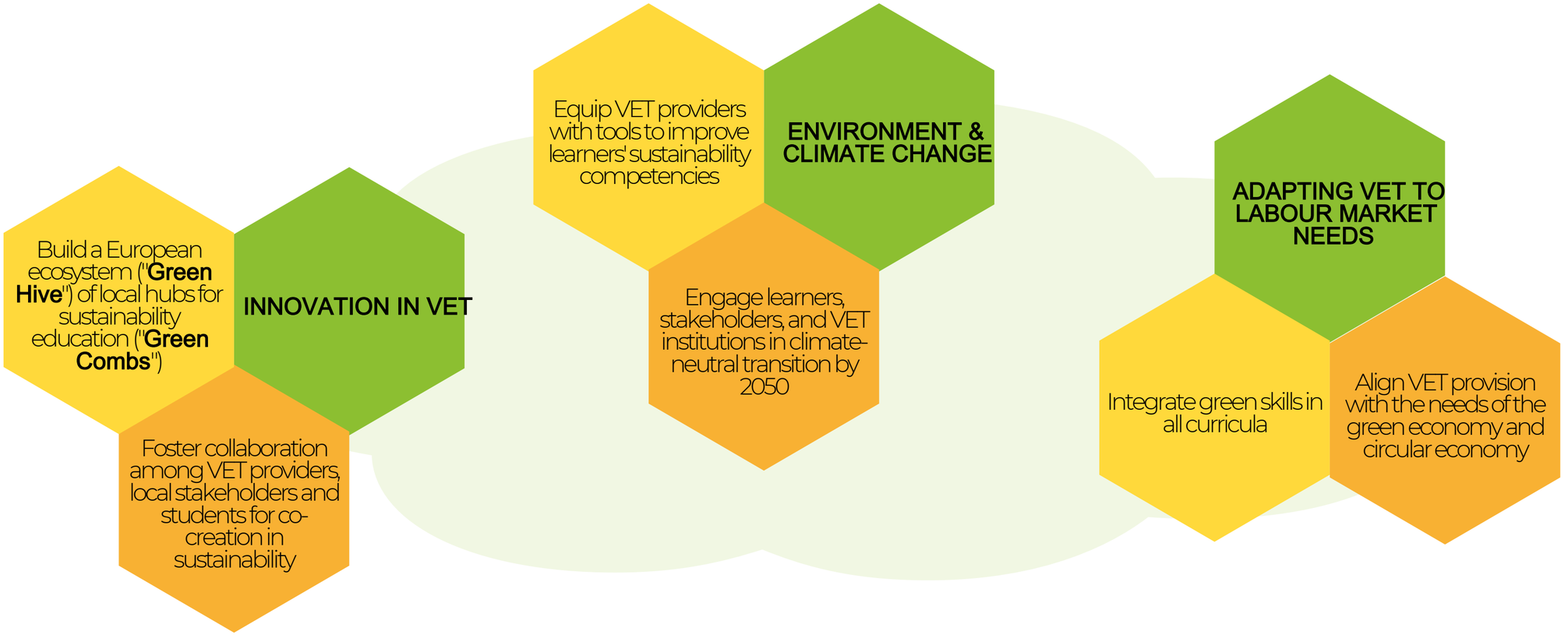
Project Overview: GREENHIVE

OBJECTIVE:

To increase the capacity of Vocational Education and Training (VET) providers to prepare learners for the green transition, focusing on sustainability education.

