



Horizontal Green Competences in VET



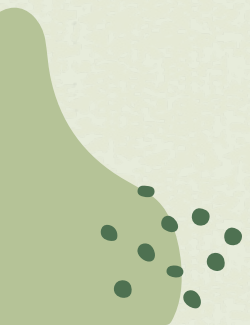

Juta Vallikivi (Tartu Art School, Estonia)





Green skills / sustainability competences



- What are these?
 - How can we implement them in our curriculum?
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Green Skills Program

by Estonian Education and Youth Board (Harno)

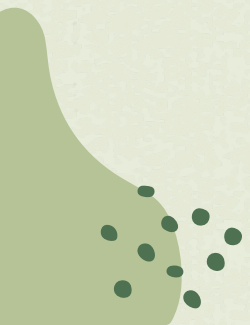

- 9 consortia for the mapping of specific green skills for industry and education (VET and HE)
- Universities, VET schools, roof organizations
 - 8 consortia in different sectors (agriculture, construction, transport, energy, chemicals, food, forestry and automotive)
 - 1 consortium for **horizontal green skills**





Horizontal sustainability competences



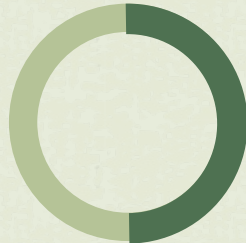
- Competences (skills, knowledge, attitudes) for all:
 - Students in VET
 - Students in HE
 - Workers in all sectors
 - Managers and politicians
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“GreenComp”

