**Training Fiche Template**

| **Title** | **A User Introduction to the GreenComp Framework** | |
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| **Keywords (meta tag)** | **GreenComp – sustainability – sustainability competence framework – transformation learning** | |
| **Language** | **English** | |
| **Objectives / Goals / Learning outcomes** | **By the end of this module you will be able to:**   1. **Understand the background and ratio of the GreenComp Framework** 2. **Become familiar with the concept of Sustainability Competences** 3. **Acquire the fundamentals of Sustainability Competences** | |
| **Training area: (Select one)** | | |
| **Professional, entrepreneurial and labour competences** | | **X** |
| **Digital competences** | |  |
| **Personal, social and health empowerment** | |  |
| **Description** | **This module describes and analyses GreenComp, the European sustainability competence framework.**  **GreenComp specifies a set of sustainable competencies to feed into educational programs. Here we will look at its structure and its possible areas of implementation.** | |
| **Contents arranged in 3 levels** | 1. **GreenComp: the European sustainability competence framework**   **Integrating sustainability into our educational and training institutions is essential to safeguarding both the environment and public health.**  **Developing competencies and acquiring the information, skills, and attitudes necessary to genuinely cherish our planet and implement protective measures are made possible through education and training.**  **This will facilitate the shift to an equitable, environmentally friendly economy and society. The European Commission has set learning for environmental sustainability as one of its top goals for the forthcoming years in addition to other objectives.**  **As stated in the European Green Deal, the Commission has created this European Sustainability Competence Framework, GreenComp, in response to prior successful initiatives to promote competence-based education for lifelong learning.**  **The European Union's member states have already started integrating sustainability ideas into academic and professional courses. GreenComp may assist all educators and students in Member States in integrating environmental sustainability concepts into all educational systems and curricula by building on this effort.**   * 1. **GreenComp: what is it**   **One of the policy activities outlined in the European Green Deal as a catalyst to encourage learning about environmental sustainability in the European Union is the creation of a European sustainability competency framework.**  **In order to support students in acquiring information, skills, and attitudes that encourage ways to think, plan, and act with empathy, responsibility, and care for our planet and for public health, GreenComp specifies a set of sustainable competencies to feed into educational programs.**  **GreenComp consists of four interconnected skill areas: "acting for sustainability," "envisioning sustainable futures," "embracing complexity in sustainability," and "embodying sustainability principles." Each area consists of three interconnected, equally significant competencies.**  **The goal of GreenComp is to serve as a non-prescriptive reference for educational programs that promote sustainability as a competency.**   * + 1. **GreenComp Aims**   **GreenComp may aid in the development of critical and systemic thinkers who care about the present and future of our world by supporting educational and training systems. No matter the learner's age, educational level, or environment (formal, non-formal, or informal), all 12 competencies of the framework are relevant. The suggested paradigm can augment and supplement current regional, municipal, national, and worldwide initiatives to identify sustainability competencies. Its extra benefit is that it offers:**   * **a model of sustainability competency areas and competencies;** * **a single resource that all individuals engaged in environmental sustainability education and training may use, share, and refer to;** * **a preliminary list of competence elements, including knowledge, skills, and attitudes, as illustrations of how to apply the competences;** * **a standard reference point for discussion, practice sharing, and peer learning among educators engaged in lifelong learning across the EU;** * **a contribution to make the competences portable and promote mobility in the EU for full participation in European society.**   + 1. **GreenComp Methodology**   **The development of a consensus based on a mixed method research approach led to the creation of the European sustainability competency framework.**  **Through this process, GreenComp was gradually and steadily improved, and as a result, the comprehensive framework presented in this module was born.**  **A varied group of over 75 professionals and stakeholders were contacted throughout the process to get their input and gradually come to an agreement.**  **Participants in the group comprised academics and researchers with expertise in lifelong learning and sustainable education, as well as NGOs, youth representatives, teachers, and policymakers from EU Member States.