Co-funded by the European Union

Key Priorities:



Project Challenges

Insufficient green talent to meet the demand for green-skilled workers

Lack of in-depth analysis on labour market trends and skills needs for a greening economy

Need for up-skilling of teachers and trainers in sustainability education

Key Actions

Creating local multi-stakeholder hubs for sustainability

Developing educational resources and digital tools for VET providers to foster sustainability skills

Building a long-term cooperation platform to share knowledge across sectors and countries

Expected Results

Capacity-building: Equip 475 VET teachers with sustainability knowledge by 2024

Transnational Cooperation Platform: Connect at least 15 VET institutions for continuous improvement

Increased Competencies: 225 VET learners trained in sustainability competencies by 2025

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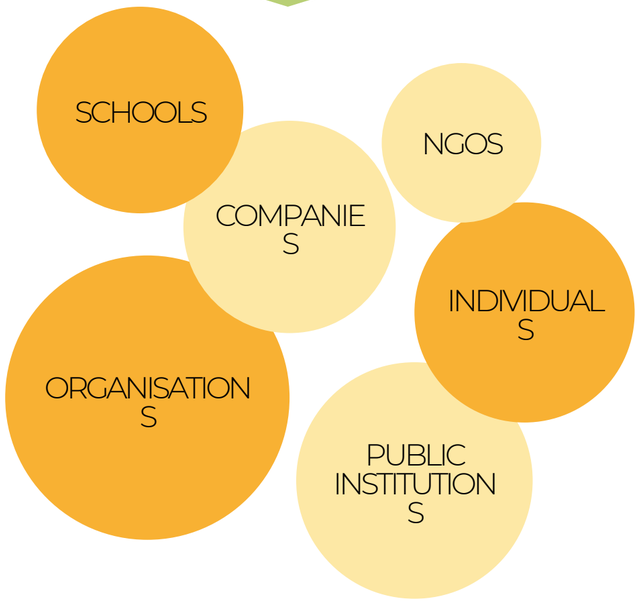
NETWORKING & DEVELOPING PARTNERSHIPS

COLLABORATE WITH



GOAL

CONTRIBUTIONS FOR SUSTAINABILITY

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MEMBERSHIP IN EUROPEAN GREENHIVE PLATFORM

ALL HUB MEMBERS WILL BE PART OF THE PLATFORM

LOGOS OF ACTORS DISPLAYED THROUGH THE PLATFORM

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PARTNERSHIP AGREEMENT

AGREEMENT TO BE SIGNED WITH HUB MEMBERS

NOT BINDING

PURPOSE OF THE AGREEMENT: PROOF OF COMB CREATION

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CONTRIBUTIONS FROM MEMBERS

- EDUCATIONAL (TALKS, SEMINARS, WORKSHOPS)
- PROVISION OF SPACE FOR ACTIVITIES
- SPONSORSHIP OF MATERIALS
- FINANCIAL SPONSORSHIP
- OTHER CONTRIBUTIONS