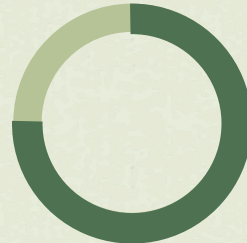
Valuing
sustainability



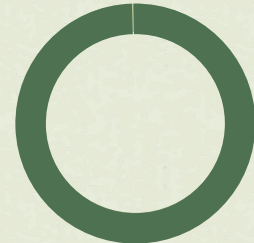
Embracing
complexity



Envisioning
sustainable
futures

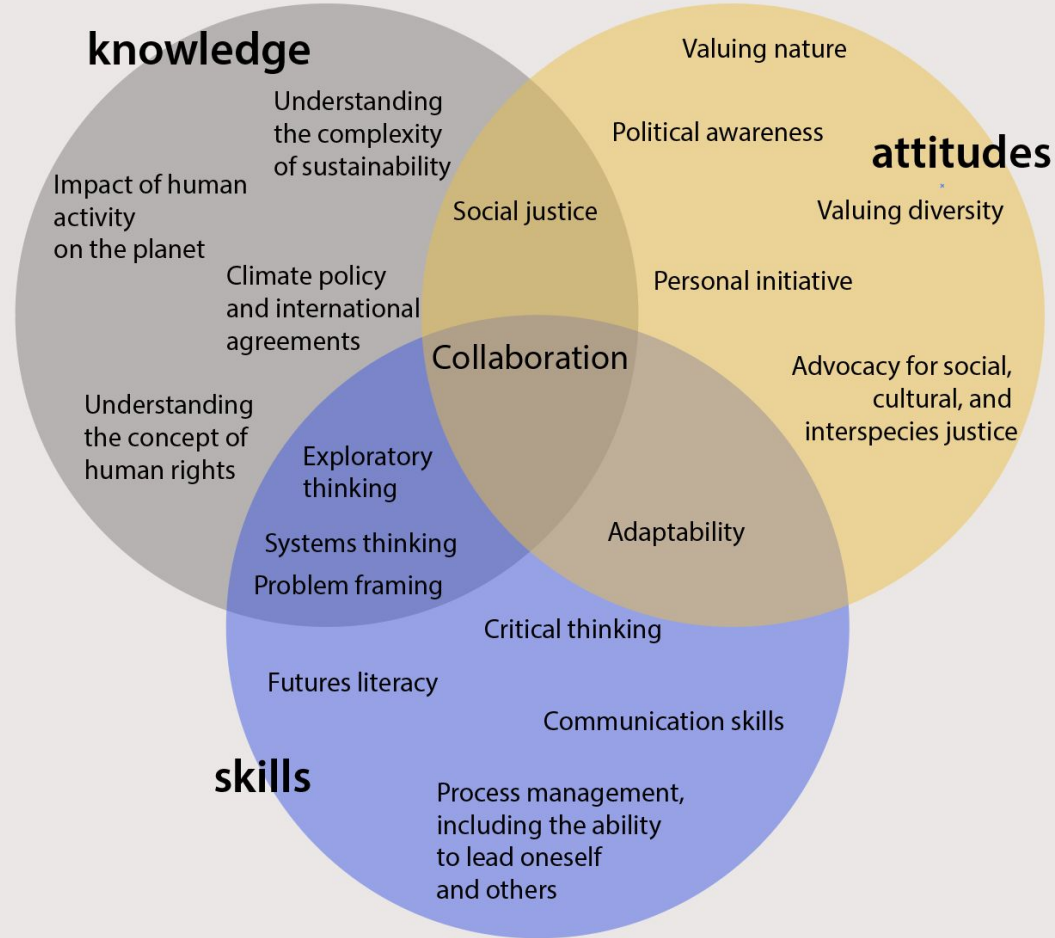




Acting for
sustainability



Horizontal green competences

- *Competences here are based on various sources*
- *A lot of these overlap with 21st century skills*





How to add a practical dimension?


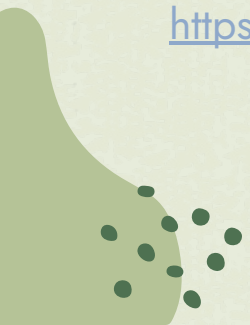
How to help teachers in VET?

ESG reporting - today's challenge for all industries in EU.

https://finance.ec.europa.eu/news/commission-adopts-european-sustainability-reporting-standards-2023-07-31_en

The planetary boundaries concept

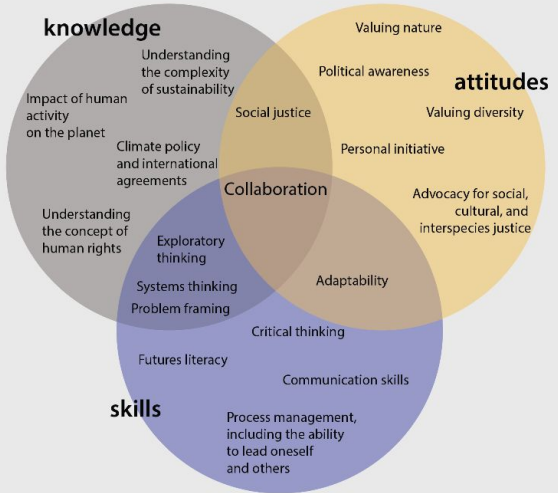
<https://www.stockholmresilience.org/research/planetary-boundaries.html>



