

GREENCOOP

It is essential to integrate sustainability into our educational and training institutions in order to protect both the environment and public health.

Education and training make it possible to develop the skills and acquire the knowledge, abilities, and attitudes needed to truly cherish our planet and implement protective measures.

This will facilitate the transition to a fair and environmentally friendly economy and society.

The European Commission has made **learning about environmental sustainability one of its key priorities for the coming years, alongside other objectives.**

As outlined in the **European Green Deal**, the Commission has created this European framework for sustainability competencies, **GreenComp**, in response to previous successful initiatives aimed at promoting competency-based education for lifelong learning.

EU Member States have already begun integrating sustainability concepts into academic and vocational curricula.

GreenComp can help all teachers and students in Member States integrate environmental sustainability concepts into all education systems and curricula by building on these efforts

To help students acquire the information, skills, and attitudes that encourage them to think, plan, and act with empathy, responsibility, and concern for our planet and public health, GreenComp defines a set of sustainability competencies to be integrated into educational programs.

GreenComp comprises four interrelated *areas of learning*:

- 1. Acting for sustainability**
- 1. Envisioning a sustainable future**
- 1. Embracing the complexity of sustainability**
- 1. Embodying the principles of sustainability...**

for each of which we have defined a set of three interrelated competencies*.

1. Embodying the values of appropriateness

1.1 Valuing sustainability

Reflect on one's **personal values**; identify and explain how values vary from person to person and over time, while critically assessing their alignment with sustainability values.

1.2 Upholding equity

Uphold **equity and justice** for current and future generations and learn from previous generations regarding sustainability.

1.3 Promoting nature

Recognize that humans are part of nature and respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy, resilient ecosystems.

2. Embracing the complexity of sustainability

2.1 Systems thinking

Address a sustainability issue from all angles; consider time, space, and context to understand how elements interact within and between systems.

2.2 Critical thinking

Evaluate information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social, and cultural contexts influence thinking and conclusions.

2.3 Problem Framing

Formulate current or potential challenges as sustainability problems in terms of difficulty, people involved, time, and geographic scope, in order to identify appropriate approaches to anticipate and prevent problems, and to mitigate and adapt to existing problems.

3. Envisioning Sustainable Futures

3.1 Future Literacy

Envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps necessary to achieve a desired sustainable future.

3.2 Adaptability

Manage transitions and challenges in complex sustainability situations and make future-oriented decisions in the face of uncertainty, ambiguity, and risk.

3.3 Exploratory Thinking

Adopt a relational way of thinking by exploring and connecting different disciplines, demonstrating creativity, and experimenting with innovative ideas or methods.

3. Envisioning Sustainable Futures

3.1 Culture of the Future

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3.3 Exploratory Thinking

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The GreenComp framework provides:

- A model of domains and competencies in **sustainability**
- A single resource that all those involved in **education and training for environmental sustainability** can use, share, and consult
- A preliminary list of competency elements, including **knowledge, skills, and attitudes**, illustrating how to apply the competencies
- A standard reference point for discussion, the **sharing of practices, and peer learning** among educators engaged in lifelong learning in the EU
- A contribution to the portability of competencies and the **promotion of mobility** within the EU for full participation in European society.

The development of a consensus based on a mixed-methods research approach led to the creation of the European Sustainability Competence Framework.

Through this process, GreenComp was progressively and consistently refined, culminating in the creation of the comprehensive framework presented in this module.

A diverse group of over 75 professionals and stakeholders was consulted throughout the process to gather their input and gradually reach consensus.

Participants in the group included academics and researchers specializing in lifelong learning and sustainable education, as well as NGOs, youth representatives, teachers, and policymakers from EU member states.

GreenComp proposes the following definition of sustainability competence:

*Sustainability competence enables learners to **embody the values of sustainability** and **to navigate complex systems**, in order to **take or advocate for actions** that restore and maintain the health of ecosystems and strengthen justice, thereby generating visions for a sustainable future.*

To enable learners to think, plan, and act sustainably and in harmony with the environment, this definition places strong emphasis on the development of knowledge, skills, and attitudes related to sustainability, as presented in the four tables above.

Since its first official proposal in the 1960s, **transformational learning** has often been associated with education for sustainable development and related ideas, as it aims to

fundamentally change our perspectives, attitudes, and behaviors by prompting us to reflect on what we know and what we do not know.

It encourages us to think **critically** about how we perceive our environment and the role we play in it.

In order to reflect on sustainability and incorporate it into their daily roles as **students, consumers, producers, professionals, activists, policymakers, neighbors, employees, teachers and trainers, organizations, communities, and society as a whole**, education for sustainable development aims to equip learners with the necessary skills.

The ultimate goal of education for sustainable development is to **transform individuals and social institutions through a holistic approach. It is therefore considered transformational learning. Both education and training are part of this learning process.** We define it as follows:

Learning for environmental sustainability aims to foster a sustainable mindset, from childhood through adulthood, by fostering an understanding that human beings are part of and dependent on nature. Learners acquire knowledge, skills, and attitudes that help them become agents of change and contribute individually and collectively to shaping the future within the planet's limits.

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The study on entrepreneurial competencies (EntreComp) was launched by the Joint Research Centre (JRC) on behalf of the Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL) in January 2015. One of EntreComp's main objectives was to develop a common conceptual framework capable of supporting the development of entrepreneurial competencies at the European level.

EntreComp is a reference framework comprising 15 entrepreneurial competencies, subdivided into themes that describe what each competency means in practice. These competencies are clearly defined through learning outcomes (442 in total): what a learner knows, understands, and is able to do. The learning outcomes are spread across 8 different levels of progression, ranging from beginner to expert.

Objectives: If you work with startups and entrepreneurs, you can use EntreComp to:

- **Ideas and opportunities: how does the respondent identify opportunities and act on them?**
- **Resources: What strategies are used to gather and manage resources?**
- **Taking Action: How does the person initiate and manage value-creating activities?**
- **create value by adapting the framework to specific contexts**
- **assess and analyze levels of entrepreneurial competence**
- **recognize entrepreneurial competencies**

- **understand how existing activities contribute to entrepreneurial competencies**
- **help entrepreneurs map their own entrepreneurial competencies**