Combs activities

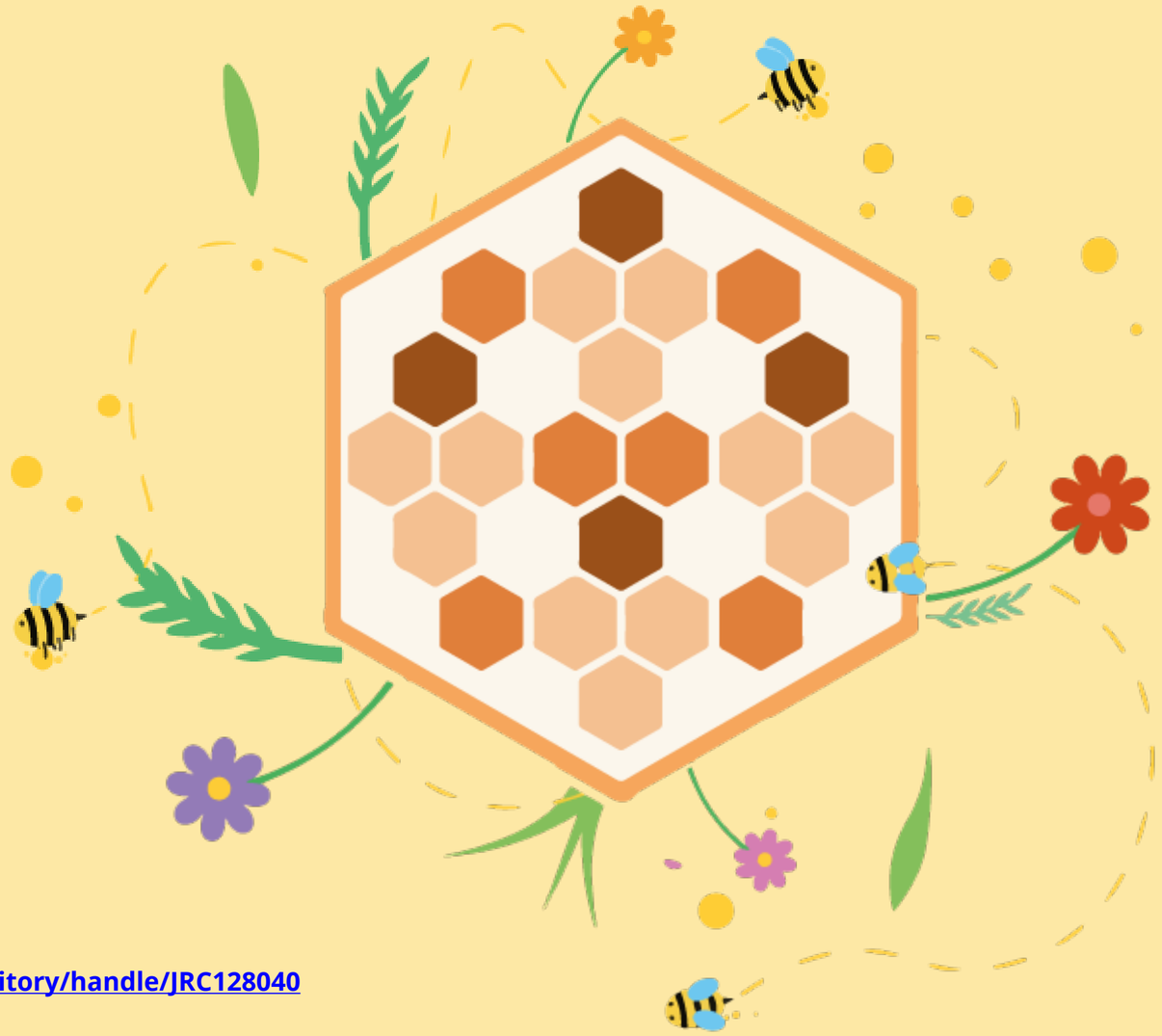
INTEGRATED PROPOSAL	COLLABORATIVE PLANNING	STUDENT EXPOSURE & KNOWLEDGE
ACTIONS SHOULD FORM A COHESIVE, INTEGRATED PROPOSAL	COMB MEMBERS JOINTLY PLAN ACTIONS	STUDENTS GAIN NEW KNOWLEDGE
	INTERACTION AND MUTUAL INFLUENCE AMONG MEMBERS	GOAL: EXPOSE STUDENTS TO PROFESSIONAL EXPERIENCES

Combs activities

STUDENT PARTICIPATION	CRITICAL THINKING ON SUSTAINABILITY	COMMUNITY ENGAGEMENT
INVOLVEMENT IN ORGANIZING AND IMPLEMENTING ACTIONS	ENCOURAGE STUDENTS TO DEVELOP CRITICAL THINKING	ACTIONS MAY BE OPEN TO THE COMMUNITY
	FOCUS ON FINDING SOLUTIONS FOR KEY SUSTAINABILITY ISSUES	

GreenComp

The European sustainability competence framework



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

Green Comp

COMPETENCE-BASED EDUCATION	**Focus**: Develop sustainability skills through knowledge and attitudes	Promotes responsible action and willingness to act at:	Local, national, and global levels
KEY OUTCOME	Overcome cognitive dissonance	Knowing about an issue but lacking the agency to act	
AIMS	Applicability	All 12 competencies apply to learners of all ages and education levels	Applicable in all educational settings: formal, non-formal, and informal