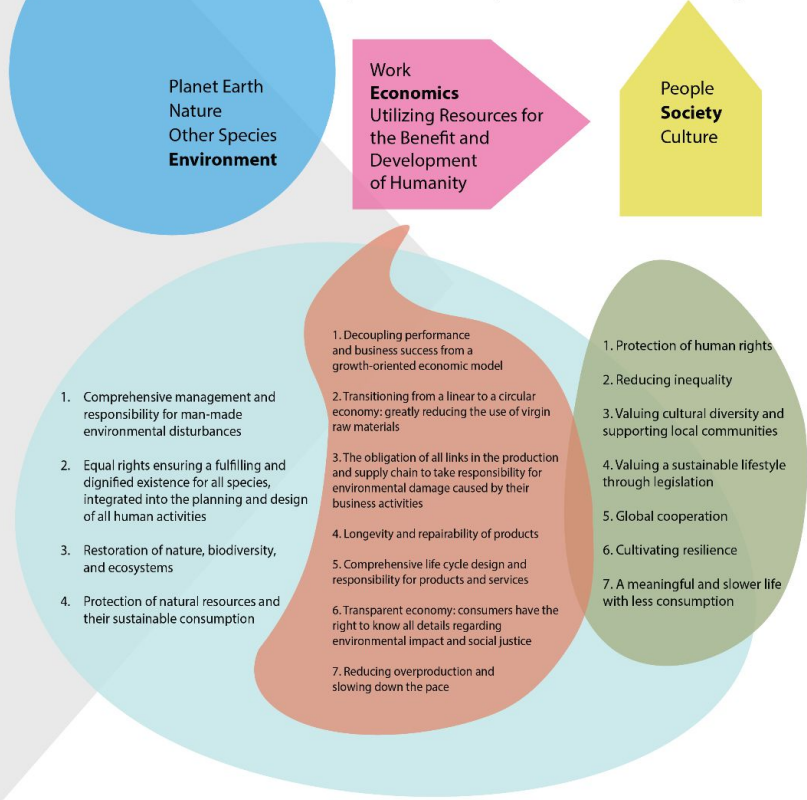
GreenComp

- Valuing sustainability
- Embracing complexity
- Envisioning sustainable futures
- Acting for sustainability

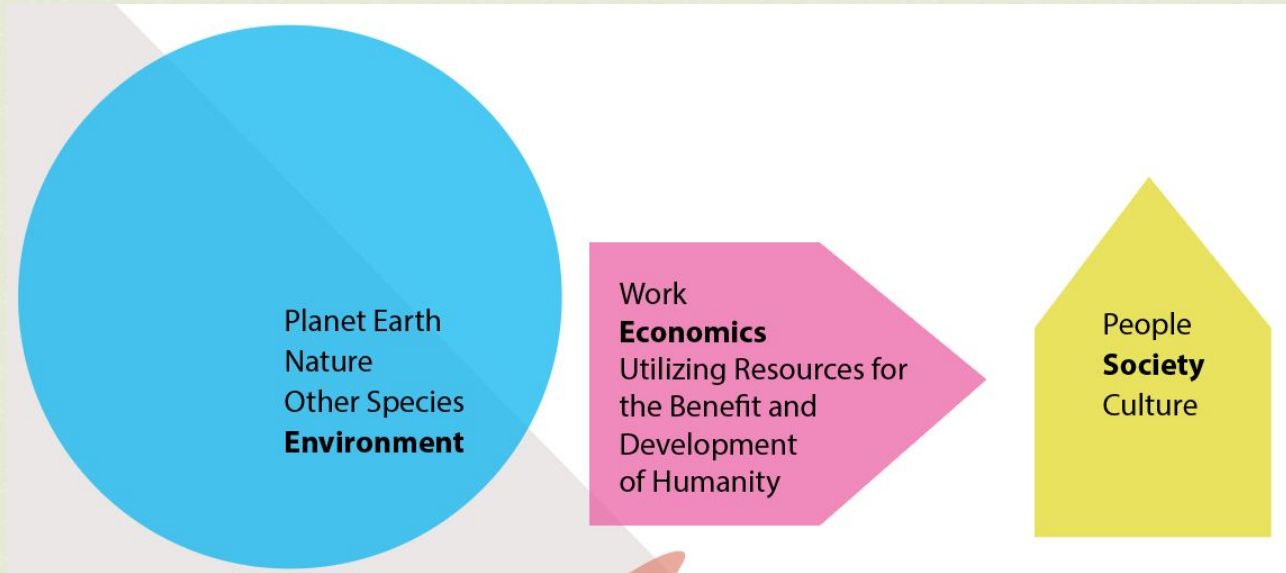
Horizontal green competences



Challenges and goals of human activity within the context of Planetary Boundaries to maintain the possibility of life on our planet