**  **1.2 Sustainability Competences**  **1.2.1 What are sustainability competences**  **Early in the new millennium, a number of European nations began to change their national curriculum from being knowledge-based to being more competence-based.**  **As a result of this transformation, experts in higher education began to map the unique sustainability competencies that students and professionals would need to possess in order to be change agents for sustainability.**  **Although there is broad consensus in the research about the skills required for sustainability, it is up to individual institutions and local educational leaders to embrace and integrate these skills into lifelong learning programs.**  **Additionally, research has thus far tended to be performed at the higher education level, concentrating on the skills that recent graduates and professionals need to have in order to contribute to sustainability issues and possibilities.**  **Sustainability is mapped as a competency applicable to all ages by GreenComp. The GreenComp definition of sustainability competence expands into a collection of sub-elements we refer to as competencies for sustainability.**  **To define a sustainable competency, GreenComp has established the following definition:**  ***A sustainability competence empowers learners to embody sustainability values, and embrace complex systems, in order to take or request action that restores and maintains eco- system health and enhances justice, generating visions for sustainable futures.***  **In order for learners to think, plan, and act sustainably and in harmony with the environment, this definition places a strong emphasis on the development of sustainability knowledge, skills, and attitudes.**  **The development of this competence is thought to be facilitated by all forms of learning, including formal, non-formal, and informal instruction.**  **It begins in early childhood and continues through harvesting in young children and teenagers, context-setting in young adults, and ongoing nurturing in adults. The concept of sustainability as a competency pertains to both the individual and the collective aspects of existence.**  **1.2.2 Teaching and learning sustainability competences**  **Since its inception in the 1960s, transformational learning has frequently been connected with sustainability education and related ideas because it seeks to fundamentally alter our views, attitudes, and behaviour through reflection on what we know and do not know.**  **It challenges us to think critically about how we perceive our surroundings and the part we play in them. In order to reflect and embrace sustainability in their daily roles as students, consumers, producers, professionals, activists, policymakers, neighbours, employees, teachers and trainers, organisations, communities, and society at large, sustainability education aims to equip learners with the necessary skills.**  **This message was emphasised globally thanks to the platform offered by the UN's Decade of Education for Sustainable Development (DESD, 2005-2014).**  **Due to this, Target 4.7 of SDG 4—which aims to "guarantee that all learners acquire the competencies, including as knowledge and skills needed to promote sustainable development"—incorporated education for sustainable development. It is acknowledged that SDG 4 is a crucial objective that must be met before the other 16 SDGs can be accomplished.**  **Since the goal of sustainability education is to alter the person and the social institution through a holistic approach, it is thus seen in the same light as transformational learning. Both education and training are included in learning. It is what we define as follows:**  ***Learning for environmental sustainability***  ***aims to nurture a sustainability mindset from childhood to adulthood with the understanding that humans are part of and depend on nature. Learners are equipped with knowledge, skills and attitudes that help them become agents of change and contribute individually and collectively to shaping futures within planetary boundaries.***  **Through the acquisition of sustainability competencies, learning for environmental sustainability has the potential to be a catalyst for change across young and adult generations.** | |
| **Self-evaluation (multiple choice queries and answers)** | 1. **The GreenComp was required by the Green Deal.**    1. **True**    2. **False** 2. **Learning sustainability competences is connected to:**    1. **Transformational learning**    2. **Co-creation learning**    3. **Dual learning** 3. **How many competences has the framework?**    1. **10**    2. **11**    3. **12** 4. **How many areas does the framework have?**    1. **3**    2. **4**    3. **5**      1. **Which SDG is crucial for sustainable development?**    1. **SDG 3**    2. **SDG 4**    3. **SDG 5** | |
| **Resources (videos, reference link)** | **//** | |
| **Related material** |  | |
| **Related PPT** |  | |
| **Bibliography** | [**https://publications.jrc.ec.europa.eu/repository/handle/JRC128040**](https://publications.jrc.ec.europa.eu/repository/handle/JRC128040)  [**https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework\_en**](https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en)  **GreenComp** | |
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