AREAS & **COMPETENCES** FORMING **GREENCOMP**

Embodying sustainability values

- Valuing sustainability
- Supporting fairness
- Promoting nature

Envisioning sustainable futures

- Futures literacy
- Adaptability
- Exploratory thinking

Embracing complexity in sustainability

- Systems thinking
- Critical thinking
- Problem framing

Acting for sustainability

- Political agency
- Collective action
- Individual initiative

AREA	COMPETENCE	DESCRIPTOR
1. *Embodying sustainability values*	1.1 **Valuing sustainability**	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	1.2 **Supporting fairness**	To support equity and justice for current and future generations and learn from previous generations for sustainability.
	1.3 **Promoting nature**	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
2. *Embracing complexity in sustainability*	2.1 **Systems thinking**	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	2.2 **Critical thinking**	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
	2.3 **Problem framing**	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.

AREA	COMPETENCE	DESCRIPTOR
3. *Envisioning sustainable futures*	3.1 **Futures literacy**	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
	3.2 **Adaptability**	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	3.3 **Exploratory thinking**	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
4. *Acting for sustainability*	4.1 **Political agency**	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	4.2 **Collective action**	To act for change in collaboration with others.
	4.3 **Individual initiative**	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

AREAS & **COMPETENCES** FORMING **GREENCOMP**

Embodying sustainability values

- Valuing sustainability

Examples of knowledge (K), skills (S) and attitudes (A):
K: knows the main views on sustainability: anthropocentrism (human-centric), technocentrism (technological solutions to ecological problems) and ecocentrism (nature-centred), and how they influence assumptions and arguments;
S: can articulate and negotiate sustainability values, principles and objectives while recognising different viewpoints;
A: is prone to acting in line with values and principles for sustainability.

The integration of sustainability values.

- Supporting fairness

Examples of knowledge (K), skills (S), and attitudes (A):
K: The individual knows that ethical concepts and justice for present and future generations are related to the protection of nature.
S: The individual is able to apply equality and justice for present and future generations as criteria for environmental preservation and the use of natural resources.
A: The individual is committed to respecting the interests of future generations.

AREAS & **COMPETENCES** FORMING **GREENCOMP**

- **Incorporation of sustainability values**
  - Promoting nature

Examples of knowledge (K), skills (S), and attitudes (A):
K: The individual knows that our wellbeing, health and security depend on the wellbeing of nature
S: The individual can assess own impact on nature and consider the protection of nature an essential task for every individual
A: cares about a harmonious relationship existing between nature and humans.

AREAS & **COMPETENCES** FORMING **GREENCOMP**

Acceptance of complexity regarding sustainability

- Systems thinking

Examples of knowledge (K), skills (S), and attitudes (A):

K: The individual knows that every human action has environmental, social, cultural, and economic impacts.

S: The individual can describe sustainability as a holistic concept that includes environmental, economic, social, and cultural issues.

A: The individual is concerned about the short and long-term impacts of their personal actions on others and the planet.

Acceptance of complexity regarding sustainability.

- Critical thinking

Examples of knowledge (K), skills (S), and attitudes (A):

K: The individual knows knows that sustainability claims without robust evidence are often mere communication strategies, also known as greenwashing

S: The individual can analyze and evaluate arguments, ideas, actions, and scenarios to determine whether they align with the evidence and values concerning sustainability.

A: The individual trusts science even when they do not possess all the knowledge required to fully understand scientific claims.

AREAS & **COMPETENCES** FORMING **GREENCOMP**

Acceptance of complexity regarding sustainability

- Defining the problem

Examples of knowledge (K), skills (S), and attitudes (A):

K: The individual knows that, in order to identify actions that are fair and inclusive, sustainability issues must be examined from the perspectives of various stakeholders.

S: The individual is able to apply an interdisciplinary approach to define existing and potential sustainability challenges.

A: The individual listens attentively and demonstrates empathy when collaborating with others to define existing and potential sustainability challenges.

AREAS & **COMPETENCES** FORMING **GREENCOMP**

Creating Visions for a Sustainable Future

- "Literacy for the Future"

Examples of knowledge (K), skills (S), and attitudes (A):
K: The individual knows the difference between expected, preferred, and alternative futures for sustainability scenarios.
S: The individual is able to formulate scenarios for an alternative future for sustainability based on science, creativity, and sustainability values.
A: The individual is aware that the predicted consequences, both for themselves and the community, may affect preferences for certain scenarios more than others.