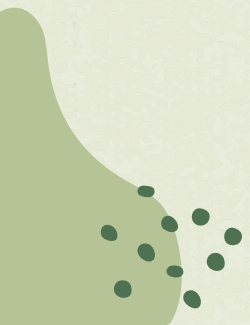
Challenges and goals of human activity within the context of Planetary Boundaries to maintain the possibility of human life on our planet





Environmental challenges

Planet Earth
Nature
Other species

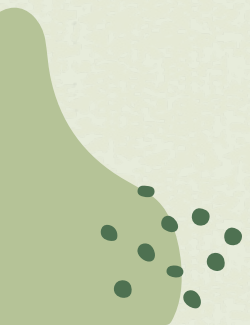


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1. Comprehensive management and responsibility for man-made environmental disturbances
 2. Equal rights ensuring a fulfilling and dignified existence for all species, integrated into the planning and design of all human activities
 3. Restoration of nature, biodiversity, and ecosystems
 4. Protection of natural resources and their sustainable consumption
- 



Economic challenges

Business
Work
Management of resources usage



1. Decoupling performance and business success from a growth-oriented economic model
 2. Transitioning from a linear to a circular economy: greatly reducing the use of virgin raw materials
 3. The obligation of all links in the production and supply chain to take responsibility for environmental damage caused by their business activities
 4. Longevity and reparability of products
 5. Comprehensive life cycle design and responsibility for products and services
 6. Transparent economy: consumers have the right to know all details regarding environmental impact and social justice
 7. Reducing overproduction and slowing down the pace
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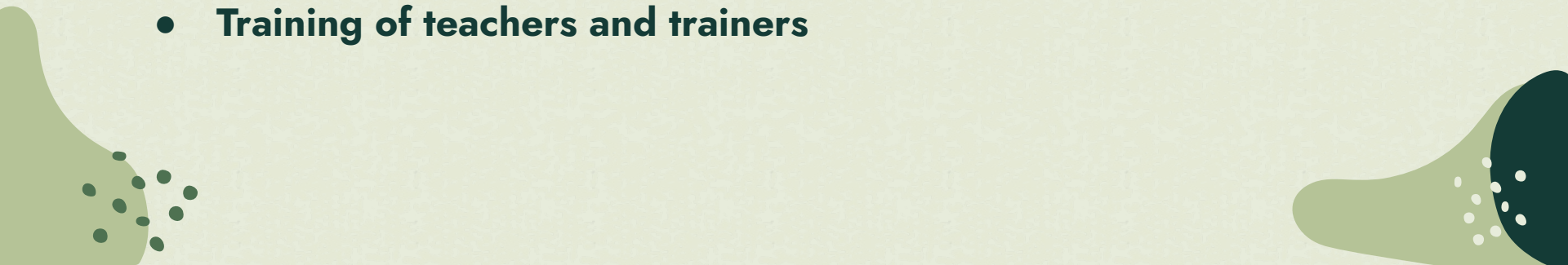
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1. Protection of human rights
 2. Reducing inequality
 3. Valuing cultural diversity and supporting local communities
 4. Valuing a sustainable lifestyle through legislation
 5. Global cooperation
 6. Cultivating resilience
 7. A meaningful and slower life with less consumption

Social and cultural challenges

People
Culture
Communities



What next?

- **Tool for the assessment of green skills in the curriculum or study program**
(Prototype is in testing phase)
 - **Curricula development:** new VET programs, new training courses
(E.g. “Sustainable technologies” 4-year program at Tartu Art School and Tartu VOCCO)
 - **Training of teachers and trainers**
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Thank you!

Link to the skeme:

<https://drive.google.com/file/d/1PxTHEbK4tCntauRgleGVx7Tqp6Slnzzh/view?usp=sharing>

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