• Creation of visions for a sustainable future

- Adaptability

Examples of knowledge (K), skills (S), and attitudes (A):
K: The individual knows that human actions can have unpredictable, uncertain, and complex consequences on the environment.
S: The individual is able to consider local conditions when addressing sustainability issues and opportunities.
A: The individual is willing to stop unsustainable practices and try alternative solutions.

AREAS & **COMPETENCES** FORMING **GREENCOMP**

Creation of visions for a sustainable future

- Exploratory Thinking

Examples of knowledge (K), skills (S), and attitudes (A):

K: The individual knows that sustainability problems must be addressed through a combination of various scientific disciplines, cognitive approaches, and divergent viewpoints to trigger systemic changes.

S: The individual can synthesize information and data related to sustainability from various scientific fields.

A: The individual is committed to examining the challenges and opportunities related to sustainability from different perspectives.

AREAS & **COMPETENCES** FORMING **GREENCOMP**

Action for sustainability

- Self-action policy

Examples of knowledge (K), skills (S), and attitudes (A):

K: The individual knows the policies that ensure accountability for environmental damage (e.g., "the polluter pays").

S: The individual can identify relevant social, political, and economic stakeholders in their community and region to address a sustainability issue.

A: The individual demands political accountability for unsustainable behavior.

Action for sustainability

- Collective action

Examples of knowledge (K), skills (S), and attitudes (A):

K: The individual knows how to collaborate with various stakeholders to create inclusive visions for a more sustainable future.

S: The individual can create transparent and inclusive processes that are community-based.

A: The individual is willing to collaborate with others to challenge the current situation.

AREAS & **COMPETENCES** FORMING **GREENCOMP**

Action for sustainability

- Individual initiative.

Examples of knowledge (K), skills (S), and attitudes (A):

- **K:** The individual knows that preventive measures must be taken when certain actions or inaction may harm human health and all forms of life (precautionary principle).
- **S:** The individual can act immediately, even in the case of uncertainty and unforeseen events, keeping in mind the precautionary principle.
- **A:** The individual is confident in predicting and influencing sustainable changes.

Virtual Knowledge Fair: Main results

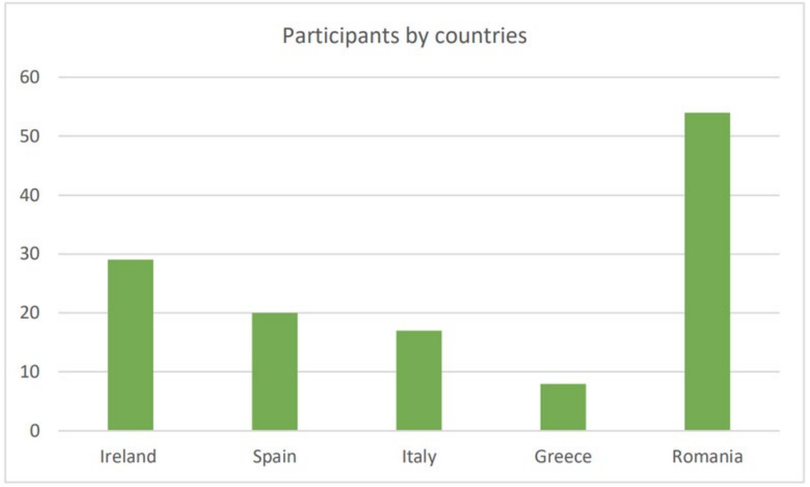


Table 1: Participants by countries

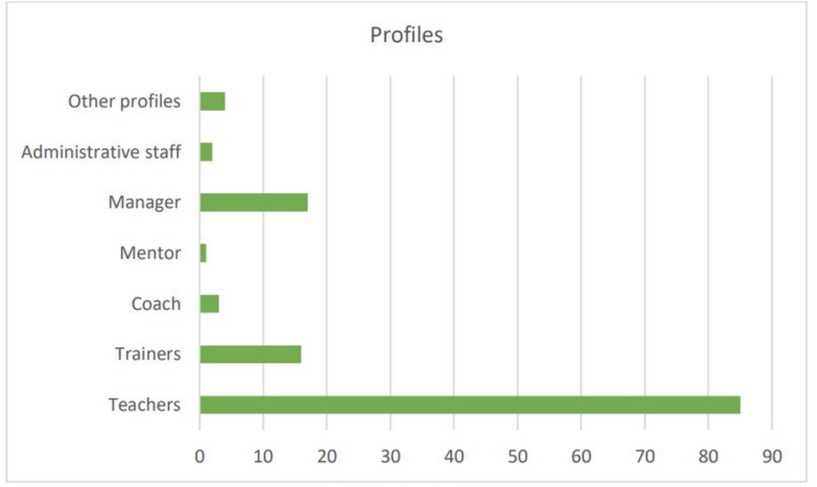


Table 2: Profiles

Virtual Knowledge Fair: Main results

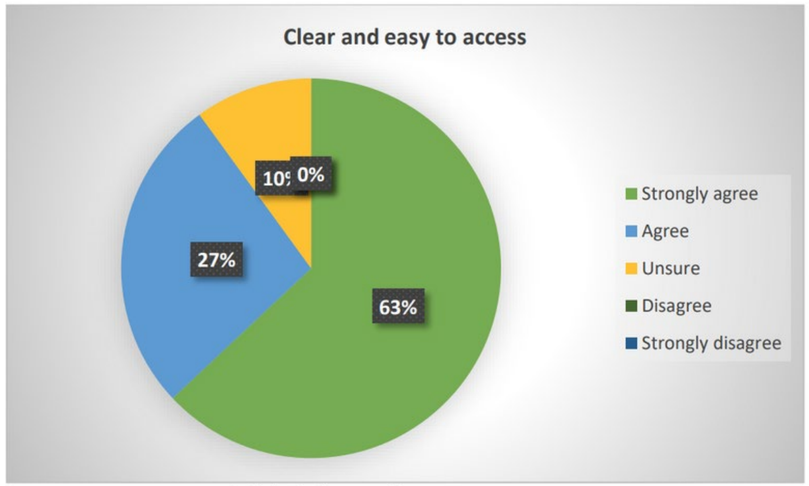


Table 4: Clear and easy to access

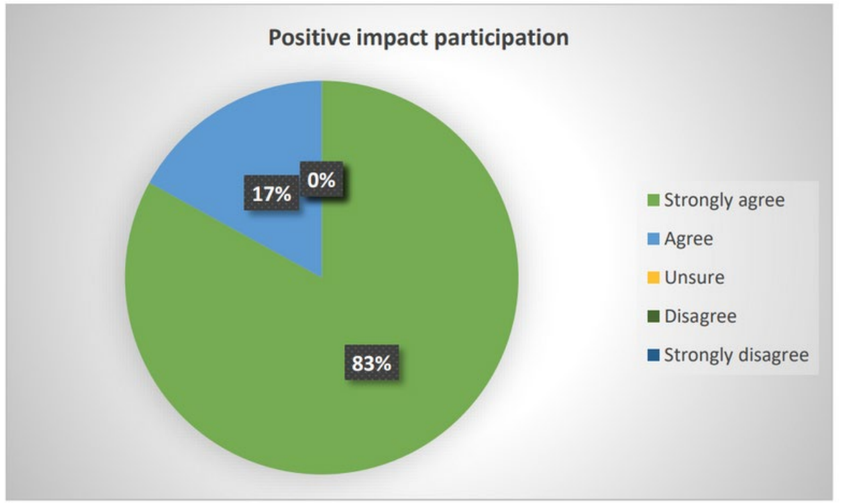


Table 5: Positive impact participation

Virtual Knowledge Fair: Main results

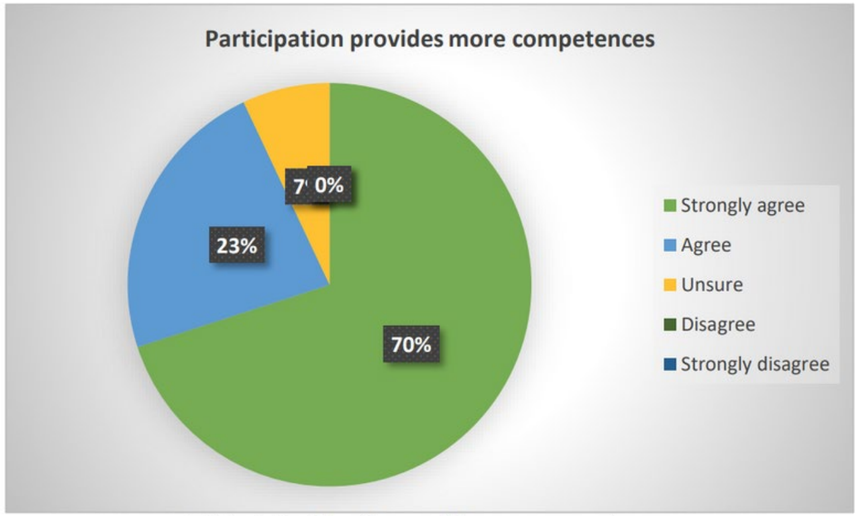


Table 6: Participation provides more competences

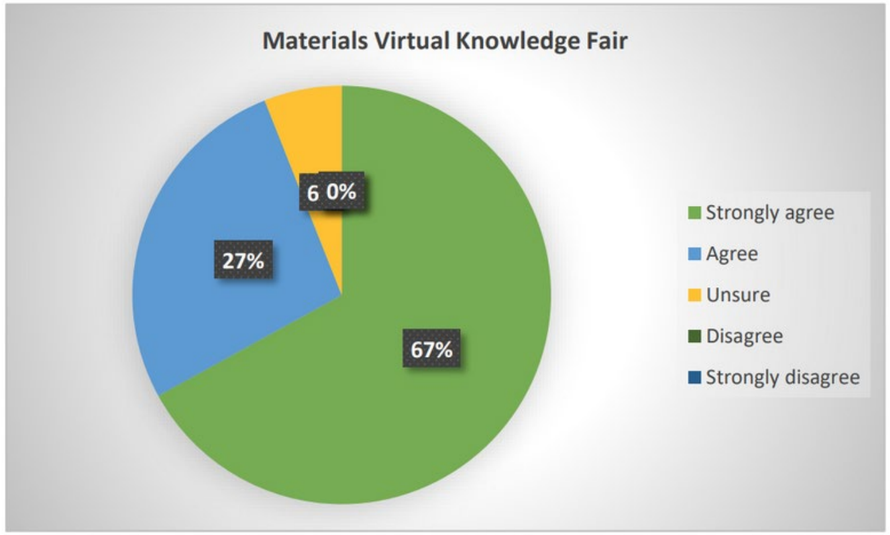


Table 7. Materials Virtual Knowledge Fair

Virtual Knowledge Fair: Main results

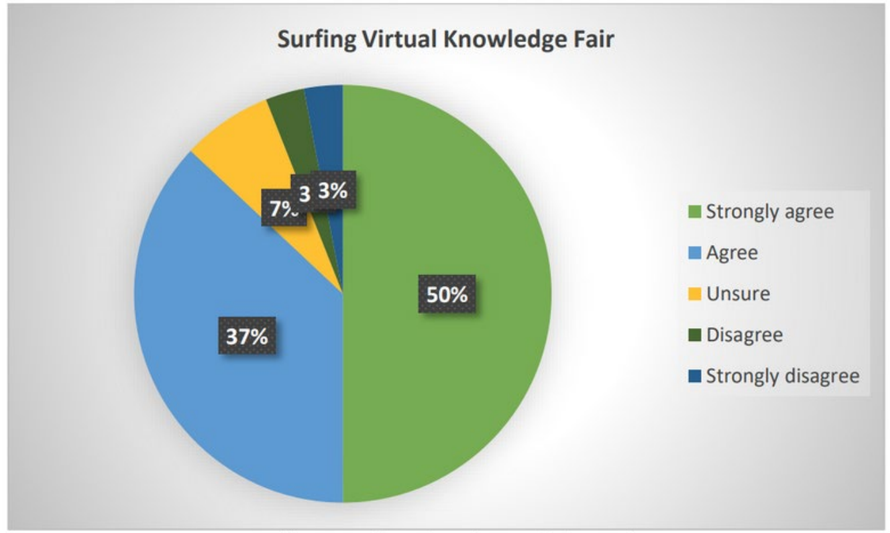


Table 8: Surfing Virtual Knowledge Fair

Open Educational Resourses

- OPEN SPACE DISCUSSIONS
- WORKSHOP SCENARIOS
- MICROLEARNING VIDEOS
- PROJECT-BASED LEARNING EXPERIENCES

Open Space Discussions

GUIDELINES FOR IMPLEMENTATION

- STEPS TO CREATE OPEN SPACES FOR DISCUSSIONS ON LEARNER-GENERATED TOPICS

FRAMEWORK FOR FACILITATION

- STUDENTS, TEACHERS, SCHOOL STAFF
- REPRESENTATIVES FROM HIGHER EDUCATION INSTITUTIONS (HEIS)
- SCHOOL & ADULT EDUCATION ENTITIES
- COMPANIES AND CIVIL SOCIETY ORGANIZATIONS

OBJECTIVE

- ENCOURAGE ACTIVE PARTICIPATION
- PROMOTE KNOWLEDGE SHARING
- FOSTER A DYNAMIC, INCLUSIVE LEARNING ENVIRONMENT

Microlearning Videos

TARGET AUDIENCE	DESIGNED FOR VET STUDENTS
PURPOSE	DEVELOP KNOWLEDGE, ATTITUDES, AND SKILLS IN THE 4 COMPETENCE AREAS DEFINED IN GREECOMP
CONTENT TYPES	EXISTING VIDEOS (E.G., YOUTUBE, TED TALK EDUCATION)
	NEW CONTENT CREATED BY THE CONSORTIUM
LEARNING APPROACH	SUPPORT BLENDED LEARNING
	COMBINE DIGITAL CONTENT WITH IN-PERSON WORKSHOPS

Workshop Scenarios

TARGET AUDIENCE	DESIGNED FOR VET STUDENTS
FOCUS	ACTIVE LEARNING METHODOLOGIES
RESOURCES INCLUDED	DETAILED ACTIVITY PROGRAMS IMPLEMENTATION GUIDELINES TEMPLATES, REUSABLE PRESENTATIONS, AND DIGITAL TOOLS
ENGAGEMENT METHODS	DISCUSSIONS, CASE STUDIES, ROLE PLAYS, INTERACTIVE ACTIVITIES
OBJECTIVE	DEVELOP COMPETENCIES IN SUSTAINABILITY EMPOWER STUDENTS TO TAKE AN ACTIVE ROLE IN THEIR LEARNING PROCESS

Project-Based Learning Experiences

GUIDELINES FOR IMPLEMENTATION

PROVIDES RESOURCES FOR PROJECT-BASED LEARNING ACTIVITIES

REAL-WORLD SCENARIOS

STUDENTS DESIGN SUSTAINABLE SOLUTIONS TO ENVIRONMENTAL CHALLENGES

RESOURCES INCLUDED

ACTIVITY PROGRAMS

IMPLEMENTATION GUIDELINES

TEMPLATES, REUSABLE PRESENTATIONS, AND DIGITAL TOOLS

LEARNING FOCUS

ENHANCE PROBLEM-SOLVING SKILLS

FOSTER DEEP UNDERSTANDING OF SUSTAINABILITY CONCEPTS

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